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EVALUATION OF ELT COURSEBOOKS WITH THEIR LIMITS

Deniz YALÇINKAYA[*]

ABSTRACT

Coursebooks used in EFL (English as a Foreign Language) class is one of the most important decisions in the design of the language education and teaching concept in the School of Foreign Languages. The selection of suitable materials should be done very professionally. The textbooks are presented to demonstrate the design of foreign language teaching. Design means the principles and techniques of language teaching and explains the characteristics of your school curriculum. The purpose of this study is to reveal the teachers' views on the quality of courseboooks that have been used by the school of foreign languages. Do the coursebooks fulfill the expectations in language learning? What kind of limitations and deficiencies do coursebooks have? These questions are analyzed in this paper and the coursebook (series titled 'English for Life' by Oxford University Press) was evaluated from the language teachers' perspective. In the study, the data were gathered from the questionnaire results of some teachers who have been teaching in English classes which are compulsory lessons and have been using the coursebook beginner and elementary level during two terms. According to the results, it was revealed that coursebooks which take place in language education as the main material have some limits. However, course books should be accompanied by supplementary digital materials that serve self-autonomy for the learners, encouraging their efforts and self-esteem to learn a foreign language beyond the classroom. Surely, course books should have i-tools to attract attention for class teaching and e-tools to expand learning and not to fall behind in the age of technology. Istructors of English can use coursebooks as a guide but not take it as a holly book to adhere for blind obedience.

[*] Öğr. Gör, Selçuk Üniversitesi Yabancı Diller Yüksek Okulu, E-posta: dyalcinkaya@selcuk.edu.tr

STRUCTURED ABSTRACT

There is a great variety of course books used in EFL classes that designed to supply effective language teaching achievement in formal education in traditional class teaching. However, there are some debates and controversy about course books. Some teachers of English are in favor of these course books/textbooks but there are some teachers who are against using them as an only material in EFL classes. Actually, all the course books have similar aspects in their design and methods also in exercises which are taken place in a course book. EFL coursebooks are not compared with each other in this paper. In the study, the critical points of a coursebook are analyzed and described and to strength the description of the quality of ELT (English Language Teaching) coursebooks, a small survey was prepared. This paper aims to investigate the effectiveness of course books in ELF classes, particularly from the point of some characteristics which makes a coursebook so effective. In this study, I aimed to analyze ten guidelines which are proposed as an offer to create a useful coursebook by Howard & Major. According to these guidelines, the coursebook series English for Life was evaluated from the teachers' perspective

In this study, I aimed to analyze ten guidelines which are proposed as an offer to create a useful coursebook by Howard & Major. According to these guidelines, the coursebook series English for Life was evaluated from the teachers' perspective.

This study is a descriptive study which aims to look into the quality of EFL coursebooks in English language classrooms. The data processed in this study were collected towards the completion of survey paper analysis which is a data gathering and analysis technique used in qualitative research methodology.

There are 34 English instructors who have been teaching at the department of 'Common Compulsory Foreign Language Course' at the SOFL in Selcuk University. A randomly chosen 24 instructors of English are involved in the survey, the participants' experiences and intentions with respect to the use of coursebooks in the classroom have been investigated. 20 respondents answered the survey questions in the school.

A five-point Likert type questionnaire which includes ten questions in part A and three questions in part B were prepared. As an English instructor who has been teaching English for a long time, I prepared the questions collaboratively with two instructors of English from the material development commission at the school of foreign languages in Selcuk University. The questionnaire responded by twenty English teachers. This questionnaire was prepared as relevant to ten guidelines in the literature Howard & Major's paper 'Guidelines for Designing Effective English Language Teaching Materials'. It includes ten guidelines to develop materials in ELT

When looking into the details it is seen that 20% of the lecturers state that in the course books 'English for Life'; the main challenges that they face when teaching English using course books are topics that do not take the attention of Turkish students but 60 % of the lecturers disagree.20% is undecided.

The question 'Do class activities involve meaningful and real communication?' was answered negatively by many teachers. They are on the negative side. The actual ratio of 65% of the instructors thinks that classroom activities are not meaningful and don't involve real communication. % 25 is undecided.

50% of the instructors agreed that the book has enough exercises to practice grammar rules but 40 % of the instructors disagree.

The concern, acuracy and fluency are developed by means of the exercises; are agreed by 35% of the lecturers, 35% of the teachers disagree.

40% of the instructors agreed that In the coursebook drilling exercises are useful to learn grammar rules but 25 % of the lecturers stated that they are not useful although there are a lot of drilling exercises involved in the course book.

25% of the lecturers state that students practice using new structure in different contexts in the course book, besides 45 % of the lecturers disagrees.

20 % of the instructors agreed that Exercises support to learning how to produce and understand different types of texts (letters, interview, e-mail, etc.) but it was disagreed by 45 % of the lecturers. However, % 30 of the instructors is undecided.

Nearly half of the participants (lecturers) of the survey state that drilling exercises help to gain mechanical habit formation, besides half of the lecturers disagree.

40% of the instructors agreed that Receptive skills are well improved by means of the exercises, but disagreed by 25 % of the lecturers. % 30 is undecided.

35% of the teachers/instructors agreed that Productive skills are well improved by means of the exercises but disagreed by 35% of the lecturers.

The findings of the study revealed that coursebooks had some positive effects on students' achievement in language learning but questionnaire data also suggested that the course books are not satisfactory in teaching some basic skills and it is suggested that course books have some limits as a core language teaching material in EFL classes. Briefly, the results revealed that approximately half of the instructors are on the positive side but half of them are on the negative side. The instructors who are undecided are really significant in number.

This study aims to put forward that coursebooks can help to design all these sequences of a course. We must consider that course books must be a resource for students and it shouldn't be only material for the teaching. We must have supplementary materials and we must create our own materials and we can modify some materials for our students. As supplementary, the students should have a lot of outside reading, and we must lead them to practice English beyond the classroom. Actually, e-learning is needed to be involved as a follow-up supplementary material beyond the classroom. Some course books have some e-tools as supplementary but they are not implemented properly

by the teachers so, these e-tools are needed to be an inseparable part of the course books and the lesson is needed to be kept after the lesson. Almost all English language teaching course books are accompanied by digital tools and audio cassettes or videos, software or online subscriptions soon, but our problem is the real motivation and cooperation with students and teachers for language learning.

In fact, traditional classroom education will not competitive with computerized learning. Internet technology and www (World Wide Web) sources changed life and education today. E-Learning must be accompanied with class teaching today, it is inevitable. O'Neill (O' Neill, (1982)) says 'The most important work in a class may start with the textbook but end outside it') It is a possible model for the future.

Some suggestions can be offered when you use a coursebook in class teaching to overcome the weakness of them such as;

We should use coursebooks as a resource, but not the only resource and modify coursebooks according to your goals last but not the least use coursebooks with its expanded supplementary materials and i-tools and e-tools.

Keywords: coursebooks in EFL classes, language teachers 'perspective, teaching skills

EKSİKLİKLERİ İLE ELT (İNGİLİZ DİLİ ÖĞRETİMİ) DERS KİTAPLARININ DEĞERLENDİRMESİ

ÖZET

EFL'de (Yabancı Dil Olarak İngilizce) kullanılan ders kitapları, Yabancı Diller Yüksekokulu'ndaki dil eğitimi ve öğretim kavramının tasarımında en önemli kararlardan biridir. Uygun materyallerin seçimi çok profesyonelce yapılmalıdır. Ders kitapları, yabancı dil öğretim tasarımını gösterir. Tasarım, dil öğretiminin ilkeleri ve teknikleri anlamına gelir ve okul müfredatınızın özelliklerini açıklar. Bu çalışmanın amacı, öğretmenlerin, bir yabancı dil okulu tarafından kullanılan ders kitaplarının niteliğine ilişkin görüşlerini ortaya koymaktır. Ders kitapları dil öğrenimindeki beklentileri karşılar mı? Ders kitabında ne gibi kısıtlamalar ve eksiklikler vardır? Bu sorular bu yazıda incelenmekte ve Oxford University Press'in "English for Life" adlı ders kitabı dil öğretmenlerinin bakış açısıyla değerlendirilmektedir. Araştırmada, Zorunlu İngilizce Dersi'nde dersi olan ve iki dönem başlangıç ve birinci seviye ders kitabı kullanan öğretmenlerin anket sonuçlarından elde edilen veriler toplanmıştır. Elde edilen sonuçlara göre, dil eğitiminde yer alan ders kitaplarının ana materyal olarak sınırlı olduğu ortaya çıkmıştır. Ancak, ders kitaplarına, öğrenciler için özyönelime teşvik eden eden, çabalarını teşvik eden ve sınıfın dışında yabancı dil öğrenmeyi sürdürmek için tamamlayıcı dijital materyaller eşlik etmelidir. Elbette, ders kitaplarında sınıf öğretiminin dikkat çekmesi için i-araçları(digital materyaller ve e-araçları (elektronik materyaller) teknolojinin çağında geride kalmaması için) olmalıdır. İngilizce öğremenleri ders kitaplarını bir rehber olarak kullanabilirler

ama, onu körü körüne bağlı kalınacak bir kutsal kitap gibi kabul etmemelidirler.

Anahtar Kelimeler: EFL sınıflarında kullanılan ders kitapları, dil eğitmenlerinin görüşleri, dil becerilerini öğretme.

1. **Introduction**

The importance of a coursebook has been expressed by textbooks writers and linguists. Hutchinson and Torres (Hutchinson T. a., (1994)) express that "Textbooks, we shall argue, survive and prosper primarily because they are the most convenient means of providing the structure that the teaching-learning system-particularly the system in change-requires."

Richards and Rodgers (Richards J. A., 2001) express that course books are an unavoidable element of the curriculum because they specify content and define coverage for syllabus items.

In general; there is much criticism of the lack of authenticity in course books. (Grant, 1987). Grant also states that the language used in course books do not reflect the language used in real life.

Surely, there is a great variety of course books used in EFL classes that designed to supply effective language teaching achievement in formal education in traditional class teaching. However, there are some debates and controversy about course books. Some teachers of English are in favor of these course books/textbooks but there are some teachers who are against using them as an only material in EFL classes.

Choosing a course book as a core teaching material is a big issue, so it must be based on some expectations of the teachers. We should choose a coursebook for the sake of its educational values and it must meet the achievements to be fulfilled in EFL class. Actually, all the course books have similar aspects in their design and methods also in exercises which are taken place in a course book. My concern in this paper does not point out a certain course material to be criticized it is just an example and many others have similar content. EFL coursebooks are not compared with each other in this paper. In the study, the critical points of a coursebook are analyzed and described and to strength the description of the quality of ELT (English Language Teaching) coursebooks, a small survey was prepared.

This paper aims to investigate the effectiveness of course books in ELF classes, particularly from the point of some characteristics which makes a coursebook so effective. In this study, I aimed to analyze ten guidelines which are proposed as an offer to create a useful coursebook by Howard & Major. According to these guidelines, the coursebook series *English for Life* was evaluated from the teachers' perspective.

Howard & Major propose ten suggestions to design effective ELT materials in their paper ''Guidelines *for Designing Effective English Language Teaching Materials'.* According to this guideline; English language teaching materials:

- ✓ should be contextualized (It expresses the objectives of the curriculum, syllabus within the designer's institution are kept to the fore. Materials should also be contextualized to the experiences, realities and first languages of the learners).
- ✓ should stimulate interaction and be generative in terms of languages (It expresses that language-teaching materials should provide situations that demand situations where learners need to interact with each other like outside the classroom).
- ✓ should encourage learners to develop learning skills and strategies (It expresses that language teaching materials teach how to learn and provide learners confidence so that they can find solutions when they have difficulties in communicating.).

- ✓ should allow for a focus on form as well as function (regulated practice is provided).
- ✓ should offer opportunities for integrated language use (materials produced should give learners opportunities to integrate all language skills).
- ✓ should be authentic
- ✓ should link to each other to develop a progression of skills, understanding and language items.
- ✓ should be attractive.
- ✓ should have appropriate instructions.
- ✓ should be flexible

(Jocelyn Howard, 2004, s. 104-107).

The coursebook series '*English for Life'* is for adults and young adult learners. "It features British English with international communication in mind. '*English for Life'* is designed for teachers and learners who want a simple, direct approach with lots of support and practice." (Hutchinson T. , 2007). According to Hutchinson *English for Life* offers an easy, manageable syllabus through:

- a carefully controlled input of grammar and vocabulary
- skills work for the revision of grammar and vocabulary
- a practical language syllabus with real-life outcomes
- an engaging storyline

In this study, the assumptions above are analyzed and evaluated from language teachers' perspectives. In the analysis, from the teachers' perspective, the target course book is evaluated and shortly the opinions of teachers about the coursebook are expressed. Howard's guidelines for an effective English language teaching material were taken into consideration to prepare a survey to evaluate the coursebook in this study.

1.1 Purpose

In general, negative and positive sides of a coursebook as the main material in class teaching should be overviewed. We must pay attention to identifying the needs of Turkish students and our students' attitudes towards English and their reasons for learning it. It is seen that English is treated as a subject in school syllabus and English is not spoken outside the classroom. Whereas, it is a fact that if learners are exposed to the language they are learning, the learning process is more fruitful.

"The more the student is exposed to the language he/she learns inside and outside the class, the better he/she learns the language. For this reason, the teacher who knows the language of the students should use this feature when necessary." (şahbaz, 2018, s. 424).

In fact, in the 1990s with the evolving technology; a digital era affected every field of study in the world. The education system has been affected by the digital era to a large extent. It is seen that learners' profile is a key element in education and training. The education system is in need of redesign all the tools for young people who were born into a computerized world. All these elements are components of a language learning system. There is more than one factor that leads us to understand that learning a language is achieved. A course material is one of the factors that affect our ability to learn a language.

According to some researchers, the students will not be succeeded if they don't have enough facilities (The reluctance of teachers, the lack of teaching materials etc.), even they have a desire.

That's why; they claim that teacher-student-environment-material elements should be evaluated together. They see it as a success emerged as a result of the joint efforts of all the elements in the learning process. (Dağdeviren, 2018, s. 133).

Among the factors affecting language learning, coursebook is the one that is taken into consideration in this article, because, textbooks are still the main material in EFL classes in Turkey. Although digital materials and e-learning are on the agenda of education policy, textbooks/coursebooks have played a significant role in ELT.

Advantages of coursebooks

In general, it is clear that coursebooks provide a useful guide and have several advantages in the classroom. As it is ready-made material you do not think about the lesson to cover a topic because the coursebook gives you all the plans. The latest teaching strategies are involved in a coursebook so you do not need to chase the latest researches and coursebooks are created in collaboration so they are reliable sources. In addition to all these benefits, they are inexpensive materials. Absolutely, coursebooks are very helpful for new teachers when they are so inexperienced.

As an English teacher, I am always against too strict adherence to some materials as Cunningsworth says "With experience, the teacher's range of Techniques will widen and his perception will sharpen. He will become less dependent on outside support, whether from colleagues or books." (Cunningsworth, 1984). The textbook should be taken as a guiding source offering advice and suggestion.

The limits of coursebooks

The issue of inadequacy of coursebooks is critically considered by plenty of English teachers. That doesn't mean that using a coursebook is wrong but the coursebook doesn't balance the needs of a teacher in EFL. Actually, each class is unique and has some characteristics but most coursebooks are written for a general student profile in mind. "A key criticism of commercial materials, particularly those produced for the world-wide EFL market is that they are necessarily generic and not aimed at any specific group of learners or any particular or educational context." (Jocelyn Howard, 2004)

The most significant point to be caught here is that coursebooks don't take students' background knowledge into account. The most important deficiency of the coursebook is that it gives an implication that the learners understand the language as a good answer to all questions. Speaking a language is so different from answering the questions. Among the arguments against using coursebooks, it can be said that it prevents the creativity in teaching techniques and language use and conversations do not have any relations to real communications. In addition to all these arguments, strict adherence to the curriculum when following a course book is the reason for stress for teachers because they have limited hours for teaching in class and there is no spontaneity and flexibility

In this paper, all these aspects are involved in the questionnaire prepared for the evaluation of the course books.

2. METHOD

2.1 Research method

This study is a descriptive study which aims to look into the quality of EFL coursebooks in English language classrooms. The data processed in this study were collected towards the completion of survey paper analysis which is a data gathering and analysis technique used in qualitative research methodology.

Descriptive research describes a given situation as precisely and carefully as possible. In the field of education, the most common descriptive method is the screening study, because the

researchers summarize the characteristics of individuals, such as groups or sometimes physical environments (such as school). (Şener Büyüköztürk, 2016).

2.2 Population and sample

There are 34 English instructors who have been teaching at the department of 'Common Compulsory Foreign Language Course' at the SOFL in Selcuk University. A randomly chosen 24 instructors of English are involved in the survey, the participants' experiences and intentions with respect to the use of coursebooks in the classroom have been investigated. 20 respondents answered the survey questions in the school.

2.3 Data Gathering Tools and Data Analysis

A five-point Likert type questionnaire which includes ten questions in part A and three questions in part B were prepared. As an English instructor who has been teaching English for a long time, I prepared the questions collaboratively with two instructors of English from the material development commission at the school of foreign languages in Selcuk University. The questionnaire responded by twenty English teachers. This questionnaire was prepared as relevant to ten guidelines in the literature Howard & Major's paper 'Guidelines for Designing Effective English Language Teaching Materials'. It includes ten guidelines to develop materials in ELT. This survey tries to reveal teachers' views on coursebook quality.

In order to gather data *English for Life (*by Oxford University,) was targeted in this survey. These coursebook series have been used since 2015 in SOFL in Selcuk University This survey was carried out just to understand the teachers' view about the book. This paper is a descriptive study and the survey is just a tool to strengthen my concern and general concerns about coursebooks in language teaching.

'English for Life ' is the course book in concern of the study but our aim is not directly related to this material, it is related to all course books used in EFL classes. *English for Life* is only targeted as an example in the survey as it has been used as a course book in our school. Digital technology partly is integrated into language instruction; i-tools of the books are used in class teaching with the help of smart boards in each classroom. Generally, teachers/ lecturers of the school express that technical resources are highly effective in increasing learners' attention. 2 hours 3 hours or 4 hours a week courses are taken place in the school curriculum. The beginner and elementary level and pre-intermediate level courses have existed in the school program. These courses are mandatory and we have optional preparatory classes in the school.

In terms of the present study, 20 instructors of English agreed to participate; both males and females were included. This questionnaire was a data collection phase and aimed to reveal the teachers/lecturers' perspective about coursebooks in EFL classes. 'English for Life' is readymade course books have been used as a core teaching material.

The questions (see appendix) were designed to elicit the English lecturers' views and experiences about coursebooks. The questionnaire was prepared to reveal whether the course books in question were competent in teaching English especially the basic skills like reading, speaking, writing and listening. It is also planned to reveal motivation levels of the students to the lesson and their progress in general.

While the questions were being formulated some of them were targeted to reveal the course books' limits, some of them were targeted to reveal the students' attitudes to the lesson and the progress they achieved. In addition to this CLT communicative language teaching methodology which is involved in the coursebooks are questioned.

Richard (Richards J. C., (2006)) pointed out CLT is a popular methodology used in coursebooks today. 'Since its inception in the 1970s, CLT has served as a major source of influence on language teaching practice around the world. Richard, 2006)' At this point, we must catch what do you understand by communicative language teaching? The best statement which describes CLT is 'people learn a language best when using it to do things rather than through studying how language works and practicing rules'. From this point of view, it is clear that communication is so important when you learn a foreign language and grammar is not the center of learning.

Each method has its own characteristics and focuses on different aspects of language teaching. So when this questionnaire was designed, the characteristic of CLT was also investigated.

In general, when we look into the course books designed in the content of CLT it is seen that how to use language for a range of different purposes and functions are engaged in the activities and exercises. Communication strategies are thought. The formal and informal way of speech gain importance and understanding the types of texts are thought.

> When the assumption, in a model lesson according to the Communicative Approach, that the teacher should not play a central role is examined it proves to be a contradiction in itself. When we consider that the teacher, who starts the lesson after some preliminary orientation steps, is the person who ensures that students communicate amongst themselves and at the same time with him or herself, we can say that this is not, particularly in this respect, so far from teacher-centered teaching. Evaluation of our sample of this method shows that giving all of the rules of grammar through content, without separate attention and without putting sufficient emphasis on writing skills will make it more difficult to teach more advanced and difficult subjects. (Serkan Demiral, 2015).

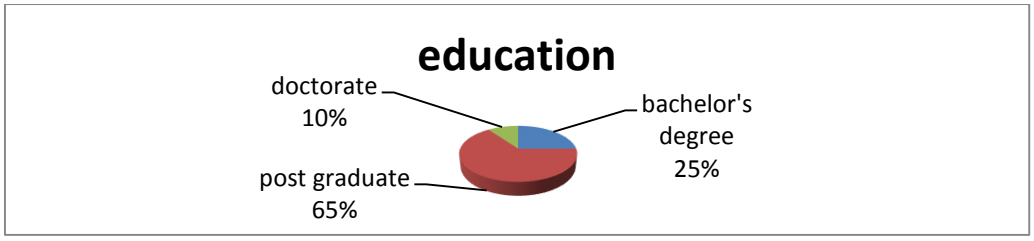
In the questionnaire, all these aspects of CLT and also teaching basic skills and students' attitudes toward the course and the progress are involved.Demographic information of the participants is shown in the diagram. The questions were aimed to reveal the experiences of the CLT adoption and basic skills teaching and grammar teaching as main categories.

3. FINDINGS AND INTERPRETATION

Coursebook Evaluation from Questionnaire Results :The questionnaire results are presented with the highest percentage scores according to the responses. The results of the questionnaire are contextualized and shown in diagrams according to the categories outlined above.

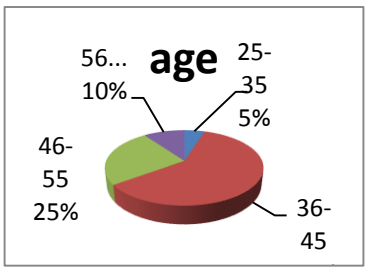
Demographic profile data of the teachers who were involved in the research

Chart 1. Education



5 teachers answering the questionnaire, comprises the 25 % of the participants have a bachelor diploma, 13 people comprise 65% have a master degree, 2 people comprise 10 % have a doctorate degree who were involved in the survey in SOFL.

Chart2. Age



In the study %55 of the respondents are women and %45 is man.

1 instructor answering questionnaire comprises 5% of the participants are 25-35 years old, 12 instructors comprise 60% of the participants are 36-45 years old,5 instructors comprises 25 % of the participants are 45-55 years old, 2 instructors comprises 10% of participants are more than 55 years old.

Table1. The results of the questionnaire –PART A

QUESTIONS	strongly agree	agree	undecided	disagree	strongly disagree
Do you think of the coursebooks 'English for Life', the main challenges that you face when teaching English					
are topics that do not take the attention of Turkish students	% 15	% 5	% 20	% 45	% 15
classroom activities are meaningful and involve real communication	% 0	% 10	% 25	% 40	% 25
the units have enough practicing exercises to practice grammar rules	% 0	% 50	% 10	% 30	% 10
both accuracy and fluency are improved by means of the listening and speaking activities	% 5	% 30	% 30	% 25	% 10
drilling exercises are useful to learn grammar rules	% 5	% 35	% 35	% 10	% 15
students practice using new structure in different contexts	% 0	% 25	% 30	% 45	% 0
exercises support for learning how to produce and understand different types of texts (letters, interview, e-mail, etc.)	% 0	% 20	% 35	% 25	% 20
drilling exercises help to gain mechanical habit formation	% 5	% 35	% 25	% 30	% 5
the receptive skills (reading and listening) are well improved by means of exercises	% 0	% 40	% 35	% 20	% 5
the productive skills (speaking and writing) are well improved by means of the exercises	% 5	% 30	% 30	% 25	% 10

Table2. The results of the questionnaire –PART B

QUESTIONS	strongly agree	agree	undecided	disagree	strongly disagree
evaluate your students' attitudes toward the lesson					
1-They (your students) are well motivated to the lesson	% 15	% 25	% 15	% 30	% 15
2-They can improve their English well by means of the oursebook	% 10	% 20	% 35	% 30	% 5
3-CLT (Communicative Language Teaching) is well adopted in the coursebook	% 15	% 20	% 35	% 25	% 5

The findings of the study revealed that coursebooks had some positive effects on students' achievement in language learning but questionnaire data also suggested that the course books are not satisfactory in teaching some basic skills and it is suggested that course books have some limits as a core language teaching material in EFL classes. Briefly, the results revealed that approximately half of the instructors are on the positive side but half of them are on the negative side. The instructors who are undecided are really significant in number.

When looking into the details it is seen that 20% of the lecturers state that *in the course books 'English for Life'; the main challenges that they face when teaching English using course books are topics that do not take the attention of Turkish students* but 60 % of the lecturers disagree.20% is undecided. It is a dramatic result; some lecturers think that the topics of the book do not take their students' attention. This brings us an idea of modifying the books according to our needs.

The question 'Do class activities involve meaningful and real communication?' was answered negatively by many teachers. They are on the negative side. The actual ratio of 65% of the instructors thinks that classroom activities are not meaningful and don't involve real communication. % 25 is undecided.

50% of the instructors agreed that *the book has enough exercises to practice grammar rules* but 40 % of the instructors disagree.

The concern, *Accuracy and fluency are developed by means of the exercises;* are agreed by 35% of the lecturers, 35% of the teachers disagree.

40% of the instructors agreed that *In the coursebook drilling exercises are useful to learn grammar rules* but 25 % of the lecturers stated that they are not useful although there are a lot of drilling exercises involved in the course book.

25% of the lecturers state that *students practice using new structure in different contexts in the course book*, besides 45 % of the lecturers disagrees.

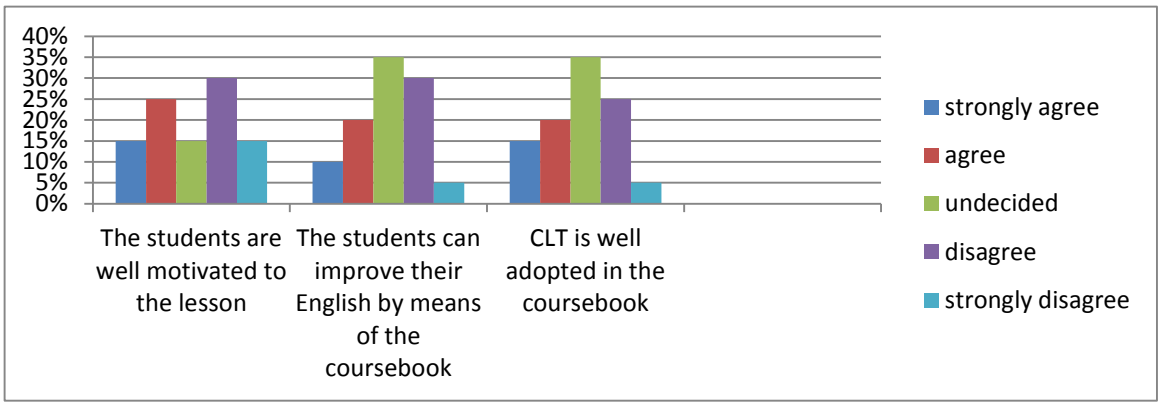
20 % of the instructors agreed that Exercises *support to learning how to produce and understand different types of texts (letters, interview, e-mail, etc.)* but it was disagreed by 45 % of the lecturers. However, % 30 of the instructors is undecided.

Nearly half of the participants (lecturers) of the survey state that *drilling exercises help to gain mechanical habit formation,* besides half of the lecturers disagree.

40% of the instructors agreed that Receptive *skills are well improved by means of the exercises*, but disagreed by 25 % of the lecturers. % 30 is undecided.

35% of the teachers/instructors agreed that *Productive skills are well improved by means of the exercises* but disagreed by 35% of the lecturers.

Chart 3. Evaluation of students' attitudes toward the lesson from the teachers' perspective



The course book evaluation presented in the Chart 2. reveals that 35% of the lecturers state that CLT (Community Language Teaching) is well adopted in the course book but 30 % of the lecturers disagreed.%35 is undecided.

40% of the lecturers state that the students are well motivated by the book but 45% of the lecturers disagreed.

A considerable result is that %30 of the lecturers think that the students improved their English with the help of the course book and %35 of the lecturers think that they didn't. %35 is undecided.

4.Results, Conclusions

English is seen as a key competence not only for young students but for everyone in EU countries and in many parts of the world. English is spoken worldwide and gained importance as the language of mutual understanding among many people from different nations. Although the students study English for many years from pre-school to University, many of them have some difficulties in speaking and listening in English in Turkey, I particularly focused on learning of basic skills in class teaching in this study.

We must pay attention to identify the needs of Turkish students and our students' attitudes towards English and their reasons for learning it. It is seen that English is treated as a subject in school syllabus and English is not spoken outside the classroom. That's' so important to understand the necessity of your students from the beginning to play an effective role in your classroom.

My concern is to enable an evaluation of course books to support in designing materials for EFL classes. As an experienced language teacher, I have observed that basic skills are a very important part of English acquisition. However, learning English is based on a study of developing reading and writing skills. Listening is done as typical listening (such as dialogues/conservations) with the corresponding exercises but they are not a natural environment and they are all cast by the actors/performers. Speaking activities do not teach speaking to communicate. Speaking practices are based on repeating the dialogues or statements they had drilled. Yet, speaking ability is developed if the learner can express his feelings, ideas, and emotions in a language by forming and producing his/her own utterances. As a matter of course, you can ask what a textbook can achieve natural environment. My concern is that it can use real conversations in natural environments as videos that will be used in classrooms.

Absolutely, interactive e-learning platforms have to be developed and the course books need to encourage the use of supplementary digital materials and internet platforms for follow-up exercises

but they shouldn't be separated from the courses or shouldn't be optional. If you offer optional materials to the learners you must know that they will not care them if you do not check them or mark them, as the self-autonomy and self-motivation of our students are very low in Turkey. English is an unresolved issue in Turkey.

Briefly, all these results show that the lecturers of the SOFL where a course book is used as a course only material are not very happy with the achievements and development of the students attending to the courses. If a great percentage of the instructors/teachers agree that coursebooks are useful for students' language improvement it can be suggested that course books are very useful for EFL classes. However, it is seen that some new designs are necessary. We must reconsider syllabus design and material development.

Our goals and objectives are obvious and our need is certain for EFL so renovation is inevitable for syllabus design. We must create more functional and modified course books oriented with practical e-tools and i-tools to motivate the students to language learning. Real communication situations must be realized that's why we must consider different opportunities for the learners to practice English, particularly for the ones who do not have a chance to listen and speak English after the lesson.

If we pay attention to the results of the questionnaire, we realize that it is important to work out the matter. It is seen that only course books used in classes to teach English cannot solve the problem. Classroom activities in the content of the course books have some limits and we need to do more. We must support learning by distance education and e-learning beyond the classroom so firstly we must motivate the learners to understand the necessity of supplementary materials and self-motivation. Surely, our most import problem is to promote awareness rising on foreign language learning.

We must do something considerable to improve students' capacity in Foreign Languages. As a matter of fact, Turkish students study English during all their education from pre-school to university. Despite their long span in studying a foreign language, they are not capable of speaking fluently and accurately. How many hours does it take to be fluent in English?

A coursebook must supply the demand and our demand from ELT in Turkey is to promote our students' capacity as an individual who can speak English fluently and accurately.

English language capacity of my students and what I can do to get my students really speak English interactively with me and each other is a big issue in the classroom? Class education is their biggest chance to practice English, after the lesson they are not in contact with English, they are surrounded by Turkish everywhere.

The result of Part B reveals that CLT is not well adopted in the book. Nearly half of the instructors agree that students' interaction is insufficient and incompetent.

In a course design in EFL classes, the sequence of course design can be summarized as:

- ✓ Needs analysis
- ✓ Goals and objectives
- ✓ Syllabus design
- ✓ Material development (methodology is defined)
- ✓ Testing and evaluation

This study aims to put forward that coursebooks can help to design all these sequences of a course. When thinking about to use textbooks, coursebooks we must consider that course books must be a resource for students and it mustn't be only material for the teaching. We must have

supplementary materials and we must create our own materials and we can modify some materials for our students. As supplementary, the students should have a lot of outside reading, and we must lead them to practice English beyond the classroom. Actually, e-learning is needed to be involved as a follow-up supplementary material beyond the classroom. Some course books have some e-tools as supplementary but they are not implemented properly by the teachers so, these e-tools are needed to be an inseparable part of the course books and the lesson is needed to be kept after the lesson. Almost all English language teaching course books are accompanied by digital tools and audio cassettes or videos, software or online subscriptions soon, but our problem is the real motivation and cooperation with students and teachers for language learning.

In fact, traditional classroom education will not competitive with computerized learning. Internet technology and www (World Wide Web) sources changed life and education today. E-Learning must be accompanied with class teaching today, it is inevitable. O'Neill (O' Neill, (1982)) says 'The most important work in a class may start with the textbook but end outside it') It is a possible model for the future.

5.Recommendations

As a teacher, you must be aware of the fact that textbooks do have some limitations as good as they may appear on the surface.

The following table lists offer you some suggestions when you use a coursebook in your classroom to overcome some of the most common weakness of coursebooks;

- Use the coursebook as a resource for students, but not the only resource.
- Use the coursebook as a leading guide, don't stick to it.
- Modify the coursebook according to your goals
- Use the coursebook with its expanded supplementary materials and e-tools besides i-tools.
- Remember textbooks and classroom teaching are old-fashioned (Brian, 1998)

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