



| Research Article / Araştırma Makalesi |

## The Effectiveness of English Textbooks at MoNE from Teachers' Aspect

### Öğretmenlerin Bakış Açısından MEB Ders Kitaplarının Etkililiği

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#### Abstract

*Purpose:* Textbooks are handy means in EFL classrooms. However, they may have some lacking points in terms of implementation. EFL teachers' opinions are crucial at that point. Taking this into account, the current study seeks to investigate the effectiveness of the textbooks used at MoNE from teachers' view.

*Design/Methodology/Approach:* 102 EFL teachers from different cities of Turkey were targeted for the data collection. The participants involved in the study are working in primary, secondary, and high schools all over Turkey. The data were collected in nearly 2 months during Covid-19. The data collection instrument is a five-point Likert-type teacher questionnaire. Hence, this study is a quantitative one for which the data obtained are analyzed through SPSS. One sample t-tests, Pearson correlation statistics, and descriptive statistics are utilized in this study.

*Findings:* This study reveals that English textbooks are inadequate in terms of layout, design, activities, and skills. On the other hand, the teachers find the subject, content, and language type used in the textbooks appropriate. Most of the teachers believe that textbooks are easily adaptable. Nevertheless, the teachers are knowledgeable enough for overcoming the deficiencies and applying the best method for their students regardless of the textbook.

*Highlights:* Further studies could be conducted by interviewing the teachers about the drawbacks found in textbooks and how they can adapt them.

#### Öz

*Çalışmanın amacı:* Ders kitapları İngilizce derslerinde kullanışlı araçlardır. Yine de uygulama açısından eksik noktaları olabilir. Bu noktada İngilizce öğretmenlerinin fikirleri elzemdir. Bunu göz önünde bulundurarak, mevcut çalışma öğretmenler açısından MEB'de kullanılan kitapların etkililiğini araştırmaktadır.

*Materyal ve Yöntem:* Bu amaçla veri toplamak için Türkiye'nin farklı şehirlerinden 102 İngilizce öğretmenine ulaşılmıştır. Araştırmaya farklı şehirlerden katılan katılımcılar; ilkokul, ortaokul ve lise kademelerinde çalışmaktadır. Veriler Covid-19 sürecince yaklaşık olarak 2 ayda elde edilmiştir. Veri toplama aracı beşli Likert tipi öğretmen anketidir. Dolayısıyla bu çalışma, elde edilen verilerin SPSS aracılığıyla analiz edildiği nicel bir çalışmadır. Bu çalışmada tek örneklem t-testi, Pearson korelasyon istatistikleri ve betimleyici istatistiklerden yararlanılmıştır.

*Bulgular:* Bu araştırma, İngilizce ders kitaplarının düzen, dizayn, aktiviteler ve beceriler bakımından yetersiz olduğunu ortaya koymaktadır. Öte yandan öğretmenler konu, içerik ve kullanılan dili uygun bulmaktadırlar. Öğretmenlerin çoğu kitapların kolaylıkla uyarlanabilir olduğu kanaatindedir. Bununla beraber, öğretmenler eksiklikleri gidermede ve ders kitabından bağımsız olarak öğrencileri için en iyi metodu uygulamada yeterlidir.

*Önemli Vurgular:* İleriki araştırmalar öğretmenlerle ders kitaplarında bulunan eksiklikler ve bunları ne şekilde uyarlayabilecekleri hakkında görüşme yapılarak yürütülebilir.

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## INTRODUCTION

Curriculum and course materials are essential in the educational program (Dinçer et al., 2010). In an EFL context, a textbook is a valuable tool enabling the teachers to follow the curriculum. Moreover, Basturkman (1999) identifies ELT textbooks as cultural artifacts and states that they are a genre of some prominence, usually reflecting mainstream views of the ELT community or culture. Nevertheless, it can be stated that the teacher is a unique power in an educational setting in terms of applying for an education program, affecting students' learning, and decreasing the adverse effects of the environment (Dinçer et al., 2010).

Most teachers and students perceive textbooks as a course, and they consider textbooks the only source of information. Teachers stick to the textbooks they use, and they do not allow for additional activities and creativity. However, a book is not a course, but it determines the learning experiences for those who use it (McGrath, 2002). Textbooks also provide information on the target culture, promoting the perception of language and culture. A systematic and comprehensive coursebook may enable the culture input substantially (Wu, 2010). A good combination of language and culture raises the increase to study a textbook to a great extent.

Textbook analysis has great importance in that it should correspond to the learners' needs of the particular situation, promote communicative language, learner autonomy, make use of problem-solving approaches and allow for differentiated instructions (Anjaneyulu, 2014). Likewise, Candlin and Mercer (2001) suggest that in any learning group, learners differ from each other in terms of their perception of learning needs in the target language. Teachers are the ones who are aware of their student's level; therefore, they are to adapt their materials following the student's needs. Analyzing activities to see if they are ready to serve for the aim of being communicatively competent is of great importance, according to Tavil and Demirbaş (2010). Namaghi et al. (2014) emphasize that teacher's role is to administer the checklist. However, this does not necessarily mean that their only task is to complete the teaching process each time. As Tok points out (2010), teachers are entitled to be active in the process of coursebook evaluation.

In Turkey, most universities provide ELT student teachers with the necessary qualification to evaluate, assess, and adapt an EFL coursebook according to the targeted student level. Textbook evaluation is a valuable component of teacher training programs. It makes student teachers aware of the necessary qualities to seek in textbooks while familiarizing them with a complete sequence of published language instruction materials (Litz, 2005). Qualified teachers can share their perceptions of the strengths and weaknesses of the textbook they use in a class (Ahmadi & Derakhshan, 2016).

Dougill (1987) notes that trying to criticize a book that aims to improve reading skills for not comprising good structural practice would be in vain. In Turkey, the government provides coursebooks free of charge, making them accessible for both teachers and students across the country. Hence, evaluating the textbook given by the Ministry of National Education (henceforth MoNE) concerning its cost would be meaningless. Kirkgöz (2011) states that the use of these locally produced textbooks in state primary and secondary schools is encouraged by MoNE. Dougill (1987) maintains that teachers need to determine the objectives of a book. From this point, it is probable to assess the effectiveness of book covers as well.

The brief review of studies shows that there are several suggestions on assessing a textbook from the angle of teachers. The textbook, accepted as a source for self-confidence development by inexperienced teachers (Cunningsworth, 1987), is generally evaluated considering the physical characteristics, language content, design and organization, language skills, exercises and activities, and cultural considerations (Acar, 2006). Tomlinson (2008) suggests that studies on teacher views of ELT materials demonstrate the inclination to approve easily adaptable textbooks.

Kayapınar (2009) argues that successful use could be realized creatively and flexibly rather than dominating the teaching and learning process. Teachers should develop the most effective, suitable, and flexible materials for their students, as Nunez Pardo and Telléz Telléz (2009) claim. If the case is like in Turkey, where the government provides the textbook, adapting a material is a best and easiest option. The adaptation process should begin after the evaluation process ends. What is seen as inadequate should be focused on and improved? The evaluation and adaptation process has many positive and negative sides, however. To name some difficulties, most textbooks are tantalizingly unclear about target learners, as justified by Dougill (1987). Even if a textbook is designed for a particular grade, it is not possible, if not impossible, for teachers to state that this textbook is perfect for their students. While speaking of the advantage of a coursebook, Öztürk (2019) emphasizes textbooks' paving the way for autonomy. The learners could see an organizational chart that enables them to create their studying program, to recognize what they have learned in previous units and what they are supposed to learn in the following units. Öztürk (2019) maintains that if teachers depend heavily on the coursebooks, it would be inevitable not to lose instructional skills in time. Textbooks are simple tools in the hands of teachers, so the teachers are not expected to work miracles with them (Ersöz, undated).

In the literature on EFL textbooks in Turkey, the relative importance of EFL teachers' perceptions has been subject to considerable discussion. For instance, Tok (2010) focuses on teacher views on textbooks used in primary schools. Hopa (2019), on the other hand, handles the EFL textbooks from the learners' aspect. Akin to this, Arıkan (2008) concentrates on fourth-grade students' and teachers' views on EFL textbooks. Arıkan (2009) collects future teachers' opinions on EFL coursebooks in secondary schools. Yılmaz and Aydın (2015) review the literature about EFL teachers' perceptions of EFL coursebooks. They suggest that EFL course books should be pored over from a broad perspective by considering teachers' views. Correspondingly, Dülger (2016) conducts a study by getting the views of the teachers working in primary, secondary, and high schools on EFL textbooks of that time. However, textbooks have changed so far. Moreover, the teachers' attitudes towards applying and assessing the textbooks

may vary. While several studies focus on textbook assessment and teacher views, the researchers are based on former textbooks. There is no study involving the teachers' opinions from all grades. Therefore, this study distinctively centers on the opinions of 102 ELT teachers on EFL textbooks that are designed in line with the updated curriculum and content. Hence, the current study fills the gap in the literature by placing views of the teachers who work in primary, secondary, and high schools about the EFL textbooks used in today's classes. Thus, the main research questions that guided this study are as follows:

1. Are the teachers satisfied with the content of the textbook?
2. To what extent do the teachers find activities related to the topic they are supposed to teach?
3. Are the textbooks adequate for achieving the goals set at the beginning of the teaching and learning process?

## METHOD

The design, participants, data collection of the study, and data analysis compatible with the purpose of the study were explained in this section.

### Design

This paper reports on a survey on teachers' perception of the effectiveness of the textbooks given by MoNE. Yılmaz and Aydın (2015) assert that teachers need a map no matter how they know a thing or many. Accordingly, the present study is conducted with a quantitative research design to shed light on the adequacy of the textbooks through teachers' views. Quantitative research methods deal with gathering and analyzing data and could be exhibited computationally (Goertzen, 2017). Quantitative research is applied when testing objective theories by analyzing the relationship among variables for which data is analyzed using statistical procedures as Creswell (2017) notes.

### Participants

Purposive sampling is used to choose the participants for the present study. The purposive sampling technique is the intentional choice of a participant because of the features the participants have (Etikan et al., 2016). The sample in this study consists of 102 English Language Teachers working at MoNE from different cities around Turkey. Thus, the collected data illustrates a total of 102 teachers volunteered for the current study. Among them, 64 are female (62.7%) and 38 are male (37.3%) teachers. Moreover, 22 participants are between the age of 20-25 (21.6%). 41 of them are between 26-30 (40.2%). 20 of them are between the age of 31-35 (19.6%). 13 of them are between 36-46 (12.7%) and 6 of the teachers are between the age of 41-45 (5.9%). Regarding the teachers' department of graduation, it is found that 91 of the teachers (89.2%) have ELT (English Language Teaching) graduate degrees. 1 teacher (0.9%) graduated from both English Language Teaching and English Language and Literature departments. 5 of them are (4.9%) English Language and Literature graduates. 1 is (0.9%) Translation and Interpreting graduate and 1 is (0.9%) Linguistics/Philology graduate while 3 participants (2.9%) selected 'other' as a department of graduation. As for the years of teaching experience, 28 teachers (27.4%) who participated in this study are working for less than 4 years. 48 of them (47.1%) are working for 4-9 years. 14 of them (13.7%) have the experience of 10-14 years, and 12 of them (11.8%), being the minority in this part, are working for 15 or more years. In terms of the grade where the teachers teach, it is figured out that 20 teachers (19.6%) who took part in the current study teach only at primary schools. 42 of them (41.1%) teach only at secondary schools. 35 of the teachers (34.3) teach only at high schools. 2 of the teachers (1.9%) work both at primary and secondary schools. Similarly, 3 of the participants (2.9%) work at primary, secondary, and high schools at the same time. The last demographic information reached by the collected data demonstrates that 17.6 % (f=18) of the participants work in the Southeastern Anatolian Region. 16.6 % of them (f=17) work in the Central Anatolian Region. Of them, 15.6 % (f=16) work in the Marmara Region and the Eastern Anatolian Region commensurably. 14.7 % (f=15) of the teachers work in the Black Sea Region. 10.7 % (f=11) of the teachers work in the Mediterranean Region. 8.8 % (f=9) of the participants work in the Aegean Region. The questionnaire is administered to the teachers working in 51 different cities (Adana, Adıyaman, Afyon, Ağrı, Amasya, Ankara, Antalya, Balıkesir, Batman, Bayburt, Bilecik, Bingöl, Bitlis, Burdur, Bursa, Diyarbakır, Elazığ, Erzincan, Erzurum, Eskişehir, Gaziantep, Giresun, Hakkari, Hatay, Isparta, İstanbul, İzmir, Kahramanmaraş, Kars, Kayseri, Kocaeli, Konya, Malatya, Manisa, Mardin, Mersin, Muğla, Muş, Niğde, Ordu, Sakarya, Samsun, Sinop, Sivas, Şanlıurfa, Tekirdağ, Tokat, Trabzon, Uşak, Van, Zonguldak). The volunteers are given specific instructions before completing the questionnaire if they hesitate to answer any questions or require further explanations related to the items of the questionnaire or the results of the study, though everything is clear in the instrument. In addition to this, their consent to participate in the study was taken at the beginning of the questionnaire.

### Data Collection

The data is collected in 2 months, between March 2020 and May 2020. The questionnaire was developed by Arıkan (2008), and the necessary permission is obtained. The questionnaire is in English and applied to English Language Teachers irrespective of their graduation departments. It contains 2 parts, the first part of which gives demographic information. Gender, age, department of graduation, years of teaching experience, the stage they teach at, and the city they work in are among the information they share. The second part of the questionnaire includes 42 items, and these items are categorized under 6 sections which are layout and design (i1 -i11), activities (i12 - i18), skills (i19 - i22), language type (i23 - i29), subject and content (i30 - i38), and conclusion (i39 - i42). In the "Layout and Design" part, the participants are to rate 11 items related to the organization of the

textbook. In the “Activities” part, there are 7 items concerning the implementation of the task. In the “Skills” part, there are 4 items concerning the practice of skills. In the “Language Type” part, there are 7 items about the language choice. In the “Subject and Content” part, there are 9 items regarding the consistency between the subject/content and the students. In the “Conclusion” part, there are 4 items that aim to grasp the general idea about the textbook. At the very beginning of the study, although the questionnaire was applied before and attested to its reliability, the researchers preferred to recalculate the reliability levels referring to all sections of the questionnaire to make it more applicable.

**Table 1. Reliability statistics**

Sections of the Scale	N of Items	Cronbach's Alpha
The whole scale (i1-i42)	42	.96
Layout and Design (i1 – i11)	11	.92
Activities (i12 – i18)	7	.91
Skills (i19 – i22)	4	.87
Language Type (i23 – i29)	7	.88
Subject and Content (i30 – i38)	9	.92
Conclusion (i39 – i42)	4	.87

The reliability statistics are represented in table 1. As well as the reliability of the whole scale, each section's reliability Cronbach Alpha level is calculated separately, too. The reliability of this questionnaire as a whole is .96, which is accepted as reliable. The layout and Design section's reliability is found as .92. The reliability of the activities section is .91. The skills section's reliability shows .87. The language Type section's reliability is calculated as .88. The reliability of the Subject and Content section demonstrates .92. Conclusion section's reliability, with being least in number but still high in reliability level, is indicated as .87. All reliability levels are above .70, meaning they are reliable enough statistically.

The participants rated each item on a five-point Likert scale that ranges from 1 (I agree) to 5 (I do not agree at all). At the very beginning of the process, the data was planned to be collected from the teachers working in 7 regions of Turkey. Due to the Covid-19 pandemic, the instrument was converted into an online questionnaire applied to the teachers country-wide. Furthermore, due to this outbreak, a late ethical commission application to Amasya University was made to declare the reality that there is no obstacle to commence and fulfill the target study sincerely. Delightfully, the required approval was attained from the Social Sciences Ethical Commission of Amasya University.

## Data Analysis

The teachers' views are collected through an online questionnaire, distributed via social media. In this regard, Google Forms, being one of the widely-used options in Coronavirus days, was preferred. Hence, a quantitative questionnaire was utilized by the researchers of this current study. The statistics are analyzed through SPSS 11, Statistical Package for the Social Sciences. One sample t-tests are applied for the 7 subsections of the questionnaire. Besides, Pearson correlation statistics are calculated to display the correlation levels and descriptive statistics are carried out for the frequencies and percentages of the existing study.

## FINDINGS

In compliance with the collected data, the findings are delineated in the tables below.

**Table 2. One sample t-test results for sub-sections of scale**

Sections of Scale	N	X	S	SD	t	p
Layout and design	102	29.19	9.83	101	29.98	.000
Activities	102	19.56	6.50	101	30.38	.000
Skills	102	10.60	4.16	101	25.71	.000
Language Type	102	20.01	6.87	101	30.92	.000
Subject and Content	102	26.08	8.72	101	30.19	.000
Conclusion	102	10.91	4.27	101	24.83	.000

The analysis of Table 2 displays the one-sample t-test results for the 7 sub-sections of scale. As the table reflects, 7 sub-sections of the scale differ meaningfully from each other ( $p < .05$ ) as the significance level of each section proves the successful distribution of the means since  $t(101) = 29.98$  for Layout and Design, 30.38 for Activities, 25.71 for Skills, 30.92 for Language Type, 30.19 for Subject and Content and 24.83 for Conclusion,  $p < .01$ .

**Table 3. Pearson correlation statistics of sub-sections of scale**

	Layout-Design	Activities	Skills	Language Type	Subject-Content	Conclusion
Layout-Design						
Activities	.82**					
Skills	.76**	.75**				
Language Type	.79**	.79**	.73**			
Subject-Content	.78**	.82**	.75**	.75**		
Conclusion	.75**	.73**	.57**	.66**	.75**	
Mean	29.19	19.56	10.60	20.01	26.08	10.91
Sd	9.83	6.5	4.16	6.87	8.72	4.27

\*\* . Correlation is significant at the 0.01 level (2-tailed).

In respect to one of the parametric statistical procedures named Pearson correlation results, the correlation levels that indicate the mean values of each section of the scale fit into the significance at the 0.01 level. Furthermore, at the significance level of 0.01, the table informs that each sub-section has a high positive correlation with one another in different degrees. It is obvious that the Layout and Design section has the highest positive correlation level with the Activities section ( $r = .82, p < .01$ ), while it has the lowest high positive correlation level with the Conclusion section ( $r = .75, p < .01$ ). The activities section has the highest positive correlation level with the Subject and Content section ( $r = .82, p < .01$ ), whilst it has the lowest high positive correlation level with the Conclusion section ( $r = .73, p < .01$ ). Skills section has the highest positive correlation level with the Subject and Content section ( $r = .75, p < .01$ ) and Language Type section ( $r = .73, p < .01$ ), whereas it has the lowest high positive correlation level with the Conclusion part ( $r = .57, p < .01$ ). Language Type section has a high positive correlation with the Subject and Content section ( $r = .75, p < .01$ ) and the Conclusion part ( $r = .66, p < .01$ ). Lastly, the Subject and Content sections have a high positive correlation with the conclusion part ( $r = .75, p < .01$ ).

**Table 4. Descriptive statistics of teacher's viewpoint on textbooks given by MoNE**

Sub-Sections	I totally Agree		I Agree		Not Sure		I Don't Agree		I Don't Agree At All	
	f	%	f	%	f	%	f	%	f	%
Layout-Design (11 Items with 1122 answers)	72	6.422	251	22.38	249	22.19	316	28.16	234	20.86
Activities (7 Items with 714 answers)	45	6.30	178	24.91	187	26.19	205	28.71	105	14.71
Skills (4 Items with 408 answers)	28	6.86	91	22.30	88	21.57	112	27.45	89	21.81
Language Type (7 Items with 714 answers)	49	6.86	240	33.61	125	17.51	181	25.35	119	16.67
Subject-Content (9 Items with 918)	78	8.50	279	30.39	186	20.26	221	24.07	154	16.78
Conclusion (4 Items with 408 answers)	35	8.58	88	21.57	111	27.21	79	19.36	95	23.28

Table 4 shares the findings concerning the frequencies and percentages of the teachers' answers. There are 6 sub-sections consisting of 42 questions. As it is clearly shown in Table 4, the majority of the teachers find textbooks inadequate in terms of Layout and Design since 316 answers which are 28.6 % are among the "I don't agree" option for the related sub-section. To be more precise, the first item is "The textbook includes a detailed overview of the functions, structures, and vocabulary that will be taught in each unit." 32 of the teachers with 31.3 % selected the "I DON'T AGREE" option. For the second item "The layout and design are appropriate and clear", 34 of the teachers with 33.3 % selected the "I AGREE" option dissimilarly. For the third item which is "The textbook is organized effectively.", 33 teachers, with 32.3%, selected the "I AM NOT SURE" option, and 32 of them, 31.3%, selected the "I DON'T AGREE" option. For the third item that is "An adequate vocabulary list or glossary is included", 28 of the teachers, with 27.4 %, selected "I AGREE" and 28 teachers, with 27.4%, selected the "I DON'T AGREE" section equally. For the fifth item which is "Adequate review sections and exercises are included.", 30 of the teachers, with 29.4%, selected the "I DON'T AGREE AT ALL" option. For the sixth item which is "An adequate set of evaluation quizzes or testing suggestions is included.", 38 teachers, with 37.2 %, selected the "I DON'T AGREE" option. The seventh item is "The teacher's book contains guidance about how the textbook can be used to the utmost advantage.", 35 teachers with 34.3 %, opted for the "I DON'T AGREE AT ALL" option. For the eighth item which is "The materials objectives are apparent to both the teacher and student.", 31 of the teachers with 30.3 %, chose the "I AM NOT SURE" option, 25 of the teachers with 24.5 %, selected the "I DON'T AGREE" option, and 24 of them with 23.5 %, selected the "I AGREE" option relatively. The ninth item is "The textbook meets the long- and short-term goals specific to my learners.", 28 of the teachers with 27.4 %, opted for the "I DON'T AGREE" option. For the tenth item which is "The workbook includes appropriate supplementary activities.", 31 of the teachers with 30.3 %, chose the "I AGREE" option. The eleventh item is "There is an adequate explanation to enable teachers to understand the cultural differences of the target language.", 34 of the teachers with 33.3 % opted for the "I DON'T AGREE" option.

The teachers find the activities in the textbook lacking since 205 of the answers with 28.71 % show they opted for the "I DON'T AGREE" option. To enter more details, for the twelfth item of activities sub-section which is "The activities encourage sufficient communicative and meaningful practice.", 35 of the teachers with 34.3 % opted for the "I DON'T AGREE" option. The thirteenth

item is "The activities incorporate individual, pair and group work.", 38 of the teachers with 37.2 % chose the "I AGREE" option differently. The fourteenth item is "The grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs, and storytelling.", 33 of the teachers with 32.3 % chose the "I DON'T AGREE" option. For the fifteenth item which is "The activities promote creative, original and independent responses.", 37 of the teachers with 36.2% chose the "I DON'T AGREE" option. For the sixteenth item which is "The tasks are conducive to discovery learning and the internalization of newly introduced language.", 32 of the teachers with 31.3% chose the "I AM NOT SURE" option and 29 teachers with 28.4% follow it chosen "I DON'T AGREE" option. For the seventeenth item which is "The textbook's activities can be modified or supplemented easily.", 32 of the teachers with 31.3% opted for the "I AGREE" option divergently. The eighteenth item is "There are interactive and task-based activities that require students to use new vocabulary to communicate.", 31 teachers with 30.3% selected the "I AGREE" option while 29 teachers with 28.4% opted for the "I DON'T AGREE" option closely.

For the skills sub-section, 112 answers given by the teachers with 27.45 % prove that practices of skills in the textbook are insufficient. To clarify, for the nineteenth item included in the skills sub-section which is "The materials include and focus on the skills that I/my students need to practice.", 28 of the teachers with 27.4% selected the "I AGREE" option meanwhile 27 of them with 26.4% opted for the "I DON'T AGREE" option almost coequally. For the twentieth item which is "The materials provide an appropriate balance of the four language skills.", 26 of the teachers with 25.4% selected the "I DON'T AGREE" option and another 26 of the teachers with the same percentage opted for the "I DON'T AGREE AT ALL" option levelly. The twenty-first item is "The textbook highlights and practices natural pronunciation (i.e.- stress and intonation).", 29 teachers with 28.4 % chose the "I DON'T AGREE" option and 29 teachers with the same percentage chose the "I DON'T AGREE AT ALL" option evenly. For the twenty-second item that is "The practice of individual skills is integrated into the practice of other skills.", 30 of the teachers with 29.4 % chose the "I DON'T AGREE" option.

Most of the teachers find the language typically used in the textbooks pertinent as 240 answers with 33.61 % demonstrate satisfaction with the language type used. To make it clear, 37 of the teachers with 36.2% chose the "I AGREE" option for the twenty-third item which is "The language used in the textbook is authentic - i.e., like real-life English.". The twenty-fourth item is "The language used is at the right level for my (students') current English ability.", 36 of the teachers with 35.2% selected the "I AGREE" option accordingly. For the twenty-fifth item which is "The progression of grammar points and vocabulary items is appropriate.", 38 of the teachers with 37.2% opted for the "I AGREE" option. For the twenty-sixth item that is "The grammar points are presented with brief and easy examples and explanations", 35 of the teachers with 34.3% selected the "I AGREE" option. For the twenty-seventh that is "The language functions exemplify English that I/my students will be likely to use.", 36 of the teachers with 35.2% opted for the "I AGREE" option. The twenty-eighth item is "The language represents a diverse range of registers and accents.", 35 of the teachers with 34.3 % selected the "I DON'T AGREE" option discretely. For the twenty-ninth item which is "The new vocabulary words and language structures are repeated in subsequent lessons to reinforce their meaning and use.", 41 of the students with 40.1 % chose the "I AGREE" option.

The subject and content of the textbooks are found viable by the greater part of the teachers as Table 4 suggests. The thirtieth item is "The subject and content of the textbook is relevant to my (students') needs as an English language learner(s).", 39 of the teachers with 38.2 % opted for the "I AGREE" option. For the thirty-first item which is "The subject and content of the textbook is generally realistic.", 45 of the teachers with 44.1 % chose the "I AGREE" option. In discordance with these answers, the thirty-second item that is "The subject and content of the textbook are interesting, challenging and motivating." is selected as "I DON'T AGREE AT ALL" by 28 of the teachers with 27.4%. The thirty-third item is "There is sufficient variety in the subject and content of the textbook." There is sufficient variety in the subject and content of the textbook.", 31 of the teachers with 30.3% opted for the "I AGREE" option. For the thirty-fourth item that is "The materials are not culturally biased, and they do not portray any negative stereotypes", 35 of the teachers with 34.3% chose the "I AGREE" option. For the thirty-fifth item that is "Students learn about the customs and cultures of English-speaking countries.", 34 of the teachers with 33.3% opted for "I AGREE" option. The thirty-sixth item is "The textbook is methodologically in line with the current worldwide theories and practices of language learning.", 31 of the teachers with 30.3 % selected the "I AGREE" option. For the thirty-seventh item which is "Compared to texts for native speakers, the content includes real-life issues that challenge the reader to think critically about his /her worldview.", 29 of the teachers with 28.4% selected the "I AM NOT SURE" option and 24 of them with 23.5 % opted for the "I DON'T AGREE" option. The thirty-eighth item is "The subject and content of the textbook is designed according to the theory of Multiple Intelligence.", 35 of the teachers with 34.3 % selected the "I DON'T AGREE" option.

In the conclusion part of the questionnaire, 111 answers with 27.21 % are from the option "I AM NOT SURE". When looked more closely, for the thirty-ninth item of "The textbook is appropriate for the language-learning aims of the Ministry of National Education in Turkey.", 36 teachers with 35.2 % selected the "I AGREE" option. For the fortieth item which is "The textbook is suitable for small-medium, homogeneous, co-ed. classes of 4th-grade students.", 39 of the teachers with 38.2 % selected the "I AM NOT SURE" option. For the forty-first item which is "The textbook raises my (students') interest in further English language study.", 52 teachers with 50.8 % selected "I AM NOT SURE" and "I DON'T AGREE" options with 25 teachers, 24.5%, selecting the "I DON'T AGREE AT ALL" option. For the last item of the questionnaire which is "I would choose to study/teach this textbook again.", 59 of the teachers with 57.8% opted for "I DON'T AGREE AT ALL" and "I DON'T AGREE" options and only a total of 24 teachers with 23.5% opted for "I AGREE" and "I TOTALLY AGREE" options.

## DISCUSSION

This section offers a rendition of the findings of the current study. As Arıkan (2009) contends, what is critical in the application of course books is the teacher's manner of using them. Dinçer et al. (2010) maintain that teacher is the unique power who can affect the learning process for better or worse. From these points of view, it is pivotal to pay attention to the teachers' thoughts which are of paramount importance to uplift the textbooks given by MoNE. Thence, 102 English language teachers are volunteers to state their opinions on textbooks given by MoNE through an online questionnaire for this study.

To go about the descriptive statistics in Table 4, the textbooks given by MoNE are insufficient in recognition of Layout and Design. What is more, functions, structures, and vocabulary have not been discussed; exercises, evaluation quizzes, and guidance are scarce for the teachers. However, most of the teachers are neutral about the organization of the textbooks and the appearance of the material's objectives. Öztürk (2019) states that course books that do not correspond with the learners' needs would not attract their attention which would cause failure in the language learning process. Correlatively, the textbooks do not fit the aims of the process, which is one of the salient results of this study.

The teachers, in many aspects, do not welcome the activities substantial in the textbooks. They do not promote communicative and meaningful practice firstly. Games, songs, and storytelling are not utilized when introducing grammar and vocabulary items. The activities do not motivate students for autonomous responses; instead, they encourage students to work in pairs or groups. Şimşek and Dündar (2017) note that teachers should study their content after choosing a textbook and make preparations accordingly. An adaptation process generally follows this. Fortunately, most teachers think that activities could be modified or supplemented easily. This result exhibits that textbooks could be adapted with ease regardless of the deficiencies.

The practice of skills in textbooks is not balanced and integrated. Moreover, pronunciation practices are not featured adequately. Nevertheless, the teachers hold with the idea that skills-focused are parallel with the needs of their students. One outstanding result of the study reveals that the teachers are content with the language typically used in the textbooks given by MoNE. Öztürk (2019) states that inauthentic language in textbooks is a drawback for the language learning process. The teachers find the language authentic, which draws a positive image when it is considered that non-native authors prepare the books. Besides, the language type is also found proper for the students' level. The teachers deem the progression and presentation of grammar and vocabulary points suitable. Language functions performed in the textbooks are practical, and the new vocabulary and language structures are repeated, which is favorable. However, the textbooks do not offer diversity in registers and accents to listen to and practice.

The teachers tolerate the subject and content of the textbooks as they are found relevant, realistic, and variegated. There are no culturally biased materials and negative stereotypes. The textbooks include traditions of English-speaking countries and are in line with the contemporary theories and practices of language learning collaterally. The teachers are primarily uncertain that the content of the textbooks urges students to think critically. The subject and content of the textbook do not attract the interests of the teachers. Many of the teachers who participated in the study think that the multiple intelligence theory is disregarded while designing the textbooks.

In the conclusion part of the study, which is a thumbnail to some extent, it is in focus that the textbooks are found suitable for the language-learning aims of the Ministry of National Education in Turkey. On the other hand, they do not raise interest for students. A great majority of the teachers think they do not prefer to teach these textbooks again. Parallel to this, the textbooks are not favored by the teachers working in primary, secondary, and high school levels in contrast to the study implemented with 4th-grade teachers by Kırkgöz (2009). Even though textbooks could be modified facilely, they are not preferred to use again by the majority of the teachers.

## CONCLUSION AND RECOMMENDATIONS

Textbooks procure novice teachers and learners a schedule appertaining to the curriculum and syllabus. Their role in language teaching and the learning process is voluminously crucial. They are the most widely used course materials in transmitting knowledge and skills (Demir & Ertaş, 2014). They are also widely utilized when setting students homework. Besides, they guide both teachers and students in transmitting the knowledge of the language with concrete presentation and exemplification of the functions or samples of the target language.

For EFL learners, it can be stated that the teacher and the textbook are the two most important and substantial cultural links between the student's native culture and the target foreign culture (Otlowski, 2003). While learning a language, one learns a great deal about the target language, society, and culture. After the evaluation and assessment process, teachers can decide to omit culturally biased topics or add cultural diversities according to their students' needs. Similarly, they can adjust any unit or topic according to the learners' readiness. In this aspect, the roles and the importance of checklists in the textbook evaluation should be pointed out since they show the significance and relation of the sub-categories referred to as layout-design, activities, skills, language type, subject-content, and conclusion between one another and may display the descriptive of teachers' opinion about these sub-categories that constitute a complete evaluation at the end of this process. All in all, the textbooks used for foreign language teaching and learning in Turkey fails to reach their aims at providing enough input to the learners in terms of the skills of listening, speaking, reading, and writing besides the conclusion involving the aims of the MoNE and the learners' interests, however, they are found thriving in physical appearance, subject-content, and language type.

This seminal study is deeply concerned with the teacher perceptions of English textbooks given by MoNE. Previously published studies are limited to a specific grade or city. This study is implemented in several cities of Turkey to get the opinions of EFL teachers teaching at different educational grades. Therefore, the central thesis of this paper is to get the opinions of English language teachers on textbooks given by MoNE from diverse provinces in Turkey. This study, implemented in the Covid-19 epidemic process, confers on teacher views on English textbooks, making it unique from this standpoint. The study's main weakness lies in the fact that due to practical constraints, this study cannot provide an interview with the teachers, which may recontextualize the findings of the study. Future trials could include the interviews on the drawbacks they stated for their opinions on the textbooks or/and how they would like to adapt or what they come up with for the adaptation of the textbooks. At the same time, they are expected and ruled for using them in their admirable effort of teaching English as a foreign language at schools.

Overall, the striking results of the study indicate that English Language teachers are not satisfied with the content of the textbooks given by MoNE. Contrary to expectations, although the adaptability of the textbooks is found high by the teachers, they do not hope to use these textbooks again. This discrepancy could be attributed to their loss of motivation and reluctance to adopt the textbooks. So, the teachers' lack of motivation and reluctance to adapt the textbooks need to be taken into consideration so that the burnout conditions of teachers who are in-service to teach English as a foreign language should be prevented and revitalized.

Moreover, these disappointing findings leave a question mark over the minds: thinking that the textbooks are insufficient at several points, how do teachers adapt them to their learners? This could be another suggestion to scrutinize for further studies, which is one of the gaps this current study leaves to the researchers interested in the effectiveness of coursebooks in foreign language teaching settings.

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### Statements of publication ethics

We hereby declare that the study has no unethical issues and that research and publication ethics have been fulfilled carefully.

### Researchers' contribution rate

The study was conducted and reported with the equal collaboration of the researchers. S.İ.K. and A.S.B. conceived of the presented idea. S.İ.K. collected data and performed the computations. S.İ.K. and A.S.B. carried out the data analysis process and reported the findings. A.S.B. encouraged S.İ.K. to investigate the effectiveness of English textbooks and supervised the findings of this study. All authors discussed the results and contributed to the final manuscript.

### Ethics Committee Approval Information

The "Ethics Committee Approval Document" for this current study was taken from the Social Sciences Ethics Committee of Amasya University with the document date and the number 19/06/2020-E.11916.

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