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AN EVALUATION OF THE EFL COURSEBOOK ''TECH IT EASY 2'' FROM THE PERSPECTIVES OF STUDENTS AND TEACHERS

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Başlık: İngilizce Öğretiminde Kullanılan ‘Tech it Easy 2’ Ders Kitabının Öğrenci ve Öğretmenler Açısından Değerlendirilmesi
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ÖZET

Bu araştırmanın amacı, Yunanistan'daki özel yabancı dil merkezlerinde yaygın olarak kullanılan *Tech It Easy 2* ders kitabına ilişkin öğrenci ve öğretmenlerin görüşlerini araştırmaktır. Bu çalışma, nitel ve nicel veri toplama tekniklerinin her ikisini de kullanan karma yöntem araştırması olarak tasarlanmıştır. Nicel kısımda, 100 öğrencinin *Tech it Easy 2* İngilizce ders kitabının çeşitli yönleri hakkındaki görüşleri, Öz (2019) tarafından geliştirilen ve ders kitabıyla ilgili açık uçlu sorular da içeren anket yoluyla elde edilmiştir. 20 öğretmen, bazı ek bölümlere sahip olan aynı anketin öğretmen uyarlamasını doldurmuştur. Öğretmen anketinde de nitel verileri toplamak için kullanılan ders kitabıyla ilgili öğrenci anketinde kullanılan açık uçlu sorular vardır. Nitel veriler ders kitabının güçlü ve zayıf yönlerini belirlemek için katılımcılardan toplanmıştır. Çalışmanın tartışma bölümü, nitel ve nicel verilerin bağımsız değerlendirmesinin bulgularını tartışmaktadır. Araştırmanın nicel kısmında, anketler yoluyla toplanan verileri analiz etmek için SPSS yazılımının betimsel istatistikleri kullanılmıştır. Nitel veriler, betimsel içerik analizi kullanılarak analiz edilmiştir. Bu çalışmanın sonuçları, öğrencilerin ders kitabının düzenini ve organizasyonunu takdir ederken, özellikle dil bilgisi, kelime bilgisi ve çalışma becerilerinin kolaylaştırılması konusunda dikkate değer memnuniyetsizlik alanları olduğunu gösterdi. Öğretmenler özellikle öğretmen kılavuzunu eleştirdiler. Genel olarak, katılımcılar ders kitabından orta düzeyde memnuniyet duyduklarını ifade ettiler ve etkinliğini artırmak için iyileştirmelerin gerekli olduğunu öne sürdüler.

Anahtar kelimeler: Ders kitabı değerlendirmesi, öğretmenler, öğrenciler, İngilizce dil öğretimi, özel yabancı dil merkezleri

Title: An Evaluation of the EFL coursebook ‘‘Tech it Easy 2’’from the perspectives of students and teachers

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ABSTRACT

This research aims to investigate the perceptions of students and teachers regarding the *Tech It Easy 2* coursebook, which is widely used in private foreign language centers in Greece. This study was designed as a mixed methods research using both qualitative and quantitative data collection techniques. In the quantitative part, the opinions of 100 students on various aspects of the *Tech it Easy 2* English coursebook were obtained through the survey developed by Öz (2019), which also contained open-ended questions about the coursebook. 20 teachers completed the teachers’ version of the same instrument, which had some additional sections. The teachers’ survey also had same open-ended questions which were used to collect qualitative data. To identify the strengths and weaknesses of the coursebook, qualitative data was gathered from participants. The discussion section of the study discusses the findings of the independent evaluation of the qualitative and quantitative data. In the quantitative part of the research, descriptive statistics of SPSS software were used to analyze the data collected through surveys. Qualitative data was analysed using descriptive content analysis. The results of this study indicated that while learners appreciated the layout and organization of the coursebook, there were notable areas of dissatisfaction, particularly with grammar, vocabulary, and the facilitation of study skills. Teachers specifically criticized the teacher’s manual. Overall, participants expressed moderate satisfaction with the coursebook, suggesting that improvements are necessary to enhance its effectiveness.

Key words: Coursebook evaluation, teachers, students, English language teaching, private foreign language centres

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LIST OF ABBREVIATIONS

A1 **:** Basic user level (Council of Europe, 2001)

B1 **:** Independent user level (Council of Europe, 2001)

BA **:** Bachelorof arts

CD **:** Compact disc

CD-ROM **:** Compact disc read-only memory

CEFR **:** Common European Framework of Reference for Languages

TEQ-S **:** Textbook evaluation questionnaire-students

TEQ-T **:** Textbook evaluation questionnaire-teachers

DVD **:** Digital versatile disc

EFL **:** English as a foreignlanguage

ELT **:** English language teaching

ESL : English as a second language

ESP **:** English for specific purposes

IWB **:** Interactive whiteboard

M **:** Mean value

Q **:** Question

SD **:** Standard deviation

SPSS **:** Statistical package for the social sciences

UK **:** United Kingdom

CHAPTER 1: INTRODUCTION

Learning English as a second language is very common among students in Greece. They learn the language at school as part of their curriculum and in private foreign language centres offering afternoon courses. This chapter will provide an overview of the study, including the background, problem statement, purpose, significance, limitations of the study, and the research questions that were investigated. It will also explain the definitions of the terms that are used in the investigation.

1.1. The Background of the study

Coursebooks have been crucial to education in many countries for numerous years. According to Roberts (1996, p. 375), they are considered "essential" because they form the foundation for other teaching materials, making the instruction of foreign languages more effective and successful.

Several academics have expressed differing views on the use of coursebooks. Hutchinson and Torres (1994, p.315) emphasised the importance of using the right coursebook for successful teaching and learning outcomes. These materials are widely viewed as essential for English Language Teaching (ELT) courses, providing significant benefits to both students and teachers and influencing the nature of teaching and learning (Cunningsworth, 1995; Hutchinson & Torres, 1994; Sheldon, 1988; Mukundan et al., 2012). Additionally, Haycraft (1978) argues that students have a psychological need for coursebooks as they use them to monitor their progress and accomplishments. Moreover, research by Razmjoo (2007) supports this, indicating that students who regularly used coursebooks showed increased self-confidence and a sense of achievement in learning a new language. Therefore, selecting an appropriate coursebook is crucial to support educators and learners effectively throughout the foreign language learning process.

The use of coursebooks in English lessons has been beneficial for all individuals. Teachers use them to design their lessons, and students use them to find

their way and keep themselves on track to achieve learning goals (Richards, 2001; Tomlinson, 2011). According to Ahour and Ahmadi (2012), coursebooks are primary materials that facilitate the systematic and transparent transmission of knowledge and information to learners. Such benefits go beyond traditional education, saving teachers' time in preparation and making course planning easier for administrators (Tomlinson, 2010).

A significant number of studies underscore the importance of coursebooks in language education. Researchers have suggested criteria such as aims, methodology, layout, design, content, subject, language, practical considerations, activities, and skills. Altman, Ericksen, and Pena-Shaff (2006), Kearsey and Turner (1999), and Williams (1983) are among those who have proposed criteria. Although these criteria differ in their approach, the field of language education is dynamic and ongoing, with other researchers also conducting coursebook comparisons and contributing to the evolving body of knowledge.

In her case study, Litz (2005) evaluated the *English Firsthand 2* coursebook of the English as a Foreign Language (EFL) programme at Sung Kyun Kwan University Science and Technology Campus. Five hundred high-beginner students and eight instructors used the coursebook. Despite some problems and shortcomings, the results showed that the coursebook held up well and fit with the language goals of the university. Additionally, students found the coursebook engaging and practical for their needs.

In 2002, Ranalliexamined the upper-intermediate *New Headway* coursebook at the Foreign Language Institute of Yunsei Universityin Seoul, Korea, following Cunningworth's four standards. The results revealed that the book follows a present-practice-produce strategy for learning and provides semi-authentic context with examples and target language patterns. Kayapınar (2009) conducted another study. He reviewed the *Opportunities andNew English File* coursebooks. After analysing 134 teachers' survey data, he discovered a negative attitude towards coursebooks.

As a final example, Tok (2010) researched the strengths and weaknesses of *Spot On*, an English coursebook taught in primary schools in Turkey. The findings concluded that the negative features of the coursebook were much more common than the positive ones.

1.2. The statement of the problem

The importance of coursebooks in English Language Teaching (ELT), both globally and locally, has led to increased interest in coursebook review studies. However, there is a need for more thorough research in this area. This study evaluated the effectiveness of the *Tech It Easy 2* coursebook, a widely used resource in private foreign language centres in Greece. There is a lack of published research demonstrating the efficacy of this specific coursebook. Previous studies on this topic have focused on teaching the evaluation concept rather than evaluating specific coursebooks, indicating the need for more comprehensive and detailed research.

In addition, several studies assessing coursebooks do not include essential individuals directly involved in the teaching and learning process, such as learners, educators, administrators, and coursebook publishers (Şimşek & Dündar, 2017). Students are the primary users of learning materials and play a crucial role in the monitoring and assessment processes, as their insights are invaluable (Harmer, 2001). Harvey (2001) states that teachers are crucial for their relationship with learners and materials and should be involved in evaluating coursebooks. Administrators often choose materials and are concerned about how they fit into macro-state policies, so they should also participate in this process. McDonough and Shaw (1993) argue that publishers should also be involved since many coursebooks are written based on their wants and opinions (Gray, 2010). Involving these stakeholders in the evaluation process can help ensure a comprehensive and effective coursebook evaluation.

The global and local significance of coursebooks in English Language Teaching (ELT) has increased interest in coursebook review studies. However, there is a recognized need for more comprehensive research in this area. This study sought

to assess the effectiveness of the Tech It Easy 2 coursebook, a widely utilized resource in private foreign language centres in Greece. It is essential to note the need for published research demonstrating the efficacy of this specific coursebook. Previous studies in this realm have typically focused on teaching the concept of evaluation rather than evaluating specific coursebooks, underscoring the necessity for more extensive and detailed research.

1.3. The purpose of the study

The purpose of this research is to evaluate the EFL Coursebook *Tech It Easy 2* from the perspectives of both students and teachers. It is a descriptive study that uses a mixed-method research approach. The mixed method will be used to analyze how teachers and students atA2 Levelperceive the *Tech It Easy 2* coursebook. A mixed-method design will be used to explain the coursebook more comprehensively. Both teachers and students will participate in the study. The quantitative data collected through the survey designed by Özlem Öz aims to examine how teachers and students evaluate the effectiveness of the coursebook according to certain criteria. Qualitative data will also be collected for this study, including open-ended questions designed by Özlem Öz. The purpose of these questions is to determine participants' perceptions of the strengths and shortcomings of the particular coursebook.

1.4. The research questions

The main purpose of this coursebook evaluation is to examine the perceptions of A2 Level teachers and students about the *Tech It Easy 2* coursebook. In this study, the answers to the following questions are sought.

1. What are the students' perspectives about the effectiveness of the coursebook in terms of topics, target-language culture, grammar and vocabulary, skills, activities, layout and physical makeup and practical considerations?
2. What are the teachers' perspectives about the effectiveness of the coursebook in terms of topics, target-language culture, grammar and vocabulary, skills,

activities, layout and physical makeup, practical considerations, aims and objectives and the teachers' manual?

3. What are the major strengths and weaknesses of the coursebook from the teachers' perspectives?
4. What are the major strengths and weaknesses of the coursebook from the students' perspectives?

1.5. The significance of the study

According to Sheldon (1988), the word coursebook is used to refer to a published book that serves as the primary learning material in a course. These resources are produced to give students the opportunity to improve their language and communication skills in a single language. Today, coursebooks are not only a basic and important component of most language programs, but also a common feature that can be found in almost every classroom.

Karavas (2004, p. 192) states coursebooks serve as a concrete representation of the goals and principles of a particular curriculum. Typically, an EFL coursebook includes lessons in vocabulary, grammar and pronunciation, as well as exercises covering basic reading, writing, listening and speaking skills. Tomlinson (1998) argues that the selection and arrangement of these materials is not random. It is designed to help students gain a comprehensive grasp of the target language and a practical overview of the curriculum for the academic year.

Choosing the appropriate coursebook becomes an even more significant challenge due to the wide range of materials available on the Greek EFL market, appealing to all levels and contexts. Teachers, parents, administrators, and students recognise coursebooks as essential to foreign language learning. They are considered the most critical resource used to support the curriculum. As a result, coursebooks occupy a dominant position in the vast majority of EFL classrooms in Greece. However, using English coursebooks can have significant advantages as well aschallenging issues for teachers and students, depending on certain circumstances.

Coursebooks for teaching ELT in private foreign language centres are compatible with certification standards; however, they do not consider each student's needs, interests, and ability levels. As part of preparing applicants for English Language Certificate exams, they focus on four skills: grammar, vocabulary and reading comprehension. According to the findings of Dooley and Evans (2014), it is essential to evaluate coursebooks in order to identify problematic areas and make necessary corrections. In light of this, coursebooks must be reviewed to identify and correct weaknesses.

This study focuses on the *Tech It Easy 2* coursebook, which has been used in numerous private foreign language centres in Greece for years to teach young children English. It analyses the perspectives of English teachers and students on the coursebook, highlights its pros and cons, and makes recommendations to participants to improve its efficacy in classrooms. Dooley and Evans (2014) state coursebooks play a significant role as language teaching materials in the EFLcontext. On the other hand, coursebooks ignore each student's interests, abilities and demands. For this reason, coursebooks should be examined to identify and fix their shortcomings. By analysing this specific material, researchers and educators may learn about the requirements and needs of students, teachers, and administrators in similar environments. The results of this study may guide future evaluations or coursebook selection processes at schools and in comparable situations.

The research collects information from two sets of participants: teachers and students. This approach provides a more thorough assessment of the coursebook and the viewpoints of the participants, leading to a deeper understanding of the subject matter. The effectiveness of coursebooks can differ significantly based on various factors. Students and teachers are likely to hold differing opinions on the types of resources that are advantageous and may have distinct concerns about the materials to be employed in the classroom.

1.6. The limitations of the study

The research is limited to only four private foreign language centres located in Komotini. This limitation is due to the study focusing solely on the students and teachers at these specific centres. It is unfeasible to conduct the research in all private foreign language centres, as they use different coursebooks that are tailored to their respective education programs.

1.7. The definitions of the terms

Coursebook: According to Sheldon (1988, p.140), a coursebook is a published book, often designed for commercial purposes, that aims to significantly enhance the linguistic knowledge and communication skills of non-native English speakers.

Evaluation: The term "evaluation" is defined in various ways within the context of English Language Teaching (ELT). Evaluation is the formal assessment of the quality, efficacy, or value of a program, product, project, objective, or curriculum, as defined by Worthen and Sanders (1987). This process entails the use of inquiry and judgment methods, such as the establishment of quality standards, the collection of relevant data, and the implementation of these standards to ascertain quality.

Materials: According to Brown J. Dean (1995), materials refer to a well-organized set of methods and activities designed for use in educational settings.

Language Teaching: Directing and helping with learning, making it possible for the learner to learn, and establishing the right conditions for learning. (Brown, 1987)

CHAPTER 2: LITERATURE REVIEW

ELTmaterials are defined and explained at the start of this chapter. After that, it explains how coursebooks play an important part in ELT, highlighting both their advantages and drawbacks.

The chapter also discusses coursebook evaluation standards, effective language learning resources, evaluation types and the role of learners and teachers in coursebook evaluation. It concludes with detailed research on global and local coursebook evaluations.

2.1. Exploring and evaluating ELT materials

Every year, many new ideas and approaches appear in language teaching. When the way a language is taught changes, the wants and needs of students also change. As techniques and methods evolve, many aspects of education also need changes, necessitating the replacement of one educational model with another. It has been seen to what extent these changes have transformed the way languages are taught and learned today. Due to changes in the field of language teaching, new ideas and tips on how to compose and create materials have spread, confronting many linguists.

McGrath (2013) highlights the growing acknowledgement of the importance of materials in the language learning and teaching process. A significant component of the majority of language classes is the use of educational materials. Richards (2001) states commercial resources are essential for effective language education worldwide.

The term “materials” encompasses a wide range of resources, including written, audio, visual, and interactive materials used for language learning, as outlined by Harwood (2010). Teachers use this term to describe various verbal, visual, auditory, or kinesthetic materials, which can be presented through performance, demonstration, cassette, CD-ROM, DVD, or the internet. Instructional

materials are fundamental to students' language input and classroom practice, playing a vital role in effective language learning. Richards (2007) stresses the significant influence of materials on language learning and teaching, with commercial materials representing a prime example. The widespread utilization of commercial materials substantially shapes language instruction globally today (p.251). It is important to note that materials development was a relatively neglected area of English Language Teaching (ELT) research and publication until the early 1990s, as highlighted by Tomlinson (2012, p.150).

Harwood (2010), Tomlinson (2008), Tomlinson and Masuhare (2010), Tomlinson (2013), McDonough, Shaw, and Masuhara (2013) have all contributed to this renewed interest in recent years. Additionally, Tomlinson (1998), McDonough, Shaw, and Masuhara (2013) have reissued previous editions of their works. Tomlinson's (2012) review of recent materials developments has made a significant contribution to the field.

Opinions about the significance of materials in the language classroom vary. According to Allwright (1981), two approaches to the function of instructional materials should be examined. One perspective is the ‘‘deficiency’’ view. This concept suggests that instructors need instructional materials to compensate for shortcomings and ensure effective syllabus coverage and exercise execution. This perspective may suggest that ‘excellent’ teachers do not need published instructional materials. Teachers have ‘teacher-proof materials’ to ensure that no teacher can teach poorly, regardless of their deficiencies.

The “difference” perspective proposes that teaching materials should serve as vehicles for implementing decisions made by individuals other than the classroom teacher. This is because the skills required for creating teaching materials differ from those needed by classroom teachers, who must possess interpersonal abilities to establish conductive learning settings. However, this concept may diminish teachers to mere classroom managers. Nevertheless, it enables teachers to develop the

essential knowledge and skills necessary for facilitating language acquisition in the classroom.

The deficiency and different viewpoints are valid and should be included in a management analysis. Both perspectives assume that experts should make (and ‘act upon’ and ‘review’) choices. While this may seem reasonable, it overlooks the possibility that, in some cases, the decision-maker may be more important than the ‘best’ decision (Allwright, 1981). For example, Block (1991) says that the different views are the deficiency views disguised as different ones and that both views make it harder for teachers to use teaching materials.

On the other hand, Murray and Christison (2011) state that educators believe instructional materials should be developed for anyone to use easily, regardless of experience. However, teachers and people who write materials for teachers might have different ideas about teaching languages. Crawford (2002) also discusses the connection between commercial teaching materials and the role of teachers. Based on this statement, it is often argued that both perspectives on the function of instructional materials diminish the role of instructors to mere "classroom administrators, technologists, or implementers of others’ ideas."

Littlejohn (2011) argues that educational resources have become more popular than ever before. Thus, language training materials must be carefully examined due to their increased complexity. Since UK publishers are worldwide, the coursebook is one of the significant tools of commerce of language teaching.

2.2. The role of coursebooks in the field of language teaching

Public schools, colleges, and language schools worldwide use coursebooks as essential to their lesson plans. Teachers can choose their coursebooks in some situations. Coursebooks are suggested, required, or given to most teachers (Garinger, 2002). A coursebook is a tool that the teacher can use. The teacher needs to know how to use it and how it can help everyone. The market consists of written materials for teaching English as a second language, making it hard to choose the right

coursebook. Also, choosing a suitable coursebook is a significant professional, financial, and even political decision made by those in charge of education (Sheldon, 1988).

Coursebooks play a significant role in language teaching, especially with the integration of digital resources. According to Carver (2022), digital coursebooks enhance interactive learning by offering multimedia and online practice, thereby enriching the educational experience for students.

Studies have shown that well-structured coursebooks can improve learning outcomes by providing a coherent syllabus and diverse practice opportunities. For instance, a study by Tomlinson (2020) emphasizes the importance of coursebooks in creating a balanced mix of theory and practice.

According to Sheldon (1988), a coursebook is a published book used as the primary learning material in a course; a coursebook aims to help students grow and improve their language skills, both in speaking and writing. Furthermore, he states that coursebooks represent the visible heart of every ELT programme and provide significant benefits for both the student and the teacher when utilised in the ESL/EFL classroom. Similarly, research by Cunningsworth (2021) stresses the need for educators to adapt coursebooks to meet the specific needs of their learners. It highlights approaches for modifying materials to enhance relevance and engagement, including the incorporation of local culture and contexts.

Byrd (2001, p.415) notes that few teachers enter classes without a coursebook. Appel (2011) emphasises the significance of coursebooks in the ELT community, stating that no coursebooks covering subjects other than language instruction have the same influence on the teaching and learning process.

According to Karavas (2004, p. 192), coursebooks convey the objectives and ideals of a curriculum. A typical EFL coursebook includes tasks for all four essential skills: vocabulary, grammar, and pronunciation. Tomlinson (1998) states that these lessons are organised to ensure that learners comprehensively comprehend the target

language and the curriculum for the year. There are many essential parts to teaching English. However, language teachers' coursebooks and other teaching tools are critical to many ESL/EFL classes and programmes. Hutchinson and Tores (1994) state that the coursebook is an almost standard part of teaching English as a foreign language. It sells millions of coursebooks yearly, and many aid projects in places like Sri Lanka, Yemen, and Peru have been set up to make more.

With the rise of English for Specific Purposes (ESP), there is a rise in coursebooks that are more relevant to the needs of educators and students. These coursebooks cater to more specialised topics, such as English for Designers, English for Fisheries, and more. They are not just comprehensive series, but also include supplementary materials like a teacher's book, a student's book, a workbook, and digital resources (McGrath, 2013). This relevance ensures that educators feel engaged and connected to the teaching process, as the term 'coursebook' now refers to a package of resources that are directly applicable to their needs.

Many language programmes depend on coursebooks to be successful. Some of the language information that language learners get and the language practice in the classroom is based on these. Ellis (2023) found that student-centered coursebooks, which prioritize learner autonomy and engagement, led to higher student satisfaction and better retention of language skills. This aligns with current trends in language teaching focused on communicative competence. Often they help teachers decide what to teach, how to teach it, and what kinds of language practice to give their students. Sometimes, the coursebook is mainly used to supplement what the teacher is teaching. Aside from what the teacher says, the coursebook may be how students interact with the language. Coursebooks can also help new teachers learn how to plan and teach lessons because they come with ideas and examples of how to do things. Kumaravadivelu (2022) calls for a more nuanced understanding of coursebook content, encouraging teachers to critically evaluate materials for inclusivity and representation. Commercial coursebooks are used in a lot of language classes around the world. For this reason, teachers need to know how to use and change coursebooks (Richards, 2001).

While many scholars and educators emphasise the significant benefits of ESL/EFL coursebooks, this view is not generally accepted. Certain researchers and practitioners have valid concerns about this issue. Allwright's findings in 1982 are an example of a scholarly work that critically reviews using coursebooks in ELT classes. He argues that coursebooks are too rigid and usually show the writers' pedagogical, psychological, and language tastes and biases. The way a coursebook teaches will then affect the classroom by putting outside language goals and learning components on students and possibly clashing teaching methods on the teachers who use them. Consequently, coursebooks dictate and regulate the approaches, procedures, and processes involved in the instruction and acquisition of languages. Additionally, the teaching methods shown in many coursebooks might conflict, need to be more consistent, or outdated based on funding agents' business goals and interests.

Also, most of the studies written about coursebooks have been negative. Using ready-made coursebooks might create the perception that teachers are not required to make any effort (Swan, 1992). It is convenient to relax and have faith in the qualified people who designed the coursebook rather than actively participating in the daily decisions on what to teach and how to teach it.

So many coursebooks are available in the Greek EFL market for every level and situation, which makes it even harder to pick the right one. Coursebooks are very important in most EFL classes in Greece. This is because managers, teachers, parents, and students all see them as an essential part of learning a foreign language and likely the most useful tool for helping students learn. EFL coursebooks have pros and cons that depend on the specific situation and affect both teachers and students.

Choosing the correct coursebook is crucial for teachers to achieve their aims, yet it has limits and shortcomings (Tok, 2010). It is mainly up to educators and school management to decide whether or not to use coursebooks, depending on how they are used and the context in which they are used. Teachers and administrators

must comprehensively evaluate the coursebooks and choose the most effective learning process.

2.2.1. Advantages of coursebooks

Over the years, several scholars and researchers have discussed the various advantages and challenging issues of using coursebooks. Many scholars have different thoughts on coursebooks and argue on whether they should be used or not (Harmer, 2007; Richards, 2014; Cunningsworth, 1995; Meddings & Thornbury, 2009; Tomlinson, 2012). However, most teachers still do use them.

There are a lot of ways in which coursebooks help teachers. Teachers can use EFL coursebooks as the basis for their lessons. They have a lot of ready-made activities and tools for learning that help the teacher plan the lesson better and save time that could be used for teaching (as cited in Hutchinson & Torres, 1994, p. 7). According to Harmer (2001), it is important to remember that both student's and teacher's books can help teachers benefit from the process. Coursebooks may be beneficial for inexperienced teachers who lack the skills or confidence to create their own teaching materials. By using a teacher's book with the coursebook, these teachers can acquire the necessary knowledge and guidance to teach effectively. Students' opinions about coursebooks are also positive. The coursebook provides a sense of comfort for students, allowing them to prepare for upcoming assignments and reflect on previous achievements. Additionally, Richards (2001) acknowledges that lesson planning can be mundane and time-consuming for many educators, making the use of a coursebook an appealing option for teachers.

Coursebooks are valuable for students as they provide clear directions and help students track their progress in a course. Furthermore, coursebooks promote student independence and allow learners to review material. Richards (2001) says that tool-based teaching can meet most students' needs to hear and use the language in the classroom. Thus, selecting a coursebook is crucial as it determines the content and style of the way students learn.

Garton and Graves (2014a) argue that using coursebooks at school also helps teachers become more skilful and make their lessons more coherent. The coursebook comes with extra materials like a teacher's book, Interactive Whiteboard (IWB) tools, CDs, audio CDs, and a mostly photocopied teacher's reference book (Abdelwahab, 2013). Therefore, teacher's books give new teachers confidence and a sense of safety by providing advice (Tomlinson, 2008). For example, IWB tools get students interested in learning, and materials that are easy to copy save time.

Hutchinson and Torres (1994) suggest coursebooks look like maps that demonstrate how each lesson fits into the learning framework. A clear, comprehensive map facilitates negotiation, accountability, and orientation in teaching and learning. Additionally, having a coursebook has many benefits for students. Firstly (as cited in Cunningsworth, 1995), coursebooks serve as a resource for students who need help with language elements, including grammar, vocabulary, and pronunciation. Another benefit for students is that a coursebook has a set format that makes learning more systematic and helps students follow the lesson more easily. So, it is clear that using a coursebook makes the learning environment more comfortable and provides pupils with a sense of security.

Apart from teaching the language, coursebooks foster global awareness, critical thinking, and life skills (Maley, 2016). As with other social goods, coursebooks disseminate social and cultural ideals worldwide. Cunningsworth (1995) describes the coursebook as the "hidden curriculum" in course materials that include 21st-century skills like critical thinking and global consciousness and reshape students' thinking.

Coursebooks are useful for homework, examinations, and self-study (Hutchinson & Torres, 1994). Students may preview and review coursebooks (Harmer, 2001; McGrath, 2013). O'Neill (1982) states that coursebooks may help students catch up if they skip class. Coursebooks provide students with confidence and security (Harmer, 2001; Hutchinson & Torres, 1994). The sequential order of modules and books provides pupils with a feeling of progress (Harmer, 2001;

Tomlinson, 2001). While coursebooks may encourage learner autonomy, and they may be used as a curriculum of language programs to guarantee that students of the same level are tested appropriately. Ur (2012) says that the absence of coursebooks may make students more dependent on teachers and less able to take charge of their own learning.

It is essential that language learners have the flexibility to study outside of the class as well. O'Neill (1982) asserts that coursebooks provide students the opportunity to prepare for upcoming lessons or independently review missed parts without the support of a teacher. Coursebooks allow additional practice opportunities for pupils as needed, and also enable independent study while reading.

In conclusion, in the modern world, coursebooks that are published commercially are built with high-quality standards and contain some additional components such as flashcards, CDs, e-books, DVDs, or interactive software. These components may enhance the lesson and make it more engaging and interesting for the students. Considering all the advantages that have been described, it is not surprising that coursebooks are widely used nowadays.

2.2.2. Challenging issues of coursebooks

The efficacy of teaching based on coursebooks has been the subject of continuous controversy (McGrath, 2016) despite the fact that coursebooks seem to provide a number of benefits. According to Tomlinson (2003), most coursebooks are designed for a large audience and are published in large quantities. As a result, it is difficult, if possible, to meet the specific and varied needs or interests of every student or language programme.

It is generally not recommended to rely solely on coursebooks because they often fail to effectively cater to the diverse needs of all students and classes (Gak, 2011; Richards, 2001; Tomlinson, 2001; Ur, 2012). This is particularly evident in the challenge of ensuring that the content level in the coursebook matches the proficiency level of the students in the classroom. Graves (2000) contends that

students may encounter difficulties in understanding the material presented in coursebooks due to variations in their skills and proficiency levels (Ur, 2012).

Tomlinson (2008) raises another issue about using coursebooks in the classroom, stating that coursebooks fail to consider pupils' cognitive and emotional growth, mainly when their language skills are limited. They often assume students' ages are reflected in their English skill levels. Due to the growing number of language learners, a diverse range of learners from different age groups and language levels exist. Students' goals, motivations, and preferred methods of learning are diverse. As cited in Ansary and Babaii (2002), coursebooks must consider students' different learning styles and comprehensively ignore their individual needs. To sum up, Sheldon (1988, p.237) defines coursebooks as "necessary evils" due to these concerns.

Critics of coursebooks argue that students and teachers are manipulated by these materials. It is desirable that coursebooks overlap the learning goals, but in practice, the goals are often the coursebooks themselves. Teachers follow the ready-to-teach material exactly, even if it is not useful or proper for the students. According to this point of view, coursebooks make teachers less creative or less skilled (Cunningsworth, 1995).

As cited in Graves (2000), the approach used in class is determined by coursebooks rather than teachers. For example, the way the class is run is based on the tasks in the coursebook. The popular method or approach at the time of writing is heavily emphasised in coursebooks. The majority of coursebooks continue to emphasise grammar despite the fact that language is a means of communication. According to Meddings and Thornbury (2009), ELT materials are often criticised for prioritising grammar over communicative activities. Because of the continued focus on language, the much-wanted social part of today is in danger.

According to some researchers, coursebooks can hinder language acquisition in various ways. These include using inauthentic language, focusing too much on grammatical forms, and relying on a particular teaching method, even if it is optional

for students who have learned the structure of the language. Even if students have difficulty understanding a topic in English, the same teaching method is used repeatedly. Cunningsworth (1995) also mentions that relying too much on coursebooks can cause activities to be too simple and fail to engage students in communication tasks.

Although there are some challenging issues of the coursebook, as mentioned above, an EFL coursebook can be a valuable and effective resource for experienced and skilled teachers with the expertise to adapt or supplement it appropriately. Allwright (1990) states that this is the only way teachers can have a coursebook suitable for their situation and be more than a moderator.

2.3. ELT coursebook evaluation and selection

Hutchinson and Waters (1987) say that evaluating coursebooks is about finding the best fit between what students need and what resources are accessible. It involves collecting and analysing data to make a good choice and informing stakeholders. Teachers can choose things better suited to a particular academic subject. In a language learning environment, the coursebook is not just a resource but a cornerstone of the learning process. It is a priceless tool for teachers and students, serving as a guide and a reference. When used in an EFL class, it plays a pivotal role in shaping the learning journey. Ayu and Indrawati (2018) consider the coursebook the ‘heart’ of a pedagogical programme since it represents the curriculum and course goals. This underscores the crucial role of educators in the language learning process.

The process of evaluating coursebooks is a fundamental aspect of the field of language acquisition. Many sources (Cunningsworth, 1995; Fey & Matthes, 2018; McDonough et al., 2013; McGrath, 2002; Rubdy, 2003) emphasize the significance of this process. As discussed in the preceding section, coursebooks have their advantages and challenging issues, underscoring the necessity of thoroughly considering the potential benefits and drawbacks of a specific coursebook before making a decision.

Dendrinos (1992) argues that many publishing companies prioritize profits over the quality of language learning materials. As a result, most coursebooks are written with little consideration for modern learning theories, the fundamental principles of learning a foreign language, and the requirements of the current curriculum. Consequently, some materials hinder rather than facilitate the process of learning a foreign language.

In their second edition of *Understanding by Design*, Wiggins and McTighe (2005) offer a comprehensive framework for curriculum design that emphasizes a thoughtful approach to educational objectives and community impact. Their work encourages educators, administrators, and policymakers to reevaluate the purpose and effectiveness of curriculum development. By integrating theoretical foundations with practical elements, the authors provide a clear guide for constructing effective learning designs, making their book a valuable resource for coursebook evaluation and selection in educational settings.

The consequences of choosing the wrong coursebook can be significant. Many teachers often select a coursebook without considering its teaching effectiveness, instead focusing on factors such as the reputation of the publishing company, its low price, or its pretty cover. According to this idea, language teachers may struggle to choose the best coursebook. As Cunningsworth (1995, p. 5) rightly says, all EFL teachers need to compare different coursebooks to choose the one that best fits their needs and the needs of their students or to find out if the ones they already use are simply the best. Selecting the incorrect coursebook can result in a loss of time and money and negatively impact teaching and learning.

In a language learning environment, the coursebook is seen as a priceless resource for teachers and students. When used in an EFL class, it seems to help both teachers and students in many ways. Ayu and Indrawati (2019) consider the coursebook the ‘heart’ of a pedagogical programme since it represents the curriculum and course goals. For this reason, different methods for evaluating ELT coursebooks have been put forward. According to Cunningsworth (1995, p. 14), there are three

stages of coursebook evaluation: before, during, and after using the material. Cunningsworth states that evaluation can happen before or during a coursebook and after it has been used. The first kind called a "pre-use evaluation", a significant goal to see how practical the coursebook might be in the future. This phase is called "predictive" by Ellis (1997, p. 36) and "illuminative" by Richards (2001, p. 289). Both of them say this type of evaluation is usually chosen by teachers who want to find teaching tools that will work well in their classrooms. This gives teachers and students more information about how to teach and learn. According to them, the most common type might be "predictions" or "pre-use" reviews that look at how coursebooks might work in the future.

During the process of using the coursebook, the second stage, known as use evaluation, occurs simultaneously if there is a need to replace or modify the coursebook. It examines and explains each aspect of the teaching and learning process. This type of assessment is described as "formative evaluation" by Richards (2001, p. 288). In this case, consistent growth and success are highly supported.

Cunningsworth refers to the third type of evaluation as "post-use evaluation" (1995, p. 14). It takes place after a coursebook has been chosen and used for a certain amount of time. The purpose of this evaluation is to identify the primary advantages and challenging issues of the coursebook and determine its current value and use in order to make a decision about its potential future usage.

Evaluation is not just a process but a crucial step in the language acquisition journey. According to Hutchinson (1987), it is the process of determining whether something is suitable for a given goal. When it comes to reviewing coursebooks, Cunningsworth (1984) believes that the evaluation process is not just based on professional judgment but a responsibility supported by real-world experience.

Sheldon (1988) argues many reasons to support coursebook evaluation. According to him, choosing an ESL coursebook is often political, economic, and administratively significant. It will also help teachers become familiar with the content of a book and identify its strengths and weaknesses. As a result, teachers will

possess improved abilities to recognise shortcomings in activities, assignments, and texts and to determine how to maximise the benefits of the coursebook.

Language learning and teaching succeed based on the materials used. Coursebooks, an essential component of language teaching resources, are critical to students' success. Therefore, the coursebook is a vital tool for classroom teaching and must be high quality to ensure effective learning. It is essential to evaluate coursebooks at every stage of the learning process to identify possible problems in materials such as coursebooks and improve their quality.

2.3.1. Criteria for coursebook evaluation

According to Gadsby (2001), "evaluation" determines how valuable, sound or essential a programme or action is. Hutchinson and Waters (1987) say that evaluating coursebooks is about finding the best fit between what students need and what resources are accessible. It involves collecting and analysing data to make a good choice and informing stakeholders. This means that teachers can choose things better suited to a particular academic subject.

McDonough and Shaw (1993) propose a two-stage approach to coursebook evaluation. This approach includes an "external analysis" and an "internal analysis." During the external stage, an evaluation of the structure of the coursebook is made by examining its cover, spine, and other external features without engaging in actual reading or page-turning. According to Karavas (2004), it includes the title, cover, images, blurb, table of contents, and price (pp. 196–205).

The second level of coursebook assessment, an internal analysis, may be conducted after this step. According to McDonough and Shaw (1993), this step requires a more comprehensive investigation of the content of the coursebook to see how well the external evaluation is validated (p. 75). It evaluates all aspects of the coursebook, including activity suitability, incorporation of learning strategies and skills, and sequencing.

Ur (2012) also suggests a list of criteria for evaluating coursebooks. Her list of requirements is based on her thoughts and the recommendations of many coursebooks and publications about the topic. Some criteria are “universal,” while others are “specific,” as Ur (2012) explains. Evaluators use specific criteria to determine if a set of language training materials is right for a certain setting. On the other hand, general criteria can be used for any set of materials.

Coursebooks cannot be evaluated using a single set of criteria. Researchers provide professional criteria to help readers understand what makes a coursebook high-quality. The evaluation needs to be structured around a valid and dependable checklist. For this purpose, researchers have developed a variety of checklists. There are two types of checklists: quantitative checklists and qualitative checklists. A quantitative checklist provides more objective information using questionnaires than a qualitative checklist that uses open-ended questions to acquire subjective data. The quantitative checklist is one of the more objective evaluation methods, though only partially so.

Many factors influence the evaluation, including the evaluator’s experience and the student’s cultural background. According to Demir and Ertaş (2014), a qualitative checklist may be used in conjunction with a quantitative checklist to enhance the objectivity of the assessment.

In the latter half of the 20th century, checklists were introduced to the subject of education and have since become a standard tool for educators worldwide. While there are a number of generalised checklists that instructors might use, applying one set of criteria to evaluate all coursebooks is impossible since each classroom has its unique objectives (Mahfoodh & Bhanegaonkar, 2013). Demir and Ertaş (2014, p.247) cite that a checklist made for one situation may not work in another.

In order to properly evaluate the materials, Sheldon (1988) stresses the need to ask the appropriate questions. The questions that the evaluator needs to know in order to have a better understanding of the coursebook are provided via a checklist. Sheldon’s (1988) checklist is handy, with seventeen areas and many questions linked

to them. A student's needs and the objectives of the course should be considered while selecting a coursebook. Evaluators determine what they want to learn and then use a well-organised checklist with the relevant elements to ensure they overlap.

According to several researchers (Byrd, 2001; Sheldon, 1988), checklist evaluation criteria should match the learning-teaching situation and student and teacher requirements. Sheldon (1988) says using the same criteria in all teaching and learning situations is hard without making big changes.

During the selection process, there are undoubtedly many checklists and criteria that can be used. Johnson and Johnson (1999) explain that a single set of criteria cannot be used to evaluate all materials. Establishing criteria that consider various factors built around certain guiding principles is crucial. This is necessary even though there may not be universally accepted evaluation criteria due to contextual factors (McDonough & Shaw, 1993; Sheldon, 1988; Tomlinson, 2001).

In their study, Mukundan et al. (2012) discuss the concept of an "evaluation checklist," a tool that helps evaluators identify the critical characteristics of effective learning-teaching materials. They believe that these criteria allow evaluators, including teachers, researchers, and students, to evaluate the quality of content.

However, while being created in different parts of the world for distinct educational contexts and purposes, the available checklists have many of the same evaluation criteria. Cunningsworth (1995) provides a checklist to evaluate and select a suitable coursebook. This checklist consists of eight primary criteria, each accompanied by four to seven associated questions. Skills, theme, layout, methodology, practical concerns, and language content make up the key titles of the book. The checklist includes forty-four comprehensive criteria for rapid evaluation coursebook reference. Each question has a box at the beginning, and teachers should tick each one off if the answer is yes for them. General and detailed evaluations, such as approach, methodology, skills, and topics, are on the list. When all of these are evaluated, it demonstrates that teachers care about what the students need, and it also provides the chance to examine the books that the teachers are using.

The checklists by Cunningsworth and Kuse (1991) and Skierso (1991) are commonly used to evaluate coursebooks. They evaluate various aspects, such as the goals, design, teaching approach, and structure. Checklists often cover various aspects of language skills, such as speaking and listening, and sub-skills, like grammar and vocabulary. They also consider how these elements are presented in the coursebook, considering the socio-cultural context (Zabawa, 2001; Ur, 1996; Cunningsworth, 1995; Harmer, 1996).

Richards (2001) states that the criteria for evaluating a coursebook are still being determined because many individuals may have different points of view about it. For example, they may be interested in what kind of material it is based on and how it covers certain skills. Because of this, he concludes that it is only possible to use a set of questions by changing them. He points out different cases should have different questions because of their importance.

When developing criteria for evaluating coursebooks, Richards (2001) argues that pedagogical, content, learner, teacher, and programme elements should all be considered. The setting of a language classroom is affected by things like the teacher, the students, and the programme, while the coursebook is associated with things like content and pedagogy. The coursebook has essential content and pedagogical variables. The content variables deal with questions of substance and order, while the pedagogical variables deal with the basic ideas behind teaching.

Zohrabi (2011, p.213) points out that most checklists are made quickly without considering the specific teaching situation. So, their reliability is uncertain. In a similar view, Mukundan (2007) also states that material evaluation criteria might not work because of some shortcomings. For example, he says that the teaching-learning process is too complicated to be judged by a checklist because some checklists use hard-to-understand words and others have long and complicated criteria (p. 171).

The evaluation method often questions which components of language materials should be included and, more significantly, the appropriate value to provide

to each component. Authenticity is highly valued in most checklists since it is believed that authentic texts help learners utilise the target language naturally and without hesitation. However, as Ellis (1998) noted, a positive evaluation based on the authenticity criteria may conflict with a negative evaluation based on the language load criterion. The use of several unfamiliar words in a coursebook may raise doubts about its suitability for a specific set of pupils with a particular level of proficiency, regardless of its authenticity. Giving an excellent grade to one part of the material might not make sense with another part of the same material.

The classroom environment, the necessary syllabus, and the students all shape the goals of educators. The process of making a choice is affected by several things. That is why educators must consider how their chosen material fits into their particular context and goals. Ur (1996) indicates that some coursebooks have general criteria, including a clear layout, good print quality, periodic reviews, and testing sections. Others are context-specific, with attractive illustrations for younger learners and relevant vocabulary and text for science students.

In 2007, McGrath outlined four critical categories for evaluating educational materials. The first category, media-specific criteria, focuses on assessing the medium used in teaching, including images, books, audio cassettes, and videos, as well as language realism and task sequence clarity. Content-specific criteria involve evaluating the topics or lessons covered in the materials. Age-specific criteria consider the cognitive and emotional growth, previous experiences, and individual needs of children aged 5-10, teenagers, and young adults. Local criteria assess the cost of educational resources for specific students in particular contexts. The criteria used for assessment are pivotal in determining material acceptance, modification, and adaptation.

2.3.2. Effective educational resources for young learners

In the previous part, it was indicated that selecting a coursebook required some kind of assessment method. However, it is important to take into consideration the qualities that an excellent coursebook could include. For language education

resources and coursebooks to be successful, researchers have suggested a number of qualities that should always be included. The main idea behind these characteristics is how people learn and acquire languages. Crawford (2002) identifies certain characteristics shared by the majority of effective language-learning materials. For example, coursebooks place language in its appropriate context, enable students to use language consciously, and use realistic and original language. They also include an audiovisual component, introduce students to different types of written and spoken language, and encourage student autonomy. They consider individual and contextual differences and engage students emotionally and intellectually as well.

According to Tomlinson (2010), effective materials for teaching languages should have a number of qualities. Based on learning theory, he places significant importance on the evaluation of materials. He indicates that those who are evaluating materials should think about the results of their studies and see whether the materials they review address the implications of those results.

Tomlinson (2011) creates a comprehensive list of material features based on studies of second language acquisition. In this regard, it recommends activating students' mental and emotional processes, providing valuable, understandable and original language materials, encouraging language acquisition and encouraging the use of language for communication. In addition, a coursebook should not only present something interesting and relevant but also encourage the use of self-talk and visualisation.

Richards (2014) emphasises that a good coursebook can also engage students, review material that they have acquired, introduce new material, tell them what to focus on in the future, set clear learning goals, teach effective learning methods, give them practice, and give them feedback on their progress.

Educational material developers struggle to determine learning objectives and student language outcomes for teachers, parents, and other stakeholders. According to Pinter (2011), to improve language awareness, governments and politicians often provide young language learners with the opportunity to look at a new language topic

in a limited environment. Considering the characteristics of young students and the objectives of the curriculum, it is important for creators to remember that coursebooks should be age appropriate and in line with national goals and objectives (Arnold & Rixon, 2008).

Younger children often struggle with a lack of interest in learning a new language; as a result, language resources should provide children with reasons to study and use the language. Products should be central to the materials they provide, and the target language should be an integral part of classroom activities. As Vygotsky (2012) argues, children thrive when they are able to contribute to larger groups or even work in pairs. Resources for young students should be tailored to include activities and tasks that require social connection. Games, songs, arts and crafts, and team projects are a few examples of these kinds of things to do (Meddings & Thornbury, 2009).

Scott and Ytreberg (1990) suggest that children need to know all the details of an exercise. Regular schedules and familiar things appeal to them. Before the exercise, the materials should warm up the children with a musical song. Children should be able to warm up with something like a song before starting the task. Projects for young language learners should often be about how language works rather than grammar (Meddings & Thornbury, 2009; Arnold & Rixon, 2008; Cameron, 2001).

2.3.3. The role of learners in coursebook evaluation

Coursebooks often provide limited information about the student's role in the language-learning process. However, they clearly indicate that students are expected to make predictions about language rules, actively engage in learning activities, relate what they are learning to their own lives, and tackle various tasks that require problem-solving skills. In the context of evaluating coursebooks, learners play a crucial role by providing ongoing feedback about the materials. This feedback mechanism allows for timely adjustments to ensure that the materials remain effective and aligned with the evolving needs of the students. Yoon and Hirvela

(2004) highlight the importance of understanding the attitudes of ESL students, which can enhance the evaluation process.

Coursebooks often make it clear that teachers know that each student learns in their own unique way and that these styles should be honoured as much as possible. For example, according to Vince (1992), the *Highlight Upper Intermediate* coursebook states that teachers should remember that learning styles change significantly from person to person. Swan and Walter (1990) claim that students have their ideas about language learning. People learn in different ways and are unlikely to respond to methods they do not believe in, so these should be respected up to a point.

The use of course tools significantly impacts both the teaching and learning of a language. When it comes to learning or teaching, these factors make things simpler. These tools also help students learn how to use the chosen language by taking them through different steps. Students can acquire a deeper understanding of language with these resources, providing a solid foundation for learning. According to Thompson (2013), tools are all the elements that make it simpler to learn a language. A coursebook, dictionaries, flashcards, an online course, and electronic translators are all examples of the items that may be included in student materials.

Coursebooks are crucial for every class in modern educational systems. Çimer and Coskun, (2018, p.210) state that a coursebook is a type of training material often used to teach and learn languages. In most language programmes, the coursebook is the most essential tool. Richards (2014) also regards coursebooks as the foundation of the teachings. Coursebooks could also give teachers tips for teaching. He claims that teaching languages worldwide would not be possible without coursebooks.

McDonough and Shaw (2003) argue that the chosen coursebook should deepen students' comprehension of the subject matter. Since coursebooks serve as instructional material, their selection should be carefully considered. Learners vary by "age, interests, degree of skill, ability, mother language, academic and educational level, perspectives towards learning, motivation, reasons for learning, preferred

learning method and personality.” A few essential student features, or “variables,” determine how instructors organise classes, utilise resources, develop materials, and employ approaches.

How the students feel about the coursebook is very important for how well they do in class. People need to think that the coursebook will help them learn. Wright (2010) believes that students probably will only follow the teachers if they have a favourable opinion of the coursebook selected by the teachers.

The role of learners in evaluating coursebooks is crucial, as their perspectives help make the materials more relevant to their interests and learning styles. This learner-centered approach not only boosts motivation but also enhances overall learning outcomes. Bedel (2011) supports this idea, particularly in the context of using literature circles in English as a Foreign Language. From the moment students are introduced to a coursebook, their attitudes and trust may begin to develop.

According to Tomlinson (2001), students' perceptions of a coursebook are greatly influenced by several factors. These include how the language is presented, the organization of the material within the coursebook, and the variety of activities and assignments students must complete. Stern (1987) highlights a positive correlation between learning outcomes and attitudes toward acquiring a second or foreign language.

It is essential for students to feel satisfied with the coursebook, whether they are consciously aware of this feeling or not. This makes their attitude toward learning the most critical component of their success. Students who like and trust the course material are more likely to engage attentively in class. Conversely, without confidence and interest in the coursebook, students may struggle to maintain motivation.

According to Tomlinson (1998), it is essential to consider learners’ various emotional attitudes when selecting resources. Tomlinson says that having good emotions towards the target language, teachers, and learning materials may improve

the learning experience. There is a significant relationship between the selected topics, themes, activities, and assignments and the degree to which students are motivated and engaged in the course. They are vital for maintaining their interest in learning, and assignments and games are pretty important. The requirements, interests, learning styles, and preferred methods of instruction of each student are unique to them.

Students bring individual features to the educational environment. Some like tasks and interactions that feel like games, while others may find studying alone more motivating. Individual differences play a considerable role in the materials. An effective coursebook should include various exercises that allow students to interact with one another and pique their interest (Williams & Burden, 1997).

It is challenging to categorise the subjects according to the preferences of each learner since there is such a vast range of options available for topic selection. Teachers can consider the students they educate and determine whether or not such subjects suit them. A number of the English language teaching resources that are now accessible make an effort to include some of the characteristics of the learners into their instructional approach (McDonough & Shaw, 2003, p. 53).

Educators need to acknowledge that not all students study English for the same reasons Savignon (1987). Every learner has unique communication requirements, and it is essential to consider them when selecting and sequencing information. According to Johns and Price-Machado (2001), effective teaching relies on having a clear purpose and a well-designed lesson plan, which is the foundation of successful education. Therefore, it is essential to consider the individual requirements of various student groups while creating the curriculum and selecting the language tools to be used. When choosing a coursebook for the class, it is vital to consider the student’s current level of expertise. When pupils are requested to do activities that are above their level of comprehension and do not possess the language necessary to complete such a difficult assignment, they will experience a sense of disappointment.

Some beginner coursebooks reduce challenging ideas to make them simpler to understand. Simplifying English teaching materials can come across as condescending and may seem childish (Harmer, 2007, pp. 97-98). According to Byrd (2001, p.417), coursebooks are designed for students. A coursebook must deliver the essential English language skills and communication materials outlined in the curriculum, while effectively addressing the specific needs of English language learners. The main focus of systematic coursebook evaluation is to evaluate the degree to which the coursebook aligns with the learners' needs, the language requirements, and its effectiveness in achieving the objectives of the program.

Harwood (2010) argues that creating resources at a local level and integrating them meaningfully with the setting and learners' lives is beneficial (p. 6). Materials designers must carefully evaluate their objectives while selecting texts and balancing authenticity with inauthenticity.

The role of learners in coursebook evaluation is highlighted through collaborative assessment activities, which include peer reviews and group discussions. These activities encourage critical thinking and enhance learners' understanding of the course content. Koo (2006) emphasizes that engaging learners in such collaborative processes can significantly impact their learning experience, particularly in the context of foreign language writing.

2.3.4. The role of teachers in coursebook evaluation

Since many ELT training courses have been set up in universities, private schools, and some state institutions, coursebooks are used more than ever in ELT. English teachers and school administrators like pre-made coursebooks because they can include teachers' lesson plans. Because of this, the use of coursebooks has gradually become the most popular language teaching method.

One teacher may be energetic, another gentle and kind, and another ordered and strict. While coursebooks may offer strategies, they must be more capable of instructing and effectively engaging with many students at a specific time and place. The coursebook helps students and teachers in many ways but needs to mandate how to teach and learn the language.

The coursebook is not intended to provide detailed instructions for teaching or learning the language. Instead, its purpose is to offer support in various ways. According to Cunningsworth (1995), there are no strict rules for teaching or learning. Even experienced teachers may need to adjust their lesson plans due to unexpected issues or the class dynamics on a given day. Since coursebook writers are experts in their field but may need to be more familiar with the specific class or teaching style, it is unlikely that the material they provide will be entirely accurate and not require any modifications.

According to Richards (2001), coursebooks are a crucial component of the curriculum since they detail the content and the method used to teach it. Mahfoodh and Bhanegaonkar (2013) say that teachers are significant in ensuring that curriculum changes, particularly those that affect texts, are carried out correctly. Based on Nunan's (1987) research, teachers are free to design, implement, and evaluate their lessons independently and consider themselves primarily responsible for all three components. They felt overworked and unqualified for their assigned duties, and some thought that only specialists and government officials should be responsible for developing curricula.

Richards (2015) argues that teachers need to know what they are doing and be confident in their abilities to implement good pedagogical techniques to improve their students' learning. In order to effectively teach a language, it is essential to emphasise speaking, listening, and practising the target language. According to Richards (2006), a communicative classroom is one in which students actively participate in class discussions while the teacher uses context, objects, and gestures to simplify and clarify the subject matter.

Much of the English feedback and practice students get in the classroom comes from the teaching tools (as cited in Richards, 2001). On the other hand, most language teachers rely on coursebooks, and according to Tomlinson (2010), no coursebook can satisfy the requirements and preferences of every class.

West (1994) believes that the traditional function of the teacher as a "giver of knowledge" has changed considerably in modern classrooms (p.36). Instead, teachers are seen as planners, managers, monitors, and sources of information. Teachers must be effective planners to choose, adapt, or create reading lessons. According to West (1994), teachers' responsibilities as managers include instructing students, organising materials, facilitating communication, and handling unforeseen situations (p. 37).

In lessons, the teacher analyses output and offers positive feedback on pupils' outcomes, highlighting faults. According to Piaget (1951), mistakes are not incidental or random but rather part of educational progress. Therefore, correction should be pushed back and prioritised for the most significant and major problems. For the lesson to be beneficial, teachers must carefully organise courses using solid techniques to produce engaging and relevant content for particular learners after gathering relevant information.

According to most coursebooks, the teacher's main job is leading, facilitating, and monitoring students. The teacher should lead the students through the learning process with the help of the coursebook and keep an eye on their progress, fixing mistakes when it helps the students learn. In their teacher's book for *Formula One*, White and Williams (1989) emphasise the teacher's role in addition to teaching, including tracking learning materials and tasks, providing information, and guiding students through activities. They also direct students, correct or explain their work, encourage unique language usage, and provide more practice from the Workbook and review parts. This comprehensive approach to teaching ensures effective learning and student engagement.

According to their roles, teachers can supervise, assess, and administer the education programme, particularly regarding teaching coursebooks. Cunningsworth

(1995) says that the best ways to talk about coursebook users' views should be used to evaluate coursebooks properly. As a result of the fact that pupils and educators are the most common users of coursebooks, it is essential to gather and analyse the views that they have about coursebooks. In the same way, educators of any language are required to make use of coursebooks in order to facilitate their instruction effectively. Teachers need to be able to use coursebooks or change them as part of their job. Coursebooks are also meant to help teachers teach. It is crucial to think about coursebooks because evaluating them shows where problems are in the teaching materials. Ansary and Babaii (2002) state it is the teachers' job to evaluate coursebooks. As part of their job, teachers are responsible for many things, including evaluating different teaching tools.

Therefore, all teachers need to provide educational material. Ranalli (2003) proposes that the organisation and content of a course are determined by the teachers instructing a particular group rather than by an author in the global ELT publishing industry. Language teachers must address coursebook weaknesses with their efforts. Add, delete, reorganise, change, and replace as needed among their learners. Experienced educators can offer valuable insights into the strengths and weaknesses of the course materials they utilize in the classroom, which could prove beneficial to curriculum designers, novice teachers, and coursebook developers.

2.3.5. CEFR in coursebook design and evaluation

The Common European Framework of Reference for Languages (CEFR) serves as a foundational tool for evaluating and designing language coursebooks and educational materials across Europe. It aims to provide a comprehensive, transparent, and coherent basis for language learning, teaching, and assessment, facilitating communication among professionals in the field. The CEFR outlines what learners need to achieve in terms of language proficiency and cultural understanding, promoting plurilingualism and intercultural competence.

In evaluating and designing coursebooks, the CEFR encourages practitioners to reflect on the needs, motivations, and characteristics of learners. It emphasizes the

importance of defining clear and realistic objectives that align with learners' goals and contexts. The framework also supports the development of appropriate methods and materials tailored to diverse learner profiles.

The common reference levels of the CEFR allow for the calibration of progress in language learning, providing a structured approach to assess learners' competencies. This structure aids in the mutual recognition of qualifications and promotes international cooperation in language education. The framework is designed to be flexible, allowing educators to adapt its components to suit specific teaching contexts while fostering a holistic approach to language education that integrates various dimensions of language use and cultural awareness.

Overall, the CEFR serves as a guiding principle for the effective design and evaluation of language coursebooks, ensuring they meet the diverse needs of learners and contribute to their communicative competence in a multilingual and multicultural Europe (Common European Framework of Reference for Languages, 2025).

2.4. The previous studies on coursebook evaluation

Coursebooks play a crucial role in the teaching and acquiring languages, as shown by several global studies conducted to evaluate their effectiveness. Several studies have been carried out to evaluate the effectiveness of coursebooks and other educational resources. Litz (2005) researched to evaluate the efficacy of *English Firsthand 2* in beginner-level English as a Foreign Language courses at a university in Suwon, South Korea. The study aimed to assess the suitability of the coursebook for the proposed language curriculum. He determined that the coursebook was sufficiently captivating for a substantial proportion of English language educators and learners. In addition, he concluded that the coursebook was communicative as it used an activity-centred approach to the instructional and learning material.

Moreover, the teachers included in the research expressed a desire to further their English language studies due to using the coursebook. Unfortunately, some

parts of the coursebook did not match what teachers and students wanted or needed, and there needed to be more repetition. More useful practice and real-life situations also need to be implemented. Despite the weaknesses of the coursebook, Litz (2005) found that it might be helpful with the right kind of teacher's book.

Tok (2010) undertook the materials evaluation research to determine, from the perspective of primary school teachers, how successful the pre-intermediate level coursebook *Spot on* for eighth graders. This research aimed to analyse the benefits and drawbacks of a certain kind of EFL material. 46 English teachers participated in the research; 36 were female, and 10 were male. Teachers were randomly selected from public primary schools in Malatya and Adiyaman. The data-gathering instruments have two components. The first section deals with the personal information of the participants, while the following section focuses on the Teacher Coursebook Evaluation Scale, which tries to determine the characteristics of a coursebook. Sung Kyun Kwan University developed the "Teacher Coursebook Evaluation Scale" in 2000. In order to conduct this study, the researcher translated the text into Turkish. Macro-level evaluation criteria included layout and design, activities, abilities, language type, subject and content, and general look of the coursebook. This research aimed to enhance teachers' knowledge and provide guidance on making necessary changes and adaptations to improve specific sections of the coursebook.

The study results indicate that *Spot on* Coursebook has positive and negative qualities. A notable aspect of the teacher's book is that it gives suggestions on how to help students use the coursebook more effectively and successfully. Most of the students believed that the exercises and activities included within the coursebook encourage students to work together on projects. Additionally, the coursebook offers students assignments to do in pairs and groups, allowing them to engage in learning together.

In addition, Baleghizadeh and Rahimi (2011) evaluated the coursebook *English for the Students of Sociology: Social Science Texts* used in the Sociology

programme at the University of Tehran in Iran. The purpose of the research was to determine whether or not the English coursebook designed for students of the social sciences is accurate. The study included 50 Bachelor of Arts sociology students (15 men and 35 women) enrolled in an ESP course. The participants were aged between 19 and 21 years old and were from the sociology department at the University of Tehran.The students were required to read the materials and then translate them into Persian at each session. The evaluation consisted of twenty questions related to the coursebook. Based on Sheldon's (1988) review model, Rahimi (2011) made some changes. Language problems, approaches and methodologies, a variety of tasks and activities, materials related to the course objective and theme, issues of practice, and the structure of materials are the six components that comprise the evaluation. First, the form was translated into Persian to clarify the questions. Then, a professional in the field translated it back into English. A pilot test of the English version was conducted with a group of thirty pupils. The effectiveness of the proposed coursebook was evaluated by having participants rank it on a five-point scale, ranging from excellent to very bad.

The research findings indicated that the book had some issues, but it was an excellent way to learn simple words and language. However, the topics covered in the coursebook needed to be more efficiently supported. Students needed to be made aware of the main points of the tasks. The coursebook did not consider students' levels and interests in the topics. Students appreciated the words and grammar in the book, but they disliked the book when it came to skills and methods. Most students agreed that the book needed to align with their English proficiency level. The main problem with this coursebook was that it needed to be created after checking out what students needed before the session began. The coursebook needed more details about the people it was designed for.

Finally, Haghighi (2014) evaluated the coursebook The *First Certificate Gold* used at the English Institute in Lahijan, Iran. The goals of this book were to help students become more competent communicators by giving them lots of opportunities to practise their skills via activities like reading, listening, and writing.

The research consisted of 35 participants learning English as a Foreign Language. The participants were selected using a random selection method. In addition, the coursebook was examined by six teachers. A qualitative research method was used for the study, and the researcher collected the data through a self-made questionnaire that asked about the topics, activities, style, organisation, skills, strategies, fundamental issues, and book examples.

Based on the results of the study, most of the students and teachers had favourable views toward the coursebook. Even though there were some problems with the coursebook, like writing exercises failed to make sense and authentic texts that were very difficult, it was appreciated for covering a wide range of reading, listening, speaking, and writing skills, as well as for having fun pictures that are great for getting kids interested. Additionally, in order to compensate for the shortcomings of the book, it was advised that the instructors should have some supplemental resources at their disposal, such as assisted writing or reading books relevant to the student's everyday lives.

Several coursebooks have been the focus of extensive research in the local literature. Arampatzi (2017), for example, completed a research paper on evaluating the *Fairyland A* coursebook used by private Greek language centres. Many students who started learning English in September 2016 participated in this study at a private language school in Karditsa. Three instruments were used to ensure the assessment was comprehensive: a needs analysis questionnaire, teacher interviews, and a coursebook evaluation checklist.

Initially, the learners were given a needs analysis questionnaire to complete. The questionnaire aimed to find out what the students desired, what they were unaware of, and how they felt about the English language. Based on the needs analysis questionnaire findings, it was determined that the learners have a positive view of learning English and believe that it will assist them in interacting more successfully with other individuals from different countries in the future. The needs analysis questionnaire also revealed that the learners like playing games in the

classroom as a learning method. However, they also like to solve problems independently or with teacher support.

In the second step, the researcher interviewed the teacher to find out what they thought about the interactive method and how they used the coursebook. The open-ended questionsshowed that the educator was unfamiliar with the communicative technique and adapted her lessons to meet student needs and management demands. In addition, she believes that the coursebook is of high quality and contains much relevant information for her students.

The third instrument, a coursebook evaluation checklist, demonstrated that the coursebook barely serves student requirements and does not match the curriculum regarding text, listening record, and task correctness. In addition, the grammatical and word tests revealed that the text is standard and old-fashioned. If the study results were positive, they would encourage teachers and anyone who wants to learn more about the interactive method and basic coursebook review.

In a different research, Tsagari et al. (2014) sought to investigate teachers' opinions on the strengths and weaknesses of the coursebooks created by the Greek government for grades 4 and 5 in primary schools in Greece. He also examined the aims of coursebook writers.

The study included 72 primary public school teachers and the coursebook writers. An online questionnaire including eight sections was administered to the teachers. The questionnaire addressed vocabulary and grammar instruction, unit organisation, presenting methods, and self-evaluation. They conducted comprehensive, extensive interviews with the coursebook writers. The results indicated that teachers evaluated the two books positively; however, *Book D* received a more positive review than *Book E* regarding its structural aspects and pedagogical considerations. The investigation has shown a discrepancy between the perspectives of the teachers and the writers. The contradiction may have arisen due to the top-down national strategy, which needed more clear vision and strategic planning. Another factor contributing to this discrepancy was the teachers' need for more

explicit task instructions and a more comprehensive range of group assignments. In contrast, the authors aimed for more teacher autonomy in designing their implementations. Consequently, the researchers proposed that all the individuals involved, including policymakers and instructors, should have independent methods to create and use resources like coursebooks.

In another study, Dimitrios (2019) evaluated the effectiveness of the ESP coursebook *English for Office Clerks, which* was first released in 1996, in teaching English to Greek Evening Vocational Senior High School students specialising in *Office Clerks*. In his dissertation, he examines and evaluates the materials included in the ESP coursebook. Additionally, he provides suggestions for the development of more suitable teaching materials.

Several data gathering and research tools were used to investigate the dissertation subject properly. One of these tools was using data sources, such as government educational documents like the National ESP Curriculum and documents that list job titles, language needs in specific situations, and other things related to the learners' field. In addition, focus group interviews and mini-questionnaires were used to collect as much information as possible from learners. Another technique used was observation. During the first few lessons with the students, the teacher had enough opportunities to evaluate the effectiveness of the course materials.

Evaluating the coursebook English *for Office Clerks* revealed several 'problematic' areas. To start with, the B1 level of the coursebook is higher than the level of the students who are total beginners. Second, the texts in the coursebook and conversations are 'inauthentic'. Moreover, the coursebook is outdated and lacks a proper speaking section with pre-, while-and post-speaking lessons to improve learners' oral production skills. Besides this, the coursebook coverage of writing is limited. Research findings have revealed that the coursebook does not fully meet the objectives outlined in the National ESP Curriculum. As a result, the researcher suggested that the contents of the book should be adjusted to fix all these shortcomings.

CHAPTER 3: METHODOLOGY

In this chapter, the research methodology used to examine the EFL Coursebook*Tech It Easy* 2 from both students' and teachers' perspectives will be analyzed comprehensively. The first step involves explaining the research design used in the study. Furthermore, the study will detail the research questions, participants, settings and the description of the coursebook. Additionally, the data collection instruments and data analysis procedures will be presented.

3.1. Research design

This research aims to evaluate the strengths and weaknesses of the EFL coursebook *Tech It Easy 2*from the perspectives of both teachers and students. It employs a comprehensive mixed-methods research design, integrating quantitative and qualitative approaches. Taherdoost (2022) defines a descriptive study as providing an accurate and organised portrayal of a group of people, an event, or a fact.

Furthermore, a mixed methods research design is used to collect quantitative and qualitative data throughout the study simultaneously. Dawadi et al. (2021) propose a mixed-methods approach that involves collecting quantitative and qualitative data to answer research questions. In order to conduct more comprehensive investigations, it may be advisable to use a combination of qualitative and quantitative methodologies. Quantitative research is selected because it can analyse large volumes of statistical data to make generalisations and draw conclusions. According to Creswell (2014), quantitative research is an inquiry into a social or human issue that tests a theory of variables, measures the variables using numbers, and analyses the results using statistical techniques to see whether the predictive generalisations come true. The data for this study were obtained from teachers and learners who participated in the research. A Textbook Evaluation

Questionnaire (TEQ), developed by Öz (2019), was used to assess the strengths and weaknesses of the coursebook mentioned above.

Qualitative research, on the other hand, is employed because it enables in-depth analysis of the situation and refers to the investigation of the thoughts, perceptions, views, or beliefs of the individual under study, which numerical measurements cannot quantify. Creswell (2014) defines qualitative research as a method used to explore and understand the significance that people or groups attribute to a social human situation, help find new thoughts, and learn more about complicated things (Croker, 2009). Similarly, teachers and students participating in this study were asked about their thoughts, feelings, and experiences with the coursebook *Tech It Easy 2*. Open-ended questions allowed participants to express their thoughts openly and clearly by sharing their classroom experiences while studying the coursebook. Moreover, they also enabled the researcher to uncover new and different perspectives from various viewpoints. Considering all of these factors, this study employs a mixed-methods research design, gathering both quantitative and qualitative data.

3.2. The data collection process

Before conducting this study, four selected private foreign language centres in Komotini were visited, and permission was obtained from the administrators to distribute the data collection tools to students and English teachers who volunteered to participate in the research. This process was carried out transparently, ensuring all parties were fully informed and consenting. Then, teachers teaching A2 level courses were contacted face to face or via WhatsApp and informed about the study beforehand. The teachers then were visited at the private language centers where they worked on the agreed day and time. The participant teacherdata was collected face-to-face after signing the consent forms (see Appendix 5). Teachers then answered open-ended questions (see Appendix 4).

Student data was collected face to face in the classroom environment, as it enabled the researcher to reach a large number of students in a short time. Students completed the survey after parental permission was obtained. Parental consent forms (see Appendix 6) were given to parents to sign one week before the conduction of the research. The purpose of the research was explained to each participating student, and they were assured that the information they submitted would be kept confidential and used for research purposes only.

The data was collected at the end of the second semester of the 2023 - 2024 academic years, and the survey was implemented over three weeks. The participants completed the survey in approximately 15 minutes.

3.3. The setting

The study was conducted in four private foreign language centres in Komotini, a small city in the region of East Macedonia and Thrace, northeastern Greece.These centres provide instruction in English and Greek and are locally popular due to their high student success rates in language certification exams. These private language centres have become some of the most sought-after language centres in the region, as many parents and students in Greece are eager to obtain English language proficiency certificates.

The maximum class size at these language centres is eight students, which is typical for most language centres in Komotini. If the number of students exceeds eight, they are divided into smaller groups. Each language centre offers 90-minute English lessons for level A2 twice a week, for a total of three hours of lessons per week.

Furthermore, the language centres are well-equipped with modern technology. Each classroom is furnished with an interactive whiteboard and internet access. Additionally, computer labs are available for students to review course materials, ensuring thorough preparation for their exams.

3.4. The participants

According to Nimehchisalem (2018), both groups must be involved in the review process. In this study, teachers and students actively participated in the quantitative and qualitative sections. The study involved EFL students and their teachers, with quantitative data being gathered from 20 teachers and 100 students and qualitative data obtained from 20 volunteer teachers and students.

The study participants were purposefully selected using convenience sampling. As Rahi (2017) outlined, convenience sampling is a straightforward and reliable method for gathering data from an easily accessible study group. It is a widely used non-probability sampling technique in quantitative and qualitative research. Due to its simplicity and minimal resource requirements, many researchers consider convenience sampling a practical and dependable choice.

All students participating in this study are of average social and educational status. They live in the same city but attend different public schools, which may affect their exposure to English. Most have been attending private foreign language centres for four years, indicating a certain level of language proficiency. In addition to language centres, public schools offer two to three hours of English lessons each week. In Greece, many students and parents believe that courses in foreign language centres are superior to English classes in public schools, which may affect their motivation and attitudes toward learning English.

In each class, there is a mix of boys and girls. The students’ ages range from 10 to 13, as some start learning English at an earlier age. According to the CEFRthe students participating in this research are expected to have at least an A2 "Waystage" proficiency level. At this level, students are able to comfortably navigate various social situations and use simple everyday language to complete basic tasks, such as engaging in polite conversations, handling simple transactions, and discussing personal and familiar topics.

During the spring semester of 2024, the second group of participants comprised full-time English teachers who taught A2 level students at various language centres. At the time of the research, a total of 20 teachers were employed across four different foreign language centres. They were responsible for teaching English at various proficiency levels, ranging from A1 to C2.

3.5. The description of the coursebook

The coursebook examined is *Tech It Easy 2* (Chatzigeorgiadou & Simeonidou, 2018), published by Super Course. It is the second book of its series, consisting of volumes for classes A1 to B1 level according to the CEFR. It is designed for EFL learners at the A1 - A2 level. This specific EFL coursebook ha been in use for six years, and it was selected by the administrators of language centres. The book is recommended for young Greek learners learning English as a foreign language in private language centres. In Greek public schools, coursebooks are administered by the Ministry of Education. Like other coursebooks used in private language centres in Greece, *Tech It Easy 2* coursebook has been prepared based on the fundamental concepts, standards, and goals of the CEFR, which is the accepted curriculum of the language centres.

Tech It Easy 2 is the main coursebook for teaching English to students. It contains a student's book, an activity book, a writer's portfolio, a revision book, a teacher's book, and a test booklet. The coursebook includes reading, everyday English, listening, speaking, and writing projects, culture tips, and life skills. The activity book includes vocabulary presentation and exercises, grammar theory and exercises, grammar videos and songs, writing tasks, reviews and revision lessons. The writer`s portfolio is for students to copy their corrected writing projects and tasks. The revision book is an optional book including extra vocabulary, grammar, listening, speaking, reading and writing exercises, which can be completed either during the school year. It is accompanied by state-of-the-art digital material including 3D animation, videos of the reading texts, grammar videos, video clips, of the grammar songs and games. The coursebook also offers digital support to reinforce

students' learning through the i-book application. This application includes vocabulary presentation and pronunciation, videos of the reading texts, grammar videos, video clips of the grammar songs, extra vocabulary and grammar exercises for each lesson in the form of video games, and an automatic system of checking students` work.

The schedule and learning materials that need to be covered during the school year are listed in the table of contents on the first page of the coursebook. The book comprises thirty-six lessons, with each lesson consisting of two teaching hours. The first page begins with a reading passage, followed by a reading exercise, comprehension questions, and a part that encourages students to discuss or seek further information. The second page has more vocabulary-related exercises and a follow-up activity that might include listening, speaking, or writing.

3.6. The instruments

The current research employs a combination of quantitative and qualitative methodologies for data collection. The participants are initially provided with a questionnaire developed by Öz (2019) to collect quantitative and qualitative data. Öz (2019) is a significant contributor to the research, having also created open-ended questions to collect qualitative data from the participants. The *Textbook Evaluation Questionnaire for Students*(TEQ-S) (see Appendix 1) aims to gather student information, while the *Textbook Evaluation Questionnaire for Instructors* (TEQ-I) (see Appendix 2) seeks teachers' opinions about the coursebook *Tech It Easy 2*. In the research, qualitative data is obtained via the open-ended questions prepared by Öz (2019). These questions are designed to gather the opinions of both students and teachers. It is worth noting that there are some differences in the versions of the questions used for studentsand teachers.

3.6.1. The textbook evaluation questionnaire

In order to gather both participants' opinions about the *Tech It Easy 2* coursebook, the Textbook Evaluation Questionnaire developed by Öz (2019) is used. Two distinct but very similar survey forms are designed for learners and teachers. Each form includes items rated on a 4-point Likert scale, and the final section contains four open-ended questions for participants.

3.6.1.1. The textbook evaluation questionnaire-students (TEQ-S)

TEQ-S consists of three main parts. The first part focuses on demographics, requiring participants to provide information such as age, gender, grade, and weekly hours spent studying English (See Appendix 1).

There are 43 questions in the second part of the evaluation, covering different aspects of coursebook evaluation. The purpose of these questions is to gather students' perceptions of various aspects of the coursebook, including topics (eight items), target-language culture (four items), grammar and vocabulary (eight items), skills (nine items), activities (seven items), layout and physical appearance (five items), and practical considerations (two items). Participants are required to respond to each question using a four-point Likert scale, with options of "Strongly Disagree," "Disagree," "Agree," and "Strongly Agree."

In the third section of the survey, there are two open-ended questions. These questions allow participants to express their opinions on the strengths and weaknesses of the coursebook.

3.6.1.2. The textbook evaluation questionnaire-teachers (TEQ-T)

This version of the teacher questionnaire is similar to the one created for the students, is divided into three parts. To start, participants are asked to provide personal details, such as their age, gender, educational background, and teaching experience. (See Appendix 2)

In the second part of the questionnaire, teachers are required to respond to 56 items using a four-point Likert scale, ranging from "Strongly Disagree" to "Strongly Agree," similar to the student version. Teachers are expected to assess the coursebook based on specific criteria, including topics (eight items), target-language culture (four items), grammar and vocabulary (eight items), skills (nine items), activities (seven items), physical layout and makeup (five items), and practical considerations (two items). In addition to these 43 items, the teachers' version of the questionnaire contains two more sections related to the coursebook. These sections cover aims and objectives (four items) and teachers' manuals (nine items) and are exclusive to the teachers.

The final part of the TEQ-T comprises two open-ended questions, which are essentially the English translations of the items used in the student questionnaire. Similar to the student version, the purpose of this section is to gather teachers' viewpoints on the strengths and weaknesses of the coursebook.

3.6.2. Open-ended questions

In this study, in addition to the main sections of the surveys, open-ended questions developed for students and teachers by Öz (2019) were used to collect qualitative data. Open-ended questions are useful for gathering detailed information, measuring knowledge, exploring unknown topics, avoiding long response lists, preventing bias, and allowing respondents to express their opinions freely (Porst, 2011).

The aim of the open-ended questions was to gather information about students' experiences with the coursebook and what qualities make a good coursebook. The open-ended questions were designed to investigate ways to enhance the effectiveness and quality of the coursebook. They also aimed to collect information about how to improve the effectiveness of the coursebook. Additionally, the open-ended questions sought to explore the strengths and weaknesses of the coursebook.

The open-ended questions for teachers are based on the same criteria as those for students. In addition to these criteria, they include questions about the helpfulness of the teacher's book, whether the coursebook meets the needs of the students and the program, and how teachers adapt the coursebook in the classroom. Teachers are also asked for any recommendations to improve the effectiveness of the coursebook. The open-ended questions for students are written in Turkish to enable them to freely express their ideas without language limitations. Conversely, open-ended questions for teachers are written in English.

3.7. Data analysis process

Quantitative data was collected initially from students and then from teachers, after obtaining approval from administrators of four different foreign language centres and students' parents. Before distributing the surveys, all students were informed that they were participating in the current study. Prior to administering the questionnaire, the teacher discussed the specific issue with the students. Subsequently, the researcher randomly selected two students to participate in the pilot study. This was conducted to assess the length of the survey, the clarity of the questions, and the time required for completion by students. A teacher also reviewed the study to identify any errors, unclear sections, or inconsistencies that could potentially confuse students. Following this crucial step, the survey was distributed to all students whose parents had consented to their participation. The survey was completed by the students within 15 minutes after it was distributed as a photocopy in the classroom.

CHAPTER 4: FINDINGS AND INTERPRETATION

This chapter presents the findings of the data analysis conducted in the current research, organized into two main sections. The first part provides a comprehensive description of the quantitative data derived from surveys administered to both students and teachers. The next part presents the results of the qualitative analysis of the open-ended questions in the questionnaires, all aimed at achieving the research goal.

Only the teachers who participated in the study responded to the questions concerning aims and goals and the teacher's book, since the students lacked sufficient knowledge on these matters.

4.1. Findings from the quantitative data

Based on the data collection and data analysis, the findings are presented in two main categories; students' perspectives and teachers' perspectives about the effectiveness of the coursebook in terms of topic, target-language culture, grammar and vocabulary, skills, activities, layout and physical makeup, practical considerations, aims and objectives and teacher's manual. For each main research questions, statistical analysis was also presented for each category. Despite some satisfaction with the coursebook, both students and teachers expressed significant concerns and dissatisfaction with the target language culture component. The survey of teachers also highlighted the need for improvement, with the majority expressing dissatisfaction with the teacher's manual.

4.1.1. Findings of the students' questionnaire

What are the students' perspectives about the effectiveness of the coursebook in terms of topic, target-language culture, grammar and vocabulary, skills, activities, layout and physical makeup, and practical considerations?

The students participating in the study shared their opinions about the coursebook by answering a thorough questionnaire covering seven different aspects. The first part of the questionnaire contained eight items, and the students were asked to assess the topics of the coursebook. The frequencies, percentages, means, and standard deviations for the items are presented in Table 1. In the evaluation process, the participants used a four-point Likert-scale (1=Strongly Disagree, 2=Disagree, 3=Agree, and 4=Strongly Agree) to assess the closed-ended questions in the survey.

4.1.1.1. Findings in relation to topics

The findings indicate that participants generally hold positive perceptions of the coursebook across several dimensions, though there are some areas of concern.

Table 1. Students' opinions on the topics component

Items	**Strongly Disagree**		**Disagree**		**Agree**		**Strongly agree**		**Mean**	**SD**
	f	%	f	%	f	%	f	%		
1. There is a sufficient variety of topics in the coursebook.	3	3%	5	5%	59	59%	33	33%	3,22	,675
2. The topics covered in the coursebook are interesting to me.	6	6%	3	3%	57	57%	34	34%	3,19	,761
3. The topics covered in the coursebook are suitable for my age.	3	3%	7	7%	37	37%	53	53%	3,40	,752
4. The coursebook contains a sufficient variety of text types (e.g., dialogues, essays, poetry, drama, and folk tales).	2	2%	8	8%	58	58%	32	32%	3,20	,667
5. The content of the coursebook is factually accurate.	3	3%	20	20%	51	51%	26	26%	3,00	,765
6. The coursebook contains authentic materials (e.g., news reports and leaflets).	4	4%	30	30%	50	50%	16	16%	2,78	,760
7. The coursebook material is up-to-date.	5	5%	17	17%	38	38%	40	40%	3,13	,872
8. The coursebook is free of stereotypes (e.g., racial, sexual, and cultural).	11	11%	9	9%	37	37%	43	43%	3,12	,977

Most respondents (59%) agreed, with 33% strongly agreeing, that the coursebook offers a sufficient variety of topics, as reflected in the high mean score of

3.22 (SD = 0.675). Similarly, the majority found the topics interesting, with 57% agreeing and 34% strongly agreeing, yielding a mean of 3.19 (SD = 0.761). The suitability of the topics for the participants' age was one of the most positively rated aspects, with 53% strongly agreeing and 37% agreeing, resulting in a mean score of 3.40 (SD = 0.752), highlighting the strong consensus on the age-appropriateness of the content.

Participants also perceived the coursebook to contain a sufficient variety of text types, with 58% agreeing and 32% strongly agreeing (mean = 3.20, SD = 0.667). However, there was slightly more variation in responses regarding the factual accuracy of the content, with 51% agreeing and 26% strongly agreeing, though 20% disagreed, leading to a lower mean of 3.00 (SD = 0.765). Opinions were even more divided on the authenticity of the materials. While half of the participants (50%) agreed that the coursebook contains authentic materials, 30% disagreed, resulting in a mean score of 2.78 (SD = 0.760), suggesting some dissatisfaction with the authenticity of the content.

The currency of the coursebook materials also elicited mixed responses, with 40% strongly agreeing and 38% agreeing that the content is up-to-date, while 17% disagreed (mean = 3.13, SD = 0.872). Lastly, opinions on whether the coursebook is free from stereotypes revealed some notable concerns with 43% strongly agreeing and 37% agreeing, but a significant portion (20%) either disagreed or strongly disagreed. The mean score for this item was 3.12 (SD = 0.977), indicating that although most participants felt the coursebook was free from the stereotypes, there remains considerable variation in perception.

4.1.1.2. Findings in relation to target-language culture

This section of the questionnaire contains four items the participant students used to provide constructive evaluations of the coursebook about the target language culture. The frequencies, percentages, means, and standard deviations for these items are thoughtfully presented in Table 2 below. The analysis of the table shows mixed

perceptions regarding the incorporation of British and American cultural elements in the coursebook texts and exercises.

Table 2. Students' opinions on the target-language culture component

Items	Strongly Disagree		Disagree		Agree		Strongly agree		Mean	SD
	f	%	f	%	f	%	f	%		
9. The texts incorporate elements of British culture.	9	9%	15	15%	50	50%	26	26%	2,93	,879
10. The texts incorporate elements of American culture.	12	12%	48	48%	32	32%	8	8%	2,36	,798
11. The exercises incorporate elements of British culture.	9	9%	34	34%	35	35%	22	22%	2,70	,916
12. The exercises incorporate elements of American culture.	9	9%	49	49%	34	34%	8	8%	2,41	,767

Regarding integrating British culture into the texts, half of the respondents (50%) agreed, 26% strongly agreed, 9% strongly disagreed, and 15% disagreed. This yielded a mean score of 2.93 (SD = 0.879), suggesting a moderate presence of British cultural elements, with the majority of participants recognizing it, though a significant minority did not.

In contrast, the incorporation of American culture in the texts was perceived less favourably. Nearly half of the respondents (48%) disagreed, and 12% strongly disagreed, while only 32% agreed and 8% strongly agreed. The mean score for this item was notably lower at 2.36 (SD = 0.798), indicating that participants generally found the representation of American culture in the texts to be insufficient or less prominent compared to British culture.

When it came to the exercises, 35% of participants agreed, and 22% strongly agreed that British cultural elements were incorporated. However, 34% disagreed, and 9% strongly disagreed, resulting in a mean score of 2.70 (SD = 0.916). This suggests that, while British culture is somewhat present in the exercises, there is a split in perception, with many participants not finding it sufficiently integrated.

Similarly, the incorporation of American culture in the exercises received more negative feedback. Nearly half of the participants (49%) disagreed, and 9% strongly disagreed, while 34% agreed, and only 8% strongly agreed. The mean score

for this item was 2.41 (SD = 0.767), further reflecting the limited recognition of American cultural elements in the coursebook exercises. Overall, while British culture seems moderately present in boththetexts and exercises, American cultural elements are perceived as less integrated, particularly in the texts. This points to a potential imbalance in the representation of these two cultures within the coursebook materials.

4.1.1.3. Findings in relation to grammar and vocabulary

In the third section of the questionnaire, participants used eight items to evaluate the grammar and vocabulary components of the book. The data for the related items, including frequencies, percentages, means, and standard deviations, is presented in Table 3 below. The analysis of this table reveals participants' perceptions of the grammar and vocabulary content in the coursebook.

Table 3. Students' opinions on the grammar and vocabulary component

Items	**Strongly Disagree**		**Disagree**		**Agree**		**Strongly agree**		**Mean**	**SD**
	f	%	f	%	f	%	f	%		
13. The grammar points introduced in the coursebook are appropriate to my level.	2	2%	8	8%	35	35%	55	55%	3,43	,728
14. The grammar points are presented clearly.	0	0%	7	7%	46	46%	47	47%	3,40	,620
15. The grammar points are presented thoroughly.	1	1%	12	12%	47	47%	40	40%	3,26	,705
16. The grammar points are introduced in a meaningful context.	2	2%	15	15%	48	48%	35	35%	3,16	,748
17. New grammar points are recycled adequately in the subsequent units.	9	9%	19	19%	47	47%	25	25%	2,88	,891
18. The number of new words introduced in each unit is appropriate to my level.	5	5%	14	14%	41	41%	40	40%	3,16	,849
19. The vocabulary items are introduced in a meaningful context.	7	7%	6	6%	46	46%	41	41%	3,21	,844
20. New vocabulary is recycled adequately in the subsequent units.	4	4%	28	28%	38	38%	30	30%	2,94	,862

Overall, the responses indicate a positive outlook on the appropriateness and clarity of the grammar points, with some concerns about the recycling of new material in subsequent units.

For the statement regarding the appropriateness of the grammar points to the participants' level, the majority of respondents (55%) strongly agreed, and 35% agreed, while only 8% disagreed and 2% strongly disagreed. This resulted in a high mean score of 3.43 (SD = 0.728), showing strong satisfaction with the level-appropriateness of the grammar instruction. Similarly, the clarity of the grammar points was rated favourably, with 47% strongly agreeing and 46% agreeing. No respondents strongly disagreed, and only 7% disagreed, leading to a mean of 3.40 (SD = 0.620), indicating a consensus that grammar is clearly presented.

However, when asked if the grammar points were presented thoroughly, 40% strongly agreed, and 47% agreed, while 12% disagreed. With a mean score of 3.26 (SD = 0.705), there is general satisfaction, though slightly lower compared to the previous item, suggesting that some participants may feel more detail could be provided. Additionally, 35% strongly agreed, and 48% agreed that the grammar points were introduced in a meaningful context, but 15% disagreed, and 2% strongly disagreed, resulting in a lower mean of 3.16 (SD = 0.748). This suggests some room for improvement in how grammar is contextualized.

The recycling of grammar points across units received more mixed feedback. While 47% agreed, only 25% strongly agreed, with a notable 19% disagreeing and 9% strongly disagreeing. The mean score of 2.88 (SD = 0.891) indicates that participants feel the recycling of grammar points could be improved to better reinforce learning.

Regarding vocabulary, 40% strongly agreed, and 41% agreed that the number of new words introduced in each unit was appropriate, though 14% disagreed, and 5% strongly disagreed. This resulted in a mean score of 3.16 (SD = 0.849), showing general satisfaction with the vocabulary level, though with some variation in opinions. In terms of meaningful context, 41% strongly agreed, and 46% agreed that vocabulary items were introduced effectively, while 6% disagreed and 7% strongly

disagreed, resulting in a mean of 3.21 (SD = 0.844), reflecting positive but not overwhelming agreement.

Finally, the recycling of vocabulary in subsequent units was rated less favourably. Although 38% agreed and 30% strongly agreed, 28% disagreed, and 4% strongly disagreed, yielding a mean score of 2.94 (SD = 0.862). This suggests that participants feel vocabulary could be recycled more effectively to reinforce retention.

4.1.1.4. Findings in relation to language skills

In the fourth section of the questionnaire, students were asked to assess the language skills of the book using nine evaluation items. The frequency, percentages, means, and standard deviations for these items are detailed in Table 4 below. The analysis of the table reflects participants' perspectives on how well the coursebook addresses the four main language skills (speaking, listening, reading, and writing) and various sub-skills.

Table 4. Students' opinions on the language skills component

Items	Strongly Disagree		Disagree		Agree		Strongly agree		Mean	SD
	f	%	f	%	f	%	f	%		
21. The coursebook places equal emphasis on the four language skills (speaking, listening, reading, and writing).	7	7%	19	19%	40	40%	34	34%	3,01	,904
22. The coursebook promotes the integration of different language skills (e.g., reading-writing and listening-speaking).	3	3%	17	17%	44	44%	36	36%	3,13	,800
23. The coursebook pays attention to sub-skills (e.g. listening for gist, note-taking, and skimming for information).	15	15%	41	41%	31	31%	13	13%	2,42	,901
24. The coursebook provides a meaningful context for the development of listening skills.	6	6%	11	11%	54	54%	29	29%	3,06	,802
25. The coursebook provides a meaningful context for the development of reading skills.	5	5%	13	13%	44	44%	38	38%	3,15	,833
26. The coursebook provides a meaningful context for the development of writing skills.	5	5%	11	11%	54	54%	30	30%	3,09	,780
27. The coursebook provides a meaningful context for the development of speaking skills.	2	2%	9	9%	62	62%	27	27%	3,14	,652
28. The coursebook provides a meaningful context for thedevelopment of pronunciation skills.	2	2%	31	31%	36	36%	31	31%	2,96	,840
29. The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation.	10	10%	42	42%	25	25%	23	23%	2,61	,952

The responses highlight areas of strength, particularly in integrating skills and providing meaningful contexts, but also reveal areas for improvement, especially in the attention paid to sub-skills and pronunciation.

When asked if the coursebook places equal emphasis on the four language skills, 40% of respondents agreed, and 34% strongly agreed, while 19% disagreed, and 7% strongly disagreed. The mean score of 3.01 (SD = 0.904) indicates moderate satisfaction, suggesting that while most participants feel the coursebook balances the language skills, a notable portion perceives room for improvement. Similarly, for the integration of different language skills, such as reading-writing and listening-speaking, 44% agreed, and 36% strongly agreed. With only 17% disagreeing, the mean score was 3.13 (SD = 0.800), reflecting positive feedback on the promotion of skill integration of the coursebook.

In contrast, attention to sub-skills like listening for gist, note-taking, and skimming was rated less favorably. While 31% agreed, and only 13% strongly agreed, a significant portion of participants (41%) disagreed, and 15% strongly disagreed. The mean score of 2.42 (SD = 0.901) suggests that many respondents believe the coursebook does not adequately focus on sub-skills, highlighting an area for potential improvement.

The ability of thecoursebook to provide meaningful contexts for skill development received generally positive feedback. For listening skills, 54% agreed, and 29% strongly agreed, while only 11% disagreed, yielding a mean score of 3.06 (SD = 0.802). Similarly, for reading skills, 44% agreed, and 38% strongly agreed, with only 13% disagreeing, leading to a mean score of 3.15 (SD = 0.833). Writing skills followed a similar pattern, with 54% agreeing and 30% strongly agreeing, resulting in a mean of 3.09 (SD = 0.780). Speaking skills were particularly well-rated, with 62% agreeing and 27% strongly agreeing, while only 9% disagreed, producing a mean score of 3.14 (SD = 0.652). These findings indicate that participants feel the coursebook provides a meaningful context for developing key language skills, particularly speaking.

However, responses to the development of pronunciation skills were more divided. While 36% agreed and 31% strongly agreed that the coursebook provides a meaningful context for pronunciation, 31% disagreed. This led to a mean score of 2.96 (SD = 0.840), showing mixed perceptions. Moreover, when asked if the coursebook emphasizes different aspects of pronunciation such as stress and intonation, 42% disagreed, and 10% strongly disagreed, while only 25% agreed and 23% strongly agreed. The resulting mean of 2.61 (SD = 0.952) highlights significant dissatisfaction with the focus of coursebook on pronunciation nuances, suggesting this is an area that requires attention.

4.1.1.5. Findings in relation to activities

The table highlights participants' evaluations of the activities in the coursebook, with generally positive feedback on their appropriateness and engagement, but concerns about balance, critical thinking promotion, and study skill development.

Table 5. Students'opinions on the activities

Items	**Strongly Disagree**		**Disagree**		**Agree**		**Strongly agree**		**Mean**	**SD**
	f	%	f	%	f	%	f	%		
30. The activities in the coursebook are appropriate to my level.	2	2%	5	5%	44	44%	49	49%	3,40	,682
31. There is an adequate balance of individual, pair, group, and whole-class activities.	7	7%	29	29%	49	49%	15	15%	2,72	,805
32. The activities encourage me to participate actively in class.	2	2%	10	10%	53	53%	35	35%	3,21	,701
33. The activities promote critical thinking skills (e.g.interpretation, analysis, synthesis, andevaluation skills).	5	5%	30	30%	53	53%	12	12%	2,72	,740
34. The instructions to the activities are clear to me.	2	2%	21	21%	42	42%	35	35%	3,10	,798
35. The activities in the coursebook are interesting to me.	5	5%	17	17%	47	47%	31	31%	3,04	,828
36. The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.	24	24%	47	47%	24	24%	5	5%	2,10	,823

In terms of the activities being appropriate to participants' levels, 49% strongly agreed, and 44% agreed, with only 5% disagreeing and 2% strongly disagreeing. This resulted in a high mean score of 3.40 (SD = 0.682), suggesting that most participants found the activities well-suited to their proficiency level. However, when it came to the balance between individual, pair, group, and whole-class activities, the responses were more mixed. While 49% agreed, only 15% strongly agreed, and a notable 29% disagreed, leading to a mean score of 2.72 (SD = 0.805). This suggests that participants feel there is an imbalance in the types of activities, with many indicating room for improvement.

Participants were more positive about how the activities encouraged class participation, with 53% agreeing and 35% strongly agreeing that the activities motivated them to engage actively. Only 10% disagreed, and 2% strongly disagreed, resulting in a mean score of 3.21 (SD = 0.701), indicating that the coursebook successfully fosters participation. However, the promotion of critical thinking skills through the activities was rated less favourably. While 53% agreed, only 12% strongly agreed, with 30% disagreeing and 5% strongly disagreeing. The mean score of 2.72 (SD = 0.740) reflects participants' concerns that the activities could do more to promote critical thinking.

Regarding the clarity of instructions for activities, 42% agreed, and 35% strongly agreed, while 21% disagreed. This resulted in a mean score of 3.10 (SD = 0.798), indicating that most participants found the instructions clear, though a minority expressed some dissatisfaction. Similarly, the interest level of the activities received moderate feedback, with 47% agreeing and 31% strongly agreeing, but 17% disagreed, and 5% strongly disagreed. The mean score of 3.04 (SD = 0.828) suggests that while most participants find the activities engaging, some feel they could be more interesting.

The biggest area of concern was the facilitation of study skills in activities such as outlining or using a dictionary. Nearly half of the participants (47%) disagreed, and 24% strongly disagreed, while only 24% agreed, and 5% strongly agreed. The resulting mean score of 2.10 (SD = 0.823) indicates significant

dissatisfaction, suggesting that the coursebook fails to adequately support the development of study skills.

4.1.1.6. Findings in relation to layout and physical makeup

The table provides an overview of participants' perceptions regarding the physical appearance, organization, and illustrations in the coursebook.

Table 6. Students' opinions on layout and physical make up

Items	Strongly Disagree		Disagree		Agree		Strongly agree		Mean	SD
	f	%	f	%	f	%	f	%		
37. The physical appearance of the coursebook is attractive to me.	7	7%	14	14%	36	36%	43	43%	3,15	,914
38. The coursebook is organized in a way that is easy to follow.	2	2%	7	7%	43	43%	48	48%	3,37	,706
39. The illustrations (e.g., pictures, diagrams, and maps) assist me in understanding the material in the coursebook.	2	2%	10	10%	36	36%	52	52%	3,38	,749
40. The illustrations in the coursebook are interesting to me.	6	6%	16	16%	42	42%	36	36%	3,08	,872
41. The illustrations are free of unnecessary details that may confuse me.	12	12%	16	16%	43	43%	29	29%	2,89	,963

Overall, the feedback underscores the positive aspects of the coursebook, particularly its well-organized structure and the helpfulness of the illustrations. However, areas of improvement have also been identified, such as the attractiveness and clarity of coursebook illustrations.

Regarding the physical appearance of the coursebook, 43% of participants strongly agreed that it is attractive, while 36% agreed. However, 14% disagreed, and 7% strongly disagreed, leading to a mean score of 3.15 (SD = 0.914). This suggests that while most participants find the coursebook visually appealing, a notable minority is less satisfied with its appearance.

The organization of the coursebook received more favorable feedback. Nearly half of the participants (48%) strongly agreed that it is easy to follow, and 43% agreed, with only 7% disagreeing and 2% strongly disagreeing. This led to a high mean score of 3.37 (SD = 0.706), indicating strong agreement that the coursebook is well-structured and easy to navigate.

Participants also had a positive response to the illustrations in the coursebook. A majority (52%) strongly agreed, and 36% agreed that the illustrations, such as pictures, diagrams, and maps, assist in understanding the material. Only 10% disagreed, and 2% strongly disagreed, resulting in a mean score of 3.38 (SD = 0.749), showing that participants generally find the illustrations helpful in clarifying the course content.

However, the interest level of the illustrations garnered slightly less enthusiasm. While 36% strongly agreed, and 42% agreed that the illustrations were interesting, 16% disagreed, and 6% strongly disagreed. The mean score of 3.08 (SD = 0.872) suggests that most participants find the illustrations engaging, but some feel they could be more captivating.

Finally, participants expressed different views on whether the illustrations are free of unnecessary details that could cause confusion. While 29% strongly agreed, and 43% agreed, 16% disagreed, and 12% strongly disagreed. This resulted in a lower mean score of 2.89 (SD = 0.963), indicating that some participants believe the illustrations contain excessive or distracting details, which may hinder understanding.

4.1.1.7. Findings in relation to practical considerations

The table shows participants' opinions on the accessibility and affordability of the coursebook. Overall, they provided positive feedback on accessibility but expressed concerns about its price.

Table 7. Students' opinions on practical considerations

Items	Strongly Disagree		Disagree		Agree		Strongly agree		Mean	SD
	f	%	f	%	f	%	f	%		
42. The coursebook is easily accessible.	7	7%	12	12%	46	46%	35	35%	3,09	,866
43. The price of the coursebook is reasonable.	15	15%	21	21%	50	50%	14	14%	2,63	,906

For accessibility, 35% of participants strongly agreed that the coursebook is easily accessible, and 46% agreed, resulting in a mean score of 3.09 (SD = 0.866). Only 12% disagreed, and 7% strongly disagreed, indicating that most participants feel the coursebook is readily available and easy to obtain, though a small minority had issues with accessibility.

However, the price of the coursebook garnered less favourable feedback. While half of the respondents (50%) agreed that the price was reasonable, only 14% strongly agreed. In contrast, 21% disagreed, and 15% strongly disagreed, leading to a lower mean score of 2.63 (SD = 0.906).

4.1.2. Findings of the teachers'questionnaire

This section of the paper presents the specific findings related to the teachers' responses.

Research Question 2: What are the teachers' perspectives about the effectiveness of the coursebook in terms of topic, target-language culture, grammar and vocabulary, skills, activities, layout and physical makeup, and practical considerations?

4.1.2.1. Teachers' perspectives about topics

The table provides insights into teachers' evaluations of the coursebook, with a particular focus on the variety, relevance, and factual accuracy of its content. While the feedback is generally positive, particularly in terms of topic suitability and

freedom from stereotypes, there are concerns regarding the use of authentic materials and the variety of text types.

Table 8. Teachers' opinions on the topics

Items	Strongly Disagree		Disagree		Agree		Strongly agree		Mean SD	
	f	%	f	%	f	%	f	%		
1. There is a sufficient variety of topics in the coursebook.	0	0%	4	20%	6	30%	10	50%	3,30	,801
2. The topics covered in the coursebook are interesting to the students.	0	0%	2	10%	7	35%	11	55%	3,45	,686
3. The topics covered in the coursebook are suitable for the age group.	0	0%	2	10%	6	30%	12	60%	3,50	,688
4. The coursebook contains a sufficient variety of text, and folk tales).	3	15%	4	20%	10	50%	3	15%	2,65	,933
5. The content of the coursebook is factually accurate.	0	0%	3	15%	10	50%	7	35%	3,20	,696
6. The coursebook contains authentic materials (e.g.,news, reports and leaflets).	5	25%	9	45%	6	30%	0	0%	2,05	,759
7. The coursebook material is up-to-date.	1	5%	1	5%	11	55%	7	35%	3,20	,768
8. The coursebook is free of stereotypes (e.g., racial, sexual, and cultural).	0	0%	1	5%	7	35%	12	60%	3,55	,605

Regarding the variety of topics in the coursebook, 50% of teachers strongly agreed, and 30% agreed that there was sufficient variety. With 20% disagreeing and no teachers strongly disagreeing, the mean score was 3.30 (SD = 0.801), indicating a generally positive view of the range of topics covered in the coursebook. Similarly, 55% of teachers strongly agreed, and 35% agreed that the topics were interesting to students. Only 10% disagreed, leading to a mean score of 3.45 (SD = 0.686). This suggests that the majority of teachers believe the coursebook engages students with relevant and interesting content.

In terms of age suitability, 60% of teachers strongly agreed, and 30% agreed that the topics were appropriate for the age group. With only 10% disagreeing, the mean score was 3.50 (SD = 0.688), reflecting strong approval of the appropriateness of the coursebook for the students' age range.

However, opinions were more divided regarding the variety of text types. While 50% agreed, only 15% strongly agreed that the coursebook contained a sufficient range of texts, and 35% disagreed or strongly disagreed. This resulted in a mean score of 2.65 (SD = 0.933), indicating some dissatisfaction with the diversity of text genres included in the coursebook.

The factual accuracy of the coursebook received mostly positive feedback, with 35% of teachers strongly agreeing, and 50% agreeing that the content was factually correct. Only 15% disagreed, leading to a mean score of 3.20 (SD = 0.696), suggesting that most teachers trust the reliability of the information provided in the coursebook.

The most significant concern was the use of authentic materials. A significant 45% of teachers disagreed, and 25% strongly disagreed that the coursebook contains authentic materials, such as news reports or leaflets, with no teachers strongly agreeing. The mean score of 2.05 (SD = 0.759) highlights dissatisfaction with the lack of real-world materials, suggesting that teachers feel the coursebook does not sufficiently expose students to authentic language use.

The material of the coursebook was rated as up-to-date by most teachers, with 55% agreeing, and 35% strongly agreeing, while only 10% disagreed. This resulted in a mean score of 3.20 (SD = 0.768), indicating that most teachers feel the content is current, though there is some room for improvement.

4.1.2.2. Teachers' perspectives about target-language culture

The table provides insights into teachers' evaluations of the coursebook, with a particular focus on the variety, relevance, and factual accuracy of its content. While the feedback is generally positive, particularly in terms of topic suitability and freedom from stereotypes, there are concerns regarding the use of authentic materials and the variety of text types.

Table 9. Teachers' opinions on the target-language culture

Items	Strongly Disagree		Disagree		Agree		Strongly agree		Mean	SD
	f	%	f	%	f	%	f	%		
9.The texts incorporate elements of British culture.	0	0%	9	45%	7	35%	4	20%	2,75	,786
10. The texts incorporate elements of American culture.	3	15%	8	40%	9	45%	0	0%	2,30	,733
11. The exercises incorporate elements of British culture.	0	0%	11	55%	6	30%	3	15%	2,60	,754
12. The exercises incorporate elements of American culture.	4	20%	7	35%	9	45%	0	0%	2,25	,786

For the inclusion of British cultural elements in the texts, only 20% of teachers strongly agreed, and 35% agreed, resulting in a mean score of 2.75 (SD = 0.786). However, 45% of teachers disagreed, indicating that many feel British culture is underrepresented in the texts of the coursebook.

The presence of American cultural elements in the texts was rated even lower. While 45% of teachers agreed, none strongly agreed, and a combined 55% either disagreed (40%) or strongly disagreed (15%). This produced a mean score of 2.30 (SD = 0.733), suggesting that American cultural content is seen as lacking in the coursebook.

When it comes to exercises, a similar pattern emerges. For British cultural elements in the exercises, 15% of teachers strongly agreed, and 30% agreed, giving a mean score of 2.60 (SD = 0.754). However, the majority (55%) disagreed implying that teachers feel British culture is not adequately incorporated into the exercises.

For American cultural elements in the exercises, only 45% of teachers agreed, and none strongly agreed, while 35% disagreed and 20% strongly disagreed. This led to the lowest mean score in this set of questions, at 2.25 (SD = 0.786), indicating that American culture is even less evident in the exercises of the coursebook than British culture.

4.1.2.3. Teachers' perspectives about grammar and vocabulary

The table summarizes teachers' perceptions of the grammar and vocabulary components of the coursebook, focusing on appropriateness, clarity, thoroughness, and contextual relevance. The feedback indicates a generally positive evaluation of the grammar and vocabulary instruction, although there are some areas for potential improvement.

Table 10. Teachers' opinions on grammar and vocabulary

Items	**Strongly Disagree**		**Disagree**		**Agree**		**Strongly agree**		**Mean**	**SD**
	f	%	f	%	f	%	f	%		
13. The grammar points introduced in the coursebook are appropriate to the level of the students.	1	5%	0	0%	7	35%	12	60%	3,50	,761
14. The grammar points are presented clearly.	0	0%	0	0%	7	35%	13	65%	3,65	,489
15. The grammar points are presented thoroughly.	2	10%	0	0%	6	30%	12	60%	3,40	,940
16. The grammar points are introduced in a meaningfulcontext.	0	0%	3	15%	6	30%	11	55%	3,40	,754
17. New grammar points are recycled adequately in the subsequent units.	1	5%	3	15%	12	60%	4	20%	2,95	,759
18. The number of new words introduced in each unit is appropriate to the level of the students.	1	5%	0	0%	9	45%	10	50%	3,40	,754
19. The vocabulary items are introduced in a meaningfulcontext.	0	0%	3	15%	8	40%	9	45%	3,30	,733
20. New vocabulary is recycled adequately in the subsequent units.	0	0%	5	25%	7	35%	8	40%	3,15	,813

Regarding the appropriateness of the grammar points for students' levels, 60% of teachers strongly agreed, and 35% agreed, resulting in a mean score of 3.50 (SD = 0.761). This suggests that the majority of teachers believe the grammar content is suitable for their students. Similarly, when asked about the clarity of the grammar presentations, 65% strongly agreed, and 35% agreed, yielding a mean score

of 3.65 (SD = 0.489). This high level of agreement indicates that teachers find the grammar points presented in a clear and understandable manner.

In terms of the thoroughness of grammar presentations, 60% of teachers strongly agreed, and 30% agreed, leading to a mean score of 3.40 (SD = 0.940). This reflects a positive view of the depth of grammar instruction, although the standard deviation suggests some variability in responses.

Teachers were also asked whether the grammar points were introduced in a meaningful context. Here, 55% strongly agreed, and 30% agreed, resulting in a mean score of 3.40 (SD = 0.754). This indicates a favourable perception of the contextual relevance of grammar instruction.

However, concerns emerged regarding the recycling of new grammar points in subsequent units, with 20% of teachers strongly agreeing, 60% agreeing, and a combined 20% disagreeing (5% strongly disagreeing and 15% disagreeing). The mean score of 2.95 (SD = 0.759) reflects a lower level of satisfaction in this area, suggesting that some teachers feel that the recycling of grammar concepts could be improved.

As for vocabulary instruction, 50% of teachers strongly agreed, and 45% agreed that the number of new words introduced is appropriate for their students' level, yielding a mean score of 3.40 (SD = 0.754). This demonstrates general approval of the vocabulary load. Additionally, 45% strongly agreed, and 40% agreed that vocabulary items are introduced in a meaningful context, resulting in a mean score of 3.30 (SD = 0.733), indicating that teachers appreciate the contextualization of vocabulary instruction.

Finally, concerning the recycling of new vocabulary in subsequent units, 40% strongly agreed, 35% agreed, while 25% disagreed, resulting in a mean score of 3.15 (SD = 0.813). This suggests that while many teachers are satisfied with vocabulary recycling, there remains room for improvement.

4.1.2.4. Teachers' perspectives about language skills

The table reflects teachers' perceptions of how well the coursebook addresses the development of the four language skills—speaking, listening, reading, and writing—as well as the integration of these skills and their sub-skills. The findings suggest that teachers have mixed feelings about the effectiveness of the coursebookin these areas.

Table 11. Teachers' opinions on language skills

Items	Strongly Disagree		Disagree		Agree		Strongly agree		Mean	SD
	f	%	f	%	f	%	f	%		
21. The coursebook places equal emphasis on the four language skills (speaking, listening, reading, and writing).	3	15%	3	15%	9	45%	5	25%	2,80	1,005
22. The coursebook promotes the integration of different language skills (e.g. reading-writing and listening-speaking).	2	10%	2	10%	13	65%	3	15%	2,85	,813
23. The coursebook pays attention to sub-skills (e.g. listening for gist, note-taking, and skimming for information).	1	5%	11	55%	5	25%	3	15%	2,50	,827
24. The coursebook provides a meaningful context for the development of listening skills.	2	10%	4	20%	12	60%	2	10%	2,70	,801
25. The coursebook provides a meaningful context for the development of reading skills.	1	5%	2	10%	13	65%	4	20%	3,00	,725
26. The coursebook provides a meaningful context for the development of writing skills.	2	10%	2	10%	12	60%	4	20%	2,90	,852
27. The coursebook provides a meaningful context for the development of speaking skills.	4	20%	3	15%	12	60%	1	5%	2,50	,889
28. The coursebook provides a meaningful context for the development of pronunciation skills.	2	10%	9	45%	8	40%	1	5%	2,40	,754
29. The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation.	3	15%	8	40%	6	30%	3	15%	2,45	,945

Starting with the overall emphasis on the four language skills, 25% of teachers strongly agreed, and 45% agreed, resulting in a mean score of 2.80 (SD = 1.005). While most agree that the coursebook covers these skills, the low mean score indicates a general concern that equal emphasis may need to be more effectively achieved.

Regarding the integration of different language skills, 65% of teachers agreed, but only 15% strongly agreed. This produced a mean score of 2.85 (SD = 0.813), suggesting that while teachers recognize some degree of integration, there may be room for improvement in making connections between skills.

The table shows a significant concern about attention to sub-skills, with 55% of teachers disagreeing, leading to a low mean score of 2.50 (SD = 0.827). This indicates that many teachers feel the coursebook does not adequately address essential sub-skills, such as listening for gist or note-taking.

When considering the development of listening skills in a meaningful context, 60% of teachers agreed, but the mean score of 2.70 (SD = 0.801) indicates that this area also needs further attention, as only a small proportion strongly agreed.

In terms of reading skills, 65% of teachers agreed that the coursebook provides meaningful contexts for development, yielding a mean score of 3.00 (SD = 0.725), suggesting that this area is relatively better received compared to others. However, the ratings for writing skills show a slightly lower mean score of 2.90 (SD = 0.852), with only 20% strongly agreeing.

The feedback regarding the development of speaking skills is less positive, with 60% of teachers agreeing, but only 5% strongly agreeing, leading to a mean score of 2.50 (SD = 0.889). This reflects concerns about how well the coursebook supports speaking skill development.

Lastly, the mean scores for pronunciation skills are notably low, with the development of pronunciation skills receiving a score of 2.40 (SD = 0.754) and an emphasis on aspects of pronunciation, such as stress and intonation, scoring even lower at 2.45 (SD = 0.945). These results highlight significant gaps in how the

coursebook addresses pronunciation, as only a small proportion of teachers felt it was adequately covered.

4.1.2.5. Teachers' perspectives about the activities

The table presents teachers' evaluations of the activities within the coursebook, focusing on their appropriateness, engagement levels, clarity of instructions, and ability to promote critical thinking and study skills. The overall findings indicate a mixed perception among teachers regarding the effectiveness of these activities in fostering student learning and engagement.

Table 12. Teachers' opinions on the activities

Items	**Strongly Disagree**		**Disagree**		**Agree**		**Strongly agree**		**Mean**	**SD**
	f	%	f	%	f	%	f	%		
30. The activities in the coursebook are appropriate to the level of the students.	1	5%	1	5%	9	45%	9	45%	3,30	,801
31. There is an adequate balance of individual, pair, group, and whole-class activities.	0	0%	9	45%	9	45%	2	10%	2,65	,671
32. The activities encourage the students to participate actively in class.	1	5%	3	15%	13	65%	3	15%	2,90	,718
33. The activities promote critical thinking skills (e.g.interpretation, analysis, synthesis, and evaluation skills).	3	15%	4	20%	12	60%	1	5%	2,55	,826
34. The instructions to the activities are clear to thestudents.	0	0%	0	0%	8	40%	12	60%	3,60	,503
35. The activities in the coursebook are interesting to the students.	1	5%	3	15%	9	45%	7	35%	3,10	,852
36. The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.	2	10%	5	25%	10	50%	3	15%	2,70	,865

Starting with the appropriateness of the activities for the students' level, 45% of respondents agreed, while another 45% strongly agreed, resulting in a mean score

of 3.30 (SD = 0.801). This suggests that teachers generally feel the activities are suitable for their students, indicating a positive assessment in this area.

In terms of balancing different types of activities—individual, pair, group, and whole class—the responses are less favorable. Only 10% of teachers strongly agreed, while 45% disagreed, leading to a mean score of 2.65 (SD = 0.671). This indicates a significant concern that the coursebook may not provide a sufficient variety of activities to engage students in different contexts effectively.

Regarding the encouragement of active participation, 15% of teachers strongly agreed, and 65% agreed, resulting in a mean score of 2.90 (SD = 0.718). While there is some acknowledgement that the activities foster engagement, the mean score suggests that there is still room for improvement in encouraging students to participate actively.

The promotion of critical thinking skills through the activities received a lower rating, with 15% of teachers strongly disagreeing and a mean score of 2.55 (SD = 0.826). This indicates that many teachers feel the activities fall short in developing essential cognitive skills such as interpretation and analysis, which are crucial for deeper learning.

On a more positive note, the clarity of the instructions for the activities was well-received, with 60% of teachers strongly agreeing and a mean score of 3.60 (SD = 0.503). This suggests that teachers find the guidance provided within the activities to be clear and comprehensible, facilitating smoother implementation in the classroom.

When considering the interest level of the activities, the results are mixed. While 35% of teachers strongly agreed that the activities were engaging, the mean score of 3.10 (SD = 0.852) indicates that there may be opportunities to enhance the attractiveness of the activities to better capture student interest.

Lastly, regarding the facilitation of study skills development, 15% of teachers strongly agreed, while 50% agreed, yielding a mean score of 2.70 (SD = 0.865). This reflects a moderate level of concern that the activities may not effectively promote essential study skills such as outlining and dictionary use.

4.1.2.6. Teachers' perspectives about layout and physical makeup

The table presents teachers' evaluations of various aspects of the physical appearance and organizational structureof the coursebook, specifically focusing on its attractiveness, ease of use, and the effectiveness of illustrations in enhancing student understanding.

Table 13. Teachers' opinions on layout and physical makeup

Items	**Strongly Disagree**		**Disagree**		**Agree**		**Strongly agree**		**Mean**	**SD**
	f	%	f	%	f	%	f	%		
37. The physical appearance of the coursebook is attractive to the students.	0	0%	1	5%	7	35%	12	60%	3,55	,605
38. The coursebook is organized in a way that is easy to follow.	0	0%	0	0%	5	25%	15	75%	3,75	,444
39. The illustrations (e.g. pictures, diagrams, and maps) assist the students in understanding the material in the coursebook.	0	0%	0	0%	6	30%	14	70%	3,70	,470
40. The illustrations in the coursebook are interesting to the students.	0	0%	1	5%	8	40%	11	55%	3,50	,607
41. The illustrations are free of unnecessary details that may confuse the students.	0	0%	2	10%	7	35%	11	55%	3,45	,686

Based on the responses of the majority of teachers (60%), it is strongly agreed that the physical appearance of the coursebook is attractive to students, resulting in a mean score of 3.55 (SD = 0.605). This strongly suggests that the design of the coursebook effectively engages students visually, indicating a positive perception of its aesthetic qualities

In terms of organization, 75% of teachers strongly agreed that the coursebook is structured in a way that is easy to follow, resulting in a high mean score of 3.75 (SD = 0.444). This reflects a strong consensus among educators that the layout of the coursebookfacilitates navigation and comprehension, contributing positively to the teaching and learning process.

Regarding the illustrations within the coursebook, 70% of teachers agreed that they assist students in understanding the material, yielding a mean score of 3.70 (SD = 0.470). This indicates that teachers believe the visuals play a significant role in clarifying content and enhancing student comprehension, further supporting effective learning.

When evaluating whether the illustrations are interesting to students, 55% of teachers strongly agreed, with a mean score of 3.50 (SD = 0.607). This suggests that the illustrations are perceived as engaging, although there is still potential for improvement in this area to enhance student interest further.

Lastly, concerning the clarity of the illustrations, which should be free from unnecessary details that may confuse students, 55% of teachers strongly agreed, resulting in a mean score of 3.45 (SD = 0.686). This indicates that while many teachers find the illustrations to be clear and helpful, there remains a concern that some details could potentially distract or confuse students.

4.1.2.7. Teachers' perspectives about practical considerations

The table presents teachers' feedback on the accessibility and price of the coursebook, highlighting positive perceptions in both areas.

Table 14. Teachers' opinions on practical considerations

Items	**Strongly Disagree**		**Disagree**		**Agree**		**Strongly agree**		**Mean**	**SD**
	f	%	f	%	f	%	f	%		
42. The coursebook is easily accessible.	0	0%	0	0%	2	10%	18	90%	3,90	,308
43. The price of the coursebook Is reasonable.	0	0%	1	5%	3	15%	16	80%	3,75	,550

Regarding the accessibility of the coursebook, an overwhelming 90% of teachers strongly agreed that it is easily accessible, with no respondents disagreeing or strongly disagreeing. This resulted in a high mean score of 3.90 (SD = 0.308), reflecting near-unanimous agreement that the coursebook is readily available to both teachers and students, which is crucial for consistent use in educational settings.

In terms of the price of the coursebook, 80% of teachers strongly agreed that it is reasonably priced, while 15% agreed, and only 5% disagreed. The mean score of 3.75 (SD = 0.550) indicates that most teachers find the cost to be fair, contributing positively to its accessibility and overall practicality for widespread use.

4.1.2.8. Teachers' perspectives about aims and objectives

The data presented in the table reflects teachers' perceptions regarding the alignmentof the coursebook with student needs, curriculum objectives, adaptability, and the feasibility of covering the material within the allotted time.

Table 15. Teachers' opinions on aims and objectives

Items	**Strongly Disagree**		**Disagree**		**Agree**		**Strongly agree**		**Mean**	**SD**
	f	%	f	%	f	%	f	%		
44. The aims of the coursebook correspond to the needs of the students.	1	5%	1	5%	10	50%	8	40%	3,25	,786
45. The aims of the coursebook correspond to the objectives stated in the course syllabus.	1	5%	1	5%	9	45%	9	45%	3,30	,801
46. The coursebook can be adapted to meet the particular needs of the language program in our institution.	1	5%	1	5%	8	40%	10	50%	3,35	,813
47. The coursebook material can be covered in the time allotted for the course.	0	0%	2	10%	4	20%	14	70%	3,60	,681

A significant 40% of respondents strongly agreed that the aims of the coursebook correspond to students' needs, while 50% agreed, resulting in a mean score of 3.25 and a standard deviation of 0.786. This indicates a general consensus among teachers regarding the relevance of the aims of the coursebook to their

students. When asked about the alignment of the coursebook with the stated objectives in the course syllabus, 45% of respondents strongly agreed and another 45% agreed, yielding a mean score of 3.30 (SD = 0.801). This suggests that the coursebook is perceived as closely aligning with formal educational objectives.

Furthermore, teachers expressed that the coursebook can be adapted to meet the specific needs of their language programs, with 50% strongly agreeing and 40% agreeing. The mean score for this item is 3.35 with a standard deviation of 0.813, reflecting a positive view of the flexibility and applicability of the course materials to various teaching contexts. Regarding whether the coursebook material can be covered in the allotted course time, an impressive 70% of teachers strongly agreed, leading to a mean score of 3.60 and a standard deviation of 0.681. This high level of agreement underscores the practicality of the coursebook in meeting the time constraints of the curriculum.

4.1.2.9. Teachers' perspectives about the teacher's manual

The survey results regarding the teaching manual reflect teachers' perceptions of its effectiveness in providing guidance for various aspects of vocabulary and grammar instruction.

Table 16. Teachers' opinions on the teacher's manual

Items	Strongly Disagree		Disagree		Agree		Strongly agree		Mean	SD
	f	%	f	%	f	%	f	%		
48. The manual provides enough guidance for me on the teaching of vocabulary items.	0	0%	5	25%	8	40%	7	35%	3,10	,788
49. The manual provides enough guidance for me on the teaching of grammar points.	0	0%	7	35%	7	35%	6	30%	2,95	,826
50. The manual offers detailed advice for novice teachers to follow.	1	5%	9	45%	4	20%	6	30%	2,75	,967
51. The manual provides useful suggestions to help me introduce new lessons.	1	5%	9	45%	5	25%	5	25%	2,70	,923

52. The manual provides useful suggestions to help me review old lessons.	2	10%	8	40%	5	25%	5	25%	2,65	,988
53. The manual gives useful advice on how to present the lessons in different ways.	2	10%	9	45%	5	25%	4	20%	2,55	,945
54. The manual provides useful suggestions for the integration of different language skills.	0	0%	8	40%	7	35%	5	25%	2,85	,813
55. The manual offers effective solutions to potential problems *(e.g. grammatical, lexical,andphonological).*	0	0%	12	60%	4	20%	4	20%	2,60	,821
56. The manual provides sufficient information on cultural content presented in the coursebook.	2	10%	6	30%	7	35%	5	25%	2,75	,967

When asked about the guidance of the manual on teaching vocabulary items, 35% of respondents strongly agreed, while 40% agreed, resulting in a mean score of 3.10 and a standard deviation of 0.788. This indicates a generally positive view of the manual's usefulness in vocabulary instruction. In contrast, the guidance on teaching grammar points received a mean score of 2.95, with 30% strongly agreeing and 35% agreeing, highlighting some concerns about the manual's effectiveness in this area.

Teachers expressed mixed feelings about the support of the manual for novice teachers, with only 30% strongly agreeing that it offers detailed advice, resulting in a lower mean score of 2.75 (SD = 0.967). This suggests that many teachers feel the manual may not sufficiently cater to the needs of less experienced educators. Similarly, the manual's suggestions for introducing new lessons scored a mean of 2.70, with 25% of respondents strongly agreeing, indicating a lack of confidence in the manual's effectiveness for lesson preparation.

The feedback on reviewing old lessons and presenting lessons in different ways was even less favorable, with mean scores of 2.65 and 2.55, respectively. Only a small percentage of respondents felt that the manual provided useful strategies in these areas. The suggestions of the manual for integrating different language skills yielded a mean score of 2.85, while its advice on potential problems received a lower score of 2.60, pointing to concerns about the manual's overall comprehensiveness.

Finally, in terms of cultural content, the manual received an average score of 2.75. This suggests that while some teachers found the information sufficient, a significant number are still seeking more comprehensive guidance in this area. This underscores the importance of enhancing the cultural content to better meet the needs of our educators.

4.2. Findings from the qualitative data

In this part, the research primarily utilises a content analysis method. Content analysis is a systematic research method employed to analyse qualitative data, aiming to extract and generalize crucial findings and results (Haggarty, 1996). The qualitative data analysis reveals perspectives from both students and teachers in response to open-ended questions. The outcomes of the study are categorized into strengths and weaknesses for enhancing the effectivenessof the coursebook. These findings have practical implications for the design and use of the coursebook. Each central theme includes various sub-themes derived from the qualitative data collected through open-ended questions.

4.2.1. Strengths of the coursebook

This section presents findings regarding the strenghts of the coursebook obtained from the qualitative analysis of students' and teachers' responses to open-ended questions.

4.2.1.1. Strengths of the coursebook- according to the students

The visually appealing design of the coursebook emerged as a primary strength of the qualitative analysis. The coursebook also features eye-catching visuals and videos, effective vocabulary, grammar instruction, and engaging reading texts. Additionally, fun online learning activities and the integration of four language skills are other strengths identified in the coursebook. Table 17 provides the frequencies of the themes for the students.

Table 17. Strengths of the coursebook- according to the students

Themes	***f***
The design of the coursebook is well-organized and visually appealing.	15
The coursebook has eye-catching visuals and videos.	13
The coursebook provides effective vocabulary teaching.	11
The coursebook provides effective grammar teaching.	10
The coursebook contains interesting reading texts.	8
The Fun online learning activities of the coursebook support the teaching content.	7
The coursebook encourages four-language skills integration.	5

4.2.1.1.1. The visually appealing design of the coursebook

According to the qualitative analysis, the first significant strength identified was the visually appealing design of the coursebook. Table 18 provides the frequencies for the students, as well as the code that will be released under this theme.

Table 18. Strength 1: Design and layout

Codes	***f***
The coursebook has a well-organised and colourful design.	9
The coursebook is organized in a simple way.	6

Considering this style and structure as one of its strengths, many students found the coursebook well-organised and colourful. This strength was stated by S2 as follows: *"According to me, the best thing about this coursebook is its design. The layout and pictures of this coursebook are my favourite parts. I can understand everything by looking at the pictures at once."*

The issue is also explained in more detail in the following statement from S13:

"I really love how the coursebook is designed! It is so simple and easy to understand that I never feel confused when I am using it. Moreover, the attractive pictures in the

coursebook make the lesson more fun. I love all the pictures; by looking at them, I can understand the text easily and better." Similarly, the other students who were interviewed praised the cover of the coursebook, its components, bright photos, and carefully designed activities.

4.2.1.1.2. The eye-catching visuals and videos of the coursebook

The visually appealing images and videos in the coursebook are the next topic to be discussed in detail. Table 19 provides the frequencies for the students, as well as the code that will be released under this theme.

Table 19. Strength 2: The coursebook has eye-catching visuals and videos.

Codes	***f***
The coursebook has bright and exciting visuals.	10
The videos are both realistic and fun.	3

Eye-catching pictures of the coursebook for teaching of the target language were seen as another area that was just as important. S7 student said the best thing about the coursebook is that it uses pictures to help students understand. Students S5 and others have also indicated that the visual aids in the coursebook were utilised effectively. When explaining her views, S5 said:"*In my opinion, the most appealing aspect of this coursebook is the high quality and attractiveness of the pictures which help us to understand the lesson better. Additionally, one of the things I liked the most about the book is that the videos are very realistic and exciting, just like in the movies. They are really great and very entertaining. "* Additionally, S10's statement offers additional details regarding the issue:"*I like this book because it is filled with brightand exciting pictures that really grab the students' attention and add some excitement to the lesson. They really make learning fun and make studying more enjoyable! We prepare for the lesson by looking at the visuals or just watching the videos before we start."*

4.2.1.1.3. The effective vocabulary teaching of the coursebook

Effective vocabulary teaching was another strong theme that came out of the qualitative study. The two codes associated with this subject are shown with the frequencies for the students in Table 20 below.

Table 20. Strength 3: Effective vocabulary teaching

Codes	*f*
The teaching of vocabulary is effective.	7
The targeted amount and level of vocabulary are appropriate.	4

The analysis revealed that many students considered the coursebook to be a valuable resource for improving their vocabulary skills. Open-ended questions also revealed that they considered the coursebook to be an effective method for learning new words, as they found it valuable and engaging. Many students have emphasized the crucial role of vocabulary in the coursebook teaching for obtaining positive learning results. For example, S2 said that because there were a lot of new terms in each unit of the coursebook, the vocabulary boxes had enough target words for the students' level, and he/she acknowledged that the coursebook had been highly effective in increasing their vocabulary. For example, S1stated as: *"This book does a great job of teaching words. Matching words with pictures and doing tasks after each unit help me remember the words better. Another benefit is seeing all the words at the start of each unit in the vocabulary box part."*

Furthermore, some students mentioned that the coursebook had enough target words to help them improve their vocabulary. For instance, S19 mentioned that the vocabulary box had enough words for their age and level and S3 agreed that the coursebook helped him improve his vocabulary by introducing new words to learn in each section. As he/she stated, *"I really love the coursebook; it is fantastic for learning new words! I like that it gives me enough number of words for my age at the beginning of each unit and that these words are appropriate for my level. It makes learning new words much easier and more enjoyable!"*

Additionally, S4 used these expressions to express his/her idea: *"I really love the vocabulary section in the coursebook! It is so helpful and makes learning new words much easier and more comfortable for me. The clear presentation of words at the beginning of each unit and their suitability for my age is just perfect!"*

The qualitative data analysis also reveals that the coursebook plays a significant role in helping students review and retain vocabulary for later units. Students are actively engaged in learning as they apply previously learned vocabulary in subsequent lessons. This can be attributed to the various vocabulary tasks designed for recycling. For instance, S8 praised the coursebook for its effectiveness in reinforcing vocabulary, while S18 highlighted the dedicated 'vocabulary review section' as a valuable tool for revisiting and reinforcing previously learned vocabulary.

4.2.1.1.4. The effective grammar teaching of the coursebook

Another strong theme that came out of the qualitative study was effective grammar teaching. The three codes associated with this subject are shown with the frequencies for the students in Table 21 below.

Table 21. Strength 4: Effective grammar teaching

Codes	***f***
Presentation of grammar topics is simple and clear.	5
Grammar topics are repeated frequently.	3
Numerous grammar exercises are provided.	2

During the interviews, most students mentioned that the coursebook was beneficial for their language learning. One aspect that students particularly appreciated about the coursebook was its clear and simple presentation of grammar topics. S9 highlighted in the interview that the coursebook effectively explained the grammar topics*: "I particularly enjoy the grammar section because the explanations provided are exceptionally clear and detailed, it really helps me to understand things*

better and learn in a fun way! The grammar topic is explained so clearly and explicitly that I can understand it even without the teacher's explanation."

Another student also praised the effective grammar explanation and numerous exercises provided to strengthen the grammar topic covered in the course. For example, S6 expressed her opinion with the following words: *"The coursebook presents grammar topics in an informative and understandable way. The grammar topic consists of two pages and on the first page it starts by explaining the topic and then gives examples. The details are also explained in visuals. These explanations are pretty good, and on the next page, it provides exercises so we can better reinforce the topic. Students can even understand the topics themselves. I find the presentation and the exercises given afterwards quite useful."*

Another positive aspect of the coursebook was the frequent inclusion of grammar topic revisions. Both S19 and S17 said that "*a lot of grammar revision parts are included in the coursebook",* which was one of the strengths of the coursebook. S19 said: *"I just wanted to say how much I love the grammar review sections! They really help me remember everything we have covered, and they make getting ready for exams so much easier. Having all the grammar topics together makes it much easier to find what I need. It is beneficial and practical for us. Thanks for putting those together!"*

4.2.1.1.5. The effective reading texts of the coursebook

The fifth topic that emerged as a strength from the qualitative research is efficacy in strengthening reading skills. The two codes associated with this subject are shown with the frequencies for the students in Table 22 below.

Table 22. Strength 5: Effective reading texts

Codes	***f***
The coursebook includes interesting reading topics.	5
Reading texts are up-to-date.	3

Effective reading of the coursebook texts is another strength that eleven students praised. The effectiveness of the book in improving reading was emphasized by eight students as a strong aspect of the coursebook. The S11 stated that the coursebook included interesting reading topics with the following words*: "I love how the coursebook focuses so much on reading skills! The texts in the coursebook are super interesting, and because of that, my reading has improved a lot. I am learning new things every day and never get bored. "*The other three students also emphasised that they were up-to-date and appropriate for their age, so they read the reading texts with great pleasure. For example, S20 expressed this with the following words: *"I look forward to reading texts because they appeal to my interests, and I understand that I read easily and enjoy them because they are suitable for my age and level."*

4.2.1.1.6. Supporting teaching content with online learning activities

An additional strength of the book is that several students highlighted that engaging in activities online enhances the learning experience and makes it more entertaining. This is the sixth topic identified as strength from the qualitative study. The code associated with this subject is shown with its frequencies for the students in Table 23 below.

Table 23. Strength 6: Supporting teaching content with online activities

Codes	***f***
The online activities are enjoyable.	7

S12 expressed that online activities support learning as follows: *"We absolutely love the online activities in the coursebook! My friends and I are super excited for them. They really help me learn grammar, target words faster and remember them better."* S14 also expressed that the online activities in the book made learning fun as follows. *"The online activities in the coursebook are great. They make learning so enjoyable that I do not even notice how fast time goes by.*

These types of activities let me learn and have fun at the same time, which I adore. In my opinion, they make the content of the lesson a great deal more interesting."

4.2.1.1.7. The Effective Integration of Four Language Skills

The seventh theme showed strength is integrating four language skills and highlighting two related codes in the content analysis. Table 24 presents this theme and the frequencies of the code for the students.

Table 24. Strength 7: Integration of four-language skills.

Codes	*f*
Four-language skills are interconnected.	5

Data analysis indicated that students discussed not just certain abilities separately but also the integration of various language skills. Based on the students' perceptions, the responses related to this subject demonstrate how effectively the coursebook integrates four-language skills. The students' answers to the open-ended questions show that they thought the coursebook successfully combined various language skills in a way that worked well with each other. Using S15 as an example, *"The reading, speaking, writing and listening parts are like a continuation of each other and support each other very well."*

Similarly, S16 stated that: *"I believe it is great that all four language skills are taught together. Reading helps us learn new words and language, and then speaking and listening tasks let us use what we have learnt. Using words in different ways helps us make connections between topics and improves our learning. I can stay focused on the subject without losing my interest when I see that integration between the skills."*

4.2.1.2. Strengths of the coursebook –according to the teachers

Analysis of teacher data indicated that the most commonly mentioned theme was the strengths of the coursebook, and its positive features were clearly highlighted in the open-ended questions.

Table 25. Strengths of the coursebook- according to the teachers

Themes	***f***
The coursebook has an impressive physical layout	13
The contents of the course are appropriate for the students' level.	11
The four language skills are effectively integrated.	9
Vocabulary skills improved effectively.	6
The coursebook is affordable and accessible.	5

4.2.1.2.1. The impressive physical layout of the coursebook

The impressive physical layout of the coursebook was the sub-theme that received the highest number of teacher mentions. The comments within this category indicated that the teachers appreciated various aspects of the physical layout of the coursebook.

Table 26. Strength 1: The impressive physical layout of the coursebook

Codes	***f***
The audio-visuals for the content presentation are captivating.	7
Page design of the coursebook is appealing.	6

The first theme that underscores the strength of the coursebook is its diverse range of audio-visual aids. Some teachers found the visuals engaging and the videos not just informative, but also entertaining. For example, T2 shared his perspective: *"The coursebook is rich in visuals, and they are not just visually appealing but also serve as a powerful tool to capture students' attention. The variety of audiovisual aids in this coursebook makes learning English an enjoyable experience, and I*

believe it fosters students' self-confidence by making the coursebook more attractive and student-centreed."

The next sub-theme as indicated in Table 26, several participating teachers mentioned that the page design of the coursebook is appealing. As T7 stated that the high-quality images, videos, binding and editing quality in the book enhance students' learning and spark their imagination.

4.2.1.2.2. The appropriateness of the course contents for the students' level.

Table 27. Strength 2: The appropriateness of the course contents for the students' level.

Codes	***f***
The content of the coursebook is appropriate to the proficiency levels of the students.	6
The content of the coursebook is updated.	5

According to the teachers' feedback, one of the key strengths of the coursebook was its content, which was well-suited to the students' proficiency levels. This appropriateness ensured that the material was neither too challenging nor too simplistic, allowing students to engage effectively with the lessons and enhance their learning experience. As a result, students were able to fully engage with the lessons, actively participating in discussions and activities that facilitated deeper understanding. Several teachers indicated that this balance not only kept the students motivated but also contributed to an overall enhancement of their learning experience, allowing them to progress effectively in their studies.

Another component was the updated content of the coursebook, which was a positive aspect of the coursebook, as stated by many teachers. T12 shared her thoughts about the codes above as follows: *"Keeping kids engaged during lessons can be tough at this age, but this coursebook includes modern and updated topics that really catch their interest. This helps keep them from getting bored and encourages them to participate more actively!"*

4.2.1.2.3. The effective integration of four language skills.

Another strength mentioned by both teachers and students was the effective integration of the four language skills. Table 28 indicates the code and frequency of this category.

Table 28. Strength 3: The effective integration of four language skills

Code	***f***
The four language skills are integrated effectively.	9

Many teachers noted that the skills presented in the coursebook were complementary, identifying this as a notable strength of the coursebook. As promoted by the T19, this approach emphasizes the importance of integrating different skills in teaching. It allows students to practice and apply their knowledge in a fun and meaningful way, making learning more engaging and meaningful for students to apply their learning. T11 also mentioned that: *"What I like about this coursebook is that it effectively integrates various skills by addressing students' reading, listening and writing, allowing them to practice and apply their learning in terms of grammar and vocabulary. It is also enjoyable and meaningful."*

4.2.1.2.4. Effectiveness in improving vocabulary skills

According to the feedback from teachers, it was noted that one of the strengths lies in the improvement of vocabulary skills. This theme includes three sub-themes, which are displayed in Table 29 along with their codes and frequencies below.

Table 29. Strength 4: Effective vocabulary teaching

Codes	***f***
Students are given a realistic situation to learn new words.	2
An appropriate number of target words for each unit is provided.	2
The recycling of vocabulary is provided.	2

Two teachers praised the coursebook for its effective ways to teach vocabulary. They highlighted the importance of using relevant context to help students understand and remember new words. By placing vocabulary in real-life situations and meaningful stories, the coursebook engages students and improves their comprehension, making the learning experience more impactful and relevant. As T3 stated, *"Students learn new words more effectively by using them in real-life situations. The book also includes activities that are closely related to children's everyday experiences, such as being at school, at home, or in the kitchen. This helps children understand how the words are used in everyday life, making it easier to remember and use them later."*

Additionally, two other teachers emphasized that the coursebook contained an adequate number of target vocabulary words to effectively enhance their students' lexical knowledge. They pointed out that there wasan adequate number of appropriate target words in the vocabulary banks for the students' level. They also found the coursebook to be very successful in improving vocabulary knowledge, including many new words in each unit.

Two additional teachers mentioned that facilitating the recycling of vocabulary was another sub-theme. T1 stated that one of the strengths of the coursebook was the recycling of vocabulary items. T3 praised this aspectwith the following words: *"One great thing about the vocabulary in the coursebook is that it revisits words from different skills. This means that after learning some words in one unit, you will come across them again in a text or other exercises in later units. This variety of contexts keeps students engaged and interested."*

4.2.1.2.5. Affordability and accessibility of the coursebook

In the qualitative analysis, the last theme identified as a strengthby the teachers is the affordability and accessibility of the coursebook. This theme encompasses two specific codes, which are detailed along with their frequencies for the teachers in Table 30.

Table 30. Strength 5: Affordability and accessibility of the coursebook

Codes	***f***
The coursebook is reasonably priced.	3
The coursebook is easily accessible.	2

As table 30 indicates that some teachers viewed the cost and accessibility of the book as its practical strengths. T4 explained this issue as follows: *"I understand that the initial impression may make the book seem expensive, but it is actually very affordable compared to other books on the market, especially when you consider its valuable contentand paper quality."*

Secondly, the other teachers found the coursebook easy to access and T10 articulated this issue in the following manner: *"We have not experienced any problems in obtaining the book so far. You can get it from any bookstore or order it online without any hassle."*

4.2.2. Weaknesses of the coursebook

This section presents findings regarding the weaknesses of the coursebook obtained from the qualitative analysis of students' and teachers' responses to open-ended questions.

4.2.2.1 Weaknesses of the coursebook-according to the students

Table 31. Weaknesses of the coursebook- according to the students

Themes	***f***
Listening activities are insufficient.	11
Grammar teaching is ineffective.	10
Vocabulary teaching is ineffective.	8
Speaking activities are insufficient.	9
Writing activities are insufficient.	7

4.2.2.1.1. Insufficient listening activities

Table 32. Weakness 1: Insufficient listening activities

Codes	***f***
There should be more listening activities.	8
The accent is unfamiliar and difficult to comprehend.	3

During the qualitative analysis, students highlighted insufficient listening activities as a prominent weaknessIn Table 32, the data shows that 8 students highlighted the inadequacy of listening activities in the coursebook. They emphasized that these activities failed to effectively improve their listening skills. The students attributed this inefficiency to the accents and speaking speed of the individuals featured in the recordings. One student, S3, elaborated on this issue as follows. *"In the coursebook, the listening activities occur in every two units, which are insufficient to improve our listening ability. It would be more beneficial for us to have more listening activities in each unit."*

Besides this, S4 stated that the speeches in the listening activities were too fast and not understandable. She said that: *"Listening exercises always make me a bit nervous. Sometimes the speaker has a different accent or talks really fast, which can be tough to follow. Even though our teacher gives us a second chance to listen, I still find it challenging."*

4.2.2.1.2. Ineffective grammar teaching

During the qualitative analysis, students highlighted ineffective grammar teaching as a second prominent weakness. Table 32 indicates students' frequencies for two themes-related codes.

Table 33. Weakness 2: Ineffective grammar teaching

Codes	***f***
Grammar topics are inadequately explained.	6
Grammar activities are insufficient.	4

Students' concerns about the grammar instruction in the coursebook are shown in Table 33. They feel that there are not enough grammar exercises and that the explanations and activities for grammar topics are not sufficient. For instance, S7 stated the issue: *"The coursebook gives a nice overview of the target grammar points at the beginning, but I sometimes find it challenging to answer the practice questions in the exercises. I think this might be because the explanations are not as clear as they could be. I believe that if we had more detailed resources covering all the key aspects of the subjects, it would really help us understand the grammar points better and enhance our learning experience!"*

Some students have identified another weakness in the coursebook, noting that it lacks sufficient activities to reinforce grammar learning and that grammar issues need supplementary resources. S6 highlighted this matter with the following statement: *"Honestly, I do not think the coursebook has enough grammar exercises. There are very few practical grammar exercises in each unit, so we cannot reinforce what we have learned. Consequently, our teacher has to provide us with photocopies of extra exercises not found in the book. I think the grammar exercises in the book are insufficient."*

4.2.2.1.3. Ineffective vocabulary teaching

Table 34. Weakness 3: Ineffective Vocabulary Teaching

Codes	***f***
Vocabulary activities are insufficient	5
The number of target words is high and difficult.	3

The third theme underscores another weakness in the coursebook, particularly its lack of depth and variety in teaching vocabulary, which may hinder students' language development. Some participants expressed concerns about the effectiveness of the vocabulary teaching in the book and recommended including more vocabulary activities for better retention. S5 also supported this suggestion. "*We cannot fully understand and remember new words and their meanings because the coursebook does not have enough vocabulary exercises."*

Several students have also indicated that the targetvocabularynumber was excessively high and this made it difficult for them to effectively learn new words. They expressed that having fewer words would have been really helpful as it would have supported their learning journey and made it easier to engage with the material.

4.2.2.1.4. Insufficient speaking activities

The analysis reveals a lack of speaking skill activities, as shown in Table 35, which displays the frequency of this theme along with its corresponding student code.

Table 35. Weakness 4: Insufficient speaking activities

Codes	***f***
There is an insufficient number of speaking activities.	6
There is a lack of pronunciation activities.	3

S6 stated that they were concerned about the limited number of speaking activities in the coursebook and that they needed more topics and dialogues to improve their speaking skills. They added that activities in the form of monologues only made speaking parts boring. S6 said that *"I feel like I could use more practice speaking about different topics to get better at communicating in everyday situations. Unfortunately, the coursebook only helps with memorization and in a limited way and it is not enough for me."* Additionally, three students shared their opinions about the ineffectiveness of the coursebook in helping them with pronunciation. S20 said that*"The coursebook has not helped me improve my speech that much. I often struggle with pronunciation and make mistakes because I am not sure how to say certain words. Also, the coursebook does not give any advice on how to pronounce new words, which can be annoying when I come across things I do not know. That makes it hard for me to be sure of myself when I speak."*

4.2.2.1.5. Insufficient writing activities

Table 36. Weakness 5: Insufficient writing activities

Codes	f
Clear explanations and sample writing tasks are insufficient.	5
There is an insufficient number of writing activities.	2

The fifth weakness identified in the content analysis was found to be ineffective in developing writing skills. It highlighted two related codes, which are presented in Table 36 along with the frequencies for students in this theme. According to the students, an essential feature that makes the coursebook ineffective in developing writing skills is the lack of sufficient explanations on how to write and the absence of a sample writing activities and tasks. S1 explains this deficiency as follows: *"In my opinion, the coursebook is ineffective in improving writing skills. There is not enough explanation and instructions provided before the writing tasks are assigned. I am often unsure of what and how to write without any sample writing models. As a result, I find myself using the same words repeatedly. This is why writing is my least successful skill."* Additionally, S15 expressed her concern about the lack of writing exercises and highlighted that they did not have enough opportunities to practice the writing skills.

4.2.2.2. Weaknesses of the coursebook-according to the teachers

Based on qualitative teacher data collected through open-ended questions, the least significant theme identified was the weaknesses of the coursebook. The sub-themes in this main topic focused on the negative qualities that teachers associate with the coursebook. Table 37 provides the frequencies of the themes for the teachers.

Table 37. Weaknesses of the coursebook-according to the teachers

Codes	***f***
Teacher's manual is ineffective.	15
Speaking activities are ineffective.	13
Cultural components are insufficient.	10
There are an excessive number of units in the book.	7
Writing activities are ineffective.	5

4.2.2.2.1. Ineffective teacher's manual

The insufficiency of teacher'smanual was identified as a primary weakness in the qualitative analysis. The two codes that emerged under this theme are displayed in Table 38below, accompanied by teacher frequencies.

Table 38. Weakness 6: Ineffective teacher`s manual

Codes	***f***
The teacher's manual is not helpful.	9
The teacher's manual is not instructive.	6

Teachers shared their concerns regarding the manual, highlighting that it did not adequately support them in crafting their lessons with both depth and clarity. They noted that the manual often lacked the necessary structure and detail, making it challenging to cover essential concepts thoroughly. T4 elaborated on this issue, emphasizing several areas where the manual was lacking, such as comprehensive lesson plans, engaging activities, and clear instructional strategies, ultimately leaving them unprepared to meet their students' needs effectively. T10 provided insight into this issue, saying, *"From my perspective, the teacher's manual simply is not a strong resource for educators, whether they are just starting out or have years of experience. Novice teachers, in particular, may find themselves feeling a bit lost and uncertain because the manual lacks the detailed explanations needed for each lesson*

section. This gap in information can make it challenging for them to plan and deliver lessons with confidence."

4.2.2.2.2. Ineffective speaking activities

The second theme identified in the qualitative analysis of teachers is the ineffectiveness in developing speaking skills. The two codes associated with this theme are detailed in Table 39 below, along with the frequency of responses from the teachers.

Table 39. Weakness 7: Ineffective speaking activities

Codes	***f***
Speaking activities are inadequate.	8
The pronunciation activities are inadequate.	5

T9, for example, addressed this issue in the following way: *"For students to get better at speaking, I know that the coursebook could use some changes, especially more speaking tasks and example lines. This level may not find enough cases in it, even though it does have some. While kids are learning new things, it is important for them to feel encouraged."*

The other theme focuses on feedback about pronunciation activities. The main issue was that there were not enough pronunciation exercises in the coursebook, which did not give students enough chances to improve their pronunciation skills. Teachers suggested adding more pronunciation activities to the coursebook. T2 said that: *"The coursebook does not focus enough on pronunciation, which is important for language learning. The exercises are boring and do not keep students interested. This makes it hard for them to learn effectively. Students gain little from these activities because there are not enough examples to practice with. To help students learn better, we need a more engaging and complete approach."*

4.2.2.2.3. Insufficient cultural components

The next theme identified in the qualitative analysis of teachers is the lack of emphasis on cultural components. The two codes associated with this theme areclearly outlined in Table 40 below, accompanied by the frequency of responses from the teachers.

Table 40. Weakness 8: Insufficient cultural components

Codes	***f***
Cultural components have not been emphasized enough.	6
Cultural components are included as an optional section.	4

Teachers expressed concern that the coursebook lacked sufficient representation of British and American culture. Specifically, they noted that the reading texts and associated activities omitted key aspects of these cultures, which they believed were essential for providing students with a comprehensive understanding of the material. This absence was seen as a significant weakness by the teachers, who felt that incorporating these cultural elements would enhance the relevance and engagement of the learning experience for their students. T17 explained this: "*The readings and tasks in the coursebook do not go into enough depth about British and American cultures. Because of this, kids miss out on chances to learn about these cultures, habits, customs, and social norms while they are learning the language. I think, this leaves out important information to help them understand the background, cultural differences, and historical importance of the language they are learning."* T18 mentioned that cultural components are provided as additional materials in the coursebook. *"Some cultural tasks are given at the end of the coursebook, which makes them seem like extras rather than necessary parts of the learning process. With this method, it is up to the teachers to choose whether to include these tasks or not. This could cause differences in how cultural education is taught in different schools. I believe that this lack of focus could lead to students having a limited view of the cultures related to the language they are learning in the long run."*

4.2.2.2.4. Excessive number of units in the coursebook

Another theme identified in the qualitative analysis of teachers is that the coursebook contains too many units. The only code associated with this theme is clearly outlined in Table 41 below, accompanied by the frequency of responses from the teachers.

Table 41. Weakness 9: Excessive number of units in the coursebook

Codes	***f***
There are too many units in the coursebook.	6

Teachers noted that students became tired and bored after a while due to the excessive number of units in the coursebook. T7 mentioned this weakness as following:*"I feel that the coursebook includes a significant number of units, which can be quite overwhelming for my students and may hinder their learning experience. I mean, toward the end of the book, my students lose interest and become distracted. "*

4.2.2.2.5. Ineffective writing activities

The last theme of the coursebook identified in the qualitative analysis of teachers is the ineffectiveness in developing writing skills. The only code associated with this theme is detailed in Table 42 below, along with the frequency of responses from the teachers.

Table 42. Weakness 10: Ineffective writing activities

Codes	***f***
Writing activities are insufficient.	5

The final category identified in the study was ineffective writing activities. Teachers who felt the coursebook was unhelpful in developing writing skills reported that it failed to address students' writing needs because the tasks provided were

inadequate. T13 said that: *"The activities in this coursebook do not help students improve enough. Students need to do more writing to get better. The coursebook does not provide strong support for writing skills in its examples and activities."*

CHAPTER 5: DISCUSSION

This chapter provides an overview of the study and a detailed analysis of the findings related to the research questions that guided the thesis.

5.1. Overview of the study

This study aimed to evaluate the coursebook *Tech It Easy* from the perspectives of students and teachers at four private language centres in Komotini, Greece. The main findings revealed that both students and teachers were generally satisfied with the coursebook, particularly with its physical design, layout, topics and activities. However, some areas raised concerns, such as the incorporation of cultural elements and the balance of language skills.

A mixed-methods design was employed, collecting both qualitative and quantitative data from the participants. Quantitative data were gathered through questionnaires for both students and teachers, while qualitative data were obtained via open-ended questions. The quantitative data provided an overall view of how satisfied both groups were with the coursebook. In contrast, the qualitative data offered deeper insights into the strengths and weaknesses of the book, along with specific suggestions for improvement.

Based on the overall qualitative and quantitative results, several conclusions can be drawn. First, learners expressed the most satisfaction with the layout and physical design of the coursebook, while both students and teachers rated the topics and activities in the book positively. However, dissatisfaction was noted regarding the cultural elements, grammar, and vocabulary components. Both groups stated that the coursebook was not successful in balancing language skills and specific sub-skills. This concern was particularly evident in the inadequate facilitation of study skills, such as outlining, using a dictionary, and pronunciation skills.

Additionally, teachers expressed significant dissatisfaction with the teacher's manual. Secondly, both students and teachers were satisfied with the variety of topics covered in the book. Practical aspects, grammar and vocabulary components were rated as generally satisfactory, except for the cost, which students found expensive. Both groups also held positive views on the physical appearance and organization of the coursebook, particularly appreciating its well-organized structure and the helpful illustrations.

Considering all factors, data collected from both students and teachers indicated that participants were moderately satisfied with the coursebook. However, some changes should be made to enhance its effectiveness.

5.2. Discussion of the findings

This section focuses on discussing the findings on the following topics: topics, grammar and vocabulary, culture, language skills, layout and physical makeup, practical considerations, teachers' perspectives about aims and objectives, and teachers' perspectives about the teacher's manual.

5.2.1. Topics

The study found that the participants generally have a positive perception of the coursebook, particularly regarding its variety and suitability of topics. The students found the coursebook interesting and sufficient, andthe teachers found the topics engaging and appropriate for their age group, with a mean score of 3.50.

Similarly, in her study, Zerva (2019) concluded that participants were satisfied with the *Webkids 2* coursebook used in Greek Private Language Centres for teaching English. She noted that the coursebook includes a variety of engaging, challenging, and motivating topics that are relevant and suitable for the students' age group. In contrast to the findings of the current study, Ertürk (2013) conducted an analysis of the coursebook *Unique 6* and determined that the topics included were generally not engaging for the students. He noted that many of the subjects lacked

relevance and depth, resulting in a perception among learners that the material was both uninteresting and unchallenging. This disconnect between the content of the coursebook and the students' expectations and experiences highlighted a significant shortcoming in the curriculum design, emphasizing the need for more stimulating and relatable topics that encourage active participation and enthusiasm for learning.

This study revealed that both students and teachers are dissatisfied with the authenticity of the materials of the coursebook, highlighting a gap in its ability to provide real-world context for effective language learning. While the factual accuracy of the content received generally positive feedback, a significant percentage of participants, particularly students, expressed disagreement. This indicates the need for a more thorough review to ensure reliability.

In a related study, Kimsesiz (2023) found that the four EFL coursebooks selected by the Ministry of National Education in Turkey for English language instruction for secondary school learners contain very few authentic texts. The study revealed that each coursebook included a low percentage of authentic materials, indicating that most of the texts were not genuine.

The participants' feedback about the *Tech It Easy* coursebook is generally positive regarding its freedom from stereotypes. Similarly, in her MA thesis, Öz (2019) also found that the coursebook *Language Leader Intermediate* was free of stereotypes. Overall, the findings indicate that while the *Tech It Easy 2* coursebook has received positive feedback, but there are areas for improvement, particularly in the authenticity of materials.

5.2.2. Culture

This section of the study examines the perceptions of the students and the teachers regarding the representation of British and American cultural content in the *Tech It Easy* coursebook. The findings indicate a general dissatisfaction among participants, with a notable preference for British culture over American culture. The participant students expressed moderate agreement with the inclusion of British

cultural elements, but many felt that American culture was inadequately represented. The participant teachers shared similar concerns, reporting even lower levels of satisfaction with the cultural content, particularly in relation to American culture. This difference highlights a potential imbalance in the coursebook, favouring British culture while neglecting American cultural elements. The implications of such a lack of diverse cultural representation are significant, as it may hinder students' understanding and appreciation of the cultural contexts associated with the target language, ultimately impacting their language learning experience.

Similarly, Ali and Deneme Gençoğlu (2024) conducted a study evaluating the cultural context of the *iWonder Junior B* series coursebook used to teach English in private language centres in Greece. They found that the coursebook contained mostly British cultural elements and other world cultures, excluding American Culture.

In discussing these results, it is essential to consider the impact of cultural representation on language acquisition and the importance of incorporating a balanced view of both British and American cultures in educational materials. This discussion could lead to recommendations for revising the coursebook to enhance cultural inclusivity, thereby enriching the learning experience for students and addressing the concerns raised by both students and teachers.

5.2.3. Grammar and vocabulary

The analysis of the questionnaire responses from the participants regarding the grammar and vocabulary components of the *Tech It Easy 2* coursebook reveals that although there is a generally positive perception, there are also negative aspects. Regarding the positive aspects of the coursebook, the analysis of the questionnaire responses particularly concerned the clarity and appropriateness of the grammar points, which received a mean score of 3.16. The participants expressed satisfaction with the ability of the coursebook to engage students and enhance their vocabulary building through various tasks. The *Tech It Easy 2* coursebook is viewed as a valuable tool for improving vocabulary skills, with participants acknowledging the contextual introduction of new words. This aligns with findings from Saydam

(2023), who reported positive feedback on vocabulary presentation in the *Language Leader Intermediate* coursebook.

Considering the negative feedback about the grammar and vocabulary sections of the coursebook, the findings indicated that the *Tech It Easy 2* coursebook does not provide vocabulary instruction with adequate detail or variety, which may hinder students' language development. Some participants expressed concerns about the effectiveness of the vocabulary teaching in the coursebook and recommended including more vocabulary activities for better retention. In addition, some students stated that the amount of vocabulary needed was more than necessary, which created difficulties at their current proficiency levels and hindered their learning of vocabulary. This issue mirrors findings from Şimşek and Dündar (2016), where participants expressed similar concerns about extensive vocabulary loads in evaluated coursebooks.

Additionally, while the participants appreciate the presentation of grammar, there is a shared concern about the need for better repetition of grammar points, which could impact the effectiveness of grammar instruction. Similarly, this is also indicated in the findings of Syahid et al. (2024), who emphasised the importance of clear grammar guidelines in their analysis of the *When English Rings a Bell* coursebook. The consistent feedback regarding the need for improved recycling of both grammar and vocabulary suggests areas for future research and curriculum development to enhance the overall learning experience.

5.2.4. Language skills

The *Tech It Easy* coursebook effectively integrates the four language skills, promoting balanced language development. It emphasizes cognitive listening and speaking skills, challenging students while fostering discourse and fluency. The structured tasks enhance the overall learning experience.

However, the participants expressed dissatisfaction with the focus on sub-skills and pronunciation. While student participants believe the coursebook successfully promotes the integration of speaking, listening, reading, and writing, they are still unhappy with the attention given to these areas. The teacher participants, on the other hand, are more critical, giving a low mean score of 2.50 and providing poor feedback regarding pronunciation skills. In a similar study, Saydam (2023) found that the coursebook *Language Leader Intermediate* effectively integrated various skills, supported all four language skills equally, and addressed sub-skills such as note-taking, skimming, and scanning.

Overall, the *Tech It Easy 2* coursebook is generally perceived satisfactory for its integration of four language skills, but there are significant areas for improvement, particularly concerning sub-skills and pronunciation. Future revisions should address these shortcomings to enhance its effectiveness in language education.

5.2.5. Activities

The evaluation of the *Tech It Easy 2*coursebook activities by the participants indicates a generally positive perception, finding them appropriate and engaging. However, there is a need for more variety in instructional methods. Besides most students and teachers showed dissatisfaction with the balance of individual, pair, group, and whole class activities. The student participants rated active participation positively, but concerns were expressed about promoting critical thinking skills. The clarity of instructions received favourable feedback from participants but the effectiveness of the activities in fostering engagement and critical thinking remains questionable. This aligns with findings from Sormaz (2023), who noted that the activities in the *Thumbs up Starter* coursebook series are well-balanced. The participant teachers in Sormaz's study believe these activities effectively promote critical thinking and study skills, engaging students and encouraging active participation.

Despite the positive feedback, there are significant concerns regarding the effectiveness of the *Tech It Easy 2*coursebook in fostering critical thinking skills and the development of study skills among students. The participants of the current study expressed dissatisfaction with the balance of individual, pair, group, and whole-class activities, indicating a need for more variety in instructional methods. Additionally, while the activities are engaging, the effectiveness of promoting critical thinking remains questionable. The research conducted by Ahmed (2016) also highlights this concern. His study revealed that the *Effective Communication Skills* coursebook, although providing engaging activities such as pair and group work, does not provide adequate assignments for the development of critical thinking and vocabulary such as quessing meanings or finding synonyms. Future revisions of the coursebook should address these shortcomings to enhance student learning outcomes.

5.2.6. Layout and physical makeup

The participants of the current study generally appreciate the coursebook. They appreciate its organization and helpful illustrations. The participant students find the coursebook easy to use and helpful for understanding the material. However, some students think the coursebook looks unattractive, and they want more engaging illustrations. Overall, the coursebook is effective, but there are ways to improve its appearance and make the illustrations more interesting. Compared to the book being evaluated, Jalali, M. (2011) found that the *General English* coursebook is of poor quality. The paper quality is low, and there are no supplementary materials available. While the texts are clear, they lack colorful images and graphics.

5.2.7. Practical considerations

The findings show a clear difference in how students and teachers view the accessibility and affordability of the coursebook. Most students feel the coursebook is easy to access, but only a small number think the price is fair, indicating that cost is a concern for them. This suggests that while students can access the coursebook, its price might prevent them.

The participant teachers generally have a favorable opinion about the Tech It Easy 2 coursebook. Many believe it is easy to use and consider its price to be fair. This strong support from teachers could affect how they use the coursebook in their classes. These differing opinions raise important questions. It could look into why students find the price too high, possibly considering factors like their financial situations or other resources they might use.

Several studies have shown similar results. For example, Öztekin (2019) studied the coursebook *New Language Leader Intermediate* and stated that while it is accessible, it is still expensive. In his study, Jalali, M. (2011) also found that students could easily access the *General English* coursebook. It was widely available, making it a common choice for English learners. However, contacting the publisher to order extra illustrations was difficult. Jalali also pointed out that many students, especially those with limited income, struggle with the cost of the coursebook and additional materials. This lack of affordability can limit their access to important learning resources and affect their education.

5.2.8. Teachers' perspectives about aims and objectives

The data highlights teachers' positive views on the effectiveness of the Tech It Easy 2 coursebook in meeting student needs and curriculum goals. Most participant teachers think the coursebook aligns well with what students require and supports educational objectives. They also appreciate its adaptability to specific program needs. Similarly, Kırkgöz (2009) reviewed the coursebook *Trip 1* and found that it effectively meets the needs of learners and the goals of the program.

Additionally, many teachers believe the course material can be covered within the available time, indicating the practicality of the coursebook. Overall, the feedback suggests that the *Tech It Easy 2* coursebook is seen as beneficial for teaching, which could inform future curriculum development and teaching methods. Further research could explore how these perceptions impact teaching effectiveness and student success, as well as potential improvements for the course materials

5.2.9. Teachers' perspectives about the teacher's manual

The survey results about the teaching manual show that participant teachers have mixed feelings about its effectiveness in teaching vocabulary and grammar. While many teachers found the manual helpful for vocabulary instruction, they are less impressed with the guidance on grammar, indicating some dissatisfaction.

Many teachers are concerned about the lack of support for new educators. They feel the manual does not offer enough detailed guidance, which could affect the success of novice teachers. Additionally, teachers have not responded positively to the suggestions for starting and reviewing lessons, which shows they are unsure about these strategies.

The manual does not provide effective guidance on how to present lessons in different ways or integrate various language skills. Teachers noted that it does not address the common challenges they face, as shown by the score of 2.60. This shows a need for more innovative teaching methods and highlights areas that need improvement. In contrast, Zerva (2019) found in her study *Webkids 2* that the B Senior coursebook, used in private language centres in Greece, is informative and efficient, especially for inexperienced teachers or those not using the interactive software.

Finally, the cultural content of the manualreceived a mean score of 2.75, suggesting it is somewhat adequate, but many teachers want more detailed guidance in this area. This feedback highlights the need to revise the teaching manual to improve its support for teachers, especially for those who are new, and to better address their needs in vocabulary, grammar, lesson planning, and cultural content. Overall, while the manual has some strength, it needs significant improvements to better serve teachers.

CHAPTER VI: CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

This chapter provides a comprehensive review of the major conclusions drawn from the study, highlighting their importance in language learning. Additionally, this analysis will explore the implications of these findings for users and make recommendations for further research.

6.1. Conclusion

In conclusion, the findings of the study indicate that while the coursebook *Tech It Easy 2*is generally viewed as satisfactory by the all the participants, there are several critical areas that require improvement to enhance its effectiveness in language education. The participants in the study appreciate the engaging topics and age-appropriate content of the coursebook. However, the study highlights a need for improvement, particularly concerning the authenticity of the materials. The content often lacks authentic context, showing a gap between the coursebook and the learners' expectations. This suggests that a thorough review and enhancement of the materials are necessary to ensure their relevance and appeal. Addressing these shortcomings is essential for creating a more engaging and effective learning environment.

Additionally, the study reveals a significant difference in the representation of British and American cultural elements in the coursebook materials. British culture is moderately integrated, and many participants are dissatisfied with the inadequate presence of the target language culture. Besides, American cultural elements are totally ignored, with almost half of the participants disagreeing with the presence of American culture in the texts. The participating teachers also expressed similar feelings, indicating a lack of American cultural content. The results suggest that a more balanced integration of both cultures is needed to increase the relevance and effectiveness of teaching the target language culture. Eradicating these shortcomings

can provide a richer educational experience that better reflects the diverse cultural contexts of the studied language.

The study of the *Tech It Easy 2* coursebook reveals two different perspectives among participants regarding its grammar and vocabulary components. While the coursebook is generally appreciated for its clarity and engaging approach to vocabulary building, there are concerns about the adequacy and variety of vocabulary instruction. The participants have also expressed a need for more frequent repetition of grammar points. These findings suggest that, while the *Tech It Easy 2* coursebook is a valuable resource, there are significant areas that need improvement, particularly in terms of vocabulary activities and grammar reinforcement. Eliminating the problems mentioned above could lead to a more effective learning experience for the students, warranting further research and curriculum development to optimize the instructional quality of the coursebook.

Regarding the presentation of language skills in the coursebook, the study has revealed both strengths and weaknesses based on the participants' perceptions. The coursebook effectively integrates four language skills to facilitate balanced language development. Nevertheless, participants expressed dissatisfaction with the emphasis given on sub-skills and pronunciation, indicating that such areas require further enhancement. Eliminatingthese defficiencies is essential to ensure that the coursebook effectively supports students' comprehensive language acquisition

Considering the activities covered in the coursebook, both the learners and teachers generally have a positive perception. However, some participants expressed specific concerns about the activities discussed in the book. Some students and teachers believed that the coursebook needed to be improved in successfully balancing group, individual, or whole-class activities, encouraging student participation, and developing study skills. Considering these results, future revisions should aim to include a wider range of activities that develop critical thinking skills and enable students to participate more effectively in the learning process.

The participant students and teachers involved in this research expressed strong appreciation for the layout and physical design of the coursebook, particularly in terms of organization and the helpfulness of illustrations. While a most of the students and teachers find the coursebook visually appealing and easy to navigate, there are notable areas for improvement, especially concerning the attractiveness and engagement level of the illustrations. The different opinions on the clarity of illustrations suggest that while many participants find them beneficial for understanding the material, some believe they could be simplified to avoid confusion. Overall, the coursebook is viewed as a valuable educational tool, but eliminating the identified concerns could enhance its effectiveness and appeal to the learners further.

The analysis of the students' and the teachers' opinions on the practical considerations of the coursebook reveals a generally positive perception regarding its accessibility. A significant majority of the participant students found the coursebook easily obtainable, although a small percentage expressed concerns about accessibility issues. In contrast, feedback on the pricing of the coursebook was less favorable among the participant students, with a notable portion indicating dissatisfaction with its cost. Conversely, the participant teachers overwhelmingly agreed on both the accessibility and reasonable pricing of the coursebook, reflecting a strong consensus on its practicality for educational use. This disparity in perceptions between the students and the teachers highlights the importance of addressing pricing concerns to enhance the overall accessibility and effectiveness of the coursebook in educational settings.

Another concern expressed by participating teachers is that there are different opinions about the effectiveness of the teacher`s manual, especially for new teachers. Many teachers stated that the manual lacked detailed guidance, which was reflected in lower satisfaction scores regarding its recommendations and lesson preparation strategies. Feedback indicated that the manual did not sufficiently support review of previous lessons or the presentation of lessons in a variety of formats, raising concerns about its overall usefulness. In addition, while some teachers found the

integration of different language skills somewhat helpful, there were still significant shortcomings in the comprehensiveness of the manual, particularly in terms of potential difficulties and cultural content. This feedback highlighted the need for improvements to ensure that the manual better meets the diverse needs of teachers, particularly those new to the profession.

Overall, the findings reveal a strong alignment between the goals of the coursebook and the needs of students, as evidenced by the high levels of agreement among teachers. The coursebook not only meets the outlined objectives of the syllabus but also demonstrates adaptability to various language programs, highlighting its relevance and flexibility in different teaching environments. Furthermore, the consensus on the feasibility of covering the coursebook material within the designated time frame underscores its practicality, suggesting that it effectively aids educators in delivering their curriculum. Overall, the positive perceptions of the coursebook emphasize its value as a resource in language education.

In order to eliminate these identified shortcomings, it is essential for future revisions of the coursebook to focus on incorporating authentic materials, enhancing cultural inclusivity, providing clearer explanations of grammar, and offering a wider range of vocabulary and listening and speaking activities. By implementing these suggestions, the coursebook can better meet the needs of learners and educators, ultimately leading to a more effective and enriching language learning experience.

6.2. Implications

This study highlights how important it is to evaluate coursebooks in ELT. Evaluating coursebooks helps researchers create criteria for assessing teaching materials. Coursebook evaluation offers valuable insights into the needs and preferences of teachers, students, administrators, publishers, and authors. This information helps them make better decisions about which materials to use. It also raises awareness of what to look for in educational resources. Authors and publishers

can use the findings of the study to improve their materials during development and editing (Yüksel et al., 2023).

Choosing the right coursebooks is crucial and should match students' levels, needs, and program goals. Teachers should work together to select the best book series for language teaching. Further research can involve various activities aimed at understanding the effectiveness of the coursebook. This may include collecting detailed feedback from both students and teachers through surveys or focus groups. Additionally, conducting interviews with educators can provide deeper insights into their experiences and perspectives regarding the content and structure of the coursebook.

Observing classroom activities offers a firsthand look at how students engage with the coursebook during lessons, highlighting which sections promote active participation and understanding. Analysing participants' reactions can also reveal how different components of the coursebook impact both learners and educators. By synthesizing this information, researchers can identify specific elements of the coursebook that are perceived as most beneficial or least effective, allowing for targeted improvements that enhance overall educational outcomes.

6.2.1. Implications for students

The study of the *Tech It Easy 2* coursebook has important implications for students learning English as a second language in Greece. By evaluating this coursebook, students can gain insights into how well it meets their learning needs and preferences. The research emphasizes the significance of student perspectives in the evaluation process, highlighting that their feedback can lead to improvements in course materials. Students may feel more empowered and valued when their opinions are considered, leading to increased motivation and a sense of ownership over their learning.

Understanding the strengths and weaknesses of the coursebook can help educators adapt their teaching methods to better engage students. This could lead to more interactive and enjoyable lessons, fostering a more positive attitude towards learning English. The findings may also encourage students to take an active role in their education by voicing their opinions about the materials they use, ultimately leading to a more personalized and effective learning experience.

A well-evaluated coursebook provides structured opportunities for developing essential language skills, including reading, writing, listening, and speaking. This structured approach helps students` progress more effectively through the curriculum. The findings of the study can help students become more aware of their own learning needs and preferences. This increased awareness can encourage them to take a more active role in their education, allowing them to seek additional resources or support when needed.

Since coursebooks often align with certification standards, a well-evaluated coursebook can better prepare students for language proficiency exams. This ensures that they are equipped with the necessary skills and knowledge. The implications of this study may affect future coursebook selections in educational institutions. Students could benefit from more effective materials that are tailored to their specific needs and learning styles, ultimately enhancing their overall educational experience.

In summary, the findings of the study could lead to improved course materials and teaching practices, which would directly benefit students in their journey to learn the English language.

6.2.2. Implications for teachers

The evaluation of the *Tech It Easy 2* coursebook offers teachers a valuable opportunity to reflect on their teaching practices and the resources they use in the classroom. This study emphasizes the importance of teachers being actively engaged in the coursebook evaluation process, as their insights can greatly influence the selection of materials that align with their educational goals and address the diverse

needs of their students. By identifying the strengths and weaknesses of the coursebook, teachers can tailor their instructional strategies to enhance student engagement and improve learning outcomes.

Additionally, the research highlights the significance of collaboration among teachers, students, and administrators in the evaluation process. This teamwork fosters a more comprehensive approach to choosing effective teaching materials. The findings encourage teachers to seek out supplementary resources and innovative teaching methods that complement the coursebook, ultimately enriching their students' educational experiences. Adopting this proactive approach can lead to a more dynamic and responsive teaching environment, where materials are continuously assessed and refined to meet the evolving needs of learners.

The implications of this study for the *Tech It Easy 2* coursebook are important for both curriculum developers and educators in the field of language education. The findings highlight the need for a comprehensive review and improvement of the coursebook to ensure that it meets the changing needs and expectations of students. By incorporating authentic materials and increasing cultural inclusiveness, the coursebook can provide a deeper understanding of the language within its cultural context, thereby enabling better student engagement. Furthermore, addressing the shortcomings identified in vocabulary, grammar instruction, and a variety of activities will lead to a more effective and engaging learning experience. The proposed revisions will not only improve the educational quality of the coursebook but will also support teachers (especially those new to the profession) by providing clearer guidance and resources. As a result, these improvements can improve student outcomes in language acquisition and cultural awareness, strengthening the relevance and adaptability of the coursebook across educational settings.

6.2.3. Implications for coursebook writers

The development and selection of effective coursebooks for ELT is crucial. This study provides several recommendations for coursebook writers to guide them in creating and evaluating educational materials.

Coursebook writers should actively engage with various stakeholders, including teachers, students, administrators, and publishers, throughout the development process. This collaboration ensures that the materials address the diverse needs and preferences of all users, resulting in a more effective learning experience. Writers need to consider various evaluation criteria, including content relevance, teaching methods, layout, and practical factors. Engaging with user feedback can help identify strengths and weaknesses, leading to continuous improvement of the materials.

Given the dynamic nature of language learning, coursebooks should be designed with flexibility in mind. Writers should produce materials that can be easily adapted to diverse teaching contexts and learner needs, ensuring they remain relevant and effective over time. Moreover, coursebooks should reflect the cultural backgrounds and interests of learners. Authors should strive to include diverse perspectives and contexts that resonate with students, thereby enhancing engagement and motivation.

With the rise of digital resources, coursebook authors should consider incorporating multimedia elements and interactive components into their materials. This integration can enrich the learning experience and cater to various learning styles. Additionally, authors should aim to create materials that promote learner autonomy, encouraging students to take charge of their own learning. This can be achieved through self-study components, clear learning objectives, and opportunities for independent practice.

Finally, coursebook writers should stay informed about current research and trends in language education. By grounding their materials in evidence-based practices, they can enhance the effectiveness of their coursebooks and contribute to the broader field of ELT. Writers should recognize the limitations of their materials and offer guidance on how to supplement or adapt the coursebook to address specific challenges faced by teachers and learners.

Establishing mechanisms for ongoing feedback from users can assist writers in refining their materials over time. This iterative process can lead to the creation of more effective and user-friendly coursebooks. Additionally, writers should consider providing resources and support for teachers using their materials, such as training sessions or online forums. This can help educators maximize the potential of the coursebooks in their classrooms.

By thoroughly analysing and considering these critical factors, coursebook writers can develop more effective, engaging, and relevant educational materials. This approach not only enhances the overall quality of the resources but also significantly improves the teaching and learning experience for students studying English as a foreign language. Incorporating diverse learning styles, cultural contexts, and current linguistic trends will ensure that the materials resonate with learners, motivate them to participate actively, and ultimately lead to better language acquisition outcomes.

6.3. Recommendations

This study aimed to evaluate the coursebook *Tech It Easy 2*from the perspectives of both students and teachers at four different private language centres. Based on the findings, the following recommendations can be made for future research. First, many participant students emphasized the need for clearer and more detailed explanations of grammar topics, along with an increase in the number of grammar exercises to reinforce learning. They also expressed that the current vocabulary activities are insufficient and the grammar explanations and variety of grammar exercises were found inadequate. This may involve developing an updated

curriculum that emphasizes vocabulary and grammar. Second, the listening activities were found insufficient to support the development of listening skills. Accents and speaking speeds in recordings can hinder the development of listening skills.Based on this result, more frequent and varied listening activities that use clear accents can be included, and speaking speeds can be used to support skill development.Third, speaking activities and topics were found to be repetitive and did not provide enough practice. Also, pronunciation exercises were found to be ineffective in helping the students communicate. Then, the coursebook should offer various speaking activities, topics suitable for students' levels and interests, and pronunciation exercises to increase communication effectiveness. Fourth, the coursebook was found insufficient in terms of teaching writing skills. This finding suggests that improvements can be made by providing clearer instructions and sufficient sample tasks for writing. Additionally, increasing the number of writing exercises for practice would be beneficial. Finally, from the teachers' perspective, the manual for the teachers was found to be inadequate, particularly for the novice educators. Taking this into consideration, the coursebook can be revised by providing a more comprehensive teacher’s manual to assist both experienced and novice educators in lesson introductions and guidance.

To enhance the learning experience, the coursebook can be updated with new themes, improved game sections, and the integration of original materials. Additionally, providing a greater variety of exercises and focusing on vocabulary related to pronunciation, speaking, and writing would be beneficial. It would also be useful to include optional activities for teachers, as well as creative reading exercises and a structured approach to recycling grammar. In conclusion, by combining traditional and innovative methods with cultural elements, the coursebook can significantly enhance the overall learning experience.

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APPENDICIES

Appendix 1: Textbook Evaluation Questionnaire – Students (Turkish)

D: TEXTBOOK EVALUATION QUESTIONNAIRE – STUDENTS (TURKISH)/DERS KİTABI DEĞERLENDİRME ANKETİ – ÖĞRENCİLER (TÜRKÇE)

BÖLÜM- 1: Lütfen bu bölümde yer alan her soruyu cevaplayınız.

Yaşınız: _____ **Cinsiyetiniz:** Kadın ☐ Erkek ☐

Bölümünüz: _____

Ders saatleri dışında <u>haftada</u> ortalama kaç saat İngilizce çalışıyorsunuz?
_____**saat**

BÖLÜM-2: Lütfen her soru için *"1-Kesinlikle Katılmıyorum, 2-Katılmıyorum, 3-Katılıyorum ve 4-Kesinlikle Katılıyorum"* seçeneklerinden birini işaretleyin.

	1-Kesinlikle katılmıyorum	2-Katılmıyorum	3-Katılıyorum	4-Kesinlikle katılıyorum
A/ Konu İçeriği				
1. Kitaptaki konu çeşitliliği yeterlidir.	1	2	3	4
2. Kitapta yer alan konular ilgi çekicidir.	1	2	3	4
3. Kitapta yer alan konular yaşıma uygundur.	1	2	3	4
4. Kitapta yer alan metin türleri yeteri kadar çeşitlidir (örneğin; diyalog, makale, şiir, tiyatro oyunu, masal vb.).	1	2	3	4
5. Kitaptaki okuma ve dinleme metinlerinde yer alan bilgiler gerçeğe uygundur.	1	2	3	4
6. Kitap, günlük hayatta kullanılan özgün materyallere de yer vermektedir (örneğin; gazete haberi, broşür vb.).	1	2	3	4
7. Kitabın içeriği günceldir.	1	2	3	4
8. Kitap, önyargılardan arındırılmıştır (örneğin; ırka, cinsiyete, kültüre vb. dayalı önyargılar).	1	2	3	4

B/ Hedef Dilin Kültürü				
9. Kitapta yer alan metinler, İngiliz kültürüne ait öğeler içermektedir.	1	2	3	4
10. Kitapta yer alan metinler, Amerikan kültürüne ait öğeler içermektedir.	1	2	3	4
11. Kitapta yer alan alıştırmalar, İngiliz kültürüne ait öğeler içermektedir.	1	2	3	4
12. Kitapta yer alan alıştırmalar, Amerikan kültürüne ait öğeler içermektedir.	1	2	3	4
C/ Kelime ve Dil Bilgisi				
13. Kitapta öğretilen dil bilgisi konuları seviyeme uygundur.	1	2	3	4
14. Dil bilgisi konuları anlaşılır bir şekilde sunulmaktadır.	1	2	3	4
15. Dil bilgisi konuları ayrıntılı bir şekilde sunulmaktadır.	1	2	3	4
16. Dil bilgisi konuları anlamlı bir bağlamda sunulmaktadır.	1	2	3	4
17. Yeni öğrenilen dil bilgisi konuları sonraki ünitelerde yeterince tekrar edilmektedir.	1	2	3	4
18. Ünitelerde öğretilen yeni kelime sayısı seviyeme uygundur.	1	2	3	4
19. Kelimeler anlamlı bir bağlamda sunulmaktadır.	1	2	3	4
20. Yeni öğrenilen kelimeler sonraki ünitelerde yeterince tekrar edilmektedir.	1	2	3	4
D/ Beceriler				
21. Kitap dört temel dil becerisine (konuşma, dinleme, okuma ve yazma) eşit derecede ağırlık vermektedir.	1	2	3	4
22. Kitap dil becerilerini birbiriyle bağlantılı olarak vermektedir (örneğin; okuma-yazma/ dinleme-konuşma).	1	2	3	4
23. Kitap alt becerilere (örneğin; ana fikir için dinleme, not alma, bilgi tarama vb.) önem vermektedir.	1	2	3	4
24. Kitap, dinleme becerilerinin gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
25. Kitap, okuma becerilerinin gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4

26. Kitap, yazma becerilerinin gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
27. Kitap, konuşma becerilerinin gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
28. Kitap, telaffuzun gelişmesi için anlamlı bir bağlam sağlamaktadır.	1	2	3	4
29. Kitap vurgu ve tonlama gibi telaffuz öğelerinin üstünde durmaktadır.	1	2	3	4
E/ Etkinlikler				
30. Kitaptaki etkinlikler seviyeme uygundur.	1	2	3	4
31. Bireysel, ikili, grupla yapılan ve tüm sınıfı kapsayan etkinlikler dengeli bir dağılım göstermektedir.	1	2	3	4
32. Etkinlikler derse aktif bir şekilde katılmamı sağlamaktadır.	1	2	3	4
33. Etkinlikler, eleştirel düşünme becerisinin gelişimini desteklemektedir (örneğin; yorumlama, analiz, sentez, değerlendirme vb. beceriler).	1	2	3	4
34. Etkinliklerin nasıl yapılacağına dair açıklamalar anlayabileceğim düzeydedir.	1	2	3	4
35. Kitapta yer alan etkinlikler ilgi çekicidir.	1	2	3	4
36. Etkinlikler, taslak çıkarma ve sözlük kullanma gibi çalışma becerilerinin gelişimine olanak sağlamaktadır.	1	2	3	4
F/ Tasarım ve Fiziksel Özellikler				
37. Kitabın görünüşü beğenime hitap etmektedir.	1	2	3	4
38. Kitap, takip etmesi kolay bir şekilde düzenlenmiştir.	1	2	3	4
39. Görseller (örneğin; resim, şema, harita vb.) kitaptaki içeriği anlamama yardımcı olmaktadır.	1	2	3	4
40. Kitapta yer alan görseller ilgi çekicidir.	1	2	3	4
41. Görseller, kafamı karıştırabilecek gereksiz detaylardan arındırılmıştır.	1	2	3	4
G/ Pratik Hususlar				
42. Kitap kolayca bulunabilmektedir.	1	2	3	4

43. Kitabın fiyatı benim için uygundur.	1	2	3	4

Appendix 2: Textbook Evaluation Questionnaire for Instructors (TEQ-I)

E: TEXTBOOK EVALUATION QUESTIONNAIRE – INSTRUCTORS

PART- 1: Please answer all the questions in this part.

Age: _____ **Gender:** Female ☐ Male ☐

Degree earned: B.A. ☐ M.A. ☐ PhD. ☐ **Other:** _____

BA Major: _____

MA major (if any):_____**PhD. Major (if any):** _____

In-service English Teacher Training: **CELTA** ☐ **DELTA** ☐ **Other:** _____

English teaching experience:_____**years**

PART- 2: Please indicate how much you agree with each of the following statements ***(1-Strongly Disagree, 2-Disagree, 3-Agree and 4-Strongly Agree).***

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

B/ Target-language Culture				
9. The texts incorporate elements of British culture.	1	2	3	4
10. The texts incorporate elements of American culture.	1	2	3	4
11. The exercises incorporate elements of British culture.	1	2	3	4
12. The exercises incorporate elements of American culture.	1	2	3	4
C/ Grammar and Vocabulary				
13. The grammar points introduced in the coursebook are appropriate to the level of the students.	1	2	3	4
14. The grammar points are presented clearly.	1	2	3	4
15. The grammar points are presented thoroughly.	1	2	3	4
16. The grammar points are introduced in a meaningful context.	1	2	3	4
17. New grammar points are recycled adequately in the subsequent units.	1	2	3	4
18. The number of new words introduced in each unit is appropriate to the level of the students.	1	2	3	4
19. The vocabulary items are introduced in a meaningful context.	1	2	3	4
20. New vocabulary is recycled adequately in the subsequent units.	1	2	3	4
D/ Skills				
21. The coursebook places equal emphasis on the four language skills (speaking, listening, reading, and writing).	1	2	3	4
22. The coursebook promotes the integration of different language skills (e.g., reading-writing and listening-speaking).	1	2	3	4
23. The coursebook pays attention to sub-skills (e.g., listening for gist, note-taking, and skimming for information).	1	2	3	4
24. The coursebook provides a meaningful context for the development of listening skills.	1	2	3	4
25. The coursebook provides a meaningful context for the development of reading skills.	1	2	3	4

26. The coursebook provides a meaningful context for the development of writing skills.	1	2	3	4
27. The coursebook provides a meaningful context for the development of speaking skills.	1	2	3	4
28. The coursebook provides a meaningful context for the development of pronunciation skills.	1	2	3	4
29. The coursebook emphasizes different aspects of pronunciation skills such as stress and intonation.	1	2	3	4
E/ Activities				
30. The activities in the coursebook are appropriate to the level of the students.	1	2	3	4
31. There is an adequate balance of individual, pair, group, and whole-class activities.	1	2	3	4
32. The activities encourage the students to participate actively in class.	1	2	3	4
33. The activities promote critical thinking skills (e.g., interpretation, analysis, synthesis, and evaluation skills).	1	2	3	4
34. The instructions to the activities are clear to the students.	1	2	3	4
35. The activities in the coursebook are interesting to the students.	1	2	3	4
36. The activities facilitate the development of study skills, such as outlining and looking up words in the dictionary.	1	2	3	4
F/ Layout and Physical Makeup				
37. The *physical appearance of the* coursebook *is* attractive to the students.	1	2	3	4
38. The coursebook is organized in a way that is easy to follow.	1	2	3	4
39. The illustrations (e.g., pictures, diagrams, and maps) assist the students in understanding the material in the coursebook.	1	2	3	4
40. The illustrations in the coursebook are interesting to the students.	1	2	3	4
41. The illustrations are free of unnecessary details that may confuse the students.	1	2	3	4
G/ Practical Considerations				

42. The coursebook is easily accessible.	1	2	3	4
43. The price of the coursebook is reasonable.	1	2	3	4
H/ Aims and Objectives				
44. The aims of the coursebook correspond to the needs of the students.	1	2	3	4
45. The aims of the coursebook correspond to the objectives stated in the course syllabus.	1	2	3	4
46. The coursebook can be adapted to meet the particular needs of the language program in our institution.	1	2	3	4
47. The coursebook material can be covered in the time allotted for the course.	1	2	3	4
I/ The Teacher's Manual				
48. The manual provides enough guidance for me on the teaching of vocabulary items.	1	2	3	4
49. The manual provides enough guidance for me on the teaching of grammar points.	1	2	3	4
50. The manual offers detailed advice for novice teachers to follow.	1	2	3	4
51. The manual provides useful suggestions to help me introduce new lessons.	1	2	3	4
52. The manual provides useful suggestions to help me review old lessons.	1	2	3	4
53. The manual gives useful advice on how to present the lessons in different ways.	1	2	3	4
54. The manual provides useful suggestions for the integration of different language skills.	1	2	3	4
55. The manual offers effective solutions to potential problems (e.g., *grammatical, lexical, and phon*ological).	1	2	3	4
56. The manual provides sufficient information on cultural content presented in the coursebook.	1	2	3	4

Appendix 3: Open-Ended Questions for Students

BÖLÜM-3: Lütfen bu bölümde yer alan her soruyu cevaplayınız.

1. Size göre kitabın en güçlü yönleri nelerdir? Lütfen en az üç madde yazınız.

2. Size göre kitabın en zayıf yönleri nelerdir? Lütfen en az üç madde yazınız.

Appendix 4: Open-Ended Questions for Teachers

PART-3: Please answer all 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.

Appendix 5: Teachers` Consent Form

Dear Participant,

The questions submitted to you have been prepared by Simpel MECHMET (Sibel MEHMET), an MA student of Trakya University, English Language and Education, under the supervision of Assoc. Prof. Dr. Selma DENEME GENÇOĞLU in order to obtain the opinions of students and teachers on the evaluation of the textbook used in English Language Teaching from the Perspective of Students and Teachers.The information obtained from the participants will be evaluated only by the researcher to be used in the thesis titled 'Evaluation of *Tech It Easy 2* Coursebook used in English Language Teaching from the Perspective of Students and Teachers' and your information will be kept strictly confidential. Participation in this research takes approximately 15 minutes. You are expected to answer all questions without any pressure.

This research is based on voluntary participation.If you would like to get more information about the research now or later, or would like to learn the results when the research is completed, you can contact the researcher at
If you agree to participate in the research, select 'YES' box below.

Contact:

I agree to participate in this research.

□YES

□NO

Participant signature/ Date

_____

Researcher signature / Date

_____

Appendix 6: Parental Consent Form

Sayın Veli,

Çocuğunuzu, Trakya Üniversitesi İngiliz Dili ve Eğitimi Bölümü'nde yüksek lisans öğrencisi olan SIMPEL MECHMET`in İngilizce Öğretiminde Kullanılan '*Tech It Easy 2*' Ders Kitabının Öğrenci ve Öğretmen Açısından Değerlendirmesi araştırması kapsamında yürüttüğü araştırmaya katılmaya davet ediyoruz. Araştırmanın tanımı ve sahip olduğunuz haklar aşağıda açıklanmıştır.

Tanım: Bu çalışmada öğrencilerin İngilizce öğretiminde kullanılan "*Tech It Easy 2*" ders kitabına ilişkin görüşleri incelenecektir. Çocuklar, 4 boyutlu Likert (Kesinlikle katılmıyorum, Katılmıyorum, Katılıyorum, Kesinlikle Katılıyorum) ölçeği olarak tasarlanan anket üzerinde görüşlerini belirtecek ve kitaba dair kendilerine yöneltilen 2 soruyu cevaplandıracaklardır. Çocuğunuzun kimliği ve herhangi başka bir bilgi, araştırmacı ve danışmanı dışında hiç kimseyle paylaşılmayacaktır.

Gizlilik: Araştırmada çocukların isimleri sorulmamaktadır. Bunun yerine, her çocuğa anket kağıdında bir kimlik numarası verilecektir (No:1, No:2, vs şeklinde).
Sonuçların yalnızca araştırma amacıyla kullanılacağını anlıyorum ve yanıtlardan elde edilen araştırma sonuçlarının yayınlanmasına izin veriyorum.

□ EVET
□ HAYIR

Riskler ve Yararlar: Çocuğunuzun güvenliğini etkileyecek herhangi bir risk bulunmamaktadır. Çalışmanın sonuçlarını talep ettiğinizde görebilirsiniz.

Vazgeçme veya Reddetme Hakkı: Çocuğumun, araştırmacının herhangi bir ön yargısı olmaksızın, araştırmacının sorularını yanıtlamayı bırakma veya yanıtlamayı reddetme hakkına sahip olduğunu anlıyorum.

Şikayet Prosedürü: Herhangi bir endişem varsa veya bu çalışmanın herhangi bir yönünden memnun kalmazsam şikayetlerimi bildirebilirim.

Sorular: Onay formunu imzalamadan önce, çalışma sırasında veya sonrasında herhangi bir zamanda araştırmacıya soru yöneltebilirsiniz.

Araştırmacı: SIMPEL MECHMET (Sibel MEHMET), Trakya Üniversitesi, İngiliz Dili ve Eğitimi

Danışman: Doç. Dr. Selma DENEME GENÇOĞLU

Onay Formu

Çocuğumun İngilizce Öğretiminde Kullanılan ‘Tech It Easy 2’ Ders Kitabının Öğrenci ve Öğretmen Açısından Değerlendirmesi başlıklı araştırmaya katılmasına izin veriyorum. Araştırmanın amacı benim için yeterince açıktır ve sorularıma cevap verilmiştir. Çocuğumun katılmaktan vazgeçme veya katılmayı reddetme hakkına saygı duyulacağını ve verdiği yanıtların ve kimliğinin gizli tutulacağını anlıyorum. Bu onayı gönüllü olarak veriyorum.

Ebeveyn/Veli İmzası:

_____ _____

İmza tarihi

Araştırmacı İmzası:

_____ _____

İmza tarihi

Appendix 7. Ethics Committee Permit Document