An Evaluation of a 9th-Grade English Coursebook (*English 9*) from User Teachers and Students' Perspectives

Sedanur SERTDEMİR
Fırat University
210561009@firat.edu.tr
ORCID ID: 0009-0006-9788-0498

Ayşe Sıla POLAT
Fırat University
220561026@firat.edu.tr
ORCID ID: 0009-0007-9135-8997

Nilay ERDEM AYYILDIZ
Fırat University
nerdem@firat.edu.tr
ORCID ID: 0000-0002-1779-8464

ABSTRACT

The aim of this study was to reveal the perceptions of grade 9 English teachers and students regarding the suitability, effectiveness and quality of the English 9 textbook. In the study, the Textbook Evaluation Survey, which includes Likert-type expressions and open-ended questions for users designed by Öz (2019), with a reliability coefficient of .92, was used to collect feedback from teachers and students about the textbook. 10 9th grade English teacher and 100 9th grade students participated in the study. For the analysis of the data obtained from the surveys, the SPSS program was used and evaluated proportionally in the frequency module. The responses to the 4 open-ended questions asked only to the teachers within the survey were grouped and examined according to the similar answers of the participants. The study also performed an independent-samples t-test to examine the differences between the participant teachers and students in terms of the common categories included in the surveys for each group. The results of this research study indicate that although the 9th grade English book examined is generally appropriate for the level of the students, it falls short in meeting the expectations of teachers and student users in some aspects. Therefore, the study concludes that the book requires some improvements to be a more effective teaching tool in English course.
Keywords: *English 9* English textbook, in-use evaluation, textbook evaluation, user opinions.

9. Sınıf Bir İngilizce Ders Kitabının (*English 9*) Kullanıcı Öğretmen ve Öğrencilerin Bakış Açısından Değerlendirilmesi

ÖZ

Bu çalışmanın amacı, 9. sınıf İngilizce öğretmenlerinin ve öğrencilerinin English 9 ders kitabının uygunluğu, etkililiği ve kalitesine ilişkin algıları algılarını ortaya çıkarmaktı. Bunun için, MEB'e bağlı devlet okullarına 9. sınıf İngilizce ders kitabı olarak 2022-2027 yıllarında okutulacak olan English 9 kitabı, kullanmakta olan öğretmen ve öğrencilerin görüşlerine dayalı olarak değerlendirilmiştir. Çalışmada, Öz (2019) tarafından tasarlanmış kullanıcılara yönelik likert tipi ifadelerden ve açık uçlu sorulardan oluşan güvenilirlik katsayısı .92 olan Ders Kitabı Değerlendirme Anketi, öğretmen ve öğrencilerin ders kitabına ilişkin geri bildirim toplamak için kullanılmıştır. Çalışmaya 10 adet 9. sınıf İngilizce öğretmeni ve yaklaşık 100 adet 9. sınıf öğrencisi katılmıştır. Anketlerden elde edilen verilerin analizi için SPSS programı kullanılarak frekans modülünde oransal olarak değerlendirilmiştir. Anket dahilinde sadece öğretmenlere yöneltilen 4 adet açık uçlu soruların yanıtları ise katılımcıların benzer cevapları doğrultusunda gruplandırılarak incelenmiş ve gözlemsel olarak değerlendirilmiştir. Çalışmada ayrıca, her grup için anketlerde yer alan ortak kategoriler açısından katılımcı öğretmenler ve öğrenciler arasındaki farkları incelemek amacıyla bağımsız örneklem t-testi yapılmıştır. Bu araştırma çalışmasının bulguları, incelenen 9. sınıf İngilizce kitabının genel olarak öğrencilerin seviyesine uygun olmasına rağmen bazı yönlerden öğretmenlerin ve öğrenci kullanıcıların beklentilerini karşılamada yetersiz kaldığını göstermektedir. Dolayısıyla çalışma, kitabın İngilizce dersinde daha etkili bir öğretim aracı olabilmesi için bazı iyileştirmelere ihtiyaç duyduğu sonucuna varmıştır.

Introduction

Language education is a process that covers almost the entire human life, starting from babyhood. While exposure has a significant role in acquiring a mother tongue in early ages of an individual, s/he is required to be supported with textbooks to learn another language in the learning process in later ages. In this regard, textbooks have a crucial function in language acquisition. A textbook is not just a set of papers hinged together on one side; it is also the core of any educational system on which all learning revolves (Gholami, Noordin and Shameem, 2017). Despite the pervasive influence of technology and virtual learning in language education, textbooks remain a crucial element of language instruction (Bruton, 1997; Tomlinson, 2001; Ur, 1997). Ansari and Babaii (2002) offer significant insights into the continued relevance of textbooks. They argue that the absence of a textbook can lead to a lack of direction in students' perspectives; that textbooks provide a structured framework for managing instructional time; and that they offer valuable support and direction for inexperienced teachers. Additionally, Richards and Renandya (2002) believe that textbooks take a key role in the process of "social routinization," referring to the stereotypical classroom interaction to decrease unpredictability in classroom. Tomlinson (2001) describes course materials as "anything that can be used to facilitate the learning of a language" (p. 66). Textbooks certainly provide an important tool for the transfer of knowledge. This information transfer aims to both convey information about the subject and improve understanding of the subject. The textbook serves as a primary, and frequently the sole, source of content and pedagogical guidance for educators. Understanding teachers' views on the utility and efficacy of textbooks is crucial for assessing their advantages and limitations within particular teaching environments (Rezaeian and Zamanian, 2015). Textbooks, which play such a significant role in foreign language education, should of course be subjected to a certain evaluation and examination when being selected. In this regard, it is so significant for students and teachers to conduct a healthy evaluation of English textbooks, which are given so much importance in the literature. Therefore, the subject of this research study is the evaluation of the English 9 textbook, which has not yet been studied and which has just started to be used in 9th grade English courses in public schools of the Ministry of National Education (since the 2022-2023 academic year) and will be used until the end of 2027.

There is no perfect textbook for English language teaching that is suitable for all teachers, students and learning environments. In addition to an updatable curriculum, the changing needs and interests of the target student audience, and what teachers and students expect from the textbook as a course material may vary from time to time, depending on social, cultural and economic situations. For this reason, there are various evaluation methods in the literature that aim to determine appropriate criteria and select the textbook that can be used at the optimum level. There may be distinct types of evaluation depending on the varieties in purpose, evaluator, method and time (Tomlinson, 2001, p. 23). Evaluation and developing ELT materials for a particular context is significant to specify the target users' needs and approaches (Cunningsworth, 1995; Tomlinson, 2003). Teachers' views can influence their choice of materials and their use in the classroom (Crawford, 2002). Widodo (2015) states that the impressionistic method means reaching a general summary of the contents presented in the textbook. More specifically, it concerns analyzing a textbook based on a general impression gathered from its content in terms of layout, organization, and topics presented besides visuals, etc. (AbdelWahab, 2013). However, it is claimed that such a method is insufficient, but that it can help to obtain more accurate information about the textbooks examined by integrating it with another method (AbdelWahab, 2013).

Another known method is the checklist method for textbook evaluation according to certain criteria (Çakit, 2006). It will be easier to make comparisons between different materials by using a checklist (AbdelWahab, 2013). Cunningsworth (1984) uses a checklist including yes/no, multiple-choice, and open-ended questions. Next, Cunningsworth (1995) uses merely yes/no questions in his checklist. Chambers (1997) presented eight stages under subheadings in her/ his proforma and then ranked and weighted them. McGrath (2002) and Rudby (2003), who used both open and closed

expressions, use questions under the title of general criteria. The in-depth method is another approach, which facilitates a thorough analysis of representational elements. For instance, it enables an evaluation of the design of specific units or exercises and the presentation of particular language items (AbdelWahab, 2013). According to Widodo (2015), this method addresses students' needs and attitudes in relation to learning, in addition to considering the practical aspects of teaching and learning. A retrospective assessment essentially determines the validity of a predictive assessment and ways to improve the predictive tools for future use (Ellis, 1997). However, both predictive and retrospective evaluations aim at optimizing teaching and learning environments. In this study, English 9 cousebook, approved for use over a five-year period starting from the 2022-2023 academic year by a decision of the Board of Education of the Ministry of National Education on 28.11.2022 (listed 49th in the attached list, decision number 95), was evaluated based on feedback from its users, specifically teachers and students.

Cunningsworth (1995) and Tomlinson (2003) divide the evaluation of textbooks into three categories: pre-use, in-use and post-use. Evaluations can be made pre- use, in-use, and post-use. These types of evaluations are of great importance in the research to be conducted. Early literature on the evaluation of English Language Teaching (ELT) textbooks predominantly concentrated on pre-use evaluation aimed at textbook selection. Researchers such as Cunningsworth (1984, 1995), Ur (1997), Byrd (2001), and McGrath (2002) have developed various checklists and criteria to assess the alignment of a textbook with specific purposes, such as the development of students' academic literacy. On the other hand, in pre-use evaluation, the evaluator makes impressionistic judgments about the impact of a textbook before using it (Tomlinson, 2003; Guilloteaux, 2013). More precisely, pre-use evaluation (e.g. Guilloteaux, 2013; Mashura and Tomlinson, 2013) provides an estimate of how an ELT textbook improves students' contextual language use, which contributes to students' academic improvement. Furthermore, previous pre-use assessment studies that focused merely on an overview of the contextual use of language (e.g. Mashura and Tomlinson, 2013) have failed to take into account how an ELT textbook influences students' conciousness of this connection. Post-use evaluation assesses the effectiveness of an English textbook over short or long periods using techniques like interviews and surveys (McDonough and Shaw, 1993). According to Tomlinson (2003), this stage offers additional insights into the value of the textbook and its potential for adaptation or enhancement. Post-use evaluation provides information on the outcomes achieved from the observations and assessments conducted. The data gathered through this research is analyzed using this evaluation approach.

In-use evaluation evaluates the effectiveness of an English textbook that is actively being used by examining its practical application within the classroom setting (McDough and Shaw, 1993; Tomlinson, 2003). This means that in-use evaluation "is more objective and reliable than pre-use evaluation because it uses measurement rather than prediction" (Tomlinson, 2003, p. 24). More precisely, in-use evaluation offers insights into the actual effects of the ways which teachers use to utilize an ELT textbook on students' academic improvement. In fact, ELT textbooks may not differ significantly, but there is a significant difference in the ways of their utilization (Jakubiak & Harklau, 2010). Thus, the efficacy of a textbook relies on the teacher's role in adapting and presenting textbook content to students in the classroom, which can either enhance or hinder students' learning experiences with the textbook (Donato and McCormic, 1994). For instance, Antón (1999) examines the influence of teachers' roles on students' language acquisition by comparing and analyzing student-centered versus traditional teacher-centered language teaching environments. Antón's research concludes that teachers are essential for student success, finding that second language learners progress more effectively in a collaborative environment compared to a teacher-centered approach. This implies that teachers have a crucial role in the improvement of language learners in textbook-based classes. Additionally, Summer (2011) highlighted that evaluating the textbook during instruction can help teachers "identify overlooked areas and adjust or enhance the teaching methods to improve foreign language instruction" (p. 89). This emphasizes the significance of in-use evaluation, which explores the interaction between the teacher, student, and textbook. Therefore, when pre-use, in-use and post-use evaluation methods are considered, in-use evaluation is more important. In-use evaluation allows the opinions of students and teachers, who are the main addressees of the course material, to be obtained. Direct observation and evaluation cannot be made in pre-use and post-use evaluation. In this context, in-use evaluation was applied by referring to the user opinions of the book selected in this research.

The Purpose of the Research

The aim of this research study was to conduct a comprehensive evaluation of the 9th-grade English textbook intended for use in state schools under the Ministry of National Education from 2022 to 2027. This evaluation specifically aims to gather feedback and opinions from both teachers and students regarding the content, structure, and effectiveness of the 9th-grade English textbook in teaching and learning English at the 9th-grade level. The primary objective of the study was to evaluate the suitability and effectiveness of the 9th-grade English textbook used in state schools under the Ministry of National Education by obtaining opinions, critiques, and suggestions from both 9th-grade English teachers and students regarding the content, structure, and effect of the textbook on teaching and learning. The study applied statistical methods to quantitatively understand and interpret the collected feedback, analyzing data obtained from surveys using the SPSS. Based on the feedback received, the study intended to provide recommendations for possible improvements, changes, or revisions to the 9th-grade English textbook. In summary, the goal of this research proposal was to conduct a comprehensive evaluation of the 9th-grade English textbook by collecting feedback from teachers and students through a quantitative study.

The ultimate goal was to provide data-driven insights that informed and potentially enhanced the quality and effectiveness of textbooks used in state schools during the specified period. To achieve the goal of evaluating the 9th-grade English textbook and collecting feedback from teachers and students, several objectives were outlined. These objectives were progressive steps that contributed to the overall completion of the study. First of all, a purposeful sampling method was used to include the participants. Two crowded high schools, which would meet the participant requirements of the study, were determined. The schools are located in the city center, facilitating the access to the participating teachers and students. They also inhabit with a number of English teachers and 9th-grade students, which enabled access to the planned number of the participants for the study. As there were more than five teachers in each of the schools, five volunteer teachers from each school were included in the study, while about fifty volunteer students in each school participated in the study. Thus, ten English teachers and one hundred 9th-grade students, who were using the selected textbook at two different high schools were included the study. Efforts were made to ensure a balanced gender distribution among both the teacher and student groups. The surveys (Coursebook Questionnaire for the Students, Using the Textbook in Table 1 and Coursebook Questionnaire for the Teachers, Using the Textbook in Table 2) were later administered to the selected teachers and students. Data collection was conducted in a structured and systematic manner. The data collected were analyzed using SPSS software. The proportional values obtained from the frequency module in the SPSS program were used to interpret the feedback from teachers and students. The study also performed an independent-samples t-test to examine the differences between the ten participant teachers and one hundred students' perspectives in terms of the common categories included in the surveys for each group.

The Importance of the Research

The primary original value of this research study is that it will fill the gap in the literature concerning the textbook review of this book (*English 9*). Regarding the 9th-grade English textbook that will be used for five years starting from 2022, no studies have been found in the Dergipark, National Thesis Center, and Web of Science databases. Another factor that makes this research study original is that it involved the evaluation of the in-use phase of an already existing English textbook. Literature studies highlight the difference and value of in-use evaluation compared to pre-use and post-use evaluations, as in-use evaluation measures the impact of an already existing English textbook by considering how it is used in the classroom (McDough and Shaw, 1993; Tomlinson, 2003). Within the scope of this study, the evaluation of the English 9 textbook involved an in-use evaluation. In-use evaluation is considered more important than pre-use evaluation and post- use evaluation. Tomlinson (2003) categorizes the evaluation of textbooks into three stages: pre-use, in-use, and post-use. It notes that during pre-use evaluation, evaluators quickly scan the content and physical features of the resources. In-use evaluation can be used to assess a range of textbook features, including the texts' usability, adaptability, practicality, and the materials' potential for teaching. Post-use evaluations are more

frequent compared to pre-use and in-use evaluations. They are generally used to assess the overall impact of materials on educational frameworks. Therefore, the fact that this book, which has only been evaluated in terms of pre-use among candidate textbooks selected by field experts, was made for the first time in-use evaluation, makes this research study original and valuable.

Another important factor that makes this research study original is that it took into account the opinions of 9th-grade students using the textbook and 9th-grade English teachers in its evaluation. In-use evaluation is important because the English 9 textbook was examined by field experts according to specific criteria in the Textbook Review Committee of the Board of Education and was selected from among the candidate books based on pre-use evaluation results. This evaluation did not include the opinions of students and, in particular, the opinions of 9th-grade English teachers. Therefore, within the scope of this research, Öz (2019)'s textbook evaluation questionnaire was applied to 9th-grade students and teachers. In this study, the English 9 textbook, which has only been evaluated in terms of pre-use so far, was made in-use evaluation. The study clarified the textbook's alignment with the goals, objectives, and outcomes of the curriculum, its appropriateness for Turkish culture, its compatibility with the teaching environment, and, finally, how well it will create a healthy learning environment for the next generation, given that it will be used from 2022 to 2027. In the in-use evaluation, based on the opinions and feedback from students and teachers, the research will shed light on future studies. Thus, this study revealed the strengths, weaknesses, and areas for improvement of the English 9 textbook to be used from 2022 to 2027, contributing to the macro-level goal of quality education within the framework of sustainable development objectives. The research question for the study was: "What are the perceptions of 9th-grade English teachers and students regarding the suitability, effectiveness, and quality of the English 9 textbook, and how can this information guide the improvement of its content and teaching value?"

Method

Research Model and Design

This study aimed to evaluate the 9th-grade English 9 textbook used as teaching material in state schools under the Ministry of National Education, taking into account the viewpoints of students and teachers. Written by Nuray Bayraktar, the book was published by Erkad Yayıncılık in Ankara, Türkiye, in 2023. It was accepted as a textbook for 5 (five) years from the 2022-2023 academic year by the decision of the board dated 28.11.2022 and numbered 95 of the Ministry of National Education, Board of Education and Discipline. The package of the book is composed of one student's coursebook, one workbook, and digital supplementary materials on the EBA website, which are accessed via the QR codes on the pages of the book. The student's book covers 144 pages in total, allocating about 10 pages for each of 10 units. The book also supplies the lists of the target words unit by unit in the "Vocabulary" section at the end of the book. The "Vocabulary" section is followed by the "Irregular Verbs" part, which presents a list of the irregular verbs, which are used in the units, in alphabetical order. The book is ended with a reference list. The units of the book are thematically arranged, including various themes such as "Studying Abroad," "My Environment," and "Movies". Each unit is divided into four main subtopics, starting with receptive skill-based contents and covering the unit up with more productive skill-based contents and tasks. There are interrelated and interactive activities for reading, writing, listening, and speaking, ranging from matching, filling in blanks, answering the questions, writing brief paragraphs, preparing dialogues in pairs, and preparing posters and videos in collaboration. Each unit is concluded with a self-assessment chart for learners. The book has no additional grammar charts or other checking for understanding parts in regular intervals.

The goal of the study was to analyze the weaknesses and strengths of the English 9 textbook. In this study, both quantitative and qualitative aspects were used to gather opinions from teachers and students about the English 9 textbook. The quantitative research method was chosen because it helps in making generalizations and drawing conclusions from considerable amounts of statistical data (Rubin and Babbie, 2008). The qualitative research method was selected as it allows for a deeper analysis of

the situation. In summary, this study employed a mixed-method research design through both quantitative and qualitative data.

Research Group

This study was carried out in two high schools in Elazığ province, with the approval of the ethics committee. It involved 100 9th-grade students at the A1 level, who received four hours of English instruction per week, and 10 9th-grade English teachers at these schools. The research gathered opinions and critiques about the English 9 textbook. The study aimed to evaluate the English 9 textbook, which was used by 9th-grade students from 2022 to 2027 as approved by the Board of Education and Discipline. Feedback was collected from ten 9th-grade English teachers and one hundred 9th-grade students using the textbook evaluation questionnaire developed by Öz (2019).

Data Collection Tool and Analysis

In this study, both quantitative and qualitative data were gathered using the Textbook Evaluation Questionnaire created by Öz (2019), which has a reliability coefficient of .92. This questionnaire has two different versions: one was administered to students and the other to teachers to gather their opinions on the English 9 textbook. The Textbook Evaluation Questionnaire, developed by Öz (2019) and for which permission was obtained from Öz, was administered to both participant groups to gather opinions about the English 9 textbook. There were two similar but separate versions of the questionnaire: one for teachers and one for students. The student version of the questionnaire consists of two sections (see Table 1). The first part of the questionnaire is entitled "General Information," and it collects responses to general questions about students' age and gender. As for the second section, it contains 43 items that address different aspects of the textbook as follows: Skills (nine items), Target Language Culture (four items), Practical Considerations (two items), Topics (eight items), Organization and Physical Structure (five items), Activities (seven items), Grammar and Vocabulary (eight items). Participants are expected to provide their responses on a scale from 1 to 4, referring to "Strongly Disagree" to "Strongly Agree" in the second section of the questionnaire.

Similar to the student version, the questionnaire, administered to the teachers is also split into three sections (for "Textbook Evaluation Questionnaire-Instructors", see Appendix B). The first section, "Demographic Information," requests knowledge about the teachers' genders and the duration of using the Textbook *English 9*. The second section, which is titled "Likert Scale Evaluation," includes a 56-item Likert scale with response options, from 1 to 4, referring to "Strongly Disagree" to "Strongly Agree = 4". Teachers are asked to evaluate the textbook from the same aspects as the ones, included in the questionnaire for the students in Appendix A ("Textbook Evaluation Questionnaire-Students"). The items in the questionnaire for students are in Turkish language, while they are in English in the questionnaire for teachers. Furthermore, the categories "Goals and Objectives" (four items) and "Teacher's Manual" (nine items) are included specifically for teachers. The last section of the questionnaire for students is titled "Open-Ended Questions," and this section provides space for teachers to express their views on the textbook's strengths, weaknesses, and areas for improvement. It consists of four open-ended questions designed to capture teachers' thoughts about the textbook, along with a space for additional comments (see Appendix B).

Research Ethics

The ethics committee report of this study was issued from "Fırat University Social and Humanities Research Ethics Committee" dated 03/04/2024, number 23568, and decision 19, and an approval certificate from the Governor's Office, dated 06/05/2024 and number 475275.

Findings

The survey, "Textbook Evaluation Questionnaire-Students" administered to one hundred (*n*=100) 9th graders in Mehmet Koloğlu Anatolian School and Atatürk Anatolian School, including two

sections. The first section includes general information such as the participants' age and gender, while the second section comprises 42 survey questions under the headings "Content," "Target Language Culture," "Vocabulary and Grammar," "Skills," "Activities," "Design and Physical Features," and "Practical Considerations." (See Appendix A) According to the survey results, 51% of the participants found the content varied, while 39% thought the topics in the book were not interesting. Additionally, 50% of the participants stated that the English book used was appropriate for their age. According to the survey, 31% of the participants believe that the types of texts in the English book (dialogues, articles, poems, etc.) are diverse. The proportion of participants who stated that the texts in the listening and reading skills sections were realistic is 45%. Furthermore, 39% of the participants indicated that the book included materials used in daily life (such as newspaper articles, brochures, etc.). Over half of the attendants, 55%, believe the book is current. On the other hand, 41% of the participants think the book is free from biases. These findings indicate that the book is generally evaluated positively in terms of content variety, being up-to-date, and presenting an unbiased approach.

In the second section of the survey, evaluations were made regarding the culture of the target language. The target culture is an essential element of learning a foreign language; therefore, foreign language books are supposed to include contents or vocabulary referring to the target culture (Dahmardeh and Amahdikhani 2025). English language books also cover cultural materials representing American and British cultures besides underlining different uses of some English terms in these two different cultural environments (Laabidi and Nfissi 2016). The study is concerned about to what extent the book represents British and American culture, revealing the students and teachers' thoughts about it. 35% of the students believe that the texts in the book do not contain elements of British culture, while 39% think they do not contain elements of American culture. However, 48% of the participants stated that the exercises in the book contain components of British culture. Regarding elements of American culture, there was a division among the participants: 36% believe that the book does not include elements of American culture, while another 36% think that these elements are present in the book. In the "Vocabulary and Grammar" section, 36% of the students indicated that the grammar topics taught in the book are suitable for their level, but 67% believe that these topics are not presented in detail. These findings reveal differing opinions on how cultural elements of the target language are incorporated into the book and highlight some perceived shortcomings in the presentation of grammar topics. Additionally, 40% of the participants think that grammar topics are not presented in a meaningful context, and 38% feel that newly learned grammar topics are not sufficiently reviewed in subsequent units. While 36% of the participants believe that the number of new words taught in the units is appropriate for their level, 54% think that the vocabulary used in the book is presented in a meaningful context. In the "Skills" section of the survey, 34% of participants indicated that the book equally emphasizes the four main language skills: reading, and writing, listening, and speaking. Additionally, 51% of the participants suggested that the language skills in the book are interconnected. These results indicate that there are differing opinions among participants regarding the integration of grammar and vocabulary teaching with language skills. 35% of the participants noted that the book emphasizes sub-skills such as identifying main ideas, listening, note-taking, and scanning for information. However, 39% feel that the book lacks a meaningful context for developing listening skills, while another 39% believe it effectively provides a meaningful context for developing reading skills. The proportion of those who think the book supply no meaningful context to develop writing skills is 36%, whereas 37% hold the same view regarding speaking skills. Regarding pronunciation development, 34% of the attendants agree that the book does not ensure a meaningful relationship. Meanwhile, 31% of the participants think that the book addresses pronunciation elements such as stress and intonation, while the same percentage of others feel these elements are not sufficiently emphasized. These findings reveal that there are varied assessments among participants concerning how well the book supports different language skills. In the "Activities" section of the survey, 36% of the students argued that the exercises in the book are appropriate for their level indicating that they can deal with them in the course. The same percentage of the learners believe that the activities, which include individual, pair, group, and whole-class tasks, are well-balanced in terms of their quantity distribution throughout each unit. 33% of the participants mentioned that the activities contribute to active participation in the lessons, while 36% suggested that the activities do not support critical thinking skills. 46% of the students think that the explanations on how to perform the activities are at a comprehensible level, and 41% find the activities

engaging. Additionally, 46% of the participants noted that the exercises support the advancement of study skills such as summarizing and using decorations. Regarding the physical appearance and layout of the book, 44% of the participants feel that the book does not appeal to their aesthetic preferences, while 46% find the book easy to follow. Concerning visuals, 36% of the participants think the visuals help them understand the content, 38% find the visuals engaging, and 33% believe the visuals are free from unnecessary details.

Lastly, 36% of the participants mentioned that the book is easily accessible. These results indicate that participants have varying opinions about the activities and visuals in the book, and that the layout of the book is generally assessed positively. The proportional values obtained from the frequency module in the SPSS program for the student textbook evaluation survey data gathered from the 100 students are demonstrated in the table below (Table 1). The items included in the questionnaire administered to the students were in Turkish language; however, they were translated into English for the publication.

The survey, "Textbook Evaluation Questionnaire-Instructors" administered to the teachers is composed of three sections. The first section includes general information such as the participants' gender, age and the duration of their use of the book. The second section comprises a 56-item survey under the headings "Content," "Target Language Culture," "Vocabulary and Grammar," "Skills," "Activities," "Design and Physical Features," "Practical Considerations," "Objectives and Goals," and "Teacher's Handbook." Finally, the third section includes four open-ended questions. (See Appendix B)

In the "Content" section of the 56-item survey, 70% of the participants found the topics to be varied. 50% of the participants believe that the subjects addressed in the book are engaging for students. Meanwhile, 70% of the teachers considered the topics in the book to be suitable for the intended age group. While 50% of the participants found the diversity of text types to be insufficient, 60% of the teachers believe that the content of the textbook is realistic. 70% of the participants think that the book does not contain reliable materials, whereas 60% argue that the book is current. 50% of the participants think that the book is free from clichés. In the "Target Language Culture" section, 80% of the participants consider that the book contains elements of British culture, while 50% think that it does not include elements of American culture. 70% of the participants argue that the activities in the book include components of British culture, whereas 50% believe that the exercises do not include elements of American culture. In the "Vocabulary and Grammar" section of the survey, 70% of the teacher participants believe that the grammar topics covered are appropriate for the students' levels. 60% of the participants argue that the grammar topics are explained clearly. 60% of the participants think that the grammar topics are thoroughly covered, while 80% believe that the grammar topics are presented in an understandable manner. 50% of the participants assert that the grammar topics are reviewed in subsequent units. 80% of the participants claim that the new vocabulary included in the units is suitable for the students' level. 80% of the participants believe that the vocabulary is presented in a clear context, but 50% think that the vocabulary is not sufficiently reviewed in later units. In the "Skills" section, 70% of the teachers argue that the book does not highlighted equally to the four core language skills. 60% of the teachers believe that the book does not ensure the integration of different language skills. 60% of the participants claim that the book does not emphasize sub-skills. 50% of the participants think that the book ensures a clear context for the improvement of listening skills, and the same percentage believe it supplies a clear context for the advancement of reading skills. 60% of the teachers argue that the book supplies a clear context for the improvement of writing skills, while 50% of the participants think it presents a clear framework for the improvement of speaking skills. Regarding the development of pronunciation skills, 40% of the teachers agree that a clear context is provided, while 40% disagree. 70% of the participants believe that different pronunciation skills, including stress and intonation, are emphasized. In the "Activities" section of the survey, 80% of the teacher participants believe that the activities in the book are suitable for the students' level. 60% of the teachers think that the book includes a balanced amount of group, pair, whole-class and individual activities, while 50% argue that the activities encourage active participation from students. 60% of the participants claim that the book does not support critical thinking. 80% of the participants find the explanations for the activities to be

understandable for students. 50% of the participants think the activities are not engaging for students, while 40% contend that the activities help develop skills like summarizing and using a dictionary. In the "Design and Physical Features" section, 40% of the participants argue that the physical appearance of the book does not attract students' interest, while 70% claim that the book is easy to follow. 70% of the participants believe that the visuals in the book help students understand the materials. 50% of the teachers argue that the visuals in the book are engaging for students, whereas 60% of the participants think that the images contain unnecessary details that could cause confusion among students. In the "Practical Considerations" section of the survey, 60% of the participants assert that the book is accessible, and 60% also believe that the price of the book is reasonable although it is delivered by the Ministry for free. In the "Objectives and Goals" section, 70% of the teachers believe that the objectives of the book meet the students' needs. 60% of the teachers think that the book meets the goals specified in the curriculum of the textbook. 40% of the participants agree that the book is compatible to meet the particular needs of the foundation's language program, while 40% disagree. 70% of the participants believe that the textbook materials can be completed within the allotted time for the lessons.

Finally, in the "Teacher's Handbook" section, 70% of the teachers believe that the teacher's handbook provides sufficient guidance on vocabulary teaching. 60% of the teachers think that the handbook offers adequate guidance on teaching grammar topics. 70% of the participants believe that the handbook provides detailed advice for novice teachers. 70% of the participants feel that the handbook gives useful advice for presenting new lessons. 50% of the participants think that the handbook does not provide helpful advice for reviewing previous lessons, while 50% believe it offers useful advice on how to present lessons differently. 50% of the participants consider that the handbook provides beneficial advice for integrating different language skills. 60% of the teachers argue that the handbook does not propose effective solutions to potential problems, whereas 70% believe that the handbook provides sufficient information about the cultural context in the book.

The replies given to the open-ended questions asked to the teacher participants in the third part of the survey were grouped according to their similarities, examined and evaluated observationally. In relation to the greatest strengths of the book, it is noteworthy that although 20% of the teachers stated that the book had no strengths, 40% stated that the book was appropriate for the level of the students as it progressed from easy to difficult. In addition, for 20% of the participants, the content of the textbook is compatible with the course syllabus, and for 20% of the participants, the variety of activities is seen as one of the strengths of the book. It is noteworthy that in the second question regarding the weaknesses of the book, 70% of the teachers said that the activities were below the level of the students. The teachers' suggestions to increase the effectiveness of the textbook included the change in the page layout of the book and making it more interesting at the rate of 20% and the increase in the amount of the activities, particularly listening and speaking skills activities at the rate of 20%, while 10% of the teachers argued that more space could be given, and the units could be shortened or the number of units could be reduced. Furthermore, the half of the participants suggested that the activities in the book should be made a little more difficult, should be full of various activities, and should include more up-to-date information. The research also examined whether there was a difference between the average scores of the teachers and the students in 7 different categories: "Topics," "Target Language and Culture,", "Grammar and Vocabulary," "Skills," "Activities," "Layout and Physical Makeup," and "Practical Considerations," included in both of the surveys for students and teachers. First of all, a category score was created for each category by taking the average of the answers to the questions specific to that category. Then, as the first step of statistical analysis, normality analysis of the data was performed to choose the correct statistical test to compare the differences between groups. In the sample of one hundred 9th-grade students and ten English teachers, teaching the book, it was accepted that the data showed a normal distribution since the skewness and kurtosis values of the scores of all categories remained between -2 and +2 (Field, 2018). In this case, it was deemed appropriate to perform an independent-samples t-test to examine the differences between the groups. Independent-samples t-test scores indicating the differences between the teachers and the students were shown in Table 1 below.

Table 1.

Independent-Samples T-Test Table for Students' and Teachers' Scores in Various Categories

Categories	Groups	N	M	SD	Levene's p	Independent-Samples T-Test			
						t	df	p	Cohen's d
A. Topics	Teachers	10	2.69	0.53	.826	0.20	108	.844	0.07
	Students	100	2.66	0.49					
B.Target-language Culture	Teachers	10	2.48	0.63	.684	0.01	108	.990	0.00
	Students	100	2.47	0.63					
C.Grammar and Vocabulary	Teachers	10	2.84	0.47	.199	2.28	108	.025	0.76
	Students	100	2.39	0.60					
D. Skills	Teachers	10	2.67	0.55	.871	2.02	108	.046	0.67
	Students	100	2.33	0.49					
E. Activities	Teachers	10	2.74	0.51	.350	1.40	108	.164	0.46
	Students	100	2.48	0.57					
F. Layout and Physical Makeup	Teachers	10	2.42	0.51	.508	0.06	108	.955	0.02
	Students	100	2.41	0.66					
G.Practical Considerations	Teachers	10	3.40	0.52	.002	3.25	19.870	.004	0.58
	Students	100	2.75	1.16					

N = Sample size, M = Mean, SD = Standard Deviation.

Seven independent sample t-tests were conducted to test whether there was a difference between students and teachers in terms of scores in seven different categories. There was no significant difference between the teachers' scores and the students' scores in the "Topics" category (*t*(108) = 0.20, *p* = .844). Similarly, the significant difference between the teachers' scores and the students' scores in the "Target-Language Culture" category (*t*(108) = 0.01, *p* = .990) was insignificant. On the other hand, in the "Grammar and Vocabulary" category, the teachers' score (M = 2.84, SD = 0.47) was significantly higher than the students' score (M = 2.39, SD = 0.60) (*t*(108) = 2.28, *p* = .025). If Cohen's d value is 0.20, there is a small difference between the average scores of the groups; 0.50 means there is a moderate difference, and 0.80 and above means there is a large difference (Cohen, 1988). Regarding this point, the fact that Cohen's d value is 0.76 in this research shows that the difference between the teachers' scores and the students' scores is a large difference. Furthermore, in the "Skills" category, the teachers' score (M = 2.67, SD = 0.55) was significantly higher than the students' score (M = 2.33, SD = 0.49) (*t*(108) = 2.02, *p* = .046). The fact that Cohen's d value is 0.67 shows that the difference between the teachers' scores and the students' scores is between medium and large. When it comes to the "Activities" and "Layout and Physical Makeup" categories, no significant difference was found in the teachers' and students' scores in each category. The difference was (*t*(108) = 1.40, *p* = .164) in the "Activities" category and (*t*(108) = 0.06, *p* = .955) in the "Layout and Physical Makeup" category. However, in the "Practical Considerations" category, the teachers' score (M = 3.40, SD = 0.52) was significantly higher than the students' score (M = 2.75, SD = 1.16) (*t*(19.870) = 3.25, *p* = .004). As Cohen's d value is 0.58, the difference between the teachers' scores and the students' scores is a medium-sized difference.

In summary, the findings of the t-test show that although the ten teachers and one hundred 9th-grade students' perspectives showed no significant difference about the book in the categories "Topics," "Target-Language Culture," "Activities," and "Layout and Physical Makeup," some difference was found between the teachers' and students' evaluation of "Grammar and Vocabulary," "Skills," and "Practical Considerations". The study finds out that the book falls short in meeting the expectancy of the participants while meeting them to some extent; therefore, it requires improvement.

Discussion, Conclusion and Recommedations

Considering the survey data obtained from teachers and students about the 9th-grade English book examined, *English 9*, the following conclusions were reached. *English 9* is generally suitable for the level of the students from the perspectives of both students and teachers; it does not meet the expectations of the users in some aspects. Although the opinions of teachers and students overlap in some respects, it is seen that they do not agree on issues such as the attractiveness of the topics and the integration of language skills into the book as course material. This indicates that it is appropriate to revise the topics in line with the interests of the students. Additionally, unlike the teachers, the fact that the students think that the book does not reflect British and American culture shows that the cultural context is not perceived sufficiently by the students. Indeed, language and culture are so related to each other that it seems impossible to learn a foreign language without its cultural base. The findings of the studies on some English textbooks, used in primary and secondary education in Turkey, urge the English textbooks, used in Turkey, should be improved in terms of language-cultural relation in content (Alptekin, 1993; Kırkgöz and Agcam, 2011; Özeş, 2012). In this regard, the cultural contexts of the book *English 9* should be presented at a more effective level in the book. In addition, unlike students, teachers stated that the four language skills are not distributed evenly in the book, revealing that teachers should make language skills more relevant in the teaching process. Again, the fact that teachers and students do not agree on the diversity of activities shows that the exercises in the book should be revised to attract the attention of students. As a result, although the general structure and content of the book are appropriate for the level of the participant students, it has some shortcomings.

Most of the participant teachers believe that the book reflects British culture; however, half of the teachers think that the book does not reflect American culture. It has been concluded that the exercises in the book reflect British culture but do not reflect American culture. In addition to this, students agree that the book neither reflects British culture nor American culture. Similarly, students are undecided about whether the exercises in the book reflect British culture while agreeing that they do not reflect American culture. As indicated in the study by López-Medina (2016), cultural relevance is in the foreground in the Content and Language Integrated Learning, so content, communication, cognition should be integrated with the culture of the target language. Moreover, Dahmardeh and Amahdikhani (2025) also emphasize the significance of cultural representation in English language textbooks in their study. Furthermore, as argued by Çakır (2021) in her evaluation of an English textbook used in Turkey, textbooks in Turkey should be rich in providing Turkish students with more native accents of English (p. 69). In this regard, thus, it is recommended that the book content be enriched with more British and American cultural elements by distinguishing between them at necessary points. Grammar and vocabulary are essential language contents of a textbook. The majority of participants argue that the grammar topics presented in the book are suitable for the students' level, clearly presented, comprehensively covered, and provided within an understandable context. However, while students find the grammar topics in the book appropriate for their level, they believe that these topics are not clearly understood, not presented in a detailed manner, and are not situated within a meaningful context. Although most teachers believe that the grammar topics are sufficiently revisited in subsequent units, students feel that they are not adequately reinforced. Teachers assert that the vocabulary promoted in each unit is appropriate for the students' level and is provided within an understandable context. However, it is argued that this vocabulary is not sufficiently revisited in later units. Similarly, students maintain that the vocabulary introduced in each unit is convenient for their level and is presented within an understandable context but argue that the vocabulary is not adequately revisited in subsequent units. In their research, Laabidi and Nfissi (2016) and Zhang (2017) reveal that a language textbook necessarily is supposed to excel in vocabulary grading and grammar presentation. In this regard, the book *English 9* should be improved more in grading vocabulary and grammar structures to foster students' comprehension.

The majority of the teachers believe that the book *English 9* does not give equal emphasis to the four core language skills, does not support the integration of different language skills, and does not draw attention to sub-skills. In contrast, students believe the opposite, arguing that the book equally emphasizes the four core language skills, supports the integration of different language skills, and

highlights sub-skills. While most teachers assert that the book presents the four core language skills—listening, reading, speaking, and writing—within a clear context, students think that only reading skills are provided within a clear context, while the remaining skills lack this context. Regarding the development of pronunciation skills, participants were evenly divided on whether a clear context is provided. The majority of participants agree that the book emphasizes pronunciation skills such as intonation and stress. However, students argue that the book does not provide a clear context for the development of pronunciation skills and does not emphasize pronunciation skills such as intonation and stress. It is clear from the teachers' and students' perspectives that reading skill outweighs the other language skills throughout the book. Al-Naser and Khataybeh (2024) reveal the importance of the reading passages in textbooks in conforming to the international standards or the proficiency levels of high school students. Nevertheless, as underlined by Rashid and Kehtarfard (2014) and Shahmohammadi (2018), language skills are significant components of a textbook that teaches a foreign language, so they should be included as integrated with each other. In this context, the book should be improved in integrating particularly pronunciation skills with the other language skills. Besides the integrated language skills, activities also have significance for textbooks in engaging learners in the use of skills because various activities enable them to "practice and extend their language skills" (Nazim, 2021, p. 1021), and they can work well with methodologies in ELT (Harmer, 2007, p. 23; Ayu and Inderawati, 2018). Concerning the perspectives of the user teachers and students in this study, the book *English 9* is appreciated in terms of its activities. The majority of the teachers argue that the exercises in the book are appropriate for the students' level and that there is an equal balance in the distribution of activities involving individual, pair, group, and whole-class work. Similarly, students also believe that the exercises are suitable for their level and that there is an equitable balance in the distribution of pair, whole-class, group, and individual activities. Both teachers and students claim that the activities support active student participation, but they do not support critical thinking. Teachers think that the instructions for the exercises in the book are clear, but the exercises themselves do not engage students' interest. In contrast, students argue that the instructions for the exercises are clear and that the exercises are engaging. Both participating teachers and students maintain that the exercises help the advancement of skills such as summarizing and using the dictionary.

The teachers and students argue that the cover of the book is not engaging; however, it is structured in a manner that is simple to follow. Teachers believe that the visuals in the book help students understand the material and are engaging for them; however, they also think the visuals contain unnecessary details that could distract students. In contrast, students assert that the visuals in the book help them understand the material, are engaging, and do not include extraneous details that could distract them. Considering the visual aspect of language textbooks as one of the significant factors determining their pedagogical value (Karimnia and Jafari, 2017), the visuals in the book *English 9* should be revised and improved to be more attractive to learners. The teachers who participated in the study believe that the teacher's manual provides sufficient guidance for teaching vocabulary and grammar. It is argued that the teacher's manual is easy to follow, particularly for novice teachers. The teachers assert that the manual offers useful advice for teaching new lessons but is not helpful for reviewing previous lessons. It is concluded that the teacher's manual is beneficial for providing teachers with different ways to present lessons. The majority of teachers think that the manual contains helpful recommendations for integrating various language skills. Participants argue that the teacher's manual does not offer effective solutions to potential problems but does provide sufficient information about the cultural context presented in the textbook. Therefore, as suggested by Dülger (2016, p.10) about coursebooks, *English 9* also needs to be introduced to English teachers who are target users of the book by trainig them on how, when or why to use this book. Furthermore, the teachers acknowledge that the objectives of the book address the students' needs. It is asserted that the book fulfills the objectives outlined in the curriculum. The proposition that the language program within the institution can be adapted to meet specific needs received an equal number of approvals and rejections from the participants. As argued by Tok (2010), who evaluates another English textbook, taught in Turkish primary schools from teachers' perspectives, a language textbook needs to align with learning objectives. Thus, the positive aspect of the book English 9 in this term should be supported with its teacher's manual, which required improvement to guide teachers in reviewing previous language structures much more.

As a result, although the 9th-grade textbook has potential to align with the learning objectives in its different aspects, it fails to meet learners' and teachers' needs in some aspects, and it requires significant improvements to be a more effective teaching tool. Therefore, it is recommended that these user opinions be taken into account during the review continuum of the book to contribute to the students' learning processes.

Contribution Rate of Researchers

The first and second authors contributed to the study at the rate of 25% and the third author at the rate of 50%.

Conflict of Interest

There is no conflict of interest in this article.

References

AbdelWahab, M. M. (2013). Developing an English language textbook evaluative checklist. *IOSR Journal of Research & Method in Education, 1*(3), 55-70. Retrieved from https://www.iosrjournals.org/iosr-jrme/papers/Vol-1%20Issue-3/I0135570.pdf on 25.08.2024

Al-Naser, D. And Khataybeh, A. (2024). Readability of Jordan High Note textbooks for 9th and 11th graders for the academic year 2024/2025. *Pakistan Journal of Life and Social Sciences*, *22*(2), 22937-22950. https://doi.org/10.57239/PJLSS-2024-22.2.001631

Ayu, M. and Inderawati, R. (2018). EFL textbook evaluation: The analysis of tasks presented in English textbook. *Technosastik, 16*(1), 21-25.

Bruton, A. (1997). In what ways do we want EFL coursebooks to differ? *System, 25*(2), 275-284. https://doi.org/10.1016/S0346-251X(97)00014-6

Cohen, J. (1988). *Statistical Power Analysis for the Behavioral Sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum Associates, Publishers.

Crawford, J. (2002). The Role of Materials in the Language Classroom: Finding the Balance. In J. C. Richards and W. A. Renandya (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice* (p. 80-91). Cambridge, England: Cambridge University Press. http://dx.doi.org/10.1017/CBO9780511667190.013

Cunningsworth, A. (1995). *Choosing Your Course Book*. Moscow: Heinemann.

Çakır, E. C. (2021). An evaluation of the *Upswing English* textbook from the sociolinguistic perspective. *PESA Uluslararası Sosyal Araştırmalar Dergisi, 7*(1), 63-75. https://doi.org/10.25272/j.2149-8385.2021.7.1.06

Çakit, I. (2006). Evaluation of the EFL textbook *"New bridge to success 3" from the perspectives of students and teachers*. Unpublished MA Thesis. Middle East Technical University, Ankara, Turkey. Retrieved from https://etd.lib.metu.edu.tr/upload/12607694/index.pdf on 20.03.2024.

Dahmardeh, M. and Amahdikhani, A. (2025). Cultural represention in English language textbooks: A comparative study of local and international editions. *International Journal of Language Studies, 19*(1), 53-76. https://doi.org/10.5281/zenodo.14524871

Donato, R. and McCormic, D. (1994). A sociocultural perspective on language learning strategies: The role of mediation. *Modern Language Journal*, *78*, 454-464. https://www.jstor.org/stable/328584

Dülger, O. (2016). Evaluation of Efl coursebooks taught in Turkey based on teacher' views. *Journal of Advances in English Language Teaching, 4*(1), 1-11. Retrieved from https://core.ac.uk/download/pdf/230051348.pdf on 25.05.2024.

Field, A. (2018). *Discovering Statistics Using IBM SPSS Statistics: North American Edition*. University of Sussex, Sage Publications.

Gholami, R., Noordin, N. and Galea, S. (2017). A thorough scrutiny of ELT textbook evaluations: A review inquiry. *International Journal of Education & Literacy Studies*, *5*(3), 82-91. Retrieved from https://files.eric.ed.gov/fulltext/EJ1154016.pdf on 12.04.2024.

Harmer, J. (2007). *How to Teach English*. London & New York: Longman Inc.

Jakubiak, C. and Harklau, L. (2010). Designing materials for community-based adult ESL programs. In N. Harwood (Ed.), *English Language Teaching Materials: Theory & Practice* (p. 395-418). Cambridge, UK*:* Cambridge University Press.

Karimnia, A. and Jafari, F. M. (2017). Critical ESP textbook evaluation: The case of visual arts textbook. *Sustainable Multilingualism, 11*(1)*,* 219-236. http://dx.doi.org/10.1515/sm-2017-0020

Kirkgöz, Y. and Agcam, R. (2011). Exploring culture in locally published English textbooks for primary education in Turkey. *CEPS Journal 1*(1), 153-167. http://dx.doi.org/10.25656/01:6537

Laabidi, H., & Nfissi, A. (2016). Fundamental criteria for effective textbook evaluation. *EFL Journal, 1*(2), 141–159. https://doi.org/10.21462/eflj.v1i2.13

López-Medina, B. (2016). Developing a CLIL textbook evaluation checklist. *LACLIL*, 9(1), 159–173. https://doi.org/10.5294/laclil.2016.9.1.7

McDonough, J. and Shaw. C. (1993). *Materials and methods in ELT: A teacher's guide*. Oxford: Blackwell Publishing.

McGrath, I. (2002). Teachers' and learners' images for course books. *ELT Journal, 60*(2), 171- 180. Retrieved from https://qou.edu/ar/sciResearch/pdf/eLearningResearchs/teachersLearners.pdf on 30.06.2024.

Nazim, M. (2021). Textbook evalaution: A case study of Cutting Edge. *Journal of Language Teaching and Research*, *12*(6), 1021-1033, https://doi.org/10.17507/jltr.1206.18

Öz, Ö. (2019). *A post-use evaluation of an EFL coursebook from the perspectives of preparatory school students and instructors: A mixed methods study.* Master's Thesis, Middle East Technical University, Ankara. Retrieved from https://etd.lib.metu.edu.tr/upload/12623389/index.pdf on 10.02.2024.

Özeş, D. (2012). *Textbook evaluation in foreign language teaching:* Spot on, Grade 8 *from students'' and teachers' perspectives.* Master's Thesis, Uludağ University, Bursa. https://l24.im/Efz3Ws

Rashid, N., & Kehratfard, R. (2014). A needs analysis approach to the evaluation of Iranian third-grade high school English textbook. *Sage Open*, *4*(3), 1-9.

Rezaeian, M. and Zamanian, M. (2015). Textbook evaluation: elt teachers` perspectives on learning to read english for pre-university students. *International Journal of Research Studies in Language Learning, 4*(2), 105-118. Retrieved from https://consortiacademia.org/wp-content/uploads/IJRSLL/IJRSLL_v4i2/891-3331-1-PB.pdf on 12.03.2024.

Richards, J. C and Renandya, W. A. (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.

Shahmohammadi, S. (2018). Textbook evaluation: Looking at prospect series through teachers' perspective. *Research in English Language Pedagogy*, 6(2), 182-204. Retrieved from http:// 10.30486/relp.2018.542578 on 18.04.2024.

Tok, H. (2010). TEFL textbook evaluation: From teachers' perspectives. *Educational Research and Review, 5*(9), 508–517. Retrieved from http://www.academicjournals.org/ERR2 on 10.07.2024.

Tomlinson, B. (2001). Materials Development. In R. Carter and D. Nunan (Eds.), *The Cambridge Guide to Teaching. English to Speakers of Other Languages*, (p. 66-71). Cambridge: Cambridge University Press.

Tomlinson, B. (2003). *Developing Materials for Language Teaching*. London: Cromwell Press.

Ur, P. (1997). *A Course in Language Teaching. Practice and Theory*. Cambridge: Cambridge University Press.

Widodo, H. P. (2015). Textbook Analysis on College Academic Writing. *TEFLIN Journal, 18*(2), 109-122. https://doi.org/10.15639/teflinjournal.v18i2/109-122.

Zhang, X. (2017). Critical review of literature on English language teaching textbook evaluation: What systemic functional linguistics can offer. *Journal of Language and Cultural Education, 5*(1), 78-102. Retrieved from http://10.1515/jolace-2017-0005 on 06.05.2024.

Genişletilmiş Özet

Bu araştırma çalışmasının amacı, 2022-2027 yılları arasında Millî Eğitim Bakanlığı'na bağlı devlet okullarında kullanılması uygun görülen 9. sınıf İngilizce ders kitabının kapsamlı bir değerlendirmesini yapmaktır. Bu değerlendirme, özellikle hem öğretmenlerden hem de öğrencilerden 9. sınıf İngilizce ders kitabının 9. sınıf düzeyinde İngilizce öğretimi ve öğreniminde içeriği, yapısı ve etkililiğine ilişkin geri bildirim ve görüş almayı amaçlamaktadır.

Giriş

Yabancı dil eğitiminde bu kadar önemli bir yere sahip olan ders kitaplarının elbette seçilirken belli bir değerlendirme ve incelemeye tabi tutulması gerekmektedir. Bu bakımdan literatürde bu kadar önem verilen İngilizce ders kitaplarının sağlıklı bir şekilde değerlendirilmesi öğrenci ve öğretmenler açısından büyük önem taşımaktadır. Bu nedenle bu araştırma çalışmasının konusu, henüz üzerinde çalışma yapılmayan ve Millî Eğitim Bakanlığına bağlı devlet okullarında 9. sınıf İngilizce derslerinde yeni kullanılmaya başlanan (2022-2020 yılından itibaren) İngilizce 9 ders kitabının değerlendirilmesidir. 2023 eğitim öğretim yılı) ve 2027 yılı sonuna kadar kullanılacaktır. İngilizce öğretimi için tüm öğretmenlere, öğrencilere ve öğrenme ortamlarına uygun mükemmel bir ders kitabı yoktur. Güncellenebilir bir müfredatın yanı sıra, hedef öğrenci kitlesinin değişen ihtiyaçları ve ilgileri ile öğretmen ve öğrencilerin ders materyali olarak ders kitabından beklentileri zaman zaman sosyal, kültürel ve ekonomik durumlara bağlı olarak değişebilmektedir. Bu nedenle literatürde uygun kriterlerin belirlenmesi ve optimum düzeyde kullanılabilecek ders kitabının seçilmesini amaçlayan çeşitli değerlendirme yöntemleri bulunmaktadır. Kullanım öncesi, kullanım içi ve kullanım sonrası değerlendirme yöntemleri dikkate alındığında kullanım sırasında değerlendirme daha da önem kazanmaktadır. Kullanımda değerlendirme, ders materyalinin asıl muhatabı olan öğrenci ve öğretmenlerin görüşlerinin alınmasına olanak sağlar. Kullanım öncesi ve kullanım sonrası değerlendirmede doğrudan gözlem ve değerlendirme yapılamaz. Bu bağlamda araştırmada seçilen kitabın kullanıcı görüşlerine başvurularak kullanım değerlendirmesi yapılmıştır.

Yöntem

Bu çalışmada Millî Eğitim Bakanlığı'na bağlı devlet okullarında ders materyali olarak kullanılan 9. sınıf İngilizce 9 ders kitabının öğrenci ve öğretmen görüşleri dikkate alınarak değerlendirilmesi amaçlanmıştır. Amaç İngilizce 9 ders kitabının güçlü ve zayıf yönlerini analiz etmektir. Bu çalışmada İngilizce 9 ders kitabı hakkında öğretmen ve öğrencilerin görüşlerini almak için hem niceliksel hem de niteliksel yönlerden yararlanılmıştır. Nicel araştırma yöntemi, önemli miktarda istatistiksel veriden genellemeler yapılmasına ve sonuç çıkarılmasına yardımcı olduğu için seçilmiştir (Rubin ve Babbie, 2008). Nitel araştırma yöntemi, durumun daha derinlemesine analiz edilmesine olanak sağladığı için seçilmiştir. Özetle, bu çalışma hem nicel hem de nitel verilerin toplanması yoluyla karma yöntemli bir araştırma tasarımı kullanmıştır.

Bu çalışma, etik kurul onayı alınarak Elazığ ilindeki Mehmet Koloğlu Anadolu Lisesi ve Atatürk Anadolu Lisesi'nde gerçekleştirilmiştir. Haftada 4 saat İngilizce eğitimi alan A1 düzeyindeki 100 9. sınıf öğrencisini ve bu okullarda 10 9. sınıf İngilizce öğretmenini içeriyordu. Araştırmada İngilizce 9 ders kitabına ilişkin görüş ve eleştiriler toplandı. Çalışmada Talim ve Terbiye Kurulu tarafından onaylanan ve 2022-2027 yılları arasında 9. sınıf öğrencilerinin kullandığı İngilizce 9 ders kitabının değerlendirilmesi amaçlanmıştır. Öz (2019) tarafından geliştirilen ders kitabı değerlendirme anketi kullanılarak 10 9. sınıf İngilizce öğretmeni ve 100 9. sınıf öğrencisinden geri bildirim toplanmıştır. SPSS programı kullanılarak bu verilerin hem yüzdelikoranları hesaplanmış hem de öğretmen ve öğrencilere ortak sorulan sorulara verilen cevaplar arasındaki farklılıkları ortaya çıkarmak için bağımsız t-test uygulanmıştır.

Çalışmada Öz (2019) tarafından oluşturulan ve güvenirlik katsayısı .92 olan Ders Kitabı Değerlendirme Anketi kullanılarak hem nicel hem de nitel veriler toplanmıştır. Bu anketin iki farklı

versiyonu bulunmaktadır: Biri öğrencilere, diğeri ise öğretmenlere İngilizce 9 ders kitabı hakkındaki görüşlerini almak amacıyla uygulanmıştır. Öz (2019) tarafından geliştirilen ve Öz'den izin alınan Ders Kitabı Değerlendirme Anketi her iki katılımcı gruba İngilizce 9 ders kitabı hakkında görüş almak amacıyla uygulanmıştır. Anketin benzer fakat farklı biri biri öğretmenler için, diğeri öğrenciler için olmak üzere iki versiyonu kullanılmıştır. Öğrencilere uygulanan versiyon üç bölümden oluşmaktadır: öğrencilerin şube ve cinsiyet gibi temel bilgierinin alındığı "Genel Bilgiler" bölümü, "İçerik", "Hedef Dil Kültürü", "Kelime Bilgisi ve Dilbilgisi", "Beceriler", "Etkinlikler", "Tasarım ve Fiziksel Özellikler" alt başlıklarından oluşan 43 maddelik ikinci kısım bulunmaktadır. Öğretmenlere uygulanan anket ise üç bölümden oluşmaktadır. Birinci bölümde katılımcıların yaşı, cinsiyeti, kitabı kullanma süreleri gibi genel bilgiler yer almaktadır. İkinci bölüm "İçerik", "Hedef Dil Kültürü", "Kelime Bilgisi ve Dilbilgisi", "Beceriler", "Etkinlikler", "Tasarım ve Fiziksel Özellikler", "Pratik Hususlar", "Hedefler" ve "Öğretmen El Kitabı" başlıkları altında 56 maddelik bir anketten oluşmaktadır. Son olarak üçüncü bölümde dört adet açık uçlu soru yer almaktadır. Bu sorular öğretmenlere ders kitabının güçlü, zayıf yönleri ve geliştirilmesi gereken yönlerine ilişkin görüşlerini ifade etme olanağı sağlamak için tasarlanmış sorulardan oluşmaktadır. Bu sorular katılımcılara göre kitabın en güçlü ve en zayıf yönleryle ilgili düşüncelerini ortaya çıkarmak ve kitabın etkliliğinin artırmla ilgili görüş ve önerilerini almaya yöneliktir.

Bulgular

Kitapla ilgili öğretmen ve öğrencilerden elde edilen anket verileri dikkate alındığında özet olarak şu bulgulara ulaşılmıştır: Öğretmenlerin çoğu kitaptaki konu çeşitliliğini yeterli bulmuş ve konuların öğrencilerin ilgisini çekeceğini savunmuştur. Benzer şekilde öğrenciler de konu çeşitliliğini yeterli bulmuş ancak ilgi çekici bulmamışlardır. Ayrıca öğretmenlerin çoğunluğu kitabın öğrencilerin yaşına uygun olduğunu desteklemiş, öğrenciler de bu görüşü paylaşmışlardır. Katılımcılar kitabın metin türlerinde yeterli çeşitliliğin kullanılmadığını düşünse de öğrenciler bunun tersini düşünmüş ve metin türlerini yeterli bulmuşlardır. Çoğu katılımcı kullanılan materyallerin güvenilir olmadığı konusunda hemfikir olsa da öğrenciler bunların güvenilir olduğunu savundu. Hem katılımcı öğretmenler hem de öğrencilerin çoğu kitabın güncel ve klişelerden uzak olduğu konusunda hemfikirdi.

Öğretmenlerin çoğunluğu kitabın İngiliz kültürünü yansıttığına inanıyor; ancak öğretmenlerin yarısı kitabın Amerikan kültürünü yansıtmadığını düşünmektedir. Kitaptaki alıştırmaların İngiliz kültürünü yansıttığı ancak Amerikan kültürünü yansıtmadığı sonucuna varılmıştır. Ayrıca öğrenciler kitabın ne İngiliz kültürünü ne de Amerikan kültürünü yansıtmadığı konusunda hemfikirdirler. Benzer şekilde öğrenciler kitaptaki alıştırmaların İngiliz kültürünü yansıtıp yansıtmadığı konusunda kararsızken, Amerikan kültürünü yansıtmadığını kabul etmektedirler.

Sonuçlar, Tartışma ve Öneriler

Bu araştırma çalışmasının bulguları, incelenen 9. sınıf İngilizce kitabının genel olarak öğrencilerin seviyesine uygun olmasına rağmen bazı yönlerden kullanıcıların beklentilerini karşılamadığını göstermektedir. Öğretmen ve öğrencilerin görüşleri bazı açılardan örtüşse de konuların çekiciliği, dil becerilerinin ders materyali olarak kitaba entegre edilmesi gibi konularda fikir birliğine varamadıkları görülmektedir. Bu durum konuların öğrencilerin ilgileri doğrultusunda revize edilmesinin uygun olduğunu göstermektedir. Ayrıca öğrencilerin öğretmenlerden farklı olarak kitabın İngiliz ve Amerikan kültürünü yansıtmadığını düşünmesi, kültürel bağlamın öğrenciler tarafından yeterince algılanmadığını, dolayısıyla kültürel bağlamların derste daha etkili bir düzeyde sunulması gerektiğini göstermektedir. Ayrıca öğretmenler, öğrencilerden farklı olarak dört dil becerisinin kitapta eşit şekilde dağılmadığını belirterek, öğretmenlerin dil becerilerini öğretim sürecinde daha uygun hale getirmeleri gerektiğini ortaya koydu. Yine öğretmen ve öğrencilerin etkinlik çeşitliliği konusunda fikir birliğine varamamaları kitaptaki alıştırmaların öğrencilerin ilgisini çekecek şekilde revize edilmesi gerektiğini göstermektedir. Sonuç olarak kitabın genel yapısı ve içeriği öğrencilerin seviyesine uygun olsa da bazı eksiklikleri bulunmaktadır. Bu nedenle öğrencilerin öğrenme süreçlerine katkı sağlamak amacıyla kitabın inceleme sürecinde bu kullanıcı görüşlerinin dikkate alınması önerilmektedir.

Appendix A.
Textbook Evaluation Questionnaire-Students[1]

PART 1: Please answer the questions below.

Your School:	Your Section:	Your Gender: Male ☐	Female ☐

PART 2: Please choose one of the options "1-Strongly Disagree, 2-Disagree, 3-Agree, 4-Strongly Agree" for each of the questions below.

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. Topics				
1. The coursebook is sufficient in terms of the variety of its topics.	☐	☐	☐	☐
2. The topics of the coursebook are interesting.	☐	☐	☐	☐
3. The topics of the coursebook are appropriate for our age.	☐	☐	☐	☐
4. The text types in the coursebook are various (e.g., essays, dialogues, poetry, folk tales and drama).	☐	☐	☐	☐
5. The coursebook is factually accurate in terms of its content.	☐	☐	☐	☐
6. There are authentic materials in the coursebook (e.g., leaflets and news reports).	☐	☐	☐	☐
7. The coursebook is up-to-date.	☐	☐	☐	☐
8. The coursebook is not prejudiced (e.g., racially, sexually, and culturally).	☐	☐	☐	☐
B. Target-language Culture				
9. British culture is incorporated into the coursebook.	☐	☐	☐	☐
10. American culture is incorporate into the coursebook	☐	☐	☐	☐
11. British culture is incorporated into the exercises incorporated into the coursebook.	☐	☐	☐	☐
12. American culture is incorporated into the exercises incorporated into the coursebook.	☐	☐	☐	☐
C. Grammar and Vocabulary				
13. The coursebook includes grammar points which are suitable for our level.	☐	☐	☐	☐
14. The grammar points are introduced in a clear way.	☐	☐	☐	☐
15. The grammar points are thoroughly introduced.	☐	☐	☐	☐
16. The coursebook presents grammar points in a meaningful context.	☐	☐	☐	☐
17. The coursebook recycles new grammar points enough in the following units.	☐	☐	☐	☐
18. The number of new words taught in every unit is suitable for our level.	☐	☐	☐	☐
19. The coursebook introduces vocabulary items in a meaningful context.	☐	☐	☐	☐
20. The coursebook reminds new vocabulary necessarily in the following units.	☐	☐	☐	☐
D. Skills				
21. Each of the four language skills (speaking, listening, reading, and writing) is equally emphasized.	☐	☐	☐	☐
22. Four language skills (reading, writing, listening, and speaking) are integrated into the coursebook.	☐	☐	☐	☐
23. Some sub-skills are focused on throughout the coursebook (e.g., listening for skimming, note-taking, and gist).	☐	☐	☐	☐
24. The coursebook provides the development of listening skills in a meaningful context.	☐	☐	☐	☐

[1] The original version of this questionnaire is in Turkish. The content was translated into English as the language of this publication is English.

25. The coursebook provides the development of reading skills in a meaningful context.	☐	☐	☐	☐
26. The coursebook provides the development of writing skills in a meaningful context.	☐	☐	☐	☐
27. The coursebook provides the development of speaking skills in a meaningful context.	☐	☐	☐	☐
28. The coursebook provides the development of pronounciation skills in a meaningful context.	☐	☐	☐	☐
29. Various aspects of pronunciation skills such as intonation and stress are emphasized in the coursebook.	☐	☐	☐	☐

E. Activities

30. The activities of the coursebook are suitable for our level.	☐	☐	☐	☐
31. Pair, individual, whole-class and group activities are in balance in the coursebook.	☐	☐	☐	☐
32. The activities in the coursebook promotes our active participation in class.	☐	☐	☐	☐
33. The activities improve critical thinking skills (e.g., evaluation, synthesis, interpretation, and analysis skills).	☐	☐	☐	☐
34. It is easy to understand the instructions of the activities.	☐	☐	☐	☐
35. The activities in the coursebook draw attention.	☐	☐	☐	☐
36. The activities improves study skills, such as looking up words in the dictionary and outlining.	☐	☐	☐	☐

F. Layout and Physical Makeup

37. The front cover of the coursebook is attractive.	☐	☐	☐	☐
38. The organization of the coursebook facilitates to follow.	☐	☐	☐	☐
39. The illustrations (e.g., pictures, diagrams, and maps) in the coursebook are helpful.	☐	☐	☐	☐
40. The illustrations in the coursebook are interesting.	☐	☐	☐	☐
41. The illustrations are not confusing.	☐	☐	☐	☐

G. Practical Considerations

42. It is easy to access the coursebook.	☐	☐	☐	☐

Appendix B.
Coursebook Questionnaire (for Teachers)

PART 1: Please answer the questions below.

The High School You are Working at:………………….… **Your Gender: Male** ☐ **Female** ☐
Duration of Using the Textbook *English 9*: ………………………….
(how many years or semesters you have used the book in your English class)

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

	Strongly Disagree	Disagree	Agree	Strongly Agree
A. Topics				
1. There is a sufficient variety of topics in the coursebook.	☐	☐	☐	☐
2. The topics covered in the coursebook are interesting to the students.	☐	☐	☐	☐
3. The topics covered in the coursebook are suitable for the age group.	☐	☐	☐	☐
4. The coursebook contains a sufficient variety of text types (e.g., dialogues, essays, poetry, drama, and folk tales).	☐	☐	☐	☐
5. The content of the coursebook is factually accurate.	☐	☐	☐	☐
6. The coursebook contains authentic materials (e.g., news reports and leaflets).	☐	☐	☐	☐
7. The coursebook material is up-to-date.	☐	☐	☐	☐

8. The coursebook is free of stereotypes (e.g., racial, sexual, and cultural). ☐ ☐ ☐ ☐

B. Target-language Culture

9. The texts incorporate elements of British culture. ☐ ☐ ☐ ☐

10. The texts incorporate elements of American culture. ☐ ☐ ☐ ☐

11. The exercises incorporate elements of British culture. ☐ ☐ ☐ ☐

12. The exercises incorporate elements of American culture. ☐ ☐ ☐ ☐

C. Grammar and Vocabulary

13. The grammar points introduced in the coursebook are appropriate to the level of the students. ☐ ☐ ☐ ☐

14. The grammar points are presented clearly. ☐ ☐ ☐ ☐

15. The grammar points are presented thoroughly. ☐ ☐ ☐ ☐

16. The grammar points are introduced in a meaningful context. ☐ ☐ ☐ ☐

17. New grammar points are recycled adequately in the subsequent units. ☐ ☐ ☐ ☐

18. The number of new words introduced in each unit is appropriate to the level of the students. ☐ ☐ ☐ ☐

19. The vocabulary items are introduced in a meaningful context. ☐ ☐ ☐ ☐

20. New vocabulary is recycled adequately in the subsequent units. ☐ ☐ ☐ ☐

D. Skills

21. The coursebook places equal emphasis on the four language skills (speaking, listening, reading, and writing). ☐ ☐ ☐ ☐

22. The coursebook promotes the integration of different language skills (e.g., reading-writing and listening- speaking). ☐ ☐ ☐ ☐

23. The coursebook pays attention to sub-skills (e.g., listening for gist, note-taking, and skimming for information). ☐ ☐ ☐ ☐

24. The coursebook provides a meaningful context for the development of listening skills. ☐ ☐ ☐ ☐

25. The coursebook provides a meaningful context for the development of reading skills. ☐ ☐ ☐ ☐

26. The coursebook provides a meaningful context for the development of writing skills. ☐ ☐ ☐ ☐

27. The coursebook provides a meaningful context for the development of speaking skills. ☐ ☐ ☐ ☐

28. The coursebook provides a meaningful context for the development of pronunciation skills. ☐ ☐ ☐ ☐

29. The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation. ☐ ☐ ☐ ☐

E. Activities

30. The activities in the coursebook are appropriate to the level of the students. ☐ ☐ ☐ ☐

31. There is an adequate balance of individual, pair, group, and whole-class activities. ☐ ☐ ☐ ☐

32. The activities encourage the students to participate actively in class. ☐ ☐ ☐ ☐

33. The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills). ☐ ☐ ☐ ☐

34. The instructions to the activities are clear to the students. ☐ ☐ ☐ ☐

35. The activities in the coursebook are interesting to the students. ☐ ☐ ☐ ☐

36. The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary. ☐ ☐ ☐ ☐

F. Layout and Physical Makeup

37. The physical appearance of the coursebook is attractive to the students. ☐ ☐ ☐ ☐

38. The coursebook is organized in a way that is easy to follow. ☐ ☐ ☐ ☐

39. The illustrations (e.g., pictures, diagrams, and maps) assist the students in understanding the material in the coursebook. ☐ ☐ ☐ ☐

40. The illustrations in the coursebook are interesting to the students. ☐ ☐ ☐ ☐

41. The illustrations are free of unnecessary details that may confuse the students. ☐ ☐ ☐ ☐

G. Practical Considerations

42. The coursebook is easily accessible. ☐ ☐ ☐ ☐

43. The price of the coursebook is reasonable. ☐ ☐ ☐ ☐

H. Aims and Objectives

44. The aims of the coursebook correspond to the needs of the students. ☐ ☐ ☐ ☐

45. The aims of the coursebook correspond to the objectives stated in the course syllabus. ☐ ☐ ☐ ☐

46. The coursebook can be adapted to meet the particular needs of the language program in our institution. ☐ ☐ ☐ ☐

47. The coursebook material can be covered in the time allotted for the course. ☐ ☐ ☐ ☐

I. The Teacher's Manual

48. The manual provides enough guidance for me on the teaching of vocabulary items. ☐ ☐ ☐ ☐

49. The manual provides enough guidance for me on the teaching of grammar points. ☐ ☐ ☐ ☐

50. The manual offers detailed advice for novice teachers to follow. ☐ ☐ ☐ ☐

51. The manual provides useful suggestions to help me introduce new lessons. ☐ ☐ ☐ ☐

52. The manual provides useful suggestions to help me review old lessons. ☐ ☐ ☐ ☐

53. The manual gives useful advice on how to present the lessons in different ways. ☐ ☐ ☐ ☐

54. The manual provides useful suggestions for the integration of different language skills. ☐ ☐ ☐ ☐

55. The manual offers effective solutions to potential problems (e.g., grammatical, lexical, and phonological). ☐ ☐ ☐ ☐

56. The manual provides sufficient information on cultural content presented in the coursebook. ☐ ☐ ☐ ☐

PART 3. Please answer the questions in this part.

1. "In your opinion, what are the major strengths of the coursebook? Please write about at least three strengths."

2. "In your opinion, what are the major weaknesses of the coursebook? Please write about at least three weaknesses."

3. "What are your suggestions to increase the effectiveness of the coursebook? Please offer at least three suggestions."

4. "If you have any further comments, recommendations, or feedback concerning the coursebook, please specify below."