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**COURSEBOOK EVALUATION IN TEACHING
ENGLISH TO YOUNG LEARNERS:
CASE STUDY; THUMBS UP STARTER, 1, 2, 3**

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Name of Thesis: Coursebook Evaluation in Teaching English to Young Learners: Case Study; Thumbs Up Starter, 1, 2, 3

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ABSTRACT

This study aims to define and explain the role of course books and supplementary materials in language teaching by presenting a case study on the Thumbs Up Starter, 1, 2, 3 textbook series. It is also based on the fact that in environments where English is taught to children as a foreign language, the course book is the source of the target language and has an important place in foreign language teaching. It aims to prove that the course book used in foreign language teaching to children has different components, greatly supporting language learning and how important it is. It also takes into account the interests and needs of students in language learning, their ages, levels, and the elements that should be included in a foreign language course book. It aims to prove how the four language skills and language components should be delivered and that the foreign language textbook should not be based only on teaching vocabulary and grammar, but that students should also develop their communicative and cultural language. This study was prepared to enable teachers to objectively evaluate a course book in terms of its contextual features and its suitability for teaching by supporting communicative skills, and the components of the language that should be taught from an early age while learning a language. A sample study has also been prepared on the Thumbs Up primary school series. Language components were evaluated using a checklist. In addition, a questionnaire was prepared in parallel with the textbook evaluation checklist and delivered to the teachers in order to get the subjective opinions of the teachers who used the series. According to the results of the survey, the components were evaluated and interpreted one by one.

Keywords: Teaching English to young learners, language skills, language components, textbook evaluation, checklist

Tezin Adı: Çocuklara Yabancı Dil Öğretiminde Ders Kitabı Değerlendirmesi: Örnek Olay İncelemesi; Thumbs Up Starter, 1,2,3)

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ÖZET

Bu çalışma, Thumbs up Starter, 1, 2, 3 ders kitabı serisi üzerinde örnek bir çalışma sunarak, dil öğretiminde ders kitabı ve yardımcı materyallerin rolünü tanımlamayı ve açıklamayı amaçlamaktadır. İngilizcenin çocuklara yabancı dil olarak öğretildiği ortamlarda ders kitabının hedef dilin kaynağı olduğu ve yabancı dil öğretiminde önemli bir yere sahip olduğu gerçeğine de dayanmaktadır. Çocuklara yabancı dil öğretiminde kullanılan kaynak kitabın farklı bileşenlere sahip olduğunu, dil öğrenimini büyük ölçüde desteklediğini ve ne kadar önemli olduğunu kanıtlamayı amaçlamaktadır. Aynı zamanda İngilizcenin yabancı dil olarak öğretiminde öğrencilerin ilgi ve ihtiyaçları, yaşları, seviyeleri dikkate alınarak bir yabancı dil ders kitabının nasıl olması gerektiği tartışılmıştır. Ders kitabında dört dil becerisinin ve dil bileşenlerinin nasıl sunulması gerektiği vurgulanmıştır. Bunun yanısıra yabancı dil ders kitabının sadece kelime ve dilbilgisi öğretimine dayanmaması gerektiğini, öğrencilerin iletişimsel ve kültürel dillerini etkin bir şekilde geliştirmeleri gerektiğini kanıtlamayı amaçlamaktadır. Bu çalışma, öğretmenlere bir ders kitabının bağlamsal özellikleri ve dil öğrenirken küçük yaşlardan itibaren öğretilmesi gereken dilin bileşenlerini objektif bir şekilde değerlendirmelerini sağlamak için hazırlanmıştır. Thumbs Up ilkokul serisi üzerine örnek bir çalışma hazırlanmıştır. Ders kitabını değerlendirmek için bir kontrol listesi kullanılmıştır. Ayrıca, diziyi kullanan öğretmenlerin öznel görüşlerini almak için ders kitabı değerlendirme kontrol listesinin yanı sıra bir anket uygulanmıştır. Anket sonuçları detaylı şekilde değerlendirilmiş ve yorumlanmıştır.

Anahtar Sözcükler: Çocuklara yabancı dil öğretimi, dil becerileri, dilin bileşenleri, ders kitabı değerlendirme, kontrol listesi

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CHAPTER I: INTRODUCTION

1.0. Presentation

This chapter is designed for informatory purposes. 1.1 introduces the aim of the study. In the following section, 1.2 introduces the significance of the study. In section 1.3, the background of the study is explained. In section 1.4, the research questions are shown, and next section 1.5 is for the assumptions that have been undertaken in the course of the study. In the last section 1.6, the scope and limitations of the study are presented.

1.1. Aim of the Study

The purpose of this study is to evaluate the "Thumbs Up" textbook series used in primary schools. By evaluating many elements that make up the textbooks series, it is aimed to analyze the potential of the course books in terms of teaching English in primary schools via a checklist and a questionnaire conducted on the participant teachers who use them. It is aimed to examine the series in terms of teaching the four language skills and the language components of vocabulary, grammar, and pronunciation. Besides how culture transfer is handled, teachers' guide sections of the textbooks will be analyzed.

1.2. Significance of the Study

The course books used as the main source within the program determined according to the level are of great importance in teaching foreign languages to children. Cunningsworth conveyed the importance of using textbooks with the following statements in the course books.

- main source for lecture presentation,
- an activity resource for learner exercise and communicative interaction,
- curriculum,
- a source for reference,
- a source for self-learning or self-access study,
- a supportive assistant for less experienced teachers (1995:7).

Although there are many technological improvements that have helped teachers to reach their educational goals, course books are still the most common materials used in language classes. In language teaching, the course books are published in order to meet the learners' needs. In this case, it is important to make a decision on the course book that will guide the learners and be more useful during the students' language learning process. Tomlinson (1998) specifies a course book as a book 'that provides the core materials and activities for a lesson' (p.21). Moreover, the books chosen should conform to the cores of a course such as the aims, methods and approaches of the language program. Otherwise, the curriculum might fail. The selection of textbooks that supports teachers and the analysis of these resources also have great importance for the successful implementation and maintenance of the curriculum. Choosing a textbook that meets the learners' goals is essential since changing the textbook series very often might affect the language learning process negatively. The selection of a series of textbooks to be chosen in teaching foreign languages to children also positively changes students' and teachers' confidence in the resource and their perspective. Therefore, these series are the main characters of the foreign language acquisition process by teachers and students.

According to Sheldon (1988), firstly, the evaluation will help the teacher or the program developer to decide on choosing the appropriate course book. Also, an assessment of the benefits and drawbacks of a course book will inform the teacher about

its potential weaknesses and strengths. This will guide the teachers to make appropriate and suitable adaptations to the course material.

Cunningsworth (1995) also mentions three types of course book evaluation. These are “pre-use”, “in use” and “post-use” evaluations. Evaluating course books for pre-use purposes helps teachers choose the most appropriate course book for a particular language class, considering their future performance. The second type of assessment helps the teacher to discover the weaknesses or strengths of the course book when it is used. Finally, post-use evaluation helps the teacher reflect on the quality of the course book after it is used within a language class.

1.3. Background of the Study

The English language has been used as a means of communication in many countries for centuries. For this reason, learning English as a foreign language has become indispensable in many countries. Textbooks, which have become an integral part of English lessons, and their evaluation, have an important place in teaching English. Therefore, it is necessary to select ideal course book series that match with the learners’ needs and the curriculum objectives.

As Richards (1998) explains; course books are designed for general courses or they are prepared according to specific needs in a country. Unlike the practices in the 1970s, attention was drawn to the use of country-specific course books. The number of elements used in these materials has been changing in recent years. Because the course books in the modern language teaching world are more attractive, and colorful, and have many similarities with authentic magazines in terms of their design. Even though many course books have been served within a package that includes workbooks and cassettes in previous years, thanks to the new technological developments, the packages also have CDs, e-books, or i-tools now (p.125). As Sheldon (1988) noted, although language

textbooks are key to language learning processes around the world, they are often criticized for showing inconsistencies between "educational views" and "commercial roles". This means that textbooks face a 'credibility' problem in the preparation process due to their inconsistency and conflicting ideas.

According to Sheldon (1988), choosing a course book or course book package in language education is an important decision, as factors such as 'professional, financial and political investment' must be taken into account. In addition, Chambers (1997) states that choosing an appropriate course book is not an easy process, as many people are involved in the selection process and different views might cause resistance to the use of any course book. Therefore, it may be beneficial to involve the entire teaching team in the course book selection decision process.

It is really a tough phase to prepare a textbook, and it takes a long period of time to do all regulations according to students' and teachers' needs. Unless the objectives and goals do not match the curriculum and aim of the language program, they cannot take part in the language learning process. In that case, the need for a course book evaluation becomes more valuable. To carry out the evaluation process correctly, it is important to understand the teachers' and students' opinions about the course books. To gather the related data, one of the options that can be done is to examine the teachers' reports. Since the teachers' opinions reflect all the criticism about the course book series. Richards (1988) also emphasized the data collection about the course book series during the evaluation section through interviews, questionnaires or journal writing activities among the students. Another option for course book evaluation may be the use of different checklists prepared and suggested by different professional academicians and researchers (Daoud & Celce-Murcia, 1979; Breen & Candlin, 1987; Sheldon, 1988; Grant, 1987; Cunningsworth, 1995).

Although the course books are prepared and written by professionals in the field, it is a challenging process to figure out a perfect course book that matches the learners' needs and curriculum objectives. At first view, a course book might seem

appropriate and practical for a particular student group, but after months of using it, teachers and students may figure out the course book's shortcomings. In this case, teachers' opinions about the effectiveness of course books are valuable. Since they are the ones that can evaluate the characteristics of a course book in the classroom environment, both professionally and locally.

1.4. Research Questions

The study focused on the following research questions:

1. What are the English teachers' opinions about the Thumbs Up Starter, 1, 2, 3 series used with primary students?
2. How effectively are the language skills and components handled in the "Thumbs Up" series?

1.5. Assumptions

This study assumes the following points:

- a. The results of the data collected from the teachers who have used/have been using the series can be generalized for the teachers who are teaching at primary private schools all over the country.
- b. The data collection devices reflect the sincere opinions of the teachers.

1.6. Limitations

The present study originally contains one questionnaire administered to the target groups- the teachers of primary who work in private schools. To carry out the study only in private schools may be a limitation of this study.

The present study also could not be carried out in every private school since in private schools, various coursebooks are being used as helping course materials and each school uses a different coursebook that matches the aimed educational program. This may be another limitation of the study.

1.7. Abbreviations

CEFR: “Common European Framework”.

EFL: “English as a Foreign Language”.

ELT: “English Language Teaching”.

ESL: “English as a Second Language”.

Instructional Materials: Anything that is used to teach language learners.

L2: a second language. In this study it refers to English.

YL: “Young Learners”.

IIEP: ‘International Institute of Educational Planning’

CHAPTER II:

LITERATURE REVIEW

2.0 Introduction

In this chapter, firstly the role of materials in language was explained and the evaluation of ELT coursebooks' components was mentioned. This study may have additional implications regarding possible stages in the design of language curriculum programs in private primary schools in Turkey.

This chapter presents relevant literature, starting with the role of materials in curriculum models and language teaching. This will be followed by the presentation of the proposed criteria for evaluating ELT coursebooks.

2.1. Role of materials in language teaching

In addition to the four skills of the English language, there are some other sub-skills that need to be developed to be able to be good at language. Sub-skills such as grammar, pronunciation and vocabulary help people to communicate better in the target language. It is important to integrate those sub-skills within the well-organized and planned language program. As Cunningsworth (1995) emphasizes on the statement that to be able to make the education program planned and organized, coursebooks are often called the major alternatives in language learning environments. More specifically, coursebooks consist of the goals of the language learning situation in a context, thus, they serve as a syllabus for the language program. Especially for the less experienced teachers, the coursebooks are very useful sources as the contents support the teachers by providing different teaching views and strategies.

One of the materials widely used in language classes is coursebooks. Cunningsworth (1995) mentions that a coursebook is always the most used source in language classes since they are always the most helpful source in accomplishing the targets of the curriculum that are decided according to the learners' needs.

Many language teachers have different opinions about the ELT coursebooks used in the classes. As Tomlinson (1998) states some teachers are against ELT coursebooks as they are limited in terms of content and procedure of application in reaching the needs of the students. On the other hand, some teachers think more positively about the use of ELT coursebooks, because the coursebooks help them to reach the aims in a more structured and cohesive way in the learning process. However, it is a fact that ELT coursebooks have been used in most of the language classes and they are the main and key part of the teaching process. Moreover, the coursebook has a crucial and positive role in the process of learning and teaching for the teachers and the students. In addition, the coursebooks that support the language learning processes became a universal element of language teaching (Hutchinson and Torres, 1994 & Tomlinson, 1998). Supporting the teachers during the education process has also enabled the teachers to enter the lesson with more confidence in themselves. On the other hand, it is known that there are also advantages and disadvantages.

In his study, Richards (2001) mentions the advantages and disadvantages of using ELT coursebooks. The first advantage is that the coursebooks provide the teachers of English with a structured syllabus for a program. He claims that a program where the coursebooks are not used may have no core and learners may not be able to have a syllabus that is systematically planned and structured. The second advantage is that the coursebooks provide standardized instruction. He states that the use of a coursebook in a program can make it possible for the students in different classrooms to get similar content and they can be evaluated in the same way. The third advantage follows is that the coursebooks provide quality. When there is a developed coursebook that is used in the classroom, the students are exposed to materials that have already been tested, and that are paced appropriately to their levels. Next, he suggests that the coursebooks

provide a variety of learning resources. They are often combined with workbooks, CDs, videos, e-books, and well-designed and helpful teaching guides that maintain a rich and varied resource for teachers and learners. Moreover, he adds that the coursebooks are efficient as they save teachers' time allowing the teachers to allocate more time to teaching rather than preparing and producing different types of materials. They also provide effective language models and input which provides great support for teachers whose first language is not English and who may not be able to create an accurate and comprehensible language input on their own. Besides, the coursebooks maintain training for teachers for their careers. If the teachers of English have limited teaching experience, a coursebook together with the teachers' manual can help them to be experienced on the way to teacher training. Last but not least, he also suggests that the coursebooks are visually appealing. Richards (2001) claims that commercial coursebooks generally have high standards of design and production and that is the reason why are appealing to learners and teachers. However, there are also potential disadvantages. Richards (2001) lists the advantages as follows:

1. The coursebooks may not have an authentic language: Coursebooks sometimes include inauthentic language as texts, dialogues and other types of content tend to be specifically written to teaching points and do often not present real use of language.

2. They may deflect content: Coursebooks can often support an ideal worldview or do not express real problems. Therefore, to be able to make coursebooks acceptable in many various topics, controversial ones are avoided and instead, a more ideal middle-class worldview is portrayed as the norm.

3. They may not reflect students' needs: Since coursebooks are mostly designed for global markets, they sometimes do not match the interests and needs of students. Therefore, they may need an adaptation to the activities.

4. They can make the teachers less skillful: If teachers use coursebooks as the main resource of their teaching, leaving coursebooks and teacher handbooks to make important instructional decisions for them. The teacher's role can be reduced to the role

of a technician whose main function is to provide students with course materials that have been prepared by others.

5. They may cost a lot: Commercial coursebooks may have a financial burden for the students in most parts of the world (2001, 56).

The use of coursebooks, which have many advantages as well as many disadvantages, depends more on the decision of the course teachers and the administration in schools. Whether the coursebooks will be used or not should be discussed in detail by these units and the best decision should be made for the learners. In these processes, it is of great importance to examine and evaluate the coursebooks accurately and in detail for the learning processes.

2.2 Evaluating ELT coursebooks

The most important thing while evaluating a coursebook is to focus on if the coursebook matches the curriculum, aims and objectives of the language program. Hutchinson (1987) describes evaluation as “a matter of judging the suitability of something for a particular purpose” (p.41). In addition, textbooks should cater to students' interests and abilities while also being consistent with the teacher's teaching style. (Grant, 1987). Evaluation can only be carried out by considering something in relation to its aim or objective. A coursebook might be ideal in different situations if it matches the needs of the purpose perfectly. It has just the right number of materials for the program, or it is easy to teach. They even can fit with little adaptation or preparation by new teachers, and it has an equal number of grammar and four skills. However, the same book used for a different situation or purpose may turn out to be quite improper. If there is a grammar or vocabulary part that is not suitable for the situation or with too little material, it also does not match with the aims of the language program.

Richards (2001) suggests the steps before one can evaluate a coursebook; therefore, information is needed for the role of the coursebook in the program, the

teachers in the program (the experiences of the teachers, if they are native speakers or not and if the teachers have to follow the coursebook all the time or use it as a resource in the classroom) and the learners in the program (if each student needs a book, what the learners' expectations from the coursebook and how much should they pay).

Grant (1987) explains an approach for evaluating coursebooks at three stages. In the first stage, the aim is to decide if the book deserves to be evaluated thoroughly. There are processes that will be done at this stage to carry out a CATALYST test. Each of the capital letters of the word catalyst refers to a criterion. The eight criteria in this test are as followings:

“C: Communicative?

A: Aims?

T: Teachability?

A: Available?

L: Level?

Y: Your impression?

S: Student interest?

T: Tried and tested?” (p.119)

Cunningsworth (1995) also focuses on four criteria for evaluating coursebooks. The first one is that the coursebooks should match learners' needs and they should meet the aims and objectives of the language-learning programs. The second one is that they should represent the use of the language and the textbooks should be selected that may help learners to be able to use the target language effectively for their own purposes and aims. As it follows that they should take account of students' needs since learners should

be able to facilitate their own learning processes. The last one is that they should have a certain supporting role for learning and like teachers, they bridge over between the target language and the learner.

The teacher should focus on some issues when evaluating the textbooks. If the book works easily and is well-structured in the language class, can be used flexibly or can easily be adapted to different situations. Moreover, these criteria may differ from one teacher to another. While one teacher is seeking to edit, review or revise activities in a writing book, the other might be more interested in free-writing or controlled practices for a writing lesson. Because of this, there can be some checklists with textbooks for teachers to decide on using the coursebook.

According to Richards (2001), the main issues and factors that should be considered when deciding on an appropriate coursebook are listed below;

- program factors- questions about the concerns of the program
- teacher factors-questions about the teacher's concerns
- learner factors-questions about the learner's concerns
- content factors- questions about the content and organization of the material in the book
- pedagogical factors- questions about the principles and the pedagogical design of the materials

At the more detailed evaluation stage, Grant (1987) also suggests a three-part questionnaire to apply to determine how well the coursebook matches the needs of the students and teachers and whether they fit the syllabus. The first part of the questionnaire focuses on figuring out if the coursebook fits the intended learners through ten questions. It has several different questions about the attractiveness of the book, the difficulty level, length, interest level of the physical appearance of the book and authentic materials to represent the real-life situations. Moreover, it seeks out if the

coursebook serves the needs and interests of the learners and if they are culturally suitable. It also investigates if the coursebook provides learners language input, gives a chance to practice the use of language, integrates skills and contains communicative activities that can help learners to use the language independently as well.

2.3. Evaluating the design of the coursebooks

There are several issues to consider when evaluating the design of a coursebook, such as physical appearance, layout, and form, and other features such as the presentation of illustrations, tables, and figures in a coursebook. Some are concerned with the organization and design features of the textbook content and focus on the internal features of the content. Also, to narrow down the concept of design, some authors focus on the design of units in a coursebook. From a different perspective, in general, a few practical criteria are also proposed to test the suitability of coursebook materials for classroom use. The physical appearance of the coursebook can be judged by the strength of the cover and the attractiveness of the coursebook components such as the cover, how the pages look, and pictures in the activities. (Daoud & Celce-Murcia, 1979). When analyzing the overall design of a coursebook, it is necessary to look for additional charts and explanations, focusing on their practicality in language learning. Moreover, it is necessary to question whether the coursebook is suitable for language learners to use as self-study material outside of the classroom. (Dougill, 1987). As another way to investigate the physical appearance of a coursebook, Williams (1983) advises that it is possible to check whether the design reflects the characteristics of the latest technological developments. It can be inferred that there are different approaches and components to deciding which coursebook to use in the language learning process. Taking all the components into consideration during the evaluation of the design, the coursebook selection process can be completed successfully by the teachers.

2.4. Evaluating the illustrations in the coursebooks

The illustrations in ELT coursebooks play an enormous role in students' concentration and interests. Especially with young learners, the illustrations have a great impact on being willing to the language classes. A colorful coursebook full of pictures is effective to take students' attention in the language learning process (Sheldon, 1988). Visual elements in textbooks have very important functions such as giving information to students, supporting information, directing attention by attracting attention, summarizing the topics, showing the relationships between facts or concepts, and making complex topics that are difficult to visualize easier to understand. Visual elements enable the student to save the related concept from abstraction and to make sense of the processes. In addition, according to Digisi and Willett (1995), visual elements have tasks such as explaining the pictures and figures used in the books, explaining the information, completing the text, and decorating the page. On the other hand, making the textbooks very colorful has some negative effects on the student's learning processes.

The illustrations are sometimes criticized in terms of being too childish and poor in quality. At the same time, they sometimes do not reflect the target sentences, structures, and words in activities such as listening, writing, speaking and grammar. Putting them for visual purposes does not attract the attention of the student, but also, may distract them. For example, Dündar (1995) stated in his study that the coursebooks were not sufficient in terms of educational and graphical aspects and that the Ministry of National Education was not sensitive enough to this issue. In the study, it was found that the pictures in the primary school and secondary school basic coursebooks had little relevance to the content of the subjects, the pictures in the books did not attract attention, the drawings of the pictures were insufficient, the pictures and photographs were not placed on the pages and the subjects. To conclude, the illustrations used in the coursebook were not sufficient in terms of educational goals. The presentation of the illustrations in ELT coursebooks should be taken into consideration for better and more

effective language processes. Another study conducted by Sakar and Erçetin (2004) investigated intermediate-level English learners' preferences for hypermedia annotations while they were engaged in reading a hypermedia text. The findings of the study claim that learners found visual annotations highly useful in helping them deal with an English text. The successful presentation of the illustrations in the coursebooks is also helpful for the learners to understand the other language components in the coursebooks.

2.5. Evaluating the language skills in ELT coursebooks

Most teachers may think that the coursebook is only a tool to be used; however, it is the physical part of the course. This is not like any other tool. It highly affects the way students learn. The coursebook is the main tool of a course, and it is a way for the students to touch and see what they are learning. When it comes to language teaching, a coursebook is not a must, but it does have a major role in the class. Modern foreign language teaching is mostly task-based; the teachers make lesson plans based on natural language acquisition. Therefore, coursebooks are tools that teachers can rely on for curriculum.

There are many things to take into consideration when choosing a course book for foreign language learning. A good coursebook must first and foremost be appropriate according to learners' levels and ages. These are the most difficult criteria when it comes to book selection. For the book to be effective, it must initially meet the needs, aims, beliefs, and objectives of the course. If the book meets all the requirements that match the curriculum, the next step is to analyze if and how it incorporates the four language skills. According to Grant (1987), the four skills should be used in combination rather than in isolation. Language skills can be characterized as receptive, which involves reading (written) and listening (spoken), and productive including writing and speaking. The presentation of each skill is highly crucial for educational needs to match the aims and goals of the language programs. As Brown (2000) explained, the richness

of integrated-skill courses provides students with more motivation that converts to better retention of principles of effective speaking, listening, reading, and writing. In the following section, the presentation of four skills in the coursebooks is discussed.

2.5.1. Reading

Teaching is one of the last sacred professions of the 21st century because teachers create the rest of the professions therefore enhancing the literacy of students counts as social justice. According to research evidence, the volume of reading is directly connected to higher literacy proficiencies (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992). This means that the more students read, the better they will read. Since reading supports learning and directly affects academic achievement, helping students create a habit of independent reading would be one of the best achievements a teacher can do. When choosing reading material, the teacher must consider a few things. Among those, student proficiency is at the top of the list. Have you ever read an article and had to read it again? That is because the article either included words you are not familiar with or a grammatical structure you have not seen or used before. If this happens in the classroom there is a risk of completely losing the student, as this would demotivate the student and make them think they are incompetent.

Cunningsworth (1995) claims that there are many purposes reading activities serve. The first and obvious one is developing reading skills and strategies. Second, they help with presenting/recycling grammar items. Reading activities are also advantageous in the way that they extend the learners' vocabulary, provide models for writing, give further information about topics students are interested in, and motivate learners to produce language orally. Besides considering the topic, authenticity and presentation of the reading material the teacher must be aware of the quantity, type, and length of the text, furthermore when selecting a reading activity the teacher must choose the material that helps learners develop good reading strategies. A lot of teachers argue whether they should use authentic or popular texts, but for learners, it is more important to be able to understand the text. Furthermore, any activity done in class needs a purpose and the

students must know this. Choosing a textbook with suitable reading passages is one of the difficult and complex tasks facing English as a foreign language reading teacher. This is an important decision because it is the content of the materials that quantify the vocabulary, language structures, and concepts that make up a reading program (Cartwright & Cartwright, 1985).

2.5.2. Listening

There are four types of listening. Appreciative listening, such as music and songs, is done for enjoyment and pleasure. Emphatic listening is when we listen to support the speaker, for example, a psychiatrist listens to a patient emphatically. Comprehensive or active listening is listening to understand for example when we attend classroom lectures or listen to directions around town. Finally, there is critical or analytical listening, which is when we assess a message with an aim, which is usually to approve or reject.

Good language skills are key for language comprehension. According to Harmer, hearing different accents and dialects is helpful when it comes to developing listening skills, while Grant (1987) suggests hearing sounds is more important. Ur claims that real-life situations have an enormous role in recognizing different accents or specific sounds (1991). For example, he states that interviews, theatre shows, radio news, shopping role-play, lectures, story-telling activities, and many others would help students develop listening skills. Modern coursebooks include a vast number of different listening activities. Cunningsworth (1984), suggests pre, while, and post-listening activities are getting the students to critically think about the listening track that will raise their interest and catch their attention. Most listening activities include dialogues, monologues, or a conversation, but these activities become meaningless when the information given does not be used. In short, listening can only be effective if the activities are done before and after. It requires comprehension and extraction of specific information.

Ur (1991) says that there are three types of listening activities in the EFL classroom:

- 1.) Long responses
 - a. Fill in the blank (long)
 - b. Translating and paraphrasing
 - c. Summarizing
 - d. Note-taking
 - e. Answering questions
- 2.) Short responses
 - a. Skimming and scanning
 - b. Ticking of items
 - c. Cloze – fill in the blank
 - d. Following instructions
 - e. True or false
 - f. Identifying mistakes
 - g. Guessing definitions
- 3.) No response – students only participate by actively listening
 - a. Entertainment
 - b. Stories
 - c. Songs (p.56)

In line with all these reasons stated, listening activities should be prepared considering the age, language level and interests of the students. In Hamouda's (2013) study in which the learners try to find the problems in listening, he states that the use of unknown words makes the listening texts challenging and more difficult for the students to be able to understand. Therefore, it is crucial to design listening activities in the coursebooks according to the learners' levels.

2.5.3. Writing

Mastering a language is still a goal of learning a foreign language. In order to learn a foreign language, four main skills have to be taken into consideration, i.e., listening, speaking, reading, and writing (Al-Mudhi, 2019). Among other skills, writing skill has an important place in the assessment as it shows what the student has learned or not. According to Hyland, (2003, p. 14) writing is “a combination of lexical and syntactic forms and of the rules used to create a text”. Zamel (2007, p.9) also explains that writing is a “consistent attempt of exploring what one wants to say”. Darayseh (2003) mentions that teaching writing is no longer just about getting students to practice grammar in writing or writing in a way that is free from grammar, punctuation, and spelling, instead, the teachers seek to write about what the students are interested in, and they really want to final their writing products.

The most common assessment methods of writing include holistic and analytical assessment. Holistic assessment involves reading an article quickly to get a broad impression of an author's skill (Currier, 2005 & Bacha, 2001). In contrast, analytical scoring involves detailed analysis and is often used to identify weaknesses in a student's writing. Holistic assessment is often used for placement decisions and measuring students' achievement. Rather, analytical evaluation looks at a specific element, such as the use of articles or the correct word order in student writing. Holistic Rating Scales are a type of scoring that involves assigning the score to the whole text (Knoch, 2011). Learners' creativity and development of writing ideas are what is thought of when evaluating writing (Terry, 1989). One of the best advantages of holistic scoring is that it rates the writing according to the writer's level and the aim of instruction (C. R. Cooper, 1977).

Thanks to holistic assessment, the writing of the learner can be graded as excellent writing, very good writing, good writing, fairly good writing, fair writing, or poor writing. Analytic assessment contains rubrics that include explicit performance expectations for each possible rating, for each criterion. It is most appropriate for

complex writing tasks with many different criteria such as coherent, coherence, spelling, punctuation, grammar, etc. In conclusion, it is better for the teacher to use the appropriate type of writing assessment according to the student's performance or needs.

2.5.4. Speaking

Speaking skill is one of the language skills that are very important to encourage greater oral communication. Speaking is verbal communication between speaker and listener involving productive skills, competence, and understanding. (Thornburry, 2009; Renandya & Widodo, 2016). The conversation is a real-time interactive activity to share our ideas to interact with other people on an ad hoc and occasional flow. For this reason, speaking instruction tends to use activities that consist of real situations. For students to gain speaking skills, they need to focus on working hard and practicing with a very low level of anxiety in the learning process. Although encouraging speaking is the most complex skill, assisting verbal communication everywhere is important. English speaking skill is usually learned by students in the classroom with the help of a coursebook or media as a learning resource. When speaking English, the student can practice and improvise to explore their potential in communication (Widiana, 2018).

In addition, the role of the teacher gains more importance as the teacher plans the materials that students need in the learning process. The commonly used material in most education systems is the coursebook. Selection of the right coursebook becomes a challenge for the teacher to make it easier for students to get to know the material better. Using media such as coursebooks to support the learning process will help students learn more easily and better. Coursebooks also assist teachers do their jobs better, easier, and more organized. As a media in the learning process, the textbook is capable of contributing to what teachers show to learners. Using the right coursebook will be an important reference for teachers to provide students with better opportunities to speak better, and it is important to give students the opportunity to speak as freely as possible. The speaking topics in the activities should be interesting for the student to feel

motivated to participate and relate to their own lives and experiences. They also should be specific. Speaking activities with a clear communicative goal work best. For example, 'Talk about what you did in summer with your partner and find one thing you have in common' gives learners a specific task and an end goal so that they know when they get over it. Activities that do not have clear aims and instructions like 'Talk about things you enjoy' can leave learners wondering what a teacher wants and it might create anxiety for the students to be able to speak. Moreover, there should be enough preparation time for speaking activities. It could help them to organize their ideas and express them more properly.

The speaking activities can be assessed with different types of assignments of certain grades to different areas of the students. Such areas can be accuracy and fluency, language proficiency, and the content of the speech of the student. The students may be graded with letters; 'C' grade is for 'Very Poor', 'B' grade for 'Poor', 'B+' grade for 'Average', 'A' grade for 'Good', 'A+' grade for 'Very Good', and 'O' grade is for 'Excellent' performance. Creating rubrics at the end of the speaking activities in the textbooks not only allows the student to self-evaluate but also helps to create a solution map on how to develop this skill by recognizing the deficiencies in speaking skills faster.

2.6. Evaluating the presentation of grammar in ELT coursebooks

Regarding the presentation of grammar topics in coursebooks, the selection of grammar items should be made considering the language needs, levels and ages of the learner. Structure-related topics should be presented in short units or modules to make the language-learning process easier. It is also crucial to be questioned if priority is given to language form or language use (meaning), and this should be followed by investigating the balance between structural and meaningful presentations. Daoud and Celce-Murcia (1979) express that it is highly important for the learner to obtain a balanced presentation regarding the number of grammatical items and the order of

relevance. The natural order of the grammar subjects should also be regulated in the textbooks for the learners' comprehension that is directly related to their age and consciousness level for language learning. Logical order should be sought between sentences and paragraphs. It is also necessary to relate grammatical structures to reading texts, and the aim is to follow an organization where structures are becoming increasingly complex. To realize all these, grammar must be given in the reading passages by paying attention to the word order. Words and sentence structures combine to form meaningful situations in reading texts. These meaningful situations help students internalize the grammatical rules they see in the text, see the usage situation, and understand it more easily. For example, in a unit where the present simple tense is presented, target sentences and structures can be underlined with a meaningful dialogue activity instead of giving the students a grammar table directly. Thus, it can be ensured that students realize this more.

One of the teachers' goals when teaching grammar is to guide the learners to achieve learning from form-oriented accuracy to fluency. Therefore, in such an organization, a bridge should be built by considering the design of the activities and this bridge should lead students to recognize structures in context in order to present both structures and communicative meaning at the same time.

The typical in-class sequence of grammar teaching is generally organized around three stages: "presenting a grammatical structure, applying it in controlled exercises, and providing opportunities to produce the language freely - PPP" (Ellis, Bastürkmen & Loewen, 2002, p.420 cited in Uysal, 2013). Grammar in foreign language teaching to children should be different from the grammar teaching applied to adults. Since the ages, levels, perceptions and comprehensions of the learners vary differently from each other. Grammar teaching in primary schools aims to enable students to communicate with each other and with the environment they live in, by learning to use the target language effectively and beautifully, gaining the skills of understanding and explaining. In other words, grammar teaching can be considered an auxiliary and supportive field in the development of student listening, speaking, reading, and writing skills.

Grammar teaching, ordering, classification, comparison, association, identification of similarities and differences, etc. require mental skills. It is difficult to teach grammar before these skills are developed. Some aspects of language are not learned before the age of ten. Especially some grammar rules should be given after the age of ten (Güneş, 2013). As Pinter (2006) states, children can use grammatical structures correctly and speak the language clearly and fluently, but they cannot say why and for what purpose they use a certain structure. All over the world, people speak their mother tongue without studying grammar rules. Young children also start speaking without knowing what grammar is.

A teacher sensitive to grammar teaching is expected to use various techniques in the classroom by seeing the language patterns that emerge in tasks, stories, songs, nursery rhymes and classroom conversations, bringing these patterns to the attention of children and arranging meaningful exercises (Cameron, 2001, p.122).

Considering these differences, the presentation of grammar topics in the coursebook used when teaching grammar to children should be more colorful, entertaining, given in context, and appropriate for their age and level.

2.7. Evaluating the presentation of vocabulary in ELT coursebooks

The word load focused on the presentation of the vocabulary should be consistent with the targeted level of the students. To obtain a systematic rating, it is also necessary to investigate whether the vocabulary items are ordered. Recycling is an important issue in vocabulary teaching, so previously learned words should be reviewed at reasonable intervals. Besides, sentence lengths should be controlled to avoid distracting students (Daoud & Celce-Murcia, 1979).

In addition, Skierso (1991) considers it necessary to question the criteria by which the vocabulary items are selected. For example, it is important to examine if it is structured on frequency numbers, thematic units or communicative, socio-cultural functions (p. 436).

While teaching vocabulary, various definitions of target vocabulary can be shown like the explanations in dictionaries. New vocabulary can also be introduced using descriptions and pictures. Moreover, contexts such as paragraphs and sentences are needed for the presentation of vocabulary. It is an alternative for teaching vocabulary by using words with antonyms, collocations, and synonyms.

Cunningsworth (1995) suggests six criteria to evaluate the presentation of vocabulary in ELT materials. The first question he focuses on: "Is vocabulary learning material included in its own right? If so, how prominent is it? Is it central to the course or peripheral?" The second one is "How much vocabulary is taught?" He also underlines that giving the learners too much vocabulary never means that they learn all of them. Then it follows; "Is there any principled basis for the selection of vocabulary?" Next, "is there any distinction between active and passive vocabulary, or classroom vocabulary?" To understand why those specific target vocabularies are presented he also asks; "Is vocabulary presented in a structured, purposeful way?" Then it follows; "Are learners sensitized to the structures of the lexicon through vocabulary learning exercises based on semantic relationships, formal relationships, collocations, and situation-based word groups?". The last question he tried to find an answer to is "Does the material enable students to expand their own vocabulary independently by helping them to develop their own learning strategies?". Considering these questions, the vocabulary sections in the textbooks can be evaluated or an idea about their suitability can be obtained.

2.8. Evaluating the cultural issues in ELT coursebooks

In EFL settings, it can be problematic as students using textbooks that are cultural representations of the target language seek to gain unfamiliar inputs of the target language and culture and must be accepted as dealing with stereotypical representations of people in native-speaking communities. As a result of this situation, learners of

English as a foreign language may experience difficulties in integrating the cultural aspects of the foreign language and the linguistic forms of the target language at the same time. Sheldon (1988) focuses on the evaluation of cultural issues in LET materials under the heading of cultural bias and suggests some criteria for the way cultural issues are presented in ELT coursebooks. He focuses on when evaluating if the coursebooks include racist, offensive, social class issues and nationalities. These should be presented in the most appropriate way for the learners not to create a racist view.

According to Tomalin (2008), culture teaching is the fifth skill, and it should be taught appropriately by language teachers to raise the cultural awareness of students. Cakir (2010) emphasizes in his study about teaching culture that teaching language is not enough for students to master the target language. Cultural issues should also be taught to be able to use and understand the language appropriately where and when necessary, as the native speaker does. Prodromou (1988) and Alptekin (1993) also state that the use of the target language culture as a tool for teaching the language in coursebooks is highly important for language teachers. To them, it is not adequate to teach the language only from a linguistic perspective. They argue that if the learners have no idea about the target language culture, it may create alienation, stereotyping, or even reluctance or resistance to learning. Kramsch (1993, 1987) also believes that culture should be taught as an interpersonal process rather than presenting cultural facts. Moreover, Ellis (1985) states that learners that are more interested in the social and cultural life of the target language's country can learn the target language better than the others.

To sum up, it is obvious that teaching culture to language learners has a great impact on the learners' language learning process.

2.9. Evaluating the teachers' guides

When teachers use the guides, they will probably notice their benefits and shortcomings, and as a result, they will make suggestions for their renewal (Gearing, 1999). The teachers' guides should be flexible so that these could be adapted in varying contexts and should satisfy the teachers' needs (Cunningswoth, 1995).

Teacher's guidebooks should include the main priorities such as being suitable for the objectives and acquisitions in the curriculum, including examples that will facilitate learning and teaching, and methods and techniques that can be used in gaining effective characteristics. In addition, it should be suitable for the level of the student and include studies such as homework and projects that encourage the student to research, a dictionary of concepts at the end of the topic, and a united annual plan.

Teacher guides with these features should be compatible with the existing program, and also should be prepared in line with scientific methods and constantly updated with the development and change of knowledge. Especially for teachers who have just started their profession, these resources are highly guiding in the stages of determining the content of the course, following the annual plan correctly and in a planned way, and deciding on the activities that can be done before, during and after the lesson.

According to the International Institute of Educational Planning (IIEP), teacher guides must:

- supporting teachers and students' learning through the following key components: clearly communicating conceptual goals with direct links to proposed activities.
- provide information and support to assist in the understanding and implementation of teaching plans,
- to consolidate knowledge of pedagogical content,

- presenting practices and insights into relevant pedagogical activities,
- present alternatives and freedom of choice,
- involve teachers in continuous reflection.

As a result, teachers' guides have a great role in supporting, especially inexperienced teachers, contributing to the course content, presenting different lesson plans, and making a positive contribution to the language teaching process.

2.10. Coursebook analysis studies in the world and in Turkey

The reason for researching coursebook evaluation studies can simply be attributed to a large number of supported materials for language teaching and learning, as it is quite challenging for teachers to choose the right book which is suitable for their curriculum and program. To extend this assumption, it is necessary to consider providing a match between the teacher and student expectations, language learning goals, the impact of contextual factors on teachers and students, and cultural considerations before selecting the course material. In this regard, textbook evaluation studies in Turkey and in the world are very valuable before, during, and after the selection of the coursebook. There are many studies carried out and focused on different aspects of ELT coursebooks in Turkey and the world.

The study carried out by Arıkan and Tekir (2007) aimed to figure out the teachers' and students' evaluations, similarities and differences between the students' and teachers' evaluations and the shortcomings of the coursebook that is used with 7th-grade students. The study was conducted by 50 teachers working at state schools and 80 7th-grade students. According to the results, it was suggested that it is necessary to carry out a detailed needs analysis before designing a coursebook. Both the teachers' and students' needs should be investigated and taken into consideration while designing a coursebook. The overall results indicated that the teachers with a MA degree tend to be

more negative about the subject matter in the coursebook, than the teachers with a BA degree. It shows that the teachers who have a higher education have higher expectations and think more critically about the coursebooks.

Another study by Yetgin (2003) aimed to reveal and evaluate the teaching of reading strategy in one of the intermediate levels coursebooks. The participants were teachers working in the university preparatory class. Another aim of the research is to reveal the views of teachers on the type of reading strategy teaching presented in the coursebook. The results show that the teachers' opinions on the strategy guidelines overlap with the coursebook evaluation result.

In her study, Ersöz (1990) focused on a coursebook used in state high schools in Turkey. The results revealed that the coursebook was not convenient in many aspects as it did not follow an integrative approach. The researcher also stated that the coursebook is lack of presenting the current language teaching methodologies and standard uses of English. She also adds that the coursebook is not consistent with the ELT program in Turkey and she concluded by advising a new publication of the coursebook matching the expectations and needs of the students.

Different from the other studies, Jafarigohar and Ghaderi (2013) focused on the evaluation of two different coursebooks. They carried out the study to obtain EFL teachers' evaluations of two popular coursebooks in Iran. The researchers tried to find an answer to the question "Is there a difference between Topnotch and Total English in terms of language components, structures, tasks, activities, exercises, language skills, teacher's manual, general considerations, and critical discourse analysis features from teachers' point of view? (p.4)" The participants of the study were thirty-three Iranian EFL teachers who had at least one-year teaching experience of the books. The results revealed that the teachers find the two coursebooks convenient. The teachers are more satisfied with Topnotch than Total English regarding its language components, activities, and critical discourse analysis features. On the other hand, the teachers are more satisfied with Total English than Topnotch regarding its general considerations. It

was recommended that the teachers can use supplementary workbooks, activities, and different resources with the coursebooks.

Another study carried out by Zareian, Davoudi, Heshmatifar and Rahimi (2015) aimed to explore the types and levels of questions inherent in two English for Specific Purposes (ESP) coursebooks used in Iranian universities. The study revealed that the coursebooks failed to tie learners up in the questions requiring higher levels of cognitive learning aims and objectives. It was advised to the coursebooks developers, curriculum writers and syllabus designers to incorporate higher-order questions and modify their materials in a way to be successful in higher levels of learning objectives.

Tsiplakides (2011) carried out descriptive research about how and why the coursebook evaluation is important. In his paper, he aimed to provide a synthesis of theory and practice an effective implementation of the process of coursebook selection for English teachers. He also noted that strategies and suggestions can be adapted and used by teachers in various teaching situations.

In this section, an overview of the coursebook evaluation issues and possible evaluation criteria proposed by the researchers are emphasized. In addition, many textbook evaluation studies in the field of English Language Education were examined. In general terms, coursebook evaluation helps the curriculum and program designers and materials developers to reconsider important aspects when they are designing a language learning program. With the help of evaluation studies in the field, the coursebook selection process should be reconsidered. It is also crucial to figure out the deficiencies in the coursebooks when selecting the most suitable materials matching the language programs' aims, objectives and the learners' needs.

CHAPTER III

METHODOLOGY

3.1. Introduction

This study investigated three different issues regarding the Thumbs Up Starter, 1, 2, and 3 series used in primary schools in Turkey. The first step is to obtain information about how the course book selection criteria and factors are taken into consideration at schools. The second step is to learn what makes the coursebook ideal to choose. And the third step is to investigate and research what the teachers using the Thumbs Up series think about the elements of the textbooks. The questionnaire items related to the evaluation are depended on specific criteria existing with the literature (Sheldon, 1988; Cunningsworth, 1995; Grant; 1987; Daoud & Celce-Murcia, 1979).

This study addressed the following research questions:

- 1) What are the English teachers' opinions about the Thumbs Up Starter, 1, 2, and 3 series used with primary students?
- 2) How effectively are the language skills and components handled in the Thumbs Up series?

In the following section, information about the research setting and the participants of the study is given.

3.2. Research setting and participants

This study employed mixed methodology through the combination of a survey and a checklist. Both quantitative and qualitative models were employed in order to

provide more understanding of research problems. By combining qualitative and quantitative research components, the purpose of mixed methods research is to extend and strengthen a study's conclusions (Schoonenboom & Johnson, 2017).

The participants in this study were 60 English teachers working with primary students in different private schools in Turkey. Convenience and snowball sampling methods were used in the selection of the participants. In convenience sampling, those individuals who are easily accessible and available for the study are selected (Fraenkel et al., 2012). In snowball sampling, existing participants recommend others with suitable characteristics for research, and thus the number of participants required for research increases. All the teachers are using the same series and most of them have at least 10 hours of English classes per week in their schools. The reason why the teachers are selected from private schools is the intensive language programs carried out in their schools. Although the students in government schools are the same age, the number of language classes is very different. While private schools have at least 10 hours of English in a week, government schools have 2 hours of English classes in primary school. Since they have different aims and curricula, the series' aims, and curriculum do not match with government schools. Regarding the study, seventy percent of the teachers who answered the questionnaire were women and thirty percent of them were men. The seniority of the participating teachers differs from 2 years to 15 years.

3.3. Data Collection Tools

In the present study, there are two types of data collection tools: a questionnaire and a checklist. The questionnaire was applied to gather data about the opinions of the teachers about the book, and the coursebook evaluation checklist was used to evaluate the language components in the books.

3.3.1 The Questionnaire

When taking time restrictions into consideration, questionnaires are the most suitable instruments to obtain the data in a short time. In this study, the questionnaire prepared by Arıkan (2007) was adopted to gather the quantitative data (see Appendix 1). A survey method which is a process, tool, or technique that you can use to obtain information in research by asking questions to a defined group of people was used. Typically, it facilitates the exchange of information between the research participants and the person or organization carrying out the research. Survey methods can be qualitative or quantitative depending on the type of research and the type of data you want to collect.

The initial form of the questionnaire was prepared by Arıkan (2007) and has already been carried out for a study. A few changes to the questionnaire questions were applied by the researcher according to the aims of the study. In the questionnaire, there are 4-point Likert scale items ranging from ‘‘Strongly Agree’’ to ‘‘Strongly Disagree’’. In the first part of the questionnaire, some demographic questions were asked. In the second part with a 4-point Likert scale, the teachers’ opinions about the coursebooks series were collected to be analyzed.

3.3.2. Researcher’s Evaluation

One of the three methods that can be used in the evaluation of the textbook is the checklist method. The checklist method is a tool that helps practitioners evaluate textbooks effectively and practically. According to McGrath (2002), there are four advantages of the checklist method as follows.

- 1) It is systematic, ensuring that all elements considered important are considered.
- 2) It is effective by allowing a large amount of information to be recorded in a relatively short period of time.

- 3) The information is saved in a convenient format and allows easy comparison between competing material groups.
- 4) It is explicit, and provided the categories are well understood by all involved in the evaluation (p.32).

In this research, a checklist prepared by AbdelWahab (2013), was revised and used to evaluate the components of the coursebook. Williams (1983), Sheldon (1988), and Brown should have some criteria regarding the physical characteristics of the textbooks such as layout, organization, and logistics.

3.3. Data Collection Process

The data were collected at the beginning of the first semester of the 2021-2022 academic year. Because of the pandemic, the data were gathered via Google Forms instead of face-to-face filling a paper. The data collection process was carried out in two phases. Firstly, the researcher did some regulations on the survey prepared by Arikan according to the goals of his research and then prepared it via the Google form for the participants. Secondly, the researcher sent it to the participant teachers who were willing to fill in the form and have been using or used the Thumbs Up Starter, 1, 2, 3 series with the primary students before. The researcher reached 60 participants who filled out the survey on Google Forms.

3.4. Data Analysis

The data were analyzed both quantitatively and qualitatively. The Social Sciences Statistics Package (SPSS) was used for the analysis of the questionnaire and necessary calculations were made. Data in the questionnaire were analyzed using mean scores, frequencies, and percentages. Survey data were presented in tables

CHAPTER IV:

DATA ANALYSIS

4. DATA ANALYSIS

In this section, data analysis is discussed under two headings: researcher's evaluation and questionnaire results. In the first part, the researcher evaluates the parts of the book series with the help of a checklist. During the process of evaluation, the researcher focuses on; illustrations, target culture, grammar, vocabulary, four skills, pronunciation, layout and design, and teachers' guides. In the second part, the questionnaire that was applied to 60 teachers of English who already used the Thumbs Up Series with primary students was analyzed and interpreted.

4.1. Researcher's evaluation

In this section, the researcher's objective evaluation of the Thumbs Up series was discussed. To evaluate the elements of a coursebook, a checklist prepared by AbdelWahab (2013) was revised and used. To highlight the ideas, "good" is highlighted with green color, "satisfactory" is highlighted with yellow color, and "poor" is highlighted with red color.

4.1.1. Introduction

Coursebooks are indicated as important resources for teachers who lead students to learn every subject in other lessons, including English. It is the foundation of school education and the main source of information for teachers. For learners of

English, the coursebook becomes the main source of contact that can be essential in language learning, along with input from the teacher. Hutchinson and Torres (1994) argue that the coursebook is an almost universal element of teaching English and that no teaching-learning situation is complete until the relevant coursebook is available and accessible.

According to Tomlinson (2001), coursebook evaluation is a hands-on language activity in which teachers, supervisors, administrators, and materials developers can comment on the impact of materials on the people who use them. McGrath (2002) believes that coursebook evaluation is an important element for the good development of language learning programs and for incorporating different administrations into education.

In the following sections, how language components of the Thumbs Up series are presented was evaluated by the researcher objectively with the help of a revised checklist.

4.1.2. The illustrations in The Thumbs Up Series

Visuals, such as flashcards, handouts, film strips, and slides that are used for enhancing learners' language learning can help students to facilitate language learning. Visuals such as photos and drawings can help increase students' motivation. These elements can make the course content in the textbooks more understandable or clarify the instructions needed to complete the different activities and exercises better (Jahangard, 2007). According to Bertin (1983), the designs of graphics are based on predefined standards. Visual elements such as tables, photos, and syntax can help to convey meaning since their interpretations are subjective and they contain ambiguity. As Goodman (1968) stated that in symbolic graphics, there is no one-to-one correspondence between elements and their equivalents, and each element has only one meaning.

Moreover, photos and drawings are helpful to express the meaning. Their single symbols can imply more than one meaning.

The use of images alone or in combination with text significantly affects the learning process. It can be said that visual materials facilitate learning because they make the message clear, their effect increases when used with written texts, and visual materials are more universal as a communication tool than written materials (Isler, 2003). In the following table, the visuals of the Thumbs Up series were evaluated.

The Visuals are well produced ,varied and attractive.	Good
The Visuals stimulate students to be creative.	Good
The Visuals are functional.	Good
The Visuals are compatible with students' own culture.	Good

Figure1. Developing an English Language Textbook Evaluative Checklist-Visuals (AbdelWahab, 2013)

Based on the criteria above, the illustrations used in the Thumbs Up series are colorful and attractive for the students to focus on and use to draw their attention to the target structure. The illustrations (e.g., pictures, diagrams, and maps) assist the learners to be able to comprehend and lead them to contextualize the activities. The visuals stimulate the students to be more creative and help them use their imagination to internalize the target topics. The visuals are also free of unnecessary details that may confuse the students.

4.1.3. The presentation of target culture in The Thumbs Up Series

Cunningsworth (1995) covers various topics that need to be addressed within the framework of culture in English Language Teaching coursebooks. Its cultural components are “the range of topics, the inclusion of sensitive social/cultural issues; characters depicted: representation of women, the portrayal of gender role, age, social class, ethnicity, occupation/occupation, disability; social relations: family structure, social networks, expression of personal feelings, interactions, transactions (functional interactions), personal interactions” (p.92). As Acar (2006) stated, the checklist for

evaluating the cultural aspect of the coursebook should include the target culture in the coursebook together with the local culture adequately, age, social class network (family, peer, cooperation), and characters representing the profession and an equal image of men and women. Cunningsworth (1995), emphasis on ‘‘although students may have different traditional values, in cases where the culture and value system in the target language is not clear and unspecified, it is necessary to look at the textbooks in some detail to reveal what these are’’ (p. 90). Teaching target culture to young learners helps them grasp the social and cultural contexts better. They become aware of how to communicate using the target language among different cultures. With the help of the content about traditions and customs, the target language may become more interesting. In the following table, the presentation of the target culture in the Thumbs Up series was evaluated.


The social and cultural contexts in the coursebook are comprehensible.	Good
The content of the coursebook is free from stereotypical images and information.	Satisfactory
The textbook expresses positive views of ethnic origins, occupations, age groups and social groups.	Good
The content presents different cultures.	Satisfactory
The content discusses some well –known characters from different areas of the world.	Poor
The content helps students be aware of how to interact using the language within a new culture that is often very different from their own.	Good
The content displays different traditions and customs.	Satisfactory
The three Ps of culture are represented in the content.	Satisfactory
The topics of the content cope with the criteria of the students’ culture.	Satisfactory

Figure2. Developing an English Language Textbook Evaluative Checklist-Culture

(Montasser Mohamed AbdelWahab, 2013)

Based on the criteria above, social, and cultural content are presented through authentic activities and songs at the beginning of the units in the Thumbs Up series. Since the learners have a different cultural backgrounds, the activities lead them to be able to notify the target structures. The coursebook series show positive views of ethnic groups, origins, and different social groups. The contents do not always present different cultures. Most of the contents that are presented are related to American culture. The

characters used in the contents are not chosen among well-knowns. It can clearly be said that it is a disadvantage and challenging for the students to internalize the content.

1 Listen, number and recite the Christmas poem.  89

The Night before Christmas

It's the night before Christmas.
There's so much to do.
Santa is coming
with presents for you!

Let's hang up the stockings. (1)
Let's decorate the tree. (2)
Let's make lots of cookies
for Santa to eat. (3)
Let's go up to bed and
turn off the light. (4)
Santa and his reindeer
are coming tonight!




Figure3. Christmas Activity-Thumbs Up 3 (Richmond, 2017,p.122)

As is seen in Figure 3, the cultural contents are given with different types of activities. Celebrating Christmas is a cultural concept that Turkish students are not culturally aware of its being. It's a different celebration that does not exist in the learners' backgrounds. In the activity, they listen to a poem about Christmas and then they are supposed to recite it. Both receptive and productive skills are integrated, and it helps the target culture to be learned and practiced easily. With the help of integrated cultural activities, the students can focus on the target culture and language. It is also aimed to teach new vocabulary of the target culture.

4.1.4. The presentation of vocabulary and grammar in The Thumbs Up Series

The activities of ELT coursebooks used in foreign language education (i.e., teaching students how to learn) (Lake, 1997; Sinclair & Ellis, 1992) and their flexibility, design, and teachability (Masuhara, Hann, Yi, & Tomlinson, 2008; Tomlinson, Dat, Masuhara and Ruby, 2001) play an important role in language teaching. The study carried out by Masuhara, Hann, Yi, and Tomlinson (2008) investigates the field of word use in ELT coursebooks through two research questions, the first of which supports the second. The questions to be asked are recommended as “ What are the vocabulary demands of reading an ELT coursebook? And what vocabulary learning opportunities are provided in an ELT coursebook?” It is also important that the vocabulary parts are given in a context rather than their translations. Since if the students comprehend the use of words in a context, they also learn more about the structure of the words. That helps the learners internalize and learn how the words are shown and used in different contexts. Therefore, the target vocabulary should be given in context in coursebooks. In the following table, the presentation of vocabulary in the Thumbs Up series was evaluated.

Vocabulary

The load (number of new words in each lesson) is appropriate to the linguistic level of students.	Good
There is a good distribution (simple to complex) of vocabulary load across the whole book.	Good
The exercises for vocabulary are rich and adequate.	Good
Words are contextualized.	Satisfactory
The topical nature of the vocabulary exercises is often meaningful to the students.	Good
New lexical items appear in each unit.	Good
There is specific method to teach new vocabulary.	Satisfactory
The sentences and examples use words that are known by learners.	Good

There is a list of vocabulary items tagged at the end of the textbook.	Good
The content involves culture-specific items.	Satisfactory
Words are accompanied with their phonetic transcription in English.	Poor

Figure4. Developing an English Language Textbook Evaluative Checklist-Vocabulary

(AbdelWahab, 2013)

In the Thumbs Up series, the number of new words in each lesson is designed according to the linguistic levels of students. There is also good distribution among the words. They are sequenced from simple to complex which assists the learners to be able to learn the target vocabulary in an easier way. The exercises for vocabulary extension are enough for the students to be able to comprehend the use of the words in the sentences as they are given within a context. In some parts of the vocabulary activities, the target words are given with listening recordings, and they are supposed to number or match. Yet, in some parts, the words are given in a meaningful context where the students are expected to guess the meaning. There is no specific method for teaching in each unit to teach the new vocabulary as different vocabulary teaching strategies are used for different contents. The list at the end of the series for vocabulary is presented and the list helps the learners to study or review afterward. The words' phonetic transcriptions are not given in parenthesis since the age of the students and their linguistic levels are not appropriate for the students to be able to read the phonetic alphabet.

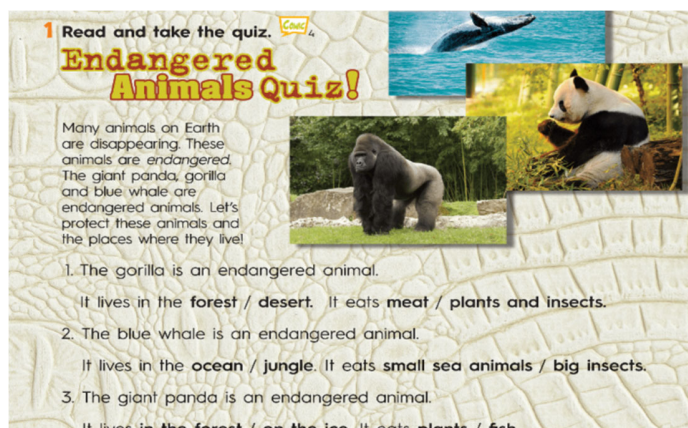


Figure 5. Vocabulary Activity-Thumbs Up 2 (Richmond, 2017,p.46)

As is seen in Figure 5, the target vocabulary is given in a meaningful context to forward the students' guess the meaning of the word with the help of visuals.

Grammar

Grammar is one of the most difficult language components to learn for young learners. Therefore, grammar learning should start after the age of 10 (Pinter,2006). Grammar sections should not be in the form of tables in young learner books, because the cognitive ages and levels of the students are not appropriate. Giving the target grammar in a certain context by providing integration with different skills helps students acquire the language inductively. In the following table, the presentation of grammar in the Thumbs Up series was evaluated.

The grammar is contextualized.	Good
The grammar examples are interesting and appropriate to the students' level.	Good
Grammar is introduced explicitly.	Good
The exercises for grammar practice are rich and adequate.	Poor
Structures are designed to be taught inductively.	Good
Grammar lessons are often derived from the listening or reading passages.	Good

Grammatical structures of statements are easy to be understood.	Good
Grammatical structures of statements are easy .	Good
The textbook covers the main grammar items appropriate to students at this grade.	Good
The grammar points are presented with brief and easy examples and explanations	Poor

*Figure6. Developing an English Language Textbook Evaluative Checklist-Grammar
(Montasser Mohamed AbdelWahab, 2013)*

Based on the criteria above, there is not a specific grammar part in a unit where students can see what the target structure is in the Thumbs Up series. There are thumbs-up rules parts where the target grammar structure is presented within a context. In the grammar sections, the teacher is supposed to prepare extra language materials to present the target structure. The grammar activities are designed through skill integration strategies. They are well contextualized and appropriate for students' levels. They are given in an interesting context which also increases students' curiosity about the target structure. The grammar points are not presented with brief grammar tables to summarize how the target grammar structure is used. To criticize, there could have been some meaningful and guided grammar activities with visuals to help the learners internalize the target structure meaningfully.

4.1.5. The presentation of four skills in The Thumbs Up Series

As Katawazai, R., Haidari, M., & Sandaran (2019) explain; in teaching English, teaching materials are divided according to skills. It consists of four main skills in English: listening, speaking, reading, and writing. For a language to be learned by learners, language material developers need to contextualize the four main skills in ELT coursebooks.

In ELT coursebooks, the skills should be given in meaningful and comprehensible concepts. Skills integration plays an important role in students'

improving both their receptive skills and productive skills. In the following sections, the presentation of four skills (reading, writing, speaking, and listening) is discussed.

4.1.5.1. The presentation of listening in The Thumbs Up Series

As Burkill (2000) explained in the process of learning, since listening is a fundamental skill higher education students trust this skill as in our learning experiences formal lectures remain the most common method. The learning situation that includes different types of activities such as discussions, pair works, and group works can be successfully done by focusing on the efficiency of listening skills, especially interpersonal skills (De La Harpe, Radloff, and Wyber, 2000). In the following table, the presentation of listening in the Thumbs Up series was evaluated.

The textbook has appropriate listening tasks with welldefined goals.	Good
The listening passages help students develop their listening comprehension skills.	Good
The cassettes expose the students to the voices and pronunciation of the native speakers of English.	Good
Listening material is well recorded, as authentic as possible.	Good
Tasks are efficiently graded according to complexity from literary, inferential to critical listening skills.	Good
Listening material is accompanied by background information, questions and activities.	Good
The listening exercises focus on linguistic competence such as stress, intonation and form.	Satisfactory

Figure7. Developing an English Language Textbook Evaluative Checklist-Listening (Montasser Mohamed AbdelWahab, 2013)

Based on the criteria in Figure 7, the listening parts are designed in accordance with the grammar and target vocabulary in the unit and overlap with the unit objectives. Listening texts are designed to improve students' listening skills and audio recordings are voiced by native people. Authentically prepared listening texts are suitable for the

language levels of the students, and they are also associated with the target vocabulary and grammar topics. The listening material is accompanied by pre-listening questions and activities. Taking into consideration the students' ages and language levels, note-taking activities are very few in the listening sections.

Sticking stickers is a fun activity for young learners to increase the student's motivation and concentration toward the listening text. In some activities, students are asked to stick stickers while listening. Post-listening activities are designed in different ways and it is aimed to measure whether students understand what they are listening to. However, listening exercises are insufficient in focusing on linguistic competencies such as stress, intonation, and form as there are no exercises related in this regard in any listening sections.

1 Listen, look and label.   She's playing soccer in the field.

Amber Jen John Dave Andy Emma



• Read, look and circle T (true) or F (false).

1. Dave is canoeing in the pool.	T / F
2. Maria and Jen are horseback riding in the field.	T / F
3. Andy is resting in the cabin.	T / F
4. Dillon and John are hiking in the mountains.	T / F
5. Emma is fishing at the lake.	T / F
6. Jen is playing soccer in the field.	T / F

Figure 8. Listening Activity -Thumbs Up 2 (Richmond, 2017, p. 92)

4.1.5.2. The presentation of speaking in The Thumbs Up Series

When teaching a language, one of the challenges that the teachers face is to prepare the learners to be able to use the language. While teaching speaking skills, the activities to be used in the sourcebook should be visually supported, allowing interaction, and supporting group and partner work. In this way, learners can speak and practice the target language by taking a more active role in the target language. Moreover, it is also very important to have activities that encourage learners to speak in the target language, to include daily language use, and to include topics that attract learners' interest in order to increase speaking motivation. In the following table, the presentation of speaking activities in the Thumbs Up series was evaluated.

Activities are developed to encourage student-student and student-teacher oral communication.	Good
Activities are balanced between individual response, pair work and group work.	Good
Activities help students become a more confident English speaker.	Good
Speech exercises invite students to talk about their concerns and interests.	Satisfactory
The situations in the dialogues sound natural.	Good
There is sufficient material for spoken English (e.g. dialogues, role-plays, etc.) that help to de-emphasize.	Good

Figure9. Developing an English Language Textbook Evaluative Checklist Speaking

(Montasser Mohamed AbdelWahab, 2013)

In the Thumbs Up series, speaking activities are developed to courage students-students and student-teacher oral communication. It is aimed at letting the students speak comfortably with peers. There are also well-balanced activities both in pairs and groups. The activities for speaking are well-designed and parallel to the units' topics. Therefore, the students can talk about the given topics and feel more confident about speaking in English. There are different types of contextualization in speaking activities such as dialogues and role-plays.

The speaking activities are well organized and helpful in the structures that the students are supposed to integrate into their speech. The instructions are clear and simple for students to be able to comprehend. It is supported by visuals to make it more understandable and colorful to increase motivation to speak English.

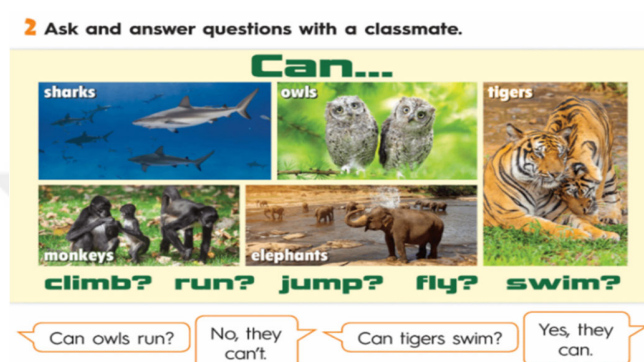


Figure10. Speaking Activity-Thumbs Up 1 (Richmond, 2017, p.32)

4.1.5.3. The presentation of writing in The Thumbs Up Series

In the Thumbs Up series, the writing tasks have achievable goals and are appropriate for the learners' linguistic levels. The activities are given in interesting and colorful for young learners. They offer the learners free writing opportunities and are easy for the learners to write about. Both guided and controlled activities are given at the end of the units. And a great deal of the activities leads the learners to write from simple to complex. However, there could be more writing tasks. The activities are given only at the end of the units. Integrating writing skills with another skill could help the teachers and the students to focus a lot more on the writing skill. In the following table, the presentation of writing in the Thumbs Up series was evaluated.

Tasks have achievable goals and take into consideration learners' capabilities.	Good
Writing tasks are interesting.	Satisfactory
The writing tasks enhances free writing opportunities	Good
The time allotted for teaching the material is sufficient.	Good
Some writings are easy for most of the students to deal with.	Good
Writings in the textbook are guided and controlled.	Good
The textbook leads students from simple controlled writing activities to guided writing activities.	Good
Writing activities are suitable in terms of length, degree of accuracy, and amount of guidance.	Satisfactory

Figure11. Developing an English Language Textbook Evaluative Checklist Writing (Montasser Mohamed AbdelWahab, 2013)

Based on the criteria in Figure 12, the writing tasks are presented with real life situations and supported with visuals. Sticking stickers also increases the students' motivation. There is also skills integration (reading & writing).

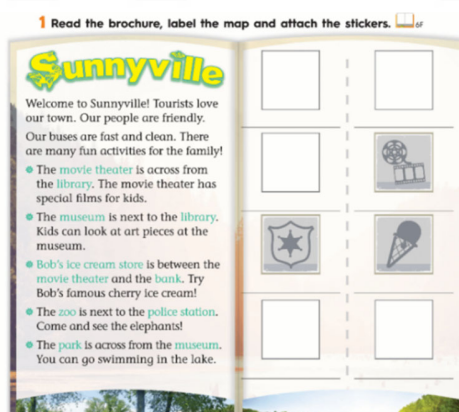


Figure12. Guided Writing Activity-Thumbs Up 2 (Richmond, 2017, p. 79)

4.1.5.4. The presentation of reading in The Thumbs Up Series

Reading is an ever-evolving skill. As it is not possible to learn all of them at once, with the help of different activities, practice should be provided and development should be supported in this way. Reading is a process in which different interactions between the reader and the text occur. While trying to understand the main ideas in the text, there is a dynamic interaction between the reader and the text (Alousef, 2005). The most important purpose of language learning programs is to learn to read by understanding (Dlugosz, 2000:289). In the following table, the presentation of reading in the Thumbs Up series was evaluated.

There is sufficient reading material. (There is a range of varied and interesting reading text that can engage students cognitively and effectively.)	Satisfactory
The content helps students develop reading comprehension skills.	Good
Many of the reading passages are up-to-date, interesting and meaningful.	Satisfactory
Some reading passages are easy for most of the students to deal with	Good
The Length of the reading texts is appropriate.	Good
The textbook uses authentic (real world) reading material at an appropriate level.	Good

Figure13. Developing an English Language Textbook Evaluative Checklist Reading (Montasser Mohamed AbdelWahab, 2013)

As is seen in Figure 14 below, reading activities are presented on two pages and supported with visuals for students to understand the content and visualize the story with the help of pictures, visuals, and recordings. The students can also listen to the stories. The topics are interesting for the students as they are divided into episodes. The reading texts are given in two episodes to raise the curiosity of the students about what comes next and how it ends. It raises their motivation to study and read. These intriguing readings assist them to focus better during the reading lesson. After they read the episode of the stories, there are different types of comprehension activities including true-false, missing words, and ordering the sentences. For further comprehension, there

are different types of activities in practice books, too. These are all designed for comprehension and practice of reading texts. With the vocabulary activities before reading, students first are expected to practice the target vocabulary and then see their use in context and accelerate their vocabulary learning processes. Thanks to this, they can get a better understanding of reading texts. The pre-reading activities used in the Thumbs Up series aim to prepare the students for the reading text and help them to comprehend the reading text presented in the while-listening section. Finally, the post-reading activities that are prepared are integrated with other skills such as speaking and writing, and it is aimed to measure whether the students understood the reading text and can talk about the topics or characters.

Reading
1 Listen and follow along

Everyone is worried. Where's Jack? Phil's mom calls Jack's mom on the phone. Oh no! Now Jack's mom is worried, and Jack is not at home. He's walking to Phil's house. But he left his house ago!

Phil and his mom decide to search for Jack. Phil's mom puts on her coat and boots. Phil, his mom and Bo step outside. Here! It's snowing and it's very cold.

Phil, Bo and Phil's mom walk along the road toward Jack's house. It's snowing hard and it's very hard to see. Suddenly, Bo starts barking and pulling hard. Phil falls down in the snow and Bo runs away.

Phil and his mom call out for Bo. "Bo! Come back!" they shout. They cannot see Bo because he is completely white, just like the snow! But they can hear him. Bo is still barking. His bark sounds very far away.

2 Read and answer.

Jack	Phil	Bo	mom
1. _____	_____	_____	_____
2. Phil's _____	_____	_____	_____
3. _____	_____	_____	_____
4. _____	_____	_____	_____

Reading
1 Listen and follow along

Phil and his mom follow the sound of Bo's barking. They cannot see well through the snow, but they run toward the noise. Finally, they see Bo's blue collar. Bo doesn't stop barking. Suddenly, they hear someone shouting "Help!"

Phil, his mom and Bo wait with Jack in the snow. Jack is crying because his leg hurts and he is very cold. Finally, Jack's mom arrives with the paramedics. They take Jack to the hospital in an ambulance.

The next day, Phil, his mom and Bo are at home. Suddenly, the doorbell rings. Phil opens the door and there is a TV reporter! He wants to interview Phil and his mom about Jack's amazing rescue. Bo, the snow dog, is now a hero!

2 Read and number the events in order.

- Phil's mom calls on her cell phone.
- Jack goes to the hospital.
- Jack doesn't arrive at Phil's house.
- Bo finds Jack.
- Phil, his mom and Bo search for Jack.

Figure 14. Reading Activity-Thumbs Up 2 (Richmond, 201, p.51)

4.1.6. The presentation of pronunciation in Thumbs Up Series

The contextualization of language components in language activities is crucial for the learners. The sub-skills such as grammar, vocabulary, and pronunciation are the building blocks of the four main skills. Giving the target pronunciation to the students with contextualized and integrated activities helps the learners be more fluent in the target language. Therefore, students need to obtain a proper level of sub-skills for

mastering a language. In the following table, the presentation of pronunciation in the Thumbs Up series was evaluated.

It is easy to be learnt.	Good
Pronunciation is built through other types of activities, such as listening, dialogue, etc.	Good
There are cassettes/CDs for pronunciation practice.	Good
The textbook highlights and practices natural pronunciation (that is, stress and intonation).	Good
The textbook includes adequate material for pronunciation work.	Poor

Figure15. *Developing an English Language Textbook Evaluative Checklist Pronunciation (Montasser Mohamed AbdelWahab, 2013)*

The pronunciation activities in the Thumbs Up series are easy to learn. They are designed according to the level of the young learners and supported with CDs. The activities are presented through other types of activities such as listening and speaking. An example of pronunciation activity is shown in Figure 16 below. To make pronunciation activities more enjoyable, the exercises are given with the help of sound activities created within the context of the song. As can be seen in the example, these contexts are integrated with the TPR method, and more active and fun pronunciation activity is presented with body movements. In this way, the activities become funnier and easier for the students. The activities are also integrated with the listening skills within songs. However, giving only one page to teach and practice pronunciation in a unit may be insufficient for young learners. Therefore, sound and pronunciation activities should take more places in young learners' books.



Figure16. Pronunciation Activity. Thumbs Up 2 (Richmond, 2017, p.28)

4.1.7. The presentation of layout and design in The Thumbs Up Series

The layout and design of textbooks are highly important, especially for young learners. If a book does not seem colorful and interesting to young learners, they tend to have a negative impression of the coursebook. That may cause a lack of motivation for their language learning process. In the following table, the presentation of layout and design in the Thumbs Up series were evaluated.

There is a variety of design to achieve impact.	Good
There is consistency in the use of headings, icons, labels, italics, etc.	Good
The textbook includes a detailed overview of the functions and structures that will be taught in each unit.	Satisfactory
The textbook includes a detailed overview of vocabulary that will be taught in each unit.	Poor
The textbook has a complete and detailed table of contents.	Good
The textbook is organized logically and effectively.	Good
The textbook has a complete bibliography.	Poor
An adequate vocabulary list or glossary is included.	Satisfactory
Adequate review sections and exercises are included.	Good
The textbook is free of mistakes	Good
The textbook is durable.	Good

Figure17. Developing an English Language Textbook Evaluative Checklist Layout and Design (Montasser Mohamed AbdelWahab, 2013)

In the Thumbs Up series, there is a variety of designs to have a positive impact on students. There is consistency throughout the book in terms of capitalizing the titles and giving the symbols in the units in a way that will attract the attention of the students. There are tables and grammar boxes in the books where the target words are indicated. There are also tables showing the contents of the unit with topics and target words. However, an adequate vocabulary list is not often included. At the end of the units, there are quiz sections for students to review the target structures and skills.

4.1.8. The teachers' guides in The Thumbs Up Series

Teachers' guides are guiding resources for teachers. With the help of these resources, the lessons can be taught in a more planned, fluent, effective, and interactive way. Lesson plans and different foreign language activities in the teachers' guides are highly instructive, especially for teachers who have just started their profession. In these sources, there are examples of warm-up activities, during-class activities and end-of-course evaluation activities. Thanks to these helpful activities in the teachers' guides, teachers are able to prepare the lessons more productively, combine their own experiences and acquisitions with the suggested guidance and apply different activities.

It is extremely important that these resources are teacher friendly. Some activities should not take more time than they should last, and they should be planned in accordance with the level of the students. It can be applied in classrooms by making changes to the suggested activities. At the same time, these books should be provided to teachers free of charge from the publishing house.

In the picture below, the warmup activity example in the teachers' guide of Thumbs Up 2 book is presented and it contains the target words and the objectives of the lesson. Such activities not only shorten the teacher's preparation time for the lesson but also contribute to the high motivation of the students, as they are prepared by professionals.

Objectives: Introduce vocabulary related to camping activities. Describe outdoor activities.

Vocabulary: *swimming, horseback riding, roast marshmallows, lake, canoeing, fishing, camping*

Warm-up

What's Missing?

Ask students: *Do you like to go on picnics or camping? Have you ever slept in a tent? In a sleeping bag? Where do people go camping?* Encourage students to share their experience. Write words related to camping activities on the board: *lake, forest, tent, campfire, sleeping bag, etc.* Explain the new words to students. Have students close their eyes. Then erase a word from the board and have students open their eyes. Ask students *What's missing?* for them to identify the missing word. Repeat the procedure until there are no words left on the board.

Figure 18. *Teachers' Guide. (Richmond, 2017, p.8)*

As is seen in Figure 18, class activities that can be used in lessons after warm-up activities are also presented. With the help of these suggested activities, it becomes for the teachers much easier to achieve the aims aimed for the lesson. In the Thumbs Up series teachers' guides, the suggestions for the lesson are prepared for every stage and purpose of the lesson and provide great help and benefit to teachers during the language lessons.

4.2. Data Analysis

In the following section, the questionnaire was carried out among 60 teachers who used/have been using the series. The data were analyzed by the SPSS program.

What do the teachers who used/ have been using the Thumbs Up series think about the topics?

In order to find an answer to this research question, descriptive analyzes were carried out within the scope of the research. In the analysis process, the distribution of the answers given by the participants for each of the questions asked to the participants for this research question is listed in the table below.

Table 1. Teachers' opinions about the topics of the Thumbs Up series

The Items	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
A-Topics [There is a sufficient variety of topics in the course book]	0	0,0 %	0	0,0 %	9	15,0 %	51	85,0 %
A-Topics [The topics covered in the course book are interesting to the students.]	0	0,0 %	0	0,0 %	2	35,0 %	39	65,0 %
A-Topics [The topics covered in the course book are suitable for the age group.]	0	0,0 %	0	0,0 %	2	46,7 %	32	53,3 %
A-Topics [The course book contains a sufficient variety of text types (e.g., dialogues, essays, poetry, drama, and folk tales).]	0	0,0 %	1	1,7 %	1	30,0 %	41	68,3 %
A-Topics [The content of the course book is factually accurate.]	0	0,0 %	0	0,0 %	2	38,3 %	37	61,7 %
A-Topics [The course book contains authentic materials (e.g., news reports and leaflets).]	1	1,7 %	3	5,0 %	2	35,0 %	35	58,3 %
A-Topics [The course book material is <u>up-to-date</u> .]	0	0,0 %	1	1,7 %	2	35,0 %	38	63,3 %
A-Topics [The course book is free of stereotypes (e.g., racial, sexual, and cultural).]	0	0,0 %	0	0,0 %	1	21,7 %	47	78,3 %

Based on ten descriptive statistics, for the 'There is a sufficient variety of topics in the course book' item 'strongly agree' is the most selected choice. None of the participants selected 'disagree' or 'strongly disagree' choices. Similarly, the participants have selected similar choices for the 'The topics covered in the coursebook are interesting to the students.' item. 'The topics covered in the course book are suitable for the age group.' and 'The content of the course book is factually accurate.' items also have similar results. Even though, 'The course book contains a sufficient variety of text

types (e.g., dialogues, essays, poetry, drama, and folk tales)', 'The course book contains authentic materials (e.g., news reports and leaflets).' and 'The course book material is up-to-date.' Item also has got similar results, they have only a few 'disagree' choices (Table 1).

The results of the participants' choice were calculated based on the grading from one to five. The results are listed in the following table (Table 2).

Table 2. Mean scores of teachers' opinions about the topics of the Thumbs Up series

The Items	N	Minimum	Maximum	Mean	Std. Deviation
A-Topics [There is a sufficient variety of topics in the course book]	60	4	5	4,85	,360
A-Topics [The topics covered in the course book are interesting to the students.]	60	4	5	4,65	,481
A-Topics [The topics covered in the course book are suitable for the age group.]	60	4	5	4,53	,503
A-Topics [The course book contains a sufficient variety of text types (e.g., dialogues, essays, poetry, drama, and folk tales).]	60	2	5	4,65	,577
A-Topics [The content of the course book is factually accurate.]	60	4	5	4,62	,490
A-Topics [The course book contains authentic materials (e.g., news reports and leaflets).]	60	1	5	4,43	,871
A-Topics [The course book material is <u>up-to-date</u> .]	60	2	5	4,60	,588
A-Topics [The course book is free of stereotypes (e.g., racial, sexual, and cultural).]	60	4	5	4,78	,415
Total	60	33	40	37,12	1,708

The descriptive statistics show that all the participants responded to the all-questionnaire items. Based on the statistics, most of the items have a minimum of 4 and a maximum of 5 values (Table 2). The mean score of each item was calculated. Based on this calculation, the 'There is a sufficient variety of topics in the course book' item has the highest mean score. 'The course book contains authentic materials (e.g., news reports and leaflets).' item has the minimum mean score even though these scores are

between ‘agree’ and ‘strongly agree’. Overall, the teachers who used/ have been using the Thumbs Up series think positively about the topics of this book series (Table 2).

What do the teachers who used/ have been using the Thumbs Up series think about the presentation of target language culture?

As part of this study, teachers’ ideas about the presentation of target language-culture of the book were analyzed. The descriptive statistics for each questionnaire items for the sections are listed below (Table 3).

Table 3. Teachers’ opinions about the presentation of target language-culture of the Thumbs Up series

The Items	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
B- Target-language Culture [The texts incorporate elements of American culture.]	0	0,0 %	0	0,0 %	22	36,7 %	38	63,3 %
B- Target-language Culture [The exercises incorporate elements of American culture.]	0	0,0 %	0	0,0 %	18	30,0 %	42	70,0 %

Based on the descriptive statistics, the ‘The texts incorporate elements of American culture.’ item was mostly selected as ‘strongly agree’. Similarly, the ‘The exercises incorporate elements of American culture.’ item has the highest choice of ‘strongly agree’ (Table 4).

Table 4. *The mean scores of the teachers' opinions about the presentation of target language-culture of the Thumbs Up series*

The Items	N	Minimum	Maximum	Mean	Std. Deviation
B- Target-language Culture [The texts incorporate elements of American culture.]	60	4	5	4,63	,486
B- Target-language Culture [The exercises incorporate elements of American culture.]	60	4	5	4,70	,462
Total	60	8	10	9,33	,816

The mean scores of the teachers' opinions about the presentation of the target language-culture of the Thumbs Up series show that 'The texts incorporate elements of American culture.' and 'The exercises incorporate elements of American culture.' items have similar mean scores, but the former has the higher score (Table 5). These results show that the participants have positive opinions about the presentation of the target language-culture of the Thumbs Up series.

What do the teachers who used/ have been using the Thumbs Up series think about the grammar and vocabulary parts?

The participants of this study were asked about their opinions about the grammar and vocabulary parts of the Thumbs Up series. The participants' responses are listed in the following table (Table 5).

Table 5. *Teachers' opinions about the grammar and vocabulary parts of the Thumbs Up series*

The Items	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
C- Grammar and Vocabulary [The grammar points introduced in the course book are appropriate to the level of the students.]	0	0,0 %	1	1,7 %	1	28,3 %	4	70,0 %
C- Grammar and Vocabulary [The grammar points are presented clearly.]	0	0,0 %	1	1,7 %	3	55,0 %	2	43,3 %

C- Grammar and Vocabulary [The grammar points are presented from basic to complex.]	0	0,0 %	0	0,0 %	2	38,3 %	3	61,7 %
C- Grammar and Vocabulary [The grammar points are introduced in a meaningful context.]	0	0,0 %	2	3,3 %	2	36,7 %	3	60,0 %
C- Grammar and Vocabulary [New grammar points are recycled adequately in the subsequent units.]	0	0,0 %	2	3,3 %	2	36,7 %	3	60,0 %
C- Grammar and Vocabulary [The number of new words introduced in each unit is appropriate to the level of the students.]	0	0,0 %	4	6,7 %	2	36,7 %	3	56,7 %
C- Grammar and Vocabulary [The vocabulary items are introduced in a meaningful context.]	1	1,7 %	1	1,7 %	2	46,7 %	3	50,0 %
C- Grammar and Vocabulary [New vocabulary is recycled adequately in the subsequent units.]	0	0,0 %	1	1,7 %	1	30,0 %	4	68,3 %

The teachers' opinions about the grammar and vocabulary parts of the Thumbs Up series are analyzed with descriptive analysis. The results show that most of the questionnaire items in this section have got a 'strongly agree' choice. However, only some of the participants (6.7%) selected the 'disagree' choice for the 'The number of new words introduced in each unit is appropriate to the level of the students.' item.

The mean scores of the teachers' opinions about the grammar and vocabulary parts of the Thumbs Up series are calculated with descriptive analysis. The results are presented in Table 6.

Table 6. The mean scores of the teachers' opinions about the grammar and vocabulary parts of the Thumbs Up series

The Items	N	Minimum	Maximum	Mean	Std. Deviation
C- Grammar and Vocabulary [The grammar points introduced in the course book are appropriate to the level of the students.]	60	2	5	4,67	,572
C- Grammar and Vocabulary [The grammar points are presented clearly.]	60	2	5	4,40	,588
C- Grammar and Vocabulary [The grammar points are presented from basic to complex.]	60	4	5	4,62	,490
C- Grammar and Vocabulary [The grammar points are introduced in a meaningful context.]	60	2	5	4,53	,676
C- Grammar and Vocabulary [New grammar points are recycled adequately in the subsequent units.]	60	2	5	4,53	,676
C- Grammar and Vocabulary [The number of new words introduced in each unit is appropriate to the level of the students.]	60	2	5	4,43	,810
C- Grammar and Vocabulary [The vocabulary items are introduced in a meaningful context.]	60	1	5	4,42	,743
C- Grammar and Vocabulary [New vocabulary is recycled adequately in the subsequent units.]	60	2	5	4,65	,577
Total	60	28	40	36,25	2,282

Based on the descriptive analysis, the mean scores of the teachers' opinions about the grammar and vocabulary parts of the Thumbs Up series are positive (Table 7). The participants of the study mostly 'strongly agree' with the statements asked as part of the questionnaire.

What do the teachers who used/ have been using the Thumbs Up series think about the presentation of skills?

In this study, teachers' opinions about the presentation of skills of the Thumbs Up series are investigated. The teachers' responses for each questionnaire item based on their choice are presented in the following table (Table 7).

Table 7. Teachers' opinions about the presentation of skills of the Thumbs Up series

The Items	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
D-Skills [The course book places equal emphasis on the four language skills (speaking, listening, reading, and writing).]	0	0,0 %	0	0,0 %	3	61,7 %	2	38,3 %
D-Skills [The course book emphasis on the integration of different language skills (e.g., reading-writing and listening- speaking).]	0	0,0 %	0	0,0 %	2	43,3 %	3	56,7 %
D-Skills [The course book pays attention to sub-skills (e.g.,]	0	0,0 %	1	1,7 %	2	36,7 %	3	61,7 %
D-Skills [listening for gist, note-taking, and skimming for information).]	0	0,0 %	1	1,7 %	1	30,0 %	4	68,3 %
D-Skills [The course book provides a meaningful context for the development of listening skills.]	0	0,0 %	0	0,0 %	2	35,0 %	3	65,0 %
D-Skills [New grammar points are recycled adequately in the subsequent units.]	0	0,0 %	1	1,7 %	1	31,7 %	4	66,7 %
D-Skills [The course book provides a meaningful context for the development of reading skills.]	0	0,0 %	2	3,3 %	2	35,0 %	3	61,7 %
D-Skills [The course book provides a meaningful context for the development of writing skills.]	0	0,0 %	3	5,0 %	1	28,3 %	4	66,7 %
D-Skills [. The course book provides a meaningful context for the development of speaking skills.]	0	0,0 %	0	0,0 %	2	46,7 %	3	53,3 %
D-Skills [The course book provides a meaningful context for the development of pronunciation skills.]	1	1,7 %	2	3,3 %	1	30,0 %	3	65,0 %
D-Skills [The course book emphasizes different aspects of pronunciation skills such as stress and intonation.]	1	1,7 %	0	0,0 %	2	36,7 %	3	61,7 %

The descriptive analysis shows that most of the participants ‘strongly agree’ with the statements in this section of the questionnaire. Some responses are ‘agree’ and only a few responses are ‘disagree’. There are only two ‘strongly disagree’ choices selected for these items. ‘The course book provides a meaningful context for the development of writing skills.’ has the lowest support from the participant and even this item has only three ‘disagree’ selections from the participants.

The mean scores of the teachers’ opinions about the presentation of skills of the Thumbs Up series are calculated and the results are presented in the following table (Table 8).

Table 8. *The mean scores of the teachers’ opinions about the presentation of skills of the Thumbs Up series*

The Items	N	Minimum	Maximum	Mean	Std. Deviation
D-Skills [The course book places equal emphasis on the four language skills (speaking, listening, reading, and writing).]	60	4	5	4,38	,490
D-Skills [The course book emphasis on the integration of different language skills (e.g., reading-writing and listening- speaking).]	60	4	5	4,57	,500
D-Skills [The course book pays attention to sub-skills (e.g.,]	60	2	5	4,58	,591
D-Skills [listening for gist, note-taking, and skimming for information).]	60	2	5	4,65	,577
D-Skills [The course book provides a meaningful context for the development of listening skills.]	60	4	5	4,65	,481
D-Skills [New grammar points are recycled adequately in the subsequent units.]	60	2	5	4,63	,581
D-Skills [The course book provides a meaningful context for the development of reading skills.]	60	2	5	4,55	,675

D-Skills [The course book provides a meaningful context for the development of writing skills.]	60	2	5	4,57	,745
D-Skills [. The course book provides a meaningful context for the development of speaking skills.]	60	4	5	4,53	,503
D-Skills [The course book provides a meaningful context for the development of pronunciation skills.]	60	1	5	4,53	,812
D-Skills [The course book emphasizes different aspects of pronunciation skills such as stress and intonation.]	60	1	5	4,57	,673
Total	60	37	55	50,22	2,888

Based on the descriptive analysis, the mean scores of the teachers' opinions about the presentation of skills of the Thumbs Up series are shown in Table 9. Even though, most of the mean scores of the items for this section are close to each other, the 'listening for gist, note-taking, and skimming for information' and 'The course book provides a meaningful context for the development of listening skills.' items have the highest scores (4.65). Based on the findings, the total mean score for this section was calculated as 50.22 which shows that teachers have positive opinions toward the presentation of skills of the Thumbs Up series.

What do the teachers who used/ have been using the Thumbs Up series think about the activities?

The Teachers' opinions about the activities of the Thumbs Up series were investigated. There were seven questionnaire items that asked the teachers to gather data about their opinions. The descriptive analysis of this section is presented in the following table (Table 9).

Table 9. The teachers' opinions about the activities of the Thumbs Up series

The Items	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
E-Activities [The activities in the course book are appropriate to the level of the students.]	0	0,0%	0	0,0%	4	70,0%	1	30,0%
E-Activities [There is an adequate balance of individual, pair, group, and whole-class activities.]	0	0,0%	1	1,7%	2	41,7%	3	56,7%
E-Activities [The activities encourage the students to participate actively in class.]	0	0,0%	0	0,0%	2	36,7%	3	63,3%
E-Activities [The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills).]	0	0,0%	0	0,0%	1	25,0%	4	75,0%
E-Activities [The instructions to the activities are clear to the students.]	0	0,0%	0	0,0%	2	35,0%	3	65,0%
E-Activities [The activities in the course book are interesting to the students.]	0	0,0%	1	1,7%	1	31,7%	4	66,7%
E-Activities [The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.]	0	0,0%	0	0,0%	1	31,7%	4	68,3%

Based on the descriptive analysis, most of the teachers have positive opinions about the activities of the Thumbs Up series (Table 10). Most of the responses for the items were either 'strongly agree' or 'agree'. The 'The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills)' item received the highest 'strongly agree' percentage from the teachers. None of the teachers chose the 'strongly disagree' choice for any item in this section.

The mean scores of the teachers' opinions about the activities of the Thumbs Up series are calculated based on their responses. The results are shown in the following table (Table 10).

Table 10. *The mean scores of the teachers' opinions about the activities of the Thumbs Up series*

The Items	N	Minimum	Maximum	Mean	Std. Deviation
E-Activities [The activities in the course book are appropriate to the level of the students.]	60	4	5	4,30	,462
E-Activities [There is an adequate balance of individual, pair, group, and whole-class activities.]	60	2	5	4,53	,596
E-Activities [The activities encourage the students to participate actively in class.]	60	4	5	4,63	,486
E-Activities [The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills).]	60	4	5	4,75	,437
E-Activities [The instructions to the activities are clear to the students.]	60	4	5	4,65	,481
E-Activities [The activities in the course book are interesting to the students.]	60	2	5	4,63	,581
E-Activities [The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.]	60	4	5	4,68	,469
Total	60	28	35	32,18	1,662

According to the descriptive analysis of the participants' responses, the mean scores of the teachers' opinions about the activities of the Thumbs Up series are very high, 32.18 out of 35 (Table 10). This result shows that teachers have positive opinions towards the activities of the Thumbs Up series. Based on the results, 'The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills)' has the highest mean score whereas 'The activities in the course book are appropriate to the level of the students.' have the lowest mean scores among the questionnaire item of this section.

What do the teachers who used/ have been using the Thumbs Up series think about the layout and physical make up?

The participants of this study who used/ have been using the Thumbs Up series were asked about their opinions about the layout and physical makeup of the series. The participants' responses were listed in the following table (Table 11).

Table 11. Teachers' opinions about the layout and physical make up of the Thumbs Up series

The Items	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
F-Layout and Physical Makeup [The physical appearance of the course book is attractive to the students.]	0	0,0 %	0	0,0 %	38	63,3 %	2	36,7 %
F-Layout and Physical Makeup [The course book is organized in a way that is easy to follow.]	0	0,0 %	0	0,0 %	21	35,0 %	3	65,0 %
F-Layout and Physical Makeup [The illustrations (e.g., pictures, diagrams, and maps) assist the students in understanding the material in the course book.]	0	0,0 %	1	1,7 %	23	38,3 %	3	60,0 %
F-Layout and Physical Makeup [The illustrations in the course book are interesting to the students.]	0	0,0 %	0	0,0 %	20	33,3 %	4	66,7 %
F-Layout and Physical Makeup [The illustrations are free of unnecessary details that may confuse the students.]	0	0,0 %	0	0,0 %	21	35,0 %	3	65,0 %

Based on the statistics, most of the participants chose 'strongly agree' options for all the items in this section (Table 11). The questionnaire item 'The illustrations in the course book are interesting to the students.' had the highest 'strongly agree' selection. The other items have fewer but similar responses.

The mean scores of the teachers' opinions about the layout and physical makeup of the Thumbs Up series are calculated with descriptive analysis. The results are presented in the following table (Table 12).

Table 12. *The mean scores of the teachers' opinions about the layout and physical make up of the Thumbs Up series*

The Items	N	Minimum	Maximum	Mean	Std. Deviation
F-Layout and Physical Makeup [The physical appearance of the course book is attractive to the students.]	60	4	5	4,37	,486
F-Layout and Physical Makeup [The course book is organized in a way that is easy to follow.]	60	4	5	4,65	,481
F-Layout and Physical Makeup [The illustrations (e.g., pictures, diagrams, and maps) assist the students in understanding the material in the course book.]	60	2	5	4,57	,593
F-Layout and Physical Makeup [The illustrations in the course book are interesting to the students.]	60	4	5	4,67	,475
F-Layout and Physical Makeup [The illustrations are free of unnecessary details that may confuse the students.]	60	4	5	4,65	,481
Total	600	18	25	22,90	1,570

Based on the descriptive analysis, the total mean score of the teachers' opinions about the layout and physical makeup of the Thumbs Up series is very high (22.9 out of 25). Among the all questionnaire items in this section, 'The illustrations in the coursebook are interesting to the students.' has the highest mean score (4.67 out of 5).

What do the teachers who used/ have been using the Thumbs Up series think about the practical considerations?

The teachers were asked about their opinions on the **practical considerations** of the Thumbs Up series. The responses are listed in the following table (Table 13).

Table 13. Teachers' opinions about the practical considerations of the Thumbs Up series

The Items	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
G-Practical Considerations [The course book is easily accessible.]	1	23,3	3	56,7	6	10,0	6	10,0
	4	%	4	%		%		%
G-Practical Considerations [The price of the course book is reasonable.]	2	40,0	2	48,3	5	8,3	2	3,3
	4	%	9	%		%		%

Based on the participants' responses, different from other sections of this questionnaire, this section has the higher 'strongly disagree' choices (Table 13). 'The course book is easily accessible.' item has 23.3% 'strongly disagree' and 56.7% 'disagree'. Similarly, the 'The price of the course book is reasonable.' item has 40% 'strongly disagree' and 48.3% 'disagree'.

The participants' responses were graded and the mean scores for these responses were calculated with descriptive analysis. The mean scores of the teachers' opinions about the practical considerations of the Thumbs Up series are presented in the following table.

Table 14. The mean scores of the teachers' opinions about the practical considerations of the Thumbs Up series

The Items	N	Minimum	Maximum	Mean	Std. Deviation
G-Practical Considerations [The course book is easily accessible.]	60	1	5	2,27	1,219
G-Practical Considerations [The price of the course book is reasonable.]	60	1	5	1,87	1,016
Total	60	2	10	4,13	1,818

Based on the descriptive analysis, the item 'The coursebook is easily accessible.' has 2,27 (out of 5), and the item 'The price of the coursebook is reasonable.' has 1,87 (out of 5) as a mean score. In the total mean score for this section is 4.13 (out of 10).

This shows that the participants have positive opinions on the practical considerations of the Thumbs Up series (Table 14).

What do the teachers who used/ have been using the Thumbs Up series think about the aims and objectives?

The teachers were asked about their opinions about the aims and objectives of the Thumbs Up series. The responses were between ‘strongly disagree’ and ‘strongly agree’. The responses of the participants for this section are presented in the following table (Table 15).

Table 15. Teachers’ opinions about the aims and objectives of the Thumbs Up series

The Items	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
H-Aims and Objectives [The aims of the course book correspond to the needs of the students.]	0	0,0 %	0	0,0 %	4	6,7 %	5	93,3 %
H-Aims and Objectives [The aims of the course book correspond to the objectives stated in the course syllabus.]	0	0,0 %	0	0,0 %	9	15,0 %	5	85,0 %
H-Aims and Objectives [The course book can be adapted to meet the <u>particular needs</u> of the language program in our institution.]	0	0,0 %	0	0,0 %	1	21,7 %	4	78,3 %
H-Aims and Objectives [The course book material can be covered in the time allotted for the course.]	0	0,0 %	0	0,0 %	1	26,7 %	4	73,3 %

Based on the responses, teachers have chosen the ‘strongly agree’ option for their opinions about the aims and objectives of the Thumbs Up series. For example, for the item ‘The aims of the course book correspond to the needs of the students.’ the percentage of the ‘strongly agree’ option is 93.3%. The other items in this section are similar. None of the participants chose the ‘strongly disagree’ and ‘disagree’ options for any item in this section.

The teachers’ responses to the aims and objectives of the Thumbs Up series section were presented in Table 16. The results are from 1 to 5. The mean scores of the

teachers' opinions about the aims and objectives of the Thumbs Up series are presented in the following table (Table 16).

Table 16. *The mean scores of the teachers' opinions about the aims and objectives of the Thumbs Up series*

The Items	N	Minimum	Maximum	Mean	Std. Deviation
H-Aims and Objectives [The aims of the course book correspond to the needs of the students.]	60	4	5	4,93	,252
H-Aims and Objectives [The aims of the course book correspond to the objectives stated in the course syllabus.]	60	4	5	4,85	,360
H-Aims and Objectives [The course book can be adapted to meet the particular needs of the language program in our institution.]	60	4	5	4,78	,415
H-Aims and Objectives [The course book material can be covered in the time allotted for the course.]	60	4	5	4,73	,446
Total	60	17	20	19,30	,720

Based on the descriptive analysis, it was found that the mean score of the teachers' opinions about the aims and objectives of the Thumbs Up series in total is very high (19.30 out of 20). All of the items in these sections have a higher than 4.73 mean score (Table 16). These statistics show that the teachers have positive views about the aims and objectives of the Thumbs Up series.

What do the teachers who used/ have been using the Thumbs Up series think about the Teacher's Manual?

The teachers were also asked about the teacher's Manual of the Thumbs Up series. Their responses are listed in the following table (Table 17).

Table 17. Teachers' opinions about the teacher's Manual of the Thumbs Up series

The Items	Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%
I/-The Teacher's Manual [The manual provides enough guidance for me on the teaching of vocabulary items.]	0	0,0%	0	0,0%	38	63,3%	22	36,7%
I/-The Teacher's Manual [The manual provides enough guidance for me on the teaching of grammar points.]	0	0,0%	0	0,0%	23	38,3%	37	61,7%
I/-The Teacher's Manual [The manual offers detailed advice for novice teachers to follow.]	0	0,0%	0	0,0%	17	28,3%	43	71,7%
I/-The Teacher's Manual [The manual provides useful suggestions to help me introduce new lessons.]	0	0,0%	0	0,0%	15	25,0%	45	75,0%
I/-The Teacher's Manual [The manual provides useful suggestions to help me review old lessons.]	0	0,0%	0	0,0%	23	38,3%	37	61,7%
I/-The Teacher's Manual [The manual gives useful advice on how to present the lessons in different ways.]	0	0,0%	0	0,0%	27	45,0%	33	55,0%
I/-The Teacher's Manual [The manual provides useful suggestions for the integration of different language skills.]	0	0,0%	0	0,0%	16	26,7%	44	73,3%
I/-The Teacher's Manual [The manual offers effective solutions to potential problems (e.g., grammatical, lexical, and phonological).]	0	0,0%	0	0,0%	21	35,0%	39	65,0%
I/-The Teacher's Manual [The manual provides sufficient information on cultural content presented in the course book.]	0	0,0%	1	1,7%	13	21,7%	46	76,7%

Teachers' opinions about the Teacher's Manual of the Thumbs Up series are categorized based on the responses. The table shows that all the items in this section have mostly 'strongly agree' and 'agree' as the responses. Even though the item 'The manual provides sufficient information on cultural content presented in the course book.' has the most 'strongly agree' as the selected choice, this item is the only item that has a 'disagree' choice.

The mean scores of the teachers' opinions about the Teacher's Manual of the Thumbs Up series are calculated based on their responses. The results are presented in the following table (Table 18).

Table 18. *The mean scores of the teachers' opinions about the Teacher's Manual of the Thumbs Up series*

The items	N	Minimum	Maximum	Mean	Std. Deviation
I/-The Teacher's Manual [The manual provides enough guidance for me on the teaching of vocabulary items.]	60	4	5	4,37	,486
I/-The Teacher's Manual [The manual provides enough guidance for me on the teaching of grammar points.]	60	4	5	4,62	,490
I/-The Teacher's Manual [The manual offers detailed advice for novice teachers to follow.]	60	4	5	4,72	,454
I/-The Teacher's Manual [The manual provides useful suggestions to help me introduce new lessons.]	60	4	5	4,75	,437
I/-The Teacher's Manual [The manual provides useful suggestions to help me review old lessons.]	60	4	5	4,62	,490
I/-The Teacher's Manual [The manual gives useful advice on how to present the lessons in different ways.]	60	4	5	4,55	,502
I/-The Teacher's Manual [The manual provides useful suggestions for the integration of different language skills.]	60	4	5	4,73	,446
I/-The Teacher's Manual [The manual offers effective solutions to potential problems (e.g., grammatical, lexical, and phonological).]	60	4	5	4,65	,481
I/-The Teacher's Manual [The manual provides sufficient information on cultural content presented in the course book.]	60	2	5	4,73	,548
Total	60	39	45	41,73	1,436

The descriptive analysis of this section of the questionnaire shows that the mean scores of the teachers' opinions about the teacher's Manual of the Thumbs Up series are very high (Table 18). The lowest mean score is 4,37 (out of 5) whereas the highest mean score is 4,75 (out of 5). Overall, the total score of the means is 41.73 (out of 45) which shows that the teachers have positive opinions about the teacher's manual of the Thumbs Up series.



CHAPTER V:

DISCUSSION AND CONCLUSION

This study explored English teachers' perceptions that using the Thumbs Up Starter, 1, 2, 3 series in primary schools. The data collected through the questionnaire were evaluated and interpreted. The series was also evaluated by the researcher. As a result of this, teachers using the Thumbs Up series found these series successful in primary school. First, the teachers think that the series meets the needs of the students, and they are designed in accordance with the levels of the students. Secondly, the visuals in the books attract the attention of the students and the series have a curriculum that matches the aims and objectives of the levels. Moreover, the four skills are presented in a well-organized way in the books and are supported with well-designed activities. The cultural elements used in the books also reflect American culture and the design and layout of the coursebooks are appropriate for the young learners. The series is well-designed to have a positive impact on students. There is consistency throughout the book in terms of capitalizing the titles and giving the symbols in the units in a way that attracts the attention of the students. Besides, it is also revealed that the accessibility and the price of the series are too high for the Turkish people to afford. To sum up, it is obvious that the teachers who have been using the series are satisfied with the coursebooks for supporting the students' language learning process.

5.1. Participant teachers' opinions about the Thumbs Up Starter, 1, 2, 3 series

In the questionnaire, the teachers were asked questions about the elements of the coursebooks such as topics, target culture, grammar, and vocabulary, four skills, activities, physical make-up-layout, aims and objectives, and teachers' guides. The participant teachers mainly focused on the show-up of these elements in the series.

In terms of the topics in the series, most of the participants think that the topics presented in the series are sufficient in variety. The topics covered in the series are considered interesting for the students and suitable for their age levels. The participant

teachers also agree with the idea that there are sufficient varieties of text types, and the series also have authentic materials and they are up-to-date. The mean scores of results are between 4 and 5, which means the participant teachers have highly positive opinions about the topics of the series.

The questionnaire also examined the teaching of target-language culture. In the presentation of cultural issues in textbooks, it is essential that the target language culture is overwhelmingly reflected in the coursebook material (Byrd, 2001). According to the participant teachers, the texts and exercises incorporate elements of American culture in the series. It can be understood that the participant teachers have a positive attitude towards the presentation of the cultural elements in the series.

Although the students using these series are young learners, certain grammar and vocabulary sections should be covered in the coursebooks. It is of great importance that the presentation of these parts should be appropriate for the level of the students and be given inductively. The participant teachers think positively about presenting the grammar structures in the coursebooks appropriate to the level of the students clearly from basic to complex. Most of the teachers think that new vocabulary and grammar items are recycled adequately in a meaningful context. However, only a few of the participant teachers have negative ideas about the number of new words taught in each unit; they think that the number of words in newly introduced units is fewer than required. This might mean that more new words should be presented in each unit.

In ELT coursebooks, the integration of the four skills is very crucial. It is essential that each language skill is developed in an equal manner. Some scholars, such as Harmer (1996), advocate an integrated, multi-skill curriculum because it considers and combines several categories, both in meaning and form. The skills presented in the textbook include a wide range of cognitive listening and speaking skills that will be challenging for students. Adequate emphasis is placed on skill integration and the development of discourse and fluency skills. Therefore, the presentation of four skills in the textbooks has great value on the learners' language development. The analysis shows

that many of the participant teachers have positive attitude about the presentation of four skills in the coursebook. They support the idea that the series place equal emphasis on the four language skills pays attention to sub-skills and provide a meaningful context for the development of four language skills. They also support the idea that the series focuses on different aspects of pronunciation skills such as stress and intonation. On the other hand, it is found that few of the participant teachers have negative opinions about the presentation of writing skills. It is claimed that the series does not provide enough writing exercises to improve writing skills. Based on the ideas, it can be concluded that many participant teachers have positive opinions about the presentation of four skills in the series.

It is important that the activities in the ELT books are prepared to support students to develop their language skills in controlled and guided ways. They should be balanced and appropriate to the age and level of the students. In the activities section of the questionnaire, none of the teachers ticked the “Strongly Disagree” item. It shows that the activities in the series have an adequate balance of individual, group, and whole-class activities. The participant teachers strongly agree that the activities promote critical thinking skills such as interpretation, analysis, synthesis, and evaluation skills. It is also supported that the activities facilitate the development of study skills, such as outlining and looking up words in the dictionary. The instructions are clear and understandable. The activities are also interesting for the students. Moreover, the participant teachers agree that the activities encourage the students to participate actively in class. In conclusion, the teachers think positively about the activities in the series.

The layout and physical make-up of the coursebook play an important role in the students’ attraction to the course. When the students see the cover and the pictures in the book which are colorful, they tend to think what they see is much fun and the topics with attractive illustrations are easy to learn. To create that positive picture in the students’ minds, the issues about the layout and physical make-up of a book are invaluable. The participant teachers think that the illustrations in the coursebook are interesting to the

students since most of the teachers chose ‘‘Strongly Agree’’. It also has the highest mean score in the questionnaire. In addition, they also think that the physical appearance of the coursebook is attractive to the students and the coursebook is organized in a way that is easy to follow. The participant teachers also approve that the illustrations such as graphs, diagrams, and maps help the students to comprehend the material in the coursebook. They find illustrations free of unnecessary details that may confuse the students. To sum up, the participant teachers think positively about the layout and physical make-up of the series.

The evaluations of the participating teachers for the accessibility of the book are negative since the series is produced abroad. Based on the participants’ responses on practical considerations, different from other sections of the questionnaire, this section has the higher ‘strongly disagree’ and ‘disagree’ choices. The participant teachers do not find the accessibility and purchase of the series reasonable. They think that the series is quite expensive to afford. The results also show that the participants think negatively about the accessibility and price of the series because of economic issues referring to the exchange rate of foreign currency in Turkey.

Designing the content of ELT coursebooks in accordance with the aims and objectives is valuable in achieving foreign language teaching goals. According to the results of the questionnaire, the participant teachers agree with the statements that the aims of the coursebook correspond to the needs of the students and the objectives stated in the course syllabus. All the items in that part have high mean scores, which means the teachers have a positive attitude toward the aims and objectives in the series.

Moreover, the teachers’ guides of the coursebooks are helpful, especially for inexperienced teachers. There are many ideas about what or how the activities can be carried out during the class. That’s the reason why the teachers’ guides must guide the teachers well in or out of the class. The participant teachers highly support the statements that the teachers’ manuals of the series provide sufficient information on cultural content presented in the coursebook and the manual offers detailed advice for

novice teachers to follow. To conclude, the teacher participants find the teachers' guides of the series helpful and easy to follow.

5.2. The results of the researcher's objective analysis of the coursebook

The place and importance of coursebooks in the field of ELT are indisputable. For this reason, in the selection of books, the evaluation of the books to be selected should be done by making the right analysis. Sheldon (1988) suggested several other reasons for coursebook evaluation. He argues that the choice of an ELT coursebook often marks an important administrative and educational decision, in which there is a significant professional, financial, or even political investment.

In the Thumbs Up Series for primary students, the visuals are attractive and stimulate the students to be more creative. The cultural contents are presented and supported with authentic activities and songs. The coursebook series shows a positive attitude towards ethnic groups and origins. The contents do not always present different cultures. One disadvantage might be that the well-knowns are lacking. If the characters were chosen among the well-knowns, this would attract the students more to internalize the content. The number of new words in units is designed taking into consideration of CEFR levels of the students. Although there is a good distribution among the words, they are not often given in the context. The presentation of vocabulary activities should be supported with more meaningful and guessing activities. In terms of grammar, there are no specific rule-based grammar sections. The grammar sections are given inductively rather than deductively, and this helps the learners internalize the target grammar structure. To conclude, according to the researcher's objective evaluation, it is clear that the Thumbs Up coursebook series support the primary student's language learning process in an organized way.

The current study was conducted on 60 English teachers who teach at private schools. The participants were selected based on convenient sampling. It was difficult to reach more participant teachers who used the series and were working in a private

school at the same time. This can be a limitation of the study. However, the findings of this research can be generalized to a larger population. Thus, it is recommended to conduct similar studies in the future with a larger group of participants and to use different data collection tools.



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APPENDICES

Appendix 1. Questionnaire

COURSEBOOK EVALUATION QUESTIONNAIRE

This is a coursebook evaluation questionnaire which is created for "Thumbs Up Starter,1,2,3" for primary students.

* Zorunlu soruyu belirtir

1. Gender: *

Yalnızca bir şıkkı işaretleyin.

Female

Male

2. Years of Teaching Experience: *

PART- 2: Please indicate how much you agree with each of the following statements (1-Strongly Disagree, 2-Disagree, 3-Agree and 4-Strongly Agree).

3. A-Topics *

Her satırda yalnızca bir şıkkı işaretleyin.

	Strongly Disagree	Disagree	Agree	Strongly Agree
There is a sufficient variety of topics in the coursebook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topics covered in the coursebook are interesting to the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The topics covered in the coursebook are suitable for the age group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coursebook contains a sufficient variety of text types (e.g., dialogues, essays, poetry, drama, and folk tales).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The content of the coursebook is factually	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. B- Target-language Culture *

Her satırda yalnızca bir şıkkı işaretleyin.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The texts incorporate elements of American culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The exercises incorporate elements of American culture.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



5. C- Grammar and Vocabulary *

Her satırda yalnızca bir şıkkı işaretleyin.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The grammar points introduced in the coursebook are appropriate to the level of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grammar points are presented clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grammar points are presented from basic to complex.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The grammar points are introduced in a meaningful context.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New grammar points are recycled adequately in the subsequent units.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. D-Skills *

Her satırda yalnızca bir şıkkı işaretleyin.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The coursebook places equal emphasis on the four language skills (speaking, listening, reading, and writing).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coursebook emphasis on the integration of different language skills (e.g., reading-writing and listening-speaking).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coursebook pays attention to sub-skills (e.g.,	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
listening for gist, note-taking, and skimming for information).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coursebook provides a meaningful	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. E-Activities *

Her satırda yalnızca bir şıkkı işaretleyin.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The activities in the coursebook are appropriate to the level of the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is an adequate balance of individual, pair, group, and whole-class activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities encourage the students to participate actively in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructions to the activities are clear to the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. F-Layout and Physical Makeup *

Her satırda yalnızca bir şıkki işaretleyin.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The physical appearance of the coursebook is attractive to the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The coursebook is organized in a way that is easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The illustrations (e.g., pictures, diagrams, and maps) assist the students in understanding the material in the coursebook.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The illustrations in the coursebook are interesting to the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The illustrations are free of unnecessary details that may confuse the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. G-Practical Considerations *

Her satırda yalnızca bir şıkki işaretleyin.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The coursebook is easily accessible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The price of the coursebook is reasonable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. I/-The Teacher's Manual *

Her satırda yalnızca bir şıkkı işaretleyin.

	Strongly Disagree	Disagree	Agree	Strongly Agree
The manual provides enough guidance for me on the teaching of vocabulary items.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The manual provides enough guidance for me on the teaching of grammar points.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The manual offers detailed advice for novice teachers to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The manual provides useful suggestions to help me introduce new lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The manual provides useful suggestions to help me review old lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 2. Checklist

A Final Version of the Evaluative Checklist

Items of Evaluation	Good	Satisfactory	Poor
I. Physical and utilitarian attributes			
A- General Appearance			
1 The outside cover is informative and attractive.			
2 The font size and type used in the book are appropriate.			
3. The paper used for the textbooks is of good quality			
4. Binding is strong enough.			
5. Printing used is good.			
6. There is enough white space to achieve clarity.			
7. The titles and sub-heading titles are written clearly and appropriately			
8. Its size is appropriate			
9. The textbook has sufficient number of pictures to make the situation more life-like.			
B- Layout and design			
1 There is a variety of design to achieve impact.			
2. There is consistency in the use of headings, icons, labels, italics, etc.			
3. The textbook includes a detailed overview of the functions and structures that will be taught in each unit.			
4. The textbook includes a detailed overview of vocabulary that will be taught in each unit.			
5. The textbook has a complete and detailed table of contents.			
6. Every unit and lesson is given an appropriate title.			
7. The textbook has a complete bibliography.			
8. The textbook is organized logically and effectively.			
9. An adequate vocabulary list or glossary is included.			
10. Adequate review sections and exercises are included.			
11. The textbook is free of mistakes			
12. The textbook is durable.			
C-Visuals			
1. The Visuals are well produced ,varied and attractive			
2. The Visuals stimulate students to be creative.			
3. The Visuals are functional.			
4. The Visuals are compatible with students' own culture.			

2. Efficient outlay of objectives and supplementary materials.			
a. Book Objectives			
1. The textbook fulfills the general objectives of teaching English language at the specified educational institute.			
2. The objectives are related to the learners' needs and interests			
3. The objectives are specified explicitly in the textbook .			
4. The objectives are measurable			
5. The objectives are relevant to the students' local culture.			
6. The objectives make a balance between the four main skills, listening, speaking, reading and writing			
7. The objectives help the teacher to choose the right aids and the best methods of teaching			
8. The six levels of Bloom's Taxonomy are dominant in the textbook.			
9. The content underlines the importance of knowledge for students			
10. The textbook raises students' interest in further English language study.			
b. Teaching Aids			
1. The textbook book is supported efficiently by audio-materials.			
2. There is an available teacher's guide to aid the teacher.			
3. Workbook is available to give useful guidance.			
4. Cassettes that accompany the book are available.			
5. The pictures and diagrams required to be brought by students are available for them.			
6. The aids used help to build students' confidence.			
7. Students are encouraged to bring real objects in class to illustrate some points of learning.			
8. The posters and flash cards that accompany the book are available and suitable.			
c. Teaching Methods			
1. The teaching methods used in the book are the latest in the field.			
2. The methods used are student-centered.			
3. The activities allow students to talk more than teachers.			
4. The activities used allow various class activities.			
5. The activities used enable the learners to use English outside the classroom situation.			
6. The activities can be exploited fully to acquire different language skills.			
7. Activities can work well with methodologies in ELT.			

8. The textbook encourages inductive approach to learning.			
9. The textbook helps teachers exploit the activities to meet the students' expectations.			
10. Activities and exercises introduce the main principles of CLT.			
11. The textbook helps teachers cater for mixed- ability students and classes of different sizes.			
12. The textbook includes lessons that reflect on study techniques.			
13. Students are encouraged to take some degree of responsibility for their learning.			
14. The textbook provides opportunity for teachers and students to localize activities.			
3. Learning-teaching content			
A. Subject and content			
1. The material is up-to-date.			
2. It covers a variety of topics from different fields.			
3. The textbook contains fun elements			
4. The language in the textbook is natural and real			
5. The subject and content of the textbook is interesting.			

challenging and motivating.			
6. The topics encourage students to express their own views			
7. The topics allow students to think critically.			
8. The course components are effectively and clearly organized around specific topics			
9. The topics provide a list of new or difficult words.			
B. Exercises			
1. The exercises have clear instructions that explain how every exercise can be done.			
2. The exercises are adequate , purposeful and interesting			
3. The exercises foster the spirit of independent learning.			
4. The textbook provides a balance of activities and tasks that focus on both fluent and accurate production.			
5. The exercises Tasks move from simple to complex.			
6. The grammar points and vocabulary items are introduced in motivating and realistic contexts.			
7. The exercises incorporate individual pair and group work.			
8. The textbook's exercises can be modified or supplemented easily.			
9. The textbook provides a variety of meaningful and mechanical exercises and activities to practice language items and skills.			
10. The textbook provides models for final achievement tests.			
C- Social and Cultural Contexts			
1 The social and cultural contexts in the textbook are comprehensible			
2 The content of the textbook is free from stereotypical images and information.			
3 The textbook expresses positive views of ethnic origins, occupations, age groups and social groups.			
4. The content presents different cultures.			
5. The content discusses some well –known characters from different areas of the world.			
6. The content helps students be aware of how to interact using the language within a new culture that is often very different from their own. .			
7. The content displays different traditions and customs.			

8. The three Ps of culture are represented in the content.			
9. The topics of the content cope with the criteria of the students' culture.			
4. Language Skills			
A. Listening			
1. The textbook has appropriate listening tasks with well-defined goals.			
2. The listening passages help students develop their listening comprehension skills.			
3. The cassettes expose the students to the voices and pronunciation of the native speakers of English			
4. Listening material is well recorded, as authentic as possible.			
5. Tasks are efficiently graded according to complexity from literary, inferential to critical listening skills.			
6. Listening material is accompanied by background information, questions and activities.			
7. The listening exercises focus on linguistic competence such as stress, intonation and form.			
B. Speaking			
1. Activities are developed to encourage student-student and student-teacher oral communication.			
2. Activities are balanced between individual response, pair work and group work.			

E. Vocabulary			
1. The load (number of new words in each lesson) is appropriate to the linguistic level of students.			
2. There is a good distribution (simple to complex) of vocabulary load across the whole book.			
3. The exercises for vocabulary are rich and adequate.			
4. Words are contextualized.			
5. The topical nature of the vocabulary exercises is often meaningful to the students.			
6. New lexical items appear in each unit.			
7. There is specific method to teach new vocabulary.			
8. The sentences and examples use words that are known by learners.			
9. There is a list of vocabulary items tagged at the end of the textbook.			
10. The content involves culture-specific items.			
11. Words are accompanied with their phonetic transcription in English			
G. Grammar			
1. The grammar is contextualized.			
2. The grammar examples are interesting and appropriate to the students' level.			
3. Grammar is introduced explicitly.			
4. The exercises for grammar practice are rich and adequate.			
5. Structures are designed to be taught inductively.			
6. Grammar lessons are often derived from the listening or reading passages.			
7. The time allotted for teaching the material is sufficient.			
8. Grammatical structures of statements are easy to be			

understood.			
9. There is a balance between form and use.			
10. The textbook covers the main grammar items appropriate to students at this grade.			
11. The grammar points are presented with brief and easy examples and explanations.			
H. Pronunciation			
1. It is easy to be learnt.			
2. Pronunciation is built through other types of activities, such as listening, dialogue, etc.			
3. There are cassettes/CDs for pronunciation practice.			
4. The textbook highlights and practices natural pronunciation (that is, stress and intonation).			
5. The textbook includes adequate material for pronunciation work.			

Appendix 3. Permission for the Questionnaire



Arda ARIKAN 25 Nis 2021

alıcı: ben v



Değerli Semih,
Tabii ki kullanabilirsin çok mutlu olurum.
Sevgiler,

Prof. Dr. Arda Arıkan

Akdeniz Üniversitesi
Edebiyat Fakültesi
İngiliz Dili ve Edebiyatı Bölümü

Akdeniz University
Faculty of Letters
Department of English Language and Literature

Kimden: Semih Sormaz

Gönderildi: 24 Nisan 2021 Cumartesi 12:05

Kime: Arda ARIKAN

Konu: Yüksek Lisans Tezi-Anket İzni



Appendix 4. Ethics Committee Permit Document

Evrak Tarih Sayısı: 27.05.2021-62180



T.C.
TRAKYA ÜNİVERSİTESİ
SOSYAL VE BEŞERİ BİLİMLER ARAŞTIRMALARI ETİK
KURULU

Oturum Sayısı: 2021/05
KARAR NO: 2021.05.47

Karar Tarihi: 26.05.2021

Akademik Danışmanlığımı Üniversitemiz Eğitim Fakültesi Öğretim Üyesi Dr.Öğr.Üyesi Selma DENEME'nin yaptığı, Trakya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi Semih SORMAZ tarafından, Trakya Üniversitesi Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu'nda değerlendirilmek üzere gönderilen "Çocuklara Yabancı Dil Öğretiminde Ders Kitabı Değerlendirmesi; Örnek Olay İncelemesi; Thumbs Up Starter,1,2,3" başlıklı araştırma dosyası incelenmiştir. Araştırmanın; gerçekleştirilmesinde etik bilimsel standartlar açısından sakınca bulunmadığına mevcudun oy birliği / ~~oy çokluğu~~ ile karar verilmiştir.

Prof. Dr. Ayhan GENÇLER

Başkan

Araştırma ile ilişkisi var yok
Toplantı Katılım evet hayır

Prof. Dr. Rıdvan CANIM
Üye
Edebiyat Fakültesi

Araştırma ile ilişkisi var yok
Toplantı Katılım evet hayır

Prof. Ahmet Hamdi ZAFER
Üye
Devlet Konservatuvarı

Araştırma ile ilişkisi var yok
Toplantı Katılım evet hayır

Prof. Mevlüt TUZUN
Üye

Güzel Sanatlar Fakültesi
Araştırma ile ilişkisi var yok
Toplantı Katılım evet hayır

Prof. Dr. Cem ÇUHADAR
Üye

Eğitim Fakültesi
Araştırma ile ilişkisi var yok
Toplantı Katılım evet hayır

Doç. Dr. Gökhan ILGAZ
Üye

Roman Dili ve Kültürü Arş.Enst.
Araştırma ile ilişkisi var yok
Toplantı Katılım evet hayır

Doç. Dr. Ahmet Emre DAĞTAŞOĞLU
Üye

İlahiyat Fakültesi
Araştırma ile ilişkisi var yok
Toplantı Katılım evet hayır

Evrak Tarih Sayısı: 27.05.2021-62180

Doç. Dr. Esmâ MIHLAYANLAR
Üye
Mimarlık Fakültesi
Araştırma ile ilişkisi var yok
Toplantı Katılım Evet hayır

Doç. Dr. Emre ATILGAN
Üye
Proje Koordinasyon Uyg.ve Arş.Merk.
Araştırma ile ilişkisi var yok
Toplantı Katılım Evet hayır

Doç. Dr. Hakkı Mevlüt ÖZCAN
Üye
Kariyer Uygulama ve Araştırma Merkezi
Araştırma ile ilişkisi var yok
Toplantı Katılım Evet hayır

Dr. Öğr. Üyesi Levent DOĞAN
Üye
Sosyal Bilimler Enstitüsü
Araştırma ile ilişkisi var yok
Toplantı Katılım Evet hayır

Dr. Öğr. Üyesi Ayşegül KILIÇ
Üye
Balkan Araştırma Enstitüsü
Araştırma ile ilişkisi var yok
Toplantı Katılım Evet hayır

Appendix 5. Approval from MoNE

Evrak Tarih Sayısı: 01.02.2023-308219

EDİRNE İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ ANKET VE ARAŞTIRMA İZİNİ DEĞERLENDİRME KOMİSYONU İNCELEME FORMU		
Araştırma Sahibinin Adı Soyadı	Semih SORMAZ	
Araştırma Sahibinin İletişim Bilgileri		
Araştırma Sahibinin Kurumu	Trakya Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Anabilim Dalı	
Araştırma Yapılacak İl / İlçe	Edirne / Merkez ve İlçeler	
Araştırma Yapılacak Eğitim Kurumu	Resmi / Özel İlkokul	
Araştırmanın Kime Yönelik Yapılacağı	Öğretmen	
Araştırmanın Konusu	COURSEBOOK EVALUATION IN TEACHING ENGLISH TO YOUNG LEARNERS : CASE STUDY ; THUMBS UP STARTER ,1,2,3	
Kurum Onayı	19/01/2023 tarihli ve 351672 sayılı yazısı	
Araştırma/Proje/Odev/Tez Önerisi/Diğer	Yüksek Lisans Tezi	
Veri Toplama Araçları	Anket 1 Coursebook evaluation Questionnaire , Anket 2 The Questionnaire,Ders Kitaplarını Değerlendirme Kontrol Listesi,Gönüllü Katılım Başvuru Formu	
Araştırmanın Tarih Aralığı	2022 – 2023 Eğitim Öğretim Yılı	
MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 21/01/2020 tarih ve 1563890 sayılı 2020/2 No.lu Genelgesi Kapsamında Araştırma ve Anket İzinlerinde Dikkat Edilecek Hususlar	Uygun	Uygun Değil
1. Anayasa, Millî Eğitim Temel Kanunu ve Türk Millî Eğitiminin Genel Amaçlarına uygunluğu açısından	X	
2. Millî ve manevi değerler açısından	X	
3. Kişilik hakları açısından (kişisel bilgiler istenilmemeli)	X	
4. Cinsiyet, din, dil ve ırk gibi farklılıkları istismar etmeme açısından	X	
5. İnsan Hakları Evrensel Beyanname ve uluslararası bağlayıcılığı olan belgelerce suç kabul edilen hususları içermeme açısından	X	
6. Kişisel ve ailevi mahremiyetini ifşa eden sorular, ifadeler, resimler ve simgeler yer almaması açısından	X	
7. Veri toplama araçlarında kişi, kurum ve kuruluşlara yönelik reklâm veya tanıtım gibi ifade ve öğeler yer almaması açısından	X	
8. Evrakların tamamının idareye sunulması açısından	X	
9. Okul ve kurumların eğitim-öğretim faaliyetini aksatmaması açısından <i>anket çalışmalarına ait uygulamaların Ocak ve Haziran aylarında yapılmaması açısından (Eğitim-Öğretim Yılı sonuna kadar bitinmesi)</i>	X	
10. Uygulamanın sadece Edirne ilinde yapılması açısından (Birden fazla ilde yapılacak çalışmalar Millî Eğitim Bakanlığı'na bildirilir.)	X	
KOMİSYON GÖRÜŞÜ ve AÇIKLAMALAR:		
Uygulamada gönüllülük esastır.		
Komisyon Kararı	Oybirliği ile alınmıştır.	
Muhalf Üyenin Adı ve Soyadı		
Gerekçesi		

Komisyon Başkanı
27.01.2023
Ozan DEMİRALP
İl Millî Eğitim Şube Müdürü

Üye
27.01.2023
Sedat ÇELİKKALP
Edirne Mesleki ve Teknik Anadolu
Lisesi Müdür Yardımcısı

Üye
27.01.2023
Cihan ARSLAN
H.H. Tekişik RAM Müdür V.

Üye
27.01.2023
Alper ERARSLAN
Şehit Nefize Çetin Özsoy Bilim ve Sanat Merkezi
Öğretmeni

Üye
27.01.2023
Ayşegül DÖŞLÜ KIRATLI
İl MEM Ar-Ge Birimi P.E.K. Sorumlusu