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Face2face and Global As Textbooks from Language Learners' Perspectives

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Abstract

Teaching and learning materials which directly affect classroom instruction constitute the core of a language curriculum. Particularly textbooks are considered to be a crucial component of language programs since they serve as the basis for much of the language input besides as a form of teacher training which foster language instruction (Richards, 2001). Textbooks obviously play a significant part both in the professional lives of teachers and in the learning process of students turning ELT textbook publishing into a multi-million pound industry today. This study aims to reveal and compare university preparatory students' opinions about two popular ELT textbooks in Turkey: Global by Macmillan and Face2Face by Cambridge. The data have been collected with a questionnaire developed by Çakıt (2006) from 488 students at Dokuz Eylul University, School of Foreign Languages, half of whom have been using Face2Face as a textbook in the classroom while the other half have been taught English with Global. The data have been analyzed statistically with SPSS packet program and the results show that the students find Face2face more suitable for their level, easier to follow and more beneficial for their learning than Global.

Keywords: *Textbook, language learning, language learner, opinion, Global, Face2face*

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Introduction

Harmer (1991) defines textbooks as an aid for teachers as they set teachers free from the need to have to think of original materials for every class. He also points out that generally decisions concerning course content are made by a higher authority rather than teachers themselves. This seems to be necessary as the larger institutions want to ensure that the same kind of teaching is taking place in all classes at the same level. Therefore, they in a way tie their teachers with a common syllabus and a textbook. Likewise, Brown (2001) argues that supporting materials the most common form of which is textbooks make language instruction rich. Consequently, they are an important part of the educational curriculum.

However, it is a challenging job to choose or create the right textbook for a particular type of learners. This also makes it significant to analyze and evaluate textbooks. Cunningsworth (1995) identifies four stages in selecting textbooks: analysis, interpretation, evaluation and selection. He also points out that there are some factors which influence the degree of dependence or autonomy in using textbooks:

- type of educational system/environment
- syllabus/materials constraints imposed by education authorities
- culture and expectations of learners
- nature and amount of training for teachers
- teachers' experience and confidence
- teachers' command of English (if they are non-native speakers)
- availability of alternative textbooks and resources for materials production.

Cunningsworth (1995) also states that textbooks can be evaluated due to various reasons such as adopting new textbooks, identifying strengths and weaknesses in textbooks which are already in use, etc. Therefore, he mentions three types of evaluation: pre-use evaluation, in-use evaluation and post-use evaluation.

McDonough & Shaw (2003) argue that the following factors have significant influence on the selection of materials and resources: the role of English in the country, the role of English in the school, the teachers, management and administration, resources available, support personnel, the number of pupils, time, physical environment, the socio-cultural environment, the types of tests used, procedures for monitoring and evaluating, etc.

Another important factor to be considered in terms of textbooks is the context of the evaluation. This is because in some teaching situations teachers themselves make a choice from open-market materials whereas in some other teaching contexts there is an institution such as a ministry of education who produces materials to be given to the teacher for classroom use. The second option makes up a kind of limitation for teachers; however, such institutions have to ensure the union in national education for all learners taking the same course at the same level (McDonough & Shaw, 2003).

Crawford (2004) points out the crucial role of teachers and their experience in materials production and their classroom use. She also identifies the roles textbooks play in language classrooms:

1. Textbooks are an essential source of information and support especially for inexperienced teachers. They help all teachers with their professional development.
2. Textbooks are also a possible agent for change. In a way, they are a vehicle for teacher and learner training. They help teachers deal with classroom management, new content and procedures. Teachers can see where the change is or what the change is thanks to textbooks which provide them with practical guidance about classroom implementations.

3. Textbooks are also a structuring tool which provides both teachers and learners with social routinisation which is really important in dealing with uncertainty and unpredictability in communicative language classes. This also allows for negotiation, accountability and orientation.

This study aims to reveal and compare university preparatory students' opinions about two popular ELT textbooks in Turkey: Global by Macmillan and Face2Face by Cambridge in order to reflect the learners' perspectives in terms of textbook evaluation.

Research Questions

1) What do the prep class students at DEU School of Foreign Languages think about Face2face as a textbook?

2) What do the prep class students at DEU School of Foreign Languages think about Global as a textbook?

3) Do the prep class students' beliefs vary significantly in terms of the textbook they use in the classroom?

4) Do their beliefs vary significantly in terms of their:

- a) gender,
- b) shift,
- c) being an undergraduate or graduate student,
- d) language level,
- e) faculty or institute?

Method

This study aims to reveal and compare university preparatory students' opinions about two popular ELT textbooks in Turkey: Global by Macmillan and Face2Face by Cambridge in order to reflect the learners' perspectives in terms of textbook evaluation and identify the factors which result in the differences in their beliefs. It can be considered as a descriptive study with a quantitative approach. The purpose of a descriptive research is to specify or describe naturally occurring phenomena without experimental manipulation which often leads a quantitative style (Seliger & Shohamy, 1989). Such type of research tends to construct statistical models and figures to explain what is observed and makes use of tools such as questionnaires, surveys, measurements and other equipment to collect numerical or measurable data (Dörnyei & Taguchi, 2010).

Data Collection Instrument

In this study, the data have been collected via the *Textbook Evaluation Questionnaire* which was developed by Çakıt (2006). The questionnaire is a 5-point Likert scale which originally consists of 62 items measuring the opinions about a textbook under 10 major areas: 3 items for selection and organization of content, 5 items for level, 10 items for physical appearance, 13 items for content, 12 items for exercises and activities, 4 items for vocabulary and grammar, 1 item for clarity of instructions, 5 items for supporting sources, 6 items for the development of learner autonomy and 3 items for the consideration of learning style differences. Cronbach Alpha is 0.91 for the overall sections in the questionnaire, which means that there is a high internal consistency between the items (Çakıt, 2006). In this study, 2 items which were specific to the textbook in Çakıt's (2006) study have been excluded since they are irrelevant to the textbooks of this research. The participants were expected to decide to what extent they agreed with each item on a 5-point scale: (1) Strongly disagree, (2) Disagree, (3) Neither agree nor disagree, (4) Agree, (5) Strongly agree.

Participants

488 prep class students at Dokuz Eylul University, School of Foreign Languages in 2012-2013 academic year participated in the study. Of the 488 participants, 229 followed Global as a textbook while 259 of them had Face2face for their maincourse classes. 408 students from day classes and 80 from evening classes did the questionnaire. The participants represented five language levels since 16 beginner, 246 elementary, 137 pre-intermediate and 89 intermediate level learners were included in the study. More detailed background information concerning the participants is presented in Table 1 and Table 2.

Table 1.

Participants using Face2Face as a textbook

		Number	Percentage (%)
Gender	<i>Male</i>	148	57
	<i>Female</i>	110	42
Undergraduate or graduate	<i>Undergraduate</i>	239	92
	<i>Graduate</i>	20	8
Shift	<i>Day</i>	217	84
	<i>Evening</i>	42	16
	<i>Starter</i>	16	6
Language level	<i>Elementary</i>	154	60
	<i>Pre-intermediate</i>	0	0
	<i>Intermediate</i>	89	34
	<i>Faculty of Engineering</i>	99	38
	<i>Faculty of Letters</i>	5	2
	<i>Faculty of Sciences</i>	27	10
	<i>Maritime Faculty</i>	23	9
	<i>Faculty of Economics and Administrative Sciences</i>	12	5
	<i>Faculty of Business</i>	59	23
	<i>Faculty of Architecture</i>	1	0,4
Faculty or institute	<i>Faculty of Medicine</i>	1	0,4
	<i>Faculty of Nursing</i>	4	1,5
	<i>Institute of Social Sciences</i>	2	1
	<i>Institute of Natural and Applied Sciences</i>	3	1
	<i>Institute of Educational Sciences</i>	0	0
	<i>Institute of Fine Arts</i>	1	0,4
	<i>Other</i>	22	8

Table 2.

Participants using Global as a textbook

		Number	Percentage (%)
Gender	<i>Male</i>	135	59
	<i>Female</i>	92	40
Undergraduate or graduate	<i>Undergraduate</i>	203	89
	<i>Graduate</i>	26	11
Shift	<i>Day</i>	191	83
	<i>Evening</i>	38	17
	<i>Starter</i>	0	0
Language level	<i>Elementary</i>	92	40
	<i>Pre-intermediate</i>	137	60
	<i>Intermediate</i>	0	0
Faculty or institute	<i>Faculty of Engineering</i>	65	28
	<i>Faculty of Letters</i>	0	0
	<i>Faculty of Sciences</i>	29	13

Maritime Faculty	40	17
Faculty of Economics and Administrative Sciences	28	12
Faculty of Business	39	17
Faculty of Architecture	1	0,4
Faculty of Medicine	4	2
Faculty of Nursing	4	2
Institute of Social Sciences	3	1
Institute of Natural and Applied Sciences	9	4
Institute of Educational Sciences	1	0,4
Institute of Fine Arts	2	1
Other	5	2

Data Analysis Techniques

The data were analyzed using the Statistical Package for Social Sciences (SPSS). Frequencies and means were used to analyze single items. For ease of viewing, the questionnaire item ratings were collapsed into three categories, representing agree, neutral and disagree. Moreover, some other statistical analysis with T-test, Anova, and Tukey tests were carried out in order to find out whether the learner beliefs varied in terms of the pre-determined factors like their gender, shift, etc.

Findings

The findings of the study are presented in terms of the three research questions.

1) What do the prep class students at DEU School of Foreign Languages think about Face2face as a textbook?

The results concerning the first research question are given according to the ten major areas measured with the questionnaire.

a. Selection and organization of content

The findings related to the items of selection and organization of content are shown in Table 3.

Table 3.
The selection and organization of content in Face2Face

<i>Items</i>	1+2	3	4+5	0	Mean
1. The task and activities are organized from simple to complex.	46	56	157*	-	3,45
	% 18	21	61	-	
2. I can follow the units in the textbook easily.	69	59	131*	-	3,25
	% 27	23	50	-	
3. The reading passages in the units and listening, writing and speaking activities coming afterwards are presented in an integrated way.	49	52	158*	-	3,49
	% 19	20	61	-	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

**Most frequently preferred option*

As it can be seen in Table 3, more than half of the students agree with two of the items stating that the tasks and activities in Face2face are organized from simple to complex and the

skills activities are presented in an integrated way (61%). Likewise, half of them report that they can follow the units easily (50%) while only 27% disagree with this statement. This shows that the majority of the students are pleased with the selection and organization of content in Face2face.

b. Level

The findings related to the items of level are shown in Table 4.

Table 4.
The level of Face2Face

<i>Items</i>		1+2	3	4+5	0	Mean
4. The textbook is above the level of prep class students.		158*	42	59	-	2,50
	%	61	16	23	-	
5. The reading passages in the textbook are difficult for prep class students.		146*	53	60	-	2,58
	%	57	20	23	-	
6. The writing activities in the textbook are difficult for prep class students.		120*	65	74	-	2,74
	%	46	25	29	-	
7. The listening activities in the textbook are difficult for prep class students.		127*	39	91	1	2,82
	%	49	15	35	0,38	
8. The speaking activities in the textbook are difficult for prep class students.		124*	55	80	-	2,81
	%	48	21	31	-	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered
*Most frequently preferred option

According to Table 4, more than half of the students disagree with the statement that Face2face is above the level of prep class students (61%) and the majority of them do not think that the reading passages (57%), writing (46%), listening (49%) or speaking activities in Face2face (48%) are difficult for prep class students. These findings indicate that the students do not believe that the level of Face2face is difficult for them.

c. Physical appearance

The findings related to the items of physical appearance are shown in Table 5.

Table 5.
The physical appearance in Face2Face

<i>Items</i>		1+2	3	4+5	0	Mean
9. The cover of the textbook is attractive.		149*	48	59	-	2,39
	%	58	19	23	-	
10. The layout of a page is quite attractive.		116*	69	73	1	2,67
	%	45	27	28	0,38	
11. I can follow the layout of a page easily.		72	54	131*	2	3,16
	%	28	21	50	0,77	
12. The layout in the textbook encourages the students to do the activities.		129*	60	68	1	2,57
	%	50	23	26	0,38	
13. The textbook is durable in terms of use.		113*	38	106	2	2,84
	%	44	14	41	0,77	
14. The artwork (pictures, illustrations, graphs, tables, etc.) in the textbook is up-to-date.		66	60	132*	1	3,24

	%	25	23	51	0,38	
15. The artwork (pictures, illustrations, graphs, tables, etc.) in the textbook is helpful to me to understand the lesson.		80	63	115*	1	3,10
	%	31	24	44	0,38	
16. The font type in the textbook helps me to follow the units easily.		66	68	124*	1	3,19
	%	25	26	48	0,38	
17. The font size in the textbook helps me to follow the units easily.		78	63	117*	1	3,07
	%	30	24	45	0,38	
18. The colors in the textbook look attractive.		77	69	114*	2	3,07
	%	30	26	44	0,77	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered
*Most frequently preferred option

Table 5 indicates that although the majority of the students do not find the cover (58%) or the layout of Face 2face (45%) attractive and the 50% of them do not think that the layout is encouraging and also the 44% do not find the book durable in terms of use, the majority of the students state that they can follow the layout easily (50%) and agree with the statements that the artwork is up-to-date (51%) and help them to understand the lesson (44%). Similarly, they mostly agree that the font type (48%) and the font size (45%) help them to follow the units easily and 44% of them think that the colors of the book look attractive. These findings suggest that the students are pleased with the physical appearance of Face2face in general.

d. Content

The findings related to the items of content are shown in Table 6.

Table 6.
Content in Face2Face

<i>Items</i>		1+2	3	4+5	0	Mean
19. The topics of the units are interesting for students.		94	64	100*	1	2,91
	%	36	25	39	0,38	
20. Reading passages and examples in the textbook are related to our daily lives.		69	59	130*	1	3,22
	%	27	23	50	0,38	
21. The reading passages in the textbook are quite long.		102*	72	84	1	2,93
	%	39	28	32	0,38	
22. The units in the textbook provide sufficient coverage of skills (speaking, reading, etc.)		77	72	109*	1	3,11
	%	30	28	42	0,38	
23. I think English songs involved in the textbook would facilitate our English.		85	57	115*	2	3,11
	%	33	22	44	0,77	
24. I think biographies of famous people involved in the textbook would facilitate our English.		72	48	136*	3	3,25
	%	28	19	52	1,15	
25. I think multiple choice tests involved in the textbook would facilitate our English.		68	63	124*	4	3,20
	%	26	24	49	1,54	
26. I think topics providing us some knowledge would facilitate our English.		64	55	139*	1	3,35
	%	25	21	54	0,38	
27. The units in the textbook include topics which are up-to-date.		59	52	147*	1	3,38
	%	28	20	57	0,38	

28. Topics covered in the units encourage students to communicate in the target language with each other.	105*	64	89	1	2,85
	%	41	25	34	0,38
29. The textbook includes topics that reflect our culture as well.	146*	53	58	2	2,41
	%	56	21	22	0,77

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

*Most frequently preferred option

Table 6 presents that the majority of the students agree with the items concerning the content in Face2face except for three of them. 39% of the students do not think that the reading passages are long and 41% do not agree that the topics in the units encourage them to communicate and more than the half (52%) do not think the topics in Face2face reflect their culture. On the other hand, they mostly state that the topics are interesting for students (39%), that the reading passages and the examples are related to their life (50%) and that the units provide sufficient coverage of skills (42%). Likewise, the majority of the participant students believe that English songs (44%), biographies of famous people (52%), multiple choice tests (49%) and the topics providing them some knowledge in Face2face (54%) facilitate their English. Finally, 57% of them find the topics in the textbook up-to-date. All these findings indicate that the students are mostly satisfied with the content in Face2face.

e. Exercises and activities

The findings related to the items of exercises and activities are shown in Table 7.

Table 7.
Exercises and activities in Face2Face

<i>Items</i>	1+2	3	4+5	0	Mean
30. The exercises and activities in the textbook are interesting.	96*	77	83	3	2,77
	%	37	30	32	1,15
31. The activities and exercises in the textbook are appropriate for our levels.	79	69	109*	2	3,07
	%	31	27	42	0,77
32. The activities and exercises in the textbook increase my desire to learn English.	102*	72	82	3	2,81
	%	39	28	32	1,15
33. The activities and exercises in the textbook increase my participation in the lesson.	90	71	97*	1	2,98
	%	35	27	37	0,38
34. The activities and exercises in the textbook sufficiently encourage collaborative work (group and pair work).	112*	51	93	3	2,84
	%	43	20	36	1,15
35. The reading activities and exercises in the textbook help me improve my reading skills.	87	51	120*	1	3,08
	%	34	20	46	0,38
36. The activities in the textbook help me improve my writing skills.	97*	68	93	1	2,89
	%	37	26	36	0,38
37. The speaking activities in the textbook encourage me to use English in the classroom.	100*	65	93	1	2,87
	%	39	25	36	0,38
38. The speaking activities in the textbook provide me use English outside the classroom in daily life.	105*	63	90	2	2,86
	%	41	24	35	0,77
39. The listening texts in the textbook are interesting.	120*	69	69	1	2,66

	%	46	27	27	0,38	
40. I find the conversations that I listen through the tape recorder clear and understandable.		115*	80	63	1	2,62
	%	44	31	24	0,38	
41. The listening activities in the textbook help me to improve my listening skills.		85	77	96*	1	3,00
	%	33	30	37	0,38	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

*Most frequently preferred option

As it can be seen in Table 7, 37% of the students do not find the exercises and activities in Face2face interesting and 39% of them do not agree that the exercises and activities increase their desire to learn even though the majority find the exercises and activities appropriate for their level (42%) and believe that they increase their participation in the lesson (37%). Moreover, 43% of them disagree with the statement that the exercises and activities encourage group and pair work and 39% do not think that these exercises and activities encourage them to use the language in the classroom. When they consider the exercises and activities in terms of four basic language skills, the majority do not agree that they help to improve their writing (37%) and provide them use English in their daily life (41%) while 46% state these exercises and activities help them to improve their reading skills and 37% admit the same benefit for their listening skills although 46% do not find the listening texts interesting and 44% state that the conversations they listen to are not clear or understandable. In short, it can be concluded that the majority of the students are not pleased with the exercises and activities in Face2face in general.

f. Vocabulary and grammar

The findings related to the items of vocabulary and grammar are shown in Table 8.

Table 8.

Vocabulary and grammar in Face2Face

Items		1+2	3	4+5	0	Mean
42. There are too many unknown words in the textbook.		89	55	113*	2	
	%	34	21	44	0,77	3,14
43. The textbook includes adequate number of exercises and activities to revise the new vocabulary.		104*	68	85	2	2,85
	%	40	26	33	0,77	
44. The vocabulary exercises in the textbook make vocabulary learning easier for me.		75	75	107*	2	3,10
	%	29	29	41	0,77	
45. The grammar points in the textbook are presented in a clear and understandable way.		88	73	96*	2	2,97
	%	34	28	37	0,77	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

*Most frequently preferred option

Table 8 suggests that the majority of the students think that there are too many unknown words in Face2face (44%) and there are not adequate number of exercises and activities to revise the new vocabulary (40%) whereas 41% state that the vocabulary exercises make their vocabulary learning easier. On the other hand, 37% of the students agree that the grammar points are presented in a clear and understandable way.

g. Clarity of instructions

The findings related to the item of clarity of instructions are shown in Table 9.

Table 9.
The clarity of instructions in Face2Face

<i>Items</i>	1+2	3	4+5	0	Mean
46. I understand the instructions in the textbook easily.	82	67	108*	2	3,05
	% 32	26	42	0,77	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

**Most frequently preferred option*

According to Table 9, the majority of the students understand the instructions in Face2face easily (42%).

h. Supporting sources

The findings related to the items of supporting sources are shown in Table 10.

Table 10.
The supporting items of Face2Face

<i>Items</i>	1+2	3	4+5	0	Mean
47. The consolidation parts of the textbook provide me with opportunities to practice (revise) what I have learnt.	80	74	104*	1	3,07
	% 31	29	40	0,38	
48. I can use the workbook as an independent source book.	106*	57	94	2	2,84
	% 41	22	36	0,77	
49. The workbook serves as an extra load in terms of the grammar and the vocabulary learnt in the classroom.	88	67	102*	2	3,01
	% 34	26	39	0,77	
50. The workbook helps me revise what I have learnt in the classroom.	78	71	108*	2	3,06
	% 30	27	42	0,77	
51. The workbook consists of sufficient number of exercises.	77	69	110*	2	3,08
	% 30	27	42	0,77	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

**Most frequently preferred option*

Table 10 shows that the students mostly agree that the consolidation parts of Face2face (40%) and the workbook (42%) provide them with opportunities to revise what they have learnt and state that the workbook consists of sufficient number of exercises (42%). However, 41% consider the workbook as an extra load in terms of the grammar and vocabulary and 41% express that they cannot use the workbook as an independent sourcebook.

i. Development of learner autonomy

The findings related to the items of development of learner autonomy are shown in Table 11.

Table 11.
The development of learner autonomy in Face2Face

<i>Items</i>	1+2	3	4+5	0	Mean
52. The reading texts and activities in the textbook help me to gain different points of views.	83	70	105*	1	3,03
%	32	27	41	0,38	
53. The reading texts and activities in the textbook foster my creativity.	111*	70	76	2	2,74
%	43	27	29	0,77	
54. The reading texts and activities in the textbook raise my interest and curiosity.	105*	62	90	2	2,81
%	41	24	35	0,77	
55. The activities in the textbook help me evaluate what I have learnt.	84	73	99*	3	2,95
%	32	28	38	1,15	
56. The textbook allows me to be more aware of my weaknesses while developing language skills (reading, writing, listening, speaking).	96*	71	91	1	2,88
%	37	27	35	0,38	
57. The textbook allows me to be more aware of my strengths while developing language skills (reading, writing, listening, speaking).	83	69	106*	1	3,03
%	32	27	41	0,38	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

*Most frequently preferred option

According to Table 11, the participant students mostly think that the reading texts and activities in Face2face help them to gain different points of views (41%) but do not foster their creativity (43%) or do not raise their interest or curiosity (41%). Moreover, most of the students agree that the activities in Face2face help them evaluate what they have learnt (38%) since the book lets them to be more aware of their strengths (41%) but 37% disagree with this when it comes to their weaknesses.

j. Consideration of learning style differences

The findings related to the items of consideration of learning style differences are shown in Table 12.

Table 12.
Consideration of learning style differences in Face2Face

<i>Items</i>	1+2	3	4+5	0	Mean
58. The units in the textbook include sufficient number of visuals (graphs, diagrams, tables, pictures, etc).	86	78	94*	1	2,99
%	33	30	36	0,38	
59. The units in the textbook include sufficient number of activities that allow us to learn through listening.	85	69	104*	1	3,06
%	33	27	40	0,38	
60. The units in the textbook include sufficient number of activities that allow us learn through moving in the classroom.	128*	58	70	3	2,58
%	49	22	27	1,15	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

*Most frequently preferred option

Table 12 presents that the majority of the students think that there are sufficient number of visuals (36%) and activities to learn through listening (40%) but do not agree that the units in Face2face include enough activities which let them move in the classroom (49%).

2) What do the prep class students at DEU School of Foreign Languages think about Global as a textbook?

The results concerning the second research question are given according to the ten major areas measured with the questionnaire.

a. Selection and organization of content

The findings related to the items of selection and organization of content are shown in Table 13.

Table 13.
The selection and organization of content in Global

<i>Items</i>		1+2	3	4+5	0	Mean
1. The task and activities are organized from simple to complex.		76	57	96*	-	2,99
	%	33	25	42	-	
2. I can follow the units in the textbook easily.		94*	57	78	-	2,79
	%	41	25	34	-	
3. The reading passages in the units and listening, writing and speaking activities coming afterwards are presented in an integrated way.		63	48	118*	-	3,21
	%	28	21	52	-	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

**Most frequently preferred option*

As it is seen in Table 13, 42% of the students believe that the tasks and activities in Global are organized from simple to complex and 52 % state that the skills activities are presented in an integrated way. However, 41% of the students disagree with the statement that they can follow the units of the textbook easily.

b. Level

The findings related to the items of level are shown in Table 14.

Table 14.
The level of Global

<i>Items</i>		1+2	3	4+5	0	Mean
4. The textbook is above the level of prep class students.		77	44	108*	-	3,33
	%	34	19	47	-	
5. The reading passages in the textbook are difficult for prep class students.		70	45	114*	-	3,35
	%	30	20	50	-	
6. The writing activities in the textbook are difficult for prep class students.		74	59	96*	-	3,27
	%	32	26	42	-	
7. The listening activities in the textbook are difficult for prep class students.		67	43	119*	-	3,38
	%	29	19	52	-	
8. The speaking activities in the textbook are difficult for prep class students.		79	46	104*	-	3,24
	%	35	20	45	-	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

**Most frequently preferred option*

It is shown in Table 14 that 47% of the students think Global is above the level of prep class students. Likewise, they mostly find the reading passages (50%), writing (42%), listening (52%) and speaking activities (45%) difficult for prep class students.

c. Physical appearance

The findings related to the items of physical appearance are shown in Table 15.

Table 15.
The physical appearance in Global

<i>Items</i>		1+2	3	4+5	0	Mean
9. The cover of the textbook is attractive.		112*	48	69	-	2,64
	%	49	21	30	-	
10. The layout of a page is quite attractive.		95*	47	87	-	2,90
	%	41	21	38	-	
11. I can follow the layout of a page easily.		87	46	96*	-	2,99
	%	38	20	42	-	
12. The layout in the textbook encourages the students to do the activities.		122*	46	60	1	2,48
	%	53	20	26	0,43	
13. The textbook is durable in terms of use.		78	47	104*	-	3,10
	%	34	21	45	-	
14. The artwork (pictures, illustrations, graphs, tables, etc.) in the textbook is up-to-date.		59	36	134*	-	3,42
	%	26	16	58	-	
15. The artwork (pictures, illustrations, graphs, tables, etc.) in the textbook is helpful to me to understand the lesson.		72	56	101*	-	3,10
	%	32	24	44	-	
16. The font type in the textbook helps me to follow the units easily.		67	58	103*	1	3,11
	%	29	25	45	0,43	
17. The font size in the textbook helps me to follow the units easily.		74	46	109*	-	3,10
	%	32	20	48	-	
18. The colors in the textbook look attractive.		70	50	109*	-	3,14
	%	30	22	48	-	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

*Most frequently preferred option

Table 15 shows that the majority of the students do not find the cover (49%) or the layout of a page (41%) attractive and more than half of the students do not think that the layout is encouraging for them to do the activities (53%). However, 42% state that they can easily follow the layout of a page. Furthermore, they mostly find the textbook durable in terms of use (45%) and the artwork in Global up-to-date (58%). They also believe that the artwork helps them to understand the lesson (44%) and that the font type (45%) and size (48%) help them to follow the units easily. Finally, 48% of them agree with the statement that the colors in Global look attractive.

d. Content

The findings related to the items of content are shown in Table 16.

Table 16.
Content in Global

<i>Items</i>		1+2	3	4+5	0	Mean
19. The topics of the units are interesting for students.		88	45	96*	-	2,99
	%	38	20	42	-	
20. Reading passages and examples in the textbook are related to our daily lives.		73	49	107*	-	3,21
	%	32	21	47	-	
21. The reading passages in the textbook are quite long.		69	51	109*	-	3,30
	%	30	22	48	-	
22. The units in the textbook provide sufficient coverage of skills (speaking, reading, etc.)		78	65	85*	1	2,97
	%	34	28	37	0,43	
23. I think English songs involved in the textbook would facilitate our English.		104*	46	76	3	2,69
	%	45	20	33	1,3	
24. I think biographies of famous people involved in the textbook would facilitate our English.		69	46	112*	2	3,22
	%	30	20	49	0,87	
25. I think multiple choice tests involved in the textbook would facilitate our English.		74	43	110*	2	3,06
	%	32	19	48	0,87	
26. I think topics providing us some knowledge would facilitate our English.		66	50	112*	1	3,20
	%	29	22	49	0,43	
27. The units in the textbook include topics which are up-to-date.		50	44	135*	-	3,47
	%	22	19	59	-	
28. Topics covered in the units encourage students to communicate in the target language with each other.		109*	50	70	-	2,73
	%	48	22	30	-	
29. The textbook includes topics that reflect our culture as well.		141*	37	49	2	2,32
	%	62	16	21	0,87	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

*Most frequently preferred option

According to Table 16, the majority of the students disagree with the statements that English songs in Global would facilitate their English (45%) and that the topics encourage them to communicate in the target language (48%). Likewise, more than half of the students do not think that the topics in the book reflect their culture (62%). However, they mostly find the topics interesting for students (42%), and the reading passages related to their lives (47%) although they find the passages quite long (48%). 37% agree that the units in Global provide sufficient coverage of skills as well as that biographies of famous people (49%), multiple choice tests (48%) and also topics providing them some knowledge (49%) would facilitate their English. Lastly, they find the topics in the units up-to-date in general (59%).

e. Exercises and activities

The findings related to the items of exercises and activities are shown in Table 17.

Table 17.
Exercises and activities in Global

<i>Items</i>	1+2	3	4+5	0	Mean
30. The exercises and activities in the textbook are interesting.	111*	52	65	1	2,67
%	48	23	28	0,43	
31. The activities and exercises in the textbook are appropriate for our levels.	98*	53	78	-	2,83
%	43	23	34	-	
32. The activities and exercises in the textbook increase my desire to learn English.	110*	53	66	-	2,65
%	48	23	29	-	
33. The activities and exercises in the textbook increase my participation in the lesson.	111*	54	64	-	2,66
%	48	24	28	-	
34. The activities and exercises in the textbook sufficiently encourage collaborative work (group and pair work).	103*	41	85	-	2,79
%	45	18	37	-	
35. The reading activities and exercises in the textbook help me improve my reading skills.	87	46	96*	-	2,93
%	38	20	42	-	
36. The activities in the textbook help me improve my writing skills.	105*	44	79	1	2,73
%	46	19	34	0,43	
37. The speaking activities in the textbook encourage me to use English in the classroom.	115*	50	64	-	2,61
%	50	22	28	-	
38. The speaking activities in the textbook provide me use English outside the classroom in daily life.	114*	52	62	1	2,62
%	50	23	27	0,43	
39. The listening texts in the textbook are interesting.	129*	40	60	-	2,48
%	56	18	26	-	
40. I find the conversations that I listen through the tape recorder clear and understandable.	127*	52	50	-	2,11
%	55	23	22	-	
41. The listening activities in the textbook help me to improve my listening skills.	106*	53	70	-	2,70
%	46	23	31	-	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered
**Most frequently preferred option*

Table 17 presents that the majority of the students state that the exercises and activities in Global are not interesting (48%) or appropriate for their level (43%) and that they do not increase their desire to learn English (48%) or participation in the lesson (48%) and do not encourage collaborative work (45%). Moreover, they disagree with the statements that the activities help them improve their writing skills (46%) and encourage them to use English in or outside the classroom (50%). Additionally, they do not find the listening texts interesting (56%) or the conversations they listen to clear and understandable (55%). So, 46% state that the listening activities in Global do not help them improve their listening skills. On the contrary, 42% express that the reading activities and exercises help them improve their reading skills.

f. Vocabulary and grammar

The findings related to the items of vocabulary and grammar are shown in Table 18.

Table 18.
Vocabulary and grammar in Global

<i>Items</i>	1+2	3	4+5	0	Mean
42. There are too many unknown words in the textbook.	70	41	117*	1	3,30
%	31	18	51	0,43	
43. The textbook includes adequate number of exercises and activities to revise the new vocabulary.	104*	59	66	-	2,75
%	45	26	29	-	
44. The vocabulary exercises in the textbook make vocabulary learning easier for me.	103*	41	84	1	2,80
%	45	18	37	0,43	
45. The grammar points in the textbook are presented in a clear and understandable way.	96*	48	85	-	2,80
%	42	21	37	-	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

*Most frequently preferred option

As indicated in Table 18, most of the participant students think there are too many unknown words in Global (51%) and the book do not include enough exercises and activities to revise the new vocabulary (45%). Likewise, 45% believe that the exercises do not make vocabulary learning easier for them and 42% say that the grammar points are not presented in a clear and understandable way in Global.

g. Clarity of instructions

The findings related to the item of clarity of instructions are shown in Table 19.

Table 19.
The clarity of instructions in Global

<i>Items</i>	1+2	3	4+5	0	Mean
46. I understand the instructions in the textbook easily.	91*	53	84	1	2,89
%	40	23	37	0,43	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

*Most frequently preferred option

According to Table 19, most of the students state that they do not understand the instructions in Global easily (40).

h. Supporting sources

The findings related to the items of supporting sources are shown in Table 20.

Table 20.
The supporting items of Global

<i>Items</i>	1+2	3	4+5	0	Mean
47. The consolidation parts of the textbook provide me with opportunities to practice (revise) what I have learnt.	89*	57	83	-	2,90
%	39	25	36	-	
48. I can use the workbook as an independent source book.	110*	35	84	-	2,71
%	48	15	37	-	
49. The workbook serves as an extra load in terms of the grammar and the vocabulary learnt in the classroom.	97*	62	68	2	2,78

	%	42	27	30	0,87	
50. The workbook helps me revise what I have learnt in the classroom.		79	49	101*	-	3,05
	%	35	21	44	-	
51. The workbook consists of sufficient number of exercises.		80	67	84*	-	3,00
	%	35	29	36	-	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

*Most frequently preferred option

It is seen in Table 20 that the majority of the students do not think the consolidation parts provide them with opportunities to practise what they have learnt (39%). Moreover, 48% state that they cannot use the workbook as an independent sourcebook and according to 42% of the students, the workbook is an extra load in terms of the grammar and vocabulary learnt in the classroom. Still, 44% believe that it helps them revise what they have learnt in the classroom and 39% say that there are sufficient number of exercises in the workbook.

i. Development of learner autonomy

The findings related to the items of development of learner autonomy are shown in Table 21.

Table 21.
The development of learner autonomy in Global

<i>Items</i>		1+2	3	4+5	0	Mean
52. The reading texts and activities in the textbook help me to gain different points of views.		86	54	88*	1	2,99
	%	38	24	38	0,43	
53. The reading texts and activities in the textbook foster my creativity.		109*	57	63	-	2,70
	%	48	25	27	-	
54. The reading texts and activities in the textbook raise my interest and curiosity.		103*	48	78	-	2,78
	%	45	21	34	-	
55. The activities in the text book help me evaluate what I have learnt.		108*	50	70	1	2,75
	%	47	22	31	0,43	
56. The textbook allows me to be more aware of my weaknesses while developing language skills (reading, writing, listening, speaking).		96*	54	78	1	2,81
	%	42	24	34	0,43	
57. The textbook allows me to be more aware of my strengths while developing language skills (reading, writing, listening, speaking).		86*	56	86*	1	2,92
	%	38	24	38	0,43	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered

*Most frequently preferred option

Table 21 shows that although 38% of the students think that the reading texts and activities in Global help them to gain different points of views, they mostly do not believe that these texts and activities foster their creativity (48%) or raise their interest and curiosity (45%). Moreover, 47% say that the activities do not help them to evaluate what they have learnt and 42% do not think that the book allows them to be more aware of their weakness in terms of language skills while the percentages of the agreeing and disagreeing students are the same when it comes to awareness of their strengths (38%).

j. Consideration of learning style differences

The findings related to the items of consideration of learning style differences are shown in Table 22.

Table 22.
Consideration of learning style differences in Global

<i>Items</i>		1+2	3	4+5	0	Mean
58. The units in the textbook include sufficient number of visuals (graphs, diagrams, tables, pictures, etc).		93*	45	90	1	2,92
	%	41	20	39	0,43	
59. The units in the textbook include sufficient number of activities that allow us to learn through listening.		110*	48	70	1	2,75
	%	48	21	31	0,43	
60. The units in the textbook include sufficient number of activities that allow us learn through moving in the classroom.		126*	43	56	2	2,45
	%	55	19	25	0,87	

1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree, 5: Strongly agree, 0: Not answered
**Most frequently preferred option*

Lastly, Table 22 presents that the majority of the students do not think that the units in Global include sufficient number of visuals (41%) or activities allowing them to learn through listening (48%). Similarly, more than half of the participants believe that the units do not include activities that allow for movement in the classroom (55%).

3) Do the prep class students' beliefs vary significantly in terms of the textbook they use in the classroom?

The statistical analyses carried out to answer the third research question have revealed that the beliefs of the prep class students vary significantly in terms of the textbook they use in the classroom. The independent t- test results show that the difference is seen in three of the categories: the selection and organization of content, the level and the content.

The means of the students using Face2face for the items 1 ($M^{F1}=3,45$) and 2 ($M^{F2}=3,25$) are different from the ones who use Global ($M^{G1}=2,99$ and $M^{G2}=2,79$) and this difference is statistically significant ($p=0,000$). When the means are considered, it is seen that the students using Face2face think that the tasks and activities are organized from simple to complex and they can follow the units easily while the ones using Global disagree with these items.

When the means of the two textbooks are compared in terms of their level, there are differences between all of the items 4, 5, 6, 7 and 8 for Face2face ($M^{F1}=2,50$, $M^{F2}=2,58$, $M^{F3}=2,74$, $M^{F4}=2,83$ and $M^{F5}=2,81$) and the ones for Global ($M^{G1}=3,33$, $M^{G2}=3,35$, $M^{G3}=3,22$, $M^{G4}=3,38$ and $M^{G5}=3,24$) and this difference is statistically significant ($p=0,000$). Accordingly, the students using Global think that their textbook is more difficult for prep class students not only in general but also in terms of reading, writing, listening and speaking activities.

When the items of content are taken into consideration, the test results indicate difference between the means of Face2face and Global in terms of item 21 ($M^{F1}=2,93$, $M^{G1}=3,3$) and item 23 ($M^{F2}=3,11$, $M^{G2}=2,69$) and this difference is statistically significant ($p=0,001$). This shows that the students using Global find the reading passages in their book

quite long while the ones using Face2face disagree with this. Likewise, the students agree that the songs in Face2face facilitate their English whereas the students who study Global do not agree with this item.

4) Do the prep class students' beliefs about Face2face and Global as a textbook vary significantly in terms of their: gender, shift, being an undergraduate or graduate student, language level, the language of education in their faculty or institute?

The statistical analyses carried out to answer the fourth research question have revealed that the beliefs of the prep class students who use Face2face as a textbook vary significantly in terms of their gender, shift, being an undergraduate or graduate student, language level as well as the language of education in their faculty or institute.

An independent-samples t-test has been conducted to compare the beliefs of female and male students about Face2face as a textbook. There is a significant difference in the scores of female and male students for the items 3 ($M^F=3,69$, $M^M=3,36$), 9 ($M^F=2,13$, $M^M=2,60$), 12 ($M^F=2,35$, $M^M=2,73$), 13 ($M^F=2,59$, $M^M=3,03$), 20 ($M^F=3,40$, $M^M=3,10$), 26 ($M^F=3,57$, $M^M=3,18$) and 27 ($M^F=3,61$, $M^M=3,22$) these results are significant at the $p = 0.05$ level.

The test results have shown that there is a significant difference between the scores of day and evening students for the items 8 ($M^D=2,73$, $M^E=3,19$), 13 ($M^D=2,92$, $M^E=2,40$), 34 ($M^D=2,75$, $M^E=3,28$), 36 ($M^D=2,84$, $M^E=3,23$) and 55 ($M^D=2,87$, $M^E=3,28$) and these results are significant at the $p = 0.05$ level.

Moreover, the undergraduate and graduate students have significantly different scores for the items 4 ($M^U=2,44$, $M^G=3,15$), 37 ($M^U=2,82$, $M^G=3,40$) and 38 ($M^U=2,82$, $M^G=3,40$) and these results are significant at the $p = 0.05$ level.

A one-way ANOVA has been used to test for the differences among the opinions of the students from three language levels: beginner, elementary and intermediate. Their opinions differ significantly across the three levels for the items 6 ($F(3, 255) = 3.61$, $p = .014$), 8 ($F(3, 255) = 5.13$, $p = .002$), 13 ($F(3, 255) = 4.48$, $p = .004$), 39 ($F(3, 255) = 4.67$, $p = .003$) and 53 ($F(3, 255) = 3.23$, $p = .023$). Tukey post-hoc comparisons of the three groups indicate that the beginner level students have significantly different opinions from the elementary and intermediate level students for items 6 and 13 while their opinions are significantly different from the intermediate students for item 39 and finally the difference for item 53 is significant between the elementary and intermediate level learners.

Lastly, the students whose language of education is Turkish have significantly different scores from the ones whose language of education is English for the items 5 ($M^T=2,74$, $M^E=2,27$), 6 ($M^T=2,86$, $M^E=2,51$), 8 ($M^T=3,00$, $M^E=2,42$), 31 ($M^T=2,97$, $M^E=3,31$), 32 ($M^T=2,70$, $M^E=3,03$), 41 ($M^T=2,90$, $M^E=3,21$), 46 ($M^T=2,95$, $M^E=3,30$) and 59 ($M^T=2,95$, $M^E=3,27$) and these results are significant at the $p = 0.05$ level.

In addition, the analyses have indicated that the beliefs of the prep class students who use Global as a textbook vary significantly in terms of their gender, shift, being an undergraduate or graduate student, language level as well as the language of education in their faculty or institute.

An independent-samples t-test has been conducted to compare the beliefs of female and male students about Global as a textbook. There is a significant difference in the scores of female and male students for the items 3 ($M^F=3,57$, $M^M=3,00$), 6 ($M^F=3,00$, $M^M=3,36$), 7 ($M^F=3,16$, $M^M=3,51$), 11 ($M^F=3,23$, $M^M=2,82$), 12 ($M^F=2,71$, $M^M=2,35$), 15 ($M^F=3,38$,

$M^M=2,94$), 16 ($M^F=3,32$, $M^M=3,00$), 18 ($M^F=3,36$, $M^M=3,00$), 22 ($M^F=3,18$, $M^M=2,85$), 48 ($M^F=2,93$, $M^M=2,54$) and 50 ($M^F=3,32$, $M^M=2,84$) and these results are significant at the $p = 0.05$ level. These results suggest that in general female students tend to have more agreement with the items in the questionnaire than the males.

Likewise, there is a significant difference between the scores of day and evening students for the items 9 ($M^D=2,75$, $M^E=2,15$), 15 ($M^D=3,19$, $M^E=2,73$), 22 ($M^D=3,09$, $M^E=2,52$), 24 ($M^D=3,14$, $M^E=3,68$), 28 ($M^D=2,81$, $M^E=2,34$), 34 ($M^D=2,87$, $M^E=2,28$), 36 ($M^D=2,87$, $M^E=2,07$), 39 ($M^D=2,55$, $M^E=2,07$), 43 ($M^D=2,84$, $M^E=2,26$), 44 ($M^D=2,93$, $M^E=2,18$), 50 ($M^D=3,15$, $M^E=2,60$) and 59 ($M^D=2,84$, $M^E=2,31$) and these results are significant at the $p = 0.05$ level.

Moreover, the undergraduate and graduate students have significantly different scores for the items 7 ($M^U=3,46$, $M^G=2,86$), 21 ($M^U=3,36$, $M^G=2,84$), 40 ($M^U=2,33$, $M^G=2,80$), 46 ($M^U=2,85$, $M^G=3,34$), 48 ($M^U=2,64$, $M^G=3,26$), 51 ($M^U=2,93$, $M^G=3,61$) and 55 ($M^U=2,71$, $M^G=3,26$) and these results are significant at the $p = 0.05$ level.

There is also a significant difference between the scores of elementary and pre-intermediate level students for the items 48 ($M^U=2,64$, $M^G=3,26$), 51 ($M^U=2,93$, $M^G=3,61$) and 55 ($M^U=2,71$, $M^G=3,26$) and these results are significant at the $p = 0.05$ level.

Finally, the students whose language of education is Turkish have significantly different scores from the ones whose language of education is English for the items 1 ($M^T=2,83$, $M^E=3,19$), 2 ($M^T=2,61$, $M^E=3,05$), 4 ($M^T=3,48$, $M^E=3,09$), 8 ($M^T=3,41$, $M^E=2,98$), 26 ($M^T=3,05$, $M^E=3,43$), 35 ($M^T=2,74$, $M^E=3,19$) and 58 ($M^T=2,69$, $M^E=3,21$) and these results are significant at the $p = 0.05$ level.

Summary and discussion

This study aims to reveal the opinions of the prep class students at Dokuz Eylul University about Face2face and Global as textbooks and identify whether their opinions vary in terms of some factors like gender, shift, language level, etc. The results suggest that the prep class students have different beliefs concerning the textbook they are supposed to follow in their classes as well as the factors mentioned above.

The findings suggest that the students are in more agreement with the items for the selection and organization of content for Face2face than the ones for Global. Moreover, the majority state that they can follow the units in Face2face easily while they disagree with this item for Global. This shows that the students find Global harder to follow than Face2face due to its content organization. Kesen (2010) reports that in Turkey language textbooks are perceived as a planet representing the feeling of uncertainty experienced by the learners as well as a guide that helps them to find their ways around. Therefore, the layout and organization of a textbook is great importance since it may either help learners to survive or cause them to get lost in ambiguity.

It has been found that the majority of the students disagree with the items indicating the difficulty of the level of Face2face as a textbook for prep class students whereas they dominantly agree with these items for Global. From this finding, it is possible to conclude that the students find Global above their level while they consider Face2face as a suitable textbook for prep class students.

Additionally, it has been revealed that the students believe that the physical appearance of the both textbooks help them to understand and follow the lesson easily

although they do not like the cover or the layout of either book. The only difference is that the students find Global durable in terms of use while they mostly disagree with this item for Face2face. Işık and Altmışdört (2010) have conducted a similar study with English teachers and have discovered that the teachers do not find the appearance of the teaching materials efficient enough to support the learning process.

The results concerning the content of the textbooks indicate that the students are pleased with both Face2face and Global since they find the topics and passages interesting, up-to-date and related to their daily life as well as facilitating for their language learning. However, they state that the textbooks neither reflect their own culture nor are encouraging for communication. Cengizhan (2007) argues that textbooks which are in harmony with Turkish culture and life style would facilitate university prep class students' language learning more effectively. Likewise, Çelebi (2006) proposes that textbooks should not be directly imported from foreign countries, but they should be evaluated and chosen by considering the Turkish culture and learning styles of Turkish people as well. One striking finding in terms of the content is that the students think the English songs in Face2face help them learn the language while they disagree with this item for Global. This might be due to the fact that there are not as many songs in Global as in Face2face.

It has been found that the students find the exercises and activities in Face2face appropriate for their level and helpful to improve their reading and listening skills even though they do not consider the exercises or activities interesting, encouraging or supportive for their writing or speaking skills. On the other hand, they do not think that the exercises and activities in Global are interesting, encouraging, appropriate for their level or supportive for their listening, speaking or writing skills. The only stated advantage of the exercises and activities in Global is that they are helpful in improving reading skills. Therefore, it is possible to conclude that the students are more content with the exercises and activities in Face2face than the ones in Global. Likewise, Bağceci and Yaşar (2007) and Bağceci (2004) have demonstrated that the English textbooks in Turkey are not sufficient enough to promote speaking skills and that using only the textbook in a language classroom decreases learners' interest and motivation to attend the class.

The findings also show that the students believe that the vocabulary and grammar are given in an easy, clear and understandable way in Face2face although they state the need for more exercises and activities to revise the new vocabulary. However, they are not satisfied with the presentation of vocabulary and grammar in Global stating that there are too many unknown words but not enough exercises to revise them. Thus, it is evident that the students find Face2face more favorable than Global in terms of vocabulary and grammar.

Another striking finding is that the students express that they can understand the instructions in Face2face easily whereas the majority disagree with this item for Global. This shows that the students who follow Global in their classes find it hard to understand and perform the instructions.

It is seen that the students think that Face2face has both consolidation parts and supporting items which consist of sufficient number of exercises and which help them revise but they state that they cannot use the workbook as an independent sourcebook. They have similar opinions for Global except for the consolidation parts which they do not find helpful to practice what they have learnt.

The findings have revealed that the students believe that Face2face helps them gain different points of views, provides an opportunity for self-evaluation and enables them to see their strengths, but it does not foster their creativity, interest or curiosity or does not help them

to recognize their weaknesses. On the other hand, when they consider Global, they state that the book helps them gain different points of views, but it neither provides an opportunity for self-evaluation, awareness of their weakness and strengths nor fosters their creativity, interest or curiosity. Thus, it can be concluded that the students find Face2face more advantageous in terms of the development of learner autonomy. These findings are consistent with Tekir and Arıkan's (2007) study about the textbook "Let's Speak English 7", towards which both the students and teachers had negative attitudes. Likewise, Reinders and Balçıkınlı (2011) have found that the textbooks commonly used in classrooms worldwide do little to foster learner autonomy and that when they do; they offer limited opportunity for practice to students. Moreover, Can (2012) states that the strategy training is pursued indirectly and strategies are not stressed and varied in the English textbooks delivered to schools by the Ministry of National Education in Turkey.

It has also been found that the students believe that Face2face is a sufficient textbook for visual and audio learners but it does not support the kinesthetic ones. On the other hand, they do not consider Global supportive for any of the mentioned learning style differences. Similarly, Işık and Altmışdört (2010) have found that the English teachers in their study do not believe that their teaching materials meet the needs of different learners in their classrooms.

Finally, the findings suggest that the opinions of the prep class students who use Face2face or Global as a textbook vary significantly in terms of their gender, shift, being an undergraduate or graduate student, language level as well as the language of education in their faculty or institute.

Conclusion

Overall, the prep class students of DEU are generally in favor of Face2face rather than Global since they find Face2face easy to follow, suitable for their language level and efficient for their language learning. The most striking disadvantage of Global stated by the students is that it is above the level of the prep class learners and difficult to follow as a textbook. These findings are of direct practical relevance since they can contribute considerably to the development and evaluation of these textbooks in support of the prep class students' language learning process. Clearly, further research will be required to find out more detailed information about the students' opinions, needs and expectations as well as to reflect the language teachers' perspectives into the research results.

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