



**T.R.
ONDOKUZ MAYIS UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE EDUCATION PROGRAM**

**EVALUATION OF 3RD GRADE ENGLISH COURSEBOOK
FROM THE PERSPECTIVE OF EFL TEACHERS:
SAMPLE OF ZONGULDAK PROVINCE**

Master's Thesis

Sevda ÇELENK

Supervisor
Assist. Prof. Dr. Gülay ER

SAMSUN
2025

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ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled “**EVALUATION OF 3RD GRADE ENGLISH COURSEBOOK FROM THE PERSPECTIVE OF EFL TEACHERS: SAMPLE OF ZONGULDAK PROVINCE**” prepared by **Sevda ÇELENK**, and supervised by **Assist. Prof. Dr. Gülay ER**, was found successful and unanimously accepted by committee members as Master thesis, following the examination on the date 30.1.2025.

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This thesis has been approved by the committee members that already stated above and determined by the Institute Executive Board.

Prof. Dr Faik Ahmet SESLİ
Head of Institute of Graduate Studies

DECLARATION OF COMPLIANCE WITH SCIENTIFIC ETHIC

I hereby declare and undertake that I complied with the scientific ethics and academic rules in all stages of my Master's Thesis, that I have referred to each quotation that I use directly or indirectly in the study and that the works I have used consist of those shown in the sources, that it was written in accordance with the institute writing guide and that the situations stated in the article 3, section 9 of the Regulation for TÜBİTAK Research and Publication Ethics Board were not violated.

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No ☐

30/01/2025
Sevda ÇELENK

DECLARATION OF THE THESIS STUDY ORIGINALITY REPORT

**Thesis Title: EVALUATION OF 3RD GRADE ENGLISH COURSEBOOK
FROM THE PERSPECTIVE OF EFL TEACHERS: SAMPLE OF
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ÖZET

3. SINIF İNGİLİZCE DERS KİTABININ YABANCI DİL ÖĞRETMENLERİNİN BAKIŞ AÇISIYLA DEĞERLENDİRİLMESİ: ZONGULDAK İLİ ÖRNEĞİ

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Danışman: Dr. Öğr. Üyesi Gülay ER

Ders kitaplarının yabancı dil eğitiminin verimliliğini önemli ölçüde etkilediği yadsınamaz bir gerçektir. Bu çalışmanın amacı, devlet okullarında kullanılan ilköğretim 3. sınıf İngilizce ders kitabının yabancı dil öğretmenlerinin bakış açısıyla değerlendirmektir. Araştırma deseni olarak, sıralı karma araştırma yöntemi kullanılmıştır. Nicel veri toplama aracı olarak Solak, Eken ve Bayar (2015) tarafından geliştirilen, 20 maddelik 5’li Likert tipinde hazırlanmış ders kitabı değerlendirme ölçeği kullanılmıştır. Zonguldak ili genelindeki devlete bağlı ilköğretim 3. sınıf İngilizce öğretmenleri 86 yabancı dil öğretmeni gönüllü olarak ölçek maddelerini yanıtlamıştır. Nitel veriler ise 16 gönüllü yabancı dil öğretmenini ders kitabının verimliliği ile ilgili altı adet açık uçlu soruya verdiği yanıtlardan oluşmaktadır. Nitel veri analizinde içerik analizi kullanılmıştır ve nitel verilerin nicel verileri desteklediği görülmüştür. Nicel bulgular açısından kategoriler arasında istatistiksel açıdan bazı anlamlı farklar saptanmıştır. İlk olarak, kadın öğretmenler ders kitabındaki dinleme metinlerini erkek öğretmenlere kıyasla daha yeterli bulmuştur ($p=0.04$). İkinci olarak, mesleki kıdem yılı on yıldan az olan öğretmenler on yıldan çok olan öğretmenlere göre ders kitabını öğrencileri düşünmeye teşvik etme, önemli öğretim hedeflerini ölçme ve öğrencilerin hazırbulunuşluk düzeyine uygunluk açısından daha olumlu değerlendirmişlerdir ($p<0.05$). Ayrıca, katılımcıların %67’si ders kitabı içeriğini müfredatla uyumlu bulurken, sadece %20’si ders kitabında önemli öğretim hedeflerini ölçmeye yarayan etkinlikler olduğunu belirtmiştir. Bununla birlikte, katılımcıların %77’si ders kitabında kullanılan kelimeleri öğrenci seviyesine uygun bulurken, sadece %17’si ders kitabındaki etkinlikleri öğrencilerin hazırbulunuşluk düzeyine uygun bulmuştur. Son olarak, nicel çalışmaya katılan öğretmenlerin yalnızca %7’si ders kitabını gelecekte tekrar kullanmaya uygun bulmuştur. Bu çalışma, 3. sınıf İngilizce ders kitabının zayıf ve güçlü yönlerini yabancı dil öğretmenlerinin bakış açısından yansıtmaktadır.

Anahtar Sözcükler: Ders kitabı değerlendirme, Küçük yaşta çocuklara yabancı dil öğretimi

ABSTRACT

EVALUATION OF 3RD GRADE ENGLISH COURSEBOOK FROM THE PERSPECTIVE OF EFL TEACHERS: SAMPLE OF ZONGULDAK PROVINCE

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It is an undeniable fact that coursebooks affect the efficiency of foreign language education significantly. This study aims to evaluate the 3rd grade English coursebook used in public schools from the view of the EFL teachers. As research design, sequential mixed method was adopted. As the quantitative data collection tool, a 5-point Likert-type scale with 20 items developed by Solak, Eken and Bayar (2015) was utilized. 86 volunteer EFL teachers who teach English at public primary schools in the province of Zonguldak responded to the scale items. As for the qualitative data, 16 volunteer EFL teachers answered six open-ended questions. The qualitative data was analyzed through content analysis and the results of the qualitative data mostly supported the quantitative data findings. The quantitative findings revealed several statistically significant results. Firstly, compared to the male teachers, the females showed more agreement on the sufficiency of the listening text records ($p=0.04$). Secondly, the teachers with less than ten years of seniority reflected more positive views on the coursebook in terms of motivating learners to think outside of the classroom, assessing important instructional objectives and appropriacy for the readiness level of the learners than those with seniority for more than ten years ($p<0.05$). Besides, while 67% of the participants found the coursebook relevant to the curriculum, only 20% stated that the coursebook includes activities that assess important instructional objectives. In addition, 77% of the participants asserted that the words in the coursebook are appropriate for the level of the learners whereas 17% stated that the activities fit the readiness level of the learners. Only % 7 of the teachers found the coursebook appropriate to re-use in the future. This study reflects the strength and weaknesses of the 3rd grade English coursebook from the perspective of foreign language teachers.

Keywords: Coursebook evaluation, Teaching English to young learners

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SYMBOLS AND ABBREVIATIONS

EFL	: English as a Foreign Language
ELT	: English Language Teaching
GTM	: Grammar Translation Method
MoNE	: Ministry of National Education
YLS	: Young Learners



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1. INTRODUCTION

The current study aims to explore the effectiveness of the third-grade English course book from the viewpoint of teachers who teach English as a foreign language (EFL). In this section, the background of the study, statement of the problem, purpose of the study and research questions, overview of the methodology, assumptions, limitations, and significance of the study will be presented.

1.1. Background of the Study

Today, English is an international language that is spoken by over 1.5 billion people all around the world. It is an indispensable part of trade, tourism, science, technology, and education. Furthermore, English has been a virtual communication tool since the birth of social media and the number of people using this common tool is increasing every single day.

On the other hand, English is one of the official languages of the European Union. The Council of Europe came up with the Common European Framework of Reference for languages (CEFR) to suggest a common foundation for communicative language proficiency and linguistic competencies (Council of Europe, 2001). Our country has prioritized foreign language education taking into consideration the laws for the adaptation to the European Union. Besides, communicating in a foreign language is regarded as one of the basic 21st-century skills. Thus, foreign language education is accepted as the fundamental aim of our education policy. In light of these developments, English classes have been integrated into primary school education starting from the second grade since the 2013-2014 academic year.

In the first half of the 20th century, behaviorist theories were dominant emphasizing the importance of stimulus and input. However, it was evident that language acquisition was more than linguistic input. In the 1980s, opposing the behaviorist ideas of Piaget, Chomsky believed that a child has an innate capacity to acquire a language and he came up with the idea of the language acquisition device (LAD). He put forward that humans can learn any language with the aid of LAD. Also, Chomsky argued that there was a “Universal Grammar” in the human brain which makes learning any language possible. According to Chomsky (1965) all languages are in the same pattern (Thomas, 2004), which implies a structure common to all languages. Furthermore, Chomsky believed that the earlier a child starts learning

a language, the better results will be achieved. In light of these theories, we had better prioritize language teaching in primary school education so that the students will get the most from their learning environments since the effort and time spent in the first years of education will yield fruitful results.

At this point, it is crucial to understand the characteristics of young learners and to design coursebooks that meet the needs of young learners of English. There are several approaches to how young learners learn. For Piaget (Pinter, 2006), the child is an active learner curious for new knowledge and learns as a result of assimilation and accommodation. According to Vygotsky (Cameron, 2001), children learn better in social environments by interacting with peers. In 1983, Gardner put forward the Theory of Multiple Intelligence and came up with different intelligences: linguistic, logical/mathematical, spatial, musical, bodily/kinesthetic, intrapersonal, and interpersonal. Furthermore, Bruner suggested scaffolding and argued that teachers can support children's learning in various ways: by suggesting and providing focusing activities, by encouraging and being explicit about the organization, and by reminding, modeling, and providing part-whole activities (Cameron, 2001). Taking all of these arguments into consideration, children can be provided with student-centered learning environments enriched in terms of language materials appealing to each child's interest and intelligence.

In classroom settings, coursebooks are the basic materials meeting the needs of the learners, teachers, and the curriculum. There are numerous reasons for utilizing coursebooks in language teaching. Coursebooks guide language learners at any development level through their learning journey. Cunningsworth (1995) regards coursebooks as tools through which the needs of learners are met. First of all, the coursebooks provide context for the learners so that the linguistic input is more meaningful for the learners. As a result, they are exposed to meaningful and comprehensible linguistic input. According to Krashen (1982), comprehensible input is one step beyond the level of the learner's competence. Thus, coursebooks are vital for the learners' improvement. Besides, coursebooks support self-learning since the learners can make revisions outside of the classroom. Tomlinson (1998) states that the most important role of materials is to make students decide about their learning. Hence, the coursebooks contribute to the language learning process and help self-assessment.

Coursebooks are supplementary materials for teachers independent of their teaching experience. Firstly, teachers can support learners with meaningful language input with the aid of user-friendly coursebooks. Secondly, since coursebooks are well-organized materials, they function as syllabi. Thirdly, teachers can save time and energy by using a coursebook as planning the class activities takes a great deal of time. Ur (1996) emphasizes the advantages of using a coursebook noting the organizing characteristic of coursebooks, the function of coursebooks as a syllabus, presenting the needed materials readily, and the guidance of coursebooks for both learners and teachers, especially not experienced ones. Thus, it is safe for teachers to use a coursebook since it helps them to keep on the path of teaching.

Furthermore, coursebooks are indispensable components of English language teaching (ELT) in terms of meeting the needs of the curriculum. Richards and Rodgers (2001) argue that if there were no coursebooks, a teaching program would have no plan to follow. As coursebooks are based on a syllabus, they contribute to realizing the necessities of the curriculum. However, the curriculum needs to be updated to catch up with the developments in language education. Hence, it is significant to evaluate and revise the coursebooks to meet the changing needs of the curriculum.

As educational technologies develop rapidly all around the world, it is a must to keep the language teaching materials up-to-date. Cunningsworth (1995) states that coursebook evaluation consists of determining the needs of learners, and the aims, methods, and values of a teaching curriculum. There are different approaches to material evaluation in terms of the aim of the evaluation process. There are three types of evaluation such as pre-use, in-use, and post-use of the material (Cunningsworth, 1995; McGrath, 2002; Tomlinson, 2003). As a result of the evaluation, teachers may adopt, adapt, or replace the coursebooks. Thus, coursebook evaluation helps the teachers gain a deeper insight into the needs of the learners and the curriculum.

According to the curriculum designed by the Ministry of National Education (MoNE) there are two class hours of English in second, third, and fourth grades in public primary schools. The curriculum provides an outline of the objectives and the content to be taught in language classes. MoNE supplies coursebooks for primary schools at the beginning of each academic year. These coursebooks are used for five years and then they are updated or changed. In this respect, it is crucial to find out the

strengths and weaknesses of these coursebooks to make them more effective and appealing to both teachers and learners.

1.2. Statement of the Problem

Using coursebooks appropriate for the age and level of the learners along with visual and audial materials helps to reach the objectives of the language classes. Also, coursebooks contribute to the development of basic language skills such as listening, speaking, reading, writing, grammar, and vocabulary. Moreover, they are useful materials for teachers to facilitate them on their teaching journey. It is more time-saving and less tiring to use a coursebook than preparing activities for each class. On the other hand, the effectiveness of the coursebooks can result in success or failure at the end of the school year. As a result of the rapid changes in educational technologies, it is crucial to evaluate the coursebooks regularly and make necessary adaptations. The evaluation of coursebooks will strengthen language education and contribute to the teaching-learning environments. The feedback of foreign language teachers about the effectiveness of the coursebooks will shed light on the issue. Thus, the coursebooks are expected to be more user-friendly, up-to-date, and respond to the needs of learners and the curriculum.

1.3. Purpose of the Study and Research Questions

The current study aims to evaluate the third-grade English coursebook from the perspectives of EFL teachers who teach English in public primary schools throughout the province of Zonguldak. This study is focused on the following research questions:

1. Is the coursebook appropriate for the curriculum and young learners?
2. Is the coursebook effective in terms of basic language skills and components?
3. Is the coursebook effective in terms of visual design?
4. Is the coursebook efficient in terms of the activities and the exercises?
5. Is the coursebook appropriate in terms of organization?
6. What are the weaknesses of the coursebook?

1.4. Overview of the Methodology

In this study, the third-grade English coursebook will be evaluated from the perspectives of EFL teachers. Tomlinson (2003) states that coursebook evaluation is a method to assess the efficiency of the teaching materials. Gray, Williamson, Karp and

Dalphin. (2007) note that while quantitative data make use of numbers to describe what exists, qualitative data utilize nouns and adjectives that convey what exists. Brewer and Hunter (2005) suggest using both quantitative and qualitative data collection methods to take advantage of the benefits of both and minimize the deficiencies in each. In this respect, this study will adopt both quantitative and qualitative data collection methods to gain a deeper insight into the issue. As a quantitative data collection method, a coursebook evaluation survey developed by Solak, Eken and Bayar (2015) will be utilized. The survey is a 5-point Likert type and it is made up of 20 items. The consent for the use of the survey was elicited by getting in touch with the author of the survey via e-mail. The survey has been administered to 86 English teachers who work in public primary schools in the province of Zonguldak. As a qualitative data collection method, interview questions were developed in cooperation with the research consultant. There are six interview questions about the efficiency of the coursebook under scrutiny. The interview questions were answered by 16 English teachers who have used the coursebook in their English classes.

1.5. Assumptions of the Study

It has been assumed that the English teachers have answered both the survey and the interview questions honestly and sincerely. Also, it has been assumed that the EFL teachers who joined the survey have used the coursebook at least once in an academic year as the survey and the interview questions require a thorough understanding of the coursebook.

1.6. Limitations of the Study

As is the case with most academic studies, this study bears some limitations due to several reasons. The limitations mainly stem from the sample of the participants and the coursebook.

Firstly, this study is limited to the third-grade English coursebook published by Yıldırım Press as this coursebook has been distributed to the public primary schools by the Ministry of National Education for the last five years. Secondly, the coursebook was evaluated from the perspectives of the EFL teachers who teach English in public primary schools throughout the province of Zonguldak. Thirdly, the interview questions were answered by English teachers who work in Karadeniz Ereğli because the researcher is working in a school in the Ereğli district of Zonguldak. It was

expected to make the face-to-face interviews more practical and effective. In addition, the coursebook could be evaluated from the view of the learners as well. That is to say, the learners who used the coursebook under scrutiny could have participated in the quantitative or qualitative study with the consent of their parents so that a deeper understanding of the coursebook would have been gained.

To sum up, this study is focused on practical issues such as the efficiency of the coursebook in terms of the needs of the curriculum and young learners, organization, design, activities and exercises, etc. The evaluation of the coursebook can be extended to illustrate in terms of cultural elements or CEFR.

1.7. Significance of the Study

Coursebooks are essential materials in teaching-learning environments. There are several benefits of the coursebooks for both EFL teachers and language learners.

In terms of EFL teachers, the coursebooks are useful in several aspects. First of all, the coursebooks are practical to use in the classroom. Secondly, it is safe for teachers to follow a coursebook as the coursebooks meet the needs of the curriculum. Thirdly, it is more time-saving than planning and preparing all the class activities. Also, it is beneficial for novice teachers to use a coursebook to stay on the path.

As for the learners, the coursebooks serve as a guide. Learners need various kinds of activities to improve their language skills. Even if the teachers supply the learners with sufficient linguistic input, the learners need more to practice the language. Thus, the coursebooks are expected to be rich in terms of diversity, more organized, and user-friendly. At this point, the efficiency of the coursebooks should be questioned to reach the teaching objectives.

It is of utmost importance to evaluate the efficiency of the coursebooks to make the language teaching and learning process more successful. As Cunningsworth points out (1984) being a fundamental and supporting tool for both students and teachers, the coursebook evaluation and selection proves to be of great significance.

The coursebook evaluation can be made before using the coursebook, while using or after using it. In this study, the EFL teachers are expected to evaluate the coursebook either after using or while using it. The feedback elicited from the EFL teachers is crucial to identify the strengths and weaknesses of the coursebook. Thus, it

is expected that the coursebooks can be more up-to-date, more efficient, and more user-friendly.

In the literature, there are similar studies that are aimed at evaluating English coursebooks used in public primary schools. Two studies evaluated the third-grade English coursebook, the first one in 2016 and the second one in 2018. The coursebooks approved by the Ministry of National Education can be used for 5 years in the public primary schools. Thus, the coursebook in use has not been evaluated so far. Significantly, this book needs evaluation to keep it up-to-date. Besides, it is expected that the feedback from the teachers will contribute to identifying the strengths and the weaknesses of the coursebook.

The results of this study will yield to the improvement of the coursebooks in EFL in several aspects. On one hand, the teachers are expected to have a critical view of the coursebook. On the other hand, the feedback from the teachers who use the coursebooks in classroom environments will give the book writers a deeper insight. Furthermore, the results of this study will be reported to the MoNE. This two-way benefit will develop language education in public primary schools throughout the country.

To sum up, there are numerous advantages of coursebook evaluation for EFL teachers, language learners, book writers, and the MoNE. The results of this study will be shared by the stakeholders of language education in public primary schools. Thus, this study is significant in terms of its contributions to the development of better coursebooks.

2. LITERATURE REVIEW

In this chapter, a brief history of ELT will be dealt with focusing on the approaches and teaching methods in the field. The characteristics and needs of young learners will also be presented to explain how to teach young learners (YLS). The concepts of coursebook evaluation and types of evaluation will be defined with relevant information for the study. In addition, related studies examined to provide a sound basis for the research will be presented.

2.1. Brief History of ELT

It is crucial to take a critical look at the language teaching practices in the past to find better solutions to the problems arising in ELT. Richards and Rodgers (2014) state that the language teaching history goes far beyond centuries, however the historical reviews are focused on the period from the late nineteenth century to the present day. Howatt and Widdowson (2004) divide the ELT history into three sections. They describe the years between 1900-1946 as “Laying the foundations”; 1946-70 as “Consolidation and renewal”; from 1970 to the present as “Language and communication”. This chapter will briefly present the main approaches and methods in ELT.

2.1.1. Approaches in ELT

As all language teaching practices are mainly based on a teaching approach or method, it is useful to make a distinction between approach and method. According to Anthony (1963, p.63-67):

An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught... Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. An approach is axiomatic, a method is procedural.

Thus, it is clear that there is a close relationship between the two notions. It can be deduced that an approach is broader than a method and a method is based on an approach. Richards and Rodgers (2001) came up with the concepts of “design and procedure” and they proposed that "...a method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in a procedure.”

Looking back on the history of ELT, there has been a shift from one approach to another through centuries. The first approach called the Grammar Translation Approach (GTM) was used between the 17th and 19th centuries. Qing-xue and Jin-fang (2007) describe the basic principle of GTM as translation from and into the target language. So, the native language of the learners is regarded as fundamental in this approach. As for the teaching of skills, Qing-xue and Jin-fang (2007) argue that “In practice, reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.”. Language learners are passive throughout the learning process and teachers are located in the center. This grammar-focused instruction had nothing to do with communication, so it was found inefficient to establish communication.

Direct Method appeared in the U.S.A. as a reaction to the Grammar-Translation Approach. While the teacher does not have to speak the target language in the Grammar Translation Method, the teacher must be a U.S.A. speaker of the target language or have native-like proficiency in the Direct Method. According to Celce-Murcia (2013), Direct Method is characterized by dialogues and anecdotes in modern spoken language, actions and pictures used for clarification, and literary texts read for pleasure. There was no or little emphasis on grammar, as a result, grammar was learned inductively in Direct Method.

In the 40s, 50s, and 60s, the Reading Approach arose. Celce-Murcia, M. (2013) points out that reading comprehension is the only language skill emphasized in the Reading Approach. It is stated that only the grammar useful for reading comprehension is taught, overall grammar is taught inductively. Vocabulary is controlled at first and then expanded. In this approach, the teacher doesn't need to have good oral proficiency in the target language. Thus, this approach was insufficient to develop speaking and listening skills of the learners.

With the outburst of the Second World War, communication became much more important than the written form of the language. So, an urgent and new language teaching approach was needed to teach language to the military forces (Richards & Rodgers, 2001). Soon, Audio-lingual approach was proposed by American linguists in the 1950s. According to Richards and Rodgers (2001, p. 57), foreign language learning is a process of mechanical habit formation, and good habits are formed by giving correct responses rather than by making mistakes. Larsen-Freeman (2000, p. 45)

assumes that students will achieve communicative competence by forming new habits in the target language and overcoming the old habits of their native language. The main reflections of the audio-lingual approach in the classroom are the dialogues and drill activities full of repetitions. In this approach, listening and speaking skills are prioritized whereas reading and writing skills are postponed. Similar to the Direct Method and Reading Approach, grammar is taught inductively. As learning activities and materials are carefully controlled, a great effort is made to prevent errors.

As a reaction to these behaviorist approaches, the Cognitive Approach arose. Celce-Murcia, M. (2013) states that meaning is crucial in the Cognitive Approach since language is viewed as rule acquisition, not habit formation. Reading and writing skills are as important as speaking and listening skills. Errors are viewed as inevitable as perfection is out of the question. The teacher's role is to help students refine their control of the target language, so the learner is responsible for his learning.

Concerning the affective considerations in the approaches mentioned above, the Affective/humanistic Approach appeared. Celce-Murcia, M. (2013) claims that the Affective/humanistic Approach is characterized by the emphasis on meaningful communication, respect for the individual's feelings, group work, or peer work. Learning a foreign language is viewed as a self-realization experience, so the class atmosphere is assumed more important than the method or materials. It is highlighted that the teacher is viewed as a counselor or facilitator.

The approaches mentioned above are lacking in terms of the practical issues. Thus, the Functional/ESP Approach emerged as a solution. Celce-Murcia, M. (2013) points out that the focus of the ESP Approach is on relevance, which is what the students need the language for. Thus, careful survey work is carried out to assess students' needs (social situations, linguistic context, area of specialization, communicative functions, etc.). Materials and teaching procedures are developed according to the needs analysis. The teacher should be fluent in the students' native language as well as the target language.

Hymes (1972) and Halliday (1993), who view language first and foremost as a system for Communication, proposed the Communicative Approach. It is assumed that the goal of language teaching is to communicate in the target language. Students regularly work in groups or pairs in situations where one person has information that

the other(s) lack, which yields real communication. Students often engage in role-play or dramatization to adjust their use of the target language to different social contexts. Classroom materials and activities are often authentic to reflect real-life situations. Skills are integrated, and there is a balanced emphasis on developing the skills. The teacher's role is primarily to facilitate communication and only secondarily to correct errors. Thus, the teacher should be able to use the target language fluently and appropriately.

2.1.2. Teaching Methods in ELT

The language teaching approaches mentioned above are usually associated with some methods, which guide the language teachers in their teaching experience. According to Richards and Rodgers (2001), a language teaching method can be characterized from the view of such points; the nature of language, the nature of second language learning, the goals and objectives in teaching, the type of syllabus to use, the role of teachers, learners and instructional materials, the activities, techniques and procedures to use.

One of these methods is Suggestopedia, developed by Georgi Lozanov, a Bulgarian psychiatrist. Lozanov believed that human beings possess a much greater capacity for learning than they use. Lozanov (1978) claims that fear of incompetence or mistakes constrains learning rather than one's intelligence. In practice, the learners were made to sit in comfortable seats while classical music was played in a softly lightened atmosphere. Sharma, M. (2019) points out that the learners were encouraged to concentrate on building vocabulary, reading, and writing; besides engaging in long conversations. The emphasis was on content rather than form. As for the error correction, this method gives freedom to the learners. It was assumed that a relaxed mind makes a learner more constructive and builds long-term memory. As the learners progress, communication is emphasized much more than grammar. Even though this method was learner-centered, it could not have a long-lasting effect in terms of practical issues such as crowded classrooms or lack of appropriate circumstances.

Another method that appeared in 1996 was Total Physical Response. Asher, J. (1977) a learning psychologist, developed this method for child language acquisition. Sharma, M. (2019) states that this method recommends learning through coordination between speech and physical actions. According to this method, the teacher should

deliver instruction in the target language, and then supplement it with movements of his body. Learners are expected to mirror the teacher's actions. This method emphasizes developing listening before speaking. It also recommends that the target language be presented in larger chunks, rather than words or sentences; grammar should be learned passively from language input. This method is popularly used to teach young learners, but it is not favorable for grown-up learners. Today, this method is still in use since it keeps the learning long-lasting. Also, it is easy to adopt this method for young learners, who like learning by doing. Furthermore, this method can be used to catch the attention of the learners as they will be immersed in the learning process actively.

A different perspective on language teaching arose when Community Language Learning was developed by Curran, C. (1976). Students are viewed as clients, and teachers are considered as counselors. The needs of both the client and the counselor are taken into account in the language teaching settings. A class starts with the clients sitting in a circle with the counselor outside the circle. They begin to say things in their native language and the teacher-counselor translates these utterances into the target language. The student-client then repeats what has been said in the target language. Errors are corrected by the counselor merely repeating without error any faulty utterance that a client has produced in the target language (Celce-Murcia, 2013). There are stages involved in the teaching-learning process going from the dependent to the fully independent stage. Thus, learning is viewed as a process of maturation.

Another method that is associated with the cognitivism is Silent Way, developed by Caleb Gattegno in 1976. In this method, no use of the native language is permitted. A set of rods of varying lengths and colors are used to introduce the linguistic structures. The teacher has the role of modeling the structure only once and then the students are expected to imitate what they are exposed to. Sharma, M. (2019) claims that Silent Way is based on the belief that learning a second language is similar to the process of unconscious acquisition of their native language by very young learners. The teacher usually remains silent so that the learners take responsibility for their learning. Color-coded charts are used to teach so that much of the time, the teacher merely points to the chart instead of speaking. However, this method has been criticized by language teachers who regard language learning as a flow of communication.

Dogget (1986, p. 3-6) compared eight language teaching approaches below:

Table 2.1. The comparison of language teaching approaches

Approaches	Goal	Roles	Interaction
GTM	To be able to read literature	Teacher has the authority.	Teacher-Student
Direct	To communicate	Teacher is a partner	Teacher-Student
Audio-Lingual	To form habits	Teacher directs	Student-Student
Silent-Way	To express oneself	Students are responsible for their own learning.	First teacher, then student-student
Suggestopedia	To overcome the psychological barriers	Teacher has the authority.	Student-Student
Community	To learn a language communicatively	Teacher acts as a counselor.	Teacher-Student Student-Student
TPR	To create an enjoyable learning environment	First teacher gives instructions, then students.	Teacher-Student
Communicative	To be able to communicate	Teacher is a facilitator.	Teacher-Student

Dogget (1986, p. 3-6)

For years linguists and language teachers have been in pursuit of the best way or method of language teaching. Historical, political, scientific, technological, or psychological developments have had an impact on language teaching practices. In the end, one can neither use all of the approaches or methods at the same time nor can one discard all. The inclination is towards an eclectic method, which suggests adopting and adapting the approaches and methods. Peck (1979) advises to determine the needs, attitudes, and aptitudes of individual students to make use of the most appropriate method. At this point, the teacher is responsible for picking the best approach for the learners.

To reach the right decision, Qing-xue and Jin-fang (2007) advise keeping the following questions in mind the learners, their level of proficiency, their needs, the circumstances in which they will be using English in the future, and so on. To sum up, no single method is the key to achieve linguistic competence., but rather a blend of methods and techniques.

2.2. Young Learners in ELT

In ELT, learners are categorized under several groups such as preschool or kindergarten learners, primary school learners, secondary school learners, teenage

learners, adolescents, young adults, and adults. Each age group has its own characteristics and needs, which play a crucial role in learning environments. It is a must for language teachers to be aware of the characteristics and needs of the learners if they are to succeed in reaching the goals of the teaching objectives.

As the coursebook under scrutiny is used in primary school third grade, it is highly necessary to identify the characteristics and needs of young learners. Philips (2000, p. 3) describe young learners as children from the first year of formal schooling (five or six years old) to eleven or twelve years of age. This section will cover the general nature of young learners, focusing on the cognitive and linguistic characteristics. Also, it is aimed to explain how children learn by referring to theories in education. In addition, it will discuss briefly how to teach EFL to young learners.

2.2.1. The Characteristics of YLs

It is a fact that the teaching objectives of a language class depend on the age and needs of the learners. Thus, the age and needs of the learners should be identified before setting the teaching objectives. After setting goals for language teaching, the next step is choosing the right coursebook and planning the language teaching process.

Young learners are known as children from the first year of formal schooling (five or six years old) to eleven or twelve years of age (Philips, 2000). Young learners are different from older ones in many aspects. Young learners have unique characteristics such as being emotional, eagerness to learn, praise-oriented encouragement, and willingness to speak. The emotional characteristics of young learners imply that they need understanding and empathy in the learning environments. These characteristics are valuable in both curriculum design and lesson planning since they either yield to the achievement of the learning objectives or add up to the failure of the language learning process.

Also, Cameron (2001) describes children as enthusiastic and lively learners. It is of utmost importance that they are eager to learn a new language. Yet, as Cameron (2001) puts forward, young learners can easily lose their motivation to learn. This implies that language teachers should be able to raise interest with attention-catching materials and activities. Besides, Cameron argues that young learners are different from older learners in that they aren't able to analyze the linguistic input. In other words, how children code and decode the linguistic input differs from that of older

ones. Children can't think abstractly, so they learn by using their senses. Practically, they need visuals and materials that they can see, hear and touch. Aware of these facts, language teachers had better support the young learners with colorful flashcards, pictures, posters, puppets, etc. to arouse interest in the classroom.

Scott and Ytreberg (1990) emphasize the immediate world around the children by stating that it is their hands, eyes, and ears that they use to understand this world. This implies that the senses are crucial for children to discover the world. In the classroom setting, children can learn better if they are immersed in hands-on activities. Another point is that young learners have quite short attention spans, thus they can be easily distracted. To avoid distraction, Scott and Ytreberg (1990) suggest using a variety of activities such as individual, pair work, group work, or whole class activities. The teacher is advised to balance these activities as each task focuses on different skills. Also, Scott and Ytreberg (1990) point out the balance between quiet and noisy activities to create a peaceful and dynamic learning environment.

It is evident that the needs and characteristics of the learners change with age. The way children learn is definitely different from the way teenagers or adults learn. The physical, psychological, and cognitive traits of the learners affect the learning process deeply. Being aware of the characteristics of young learners and taking into account the needs of the learners contribute to both identifying and achieving the instructional objectives, which is significant in coursebook design. Pinter (2006) describes young learners as children in pre-school or in the first couple of years of schooling. Furthermore, he clarifies the characteristics of young learners by comparing younger learners with older ones in the following table:

Table 2.2. Pinter's outline for the younger and older learners

Younger learners	Older learners
They are more concerned about themselves than others.	They show a growing interest in analytical approaches, which means that they begin to take an interest in language as an abstract system
They enjoy fantasy, imagination, and movement.	They show a growing level of awareness about themselves as language learners and their learning.
They have a holistic approach to language, which means that they understand meaningful messages but cannot analyze language yet.	They have growing awareness about the world around them.
They have lower levels of awareness about themselves as language learners as well as about process of learning.	
They have limited reading and writing skills even in their first language.	They have well-developed skills as readers and writers.
They have limited knowledge about the world.	They begin to show interest in real life issues.

(Pinter, 2006, p. 192)

Looking back at the table above, it is clear that young learners are different from the older ones in several aspects. Firstly, they regard language as a whole and they are unable to analyze the language. Secondly, they are unaware of the cognitive processes of language learning, unlike older learners. Thirdly, their reading and writing skills are more limited compared to speaking and listening skills. Furthermore, they are self-oriented, which means they need student-centered activities.

Moreover, young learners are energetic and they like to be active throughout the learning process. Last, but not least they are much more imaginative than the older learners, which implies that they can be creative and productive when they are given a chance in the language learning environments. To gain a deeper understanding of the issue, it is practical to focus on a specific age period. Slattery and Willis (2001) identify very young learners and young learners as the former aged under 7 and the latter aged between 7-12. Slattery and Willis (2001) compare some characteristics of very young learners and young learners (YLS) presented in the table below:

Table 2.3. The characteristics of very young learners versus young learners

Very young learners (under 7)	Young learners (7-12)
They are unable to read or write in L1. They can acquire through hearing and experiencing lots of English, in much the same way they acquire L1. They learn better through playing; they are not consciously trying to learn new words or phrases. They like playing with language sounds, imitating, and making funny noises.	They are learning to read and write in L1. They are developing as thinkers. They can understand the difference between the real and the imaginary. They can plan and organize how best to carry out an activity.
They are unable to organize their learning. Their grammar will develop gradually on its own when exposed to lots of English in context.	They can work with others and learn from others. They can be reliable and take responsibility for class activities and routines.

(Slattery and Willis, 2001, cited in Shin, 2007)

Taking these characteristics into consideration, language teachers should adopt or adapt the instructional materials. To illustrate, language teachers had better design a classroom with audio-visual materials appropriate for young learners. Also, the learning environment can be organized for group work activities to provide peer learning. Besides, teachers had better devise task-based activities to give responsibility to the learners. Moreover, young learners learn better when they are active and they learn by doing, so teachers had better make use of hands-on activities. Thus, EFL teachers should pay attention to the characteristics of the learners and they should plan and organize the teaching activities in line with the needs of the learners.

2.2.2. The Cognitive Development of YLs

The cognitive development of the human being is of utmost importance to understand the language learning process. Since language is processed and coordinated in the brain, the cognitive development of children plays a crucial role in language learning. In this section, Jean Piaget's Theory of Cognitive Development (1896-1980) and Lev Vygotsky's Theory of Cognitive Development (1896-1934) will be presented and compared. McClosky (2002, p. 3) lists Piaget's stages of child development as follows:

Table 2.4. Piaget's stages of child development

Stages	Age	Properties
Sensorimotor	0-2 years	Children interact physically with the environment, developing ideas about how things work
Pre-Operational	2-7 years	Children are not able to think abstractly, but they need concrete situations to process ideas.
Concrete Operations	7-11years	Children have enough experience to begin to conceptualize and do some abstract problem-solving though they still learn best by doing.
Formal Operations	11-15 years	Children can use abstract thinking like adults

(McClosky (2002, p. 3)

The table above clarifies that Piaget divided the cognitive development of the children in four stages from birth till puberty. The cognitive development is initiated by the interaction with the physical environment, which is called sensorimotor stage. It is followed by the pre-operational stage before the children start school. Then, the third stage starts when the children are ready for abstract problem solving. The last stage is called the formal operations when the children are able to think like adults. Also, Piaget states that human beings have two tendencies in thinking: organization and adaptation (Pulaski & Spencer, 1971, p. 6-7). These skills help humans learn better and attain their goals in life. Piaget indicates that reaching equilibration occurs through the process of lifelong learning prompted by maturation, activity, and social experience. (Piaget, 1970, p. 24).

Another psychologist focused on cognitivist theories is Vygotsky, who proposed the zone of proximal development (ZPD). According to Vygotsky (1978), ZPD is the distance between the actual developmental level and the level of potential development. He argued that to understand the relationship between development and learning, the actual and the potential levels of development must be identified (Vygotsky, 1978). "The only good learning is that which is in advance of development." (Vygotsky, 1978, p. 89). Hence, from a Vygotskian perspective, cognitive development is a result of the child's interaction with the environment and cooperation.

Vygotsky's ideas about ZPD are supported by Bruner, who regards scaffolding as a useful component in the process of language learning. Bruner considers language as the most important tool for cognitive development (Cameron, 2005). According to

Bruner, an adult's role is crucial in a child's learning process as children learn effectively through scaffolding by adults (Shin, 2007). Scaffolding can be defined as a bridge between what learners can already do and what they can't yet do on their own. Thus, it is highly probable that novice young learners will become experts in the target language if the teachers provide enough scaffolding in the language learning environment. Vygotsky's social constructivist theory (Vygotsky, 1978) also has common points with Bandura's social cognitive theory (Bandura, 2001). According to Bandura (2001), "Learning occurs as an emergent result of a dynamic relationship between human behavior, environment, and human agents."

The implications of Piaget's and Vygotsky's theories in language teaching are beneficial for language teachers. The developmental stages described by Piaget suggest that children from a specific age group have unique characteristics. Language teachers should make use of appropriate instructional materials to meet the needs of the learners. Being aware of the properties of each stage will expectedly help the teachers adopt the most appropriate teaching approaches, methods, and techniques. Besides, organizing the activities in line with the developmental stages of the learners will yield more fruitful results. Vygotsky indicates that language learning is very critical in cognitive development, and children should be helped to improve their language ability (Slavin 2003, p. 30-43). In this view, language development goes hand in hand with cognitive development. To Vygotsky, language is a tool guiding the thinking skills. When the learners experience failure, considering the zone of proximal development, teachers should assist or create a cooperative learning environment. The fact that learners can develop their linguistic competence in social environments should be integrated into teaching practices.

All in all, the cognitive development of the learners is crucial in EFL settings to identify the objectives, approaches, methods, instructional materials and classroom activities.

2.2.3. The Linguistic Development of YLs

Language learning is a broad term that describes the learning processes of first language, second language, and foreign language. This study includes foreign language learning processes as the students learn English as a foreign language. So,

language learning theories such as behaviorist, innatist, and monitor model will be presented here.

One of the leading proponents of this theory is Skinner (1957), who believes that behaviors are learned through conditioning. The behaviorists describe language as a form of behavior and it can be gained through classical and operant conditioning. According to Lightbown and Spada (2006), language learning can be facilitated by comparison and analysis called the Contrastive Analysis Hypothesis (CAH). It is based on the fact that learners can acquire the target language structures more easily if they are similar to their native language. In practice, this theory is reflected in that learning starts from the known to the unknown. To illustrate, similar structures such as cognates help the students learn as they are easy to remember. Learners will be able to benefit from the behaviorist theories if the teachers apply these instructional principles in foreign language teaching environments.

As a reaction to the behaviorist theory, the innatist theory arose in the 1950s. Chomsky claims that “children are biologically programmed for language learning” (Lightbown & Spada, 2006). In other words, children have an innate ability to acquire language and they are programmed to learn a language. According to Chomsky (1957) the similarity of language acquisition across cultures implies a pre-programming. Chomsky (1965) asserts that children are born with a special biological mechanism called the Language Acquisition Device (LAD), a mechanism that enables automatically acquiring and constructing the rules of any language. As Chomsky believed that only LAD can explain how children acquire accurate grammar, he came up with the idea of Universal Grammar (UG) (Chomsky, 1957). UG implies that human beings have a system of rules and they can use this system while learning other languages. This knowledge can be useful to help the learners overcome their anxiety in the learning environment.

Another language leaning theorist is Krashen (1982) who describes foreign language acquisition under five hypotheses. The first hypothesis is focused on whether one acquires or learns the language. According to Krashen (1982), there are two independent systems for the development of language learning: acquisition and learning. Acquisition takes place unconsciously and implicitly in an informal environment. On the other hand, learning is a conscious process and it takes place in formal environments. The second hypothesis is called the “Natural Order Hypothesis”.

This hypothesis defends the idea of a specific sequence of foreign language acquisition as in the first language acquisition (Mitchell, Myles, & Madsen, 2013). The third one is called the “Monitor Hypothesis”. The ‘monitor’ is related to learning rather than acquisition. It is described as a device to check one’s own language production, for editing and correcting mistakes if needed (Brown, 2007, p. 294). The fourth one is named the “Input Hypothesis”. The input hypothesis claims that one can acquire a language when the input in the target language is comprehensible enough. Lightbown and Spada (2006) point out that acquisition occurs when the linguistic input is slightly above the current knowledge of the learner. The last one is the “Affective Filter Hypothesis”. ‘Affect’ refers to feelings, motives, needs, attitudes, and emotional states (Lightbown & Spada, 2006). It can be deduced that learners can learn a language better if their affective filter can be lowered.

2.2.4. How to Teach EFL to YLs

Language teaching methods and techniques can be successful as long as they meet the needs of the learners. Since young learners have unique cognitive and linguistic developmental stages, the language teaching practices should be in line with their needs. Thus, teachers should keep in mind these cognitive and linguistic stages while choosing the right teaching method and coursebook.

McCloskey (2002, p. 7-9) comes up with seven principles for teaching English to young learners. Firstly, he suggests giving the learners active roles during the learning process. It is more effective if their roles are enjoyable for them. Taking into account that the children are social learners, he advises collaboration in the classroom. Also, he points out that thematically organized activities end up with more meaningful learning environments. In addition, content-based language learning is an efficient way to create context for the learners. Besides, he underlines the significance of scaffolding as the learners can do much better if supported with assistance. He offers to integrate home language and culture elements into the language learning experience. Furthermore, he argues that providing clear goals and feedback contributes to the language learning process.

Shin (2007) presents ten useful ideas for teaching English to young learners. Shin agrees with McCloskey on giving active roles to the learners, teaching in themes, and creating context by using stories. Additionally, Shin suggests using visuals and realia as children learn better when the content appeals to their senses. Also, Shin

advises setting classroom routines since children feel safer when they know what to do next. Shin maintains that the teacher can make use of L1 to scaffold the learners. Taking into account the characteristics of children, Shin offers keeping activities around 5 and 10 minutes long for very young learners (ages from 5 to 7) while he suggests keeping activities for 10 minutes at most for young learners (ages from 8 to 10). Above all, Shin argues that teachers can benefit from bringing helpers from the community to the classroom and collaborating with colleagues or professionals to improve their teaching skills.

Peck (2001, p. 2) comes up with practical ideas to facilitate language teaching to young learners. Peck suggests focusing on meaning instead of correctness. Also, in agreement with the ideas of Vygotsky, Peck (2001) highlights the social development of the learners. Besides, Peck maintains that learners need a rich learning environment that appeals to their senses. In addition, Peck maintains that the four skills should be integrated. Moreover, he asserts that language should be used as a tool instead of being treated as a target. Above all, Peck (2001) highlights treating learners according to their age and interests.

Looking back on these principles, EFL teachers should create a rich learning environment appropriate for young learners. First of all, teachers should make use of different kinds of audio and visual materials such as songs, riddles, rhymes, videos, posters, pictures, realia, etc. Secondly, taking into account the Multiple Intelligence Theory, teachers should be able to integrate various kinds of activities into their lesson plans. To illustrate, the teacher should plan activities that appeal to visual, auditory, or kinesthetic learners. As this age group needs movement, the teacher can make use of TPR kind of activities that let the children use their bodies freely. Taking an active part in the class will make the learning process more effective. Also, teachers should use content and themes to make the learning more comprehensible. Besides, if teachers have a holistic point of view, they should integrate four skills. Developing listening and speaking skills should precede reading and writing skills for young learners to achieve a natural learning order. The learners need comprehensible input to improve their listening and speaking skills, so the teachers should model the linguistic input. Another important point is that the children learn better when they are motivated. So, teachers should avoid direct error correction. Instead, teachers had better scaffold the learners to help them gain the learning objectives and give positive feedback.

Moreover, children learn better in a safe environment, so the teacher can utilize the mother tongue if necessary and implement the cultural elements. Classroom routines can make the learning environment more comfortable for the young learners. Furthermore, teachers should use the target language as a medium of communication, thus the learners should take part in collaborative activities. If the teachers can make learning challenging and fun, then the learners will participate in the class actively.

To sum up, the learning styles of young learners are different from the other learners, thus the teachers need to plan their lessons carefully to reach the learning goals. Using a variety of materials can help teachers create a rich learning environment for young learners. Being aware of the developmental stages of young learners and designing the lessons in light of the learners' needs will make foreign language teaching more effective. At this point, the coursebook selection, adaptation, and supplementation are crucial steps for language teachers.

2.3. Coursebook in ELT

The extent of English teaching worldwide could probably not be sustained without the support of the many different kinds of textbooks and their ancillaries that are available to support English teachers (Tomlinson, 2003). Cunningsworth (1984, p. 6) states "No course book will be suited to a particular teaching situation. The teacher will have to find his way of using it and adapting it if necessary. So, we should not be looking for the perfect coursebook which meets all our requirements, but rather for the best possible fit between what the course book offers and what we as teachers and students need."

2.3.1. Definition of Coursebook

A course book is a tool to teach or to learn a language. McGrath (2002, p.10) claims "a coursebook is a map. It shows where one is going and where one has been". Tomlinson (2014) gives a broader definition of a coursebook as a coursebook which consists of information, advice, texts and activities aiming to help the learners learn the target language. Besides, Tomlinson (2014) sees the coursebook as focused on the learning of grammar, vocabulary, and pronunciation as well as the development of listening, speaking, reading and writing skills. Furthermore, Tomlinson (2014) gives a framework of a coursebook by pointing out that a coursebook is divided into units which focus on a particular skill and follow a similar format. In addition, according to

Tomlinson (2014) a coursebook is often supplemented by teacher's book, a workbook, a CD Rom and/or website.

Hutchinson and Torres (1994, p. 327) define a coursebook as “an important means of satisfying the range of needs that emerge from the classroom and its wider context”. Hutchinson and Torres (1994) highlight the significance of the coursebooks pointing out that “No teaching-learning situation, it seems, is complete until it has its relevant course book.”. Sheldon (1987, p. 1) defines a coursebook as “a published book, most often produced for commercial gain, whose explicit aim is to assist foreign learners of English in improving their linguistic knowledge and/or communicative ability”. Ur (1996, p. 83) defines the coursebook as a textbook of which both the teacher and the learners have a copy and which is in principle to be followed systematically as the basis for a language course.

In this study, the definition of Ur (1996) is adopted as the coursebooks used in primary schools are distributed by the Ministry of National Education, and the teachers are expected to use them systematically in the classes to make sure that the instructional objectives are gained by the learners.

2.3.2. Types of Coursebook in ELT

Coursebooks can be classified according to their purposes and instructional objectives. Tomlinson (2014) describes a textbook as any book that is intended to promote learning. It could be a coursebook (especially in American English) or it could be a book designed to teach listening skills or provide extra grammar practice or prepare students for a particular examination (Tomlinson, 2014). Tomlinson (2015) comes up with four categories of coursebook in the figure below:

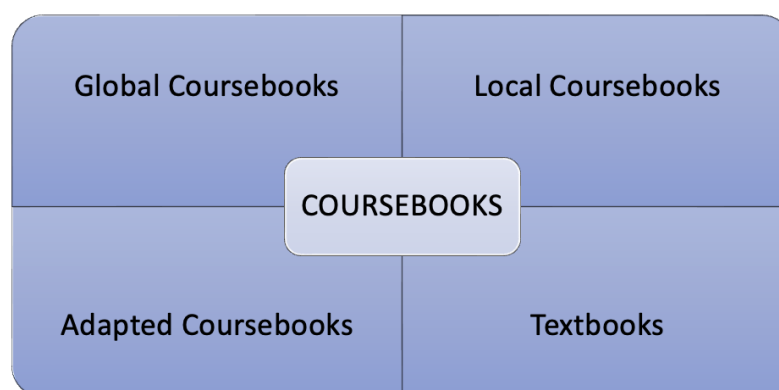


Figure 2.1. The categorization of coursebooks (Tomlinson, 2015)

Tomlinson (2014) describes a global coursebook as one published commercially to be sold worldwide and aims at catering for any learner at its target level. However, the global coursebooks are criticized for lacking authenticity.

Tomlinson (2014) defines a local coursebook as one produced by a ministry of education, institution or publisher to be used in a specific national, regional or institutional location. Compared to the global coursebooks, local coursebooks are more relevant for their target learners. However, global coursebooks are more appealing to the interest of the learners than their local counterparts.

Adapted coursebooks are local versions of global coursebooks either developed by the international publisher to appeal to specific markets or adapted by local experts for a ministry, institution, or publisher with the permission of the international publisher (Tomlinson, 2014). They can be chosen as an alternative to global coursebooks as adapted coursebooks are more relevant to the learners than the global ones. However, they are not as successful as the local coursebooks in terms of meeting the learner needs.

The coursebook under scrutiny is aimed to meet the learner needs associated with language learning. Thus, it belongs to the group of local coursebooks as it was written by a local author and it was selected by the Ministry of Education to be distributed to the primary schools in the district.

2.3.3. The role of Coursebooks in ELT

Although technology and digital tools are widely used in ELT, it is a fact that coursebooks are still widely used, especially in classroom contexts because they meet several needs (Knight, 2015).

As coursebooks are “providers of input into classroom lessons in the form of texts, activities, explanations, and so on” (Hutchinson & Torres, 1994, p. 317), they have many advantages both for the stakeholders, namely the curriculum planners, the teachers, and the learners. First of all, coursebooks present linguistic and cultural materials, and instructional activities for practice and interaction (Cunningsworth, 1995). Secondly, they provide a carefully planned selection of language content that both teachers and students can easily follow, which enables teachers to prepare and students to review the course content outside the classroom.

In addition, when teachers follow a coursebook, the content and the methodological support given in the activities help to achieve consistency and continuation, which might well be regarded as “a support for less experienced teachers who have yet to gain confidence” (Cunningsworth, 1995, p. 7). Besides, the coursebooks are crucial instructional materials that help the teachers catch the attention of the learners. As Jolly and Bolitho state (1998, p. 282) “Factors such as physical layout, design, structure, and length will be a key concern both for motivation and for classroom effectiveness”.

Richards and Rodgers (2001) support that materials provide an important function in language teaching methods, especially in a functional/communicative methodology. They illustrate the benefits of using materials in ELT in three points. First, they argue that materials will help to focus on the communicative abilities of interpretation, expression, and negotiation. Second, materials will be beneficial to focus on understandable, relevant, and interesting exchanges of information, rather than on the grammatical form. Third, materials will provide different kinds of texts and media, which the learners can use to develop their competence through a variety of different tasks.

Pakkan (1997) notes several reasons why teachers prefer using a coursebook. Firstly, the course books are written by well-qualified people, so they prove to be safe. Also, they are carefully tested in pilot studies in actual teaching situations before publication, which adds up to their reliability. Secondly, the coursebooks are beneficial for both the teachers and the learners in many aspects. Teachers can use the class time more efficiently by using these well-planned materials. In addition, they can avoid repetition or neglect of essential language patterns. On the other hand, learners can benefit from a coursebook for language practice, which supports learner autonomy.

Ur (1996) is in agreement with Pakkan (1997) about the advantages of using a course book. Ur (1996) argues that a course book provides a clear framework for both teachers and learners as they know where they are going. According to Ur (1996), the course book usually serves as a syllabus so that the teacher can follow a carefully planned and balanced selection of language content. Also, it is time-saving for the teacher to use a coursebook as Ur (1996) maintains that the course book provides texts and learning tasks, which are likely to be of an appropriate level for most of the class.

In addition, the course book offers useful guidance and support for inexperienced or novice teachers.

Besides its advantages, Ur (1996, p. 185) points out several disadvantages of using a course book. First, just as each learner is unique, each class is different, so no one coursebook can address the needs of the whole class. Accordingly, the topics in a coursebook may not be relevant to each class, which may lead to lose of interest. Also, coursebooks hardly appeal to all the learning styles and strategies in a classroom. Second, Ur (1996) states that a coursebook sets limitation on the part of both the teacher and the learners, inhibiting their creativity and initiative. Third, Ur (1996) identifies that the coursebooks can be over-easy for teachers and prevent teachers' professional development in the long run.

Both having advantages and disadvantages, certainly, a coursebook cannot be perfect for every student as Cunningsworth (1987) states that there cannot be an excellent coursebook, that meets teachers' and students' all requirements. As Graves (2000) notes, textbooks are rarely written for a particular group of students, and thus adaptations are often recommended or even required. Graves (2000, p. 175) compares the course book to a piano, claiming that "a piano is just an instrument for music, but it can't produce music on its own, the music is produced only when you play it and a lot depends on how skillful you are. The more skilled you are the more beautiful the music is.". So, if the piano is a metaphor for piano, the teacher can be viewed as a musician, who addresses the needs and interests of the listeners, in other words, the learners.

All in all, teachers should take into consideration the pros and cons of using a coursebook and decide to whether adopt or adapt it according to the learners' needs. If necessary, the teachers should be able to utilize supplementary materials such as stories, poems, visuals, songs, videos, etc. to meet the needs of all the learners.

2.4. Coursebook Evaluation

There are several definitions of evaluation in the ELT context. To illustrate, Tomlinson (1998) identifies material evaluation as "the systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them." In addition, Jones (1995, p. 9) describes the evaluation as the theoretical or empirical assessment of the curriculum and its components from various

perspectives such as the assessment of teacher performance, learner achievement and materials. In this section, the need for evaluation and the types of evaluation will be presented.

2.4.1. The Need for Material Evaluation

As long as EFL teachers strive to adopt the best coursebook for the learners, they feel that the coursebooks are subject to an evaluation. Before skipping on how to evaluate, it is better to find out why to evaluate coursebooks. Thus, this section aims to focus on the need for coursebook evaluation.

In all situations, the teaching/learning instrument should be selected and evaluated very carefully, as it will be expected to answer the needs and interests of many parties as teachers, learners, institutional curriculum, and, in many cases, sponsors, too (Allwright, 1982). According to Sheldon (1988), coursebooks need to be evaluated for two reasons: First, the evaluation is expected to help the teachers to make a decision on the appropriate coursebook. Second, the evaluation process highlights the strengths and weaknesses of the coursebook so that the teachers can adopt or adapt the coursebook accordingly.

Miller (1995) and Jones (1999) emphasize the need for materials evaluation by highlighting the number of coursebooks in the market. It is hard for teachers to decide on the right coursebook that fits best to their classroom environment as there are various teaching situations. According to Miller (1995) and Jones (1999), the publishers' attitudes and the reviews on the coursebooks in the market make this decision-making process even harder.

Keeping in mind the significant role of the coursebook in ELT, teachers should make sure that careful selection is made as Cunningsworth (1995, p. 7) argues that the materials selected closely reflect the needs of the learners, the aims, methods, and values of the teaching program. Furthermore, Cunningsworth (1995) suggests four guidelines related to the appropriateness of a course book as follows:

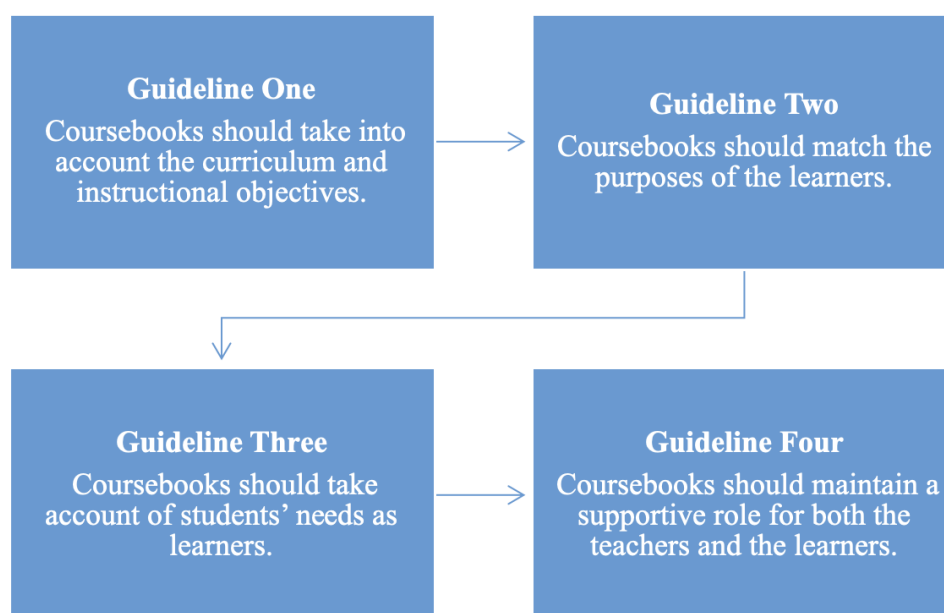


Figure 2.2 Cunningsworth's guidelines of coursebook (1995)

Figure 2.2. points out that Cunningsworth (1995) based the coursebook evaluation on four guidelines. From his point of view, first of all coursebooks should be designed in line with the curriculum and instructional objectives. Then, the coursebooks are expected to appeal to the purpose and needs of the learners. Finally, the coursebooks are to offer a supportive role for both the learners and the teachers.

Last but not least, Tomlinson and Masuhara (2018, p. 72) agree on the need for material evaluation. They strongly recommend to follow a formal criterion referenced procedure for each coursebook before making a selection.

2.4.2. Types of Evaluation

There are several ways of coursebook evaluation stated in the literature. First of all, Ellis (1998) came up with the definitions of macro and micro evaluation in language teaching. Ellis (1998, p. 218) defined macro evaluation as “an evaluation carried out for accountability and/or developmental purposes by collecting information relating to various administrative or curricular aspects of the program.”. On the other hand, he described micro evaluation as “characterized by a narrow-focus on some specific aspect of the curriculum or the administration of the program”.

Materials can be evaluated conducting either a macro or a micro evaluation study. While in the case of macro evaluation study, materials can be evaluated in terms of their overall effectiveness, in the case of micro materials evaluation, the

effectiveness and efficiency of a particular task can be evaluated. (Ellis, 1998, p. 219). Ellis (1998) pointed out that micro-evaluation can be less time-consuming and less daunting for teachers than macro-evaluation studies.

The current study is a macro evaluation study as it aims to investigate the overall effectiveness of coursebook under scrutiny. It is aimed to evaluate the coursebook in terms of several aspects such as curriculum integrity, learner needs, activities/exercises, language skills, visual design, organization etc.

Figure 2.3 presents a four-step procedure proposed by Hutchinson and Waters (1987). In the figure below, the first step to take is to identify the criteria for choosing the coursebook. The second step is the personal analysis of the teacher followed by a more objective analysis of the material. The last step reveals whether the criteria match the coursebook or not.



Figure 2.3. A four-step procedure for material evaluation (Hutchinson & Waters, 1987)

In addition, McDonough and Shaw (1993) offer a three-stage evaluation such as external, internal, and overall evaluation. The external evaluation offers a brief overview of the material from the outside followed by a closer and more detailed internal evaluation. According to McDonough and Shaw (1993), the external evaluation will be achieved by examining the points highlighted in the Figure 2.4:

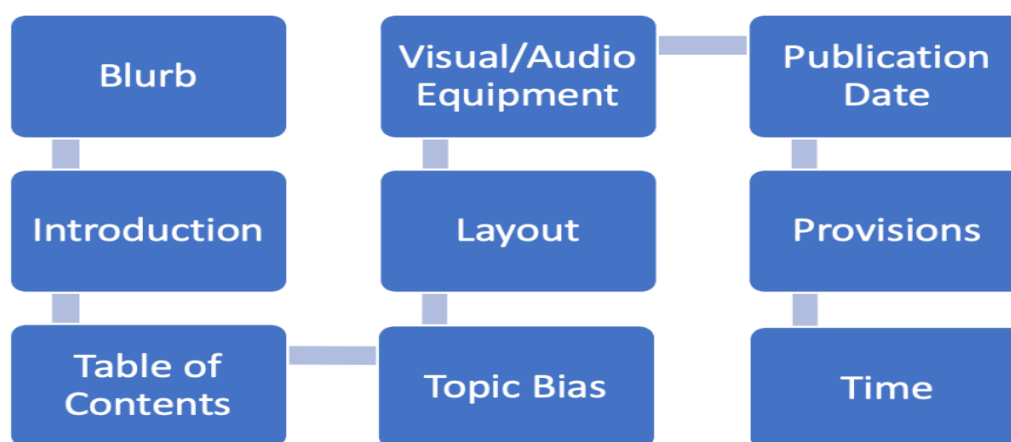


Figure 2.4. External evaluation of coursebooks (McDonough & Shaw, 1993)

Figure 2.4 points out that the external evaluation of a coursebook is initiated by the blurb and introduction which provide appealing information for the users. Next, table of contents and topics are highlighted in the figure. The layout and the audio-visual components are successively included. The publication date is also taken into consideration along with time. The provisions which refer to any supplementary material provided with the coursebook are also taken into account in the external evaluation model.

McDonough and Shaw (1993) propose to ask the following questions for the internal evaluation of the coursebook:

- Are the materials to be used as the main ‘core’ course or to be supplementary to it?
- Is the layout and presentation clear or cluttered?
- Do they represent a ‘balanced’ picture of a particular country/society?
- What visual materials does the book contain (photographs, charts, diagrams), and is it there for cosmetic value only, or is it related to the context?

According to McDonough and Shaw (1993), one should also keep in mind the inclusion of audio/video materials, a vocabulary list, or glossary tests (diagnostic, progress, achievement) for a thorough evaluation of the coursebook. The internal evaluation is supposed to analyze the extent to which the external factors match up with the internal consistency and organization of the materials as stated by the author/publisher. (McDonough & Shaw, 1993, p. 75).

In addition, Grant (1997) offers an alternative evaluation model as “initial, detailed and in-use evaluation”. For the initial evaluation, he uses a checklist called CATALYST the letters of which represent communicative, aim, teachability, availability, level, your impression, tried and tested. This initial step is followed by a detailed evaluation, which requires the piloting of the material. Finally, the coursebook is undergone in-use evaluation, which is realized during classroom use. This model is based on the evaluation of the coursebook before, during and after the implementation of the coursebook.

Furthermore, Brown (1995) puts forward a detailed checklist for coursebook evaluation as in the following figure:

Physical Characteristics	Editorial Qualities: • Content is accurate • Directions are clear and easy to follow • Examples are clear	Organization: • Table of content • Index • Answer key • Glossary • References	Layout: • Space • Visuals • Highlighting	Material Quality: • Paper • Binding • Tear out pages
Logistical Characteristics	Auxiliary Parts: • Audio • Visual aids • Workbooks • Software • Unit tests	Availability	Price	
Teachability	Teacher's Edition: • Answer Key • Annotations /Explanations	Acceptability among teachers	Reviews	

Figure 2.5. Checklist for coursebook evaluation (Brown, 1995)

In Figure 2.5, Brown (1995) suggests a three-dimensional evaluation process. The first dimension consists of the physical characteristics of the coursebook, based on the editorial qualities, organization, layout, and material quality. The second dimension consists of the logistical characteristics, based on the supplementary materials, availability, and price. The final dimension is focused on teachability which consists of teacher's edition, acceptability, and reviews. This kind of evaluation seems effective since it has a wide range of perspectives.

Mukundan, Hajimohammadi and Nimehchisalem (2011, p. 22) focus on what needs to be evaluated and suggest a list of coursebook evaluation criteria. They propose that the textbook evaluation process can be divided into two dimensions such as "general attributes" and "learning-teaching content" illustrated in the following table:

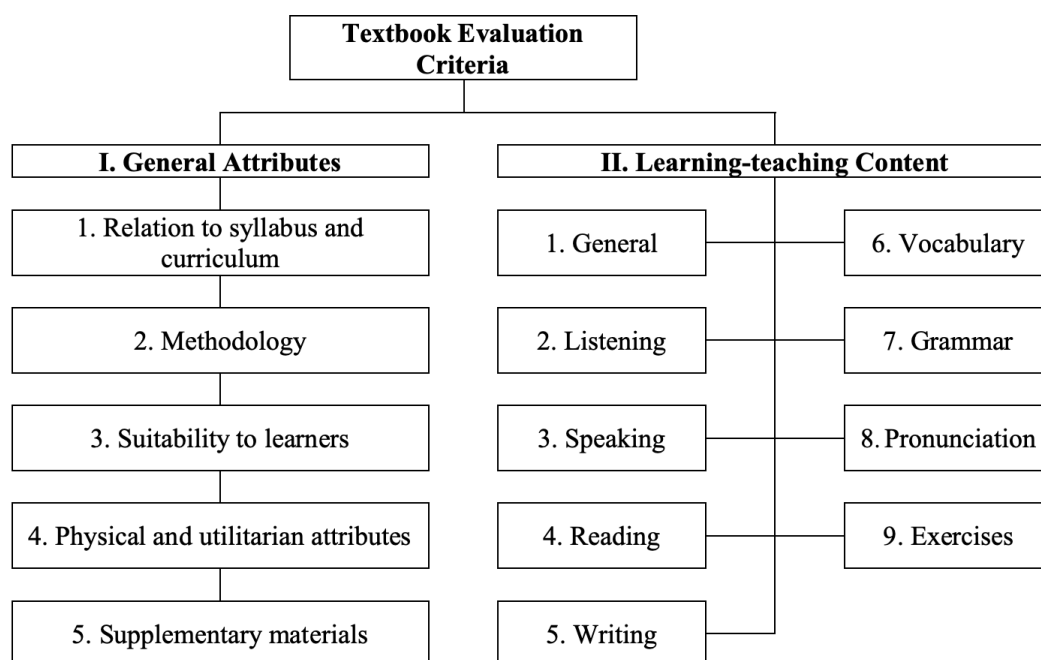


Figure 2.6. The classification of coursebook evaluation criteria (Mukundan, Hajimohammadi, Nimehchisalem, 2011, p. 23)

Furthermore, Tomlinson (2014, p.23) suggests an alternative evaluation model focusing on three major components such as process and content validity, pedagogical validity and psychological validity. The process and content validity seeks answer to whether the content is realistic and communicative enough. The pedagogical validity is related to the guidance for the teacher. In other words, the coursebook is rated as pedagogically valid as long as the notes for the teacher are found useful. As for the psychological validity, the contribution of the coursebook to the learners' motivation is highlighted.

Tomlinson (2014) places the three main elements of the classroom (the teacher, the learner, and the material) at the center of the evaluation process. He offers a comprehensive perspective based on pedagogical, psychological, process, and content validity. In addition, from Tomlinson's point of view, the materials are evaluated in terms of guidance, rationale/learner needs, and authenticity. In this respect, he takes into account the dynamic and static variables that affect both the teacher and the learner.

Materials evaluation can occur in several phases. Tomlinson (2014, p.23-26) proposed an evaluation model consisting of three stages listed in the following table:

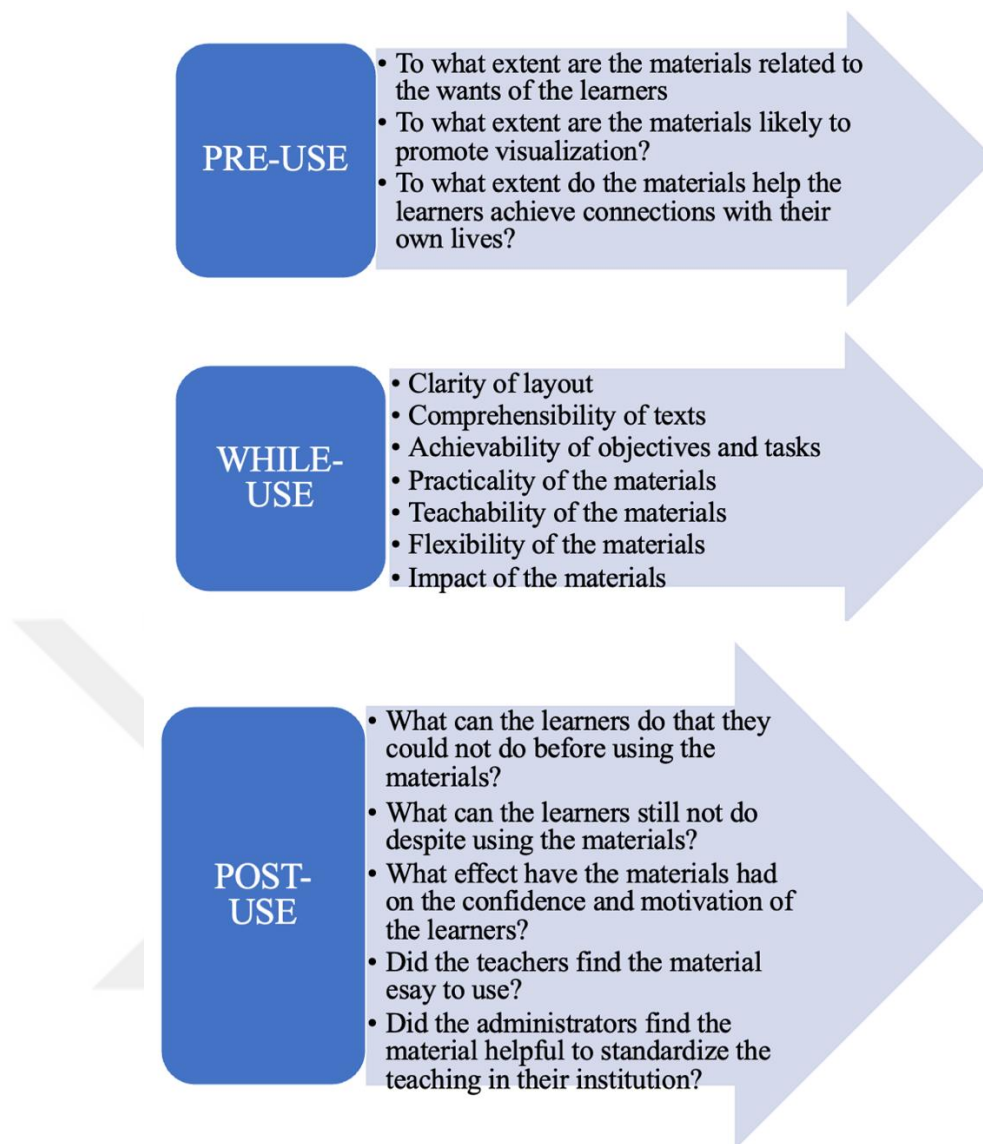


Figure 2.7. Tomlinson's steps of evaluation (2014, p. 23-26)

Figure 2.7. presents in-depth evaluation with questions to be asked step by step. Before adopting a coursebook, Tomlinson (2014) suggests the teachers asking to what extent the coursebook relates to the wants and needs of the learners. While using the coursebook, Tomlinson (2014) asserts to keep in mind the clarity, comprehensibility, achievability, practicality, teachability, flexibility and impact of the material. Finally, Tomlinson (2014) comes up with such question as what effect the coursebook has had on the learners, and how the teachers and administrators have found the coursebook.

According to Tomlinson (2014) in-use and post-use evaluations of materials are much more complicated than pre-use evaluation because of the unique aspects of the classroom. Thus, Tomlinson (2014) emphasized the importance of the post-use step

and proposed various ways of measuring the post-use effects of the materials as follows:

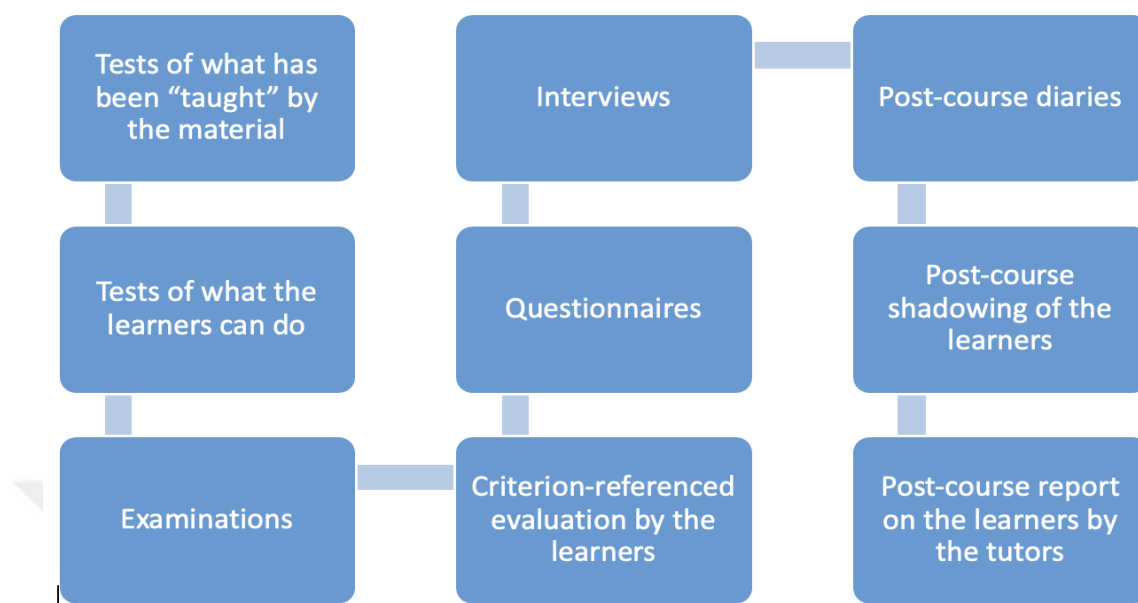


Figure 2. 8. Post-use effects of the materials (Tomlinson, 2014, p. 26)

Figure 2.8. offers various post-use effects of the materials which can be handled for assessment purposes such as tests, examinations, interviews, questionnaires and reports. Tomlinson (2014) regards the post-use evaluation as the most valuable of all, (despite the least administered), because it can measure the actual effect of the materials on the learners. Nevertheless, he finds it problematic in terms of the fact that there should be pre-use measurement to achieve a post-use evaluation. Thus, the pre-use and post-use evaluation go hand in hand to achieve a thorough evaluation of the material. In this study, both interviews and questionnaires are used to measure the post-use effects of the material.

Littlejohn (2022, p. 272) suggests an alternative three-stage operation: first the analysis of the context of use and analysis of the materials; second the match and evaluation of the materials in the light of the analyses; third the decisions to adopt, adapt, supplement, critique, or reject the materials. Littlejohn (2022, p. 267) advocates that most materials evaluation tools focus on the pre-use stage rather than in-use or post-use stages.

Pre-use evaluation applications appear in various ways, yet the checklists are the most commonly used tools. The first examples of checklists as a pre-use evaluation tool were developed by Williams (1983) and Cunningsworth (1995). Williams (1983)

offered a framework of the features the materials should contain (for example, ‘an up-to-date methodology’) and then relates it to several aspects of a syllabus such as ‘speech,’ ‘grammar,’ ‘vocabulary,’ etc. Then, each aspect is scored (0–4). According to Williams (1983, p. 25), the numerical ratings can then ‘be used for absolute or comparative evaluations of textbooks.’. On the other hand, Cunningsworth (1995) preferred a more qualitative approach. He came up with a checklist of 45 questions which the evaluator needs to consider, covering areas such as aims, design, language content, skills coverage, and methodology. Rather than a rating scale, Cunningsworth suggests a series of reflective questions such as ‘Is the course book suited to the teaching/learning situation?’ and ‘Will the topics help expand the students’ awareness and enrich their experience?’

The Turkish Ministry of National Education (MoNE, 1993) declared the following guidelines to evaluate the coursebooks used in public schools:

- The relevancy of the material to the needs and interests of the learners
- The adequacy of the material to meet and support the objectives
- The sequence and continuity in the materials
- The link between the materials and the students' subject of study
- The contribution to the learners’ gaining different points of view
- The appropriateness of the time specified in the material
- The clarity of instructions
- The opportunities for self-evaluation (Cited in Yumuk, 1998 p. 68)

The criteria adopted by MoNE (1993) have common points such as learner needs, motivation, relevance to the instructional objectives, clarity of instruction, and self-assessment. However, in comparison, Tomlinson’s checklist for coursebook evaluation is more comprehensive than MoNE’s criteria.

2.5. Relevant Studies

Coursebook evaluation is a hot topic in the literature, so there are numerous studies scrutinizing coursebooks both abroad and at home. Since the regulation of the Ministry of Education in the 2013-2014 academic year, English has been taught in the second, third, and fourth grades in primary schools. From then on, several studies have been carried out evaluating the coursebooks used in primary schools. The coursebooks under scrutiny range from the second grade to the fourth grade.

To illustrate studies from abroad, the study carried out by Alemi and Sadehvandi (2012) is a good example of a comprehensive coursebook evaluation. The study aims to evaluate a series of EFL coursebooks in four levels of starter, elementary, pre-intermediate and intermediate, used in different language institutions throughout Iran. Sixty-four EFL teachers rated the coursebooks by responding to a questionnaire. The results revealed that there was a consensus among teachers that the coursebooks addressed the needs of the learners in a communicative curriculum. Yet, the coursebook was found insufficient in terms of the implementation of the speaking skill.

In a different study, Litz (2005) evaluated “English Firsthand 2” applied in all beginner EFL classes in one of the universities of Suwon, South Korea. The data was obtained from eight teachers along with five hundred students using two coursebook evaluation questionnaires and a need analysis survey questionnaire. The findings suggested that the strengths of the coursebook outweigh its weaknesses. The book was supposed to be appealing to many English language teachers and learners since it encompasses a great number of supplementary materials. The logical organization of the textbook in terms of coherence and clarity was found successful. The coursebook was rated as effective in boosting communicative competence by integrating a topic-based notional-functional syllabus. Besides, the textbook applied a multi-skill syllabus to integrate the four skills along with the development of vocabulary and grammar. All in all, the coursebook was believed by Litz (2005) to be communicative in that it constantly supported an activity approach toward teaching and learning.

Ranalli (2002) evaluated “New Headway Upper-intermediate” which was instructed at the Foreign Language Institute of Yonsei University in Seoul, Korea. Following Cunningsworth’s four guidelines, he revealed that the textbook adopted a present-practice-produce approach. The methodology of the textbook was found too preoccupied with grammatical rules. Moreover, Ranalli (2002) believed that the coursebook might be exposing some restrictions on both teachers and learners in terms of adaptability.

Another study from Canada by Dominguez (2003) investigated the representation of gender in the coursebook called “New Interchange Intro”. As the coursebook was perceived as unique throughout the country, the study aimed to examine the appropriateness of the coursebook aforementioned for diverse multinational dwellers of Canadian cities. It was concluded that the teachers favored

the coursebook due to its multicultural and multiracial settings. The coursebook was found efficient since it addressed to the learners' settlement and integration needs especially in beginner levels. Another strength of the coursebook was that it maintained a balance between the two genders.

According to Littlejohn's framework, Sahragard, Rahimi, and Zaremoayyedi (2008) evaluated "Interchange Third Edition". The study was designed to reveal the differences between the newly developed and the widely used Interchange textbooks. The findings of their study indicated that the Interchange Third Edition was pedagogically efficient despite its drawbacks. Although it offers the learners to personalize the newly learnt pieces of language, the lack of auditory and visual activities was a major disadvantage. On the whole, the coursebook was found unsuccessful in terms of developing communicative competence.

Raseks, Esmae'li, Ghavamnia, and Rajabi (2010) have evaluated four ESL textbooks: Top Notch, Interchange, Headway, and On Your Mark at elementary-level in two phases applying McDonough and Shaw's internal and external evaluation. Firstly, the findings of their study suggested that Top Notch provides learners with more motivating themes and topics in comparison with the other three textbooks. However, there was a mismatch between the layout and the table of contents throughout the coursebook. Secondly, the dialogues in On Your Marks are shorter and more comprehensive for a beginner learner than the other books. Yet, the reading passages were found unchallenging for the intended audience. Thirdly, The New Interchange offered key vocabulary at the end of the book, however, the overwhelming focus on the American culture was rated as unfavorable. Finally, although Headway contains authentic listening tasks, the visual quality of the coursebook was under expectancy.

To give examples of studies from Türkiye, there are two studies related to the evaluation of the second-grade English coursebooks. The first one called "An evaluation of the second grade English coursebooks according to the criteria of the Common European Framework of Reference (CEFR)", was carried out by Ak (2016). The study aimed to evaluate the appropriateness of the second-grade English coursebooks prepared by MoNE to the A1 level of the CEFR. In this study, a questionnaire consisting of 75 questions developed by the researcher was applied to English language teachers who have been working at public schools throughout

Türkiye. Although the coursebook included numerous activities, the types of the activities were found insufficient. As a result of the study, the coursebook was considered as appropriate for the A1 level and reflects the principles of the CEFR. The second study, called “Evaluation of the Second Grade Coursebook Fun with Teddy: Views of ELT Academicians and Teachers”, was carried out by Avşar (2017). The study concluded that most teachers found the coursebook insufficient for young learners while all the academicians considered the coursebook as appropriate for teaching English to young learners.

In addition, there are two studies on the evaluation of the third-grade coursebook. The first one is the master thesis called “An Evaluation of the Third Grade Primary Schools: The views of the Teachers in Diyarbakır City” carried out by Özmen (2016). This study was carried out with 139 English language teachers working in primary schools of Diyarbakır. “The Coursebook Evaluation Questionnaire” developed by Çelik (2011) was used. The result of the study indicates that there is a significant difference. Teacher views indicate that the coursebooks and auxiliary coursebooks used in private primary schools are more effective than coursebooks taught in state schools. The second study dealing with the third-grade course book evaluation is “The Evaluation of the 3rd Grade English Course Book in Accordance with Teachers’ Views”, carried out by Korur (2018). Both qualitative and quantitative methods were utilized. 46 primary school English teachers from Burdur and districts participated in this study. Quantitative findings showed that teachers were “neutral” about the efficiency of the coursebook in general. The qualitative study revealed that the lack of supplementary materials and inadequate drills were noted as the weaknesses of the coursebook by the teachers.

As to the fourth-grade coursebook, there have been four studies investigating the effectiveness of the coursebooks. The first study, called “An Evaluation of Time For English 4, The 4th Grade English Coursebook For Public Schools” was carried out by Özdemir in 2007. The purpose of this study was to find out the how the fourth-grade students in public schools and the fourth grade English teachers evaluated the English coursebook. According to the results of the study, the teachers and the students identified several drawbacks of the coursebook, nevertheless both the teachers and the students were content with the coursebook. The second study called “Perceptions of EFL Teachers for the Young Learners’ Coursebooks” was implemented by Şener

(2017). Even though the coursebook “Sunshine 4” was found satisfactory in terms of grammar teaching, it was reported that the coursebook needed improvement in such aspects as the selection and organization of the content, the level of the coursebook, vocabulary items, learner autonomy, learning styles, physical appearance and technical issues. Another study which evaluated this coursebook was called “An Evaluation of Sunshine, 4th Grade English Textbook from the Teachers’ Perspective: The Sample of Diyarbakır City”, carried out by Zana Hanar in 2019. This study revealed that some aspects of the coursebook were found to be incomplete, and the teachers had difficulty in having access to some materials. The most up-to-date study in the field, called “Evaluation of the 4th-grade English Coursebook in terms of teacher Views” was carried out by Yağız (2023). As a result of the study, although the teachers considered the exercises and activities as moderately sufficient, they argued that exercises and activities should be more motivating for the students and should be diversified.

To sum up, there are several studies investigating the effectiveness of the coursebooks used in different grades. The results of the studies put forward that the coursebooks have pros and cons in terms of meeting the needs of both teachers and students. This implies that the coursebooks have some weaknesses and they need to be improved further. Also, the teachers expect that the coursebooks will be supplemented to be more appealing and motivating for the learners. Besides, the researchers suggest that further studies on coursebook evaluation will shed more light on the issue. The views of both teachers and learners from all around the world will contribute to the development of the upcoming coursebooks.

3. METHODOLOGY

This section consists of the research design, data collection, and data analysis. First, research design will be presented with the research questions, sampling, and demographics for the quantitative and the qualitative study.

3.1. Research Design

According to Parahoo (2006), it is of great importance to choose the right components of the research design. In this study, survey research was implemented. Thus, this is a descriptive study based on quantitative and qualitative research methods.

This is a mixed method kind of research aiming to evaluate the third-grade English coursebook from the perspective of EFL teachers throughout the province of Zonguldak. Creswell and Plano Clark (2011) describe the mixed method design as a method that focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. According to Creswell and Plano Clark (2011), mixed methods research is useful in that it provides the researcher with a better understanding of the research problems than either approach alone. Thus, researchers, who want to get a more comprehensive view of the research problems, can benefit from mixed method design. Furthermore, both qualitative and quantitative research designs have some strengths and weaknesses. However, mixed methods design allows the researcher to profit from the strengths of both research types while eliminating the weaknesses (Creswell and Plano Clark, 2011). This is why both quantitative and qualitative research designs are employed in this study.

The study was based on the sequential mixed method design. Firstly, the quantitative data was collected through the coursebook evaluation scale with 20 items developed by Solak, Eken and Bayar (2015). Secondly, the qualitative data was collected through interviews which was based on six open-ended questions written by the researcher in accordance with the scale items. In the end, the results obtained from the two phases were merged and interpreted to come up with clear explanations to the research questions.

3.1.1. Research Questions

To evaluate the 3rd grade English coursebook, it was aimed to answer the following research questions:

1. Is the coursebook appropriate for the curriculum and young learners?
2. Is the coursebook effective in terms of language skills (listening and speaking) and language components (grammar and vocabulary)?
3. Is the coursebook effective in terms of visual design?
4. Is the coursebook efficient in terms of the activities and the exercises?
5. Is the coursebook appropriate in terms of organization?
6. What are the weaknesses of the coursebook?

3.1.2. Sampling

The universe of the current study is composed of English teachers who teach English in primary schools throughout the province of Zonguldak. According to the data gathered from the National Educational Directorate of the province of Zonguldak, 117 English teachers teach English in the primary schools in Zonguldak province. The current study was conducted in the second term of the 2023-2024 educational year.

For the quantitative phase of the study, simple random sampling was adopted. The coursebook evaluation scale was shared with the English teachers from each town of the province. 86 teachers who used or have been using the third-grade English coursebook participated in the study voluntarily.

As for the qualitative part, convenience sampling method was adopted. The researcher joined a meeting in the town and asked around 20 English teachers to participate the qualitative study. As a result, 16 English teachers who used or have been using the third-grade English coursebook participated in the interview voluntarily.

3.1.3. Demographics for the Quantitative Phase

In this section, the demographic properties of the participants according to gender, academic status and year of seniority will be presented.

Table 3.1. The distribution of the participants according to gender (Quantitative)

Gender	<i>f</i>	%
Female	72	83.7
Male	14	16.2
Total	86	100

Regarding the gender distribution of EFL teachers participating in the quantitative phase of the study, it was seen that 83.7 % of them ($n=72$) were female, and 16.2 % of them were male ($n=14$). As it is seen in Table 3.1, female English teachers outnumber the male participants.

Table 3.2. The distribution of the participants according to their academic status (Quantitative)

Academic Status	<i>f</i>	%
Bachelors's	78	90.7
Master's	8	9.3
Total	86	100

As for the distribution of educational status, it was found that 90.7 % of them ($n=78$) had bachelor's degrees, and 9.3 % of them ($n=8$) had master's degrees. Most of the participant teachers have bachelor's degrees.

Table 3.3. The distribution of the participants according to their teaching experience (Quantitative)

Year of seniority	<i>f</i>	%
0-5 years	9	10.4
6-10 years	36	41.8
11-15 years	20	23.2
16-20 years	14	16.2
21 years and over	7	8.1
Total	86	100

In the Table 3.3. the frequency and percentages of participants in terms of their teaching experience have been presented. The EFL teachers with 0-5 years of work experience constitute 10.4 % ($n=9$); teachers with 6-10 years of work experience constitute 41.8 % ($n=36$); teachers with 11-15 years of work experience constitute 23.2 % ($n=20$); teachers with 16-20 years of work experience constitute 16.2 %; ($n=14$) followed by teachers with 20 years and up 8.1% ($n=7$). The table reveals that most

participants have between 6 and 10 years of teaching experience, followed by teachers with teaching experience of 11-15 years (who are called expert teachers). It can be concluded that the teachers with 0-15 years of teaching experience constitute the majority of the participants.

3.1.4. Demographics for the Qualitative Phase

The qualitative phase of the current study was also conducted in the second term of the 2023-2024 educational year with 16 volunteer EFL teachers who work in primary schools in Karadeniz Ereğli, a town of Zonguldak province.

Table 3.4. The distribution of the participants according to gender

Gender	<i>f</i>	%
Female	12	75
Male	4	25
Total	16	100

The table above presents the gender distribution of EFL teachers participating in the qualitative phase of the study. According to the table, 75 % of them ($n=12$) were female, and 25 % of them were male ($n=4$). The female participants outnumber the male counterparts.

Table 3.5. The distribution of the participants according to their academic status

Academic status	<i>f</i>	%
Bachelor's	14	87.5
Master's	2	12.5
Total	16	100

As for the distribution of education status of the teachers, 87.5 % of them ($n=14$) had bachelor's degrees and 12.5% of them ($n=2$) had master's degrees.

Table 3.6. The distribution of the participants according to their teaching experience

Year of seniority	<i>f</i>	%
1-5 years	1	6
6-10 years	3	18
11-19 years	11	69
20 years and over	1	6
Total	16	100

The participants' years of teaching experience were grouped into four groups. Accordingly, 6% of the EFL teachers had between 1-5 years of teaching experience ($n=1$); 18 % of them had 6-10 years ($n=3$); 69 % of them had 11-19 years of experience ($n=11$); 6 % of the EFL teachers had 21 and more years of teaching experience ($n=1$). It is clear that most of the participants are expert teachers who have been teaching English for 11-19 years.

3.2. Data Collection Instruments

The quantitative and qualitative data were collected by means of a questionnaire and an interview schedule. The details of the data collection instruments were summarized in the following parts.

3.2.1. Questionnaire

For the quantitative phase of the study, a coursebook evaluation scale was used since it is a practical method to use a questionnaire to gather a great deal of data.

Survey research provides quantitative data and offers several advantages. Dörnyei (2003, p. 1) advocates that "they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily processable". Therefore, this study used a 5-point Likert scale developed by Solak, Eken and Bayar (2015) to evaluate the third-grade English coursebook. Written consent for the use of scale was taken from the authors via e-mail. There are 20 items on the scale about the specific characteristics of the coursebook. 170 English teachers who teach in primary schools participated voluntarily in the scale's pilot study. The Cronbach alpha reliability coefficient was detected as 0,845. Thus, the scale was found reliable and valid enough to evaluate language teaching coursebooks.

The scale was originally written in Turkish so it was applied in Turkish to the teachers who participated in this study. Besides, several coursebooks were evaluated in the original form of the scale. As this study is focused on a single coursebook, the items were paraphrased from "coursebooks" into "coursebook".

3.2.2. Interview

Interviews are useful tools to obtain relevant data. Berg (2007) points out the advantage of the interview as a data-collecting method stating that it "allows for in-depth probing while permitting the interviewer to keep the interview within the

parameters traced out by the aim of the study". The interviews can be applied in different forms such as unstructured, semi-structured, and structured. The current study used the semi-structured interview to find out the views of the EFL teachers about the third-grade English coursebook. Therefore, an interview schedule was developed by the researcher based on the research questions of the study. The interview consisted of two parts. The first part collected data about the demographics of the participants such as gender, education status and teaching experience. The second part included six main semi-structured interview questions seeking for the views of EFL teachers about the coursebook under scrutiny.

3.3. Data Collection Procedure

In this section, the data collection procedures for both the quantitative and the qualitative method will be presented.

3.3.1. Conducting the Questionnaire

For the quantitative phase of the study, the coursebook evaluation scale (Solak, Eken & Bayar, 2015) was used to explore the views of EFL teachers about the third-grade English coursebook. The written consent for using the scale was obtained from the authors via e-mail.

The researcher collected the data from EFL teachers who work in primary schools throughout the province of Zonguldak in Türkiye. Before collecting the research data, necessary permissions were received from Ondokuz Mayıs University Social and Human Sciences Ethics Committee, and the Zonguldak Provincial Directorate of National Education. Before the implementation of the questionnaire, the volunteer EFL teachers were informed about the ethical rules of the research. The questionnaires were shared with the volunteers via a mobile texting system called "whats app". The questionnaire was conducted in Turkish to be translated later and it took 5-10 minutes to answer the items on the scale.

3.3.2. Conducting the Interviews

The qualitative study adopted purposive sampling. That is, the researcher met the EFL teachers in an educational seminar and conducted interviews with the EFL teachers who voluntarily accepted to participate in the qualitative phase of the study. The interview questions were written in coherence with the scale by the researcher. Before conducting the interview, the researcher assured the participants that the

responses of each participant would be confidential, and the data obtained would be used only for scientific purposes. All interviews were conducted in English and it took 10-15 minutes to answer the questions.

3.4. Data Analysis

The study applied both qualitative and quantitative methods to find out the views of the EFL teachers about the third-grade English coursebook.

As a statistical method for assessing the research data, the frequency, percentage distributions, and mean values regarding the sub-dimensions of the scales were calculated. The statistical analyses were conducted using the GraphPad Prism 8 (GraphPad Software, San Diego, CA, USA) program. The Kolmogorov-Smirnov test was applied to test the normality of the data obtained through the scale. It was found that the relevant variables did not fit the normality assumption. Thus, non-parametric methods were used for the analyses of the variables. The Kruskal-Wallis and post hoc Dunn tests were used to test the difference among the categories. In addition, the Mann-Whitney U test was used to check the binary comparisons. The applied statistical tests were based on the confidence level of $p < .05$.

To analyze the findings of quantitative data, the following table was used as a measurement criterion.

Table 3.7. The distribution of rating options in the research scale by points

Categories	Points	Values	Scale evaluation
Strongly disagree	1	1.00-1.80	Very low level
Disagree	2	1.81-2.60	Low level
Undecided	3	2.61-3.40	Mid-level
Agree	4	3.41-4.20	High level
Strongly Agree	5	4.21-5.00	Very high level

The qualitative data were handled by content analysis. The responses of the participants to the open-ended questions were categorized according to their positive, negative or undecided views.

4. FINDINGS

This study aimed to evaluate the third-grade English coursebook, assigned by the Ministry of National Education to be used for five years between 2019 and 2024. This section of the study presents the findings obtained from the administration of the questionnaire conducted with 86 EFL teachers and the responses of 16 EFL teachers to the interview questions. This chapter presents the quantitative and qualitative research findings in two different parts. Firstly, the findings of the analyses from the quantitative phase of the study will be displayed in detail. Secondly, the findings of the analyses from the qualitative phase of the study will be shared.

4.1. Findings of the Quantitative Phase of the Study

In this section of the research, descriptive and inferential statistics regarding the opinions of the EFL teachers about the coursebook will be presented.

4.1.1. Descriptive Statistics

The items of the scale used to evaluate the coursebook under scrutiny were categorized taking into account the research questions such as curriculum integrity, learner needs, language skills, visual design, activities and exercises, and organization. Most of the items are grouped under the learner needs heading (5 items) followed by curriculum integrity (4 items), language skills (3 items), activities and exercises (3 items). The fewest items are related to visual design and organization (2 items). Thus, it can be said that the research questions are much more focused on the learner's needs, curriculum, and skills. The means and standard deviations are presented in the table below:

Table 4.1. The means and standard deviations of the research questions

Categories	N	Mean $\pm$ SD
Curriculum integrity (items 3,4,5,9)	344	3.12 $\pm$ 0.69 ^b
Learner needs (items 6,8,10,16,20)	430	2.51 $\pm$ 0.66 ^a
Language skills (items 7,15,17)	258	3.03 $\pm$ 0.62 ^b
Visual design (items 2,12)	172	2.92 $\pm$ 0.74 ^b
Activities (items 1,11,14)	258	3.05 $\pm$ 0.77 ^b
Organization (items 13,18)	172	2.58 $\pm$ 0.84 ^{a, c, d}

According to the Kruskal-Wallis and post-hoc Dunn test;

a: $p < 0.05$ compared to the curriculum integrity

b: $p < 0.05$ compared to the learner needs

c: $p < 0.05$ compared to the visual design

d: $p < 0.05$ compared to the activities

Table 4.1 represents the opinions of the teachers about the categories of the research questions. The mean scores range from 2.51 to 3.12. The mean value of the items related to learner needs is the lowest of all (2.51 ± 0.66). In addition, the mean value of the items related to the organization (2.58 ± 0.84) and visual design (2.92 ± 0.74) of the coursebook is lower compared to the curriculum integrity ($p < 0.05$). The scores of the responses given to the language skills (3.03 ± 0.62) show similarity to the scores of the responses given to the activities (3.05 ± 0.77). The scores related to the category of curriculum integrity were the highest of all (3.12 ± 0.69). The findings concerning these categories will be presented in detail below:

Table 4.2. The means and standard deviations of the items related to curriculum integrity

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree			
ITEM	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>n</i>	Mean $\pm$ SD
Item 3	0	0	19	22	10	11.6	55	63.9	2	2.2	86	3.47 ± 0.86
Item 4	5	5.8	36	41.8	10	11.6	34	39.5	1	1.1	86	2.88 ± 1.05
Item 5	0	0	11	12.7	17	19.7	53	61.6	5	5.8	86	3.60 ± 0.79
Item 9	11	12.7	35	40.6	23	26.7	17	19.7	0	0	86	2.53 ± 0.95

Note: 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree), 5 (Strongly Agree)

Item 3. I believe that the coursebook content is coherent with the learning outcomes.

Item 4. I think that the coursebook content complies with the teaching principles, from simple to complicated, from concrete to abstract, and from the known to the unknown.

Item 5. I believe the curriculum shows parallelism with the coursebook.

Item 9. The coursebook includes activities that help to evaluate the important instructional objectives.

Table 4.2 shows the means and standard deviations of the items related to curriculum integrity. It is seen that item 5 got the highest mean score (3.60 ± 0.79), which means that most of the participants agreed that the curriculum shows parallelism with the coursebook (61.6 %). Likewise, item 3 has the second-highest mean score (3.47 ± 0.86), which reveals that most of the participants agreed that the coursebook content is coherent with the learning outcomes (63.9%). However, the participants gave more negative responses to item 4, which implies that disagreement with the fact that the coursebook content complies with the teaching principles such as teaching from simple to complicated, from concrete to abstract, and from the known to the unknown (2.88 ± 1.05). Item 9 got the lowest score of all (2.53 ± 0.95). Most of the participants disagreed that the coursebook includes activities that help to assess the important instructional objectives (40%). This implies that the coursebook was considered to be ineffective in terms of assessing important instructional objectives. Thus, it can be said that the coursebook was found strong in terms of coherence with

the curriculum, however, it was found weak in terms of including activities assessing important instructional objectives.

Table 4.3. The means and standard deviations of the items related to learner needs.

Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		n	Mean $\pm$ SD
	f	%	f	%	f	%	f	%	f	%		
Item 6	0	0	11	12.7	9	10.4	57	66.2	9	10.4	86	3.74 $\pm$ 0.81
Item 8	28	32.5	42	48.8	13	15.1	3	15.1	0	0	86	1.90 $\pm$ 0.78
Item 10	8	9.3	42	48.8	21	24.4	15	17.4	0	0	86	2.50 $\pm$ 0.89
Item 16	20	23.2	38	44.1	17	19.7	11	12.7	0	0	86	2.22 $\pm$ 0.95
Item 20	22	25.5	38	44.1	15	17.4	11	12.7	0	0	86	2.17 $\pm$ 0.96

Note: 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree), 5 (Strongly Agree)

Item 6. I think that the words used in the coursebook are appropriate for the pupils' level.

Item 8. I think that the coursebook will encourage the pupils to think outside of the classroom, as well.

Item 10. The coursebook includes activities that reveal the pre-learning process and readiness level of pupils.

Item 16. I believe that the coursebook is capable of raising the pupils' interest in English language education.

Item 20. I think that the coursebook includes activities that urge the pupils to give creative, original, and independent answers.

According to Table 4.3 the highest mean score belongs to item 6 (3.74 $\pm$ 0.81), which means that most of the participants were undecided concerning the fact that the words used in the coursebook are appropriate for the pupils' level (66.2%). The second item with the highest score is item 10 (2.50 $\pm$ 0.89), which implies that there was a disagreement among the participants in that the coursebook includes activities that reveal the pre-learning process and readiness level of pupils. The third item that got negative responses from the participants was item 16 (2.22 $\pm$ 0.95), which points out the fact that there was disbelief among the participants concerning the capability of the coursebook to raise the pupils' interest in English language education. Another item that aroused disagreement among respondents is item 20 (2.17 $\pm$ 0.96), which shows that 44.1% of the participants did not find the coursebook effective in terms of including activities that urge the pupils to give creative, original, and independent answers. The item with the lowest mean score is item 8 (1.90 $\pm$ 0.78), which shows that 48.8% of the participants do not believe that the coursebook will encourage the pupils to think outside of the classroom. Furthermore, 32.5% of the participants strongly disagreed with item 8, which indicates that most of the participants did not find the coursebook effective in terms of encouraging the pupils to think outside of the classroom. Thus, the table above reveals the fact that the coursebook did not meet most of the respondents' expectations about learner's needs.

The following table shows the findings about the language skills:

Table 4.4. The means and standard deviations of the items related to language skills

Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		N	Mean $\pm$ SD
	f	%	f	%	f	%	f	%	f	%		
Item 7	5	5.8	31	36	12	13.9	35	40.6	3	3.4	86	3.00 $\pm$ 1.07
Item 15	1	1.1	5	5.8	7	8.1	70	81.3	3	3.4	86	3.80 $\pm$ 0.65
Item 17	18	20.9	36	41.8	21	24.4	11	12.7	0	0	86	2.29 $\pm$ 0.94

Note: 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree), 5 (Strongly Agree)

Item 7. I believe that the listening text records in the coursebook are at a sufficient and comprehensible level.

Item 15. I think that the spelling and grammar used in the coursebook are in accordance with the rules.

Item 17. I think that the activities in the coursebook are capable of encouraging the pupils to establish adequate communication and to perform meaningful practices.

Table 4.4. reveals that three items were used on the scale to evaluate the efficiency of the coursebook in terms of language skills. The highest score belongs to item 15 (3.80 $\pm$ 0.65), which indicates that most of the participants agreed on the fact that the coursebook followed the rules of spelling and grammar (81.3%). It is seen that the participants were undecided about the fact that the listening text records in the coursebook are at a sufficient and comprehensible level (3.00 $\pm$ 1.07). The lowest score belongs to item 17 (2.29 $\pm$ 0.94), which reveals that 20.9% of the respondents showed strong disagreement and 41.8% showed disagreement in the capability of the coursebook to encourage the pupils to establish adequate communication and to perform meaningful practices. Thus, the respondents felt positive about the coursebook in terms of the spelling and grammar, however, they showed indecisiveness about the efficiency of the listening texts throughout the coursebook. Furthermore, the participants found the coursebook ineffective in terms of establishing communication and developing speaking skill as 20.9% of the participants strongly disagree and 41.8% disagree that the activities are able to establish a sufficient level of communication among the learners. Taking into account that the listening and speaking skills are prior to reading and writing in primary school language education, it is highly expected from a coursebook to include activities to improve the communicative skills of the learners. However, the mean scores of item 7 and item 17 indicate that the participants' expectations from the book concerning language skills are not met at all. Moreover, the coursebook seems weaker in terms of speaking skill

(2.29 ± 0.94) compared to the listening skill (3.00 ± 1.07). The following table represents the findings about both the visual design and the organization:

Table 4.5. The means and standard deviations of the items related to the visual design and the organization of the coursebook

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree			
Items	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>N</i>	Mean $\pm$ SD
Item 2	0	0	17	19.7	23	26.7	42	48.8	4	4.6	86	3.38 ± 0.86
Item 12	14	16.2	35	40.6	21	24.4	16	18.6	0	0	86	2.45 ± 0.98
Item 13	11	12.7	36	41.8	23	26.7	16	18.6	0	0	86	2.51 ± 0.94

Note: 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree), 5 (Strongly Agree)
 Item 2. The coursebook content has been materialized by using tables, pictures, and figures.
 Item 12. I think the coursebook's layout, design, and quality are clear and appropriate.
 Item 13. I think the coursebook has been organized effectively.

According to Table 4.5 the respondents gave indecisive responses to item 2 which is related to the tables, pictures, and figures used in the coursebook (3.38 ± 0.86). Secondly, the participants disagreed about item 13 (2.51 ± 0.94), which means they did not find the organization of the coursebook effective enough. Similarly, the participants did not find the coursebook appropriate enough in terms of the layout, design, and quality of the coursebook (2.45 ± 0.98). In other words, the participants gave relatively negative responses about the visual design and the organization of the coursebook.

Table 4.6. The means and standard deviations of the items related to the activities in the coursebook

	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree			
Items	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>N</i>	Mean $\pm$ SD
Item 1	6	6.9	19	22	17	19.7	36	41.8	8	9.3	86	3.24 ± 1.12
Item 11	2	2.3	25	29	18	20.9	39	45.3	2	2.3	86	3.16 ± 0.96
Item 14	12	13.9	26	30.2	19	22	29	33.7	0	0	86	2.76 ± 1.07

Note: 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree), 5 (Strongly Agree)
 Item 1. I regard the interesting and motivating activities (games, songs, stories, etc.) in the coursebook's content as appropriate for the children's level.
 Item 11. The coursebook includes activities towards assessing the theme collectively.
 Item 14. The activities in the coursebook direct the pupils both towards individual and group work.

Table 4.6. presents the responses of the participants about the activities in the coursebook. First of all, the participants showed indecisiveness concerning item 1 (3.24 ± 1.12). This means that they felt unsure about the appropriateness of the interesting and motivating activities (games, songs, stories, etc.) for the children's level. Likewise, the participants seem undecided about item 11 (3.16 ± 0.96), which implies that the coursebook needs more activities to assess the theme collectively. The lowest score belongs to item 14 (2.76 ± 1.07), which means that the coursebook did not meet the expectations of the participants in terms of activities directing the pupils towards individual and group work.

So far, the responses to the items under six categories have been presented with the mean and standard deviation values. There are two items (item 18 and item 19) that are not included in the categories above. Thus, the following table represents the findings about the responses to the items related to the diversity of the topics used in the coursebook and the participants' opinions as to re-select the coursebook in the future years or not.

Table 4.7. The means and standard deviations of the items related to the topics and preference to re-use the coursebook

Items	Strongly Disagree		Disagree		Undecided		Agree		Strongly Agree		<i>n</i>	Mean $\pm$ SD
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
Item 18	10	11.6	34	39.5	18	20.9	24	27.9	0	0	86	2.65 ± 1.01
Item 19	25	29	32	37.2	23	26.7	6	6.9	0	0	86	2.12 ± 0.91

Note: 1 (Strongly Disagree), 2 (Disagree), 3 (Undecided), 4 (Agree), 5 (Strongly Agree)

Item 18. I believe that the coursebook has a sufficient level of diversity of topics.

Item 19. I think that it would be convenient to re-select the same book as the coursebook in the future years.

Table 4.7 reveals the ideas of the participants concerning the diversity of the topics and their preference to re-use the coursebook. Firstly, the respondents showed their disbelief that the coursebook had a sufficient level of diversity of topics (2.65 ± 1.01). Last but not least, the participants gave negative responses about item 19 (2.12 ± 0.91). In other words, they found the coursebook inconvenient to re-select the same book as the coursebook in future years.

4.1.2. Inferential Statistics

In this section, the findings of the inferential statistics will be presented. First of all, the participants' responses were compared according to gender and the mean and SD values are presented in the following table:

Table 4.8. The mean and SD values of the items according to gender

Scale items	Male (n=14)	Female (n=72)	P
Item 1 (Mean $\pm$ SD)	2.86 $\pm$ 1.17	3.32 $\pm$ 1.10	0.155
Item 2 (Mean $\pm$ SD)	3.14 $\pm$ 0.86	3.43 $\pm$ 0.85	0.282
Item 3 (Mean $\pm$ SD)	3.29 $\pm$ 0.99	3.50 $\pm$ 0.84	0.340
Item 4 (Mean $\pm$ SD)	3.00 $\pm$ 1.11	2.86 $\pm$ 1.04	0.620
Item 5 (Mean $\pm$ SD)	3.43 $\pm$ 0.76	3.64 $\pm$ 0.79	0.320
Item 6 (Mean $\pm$ SD)	3.50 $\pm$ 0.85	3.79 $\pm$ 0.80	0.255
Item 7 (Mean $\pm$ SD)	2.43 $\pm$ 1.22	3.11 $\pm$ 1.02	0.040
Item 8 (Mean $\pm$ SD)	1.71 $\pm$ 0.73	1.93 $\pm$ 0.79	0.354
Item 9 (Mean $\pm$ SD)	2.43 $\pm$ 1.16	2.64 $\pm$ 0.95	0.433
Item 10 (Mean $\pm$ SD)	2.50 $\pm$ 0.86	2.50 $\pm$ 0.90	0.960
Item 11 (Mean $\pm$ SD)	3.21 $\pm$ 0.89	3.15 $\pm$ 0.97	0.848
Item 12 (Mean $\pm$ SD)	2.29 $\pm$ 1.20	2.49 $\pm$ 0.93	0.476
Item 13 (Mean $\pm$ SD)	2.36 $\pm$ 1.15	2.54 $\pm$ 0.90	0.510
Item 14 (Mean $\pm$ SD)	2.79 $\pm$ 1.19	2.75 $\pm$ 1.06	0.863
Item 15 (Mean $\pm$ SD)	3.79 $\pm$ 0.58	3.81 $\pm$ 0.66	0.939
Item 16 (Mean $\pm$ SD)	2.29 $\pm$ 1.27	2.21 $\pm$ 0.89	0.928
Item 17 (Mean $\pm$ SD)	2.50 $\pm$ 1.16	2.25 $\pm$ 0.90	0.494
Item 18 (Mean $\pm$ SD)	2.79 $\pm$ 1.05	2.63 $\pm$ 1.01	0.655
Item 19 (Mean $\pm$ SD)	1.93 $\pm$ 1.00	2.15 $\pm$ 0.90	0.368
Item 20 (Mean $\pm$ SD)	2.14 $\pm$ 1.10	2.18 $\pm$ 0.94	0.812

Mann-Whitney U Test was used for comparisons.

Item 7. I believe that the listening text records are at a sufficient and comprehensible level.

As presented in Table 4.8., the only statistically significant difference in terms of gender variable was found in item 7 ($p<0.05$). There was a slight difference concerning the listening texts between the male and female participants ($p=0.04$). Female teachers (3.11) felt more positive about the fact that the listening text records are at a sufficient and comprehensible level than the males (2.43).

The following table reveals the item scores according to educational status:

Table 4.9. The mean and SD values of the items according to educational status

Scale items	Bachelor's ($n=78$)	Master's ($n=8$)	P
Item 1 (Mean $\pm$ SD)	3.21 $\pm$ 1.12	3.63 $\pm$ 1.06	0.282
Item 2 (Mean $\pm$ SD)	3.35 $\pm$ 0.85	3.75 $\pm$ 0.89	0.189
Item 3 (Mean $\pm$ SD)	3.44 $\pm$ 0.89	3.75 $\pm$ 0.46	0.456
Item 4 (Mean $\pm$ SD)	2.89 $\pm$ 1.03	2.88 $\pm$ 1.25	1.000
Item 5 (Mean $\pm$ SD)	3.58 $\pm$ 0.81	3.88 $\pm$ 0.35	0.358
Item 6 (Mean $\pm$ SD)	3.72 $\pm$ 0.85	4.00 $\pm$ 0.00	0.432
Item7 (Mean $\pm$ SD)	2.99 $\pm$ 1.10	3.13 $\pm$ 0.83	0.812
Item 8 (Mean $\pm$ SD)	1.91 $\pm$ 0.78	1.75 $\pm$ 0.89	0.542
Item 9 (Mean $\pm$ SD)	2.59 $\pm$ 0.97	2.75 $\pm$ 1.17	0.711
Item 10 (Mean $\pm$ SD)	2.49 $\pm$ 0.88	2.63 $\pm$ 1.06	0.695
Item 11 (Mean $\pm$ SD)	3.15 $\pm$ 0.91	3.25 $\pm$ 1.39	0.663
item12 (Mean $\pm$ SD)	2.49 $\pm$ 0.98	2.13 $\pm$ 0.99	0.317
Item 13 (Mean $\pm$ SD)	2.51 $\pm$ 0.95	2.50 $\pm$ 0.93	1.000
Item 14 (Mean $\pm$ SD)	2.78 $\pm$ 1.08	2.50 $\pm$ 1.07	0.454
Item 15 (Mean $\pm$ SD)	3.81 $\pm$ 0.65	3.75 $\pm$ 0.71	0.827
Item 16 (Mean $\pm$ SD)	2.23 $\pm$ 0.94	2.13 $\pm$ 1.13	0.696
Item 17 (Mean $\pm$ SD)	2.30 $\pm$ 0.94	2.25 $\pm$ 1.04	0.914
Item 18 (Mean $\pm$ SD)	2.63 $\pm$ 1.01	2.88 $\pm$ 1.13	0.539
Item 19 (Mean $\pm$ SD)	2.08 $\pm$ 0.94	2.50 $\pm$ 0.53	0.154
Item 20 (Mean $\pm$ SD)	2.18 $\pm$ 0.95	2.13 $\pm$ 1.13	0.846

Mann-Whitney U Test was used for comparisons.

According to Table 4.9, no statistically significant difference was detected for the educational status ($p>0,05$). This was expected as the number of teachers with bachelor's degrees ($n=78$) outnumber those with master's degrees ($n=8$).

Table 4.10. The mean and SD values of the items according to the year of seniority

Scale items	<10 years ($n=45$)	≥ 10 years ($n=41$)	P
Item 1 (Mean $\pm$ SD)	3.33 $\pm$ 1.17	3.15 $\pm$ 1.06	0.516
Item 2 (Mean $\pm$ SD)	3.49 $\pm$ 0.90	3.27 $\pm$ 0.81	0.173
Item 3 (Mean $\pm$ SD)	3.51 $\pm$ 0.87	3.42 $\pm$ 0.87	0.650
Item 4 (Mean $\pm$ SD)	2.93 $\pm$ 1.01	2.83 $\pm$ 1.09	0.628
Item 5 (Mean $\pm$ SD)	3.56 $\pm$ 0.79	3.66 $\pm$ 0.79	0.502
Item 6 (Mean $\pm$ SD)	3.62 $\pm$ 0.91	3.88 $\pm$ 0.68	0.197
Item 7 (Mean $\pm$ SD)	3.09 $\pm$ 1.06	2.90 $\pm$ 1.09	0.432
Item 8 (Mean $\pm$ SD)	2.09 $\pm$ 0.87	1.68 $\pm$ 0.61	0.028
Item 9 (Mean $\pm$ SD)	2.78 $\pm$ 1.00	2.36 $\pm$ 0.86	0.034
Item 10 (Mean $\pm$ SD)	2.71 $\pm$ 0.87	2.27 $\pm$ 0.87	0.027
Item 11 (Mean $\pm$ SD)	3.20 $\pm$ 0.99	3.12 $\pm$ 0.93	0.738
Item 12 (Mean $\pm$ SD)	2.53 $\pm$ 1.06	2.36 $\pm$ 0.89	0.483
Item 13 (Mean $\pm$ SD)	2.56 $\pm$ 0.92	2.46 $\pm$ 0.98	0.605
Item 14 (Mean $\pm$ SD)	2.80 $\pm$ 1.14	2.71 $\pm$ 1.01	0.635
Item 15 (Mean $\pm$ SD)	3.78 $\pm$ 0.74	3.83 $\pm$ 0.54	0.993
Item 16 (Mean $\pm$ SD)	2.38 $\pm$ 1.03	2.05 $\pm$ 0.84	0.169
Item 17 (Mean $\pm$ SD)	2.38 $\pm$ 0.96	2.20 $\pm$ 0.93	0.394
Item 18 (Mean $\pm$ SD)	2.67 $\pm$ 1.02	2.63 $\pm$ 1.02	0.895
Item 19 (Mean $\pm$ SD)	2.16 $\pm$ 0.93	2.07 $\pm$ 0.91	0.652
Item 20 (Mean $\pm$ SD)	2.29 $\pm$ 1.06	2.05 $\pm$ 0.84	0.341

Mann-Whitney U Test was used for comparisons.

Item 8. I think that the coursebook will encourage the pupils to think outside of the classroom, as well.
Item 9. The coursebook includes activities that help to evaluate the important instructional objectives.
Item 10. The coursebook includes activities that reveal the pre-learning process and readiness level of pupils.

Table 4.10. represents the mean and standard deviation values of the items according to the year of seniority. As a result of the Mann-Whitney U test used to compare two groups of participants, some difference has been observed in the opinions of the teachers about items 8, 9, and 10 ($p < 0.05$). The teachers with fewer than ten years of seniority have provided more positive opinions than teachers with a professional seniority level of more than ten years concerning the three items. About item 10, less than 10 years of experience was higher compared to those of 10 years of experience ($p = 0.027$). That is to say, teachers experienced for more than ten years responded more negatively to the fact that the coursebook includes activities that reveal pupils' pre-learning process and readiness level. The second difference was found about item 8 ($p = 0.028$) which points out that teachers with more than ten years of seniority expressed their disbelief that the coursebook will encourage the pupils to think outside of the classroom. The third difference was detected concerning item 9 ($p = 0.034$), which reveals that teachers with more than ten years of seniority showed disagreement on the activities to evaluate the important instructional objectives. All in all, teachers with more than ten years of seniority seem to have greater expectations from the coursebook than those with fewer years of seniority.

4.2. Findings of the Qualitative Phase of the Study

The aim of the qualitative analysis is to give an in-depth answer to the research questions of the current study. In the next sections, the responses of the participant teachers to the open-ended questions will be presented. Also, the findings will be supported with the quotations of the participants.

4.2.1. Participants Responses to the First Open-ended Question

The first question inquires whether the coursebook is appropriate for the curriculum and young learners. In this section, the frequency and percentages of the participants responses to the first research question will be presented in the following table.

Table 4.11. The responses concerning the appropriacy of the coursebook for the needs of the curriculum and the learners

	Positive responses		Negative responses		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Curriculum	12	75	4	25	16	100
Learners	4	25	12	75	16	100

Table 4.11 reveals that 75% of the participants gave positive feedback on whether the coursebook meets the needs of the curriculum. Some of the positive responses elicited are as follows:

“The 3rd grade English textbook is generally compatible with the curriculum needs. However, there could be more fun and effective activities in the book.”

(Teacher 1)

“I think the course book is appropriate for curriculum needs.” (Teacher 2)

“Yes, it is sufficient for the curriculum.” (Teacher 16)

On the other hand, 25% of the participants thought that the coursebook was not appropriate for the needs of the curriculum. Some of the negative responses elicited are as follows:

“The coursebook includes the curriculum partly, but they are not well-prepared.”

(Teacher 9)

“If we had more time for practicing, it would be great. So, it can’t be appropriate for the curriculum and the learners.” (Teacher 10)

“I think it is suitable for the curriculum.” (Teacher 14)

According to Table 4.11, 25% of the participants gave positive feedback on whether the coursebook is appropriate for the needs of the young learners. The following is a good example of a positive remark:

“Yes, it has different types of activities (for young learners).” (Teacher 4)

However, 75% of the participants gave negative feedback on the appropriateness of the coursebook for the needs of young learners. Some of the negative responses elicited are as follows:

“The book has been tried to be adapted for young students, but children get bored and have difficulty in some activities.” (Teacher 1)

“I think it is not appropriate for the needs of the young learners.” (Teacher 5)

“I think it is appropriate for the curriculum, but it is not appropriate for the learners.” (Teacher 8)

“Not enough for young learners’ level.” (Teacher 9)

“It is not suitable for young learners.” (Teacher 14)

“It makes the learning boring and it doesn’t include diverse activities. The topics are not very suitable for kids.” (Teacher 16)

“I believe that a book designed interactively and appropriate for digital platforms will be more attractive to children.” (Teacher 2)

4.2.2. Participants’ Responses to the Second Open-ended Question

The second question inquires whether the coursebook is effective in terms of basic language skills such as listening, speaking, grammar, and vocabulary. In this section, the frequency and percentages of the participants’ responses to the second research question will be presented in the following table.

Table 4.12. The responses of the participants to the efficiency of the coursebook in terms of language skills and components

Language skills	Positive responses		Negative responses		No Idea		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Grammar	5	31.25	9	56.25	2	12.5	16	100%
Vocabulary	8	50	6	37.5	2	12.5	16	100%
Listening	8	50	7	43.75	1	6.25	16	100%
Speaking	2	12.5	10	62.5	4	25	16	100%

Table 4.12 above reveals that 50% of the participants found the coursebook effective in terms of vocabulary and listening skills. Below is an example of vocabulary activity:

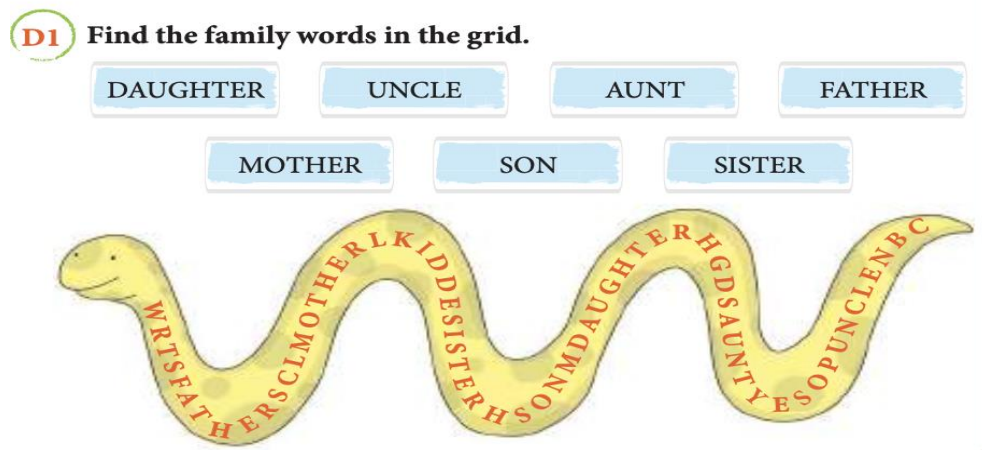


Figure 4.1. Vocabulary activity (Cenk, 2019, p. 35)

The following response compares the use of vocabulary with the use of grammar and the language skills used in the coursebook:

“The coursebook is okay with vocabulary, but not good enough in terms of listening, speaking, and grammar.” (Teacher 9)

C2 Listen and repeat the numbers.

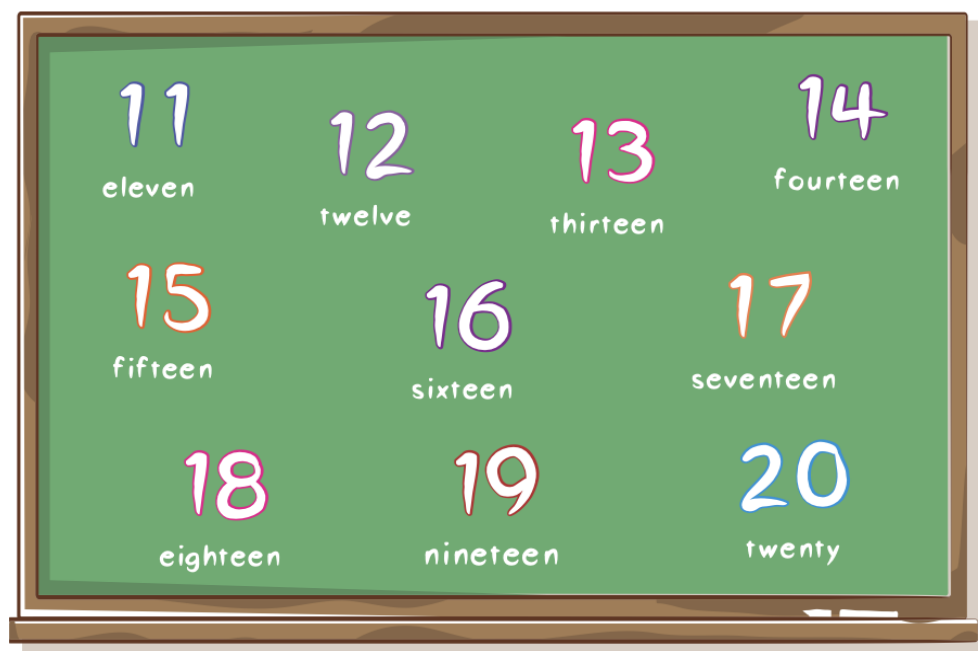


Figure 4.2. Listening activity (Cenk, 2019, p. 17)

Below is a positive view regarding the listening activities in the coursebook:

“Listening parts are appropriate for this grade. Speaking parts are effective. Vocabulary and grammar parts may be more varied.” (Teacher 4)

To illustrate the speaking activities in the coursebook, the following figure is a dialogue activity from unit 2 which is about family:

F Complete the dialogue.

brother Who is this?

That is my sister.

Sally!
1 _____

He's Tony. He's my
2 _____.

Who is that?
3 _____

She is Elizabeth.

G Work with your partner. Act the dialogue in activity F.

Figure 4.3. Speaking activity (Cenk, 2019, p. 41)

As to the grammar component, the coursebook is not focused on structure in line with the instructional objectives. However, each unit is provided with grammar exercises. According to Table 4.22, while 31.25% of the participants were satisfied with the grammar instruction of the coursebook, more than half of the participants (56.25%) gave negative feedback on the effectiveness of the coursebook in terms of grammar. Here is an example of grammar activity:

F Look at the pictures. Circle “can” or “can’t”.

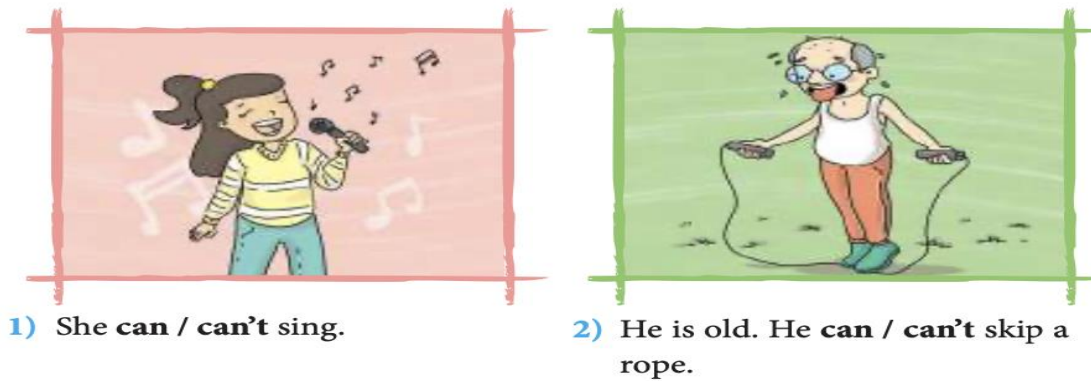


Figure 4.4. Grammar activity (Cenk, 2019, p. 56)

The following remarks are examples of negative feedback related to the effectiveness of the coursebook in terms of language skills:

“I think that the activities in the third-grade English coursebook are not effective in terms of language skills (listening, speaking). We teachers have to enrich the activities during the lesson.” (Teacher 1)

“I do not find the grammar, vocabulary, and speaking activities sufficient. I have to prepare extra worksheets in these areas. There are almost no speaking activities, listening activities are more prominent.” (Teacher 2)

“I think it is not effective in terms of grammar, speaking, and listening. We have to use an activity book.” (Teacher 5)

“It is not effective when you think about four skills. Activities are not appropriate for young learners. Some activities are not related to objectives.” (Teacher 8)

“In terms of grammar, there aren’t any problems, however, more enjoyable activities should be included in speaking activities.” (Teacher 11)

“The listening activities are not appropriate, grammar activities are too hard and the vocabulary exercises are not exciting.” (Teacher 14)

“It needs to be modified in terms of speaking and reading activities.” (Teacher 16)

Table 4.12 indicates that the majority of the teachers (62.5%) gave negative responses related to the effectiveness of the coursebook in terms of speaking skill. While 25% of the participants had no idea, only 12.5% of them gave positive responses about the speaking skill.

4.2.3. The Participants' Responses to the Third Open-ended Question

The third question inquires whether the coursebook is effective in terms of visual design. In this section, the frequency and percentages of the participants' responses to the third research question will be presented in the following table.

Table 4.13. The responses of the participants to the efficiency of the coursebook visually

Categories	Positive responses		Negative responses		No idea	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Design and layout	11	68.75	5	31.25	1	6.5
Print, paper, font size	7	43.75	7	43.75	2	12.5
Visuals and graphics	8	50	8	50	0	0

Table 4.13 points out that 68.75% of the participants gave positive feedback on the design and layout of the coursebook. While 50% of the teachers gave positive feedback on the visuals and graphics used in the coursebook, 43.75% of them gave positive responses to the print, paper, and font size of the coursebook. Some of the positive responses elicited are as follows:

“The visual design of the textbook, paper quality, and font are not bad.”

(Teacher 1)

“I find it generally appropriate. However, primary school children's writing is large, so they have difficulty fitting the words into the given spaces while writing. (Teacher 2)

“I like its design and visuals.” (Teacher 3)

“It is colorful and suitable for this grade.” (Teacher 4)

“The design and layout is pretty good.” (Teacher 8)

“The design is acceptable.” (Teacher 16)

Also, Table 4.13 reveals that 31.25% of the participants gave negative feedback on the design and layout of the coursebook. While 50% of the teachers gave negative feedback on the visuals and graphics used in the coursebook, 43.75% of them gave negative responses to the print, paper, and font size of the coursebook. The following are examples of negative remarks:

“I think it is not much attractive. It may be much more colorful and attractive. Page quality and colors are a bit ineffective to me.” (Teacher 6)

“The size of the book is too much for the learners.” (Teacher 7)

“The print, paper, font size and font type should be more eye-catching... Daily life visuals had better be added.” (Teacher 8)

“It is not effective in terms of design and layout. It is old-fashioned in terms of print and paper. The graphics and visuals are not interesting.” (Teacher 9)

“It should be more eye-catching. In terms of visuals, daily-life visuals had better be included.” (Teacher 11)

“The coursebook must contain more visuals and graphics.” (Teacher 13)

“The paper and print quality is low.” (Teacher 16)

Furthermore, according to Table 4.13, 50 % of the participants gave positive responses about the visuals and graphics. Here are some visuals from the coursebook:

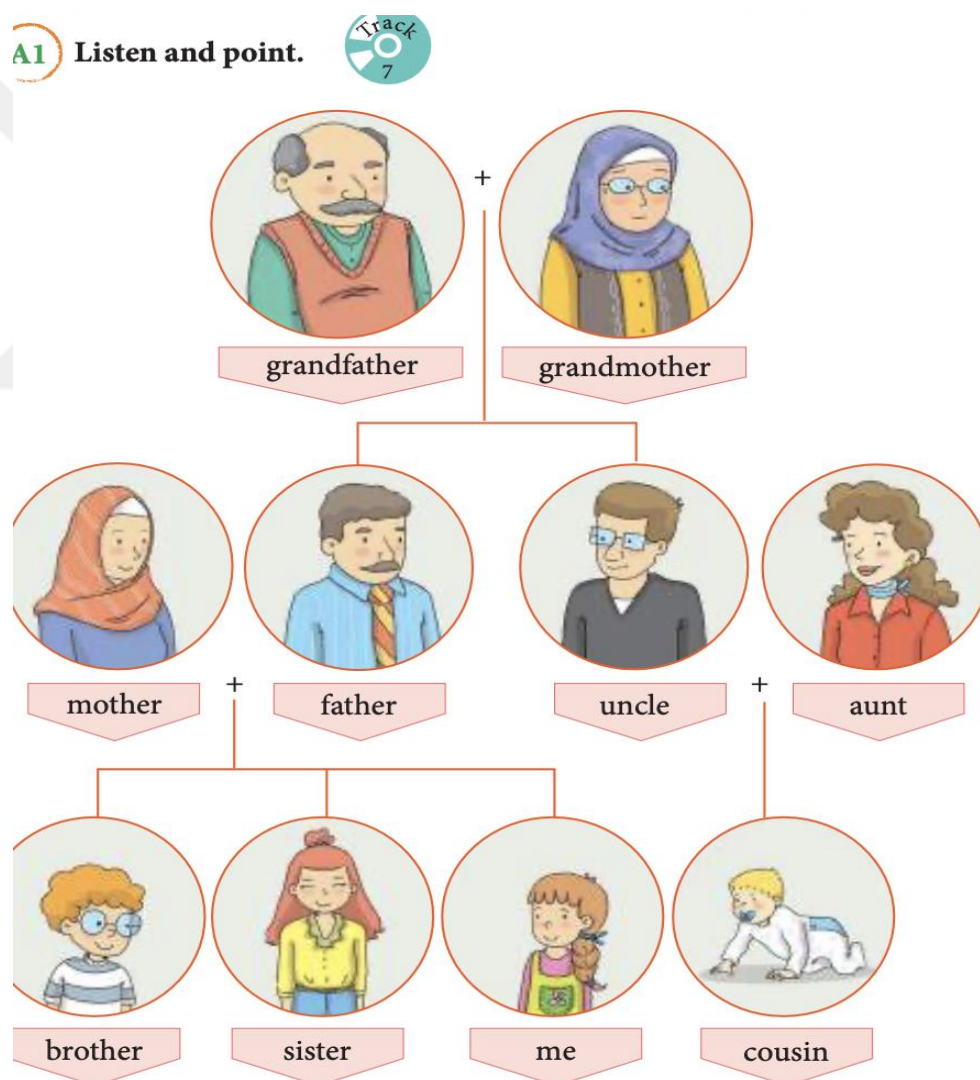


Figure 4.5 Visual sample (Cenk, 2019, p. 30)

Figure 4.5. reveals that the visuals utilized in the coursebook are not authentic. As the participants cited above, the visuals are not from daily-life. Furthermore, the characters are not consistent throughout the coursebook, which might hinder the focus of the learners. In addition, some participants found the coursebook old-fashioned due to the lack of visual quality.

4.2.4. The Participants' Responses to the Fourth Open-ended Question

The fourth question inquires whether the activities in the coursebook are efficient enough in such domains as fun and motivation, variety of exercises and activities, assessment of the instructional objectives. In this section, the frequency and percentages of the participants' responses to the fourth research question will be presented in the following table.

Table 4.14. The responses to the efficiency of the activities used in the coursebook

Categories	Positive responses		Negative responses		No idea		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Fun and motivation	4	25	10	62.5	2	12.5	16	100
Variety of exercises and activities	4	25	9	56.25	3	18.75	16	100
Assessment of the instructional objectives	5	31.25	7	43.75	4	25	16	100

Table 4.14 reveals that only 23% of the participants gave positive feedback on the fun and motivation component in the coursebook. The following is a good example of a positive remark:

“It is fun because the units are interesting.” (Teacher 4)

Throughout the coursebook, game elements were utilized in most of the units. Here is a pair of examples for the fun and motivation activities:



GAME TIME

Play the game with your friends.

Choose one of your family members. Write his/her name on the board.
Your friends guess him/her.



Figure 4.6. Game element (Cenk, 2019, p. 38)

As indicated in the table above, 62.5% of the participants submitted negative feedback concerning the fun and motivation component. Some of the negative responses elicited are as follows:

“We have to make the exercises in the book fun by using a smartboard. Otherwise, the activities can be boring and tiring for students. There should be more activities in the book, for example, sticker activity.” (Teacher 1)

“I think that the coursebook does not include cultural elements of the language in terms of content. For this reason, I find it insufficient to meet the interests and needs of students. The content is focused on grammar. This leads to a teacher-centered lesson and makes the lesson boring for the students.” (Teacher 2)

“It had better be more enjoyable. Some activities are boring.” (Teacher 8)

“Some activities are good, but some are found boring by the students.”

(Teacher 9)

“It doesn’t motivate the children.” (Teacher 14)

“It is not funny and motivating.” (Teacher 15)

“It is not fun and motivating.” (Teacher 16)

“I think role play, painting and gamification activities are more motivating and fun for this grade.

Table 4.14. points out that only 25% of the participants gave positive feedback on the variety of the exercises and activities. The following are examples of positive responses:

“It is okay because every kind of activities is involved [the coursebook involves a variety of activities] such as puzzles, matching, etc.” (Teacher 4)

“There are a lot of exercises. I think it is effective.” (Teacher 14)

“I think they are enough.” (Teacher 15)

According to Table 4.14, while 56.25% of the participants gave negative responses about the variety of the exercises and activities, 18.75% of them had no idea about the issue. Some of the negative responses are as follows:

“The variety of activities and exercises is low. There should be more activities.” (Teacher 1)

“The exercises and activities in the coursebook are appropriate for the age and development levels of the students but are limited in diversity. There are almost no activities that support students' creativity. The activities in the course book are insufficient to ensure permanent learning. I can say that students sometimes get bored due to the intensity of listening-oriented activities. To ensure permanent learning, the book should appeal to more senses.” (Teacher 2)

“There can be more activities to get them (the learners) to speak. (Teacher 10)

“There aren't various exercises and activities.” (Teacher 13)

“There is a limited variety of activities.” (Teacher 16)

According to Table 4.14., 31.25% of the participants gave positive feedback on the assessment of the instructional objectives. The following figure reveals a self-check designed for the assessment of the instructional objectives of unit 1 from the coursebook:

UNIT 1

SELF-CHECK

Draw a face. 😊 😞 😐

I can greet people.
(Hello. / Hi.)

I can say goodbye.
(Bye. / Take care. / See you.)

I can introduce myself.
(I am Pınar. / My name is Pınar.)

I can say my age.
(I am 9 years old.)

Figure 4.7. Self-assessment (Cenk, 2019, p. 26)

Some of the positive responses related to self-assessment are as follows:

“They are easy and understandable.” (Teacher 4)

“At the end of each unit, students have an opportunity for self-assessment.”
(Teacher 8)

While 43.75% of the teachers stated negative thoughts, 25% of them had no idea about the assessment of the instructional objectives. The following remarks are examples of negative feedback on the assessment used in the coursebook:

“The book is inadequate in terms of evaluating teaching objectives. There should be sections at the end of the unit where students can evaluate themselves.” (Teacher 1)

“I find the activities in the course book partially sufficient in terms of evaluating the teaching objectives.” (Teacher 2)

“It is not based on the instructional objectives.” (Teacher 7)

“It should be improved.” (Teacher 8)

“Not enough... It had better be more enjoyable, some activities are boring. They should be improved.” (Teacher 11)

“Assessment is not enough” (Teacher 14)

“Not appropriate and effective. (Teacher 15)

4.2.5. The Participants’ Responses to the Fifth Open-ended Question

The fifth question is focused on the organization of the coursebook. The coursebook consists of a variety of topics. There are ten units with different themes such as numbers, family, feelings, toys, house, city, transportation, weather and nature. The following figure reveals the sequencing of the topics throughout the coursebook:

TABLE OF CONTENTS

MAP OF THE BOOK 7	
1 GREETING.....9	6 MY HOUSE 93
2 MY FAMILY 27	7 IN MY CITY 113
3 PEOPLE I LOVE 43	8 TRANSPORTATION 133
4 FEELINGS..... 59	9 WEATHER 147
5 TOYS AND GAMES.....75	10 NATURE 161
LET'S PRACTICE! - ANSWER KEY 177	
VOCABULARY LIST 184	
BIBLIOGRAPHY.....188	

Figure 4.8. Sequencing of the topics (Cenk, 2019)

The frequency and percentages of the participants' responses to the fifth research question will be presented in the following table.

Table 4.15. The responses to the efficiency of the coursebook in terms of organization

Categories	Positive responses		Negative responses		Total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Sequencing of topics	10	62.5	6	37.5	16	100
Clarity of design	8	50	8	50	16	100
Flexibility/Adaptability	8	50	8	50	16	100

Table 4.15. reveals that most of the participants submitted positive feedback on the coursebook in terms of sequencing of the topics (62.5%). Some of these positive remarks are as follows:

“I find the coursebook appropriate in terms of sequencing, clarity of design, flexibility, and adaptability.” (Teacher 2)

“The order of the subjects, the clarity of the design; the flexibility and adaptability are very suitable. It has been tried to ensure that the students learn comfortably by going from easy to difficult.” (Teacher 1)

“It is a well-organized book for 3rd graders.” (Teacher 3)

“The sequencing of topics is appropriate for primary school.” (Teacher 13)

According to Table 4.16, 50% of the participants gave positive feedback about the clarity of the design and the flexibility or adaptability of the coursebook, which means that half of the participants were not satisfied with the coursebook in terms of the clarity of the design and the flexibility or adaptability. Some of the negative responses are as follows:

“The design isn’t clear enough to comprehend.” (Teacher 7)

“It should be revised and improved. It should be more clear.” (Teacher 8)

“I don’t think the sequencing of the topics is in order. The design is not clear.” (Teacher 9)

“It (design) should be more clear.” (Teacher 11)

“Not well-organized. The topics need improvement for connections among them... It is not very flexible and adaptable for different learning environments and for students with special needs” (Teacher 16)

4.2.6. The Participants’ Responses to the Sixth Open-ended Question

As to the final open-ended question, the participants supplied feedback on the weaknesses of the coursebook. Some of these opinions are as follows:

“The number of activities and events in the book can be increased, and paste-style activities that will attract the attention of young students can be added. Topics in the textbook can be linked to videos with QR codes.” (Teacher 1)

“Having a workbook alongside the course book can make learning more fun and easier for children. Interactive activities compatible with smart boards can be added to the book, I think this will be more fun for children. I think adding audio-visual materials such as videos will make it easier for children to make sense of what they hear. Additionally, if activities that will increase cooperation and creativity are

included, children can learn by doing, experiencing, and having fun together.” (Teacher 2)

“The coursebook has a lot of weaknesses. It can be more colorful. I think they can use more exercises.” (Teacher 5)

“Some speaking activities are confusing...The quality of the pages should be updated. The characters in the coursebook may be more attractive to the age of the learners. The number of the activities may be reduced.” (Teacher 6)

“There is such a little context in it... I think there should be more comprehensible activities.” (Teacher 7)

“The coursebook is not appropriate for young learners. I think the intensity of the units should be decreased.” (Teacher 8)

“The activities had better be daily life activities.” (Teacher 8)

“The coursebook has some weaknesses in terms of topics, design, layout, font type, visuals and graphics.” (Teacher 9)

“I think real-life activities are more interesting for them (the learners), so they can be varied.” (Teacher 10)

“There had better be daily life activities.” (Teacher 11)

“There should be more exercises and the visuals could be more appropriate for the kids.” (Teacher 12)

“I suggest that the exercises and activities must be increased and there must be more effective activities.” (Teacher 13)

“It has some weaknesses: I think there should be a lot of songs, vocabulary and speaking exercises. Because young learners like them very much.” (Teacher 14)

“There should be more visuals.” (Teacher 15)

“The quality of design, the connection between topics, the variety of activities, the integration of technology, the integration of gamification and game elements, the scope of the topics and units should be improved.” (Teacher 16)

5. DISCUSSION

This section will discuss the research questions in light of the findings elicited from the qualitative and the quantitative data.

5.1. Research Question 1: Is the Coursebook Appropriate for the Curriculum and Young Learners?

The first research question seeks an answer to whether the coursebook is appropriate for the needs of the curriculum and young learners. The answer to this question will be broadened with the definition of curriculum followed by the needs of young learners in terms of foreign language learning.

Curriculum is defined as “the subjects that are included in a course of study or taught in a school, college, etc.” in the Dictionary of Oxford (2024). Celce-Murcia (2013) describes curriculum as an official document, published by a leading or central educational authority to serve as a framework or a set of guidelines for instruction of a subject area in a broad context.

The current English curriculum in the primary public schools in Türkiye, updated in 2018, was designed by following the tenets of The Common European Framework of Reference for Languages (CEFR). The CEFR highlights the need for students to put their learning into real-life practice to support fluency along with proficiency (MoNE, 2013). Hence, the new curriculum is based on communication in real-life situations utilizing techniques such as drama and role play. Also, the Ministry of National Education adopts an action-oriented approach by focusing on English as a means of communication, rather than as a topic of study. It is argued that learners are supported to become language users, rather than students of the language. Thus, the main objective of the curriculum is to assist the learners to become self-confident enough to communicate in a foreign language. Besides, the current curriculum aims to achieve an amusing learning environment where the learners have fun and feel relaxed. (MoNE, 2013). Besides, hands-on activities are suggested as children learn best by doing.

The quantitative findings of this study have revealed that 63.9% of the participants believe that the coursebook content is coherent with the educational acquisitions (3.47 ± 0.86) and 61.6% think that the curriculum shows parallelism with the coursebook (3.60 ± 0.79). The qualitative results of the study support the

quantitative findings since 75% of the participants think that the coursebook is appropriate for the curriculum. However, the coursebook seems below the expectations of the participant teachers in terms of following the teaching principles and the instructional objectives. According to the scores of item 4, the participants disagreed that the coursebook content complies with the teaching principles, from simple to complicated, from concrete to abstract, and from the known to the unknown (2.88 ± 1.05). Likewise, the scores of item 9 showed that the participants disagreed that the coursebook included activities that help to evaluate important instructional objectives (2.53 ± 0.95).

As for the question of whether the coursebook is appropriate for young learners, we should first identify what young learners need in a language learning environment. According to Krashen's hypothesis (1982), language input should be interesting, relevant, and comprehensible for young learners to achieve linguistic competence. Also, Tomlinson argues (1998) that the content should be appropriate to learners' ages, preferences, and expectations. Besides, Pakkan (1997) points out that coursebooks should be appropriate for the learners' language level, level of education, age, social attitudes, intellectual ability, level of emotional maturity, and the general goals of ELT in the country it is used.

The quantitative findings of the study showed that the mean value of the items about the learner needs is 2.51, which shows disagreement among the participants that the coursebook meets the needs of the learners. 48.8% disagree that coursebook includes activities that reveal the pre-learning process and readiness level of pupils. In addition, 44.1 disagree that the coursebook is capable of raising the pupils' interest in English language education. The qualitative results of the study support the quantitative finding in terms of learner needs since 75% of the participants gave negative responses to the question of whether the coursebook is appropriate for young learners. In a similar study which evaluated the second-grade English coursebook "Fun with Teddy", Avşar (2017) concluded that most teachers found the coursebook insufficient for young learners while the academicians considered the coursebook as appropriate for teaching English to young learners.

Only item 6 was able to get positive feedback from the participants. 66.2% of the teachers agreed that the words used in the coursebook are appropriate for the

pupils' level (3.74 ± 0.81). This shows that most of the participants were content with the vocabulary utilized in the coursebook.

According to Krashen's input hypothesis (1982), one can acquire a language when the input in the target language is comprehensible. Thus, the coursebooks should provide the learners with enough comprehensible input to achieve language learning. Significantly, this input is helpful when presented in a meaningful context for the learners. It seems that the coursebook can be more efficient if it includes more contextualized linguistic input.

Even if enough comprehensible input is provided, the learners sometimes have difficulty in attaining the linguistic goals. This may happen when their affective filter is higher than expected. Hence, the coursebook should be able to help the learners lower their affective filter so that they can feel comfortable enough to learn the target language.

5.2. Research Question 2: Is the Coursebook Effective in Terms of Language Skills and Language Components?

This section discusses whether the coursebook is effective in terms of basic language skills and language components. At the initial levels, it is necessary to focus on listening and speaking skills to achieve communicative competence. Reading, writing, and linguistic structures are not the main goals of this level since children learn a foreign language best through melodies, games, and hands-on exercises (Cameron, 2001).

According to the quantitative findings of this study, the mean and standard deviation of the items concerning language skills is 3.03 ± 0.62 , which means the participants were undecided about the efficiency of the coursebook in terms of language skills. 81.3% of the teachers think that the spelling and grammar used in the coursebook are in accordance with the rules (3.80 ± 0.65). 40.6% of the participants stated that the listening text records in the coursebook are at a sufficient and comprehensible level (3.00 ± 1.07). 41.8% of them disagreed that the activities in the coursebook are capable of encouraging the pupils to establish adequate communication and to perform meaningful practices (2.29 ± 0.94).

The qualitative findings of the study revealed that 50% of the participants gave positive feedback on vocabulary and listening skills. 31.25% of the teachers gave

positive responses to the grammar used in the coursebook. However, only 12.5% of the participants gave positive feedback on the speaking skill. While 62.5% gave negative responses about the communicative competence in the coursebook, 25% had no idea about the issue.

The quantitative and qualitative results consistently show that the participants are unsure about the effectiveness of the coursebook in terms of vocabulary and listening skill. While the scale results indicate a positive attitude towards grammar use, the quantitative results show that the participants found the grammar instruction of the coursebook unsatisfactory.

Significantly, both the quantitative and qualitative results reveal that the participants did not favor the coursebook in terms of encouraging the pupils to establish adequate communication and meaningful practices. This finding is similar to the results of the study conducted by Alemi and Sadehvandi (2012) who found that the coursebook under scrutiny was insufficient in terms of the implementation of the speaking skill. A further study which yielded similar results was conducted by Sahragard, Rahimi, and Zaremoayyedi (2008) who reported that the coursebook was found unsuccessful in terms of developing communicative competence. On the other hand, in some studies the result was different from the findings of this study. For example, Litz (2005) carried out a similar study and asserted that the coursebook was rated as effective in boosting communicative competence by integrating a topic-based notional-functional syllabus.

In the second and third grades, the emphasis is on speaking and listening skills; while reading and writing are not taken into consideration (MoNE, 2013). However, the results of this study point out that the teachers were dissatisfied with the coursebook in terms of the use of listening and speaking skills. Consequently, the participants did not find the coursebook efficient enough to help the learners achieve communicative competence in the target language.

5.3. Research Question 3: Is the Coursebook Effective in Terms of Visual Design?

A coursebook is expected to be vivid enough to catch the attention of young learners to the linguistic content. Scott and Ytreberg (1990) argue that the immediate world around children affects their learning, and they use their hands and eyes to

understand the world. Hence, visual materials are crucial for young learners to achieve instructional goals.

According to the quantitative findings, 48.8% of the participants viewed the coursebook content as materialized by using tables, pictures, and figures (3.38 ± 0.86). 40.6 % think the coursebook's layout, design, and quality are clear and appropriate (2.45 ± 0.98). As for the qualitative findings, 68.75% of the participants gave positive feedback on the design and layout of the coursebook. While 43.75% found the print, paper, and font size acceptable, 50 % considered the visuals and graphics as efficient.

Likewise, Raseks, Esmae'li, Ghavamnia, and Rajabi (2010) have evaluated Headway and found out that the visual quality of the coursebook was under expectancy. A similar study called "Perceptions of EFL Teachers for the Young Learners' Coursebooks" was carried out by Şener (2017) in Türkiye. Even though the coursebook "Sunshine 4" was found satisfactory in terms of grammar, the study revealed that the coursebook needed improvement in terms of physical appearance.

5.4. Research Question 4: Is the Coursebook Efficient in Terms of the Activities and the Exercises?

This section discusses whether the coursebook is efficient in terms of the activities and the exercises. The activities and the exercises of the coursebook will be discussed in terms of fun and motivation, variety, and assessment components.

Firstly, an efficient coursebook can motivate learners and raise interest in language learning. Cunningsworth (1995) proposes that the topic chosen should be interesting, challenging, exciting, and amusing. According to the quantitative results, 41.8 % of the participants regard the interesting and motivating activities (games, songs, stories, etc.) in the coursebook's content as appropriate for the children's level (3.24 ± 1.12). This suggests that the participants feel undecided about the motivative capacity of the coursebook. On the other hand, the qualitative findings indicate that only 25% of the participants gave positive feedback on the fun and motivation component of the coursebook while 62.5% reflected on the issue negatively. This result implies that the coursebook needs adaptations to be more interesting and appealing to young learners.

Secondly, as the learners have different learning styles, a coursebook should include a variety of activities to appeal to all learners. Slattery and Willis (2001: 4-5)

put forward that children (aged from seven to twelve) need varied activities; some quiet, some noisy, some sitting, some moving.

The quantitative findings of the study indicate that 33.7% of the participants think the activities in the coursebook direct the pupils towards both individual and group work (2.76 ± 1.07). Besides, the qualitative data elicited from the participants reveal that only 25% of the teachers are satisfied with the variety of exercises and activities, however, 56.25% of them are dissatisfied with the variety component. As a result, it can be deduced that the participants found the coursebook inefficient in terms of variety. In another study which evaluated the second-grade English coursebook in terms of CEFR, Ak found out that although the coursebook included numerous activities, the types of the activities were found insufficient.

Thirdly, a coursebook is expected to be efficient in terms of assessment. According to MoNE (2023), the new curriculum adopts a process-oriented assessment rather than exam-oriented practices. Participation in class activities is essential at primary school. The linguistic development of the learners is evaluated by filling out observation checklists. Also, game-based and task-based assessment tools are advised for young learners. In addition to teacher's assessment, self-evaluation and peer-check are useful ways to follow the improvement of the learners.

According to the quantitative findings of the study, 45.3 % of the participants think the coursebook includes activities towards assessing the theme collectively (3.16 ± 0.96). Likewise, the qualitative findings reveal that only 31.25% of the participants are content with the assessment of instructional objectives while 43.75% found the assessment unsatisfactory. In addition, 25% of the participants had no idea about the issue.

5.5. Research Question 5: Is the Coursebook Appropriate in Terms of Organization?

This section discusses whether the coursebook is appropriate in terms of organization. The organization of the coursebook certainly affects the teaching and learning processes. Breen and Candlin (1987) propose that the selection and organization of content should be done from simple and familiar ones to more complex and less familiar ones.

The quantitative findings of the study reveal that 41.8% of the participants think the coursebook has been organized effectively (2.51 ± 0.94) whereas the qualitative findings indicate that 62.5% gave positive feedback on the sequencing of topics. The structure of a good course book should be clear and systematic but flexible enough to allow for creativity and variety to provide opportunities for learners who have different learning strategies (Pakkan,1997). According to the qualitative results, 50% of the teachers found the coursebook clear in terms of design. Similarly, 50 % found the coursebook flexible and adaptable.

Both the qualitative and quantitative results point out that the participants were dissatisfied or undecided about the organization of the coursebook. Therefore, it can be deduced that the coursebook needs tailoring in terms of design.

5.6. Research Question 6: What are the Weaknesses of the Coursebook?

The quantitative findings of the study indicate that 37.2 % of the participants disagree to re-use the coursebook. Furthermore, 29% strongly disagree that it would be convenient to re-select the same book as the coursebook in future years. The mean value of the item about the teachers' preference to re-use the coursebook points out that the participants feel dissatisfied with the quality of the coursebook (2.12 ± 0.91).

Korur (2018) carried out a similar study which evaluated the 3rd-grade English coursebook and found out that the ELT teachers were “neutral” about the efficiency of the coursebook. Besides, it was noted that the lack of workbook and inadequate drills were stated as the most important defects of the coursebook by the teachers. In a further study which evaluated the 4th-grade English coursebook, Yağızel (2023) reported the weaknesses of the coursebook as lack of motivating for the students. Also, Şener (2017) evaluated the fourth-grade English coursebook from the perceptions of EFL teachers and concluded that the coursebook needed improvement in such aspects as the selection and organization of the content, the level of the coursebook, vocabulary, learner autonomy, learning styles, physical appearance and technical issues.

In light of the qualitative data elicited from the participants, the following deductions can be made about the coursebook:

- The coursebook needs more visuals and graphics.
- The coursebook needs more real-life-like visuals.
- The coursebook needs to be more colorful.

- Instructions need to be simplified.
- The activities need to be more motivating.
- Too much exercise for the time is allowed.
- The units need to be simplified.
- Topics need to be more appealing to the learners.
- More art and craft activities can be added.
- The coursebook needs improvement in terms of assessment.
- The coursebook needs the integration of technology
- Activities need to be supplemented with pair work or group work.
- As the students' writing is spacious, the page layout need to be revised.
- The coursebook needs to appeal to more senses based on multiple intelligence.
- The coursebook needs more authentic materials such as songs, riddles and short stories.
- The listening activities outnumber the speaking activities. So, more speaking activities are needed.
- More hands-on activities like cut-and-paste, coloring etc. can be included.
- The time is not sufficient to accomplish the instructional objectives. Thus, more time is needed for English classes.

6. CONCLUSION AND RECOMMENDATIONS

The last chapter of the study presents the conclusion of the study followed by recommendations for future research.

6.1. Conclusion

In the 21st century, communicating in a foreign language is crucial for sharing and creating new ideas in all aspects of life. Despite the dominance of computers in the era of technology, coursebooks are still the core teaching and learning materials today. As the world is changing rapidly, coursebooks need to catch up with these advancements. EFL teachers play a significant role in identifying the strengths and weaknesses of the coursebooks. This study aimed to evaluate the third-grade English coursebook from the views of the EFL teachers, who work in the primary schools throughout the province of Zonguldak. 86 English teachers participated in the quantitative part of the study while 16 teachers responded to the open-ended questions.

A few statistically significant results were found in the study. The first significant difference was found in gender concerning the listening texts. The male teachers disagreed that the listening text records in the coursebook were at a sufficient level while female counterparts were undecided about the sufficiency of the listening texts. Such a difference could stem from the expectancy or the interest of the male and female teachers of the listening texts. Second, the teachers with fewer than ten years of seniority have provided more positive opinions than teachers with a professional seniority level of more than ten years concerning the activities in the coursebook. Teachers experienced for more than ten years responded more negatively to the fact that activities will encourage the pupils to think outside of the classroom. Also, more experienced teachers found the activities less efficient in terms of the pre-learning process and evaluating the important instructional objectives. No statistically significant difference by educational status variable was detected in the findings.

The results obtained from the study are presented in accordance with the research questions. Firstly, the present study revealed that most of the participants found the coursebook appropriate for the curriculum. However, both the quantitative and the qualitative results showed that the participants thought that the coursebook did not meet the needs of the young learners.

Secondly, most of the teachers pointed out that the spelling and grammar used in the coursebook are in accordance with the rules. However, the results of this study point out that the teachers were dissatisfied with the coursebook in terms of the use of listening and speaking skills. Significantly, the quantitative and qualitative results reveal that the participants did not favor the coursebook in encouraging the pupils to establish adequate communication and meaningful practices.

Thirdly, nearly half of the participants maintained that the coursebook's layout, design, and quality are inappropriate considering the coursebook content as materialized by using tables, pictures, and figures. Similarly, half of the teachers considered the visuals and graphics as inefficient whereas nearly half of them found the print, paper, and font size acceptable. These findings suggest that the coursebook was found unfavorable in terms of visuals and it needs adaptations to appeal to both the teachers and the learners.

Moreover, most of the participants found the coursebook lacking in terms of entertainment and fun elements. Also, the participants feel undecided about the motivative capacity of the coursebook. Besides, most of the participants were dissatisfied with the variety of exercises and activities, which implies that the coursebook needs more pair and group work activities to be included. In addition, both the quantitative and qualitative data suggest that the teachers feel undecided about the assessment component of the coursebook.

On the other hand, most participants responded positively on the sequencing of topics, which reveals that the content is sequenced from simple and familiar to more complex and less familiar. Furthermore, nearly half of the participants asserted that the coursebook was organized effectively. Both the qualitative and quantitative results point out that the participants were undecided about the organization of the coursebook. Therefore, it needs more clarification in terms of design. Also, half of the teachers expect the coursebook to be more flexible and adaptable.

Last but not least, more than half of the participants refused to re-use the same coursebook in the future. The underlying reason for the dissatisfaction of the teachers is most probably the weaknesses of the coursebook in terms of learner needs, language skills, activities, organization, assessment, and the integration of technology.

Hence, the current study shed more light on to the literature concerning the significance of coursebook evaluation and contributed to the development of EFL coursebooks. Cunningsworth (1984) states “No course book will be totally suited to a particular teaching situation. The teacher will have to find his own way of using it and adapting it if necessary.” Thus, as EFL teachers, we should focus on the needs and the appeal of the learners, and create communicative learning situations by building bridges between the classroom and the real life. When the coursebooks do not meet the needs of the curriculum or learners, the teachers should be able to adapt the coursebooks to make their instruction more learner-centered and to achieve the instructional objectives.

6.2. Suggestions for the Coursebook Writers

This study highlights the reflections of the EFL teachers on the efficiency of 3rd grade-English coursebook in terms of relevance to curriculum and learner needs, language skills and components, organization and visual design, activities and exercises. Hence, the implications of this study might inspire the coursebook writers. Here is a list of suggestions for the coursebook writers who are to create the coursebooks of future:

- The characters in the coursebook can be authentic or real-life-like.
- Real-life topics can be included.
- More authentic songs can be utilized.
- More speaking activities can be developed.
- A variety of activities for students with special needs can be included.
- Technology should be integrated more with smart-board activities.
- Game elements and gamification should be included.
- QR codes can be adopted throughout the coursebook.
- Cultural elements can be implemented.
- More activities to support creativity are needed.
- Fun activities are needed more to motivate the learners.
- Vocabulary games and puzzles can be included.
- Sticker activities can be added.
- Hands-on activities such as cut-and-paste can be utilized in each unit.
- Topics can be linked to videos.
- The coursebook needs to be made more communicative and interactive.

- The scope of the topics needs to be enlarged.
- More spelling activities are needed to develop writing skills.
- To establish peer learning, more pair and group work activities can be implemented.
- Authentic short stories and tales can be used to introduce literary works to YLs.
- Instructions should be simplified so that students can understand them.
- It can be linked to digital platforms or online games to appeal to learners who are digital natives.

6.3. Suggestions for the Ministry of National Education

Nowadays the Ministry of National Education is highly interested in the foreign language education being aware of the fact that English is vital in the modern era. Taking into consideration the role of coursebooks in language teaching, it is of high importance that MoNE should support the language education in Türkiye. This study emphasizes the weaknesses and strengths of the 3rd grade English coursebook, which might contribute to the improvement of the English coursebooks.

Firstly, young learners learn different from the older ones and their needs and interests differ greatly. The more relevant coursebooks are, the more successful the language education will be. So, the coursebooks should be adapted to the needs of young learners, in other words gen alphas. Secondly, young learners are born into technology which evolves every single day. Thus, it is a must that the coursebooks should be up to date with online applications or QR codes. MoNE should thrive to catch up with the latest technology. Thirdly, as stated in the findings, the duration of the English lessons (two class hours a week) is not enough to accomplish the teaching objectives of the present curriculum. Thus, more time is needed in the teaching program for English classes.

To summarize, the results of this study reflect the perspectives of EFL teachers. It would be useful to consult English teachers while adapting the coursebooks as they can make valuable contributions to the improvement of future's coursebooks.

6.4. Recommendations for Further Studies

Considering the aims and limitations of this study, some suggestions are offered for further studies.

This study focuses on the evaluation of the third-grade English coursebook from the perspective of EFL teachers working in public primary schools throughout the province of Zonguldak. In the quantitative phase, 86 teachers joined the questionnaire. In the qualitative phase of the study, 16 English teachers answered the interview questions. This study can be duplicated with more EFL teachers.

On the other hand, this study includes only the views of EFL teachers about the third-grade coursebook. This study can be broadened by incorporating the learners' ideas about the coursebook under scrutiny. Since the coursebook is used by young learners, their parents should be asked for consent.

In addition, this study is limited to the province of Zonguldak, which is in the northwest of Türkiye. So, this study can be furthered by getting feedback from teachers working in different districts of the country. Besides, this study utilized the coursebook evaluation scale developed by Solak, Eken and Bayar (2015) consisting of 20 items. The same coursebook can be evaluated using a more comprehensive kind of measurement. Moreover, the coursebook can be evaluated from the perspective of not only the teachers but also the students. In other words, a similar study can be implemented by merging feedback from the teachers and students. In addition, the current study focused on the evaluation of a specific coursebook. The same coursebook can be evaluated by comparing it with another contemporary coursebook. Thus, the strengths and weaknesses of the coursebook can be identified in relative to an alternate coursebook.

Furthermore, this is a macro-evaluation study focusing on several characteristics of the coursebook. A micro-evaluation study can be conducted to gain a deeper insight. The coursebook can be examined in depth in terms of different aspects such as culture-specific elements, learner-friendliness, language skills, technology integrity, etc.

To sum up, this study has several limitations due to the implementation. Thus, it needs further investigation and more feedback from the stakeholders to shed more light on the process of coursebook evaluation.

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APPENDICES

APPENDICES -1. INTERVIEW

Değerli Meslektaşım,

Bu çalışmada amaç, İngilizce öğretiminde ilkokul 3. sınıflarda kullanmakta olduğumuz “İlkokul İngilizce Ders Kitabı” adlı kitabın değerlendirilmesidir. Yanıtlarınız sadece bu çalışmanın amaçları doğrultusunda kullanılacaktır. Çalışmaya ayırdığınız zaman, gösterdiğiniz ilgi ve samimiyetinizden dolayı teşekkür ederim.

Sevda ÇELENK

Ondokuz Mayıs Üniversitesi- İngiliz Dili Öğretimi Bölümü Yüksek Lisans Öğrencisi

KİŞİSEL BİLGİLER

Cinsiyetiniz?

☐ Kadın ☐ Erkek

Eğitim Durumunuz?

☐ Lisans

☐ Yüksek Lisans

☐ Doktora

Mesleki Kıdeminiz?

☐ 1-5 yıl ☐ 6-10 yıl ☐ 11- 19 yıl ☐ 20 yıl ve üstü

APPENDICES -2. OPEN-ENDED QUESTIONS

1. Do you think the coursebook is appropriate for the needs of the:
 - a) curriculum?
 - b) young learners?
2. What do you think about the effectiveness of the activities in terms of language skills and components?
3. What do you think about the visual design of the coursebook?
Is it effective in terms of:
 - a) design and layout?
 - b) print, paper, font size, font type?
 - c) visuals and graphics?
4. What do you think about the activities and exercises in the book? Please specifically refer to:
 - a) the fun and motivation component;
 - b) variety of the exercises and activities;
 - c) assessment of the instructional objectives;
5. How do you evaluate the organization of the book? Is it appropriate in terms of:
 - a) the sequencing of topics;
 - b) clarity of the design;
 - c) flexibility and adaptability:
6. Do you think the coursebook has some weaknesses ? If so, What would you suggest to improve the coursebook?

APPENDICES -3. COURSEBOOK EVALUATION SCALE

Değerli Meslektaşım,

Bu çalışmanın amacı, İngilizce öğretiminde ilkokul 3. Sınıflarda kullanmakta olduğumuz “İlkokul İngilizce Ders Kitabı 3” adlı kitabın değerlendirilmesidir. Ölçek 20 maddeden oluşmaktadır. Yanıtlarınız sadece bu tez çalışmasının amaçları doğrultusunda kullanılacaktır.

Çalışmaya ayırdığınız zaman ve samimiyetiniz için teşekkür ederim.

Sevda ÇELENK
Ereğli İlkokulu İngilizce Öğretmeni

Ondokuz Mayıs Üniversitesi- İngiliz Dili Eğitimi Bölümü Yüksek Lisans Öğrencisi

KİŞİSEL BİLGİLER

Cinsiyetiniz?

☐ Kadın ☐ Erkek

Eğitim Durumunuz?

☐ Lisans ☐ Yüksek Lisans ☐ Doktora

Mesleki Kıdeminiz?

- ☐ 1-5 yıl
- ☐ 6-10 yıl
- ☐ 11- 15 yıl
- ☐ 16-20 yıl
- ☐ 20 yıl ve üstü

APPENDICES -4. COURSEBOOK EVALUATION SCALE

No	Maddeler	Kesinlikle katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1	Ders kitaplarının içeriğinde yer alan ilginç ve motive edici (oyun, şarkı, hikâye vb.) etkinliklerin öğrenci seviyesine uygun olduğunu düşünüyorum.					
2	Ders kitabının içeriği tablolar, resimler ve şekiller ile somutlaştırılmıştır.					
3	Ders kitabının içeriğinin öğretim kazanımlarıyla tutarlı olduğu kanısındayım.					
4	Ders kitabının içeriğinin basitten karmaşığa, somuttan soyuta, bilinenden bilinmeyene gibi öğretim ilkelerine uygun olduğunu düşünüyorum.					
5	Öğretim programı ile ders kitabı arasında paralellik olduğuna inanıyorum.					
6	Ders kitabındaki kelimelerin öğrencilerin seviyesine uygun olduğu kanısındayım					
7	Ders kitaplarındaki dinleme metin kayıtlarının ses ve teknik niteliğinin yeterli ve anlaşılır düzeyde olduğunu düşünüyorum.					
8	Ders kitaplarının öğrencinin sınıf dışında da öğrenmesini teşvik edeceğini düşünüyorum.					
9	Ders kitaplarında önemli öğretim hedeflerini ölçmeye yarayan etkinlikler vardır.					
10	Ders kitaplarında öğrencinin ön öğrenmelerini ve ~~bulunusluk~~ düzeyini ortaya çıkaran etkinliklere yer verilmiştir.					
11	Ders kitaplarında temayı toplu olarak değerlendirmeye yönelik etkinlikler olmasının öğrenci öğrenmesine faydalı olduğu kanısındayım.					
12	Ders kitaplarının düzeni, tasarımı ve kalitesinin net ve uygun olduğunu düşünüyorum.					
13	Ders kitaplarının etkin bir şekilde organize edildiğini düşünüyorum.					
14	Ders kitaplarındaki aktiviteler öğrencileri hem bireysel hem de grup çalışmalarına yönlendirmektedir.					
15	Ders kitaplarında kullanılan yazım dili ve dil bilgisinin kurallarına uygun olduğu kanısındayım.					
16	Ders kitaplarının, öğrencilerin İngilizce dil eğitimine ilgilerini yükseltecek nitelikte olduğuna inanıyorum.					
17	Ders kitaplarındaki aktivitelerin, yeterli iletişim kurmaya ve anlamlı uygulamalar yapmaya teşvik edici nitelikte olduğunu düşünüyorum.					
18	Ders kitaplarında yeterli konu çeşitliliğinin olduğuna inanıyorum.					
19	Gelecek senelerde de aynı kitabın, ders kitabı olarak tekrar seçilmesinin uygun olduğunu düşünüyorum.					
20	Ders kitaplarında öğrencilerin yaratıcı, özgün ve bağımsız cevaplar vermelerini teşvik eden etkinliklerin var olduğu kanısındayım.					

(Solak, Eken, & Bayar, 2015)

APPENDICES -5. CONSENT FOR COURSEBOOK EVALUATION SCALE

sevda çelenk

Alıcı: Ekrem

19 Ağu 2023 08:45



Ekrem Hocam,

E-mail ekran görüntüsü de kabul ediliyormuş. Hazırlamış olduğunuz ölçeği yüksek lisans çalışmamda kullanmam için onay verdiğinizde dair bir mail yazarsanız çok sevinirim. Ölçeğinizi tezimde aşağıdaki şekilde referans göstereceğim.

Solak Ekrem, Eken Hicazi ve Bayar Adem (2015). Reliability and Validity Study of Foreign Language Coursebook Evaluation Scale. The Journal of Academic Social Studies, 38, 121-133. Doi: <http://dx.doi.org/10.9761/JASSS3036>

Teşekkür ederim.

Sevda Çelenk

İngilizce Öğretmeni

Ekrem Solak

19 Ağu 2023 Cmt, 07:40 tarihinde şunu yazdı:

Ekrem Solak

Alıcı: ben

21 Ağu 2023 07:19



Sayın Sevda Çelenk

SOLAK EKREM, Hicazi Eken, Bayar Adem (2015). Reliability and Validity Study of Foreign Language Course Book Evaluation Scale. The Journal of Academic Social Science Studies, 38, 121-133., Doi: <http://dx.doi.org/10.9761/JASSS3036>

isimli çalışmamda geliştirmiş olduğum Yabancı Dil Ders Kitabı değerlendirme Ölçeğini Kaynakça bölümünde referans gösterilmesi şartıyla çalışmanızda kullanmanıza izin veriyorum.

Doç.Dr. Ekrem Solak

**APPENDICES -6. RESEARCH PERMISSION APPROVAL BY
ZONGULDAK PROVINCIAL DIRECTORATE OF NATIONAL
EDUCATION**



T.C.
ZONGULDAK VALİLİĞİ
İl Millî Eğitim Müdürlüğü



Sayı : E-45865702-605.01-90839018
Konu : Araştırma İzni
(Sevda ÇELENK)

29/11/2023

VALİLİK MAKAMINA

Ondokuz Mayıs Üniversitesi Rektörlüğü Lisansüstü Eğitim Enstitüsü Müdürlüğü'nün 10.11.2023 tarihli ve 2300125855 sayılı yazısı ile Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı 22281756 no'lu yüksek lisans programı öğrencisi Sevda ÇELENK'in Dr. Öğr. Üyesi Gülay ER danışmanlığında yürüttüğü "3. Sınıf İngilizce Ders Kitabının Yabancı Dil Öğretmenlerinin Bakış Açısıyla Değerlendirilmesi: Zonguldak İli Örneği" başlıklı tez çalışmasına veri sağlamak amacıyla İlimiz merkez ve ilçelerindeki ilkokullarda görev yapmakta olan İngilizce öğretmenlerine 20 Aralık 2023 - 20 Ocak 2024 tarihleri arasında, yüzyüze olacak şekilde, Anket Çalışmasını uygulamak istediği Müdürlüğümüze bildirilmiştir.

Millî Eğitim Müdürlüğünde toplanan komisyonumuzca, Ondokuz Mayıs Üniversitesi Lisansüstü Eğitim Enstitüsü Yabancı Diller Eğitimi Ana Bilim Dalı İngiliz Dili Eğitimi Bilim Dalı 22281756 no'lu yüksek lisans programı öğrencisi Sevda ÇELENK'in Dr. Öğr. Üyesi Gülay ER danışmanlığında yürüttüğü "3. Sınıf İngilizce Ders Kitabının Yabancı Dil Öğretmenlerinin Bakış Açısıyla Değerlendirilmesi: Zonguldak İli Örneği" başlıklı tez çalışmasına veri sağlamak amacıyla İlimiz merkez ve ilçelerindeki ilkokullarda görev yapmakta olan İngilizce öğretmenlerine 20 Aralık 2023 - 20 Ocak 2024 tarihleri arasında, yüzyüze olacak şekilde Anket Çalışmasının uygulanmasında sakınca olmadığına karar verilmiş olup, söz konusu çalışmanın "21/01/2020 tarihli ve 1563890 sayılı "Millî Eğitim Bakanlığına Bağlı Okul ve Kurumlarda Yapılacak Araştırma ve Araştırma Desteğine Yönelik İzin ve Uygulama (2020/2 nolu) Genelgesi doğrultusunda" Okul Müdürlükleri'nin uygun gördüğü tarih ve saatlerde, Okul Müdürlükleri'nin Koordinesinde ve gönüllülük esasına göre uygulanması, uygulamalarda sadece yazımız ekinde yer alan mühürlü formların kullanılması ve elde edilen kişisel verilerin gizliliğine dikkat edilerek yapılması uygun görülmektedir.

Makamınızca da uygun görüldüğü takdirde, Olur'larınıza arz ederim.

Osman BOZKAN
İl Millî Eğitim Müdürü

OLUR

Turgut SUBAŞI
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İnternet Adresi: Faks:

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APPENDICES -7. ETHICS COMMITTEE APPROVAL



ONDOKUZ MAYIS ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK KURUL KARARLARI

KARAR TARİHİ	TOPLANTI SAYISI	KARAR SAYISI
29.09.2023	9	2023-792

KARAR NO: 2023-792
Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Sevda ÇELENK' in Dr. Öğr. Üyesi Gülay ER danışmanlığında "3. Sınıf İngilizce Ders Kitabının Yabancı Dil Öğretmenlerinin Bakış Açısıyla Değerlendirilmesi: Zonguldak İli Örneği Evaluation of 3rd Grade English Coursebook from the Perspective of EFL Teachers: Sample of Zonguldak Province" isimli yüksek lisans tezine ilişkin ölçek ve mülakat çalışmasını içeren 86523 sayılı dilekçesi okunarak görüşüldü.

Üniversitemiz Lisansüstü Eğitim Enstitüsü öğrencisi Sevda ÇELENK' in Dr. Öğr. Üyesi Gülay ER danışmanlığında "3. Sınıf İngilizce Ders Kitabının Yabancı Dil Öğretmenlerinin Bakış Açısıyla Değerlendirilmesi: Zonguldak İli Örneği Evaluation of 3rd Grade English Coursebook from the Perspective of EFL Teachers: Sample of Zonguldak Province" isimli yüksek lisans tezine ilişkin ölçek ve mülakat çalışmasının kabulüne oy birliği ile karar verildi.

CURRICULUM VITAE

Sevda ÇELENK is a graduate of Ordu Anatolian Teachers Training High School. Then, she studied English Language Education and graduated with honors from Boğaziçi University in 2006. Since then, she has been teaching English in public schools. She has advanced level of English (with a score of 97.5 in the exam of foreign languages in 2022). She can also speak intermediate level of German.

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Publications :

1. Çelenk, S., and Er, G. (2023). An examination of culture-specific elements in English language coursebooks for primary school learners. AELTE 2023 Conference, Hacı Bayram Veli University, Ankara.

Won Awards, Incentives and Scholarships

1. European and national quality label for the E-twinning project called “Open the Doors” (2020)
2. National quality label for the E-twinning project called “Skillsul Hands” (2020)
3. European and national quality label for the E-twinning project called “Little Readers” (2021)
4. Certificate of Expert Teacher (2022)