





*Batı Anadolu Eğitim Bilimleri Dergisi, (2018), 9(1), 15-37.*  
*Western Anatolia Journal of Educational Sciences, (2018), 9(1), 15-37.*

## **Öğretmenlerin İngilizce Ders Kitapları Üzerine Algılarının Araştırılması: Muğla'da 10. Sınıflara Ders Veren Öğretmenlerin Durum Çalışması**

### **An Investigation of Teachers' Perceptions on English Textbooks: A Case Study of Teachers Teaching 10<sup>th</sup> Graders in Mugla<sup>1</sup>**

Sabriye ŞENER , Muğla Sıtkı Koçman University, Faculty of Education, ELT Department, Turkey, sa.sener@yahoo.co.uk

Volkan MULCAR , Muğla Sıtkı Koçman University, Institute of Educational Sciences, ELT Department, Turkey, volkanmulcar@yahoo.com

---

Şener, S. & Mulcar, V. (2018). An investigation of teachers' perceptions on English textbooks: A case study of teachers teaching 10th graders in Mugla. *Batı Anadolu Eğitim Bilimleri Dergisi, 9(1), 38.*

Geliş tarihi: 28.11.2017

Kabul tarihi: 05.02.2018

Yayımlanma tarihi: 15.02.2018

---

**Öz.** Bu araştırma, öğretmen ve öğrencilerin kullanmakta oldukları İngilizce ders kitabına yönelik algılarını ortaya çıkarmayı amaçlamıştır. Çalışma, 2016-2017 Eğitim-Öğretim Yılı'nın kış döneminde Muğla/Türkiye'de yürütülmüştür. 9'u kadın ve 3'ü erkek 12 öğretmen ve 17'si kadın ve 8'i erkek 25 öğrenci katılımcı olarak yer almıştır. Karma bir yöntem benimsenmiş ve katılımcılardan bilgi toplamak amacıyla anket ve yarı yapılandırılmış mülakatlardan faydalanılmıştır. Nicel bilgiler, öğretmenlerden, 34 ifade içeren bir ölçek aracılığıyla toplanmıştır. Nitel bilgiler, öğretmen ve öğrencilerden, yarı yapılandırılmış mülakatlar yoluyla elde edilmiştir. En önemli bulgu, Milli Eğitim Bakanlığı tarafından temin edilen 10. Sınıf İngilizce Ders Kitabı'nın öğretmen ve öğrencilerin ihtiyaçlarını karşılamamasıdır fakat genel sonuçlar, öğretmenlerin sadece kitaptaki açıklamaların net olduğu konusunda hemfikir olduklarını göstermiştir. Her ne kadar öğrencilerin çoğunluğu kitabın sıkıcı ve seviyelerinin üzerinde olduğunu belirtse de, düşünceleri önemli ölçüde farklılık göstermiş ve ortak bir paydada toplanmamıştır.

**Anahtar Kelimeler:** Algılar, Ders kitabı, Ölçme, Değerlendirme, Materyal

**Abstract.** This study attempts to reveal the perceptions of teachers and students towards the textbook they use. The study was conducted in Mugla, Turkey in the winter term of 2016-2017 Educational Year. 12 English teachers, 9 females and 3 males, and 25 students, 17 females and 8 males, were included as the participants. A mixed design was adopted and a questionnaire and semi-structured interviews were benefited to gather data from the participants. The quantitative data were collected from the teachers by means of a scale which included 34 statements. The qualitative data were gathered from the teachers and students through semi-structured interviews. The most striking finding is that the 10<sup>th</sup> grade English textbook provided by the Ministry of National Education did not cater for the teachers' and the learners' needs but the overall results showed that the teachers only agreed on the point that the instructions in the textbook were clear. Although the majority of the students stated that the book was boring and above their level, their opinions differed greatly and they did not seem to agree on common grounds.

**Keywords:** Perceptions, Textbook, Assessment, Evaluation, Material

---

<sup>1</sup> This paper was partly presented as an oral presentation at the 2nd International Conference on Best Practices and Innovations in Education (INOVED 2017) held in Ephesus, Turkey on October 19-21, 2017.

## Introduction

In today's rapidly changing world, the argument centering on the necessity of textbooks is challenged with the introduction of supporting interactive multi-media materials, online practice supports and recent mobile software innovation. Although Hutchinson and Torres (1994, p. 315) believe that textbooks have been in use in almost all ELT classrooms as a "universal element", the pivotal orientation is shifting towards a more technology-based understanding of language teaching. With these advancements, the view that "textbooks represent the visible heart of any ELT program" is about to be a thing of the past (Sheldon, 1988, p. 237). In addition to technological advancements, changing cultural, artistic, social, political and educational issues bring the necessity to keep textbooks up-to-date and relevant for learner and teacher needs in specific contexts. Cunningsworth (1995) argues that finding the right textbook among the multitude of many others is a difficult task. Byrd and Schuemann (2014) maintain that textbooks should be evaluated on a systematic basis as to find out how fit they are with the curriculum and the needs of students and teachers. For this reason, it is the teacher's duty to supplement and adapt the textbooks with principled approaches as "No published textbook will perfectly fit a particular teacher and a particular class of students in a particular setting" (Byrd & Schuemann, p.387).

### Literature Review

It is a widely-known fact that using textbooks have many advantages for both novice and experienced teachers. Riazi (2003) regards textbooks as the second important element of L2 classrooms when teachers are positioned as the primary source of instruction. In most cases, textbooks are the only exposure to language in the case of EFL-English as a foreign language, aside from the teacher (Ghosn, 2003). Textbooks may be considered as helpful guides for teachers as the activities, exercises or tasks will make them feel much safer during teaching (Arslan, 2016). Similarly, Cunningsworth (1995) claims that they provide a common framework and different teaching techniques and help teachers respond to individual students' needs. It has also been put forward that coursebooks serve as a syllabus, save time with their ready-made texts and tasks and allow students to review and monitor their own progress (Ur, 2009; Haycraft, 1986). Richards (2001) maintains that they help maintain quality and provide a variety of learning resources. Moreover, they are visually appealing as well as providing effective language models and input and training teachers. Besides, they provide teachers a focus for their teaching (Tomlinson & Masuhara, 2008). Textbooks have their own system establishing the four main language skills in a well-balanced way setting the path for the teachers (Sousa & Hurst, 2011).

On the other hand, some experts assert that textbooks have also their own drawbacks. Bartlett (2005) puts forward that textbooks may not include common features of conversation such as false starts, interruptions, echoic responses, high degrees of implicitness and open-endedness. Ur (2009) points out that textbooks are not always adequate for learner needs and the topics may not be interesting for learners. She further suggests that they may turn teachers into mediators of the content of the book; thus inhibiting their potential. Littlejohn (1992) claims that textbooks reduce teachers' contribution to teaching when they only follow the preplanned classroom activities designed by the course book author. Additionally, textbooks may fail to address discourse competence, foster inadequate cultural understanding and lack equity in gender representation (Richards & Renandya, 2002). In this sense, some of the language activities may not be contextualized by learners (Walz, 1989). Graves (2000) believes that having to follow the sequence of topics may be confining for the teacher and the content may be perceived as outdated if used at a much later time than the publication date. Among many of his findings, Tomlinson's (2008) most noticeable remark is that the use of western protagonists in textbooks may cause a dichotomy between the East and the West. However, learner curiosity and the novelty effect may be damaged by an excessive use of the local culture. Other views argue that textbooks rarely help learners acquire

pragmatic competence (Vellenga, 2004). An interesting point is that they may introduce a romanticized view of the world and stand aloof from controversial topics; thus not reflect the real issues (Richards, 2001). In this context, Richards (2005) maintain that the needs of learners may be different from what is presented in textbooks. Gray (2000) addresses the issue that textbooks may also act as ambassadors of specific cultures supported by governments serving to contribute to the economy and propagate ideas. Besides, some authors or publishers may see textbooks as a tool of quick profit (Sheldon, 1988).

As can be seen, textbooks in the global market and the ones provided by ministries of national education have both advantages and disadvantages. When teachers have to use a textbook suggested by authorities, they should reflect on the practices and employ necessary adaptation, addition and exclusion techniques to have better results of student learning. In return for this, teachers' perceptions regarding coursebooks should be taken into consideration and they need to be benefitted when new books are designed. The dictionary meaning of the word perception is "the act or faculty of perceiving, or apprehending by means of the senses or of the mind; cognition; understanding" (dictionary.com, 2017). Another description of perception by Hornby and Deuter (2015) is "an idea, belief, or an image that you have as a result of how you see or understand something". In a psychological sense, the word can be described as giving meaning to our environment by interpreting our sensory impressions although what is perceived can be different from the reality (Robbins & Judge, 2013). There has not been as many research studies in this field as in other studies but the available data is enough to reach certain conclusions.

## **Research Studies**

Several research studies focused on textbook evaluation, and some others set out to explore the perceptions of teachers. Zacharias (2005) investigated teachers' beliefs, or in other words perceptions, towards internationally and locally produced textbooks in Indonesia. His research revealed that teachers were prominently in favor of internationally-produced ones. More interestingly, these teachers did not even try the local textbooks because they had significant distrust for them. Alemi and Sadehvandi (2012) investigated the case of "Pacesetter Series" in the Iranian context and the teachers in their research were positive about the price, accessibility, quality, package and the approach but language skills in the book did not meet the expectations. In another study, Alemi and Mesbah (2012) found that the teachers were pleased with the physical qualities, syllabus and real-life language offered by Top Notch Series. Alharbi (2015) included 20 teachers in her research about "Flying High for Saudi Arabia Series". The results proved the series to be generally reliable despite some shortcomings. The research study conducted by Ahour and Ahmadi (2012) disclosed that Summit 2B proved itself useful as an EFL book with some shortcomings such as inappropriate structures and vocabulary and cultural differences.

In the Turkish context, Kayapınar (2009) examined the perceptions of teachers on "New English File" and "Opportunities" English textbooks taught in 25 high schools in Mersin, Turkey. The finding was that the two textbooks fell short of teachers' expectations and students did not get much out of them. In another study, Tekir and Arıkan (2007) found out that teachers who responded to the questions were not content with "Let's Speak English", especially with the number of illustrations, language activities, organization of topics, sequence of grammatical structures and the level of the textbook. According to Tok's (2010) findings, teachers expressed their negative opinions about "Spot On", especially about the layout, design, balance, arrangement of activities and presentation of grammar. Having examined "Texture", "Time for English", and "Trip 1" for 4<sup>th</sup> grades with the contribution of 61 teachers and 160 students, Kırkgöz (2009) found out that these textbooks were constructed in line with the curriculum set by the Ministry of National Education. Furthermore, they bore the potential to change the curriculum and they met the needs of the learners. Likewise, Ulum's (2014) research showed that 40 teachers in the research study endorsed "Yes You Can" for 9<sup>th</sup> grades by approving 31 checklist items out of 38. Sarıçoban and Can's (2013) findings differed from the previous research studies in that 15 teachers from 5 schools rated internationally-published English

textbooks to be better and more sufficient in language skills and components although local English textbooks proved to be as good as the foreign counterparts in grammar.

Materials evaluation is defined as “a procedure that involves measuring the value (or potential value) of a set of learning materials” (Tomlinson, 2014, p. 15). This procedure requires the meticulous attention of teachers as textbooks aren’t prepared in such a way to inspire teachers to adapt the content according to learner “needs, wants, personalities, or styles of the learners or teachers” (Tomlinson et al, 2001). By choosing a textbook, a teacher will also choose what to teach, and how students learn will also be influenced by this selection (McGrath, 2005). A probable misevaluation of a textbook will result in loss of time, money and energy as well as failure and demotivation. Thus, the selection procedure should be carried out on the basis of careful inspection and the item being evaluated should be in cohesion with the basics of the curriculum taught (Cunningsworth, 1995). Different researchers have adopted different methods in evaluating textbooks. While Ellis (1997) advocates predictive and retrospective evaluation, McDonough et.al. (2013) propose two-stage method with external and internal stages. Moreover, McGrath (2005) states that evaluation should be performed as a cyclical process that consists of pre-use evaluation, in-use evaluation and post-use evaluation stages, each of them complementing each other.

In the Turkish context, different researchers evaluated the course-books used at different schools (Uyar et. al., 2014; Delen & Tavi, 2010; Tosun, 2012). Uyar et. al. aimed at discovering if the used writing book met the needs of learners, instructors and the school administration and found that it did not meet the needs of the learners to a great extent. Delen and Tavi (2010) tried to reveal the usage of frequency of requests, refusals and complaints of “Top Notch, Summit, Northstar Reading and Writing and Northstar Listening and Speaking series” and found out that the students were not provided with the necessary strategies to use the aforementioned speech acts effectively. In Tosun’s (2012) study, the results of the research obtained from qualitative and quantitative data revealed that “Face to Face” had clear superiority over “Elementary Turkish”.

While, of course, these local studies are inevitably useful in terms of shedding light on persistent textbook problems, they have somehow caused a wide range of problems to go unnoticed. Most of the evaluative research studies on textbooks were made during and after the curriculum reform in Turkey and almost all the textbooks prescribed by the Ministry of Education bore the same deficiencies. The researchers of the time concentrated their studies on the same problematic series using borrowed checklists and causing future researchers to replicate the same studies over and over again on the same problems, not being able to contribute to the solution of the existing predicaments (Şimşek and Dündar, 2017).

In our context, teachers did not have to choose what textbooks to teach since this strategic decision is taken by the Ministry of National Education instead of teachers. The Ministry has been publishing textbooks since 2003 and using these textbooks have been made obligatory. Even so, most teachers still take the initiatives to employ especially foreign publications as supplementary materials. The purpose of this study is to find out to what extent the textbook can reach the goals it has defined previously, to delve into subject of the roles of textbooks and to diagnose problems experienced by 10th grade English teachers regarding the use of English textbooks. To achieve this aim, the following research questions were posed:

1. What are the perceptions of teachers and students regarding the textbooks they use in foreign language classes?
2. What is the percentage of textbook use of teachers?

## **Methodology**

In this study a sequential explanatory design was used, and both quantitative and qualitative data were collected to have a better understanding of the problem.

## Setting and Participants

The data were collected from 12 in-service English teachers, 9 females and 3 males, working at 8 different state schools in Mugla during 2016-2017 educational year. 11 of them were experienced teachers. 4 of the teachers had master's degree and 8 of them had bachelor's degree. There were no Ph. D holders. 1 of the teachers had an experience of 1-5 years, 2 of them had experience of between 6-10 years, 4 of them 11-15 years and 5 of them 16 years and above. Additionally, 25 students, 17 females and 8 males, were included as participants to collect qualitative data. Their ages ranged from 14 to 16. Most of them were the least successful students from the least successful schools of Mugla. Their academic success was the lowest. All of the participants were determined by employing a purposeful sampling method.

The data were collected from 6 vocational high schools and 2 high schools, which are also called Anatolian High Schools. The schools where the research was conducted were selected purposively. According to the official directives, public schools have to use the textbooks prepared by the Ministry of National Education. However, teachers in most schools used some other supplementary textbooks either by their own initiatives or by getting the permission of parent-teacher associations of their schools. As a result, the researchers visited the schools in the district and discovered that these 8 schools included in the research were using the state-provided English textbooks.

## Instruments

In the study, a questionnaire which consists of 2 sections was used to collect quantitative data from teachers. The first section included 6 questions to collect background information about the participants. In the second section, a 5-point Likert type scale was benefitted. Types and details of the instruments are given below:

1. The 5-point Likert type scale included 34 statements which aimed at understanding the perceptions of the English teachers toward using the textbook and the roles of the textbooks. The scale was an adaptation from Ur's criteria for course-book assessment (1996). Srakang (2013) adapted it for her research study. The scale had 2 sub-categories; items between 1 and 21 focused on understanding the perceptions of the English teachers toward using the textbook, and items from 22 to 34 focused on the roles of the textbooks. English teachers teaching to the 10th graders were asked to fill out the scale to evaluate it in terms of practicality. The original scale was validated by three experts using the Index of Item-Objective Congruence (IOC). The items getting IOC scores between 0.51-1.00 were approved. Items getting scores lower than 0.51 were revised.

2. Semi-structured interviews for teachers: During the interviews, 4 main open-ended questions and 19 follow-up questions were asked to all the participants. The questions were designed by examining the interview questions of different research studies and getting the views of the experts in the field.

3. Semi-structured interviews for students: The participants were asked 10 questions. The questions were prepared to reveal further information to answer the research questions. The interview questions were validated by getting expert views.

## The Coursebook

The textbook that students use "High School English Course Student's Book and Workbook Grade 10" (Şener, 2016) was provided by the Turkish Ministry of Education for the public high schools. The textbook and the workbook are integrated in one book. Each has 10 units and contains exercises to consolidate the units in the textbook. It was accepted as a textbook in 2016-2017 Educational Year. The introductory explanations in the teacher's book indicate that students will practice listening, speaking, reading skills mostly and very little writing skill in authentic situations

throughout the course. When the English curriculum is analyzed, it can be clearly seen that it emphasizes the importance of communicating effectively, fluently and accurately. It also stimulates, motivates students and creates enjoyable environments with increasing emphasis on the integration of four language skills. The curriculum claims to take all aspects of communicative competence into consideration in English classes by addressing functions and four skills of language in an integrated way, and focusing on "How" and "Why" in language rather than merely on "What?". The curriculum also advocates a blended-learning environment for language learners (Ministry of National Education, 2014).

### **Data Collection Procedure**

The research has a sequential explanatory design which collects data quantitatively and then qualitatively. It starts with a teacher questionnaire and it is followed by semi-structured interviews with the teachers and students. Upon agreeing with the teachers on their convenient days, all the teachers went through the questionnaire and interviews in their own schools on different days. At the beginning of the research, all the participants were informed about the ethical issues and that no third parties would be granted access to their personal information. In the first phase of the data collection process, the teachers were asked for demographic information. Then, they were asked how dependent they were on the textbook during each class hour. The next step was to administer the scale that had two sub-categories: evaluation on the English textbook and the role of the book. The language of the questionnaire was English and it was conducted without any difficulties. It took almost 20-25 minutes for each teacher to respond.

In the second phase, after collecting quantitative data, the researchers went on to conduct semi-structured interviews with 4 main and 19 follow-up questions in order to collect qualitative data to gain a better insight into the issue and to support the quantitative data. The perceptions of the students were also elicited via a semi-structured interview consisted of 10 questions to disclose the other dimension of the textbook phenomenon and to conceptualize the experiences of the students with the textbook better. Although all of the teacher participants were English teachers, the medium of the interviews was Turkish. The reason why the interviews were conducted in Turkish was that the teachers did not feel secure enough to express themselves in English. Each interview lasted for almost 10 to 15 minutes. The interviews were recorded and then transcribed by the researchers subsequently.

In addition, the schools were asked to notify about the convenient days for student interviews. Two schools had sent their 10<sup>th</sup> grade classes for internship and one school was not convenient. After the necessary permissions were taken from the Provincial Directorate of National Education and the parents had signed the consent forms, students were visited at their own schools at the pre-determined dates and times. They were reminded that no teachers would hear or see their responses to the questions and their names would not be asked in any way. The students were given numbers from 1 to 25.

### **Data Analysis Procedure**

In order to analyze the quantitative data, the agreement options of the 5-point Likert type scale were given values to begin with, "Strongly disagree" being "1" and "Strongly Agree" being "5". Then, the responses of the teachers to the questionnaire were coded on a digital document according to their level of agreement. After all the responses were written down, mean and standard deviations were calculated.

The qualitative data takes its source from the responds of the teachers to the semi-structured interviews. In order to analyze the qualitative data, the phenomena were coded and categorized to make sense of it. The data were put into order and then coded as the first step. The identified codes were categorized and the themes were determined. After these processes were

administered by one of the researchers, the other researcher went over the same processes again to see if the methods employed were reproducible and consistent to question the reliability of the research. The common findings of the two researchers were compared and using Miles and Huberman's (1994) formula, the inter-coder reliability was calculated as 0.90, which was reliable.

## Findings

This chapter includes qualitative and quantitative data obtained from the analyses of the scale and the semi-structured interviews conducted.

**Research Question 1:** What are the perceptions of teachers and students regarding the textbooks they use in foreign language classes?

### The Analysis of the Quantitative Data

#### *Evaluation on the Textbook*

In the first part of the scale, the evaluative perceptions of the teachers were elicited. The fourth statement "The instructions are clearly stated" which had the highest rank (3.75) shows that the participants agree that the textbook provides clear instructions for them and facilitates the comprehension of the content for students. The first statement "The approach recommended in the textbook is educationally acceptable for the target group", which had 3.25 mean score, indicates that the teachers were not very sure about the proposed approach for their students. The thirteenth statement "Vocabulary explanation and practice are clearly presented" demonstrates that, again, the participants were not very sure about how the vocabulary was dealt with in the book with 3.17 mean score.

Most teachers disagreed with the twelfth statement "Pronunciation explanation and practice are suitably presented" with 2.42 mean value. It is another area of negligence in the textbook because, as Harmer (2007) points out, learners do not only learn sounds and their features through pronunciation teaching, but also attain an improved level of comprehension and intelligibility. "There is an appropriate balance of the four language skills" (11<sup>th</sup> statement) is another statement that the teachers disagreed with 2.33 mean value because most of the participants highlighted that the coursebook activities did not help to develop four language skills. In other words, some of the skills were neglected. McDonough et.al (2013) emphasize that when learners are presented the content with language skills in conjunction, it is more probable for them to develop a more in-depth understanding of the communication in the target language and they will be motivated better when they perform meaningful tasks and activities in the classroom.

Most teachers disagreed with the ninth statement "There are periodic review and test sections provided" with a 2.25 mean value as there were unit reviews of each unit at the beginning of following units but there were no test sections provided. The sixteenth statement "The textbook encourages learners to develop their own learning strategies and to become independent in their learning" got a mean value of 2.17 because teachers thought that the textbook was mechanical and did not guide students into becoming independent in their learning. (See Table 1). The teachers had to be always present for the content to be understood. Ideally, students must be encouraged to develop their own learning strategies to become autonomous learners to compensate for the limits of classroom time and increase the possibility of successful language learning and acquisition (Harmer, 2007).

The eighteenth statement "The textbook is accompanied by high quality CDs, supplementary materials and teachers' guide" received 1.75 points. Let alone high-quality materials, most of the teachers had almost no supplementary materials throughout the year. No teachers had any listening

materials and only 4 of them had the teacher's book. This was a very big deficiency caused by the book in the teaching process because even the best course-book ever written needs supplementation (Tomlinson & Masuhara, 2017).

Table 1  
The analysis of evaluation on the textbook

Statements	$\bar{X}$	<i>std (X)</i>
1. The approach recommended in the textbook is educationally acceptable for the target group.	3.25	0.86
2. The objectives are explicitly laid out in an introduction and implemented in the textbook.	3.17	0.71
3. The visual design is attractive and easy to read.	2.75	1.28
4. The instructions are clearly stated.	3.75	0.75
5. The topics and tasks are interesting and motivating.	2.92	1.24
6. There is a variety of topics and tasks provided for different learner levels, learning styles and interests.	2.50	0.90
7. The content is clearly organized and graded (sequenced by difficulty).	3.17	0.83
8. The subjects and content are relevant to learners' needs.	2.75	1.13
9. There are periodic review and test sections provided.	2.25	1.05
10. There is plenty of authentic language.	2.58	0.79
11. There is an appropriate balance of the four language skills.	2.33	1.07
12. Pronunciation explanation and practice are suitably presented.	2.42	1.08
13. Vocabulary explanation and practice are clearly presented.	3.17	0.57
14. Grammar presentation and practice are clearly presented.	2.58	1.08
15. The textbook provides adequate activities and practice.	2.67	1.07
16. The textbook encourages learners to develop their own learning strategies and to become independent in their learning.	2.17	1.11
17. The textbook provides adequate guidance for the teacher; not too heavy preparation load.	2.83	0.83
18. The textbook is accompanied by high quality CDs, supplementary materials and teachers' guide.	1.75	1.05
19. Teachers are delivered the teachers' book along with the textbook.	2.67	1.55
20. The culture presented in the textbook is appropriate for Turkish context.	2.92	1.08
21. The subjects and contents are relevant to the school curriculum.	2.75	1.13

### *Roles of Textbooks*

Three items from this category received the highest mean scores. The twenty-second statement "The textbook serves as a syllabus" received the highest mean (3.50) in the questionnaire. It states that most of the participants agree on the practicality of the textbook in that they can easily follow the syllabus that is prepared by the Ministry of Education without having to refer to another external source. The thirty-third statement "I fully understand the content presented in the textbook" which received 3.50 proves that the most of the participants expressed that the content presented in the textbook was comprehensible. The thirty-fourth statement "I fully understand the cultural issues presented in the textbook" with 3.50 mean value somehow means that some of the participants are familiar with the cultural elements included in the textbook. Including cultural items in the course books can be beneficial to teach the target language. However, there should be a balance between the target culture and the native culture (Ekmekçi, 2014). The twenty-third statement "The textbook helps planning daily instruction" with the second highest rank (3.42) in this group refers to the partial agreement of the participants about the help that the textbook offers about making daily plans. The detailed results are presented in Table. 2. Daily planning is not necessarily a written report and teachers can envision what they are going to do in the lesson just by looking at the design of the units (Harmer, 2007). Following a coursebook is beneficial in that it can guide teachers what to teach (Cunningsworth, 1995).



Table 2

The analysis of the roles of the textbook

Statements	$\bar{X}$	$std(X)$
22. The textbook serves as a syllabus.	3.50	1.00
23. The textbook helps planning daily instruction.	3.42	0.79
24. The textbook serves as a source of assessment items.	2.58	1.08
25. The textbook serves as a source of homework.	2.92	1.16
26. The textbook serves as an essential source for the teacher.	2.50	1.08
27. The textbook serves as an essential source for learners.	2.58	0.99
28. The textbook helps teachers to teach English effectively.	2.83	0.93
29. I follow the sequences of contents provided in textbook.	3.33	0.88
30. I teach exclusively from the textbook.	2.92	0.79
31. I rely on the textbook when teaching.	3.00	0.85
32. I use the textbook as the only source of teaching material.	2.58	1.16
33. I fully understand the content presented in the textbook.	3.50	1.16
34. I fully understand the cultural issues presented in the textbook.	3.50	1.08

Analyses of the data in this category also showed that more than half of the teachers agreed that the textbook did not serve as a source of assessment items and as an essential source for learners. Similarly, they concluded that they did not use the textbook as the only source of teaching material. In other words they did not regard the qualities of the textbook sufficient enough to consider it as an essential source and stated that the textbook alone was not adequate enough to supplement the English instruction.

### The Analysis of the Qualitative Data

Firstly, positive and negatives themes about the book were grouped. Under the positive group views were four subcategories; inductive grammar teaching (10 codes), vocabulary (9 codes), content (5 codes), and exercises (11 codes). Under the negative themes seven sub-categories were determined; supplementary materials (12 codes), level (8 codes), content (2 codes), vocabulary (9 codes), learner needs (9 codes), time (7 codes), and teaching skills (10 codes). Details can be seen in Table 3.

#### Positive views about the book

##### *Approach*

Although few of the teachers in the research study referred to the drawbacks of inductive grammar teaching in their contexts, it was still favored by most of them. Induction is referred to as “a form of reasoning in which one arrives at general principles or laws by generalizing over specific cases” Carr (2009). This concept can be viewed as the core of contemporary language teaching approaches and the textbook that is the research subject adopted an inductive approach to grammar. Most of the teachers were satisfied with the inductive grammar teaching approach offered by the designers. They agreed that this way of grammar teaching was better when compared to more traditional approaches adopted by the ministry in the previous years. They criticized the previous approaches and defended the idea that the education system should get rid of the obsolete methods. They also stated the advantages of the inductive approach and clarified that contemporary methods give grammatical elements implicitly, which increases language learning. Some of the excerpts of the teachers are given below:

Teacher 4: “Language teaching should not be directly based on grammar according to modern approaches”. Unlike the other teachers, teacher 4 stands out among others by referring to her knowledge about the modern methodology.

Teacher 3: “Deductive grammar teaching is the reason why Turkish people can’t speak English. English equals grammar”. She expresses her appreciation by referring to the general case in Turkey when inductive approaches aren’t practiced. Similarly, four of the teachers found the presentation of grammar in reading passages as a better approach.

Teacher 10: “They see the grammar within the reading passages indirectly. It’s better for students to see the grammar this way. Language teaching is not based on rote learning this way”.

Table 3  
Teachers' perceptions about the textbook obtained by content analysis

Themes	Categories	Codes	
Positive	Inductive approach in instruction	<ul style="list-style-type: none"> <li>- grammar through reading (3)</li> <li>- motivates speaking (1)</li> <li>- modern approach (1)</li> <li>- the right way to teach grammar (4)</li> <li>- works in line with 4 language skills (1)</li> </ul>	
	Rich in vocabulary	<ul style="list-style-type: none"> <li>- focus on vocabulary (3)</li> <li>- teaching vocabulary within the context (1)</li> <li>- good vocabulary exercises (3)</li> <li>- suitable for student needs (2)</li> </ul>	
	Good content	<ul style="list-style-type: none"> <li>- ensures the continuity of topics (1)</li> <li>- up-to-date and interesting (1)</li> <li>- suitable for students (1)</li> <li>- well organized (2)</li> </ul>	
	Engaging exercises	<ul style="list-style-type: none"> <li>- satisfactory scope (1)</li> <li>- good reading passages (1)</li> <li>- help critical thinking (7)</li> <li>- involve students (2)</li> </ul>	
	Supplementary materials	<ul style="list-style-type: none"> <li>- nothing but a teacher's book (3)</li> <li>- no supplementary materials at all (9)</li> </ul>	
Negative	The level of the textbook	<ul style="list-style-type: none"> <li>- above the student level (8)</li> </ul>	
	Content	<ul style="list-style-type: none"> <li>- problems with exemplifying (1)</li> <li>- too dense (1)</li> <li>- no grammar (1)</li> <li>- boring and not gripping (4)</li> <li>- not in line with educational attainments (1)</li> </ul>	
	Vocabulary	<ul style="list-style-type: none"> <li>- not enough vocabulary (2)</li> <li>- too difficult (6)</li> <li>- too mechanical (1)</li> </ul>	
	Learner needs	<ul style="list-style-type: none"> <li>- needs to be more vocational oriented (2)</li> <li>- too difficult to meet the needs (2)</li> <li>- does not meet real life needs (5)</li> </ul>	
	Time constraints	<ul style="list-style-type: none"> <li>- insufficient number of lessons (2)</li> <li>- does not allow extra activities (1)</li> <li>- inconsistency between the plan and practice (2)</li> <li>- hinders student comprehension (2)</li> </ul>	
	Four language skills	<ul style="list-style-type: none"> <li>- inadequate supplementary materials (9)</li> <li>- insufficient number of course hours (1)</li> </ul>	

## *Vocabulary*

Although most teachers criticize the level of the vocabulary, 8 of the teachers see the advantages and the future benefits of the vocabulary presented in the textbook, and think that vocabulary is one of the outstanding components of the textbook. They also favor the introduction of the vocabulary within the context. Although most teachers criticize the level of the vocabulary, teacher 12 sees the advantages and the future benefits of the vocabulary presented in the textbook and state that “The textbook provides the vocabulary that the students need”, and “The focus is on the vocabulary. The vocabulary is challenging but quite beneficial for the students”. Richards and Renandya (2002) place emphasis on the role of vocabulary in language teaching with their statement: “Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write”.

## *Content of the book*

Organizing content of a textbook is a complicated process as different aspects of language may lose their authenticity and naturalness while separating them from the whole language and isolating them as language itself is complex phenomenon operating at different levels simultaneously (Cunningsworth, 1995). Most of the participants (8) of the study described the content of the textbook as generally good and attributed some qualities to it. Teacher 2 stated that “The textbook ensures the continuity of the topics” indicating that the textbook is sequenced in a good order. Teacher 10 said “There are good reading passages in the textbook and students like them” and he approved the contextualization of the language aspects. Teacher 11 believed that the textbook covers the right amount and number of language and themes and said “The scope of the content is satisfactory”. Teachers 5, 9 and 12 reported the suitability of the content for the students. Teacher 9 especially regarded the themes of the textbook as suitable and said “The themes are suitable for young learners”. Teachers 6 and 8 observed the organization of the textbook and teacher 6 said “The topics that the content includes are good and have a balanced density”. Regarding the organization of the textbook, almost all teachers liked the idea of integrating the workbook to the textbook. Traditionally, course-books and workbooks are designed as two different materials. Teachers think that designing separate textbooks and workbooks cause some problems as students tend to forget to bring some of the lesson materials to the classroom. So, the teachers that participated in the research regarded this as an advantage in terms of practicality.

## *Exercises*

Half of the teachers (6) expressed that the exercises in the textbook help students develop critical thinking. Teacher 3 also pointed out that the exercises in the textbook are not mechanical exercises and said “The exercises require students to understand and comment on them”. Teachers 5 and 11 stated that their students had to be more active while doing the exercises and teacher 5 said “Exercises are out of the ordinary. They are designed in such a way to provide integrity and involve students”.

Depending on their context, some teachers may consider exercises presented in their textbooks beneficial, or not, but exercises are important tools that make students aware of the way a language works (Haycraft, 1986).

## ***The Anti-textbook Views***

## *Supplementary materials*

All of the participants expressed their criticisms regarding inadequate supplementary materials. They also pointed out that they could not use the listening part of the book because CDs were not available. Although the designers of the textbook claim that they employed communicative activities, and prepared it to engage learners with communicative skills, the biggest problem and the biggest controversy was that teachers were not supplemented with CDs and videos during the school year. 4 of the teachers complained that they had the teacher's book but not the audio-visual materials and teachers 8 of them said that they did not have any materials at all. So, the listening activities could only be done when the teachers read the tape scripts placed at the end of the textbook. They complained that they couldn't reflect the context of the listening situation that way and especially conversations lost their authenticity and didn't sound native at all in this way. They believed that students need to hear native speakers to improve their listening and speaking skills. Some of the excerpts are presented below:

Teacher 4: "As a matter of fact, we have never been delivered the CDs along with the textbooks sent by the ministry. I find other supplementary listening materials on the Internet. This book has listening and video sections in it. I searched them both on the Internet but I have not been able to find them."

Teacher 11: "The supplementary materials are nowhere to be found. Neither CDs, nor DVDS nor online resources. We have not even been given the teacher's book this year. We can do neither listening nor speaking. I sometimes read the scripts but it doesn't sound the same as the native speakers".

While most teachers (8) did not have the teacher's book, only four of them had it. But, only one teacher did not believe that it would be a guide for her. She said "I have the teacher's book but I don't use it. I believe it is more useful for novice teachers". Tomlinson (2001) defines materials as "anything which can be used to facilitate the learning of a language. They can be linguistic, visual, auditory or kinesthetic, and they can be presented in print, through live performance or display, or on cassette, CD-ROM, DVD or the internet" (p. 66). Haycraft (1986) refers to one of the advantages of the visuals and indicates that abstractions can be expressed via visuals where mime and words are not sufficient. Regarding the listening materials, Haycraft further says "It brings other voices into the classroom and gives the students valuable practice in listening to varieties of English different from the teacher's" (p. 112-113).

### *The level of the book*

The most important issue to consider here is that 9 of the teachers worked at vocational high schools which are considered to be less successful and 3 of them worked at Anatolian high schools which are considered to be more successful schools. The teachers who worked at vocational high schools strongly believed that the level of the textbook was too high for the students. Teacher 1 said "The level of the textbook was so high for our students that we decided to give up using the book". This sincere remark is important in that it reveals how critical it is to choose a textbook according to student level. Teacher 4 protested this case and said "We would like the textbooks to be more interesting and adjustable for student level". However, three of the teachers working at the Anatolian high schools found the level of the textbook just right for the students. "The proficiency level in the target language" is a critical learner factor when selecting the teaching materials (McGrath, 2005). In our case the same course-book is used at two different types of schools as the teaching material, which is a big mistake.

### *Content*

4 of the teachers, specifically the ones working at vocational high schools, complained that the content is too dense for them to cover the subjects in their limited number of lessons. They expressed that the ideal book for their students should include only one subject in one unit. They said that this density did not only cause learning difficulties for the learners but also made the lessons more boring. Teacher 7 said “We can't do any extra activities as the content is too dense. We have difficulty in catching up with the plan.” Teacher 10 addressed to the grammar content and said “Poor grammar content obliges us to rely on other supplementary books”.

All the teacher participants, without exception, criticized the way the textbook handled grammar although they expressed their approval of the inductive approach in general. They stated that there were no grammar explanations or clues within the units and they considered this as a mistake as they believed that the structures of the units should have been, at least, reminded. As a result of this, they said they had to rely on external source books for grammar instead of the textbook. The teachers also said this situation overburdened them in lesson preparation for the following lessons.

Teacher 4 had some suspicions regarding the coherence of the content of the book and the curriculum and said “It is not in line with the educational attainments”. Teachers 7, 9, 11 and 12 agreed on the same finding and they found the textbook boring and not gripping. Teacher 11 said “It could be more interesting. It's too dull this way” to emphasize this issue. The reading passages were acknowledged to be teaching general knowledge but it was not enough to engage the students with the lesson.

### *Vocabulary*

The vocabulary in the textbook received criticism as well as the praises mentioned above. They mostly did not like the presentation, level and density of the vocabulary. Teacher 8 said “There should be a more inductive approach on the vocabulary” and indicated that the vocabulary is handled in a mechanical way. Teachers 3, 4, 5, 6 and 7 attributed the problems with the vocabulary to their level of difficulty. Teacher 7 said “The difficulty level of the vocabulary is above the level of students”. These teachers believed that the vocabulary presented in the textbook is too much for their students and the students have to use dictionaries constantly. To make matters worse, when they forget to bring their dictionaries, it is a bigger problem for the teachers as they also have to explain every new vocabulary.

### *Learner needs*

It was reported by 9 out of 12 participants that the textbook was not enough to cater for learner needs as most teachers believed that especially vocational high school students would not continue to study after high school and the English taught at schools was not relevant for their needs. Teacher 4 said “It doesn't provide elements that the students can use in everyday life” as she knew that most of the students work at the industrial estate outside the school hours and most of them would go on to work there after they finish high school. Teachers 3 and 12 pointed out that the reason why the textbook does not meet the needs of the learners is that it was not designed to meet their specific purposes. If it had been prepared according to the needs of each type of school, then it would be more attractive for the students. Teacher 12 said “Vocational schools should be provided with textbooks with vocational focus” and signaled the need for “English for Specific Purposes”. The level of the book is an important determinant in student success as seen in this case. That's why textbooks should be able to satisfy the specific learning needs of students (Haycraft, 1986).

### *Four language skills*

10 of the teachers were in the belief that four language skills cannot be studied integrally because of the lack of the supplementary materials and insufficient course hours. Teacher 1 said: “It

is not possible to teach four skills in two class hours. Maybe we could if we had 4 hours of lesson a week". Teacher 12 said: "We cannot talk about the four skills as we haven't been delivered the listening CDs. The lessons inch along without these materials".

### *Time constraints*

3 of the teachers who work at the vocational high schools and 1 from the Anatolian High School complained that the current number of class hours were not enough to cover the foreseen yearly program. Teacher 1 protested the situation and said "Other high schools have 4 hours of English lessons. But, we are experiencing problems since we have only 2 hours a week". Teacher 2 said "We had to take off the 10<sup>th</sup> unit because of the limited number of class hours". Teacher 9 also complained about the class hours as they had had 6 hours the previous year but had 4 this year. She said "The progress is quite slow when compared to the last year".

### **The Data Obtained from Students**

Some of the questions were the same and some of them were different in teacher and student interviews. The responses to the same questions were highly similar in both interviews. 28 codes were grouped under 12 categories in student interviews.

Table 4  
Students' perceptions about the textbook obtained by content analysis

Themes	Categories	Codes
Positive	Attractiveness	- visual (11)
		- fun to study (4)
	Content	- subject revision (1)
		- appropriate design of the questions (6)
		- rich in vocabulary (3)
		- at the right level (2)
		- inductive (1)
Student involvement	- realistic (1)	
Teaching approach	- encourages critical thinking (21)	
Negative	Appropriateness for different learners	- inductive design vs. deductive teaching (24)
		- addresses to different learners (13)
	Relevant for learner needs	- meets student needs (16)
		- long texts (3)
		- insufficient visuals (6)
		- boring (9)
		- insufficient activities (4)
Content	- not clear (2)	
	- stuck in a vicious circle (2)	
	- inductive (2)	
	- too much foreign culture (1)	
	- irrelevant information (3)	
	- above the student level (8)	
	- difficult listening activities (2)	
The level of the textbook	- inadequate vocabulary (1)	
	- no supplementary materials (2)	
	- does not meet student needs (9)	
Four language skills	- no supplementary materials (24)	
Not relevant for learner needs		
Supplementary materials		

## **The Pro-textbook Views**

### *Attractiveness*

When the students were asked what they thought about their coursebook, the quality they mostly referred to was the number of pictures and photographs. 11 students stated that their previous books did not have so many visuals. This visual design made students perceive the book as fun to study. However, the teachers referred to different qualities when they were asked about the textbook. Only 1 teacher said the book was colorful.

Student 16 said “It includes more visuals. Therefore, we understand better”. This student puts forward that the visuals make the book more interesting and facilitates their learning.

Student 11 said: “The book mostly teaches with visuals. We might get bored if there were only texts but I understand better when the texts are accompanied with texts”.

Student 12 said “The book is not boring. The content is fun” and emphasized how interesting and attractive the design is for him.

### *Content*

Both the teachers and the students mentioned the qualities of the content but they considered the matter from different angles. While the teachers liked the presentation of the topics, suitability for students, organization, scope, reading passages and interesting content, the students favored the presentation of the subjects, design of the questions, vocabulary, level, teaching approach and realistic point of view.

Student 8 mentioned the opportunity provided by the book to review the previously learned language items. She said “Although we are not learning some of the subjects this year, we are reviewing them in the book”.

6 students expressed that they liked the way the exercises were presented. They were especially in favor of true-false and multiple-choice exercises.

Student 20 said “I can understand what is written and taught” and he expressed his approval for the level of the course-book.

Student 4 indicated that the inductive approach employed by the book was beneficial for them. She said “It is easier to create new sentences by examining the sentence structures presented in the texts”.

Student 21 put forward that the content should include some real life and cultural aspects as well. She said “One unit taught some historical events. They were about the culture and I find them appropriate”.

### *Student involvement*

The perceptions of the teachers and students were the same regarding the fact that the textbook was more involving than the ones they had previously used.

Student 4 said “One topic was about different character types. That was good. We had the opportunity to think over the logic to find the solution”.

Student 6 said “There are exercises that make us think. We think over two remaining options”.

Student 9 said “The exercises are going well. It is fun”.

### *Teaching approach*

One of the most striking and common issues discovered as a result of the research was the contradiction caused by the inductive setting of the textbook and the deductive classroom application by teachers. Although the teachers approved the inductive grammar approach, they were not able to practice it in class due to some reasons such as student level and insufficient class hours. Although this is a controversial issue, it was viewed as a positive situation by all the students.

Student 21 said “The teacher teaches us the content of the next unit first, then, we begin to study the unit”. This was a so-called advantage for the students as they did not have to try harder to comprehend the content by themselves.

#### *Appropriateness for different learners*

In theory, the textbook includes all the skills. Therefore, it should be able to address to each student in class. In connection with this, 13 students considered the book appropriate for different learners. Although more than half of the students thought that the book could address to the majority of the students, the teachers were not sure about it.

Student 19 said “The textbook addresses to everyone. Because there are both listening, reading and visual explanation sections”.

Student 6 said “The book teaches in such a way to allow everyone to understand with different skills such as reading and writing”.

#### *Relevant for learner needs*

10 students were quite optimistic about the textbook meeting their needs and 6 students were neither for nor against the relevancy of the book for their needs.

Student 20 said “It can meet my needs as a learner. I can learn English”.

Student 8 was not very sure about the relevancy. She said “It is good but should be improved. Some other things could have been added as well”.

### **The Anti-Textbook Views**

#### *Content*

Both the teachers and the students were able to identify some negative aspects of the content of the book but they agreed on the fact that the book was boring and inductive approach caused some problems. 3 students found the paragraphs too long to follow. It was either too hard or boring for their level. Student 10 said “There are long paragraphs. I cannot understand them as they are too long and they contain a lot of unknown words”. The lack of visuals is another aspect that the students focused on. Student 18 said “I think negatively of the textbook. It is very boring. The ratio of visuals and texts is not equal”. Although a few students called the textbook fun to study, 9 students considered it boring. Student 9 said “I wish the textbook were more fun. It should be fun, in my opinion. It should be entertaining. It is very boring this way”.

The number of activities was considered insufficient by some students. Student 6 said “We are learning subjects such as was/were or should/shouldn't but there are no exercises on them in the textbook. There are either no exercises on the subjects that we are supposed to know or they are rather limited”. Besides, 2 students complained that the content was not very explanatory. Student 5 said “The textbook is rather unsatisfying. It is not clear and everything is all mixed-up”. Another interesting finding by only a few students is the fact that the curriculum and the textbooks keep repeating the same subjects every year and students cannot go one step further. Again, student 5 said “We see the same subjects in textbooks every year. We had the same subjects at 9<sup>th</sup> grade as well”. Some students were not happy about the inductive design of the textbook. Student 12 said



“Grammar patterns are given within the texts and we try to find them. As a result, we have a difficult time studying them”. Very interestingly, 1 student from the religious high school emphasized that the knowledge presented in the textbook had too much foreign culture and she reacted to this situation. Student 21 said “The book mentions Batman and Spiderman. Why on earth would we need such a knowledge? Do we have to learn about them? On the top of it, the book asks their real names. Is it necessary for us to know them? In my opinion, it is very unfavorable”. Furthermore, 3 students from the same school added that the textbook contained too much irrelevant information. Student 23 said “The coursebook has been rather unsatisfying this year. The present knowledge is unnecessary. It is not useful for us”.

#### *The level of the textbook*

8 students believed that the level of the book was above theirs and it contributed to their failure. The perceptions of these 8 students are supported with 8 teachers who also believed that the book was hard for the students.

Student 9 said “We don't understand anything while teacher is reading the texts. I, frankly, hate the English lesson. I don't like it at all”.

Student 6 said “The words and sentences are too complicated for me”.

#### *Four language skills*

The lack of the listening materials was one of the biggest problems with the book. The students and the teachers agreed that the inadequacy of the supplementary materials prevented students from improving their language skills. The teachers tried to make up for the inadequacy by reading the listening scripts out but the students complained that they could not understand the listening sections this way.

Student 6 said “There are listening sections in each unit but the teacher reads them to us as we do not have the listening CDs. Since we are still learning English, we cannot learn much”.

Although the listening activities could not be done properly because of the lack of the listening materials, some teachers still tried to act out the dialogues in class insistently. However, a few students complained that it was still very hard for them to understand. Student 1 said “The listening sections cannot be understood well as we do not know English well”.

1 student indicated that vocabulary was the basic step to be able to speak. Student 25 said “The vocabulary is insufficient. There should be more. If I were to be asked to make an English sentence, I could not do it”.

#### *Not relevant for learner needs*

9 teachers did not believe that the textbook was relevant for learner needs. This perception was supported by 9 students who had negative perceptions about what the book had to offer for their educational needs. Student 23 said “I would like to be an English teacher but the book is inadequate for me”.

Student 5 said “It is very inadequate. It would attract us more if it were more realistic. For example, we are studying super heroes now. It would be more desirable for me if we studied real life subjects”.

Student 6 was stricter about the book than the other students. She said “It is not relevant for my needs. The topics that we are supposed to know are not included in the book. Even if they are included, they are either limited or difficult for us to understand. If I had relied on the book only, I couldn't have learned English. In my opinion, it is not helping me”.

#### *No supplementary materials*

The initial reaction of the students to the question was rather dull and they wanted to learn what a supporting material was. Then, they were told about the modern equipment, supporting software, mobile applications and other audio-visual materials, to which they reacted in a frustrated manner as they did not have anything else other than the textbook. 24 students considered the situation as if they were neglected or ignored. The remaining 1 student thought that they did not need any supporting materials either because they did not really care or just thought that the teacher would be sufficient for everything else. All the students, like all the teachers, agreed on the fact that the lack of the listening materials also contributed to their failure in English as it did not help them improve their listening skills when the teacher read them the dialogues. Student 24 said “We have not been able to listen to the listening sections this year as we have not been given the CDs”.

Student 17 said “I haven’t seen anything like that” when he was asked if he had been given any supplementary materials”. If the schools had been provided with the CDs, at least, the students would have had the chance to hear native speakers performing.

### *Appropriateness for different learners*

The teachers did not seem to notice if the book was appropriate for all the students and they said they couldn’t take individual student needs into consideration and they had to pay attention to all the students in general. When the students were posed the question whether the textbook achieved to address to them personally, 12 of them responded negatively. Almost none of them understood the question when they first heard it. Then, the interviewer had to tell them about the different learning styles and how each person learns in a specific way. Only after the explanation that were they able to respond to the question. These 12 students thought that the textbook did not address to each individual student. It lacked either the listening, speaking, reading or writing skills.

Student 8 said “It addresses to visual learners and students who learn by reading but it does not address to auditory learners”.

Student 20 said “Visual learners might have some difficulties”.

### **Research Question 2:** What is the percentage of textbook use of teachers?

Figure 1 indicates that none of the participants used the textbook more than %90 during each class hour, 2 of them for less than %25, 3 of them for %25-49, 5 of them for %50-74 and 2 of them for %75-90.

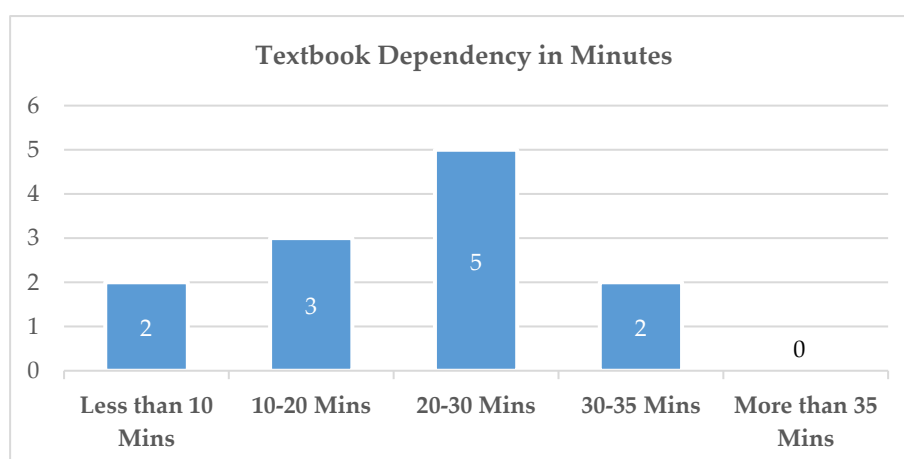


Figure 2. Textbook dependency of the teachers

Table 5 displays the amount of the use of the textbook in percentage in each class time. The percentage of the teachers (T1, T12) who use the textbook less than % 25 is % 16.67 in the research

group. The percentage of the teachers (T2, T3, and T4) who use the textbook between % 25 and % 49 corresponds to % 25. 5 teachers use the textbook between % 50 and % 74 and the number of these teachers equals to % 41.67 in the whole group. 2 teachers (T5 and T8) are the most dependent to the textbook out of 12 participants and these 2 constitutes % 16.67 of the participants.

Table 5  
Percentage of English textbook use per period

Percentage of English textbook use per period	Frequency	Percentage
Less than 25 %	2	16.67
25-49 %	3	25.00
<b>50-74 %</b>	<b>5</b>	<b>41.67</b>
75-90 %	2	16.67
More than 90 %	0	0
Total	12	100

According to Woodward and Elliott (as cited in Moulton, 1997), less experienced teachers and teachers with low subject matter expertise tend to be more dependent on textbooks. However, when the professional experience of the participants and their textbook dependency are analyzed, it can be concluded that there is no clear correlation between the experience of the teachers and their dependency on the textbook. Although T5 and T8 are experienced teachers, they are highly dependent on the textbook. But less experienced teachers T1 and T4 use the textbook less than T5 and T8.

The results show that the two types of quantitative data gathered by means of a questionnaire and dependency scale are supporting each other. Only half of the teachers believed that the textbook served as an essential source and half of them thought that the textbook provided adequate activities and practice. Besides, more than half were in the belief that there was not a balance among the four language skills. They also expressed that the textbook lacked authentic language. More than half of the teachers assumed that the book did not foster independent learning. The analysis also showed that the strengths of the book are clear instructions, syllabus function, comprehensible content and culture and the help it provides in daily planning. The weaknesses are the lack of supplementary materials, tests and pronunciation input, imbalance of four skills and the lack of support for autonomous learning. When the findings are compared with those of the Srakang's study (2013), the figures prove that the teachers in that research had positive perceptions toward the textbook and its roles. The total mean in that research study was 3.53. However, it is 2.84 in this study.

It can also be concluded that the textbook dependency of the teachers was not very high. This finding is supported by the 26<sup>th</sup> questionnaire item "The textbook serves as an essential source for teachers" which received 2.50 mean value.

## Discussion

This study is primarily concerned with finding out the perceptions of English teachers and students about the textbook they use. The findings show that the 10<sup>th</sup> grade English textbook is not exactly what English teachers are looking for. The book was criticized for its many aspects although the participants expressed some advantages of the book as well. The overall evaluation declares that the teachers and students were not sure about the benefits that the textbook offers.

With the analysis of the questionnaires conducted to the teachers, the researchers obtained 2 sets of information: Evaluation of the textbook by the teachers and their perceptions of the roles of the book. The teachers evaluated the textbook and they agreed that it had clear instructions but they were not sure that it had an acceptable approach and good vocabulary content. The lowest mean scores proved that they were not sure or partly agreed that it had suitable pronunciation content, appropriate balance of 4 language skills, periodic reviews and tests, motivation towards autonomy and supplementary materials. Besides, they evaluated the roles of the textbook and they agreed that the book had a syllabus function, comprehensible content and culture and agreed that it provided help for daily planning. They were not sure about its roles as a comprehensive source, assessment item, and an essential source for learners and teachers. The implication of this result may be interpreted as neutrality or partial agreement of the teachers about the necessity of the textbook and the roles attributed to it.

The analysis of the semi-structured interviews that yielded the qualitative data demonstrated that teachers had generally positive perceptions about the inductive approach in instruction, rich vocabulary, and good content and engaging exercises. However, they had strong negative perceptions about the supplementary materials, level of the textbook, density of the content, vocabulary, relevancy for learner needs and four language skills. They also indicated that they had problems with the limited number of class hours. Zacharias's (2005) comparative research study uncovers the perceptions of the teachers regarding the internationally and locally-published materials. The teachers consider internationally-published materials better. They especially give credit to pronunciation and listening skills with a preference rate of %86 and %87 in total. They also express their trust to internationally-published materials for their authenticity, appropriacy, quality and availability. The findings of Aydın's (2012) research study on an 8<sup>th</sup> grade English textbook with pre-service teachers puts forward that the participants have generally positive perceptions about listening, reading and writing skills but think that the speaking activities are not meaningful and the pronunciation activities do not teach pronunciation. Namaghi et al (2014) ask for the perceptions of 10 English teachers regarding a textbook prepared by their Ministry of Education in the Iranian context and their perception of the book is mainly negative as the book ignores learner interests and language skills and has poor visuals, explanations, pronunciation skills; too much grammar, inauthentic dialogues and discrete vocabulary items. Arıkan (2009) tries to find out the perceptions of the 12 pre-service English teachers regarding 2 English textbooks. The participants put forward that the book is of high quality in general. The main problems detected are the focus on individuality rather than interaction and teacher-based usage problems.

As for the perceptions of the students, deduced after the analysis of the semi-structured interviews, not surprisingly, the first quality that they sought was the visual quality. In other words, they judged the book by its cover. The other positive perceptions of the students obtained by the qualitative analysis were the attractiveness of the textbook, its usefulness, the way it involves students, the teaching approach, and appropriateness for different learners and relevancy for their needs. However, they had negative perceptions about the content of the textbook, the level, and the way it deals with four language skills, relevancy for their needs, supplementary materials and appropriateness for different learners. These findings were also a clear definition of the strengths and weaknesses of the textbook in the eyes of the teachers and students.

The research also aimed to reveal the percentage of dependency on the textbook that the teacher participants use. According to the dependency scale, all teachers used the book for different amounts of time but the average time for all the participants was approximately 20 minutes. According to this result, the dependency of the teachers was not very high. As a matter of fact, they used the book for less than half of the lesson on the average. However, it should not be ignored that 5 teachers used the book for 50-74 % per each class hour while 2 teachers used the book for less than 25 % per each class hour.

The responses of the participants guided the research study revealing the classroom facts and it can be concluded that teachers are not dependent on the textbook and the perceptions of the teachers and students are mainly negative since the weaknesses of the book outweigh the

strengths. This kind of studies can give publishers and policy-makers some clues about the realities at schools which may differ greatly than what has originally been thought to be.

## Conclusion

The issues to consider are many but the most urgent one seems to be the provision of the supplementary materials. Needless to say, while the technological and modern supporting materials of other contemporary textbooks are setting a higher standard which is something not even close to what this book offers, discussing the absence of CDs should have been lost in the mists of time. If these were supplied, the book could, at least, practice what it preaches, namely serve communicative purposes.

One of the issues that almost all the teachers complained about was the level of the textbook. It is not hard to conclude that the textbook writer or the ministry overlooked the reality at schools. Vocational schools are the schools that admit students with the least TEOG (Transition from the Primary to Secondary Education) National Examination scores and the level of the book is evaluated to be too high for those students. The ministry specifies the curriculum and determines what students will learn but the aims and educational attainments may never be reached at schools as the proficiency level of students, especially students from vocational schools, are never at the same level as what the ministry foresees. So, the English lessons turn out to be a waste of time for students and money for the ministry.

It is evident that the paper used, layout and design are of low quality and the topics of the units cannot attract the attention of young people of the 21<sup>st</sup> century. The book is supposed to be lively and fun for the students. It should be based on the daily lives of the teenagers to engage them more efficiently with the book. Along with the necessary qualities mentioned above, this visual improvement will contribute to attractiveness of the book, thus ensuring a higher motivation by young people.

One of the findings of the qualitative data is the time constraints. The number of English lessons are decreased every year by the ministry while claiming to be improving the current case of English learning. 2 or 4 hours of English lessons a week will never help to improve anything that the participants complained about.

Vocabulary contained within the textbook received both criticism and approval. The same teachers found the amount of vocabulary satisfactory for 10<sup>th</sup> grades in general while they found it hard for their students to handle. So, they complained that they themselves had to explain the new vocabulary to the students often but the number of new words is not more than 15 to 20.

The inductive grammar approach of the book remains a controversial issue. Most teachers opposed to the idea of “zero grammar” while approving the employment of an inductive approach. They believe that learners should be seeing what they are learning. As a result, they had to use other supplementary source books. So, the difficulty of having to rely on these supplementary books was another drawback of the book. The teachers wanted their students to see and learn grammar on the related pages along with some examples. If the book should be revised, even little reference notes will suffice for the teachers. However, an important issue to consider is why English teachers always need grammar? The answer lies within the problematic issue of teacher competences. Teachers are not competent in speaking and listening skills. The reason for this is poor teacher training programs at universities. And the reason why education faculties cannot live up to the expectations is the priorities of the policy-makers. Regarding the teaching approach adopted by the book, it turned out that the term inductive grammar teaching may not have been understood well by some of the participants. Especially one statement by one of the teachers that said “I first teach grammar, then we read the reading passage in the unit and I let them see the new structure in the context.” was quite striking in terms of the conception of inductive teaching perceived by teachers.

In the light of all the data collected and analyzed, it can be asserted that the English textbooks are not unnecessary, but maybe, the core of the language teaching in the current Turkish context, on the contrary. However, when a coursebook is published, the supplementary materials should also be offered to teachers and learners along with the book. And a conclusion remark is that teachers should receive some training about the use of textbooks through in-service trainings or they should be informed well about the design and the aims of textbooks to prevent their settled understanding of teaching to get ahead of the teaching approach proposed by the book.

The research is not without its limitations. The population of the research consisted of twelve 10th grade English teachers. It is acknowledged by the researchers that the number of the participants is lower than the ideal number of participants but there were no other schools in the city center where the textbook provided by the state is used.

## References

- Ahour, T., & Ahmadi, E. (2012). Retrospective evaluation of textbook "Summit 2B" for its suitability for EFL undergraduate students. *Journal of Educational and Social Research*, 2(5), 195-202.
- Alemi, M., & Mesbah, Z. (2013). Textbook evaluation based on the ACTFL standards: The case of Top Notch series. *Iranian EFL Journal*, 9(1), 162-171.
- Alemi, M., & Sadehvandi, N. (2012). Textbook evaluation: EFL teachers' perspectives on "Pacesetter Series". *English Language Teaching*, 5(7), 64-75. doi: 10.5539/elt.v5n7p64
- Alharbi, A. (2015). A descriptive-evaluative study of a Saudi EFL textbook series. *Cogent Education*, 2(1), 1079946. doi: 10.1080/2331186X.2015.1079946
- Arikan, A. (2009). Problems with coursebooks in EFL classrooms: Prospective teachers' opinions. *EKEV Academic Review*, 38, 309-317.
- Arslan, S. (2016). *An analysis of two Turkish EFL books in terms of cultural aspects*. Paper presented at the International Conference on Teaching and Learning English as an Additional Language, GlobELT 2016, Antalya, Turkey. doi: 10.1016/j.sbspro.2016.10.049
- Aydın, S. (2012). Pre-service teachers' perceptions of the presentation of language skills in a course book. *Atatürk University Journal of Social Sciences Institute*, 16(3), 249-264.
- Bartlett, N. J. (2005). A double shot 2% mocha latte, please, with whip: Service encounters in two coffee shops and at a coffee cart. In M. H. Long & J. C. Richards (Eds.), *Second language needs analysis* (pp. 305-343). New York: Cambridge University Press.
- Byrd, P. & Schuemann, C. (2014). English as a second/foreign language textbooks: How to choose them-how to use them. In M. Celce-Murica, D.M. Brinton and M.A. Snow (Eds.), *Teaching English as a Second or Foreign Language* (4th ed., pp. 380-393). Boston, MA: USA
- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: The Bath Press.
- Carr, P. (2009). Deduction/induction. In C. Routledge & S. Chapman (Eds.), *Key ideas in linguistics and the philosophy of language* (pp. 47-54). Edinburgh: Edinburgh University Press.
- Delen, B., & Tavail, Z. M. (2010). Evaluation of four coursebooks in terms of three speech acts: Requests, refusals and complaints. *Procedia Social and Behavioral Sciences*, 9, 692-697. doi: 10.1016/j.sbspro.2010.12.219
- Perception. (n.d.). In *Dictionary.com*. Retrieved from <http://www.dictionary.com/browse/perception?s=t>
- Ekmeççi, E. (2014). Analyzing students' reactions to English course books in terms of cultural elements. *Ondokuz Mayıs University Education Faculty Journal*, 33(1), 189-205.
- Ellis, R. (1997). The empirical evaluation of language teaching materials. *ELT Journal*, 51(1), 36-42. doi:10.1093/elt/51.1.36
- Ghosn, I. K. (2003). Talking like texts and talking about texts: How some primary school coursebook tasks are realized in the classroom. In B. Tomlinson (Ed.), *Developing Materials for Language Teaching* (pp. 291-305). London: Continuum.
- Graves, K. (2000). *Designing language courses: A guide for teachers*. Boston: Heinle & Heinle.
- Gray, J. (2000). The ELT coursebook as cultural artefact: How teachers censor and adapt. *ELT Journal*, 54(3), 274- 283.
- Harmer, J. (2007). *The Practice of English language teaching*. Harlow: Pearson Education ESL.
- Haycraft, J. (1986). *An introduction to English language teaching*. England: Longman House.
- Hornby, A. S., Deuter, M., Bradbery, J., Turnbull, J., Heyning-Plate, L. S. C., Holloway, S., Hancock, M., ... Ashby, M. (2015). *Oxford advanced learners dictionary of current English*. Oxford: Oxford University Press.
- Hutchinson, T. & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48(4), 315-328.
- Kayapınar, U. (2009). Coursebook evaluation by English teachers. *İnönü University Journal of the Faculty of Education*, 10(1), 69-78.
- Kırkgöz, Y. (2009). *Evaluating the English textbooks for young learners of English at Turkish primary education*. Paper presented at the World Conference on Educational Sciences 2009. doi: 10.1016/j.sbspro.2009.01.016
- Littlejohn, A. P. (1992). *Why are English Language Teaching materials the way they are?* (Doctoral Dissertation). Retrieved from <http://www.andrewlittlejohn.net/website/books/Littlejohn%20phd%20chapter%203.pdf>

- McDonough, J., Shaw, C., & Masuhara, H. (2013). *Materials and methods in ELT: Teachers' guide*. Chichester: Wiley-Blackwell.
- McGrath, I. (2005). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- Miles, M. B., & Huberman, A. M. (1994). *Qualitative data analysis: An expanded sourcebook* (2nd ed.). Thousand Oaks: Sage Publications.
- Ministry of National Education (2014). Secondary Education English Lesson 9-12th Grades Curriculum [PDF file]. Retrieved 11.01.2017, from <http://mufredat.meb.gov.tr/ProgramDetay.aspx?PID=177>
- Moulton, J. (1997). *How do teachers use textbooks?: A review of the research literature* (Technical Paper No. 74). Washington, D.C.: USAID (Health and Human Resources Analysis for Africa).
- Namaghi, S. A. O., Moghaddam, M. R. S., & Tajzad, M. (2014). Theorizing teachers' perspectives on an EFL textbook for public high schools of Iran: A grounded theory. *English Language Teaching*, 7(10), 123-129. doi: 10.5539/elt.v7n10p123
- Riazi, A. M. (2003). What textbook evaluation schemes tell us? A study of the textbook evaluation schemes of three decades. In W. A. Renandya (Ed.), *Methodology and materials design in language teaching* (pp. 52-68). Singapore: SEAMEO Regional Center.
- Richards, J. C. (2001). The role of textbooks in a language program. Retrieved 05.01.2017, from <http://www.professorjackrichards.com/wp-content/uploads/role-of-textbooks.pdf>
- Richards, J. C. (2006). Materials development and research—Making the connection. *RELC Journal*, 37(1), 5-26. doi: 10.1177/0033688206063470
- Richards, J. C. & Renandya, W. A. (2002). *Methodology in language teaching: An anthology of current practice*. New York: Cambridge University Press.
- Robbins, S. P., & Judge, T. A. (2013). *Organizational behavior* (15th ed.). Boston, MA: Pearson.
- Sarıçoban, A., & Can, N. (2013). *An Evaluation of the 9th grade local and the international English coursebooks in terms of language skills and components*. Paper presented at the Akdeniz Language Studies Conference 2012, Antalya, Turkey. doi: 10.1016/j.sbspro.2013.01.150
- Şener, M. (2016). *High School English Course Student's Book and Workbook Grade 10*. Ankara: Dikey Publication.
- Sheldon, L. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42(4), 237-246. doi: 10.1093/elt/42.4.237
- Şimşek, M. R., & Dündar, E. (2017). Investigating EFL coursebook research in Turkey: Trends in graduate theses of the 2001-2013 period. *Educational Sciences: Theory & Practice*, 17(3), 969-1014. doi: 10.12738/estp.2017.3.0090
- Smiley, J. & Masui, M. (2008). Materials in Japan: Coexisting traditions. In B. Tomlinson (Ed.), *English language learning materials: A critical review* (pp. 245-262). London: Continuum Int. Publishing Group Ltd.
- Sousa, D. & Hurst, N. (2011). Weighing the anchor: A critical approach to course book selection. *APPI Journal*, 11(1), 22-26.
- Srakang, L. (2013). *A study of teachers' perceptions toward using English textbooks: A case study of 10th grade English teachers in Maha Sarakham Province* (Master's thesis). Retrieved from [http://ir.swu.ac.th/xmlui/bitstream/handle/123456789/4111/Ladaporn\\_S.pdf?sequence=1](http://ir.swu.ac.th/xmlui/bitstream/handle/123456789/4111/Ladaporn_S.pdf?sequence=1)
- Tekir, S., & Arıkan, A. (2007). An analysis of English language teaching coursebooks by Turkish writers: "Let's speak English 7" example. *International Journal of Human Sciences*, 4(2), 1-18.
- Tok, H. (2010). TEFL textbook evaluation: From teachers' perspectives. *Educational Research and Reviews*, 5(9), 508-517.
- Tomlinson, B. (2001). Materials development. In R. Carter & D. Nunan (Eds.), *Cambridge guide to teaching English to speakers of other languages* (pp. 66-71). New York: Cambridge University Press.
- Tomlinson, B. (2014). Materials evaluation. In B. Tomlinson (Ed.), *Developing materials for language teaching* (pp. 15-36). London: Bloomsbury.
- Tomlinson, B., Dat, B., Masuhara, H., & Rubdy, R. (2001). Survey review. EFL courses for adults. *ELT Journal*, 55(1), 80-101. doi: 10.1093/elt/55.1.80
- Tomlinson, B., & Masuhara, H. (2017). *The complete guide to the theory and practice of materials development for language learning*. Hoboken, NJ: John Wiley & Sons, Inc.
- Tosun, S. (2013). *A comparative study on evaluation of Turkish and English foreign language textbooks*. Paper presented at the Akdeniz Language Studies Conference 2012, Antalya, Turkey. doi: 10.1016/j.sbspro.2013.01.199
- Ulum, Ö. G. (2014). Teachers' views on "YES You Can", the ninth grade English coursebook for public schools. *International Journal of Languages' Education and Teaching*, 2(3), 132-148.
- Ur, P. (2009). *A course in language teaching: Practice and theory*. Great Britain: Cambridge University Press.
- Uyar, Y., Cepik, S., Dogan, A., Ozmen, D., & Aydogan, H. (2014). A coursebook evaluation research. *Mediterranean Journal of Social Sciences*, 5(9), 688-696. doi: 10.5901/mjss.2014.v5n9p688
- Vellenga, H. (2004). Learning pragmatics from ESL & EFL textbooks: How likely? *TESL-EJ*, 8(2), 25-38.
- Walz, J. (1989). Context and contextualized language practice in foreign language teaching. *The Modern Language Journal*, 73(2), 160-168. doi: 10.1111/j.1540-4781.1989.tb02538.x
- Zacharias, N. T. (2005). Teachers' beliefs about internationally-published materials: A survey of tertiary English teachers in Indonesia. *RELC Journal*, 36(1), 23-37. doi: 10.1177/0033688205053480