HOW ARE MATERIALS ACTUALLY USED IN CLASSROOMS?

TOWARDS A SYSTEMATIC EVALUATION OF A LOCALLY PUBLISHED

COURSEBOOK SERIES FOR YOUNG LEARNERS IN TURKEY

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ABSTRACT

How are Materials Actually Used in Classrooms? Towards a Systematic Evaluation of a Locally Published Coursebook Series for Young Learners in Turkey

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In recent years, localised versions of successful, global English language teaching materials and materials specifically developed for a local audience have mushroomed around the world in an attempt to cater for local needs more satisfactorily and create more culturally appropriate materials. This mixed-methods case study investigates a coursebook series specifically developed for a particular group of young learners (aged between 6 and 10) in Turkey. It aims to reveal its design and development process from the perspectives of its developers, to find out about its value and effectiveness from the perspectives of its end-users and to explore its use inside classrooms by teachers and students.

A two-level approach was adopted in this study: macro and micro. At the macro (non-classroom) level, the data was obtained through individual interviews with the developers of the coursebook series and in-depth analysis of the series. At the micro (classroom) level, data was collected through questionnaires and individual/focus-group interviews with the end-users and a procedure involving pre-observation meetings and classroom observations, followed by video-stimulated recall interviews with teachers. The combination of these two levels paints a more complete picture of the coursebook project under scrutiny, from its inception, through its development and design process to its end use in the classroom. This study is original because it explores an under-researched aspect of materials development and design, that is, actual classroom use and because it includes the critical voices of multiple stakeholders (including one of the authors, directors and representatives of the publishing house, teachers and learners), who are rarely represented in the literature.

ACKNOWLEDGEMENTS

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LIST OF ABBREVIATIONS

A	Author
CYLE	Cambridge Young Learners Exams
ELT	English Language Teaching
HoE	Head of English
MDD	Materials Design and Development
MM	Marketing Manager
PB	Practice Book
PD	Professional Development
PM	Publishing Manager
PuB	Pupil's Book
RoPs	Representatives of the Publisher
R	Researcher
SLA	Second Language Acquisition
Sts	Students
TB	Teacher's Book
TEYL	Teaching English to Young Learners
Ts	Teachers
YLs	Young Learners

CHAPTER 1: INTRODUCTION

1.1. Background Information

English has been taught from fourth grade (age 10) onwards as the compulsory foreign language in state schools in Turkey since the Education Reform in 1997. However, owing to the recent changes to the Turkish education system in 2012, which entail a transition from '8+4' (8 years primary education + 4 years secondary education) educational model to the new '4+4+4' (4 years primary education, first level + 4 years primary education, second level + 4 years secondary education) system, English instruction has been implemented from the second grade onwards in state schools since September 2013. English lessons in state schools fluctuate between 2 to 4 hours per week, depending on the age group and resources. In private schools, which constitute almost 3% of the whole education sector, in contrast, English has been taught intensively from the ages of 5 or 6 for a long time. Unlike the state schools, most private schools in Turkey have always had 6 to 20 hours of English lessons per week depending on the language policy of the school. Nevertheless, up until 2013, there had been neither a curriculum nor materials developed for pupils under 10 years old by the Turkish Ministry of Education; private schools, therefore, had no choice but to design their own curriculum and use materials created mainly by big international publishers. Although a new curriculum has recently been developed for children under 10 by the Ministry of Education, due to the huge difference in the weekly English lesson hours between state and private schools, private schools seem to maintain their own curriculum and continue choosing international materials accordingly.

The main focus of this study is a coursebook series specifically created for a chain of over two-hundred private primary schools in Turkey. Although these schools are spread across the country, they apply similar educational policies and systems. When it was first decided to develop the coursebook series investigated in this study, I was working at one of the schools as a practising teacher (2001-2006) and HoE (2007-2010). I was thus fully aware of the reasons for this venture. To summarise, English language teaching (ELT) materials, especially the ones for primary level, had always been a problem for these schools. The materials chosen in the past did not fit the needs,

wants, interests and cultural values of both the teachers and students. In addition, the coursebooks chosen did not correspond to the hours scheduled for English lessons each week, and they, therefore, needed to be supplemented with additional materials, which increased costs for parents. As a result, the materials chosen in the past were often only used for a year on a trial and error basis in an attempt to find suitable materials for this teaching context, which gave the impression of failure to the students, their parents and the school administrators as well as the teachers.

After lengthy negotiations, the coursebook project that I focus upon commenced in 2006. A local publishing house which was in search of a breakthrough opportunity agreed to undertake the project. The publishing house then hired two British authors, who had previously created an award-winning coursebook series for young learners (YLs). After a long and meticulous needs analysis period (almost two years), the project team started creating the series. In 2009, the first level was launched and put into use. Level 2 and Level 3 followed in 2010, and the project was completed in 2011 with the creation of Level 4 and Level 5. Each stage of the project will further be explored in depth in Chapter 4.

The coursebook series has been used by over two-hundred schools across Turkey. However, this research is limited to a non-profit, private educational institution which consists of seven primary schools located in the Izmir province in the west of Turkey (see Appendix I). These schools are operating in almost the same way, for example, they have the same educational aims, the same syllabuses, the same tuition fees, the same number of lesson hours per day (eight hours per day, from 9 am to 4 pm), the same number of lesson hours allocated for each school subject, the same management systems, almost the same classroom sizes (around 20 students in each class), and well-equipped classrooms etc.

These schools teach between eight and twelve hours of English per week depending on the grade. There are three or four classes per grade. Each school has its own head of English (HoE), who is responsible for maintaining the quality of English language teaching in her school and managing the English language teachers under her jurisdiction. One of those HoEs is also the chief HoE who is responsible for ensuring the

quality of English language teaching within the whole institution. There are between eight and thirteen English language teachers and between around four-hundred fifty to seven-hundred and fifty students in each school depending on the capacity.

The coursebook series consists of five levels; however, due to recent changes in the Turkish education system explained at the very beginning, Grade 5 is now categorized as being in primary education second level. Starting from Grade 5, the schools now operate in a separate building under a different management system and curriculum. For this reason, Level 5 of the series is out of use now. It should be noted that this study focuses on the development process and analysis of the whole series (Levels 1-4) in Chapters 4 and 5 respectively. However, Chapters 6-8 address the evaluation and classroom use of Levels 3 and 4 of the series only. This is mainly because levels 1-3 have been developed around a story-based approach; however, there is a shift in approach between Level 3 and Level 4, and the authors claim that Level 4 is predominantly a topic-based approach. Another reason is that, as the learners are involved in the study and they are all YLs aged between 6 and 10, older students are likely to generate rich, productive data.

During the development period, the authors and some of the representatives of the publishing house (RoPs) visited my school once, conducted several in-class observations and held a meeting with the teachers for needs analysis purposes. Even though Level 1 of the series was in use during my last year working there I did not teach it.

1.2. The Purpose and Significance of the Study

It is undeniable that materials play an important role in language teaching and learning; therefore, there has always been high level of demand for them. As Richards (2001) implies, the contribution commercial materials make to language teaching and learning worldwide is massive. Being aware of this, publishers constantly compete with each other to be innovative and supply a wide variety of materials according to the needs and gaps in the market. It goes without saying that the coursebook is the core element and most commonly used resource in most English language teaching

contexts across the world. For this reason, there are a number of coursebook packages with a range of additional resources available.

However, 'given how important language-learning materials are, it is surprising how little attention they have received until recently in the literature on applied linguistics.' (Tomlinson, 2012, p.144). This might be because Materials Design and Development (MDD) has long been considered to be an atheoretical activity (Samuda, 2005). Nonetheless, fortunately, research into MDD is now acknowledged as a significant undertaking in applied linguistics (Tomlinson, 2016) and there has been a dramatic increase in the publications in this field over the past few years (e.g. Azarnoosh, Zeraatpishe, Faravani and Kargozari, 2016; Garton and Graves, 2014a, 2014b; Gray, 2010, 2013; Harwood, 2010, 2014; Maley and Tomlinson, 2017; Masuhara, Tomlinson and Mishan, 2016; McDonough, Shaw and Masuhara, 2013; McGrath, 2013; Mishan and Timmis, 2015; Tomlinson, 2010, 2011, 2013; Tomlinson and Masuhara, 2017).

In this study, I investigate the locally developed coursebook series to find out about its production from the perspectives of its developers, and consumption and effectiveness from the perspectives of its end-users. The coursebook project considered here is unique to the Turkish context in the way it was developed and this particularly attracted my attention initially. During my post-graduate study at the University of Leicester, I identified several gaps in the literature which could be addressed through a systematic investigation of the coursebook project. For example, there is relatively little research on in-use evaluation of materials and very little is known about how materials are actually used in classrooms, and why (Byrd, 1995; Garton and Graves, 2014a, 2014b; Guerrettaz and Johnston, 2013; Harwood, 2010 and 2014; McDonough and Shaw, 1993; Menkabu and Harwood, 2014; Kullman, 2004; Tomlinson, 1998, 2011, 2013). In addition, more research on learners' views on coursebooks and how they use them inside and outside of class is required (Gray, 2010). Also, there are relatively few studies focusing on local and glocalised coursebooks compared to global ones (Harwood, 2014). Moreover, there appeared to be very few studies focusing on coursebooks specifically designed for primary, and the ones available are mostly on global coursebooks. It is also acknowledged that the area of 'young learners' in general is under-researched and there is especially a lack of classroom-based investigations

(Copland and Garton, 2014). More importantly, it is quite rare to find research involving children and making their voice heard (Pinter and Zandian, 2013), especially in the field of MDD. Consequently, the primary purpose of this study is to make a contribution to the field by addressing these lacunas in the literature. Indeed, it is important to report on this local coursebook series as there are no other studies to my knowledge that helped document this process.

1.3. Research Questions

A two-level approach is taken in this study: macro and micro. The macro (non-classroom) level aims to reveal the design and development process of the coursebook series under scrutiny and explore what is present in the end-product.

Table 1. Research Questions at Macro (Non-classroom) Level

MACRO- (NON-CLASSROOM) LEVEL	1. How was the coursebook series developed? 2. What does the end-product look like?

On the other hand, the micro (classroom) level aims to explore the attitudes and perceptions of the end-users, namely teachers and students, towards Levels 3 and 4 of the coursebook series based on their classroom experiences and to understand to what degree the materials meet their needs, wants and interests. It also aims to demystify the classroom use of the coursebook series in order to see what lies beneath and gain insights into how coursebook materials are actually used by its end-users. The research questions at this level are as follows:

Table 2. Research Questions at Micro (Classroom) Level

MICRO- (CLASSROOM) LEVEL	1. What are the attitudes and perceptions of the teachers and students towards the coursebook series based on its classroom use? *Continued on next page*

2. How are the coursebook materials used by teachers and students inside the classroom?

> 2a. How do teachers act as mediators between the coursebook materials and the learners? How do teachers re-interpret the materials? How and why do teachers adapt the materials? What factors affect the teachers' use of the materials?

> 2b. What are students' reactions to classroom materials (including activities, tasks and culturally specific or unrelated items) and teacher adaptations?

1.4. Outline of the Thesis

In Chapter 1, the context of the study and the coursebook series under scrutiny are introduced. Next, the purpose, significance and rationale for the study are explained. Finally, the research questions are presented.

In Chapter 2, the relevant literature is explored. First, stages in the materials writing process are reported. Second, the literature on materials evaluation and its three stages: Pre-use (Predictive) Evaluation, In-use (Whilst-use) Evaluation, and Post-use (Retrospective) Evaluation are reviewed. Finally, the literature on the use and adaptation of materials inside the classroom are examined.

In Chapter 3, the methodology adopted in this study is elaborated upon. This chapter begins with an explanation of the research design. Profiles of the participants and their recruitment to the study are then explained. Next, the data collection instruments are described, followed by details of the data collection and data analysis process and procedures. Validity, reliability and ethical issues are then addressed before reporting on the pilot studies which were carried out.

In Chapter 4, the findings related to the design and development of the coursebook series are shared. In Chapter 5, the findings from the analysis of the series, using Littlejohn's (2011) framework are presented. In Chapters 6 and 7, the findings from the questionnaires and interviews conducted with teachers and students using Levels 3 and 4 of the coursebook series are explained, followed by the findings obtained

through classroom observations and video-stimulated recall (VSR) interviews in Chapter 8.

In Chapter 9, all findings are critically discussed in the light of the relevant literature, research questions and study aims.

Finally, in Chapter 10, a summary of the study is presented. Conclusions, implications, strengths and limitations based on the main findings of the study are considered, before making recommendations for further research.

CHAPTER 2: REVIEW OF LITERATURE

2.1. Introduction

In this chapter, relevant literature is reviewed, focusing on three main areas: the production of language teaching materials, their analysis and evaluation, and their consumption inside classrooms. The chapter begins with definitions of key terms and a brief discussion of the connection between materials development and theory, followed by a critical exploration of the role of materials. One pertinent current issue, for example, is how to address the need for high quality coursebooks which are relevant to learners in a specific socio-cultural context in a highly competitive global market. The value of local versus global materials is of crucial concern, given the focus of this particular study, and hence receives further critical discussion below. An overview of issues in the design and development process, including needs analysis, determining appropriate content and syllabus design, piloting and feedback, is also explored, followed by a consideration of the related issue of the use and adaptation of materials in classrooms.

Production of a coursebook series is a demanding journey involving several stages that need to be carried out in a principled way in order to achieve a valuable and effective product at the end; nonetheless, it never comes without challenges and controversies. After its production, there remains two significant questions: 'What is the actual value and effectiveness of the end-product in regards to the context in which it is used?' and 'How is it used inside the classrooms?' In order to address these questions, the end-users' views and practices must be accessed following a systematic approach.

2.2. Materials Design and Development in Language Teaching and Learning

Materials are defined as 'anything which can be used to facilitate the learning of a language, including coursebooks, videos, graded readers, flashcards, games, websites and mobile phone interactions' (Tomlinson, 2012, p.143). McGrath (2002, quoted in McGrath, 2013, p.3) classifies those materials under four categories: '(i) those that have been specifically designed for language learning and teaching (e.g. textbooks, worksheets, computer software); (ii) authentic materials (e.g. off-air recordings,

newspaper articles) that have been specifically selected and exploited for teaching purposes by the classroom teacher; (iii) teacher-written materials; and (iv) learner-generated materials'. It is without question that, among those materials, the most commonly used ones are coursebooks due to the fact that they are 'an almost universal element of ELT teaching' (Hutchinson and Torres, 1994, p.315) and most of the teaching and learning happening across the world is carried out through this medium (Menkabu and Harwood, 2014). This may be because 'no other medium is as easy to use as a book' (O'Neill, 1982, p.107), and because they offer students another source of input in addition to the teacher (Ghosn, 2003). In some contexts the coursebook is the core of a particular programme and acts as the syllabus (Forman, 2014; Harwood, 2014; McDonough et al., 2013). Guerrettaz and Johnston (2013) illustrate how a coursebook can serve as the de facto curriculum and have an effect on most of the classroom interaction.

It is worth mentioning that there has been an ongoing and heated discussion between the proponents and opponents of coursebooks in the literature. Whilst it is impossible to reach a clear consensus on this issue, it might be useful for teachers to consider the pros and cons of using a coursebook in their specific cultural setting.

The definition of MDD is, on the other hand, broader, as might be expected: 'a practical undertaking involving the production, evaluation, adaptation and exploitation of materials intended to facilitate language acquisition and development' and 'a field of study investigating the principles and procedures of the design, writing, implementation, evaluation and analysis of learning materials' (Tomlinson, 2016, p.2). MDD has often been seen as a practical issue, rather than a theoretical one in applied linguistics until recently. However, according to most researchers in the field (Harwood, 2010, 2014; Richards, 2006; Samuda, 2005; Tomlinson, 2003, 2012, 2013, 2014), this belief was mistaken. Richards (2006) elaborates on how MDD is connected with second language research and theory. In addition to teacher, learner and contextual factors, he mentions two crucial factors which not only shape materials but also determine how they will work: (i) the theory of language and language use and (ii) the theory of language learning. It is understood that there is an interactive relationship between theoretical studies and the development and use of classroom materials, as ideally

they should inform each other (Tomlinson, 2001, 2012, 2016). Consequently, Tomlinson (2012), in his state-of-the-art article, argues that MDD began to be regarded as a field in its own right in the academic world from the mid-1990s onwards.

2.2.1. Principled Materials Writing

Byrd (1995, p.6) argues that 'in the work of a materials writer, theory is tested by reality'. This is because writers are trying to put language teaching and learning theory into classroom use (Byrd, 1995). Indeed, authors must be armed with a good understanding of recent approaches in the field (Dubin, 1995; Richards, 2006). This can empower them to develop materials in a principled way and increase their appropriateness and effectiveness. Some researchers claim, however, that authors lack theory and they write materials in an unprincipled way; they therefore cannot give a theoretical rationale for their work (Bhatia, 2002; Sheldon, 1987, 1988; Swales, 2002; Tomlinson, 2012).

Tomlinson (2010, p.82) suggests that materials 'should be coherent and principled applications of: i) Theories of language acquisition and development; ii) Principles of teaching; iii) Our current knowledge of how the target language is actually used; iv) The results of systematic observation and evaluation of materials in use.' However, an author should be aware of the fact that 'the success of teaching materials is not [only] dependent upon the extent to which they are informed by research' (Richards, 2006, p.23). There are several other factors including teachers, learners, and contextual constraints such as time limitations and constraints by publishers (Richards, 2006). Richards (2006) notes that there are many materials that have become very successful, just because they fit the context very well, even if their methodology is not up-to-date. Whilst there are contrasting views about what makes materials successful, it seems appropriate for writers to be informed of current applied linguistic research, so that they can adopt a more principled approach in their writing (Timmis, 2014). There may still be a mismatch, however, between the underlying principles and assumptions which underpin a coursebook and the beliefs and assumptions of the end-users, especially teachers. According to Jolly and Bolitho (2011, p.128): 'the further away the author is from the [teachers and] learners, the less effective the material is likely to be'.

McGrath (2013) clarifies that distance here is not necessarily just physical but also refers to experiential and pedagogical distance. There is nonetheless an argument that theory and practice should go hand in hand when developing language learning materials, although broader contextual considerations must certainly also be taken into account.

Finally, the fact that writers are frequently asked to give conference presentations, run workshops and offer training to promote their books, might reinforce the need for greater theoretical rigour in their work: 'becoming articulate in public about one's work and the value, beliefs and principles which underpin it is certainly a further stage in an author's professional development' (Bolitho, 2003). This situation may encourage developers to create materials in a principled way so that they can explain the theoretical underpinnings of their work in the post-writing phase of a project.

It is argued, however, that 'considering how important and frequent the materials writing process is, there are surprisingly few accounts in the literature of how materials writers actually go about the process of writing their materials' (Tomlinson and Masuhara, 2017, p.117). This study addresses this question by providing insights into how the coursebook series was created from the perspectives of its actual developers.

Because the primary focus of the current study is on a primary coursebook series, the next section will look at the issues specifically related to MDD for YLs in the literature. It should be mentioned at this point that the term 'young learners' in this study refers to primary-age children (6-10) (see Ellis, 2014).

2.2.2. Materials for Young Learners

There has recently been a rapid increase in the number and variety of materials for YLs across the world, owing to the fact that most countries have begun to introduce English at primary and pre-primary levels as part of their education policy. This momentum has drawn considerable attention and, as a consequence, contributions to the literature of Teaching English to Young Learners (TEYL), which provide both theoretical, pedagogical and empirical perspectives, have grown in recent years (Bland, 2015; Cameron, 2001, 2003; Garton, Copland and Burns, 2011; Copland and Garton,

2014; Enever, 2011; Ghosn, 2013, 2016; Hughes, 2010a, 2010b, 2011, 2013; Linse, 2005; Murphy, 2014; Nunan, 2011; Pinter, 2006, 2011, 2017; Pinter and Zandian, 2014; Read, 2008, 2016; Rich, 2014; Shin and Crandall, 2014; Tomlinson and Masuhara, 2017). However, while it is acknowledged that MDD for YLs is a distinctive field in many ways (Tomlinson, 2015; Tomlinson and Masuhara, 2017), there are relatively fewer empirical studies specifically focused on materials for YLs, especially on their production, evaluation and consumption. It is hoped that the present study is a useful contribution towards filling the gap in the literature by addressing those three areas.

Like materials for all other age groups, coursebooks for YLs are likely to be more effective if informed by theoretical principles based on research (Tomlinson, 2015; Tomlinson and Masuhara, 2017). Hence, it is important to examine YL materials to ascertain whether they match with what is known about children's characteristics, language learning, memory and motivation (Ghosn, 2013). Tomlinson (2015) suggests that materials development and evaluation need to be based both on local and universal principled criteria. While '[l]ocal criteria are those specific to the actual learning context of the users of the materials', '[u]niversal criteria are those that are applicable to any language learner in any language-learning situation anywhere' (Tomlinson, 2015, p.280-281). Tomlinson and Masuhara (2017, p.130-131) provide a list of examples for each type of criteria. 'The materials should provide opportunities for the learners to make discoveries for themselves about how English is used for communication' (Tomlinson and Masuhara, 2017, p.130) is an example of a universal criteria; whilst, '[t]he materials should be respectful to Turkish culture' is an example of a local criteria (Tomlinson and Masuhara, 2017, p.131). Tomlinson (2015, p.280) argues, however, that local criteria 'should not take priority over universal criteria if successful acquisition is the goal'. This study interestingly shows how critical it is for an author to be aware of those criteria and be able to mediate between them effectively.

Reviewing the literature of TEYLs, it can be concluded that, in order to write developmentally appropriate materials for YLs, developers must initially be aware of:

- the similarities and differences between children's and adults' language learning,

- theories of child development,

- first and second language acquisition and learning processes in childhood,

- the cognitive, psychological, social and emotional development of different age groups in childhood.

More specifically, Hughes (2010b, p.175-176) outlines the pedagogical principles that must be taken into consideration by any person working with YLs, including materials developers. She regards those principles as integral 'building blocks for TEYL' (see Figure 1).
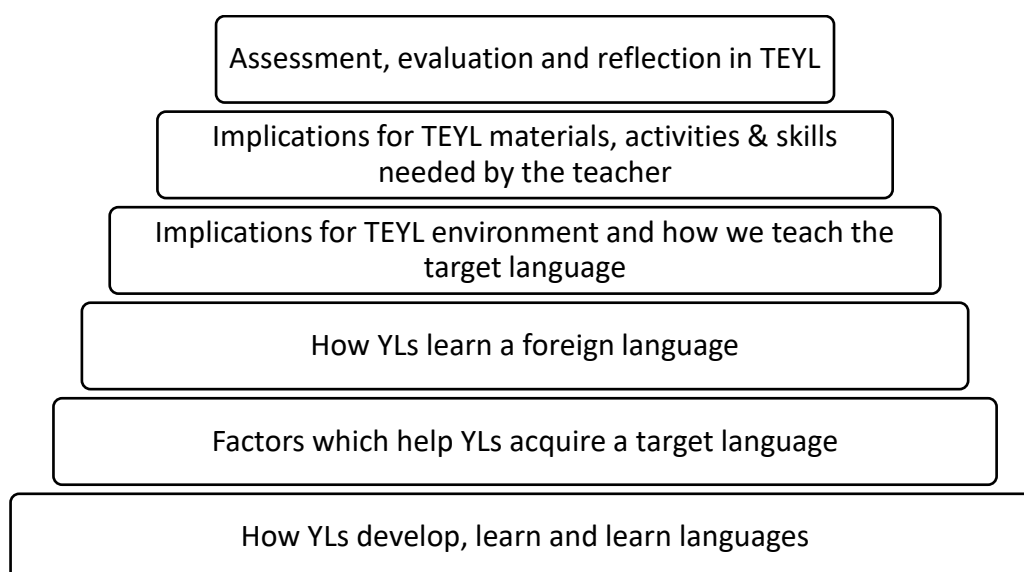
Figure 1. Building Blocks for TEYL (Hughes, 2010b, p.176).

Nonetheless, it seems that there is a need for further empirical research on each of those principles and their implications for MDD for YLs, as current knowledge is mainly based on experience and intuition.

According to the literature, four theories have had the greatest influence on TEYL: (i) Piaget's (1967) 'stages of development'; (ii) Vygotsky's (1978) 'zone of proximal development' (ZPD); (iii) Wood, Bruner and Ross's (1976) 'scaffolding'; and (iv) Gardner's (1983) 'framework for multiple intelligences'. Indeed, these theories, pedagogical principles and their implications have the potential to positively influence materials developers' beliefs and decision-making, and, in turn, help them create suitable and effective materials for YLs.

More importantly, teachers working with YLs must have a good understanding of those theories and their implications, as well as language teaching and learning approaches and principles (Read, 2006, 2015; Copland and Garton, 2014; Pinter, 2017). In addition to this, 'teachers need to develop a range of multiple practitioner skills and sub-skills such as designing and sequencing age-appropriate activities and tasks, developing children's critical and creative thinking skills, providing feedback which supports learning and assessing learning' (Read, 2015, xii). All these will surely enable them to interpret the materials for YLs accurately and exploit them to their best advantage. Nonetheless, there seems to be a paucity of empirical research on the impact of particular theories and principles for developing materials for YLs and their use.

It is widely acknowledged that YLs, especially the ones under the ages of 9 and 10, learn holistically, by doing and actively engaging in meaningful activities, rather than being exposed to explicit formal instruction (Bourke, 2006; Cameron, 2001, 2003; Nunan, 2011; Ghosn, 2013; Pinter, 2011, 2017; Tomlinson and Masuhara, 2017). It is argued that this is because 'in their world there are no tenses, nouns, or adjectives; there are no schemas labelled 'grammar', 'lexis', 'phonology', or 'discourse'' (Bourke, 2006, p.280). Thus, it is advocated that YLs tend to acquire the language as a 'whole', that is, without having to analyse the input (Cameron, 2003; Ghosn, 2016; Hughes, 2010a; Nunan, 2011; Pinter, 2012; Tomlinson and Masuhara, 2017). As a consequence, as Arnold and Rixon (2008), Bland (2015) and Cameron (2003) imply, the use of discourse and formulaic language offer more beneficial approaches to developing materials for YLs. Stories, drama, songs, chants, cartoons and poetry are the most common and useful ways of exposing children to such language and developing their literacy skills (Ghosn, 2016; Hughes, 2013). Indeed, they are indispensable components of coursebooks for YLs currently on the market. Tomlinson (2015) argues that such components can help achieve affective engagement, which is of great importance for YLs. However, affective engagement is not sufficient alone and adequate exposure to language in use must also be provided to facilitate L2 acquisition. This means that those components must aim for cognitive and linguistic development, as well as affective engagement. Indeed, we need further research on the effects of those components and formulaic language in YL classrooms (Kersten, 2015). For example,

even though songs are frequently used in YL materials and they are widely acknowledged to have myriad benefits, only a few studies exist which assess their actual impact on children's language acquisition (e.g. Coyle and Gómez-García, 2014; Davis, 2017).

It is believed that a holistic, story-based approach is one of the most effective ways of teaching YLs (Cameron, 2001; Ghosn, 2013; Hughes, 2013; Pinter, 2017; Tomlinson and Masuhara, 2017). According to Cameron (2001, p.197), stories 'open up the language classroom by bringing in the world outside and linking into children's real interests and enthusiasm, not just those that materials writers suppose them to have'. Hughes (2010a) and Ghosn (2013) discuss the power of stories at length and illustrate ways of incorporating stories into TEYL. Ghosn (2013, p.72) suggests, for example, that 'illustrated stories can be used as a starting point to develop motivating thematic units that integrate all four skills while also fostering children's cognitive development'. The coursebook series under investigation follows such an approach. However, as Hughes (2013) also warns, not all stories are equally interesting and effective.

There seems to be controversies and vagueness about how to teach grammar to YLs, especially about issues such as how to explain grammar rules and how to make grammar appealing for them. Garton, Copland and Burns (2011, p.14), therefore, call for further research on this area, 'as it not clear from the literature what the benefits of explicit grammar teaching are to children of this age group'.

Bland (2015, p.3) asserts that, '[w]hile focus on form is one useful way of making language features salient, an explicit focus on form is not the most efficient means for most children of primary-school age'. Because children 'do not have the same access as older learners to metalanguage that teachers can use to explain about grammar or discourse' (Cameron, 2001, p.1), explicit explanation of grammar rules might be challenging and tedious for YLs. However, referring to the grammatical inaccuracies identified, even in the language of children in immersion programs, Cameron (2001) also concludes that some degree of focus on form and children's noticing structures are required. She (2001, p.106) suggests, however, this be 'done meaningfully and through discourse contexts' with children's active involvement, rather than through direct instruction. She further states that a teacher will need to identify the language

patterns in the stories, songs and tasks, and use a variety of techniques to help children notice them and to provide meaningful practice. She notes, however, that it will take a lot of knowledge, expertise and skills for a teacher to fulfil this role effectively.

It is strongly underlined that meaning must come first (Cameron 2001; Hughes, 2010b) because YLs 'are interested in the meaning and function of new language more holistically' (Pinter, 2006, p.84). Linguistic features should, therefore, emerge from meaning-focused input (Pinter, 2017). This explains why analytic approaches in which language and content are generated from meaningful input are believed to be more convenient for YLs, compared to synthetic approaches that begin with a focus on form (see Cameron, 2001; Nunan, 2011; Pinter, 2006, 2017). The present study provides insights into how the coursebook series was developed following a topic-based approach, using 'stories as the central theme of delivery' (Hughes, 2013, p.194) and how effective the end-users find the methodology of the series in practice.

As Pinter (2006) points out, most of the contemporary coursebooks for YLs follow a multi-layered (multi-dimensional) syllabus, which is a blend of several components such as topics, structural and functional language components, phonology, skills and culture. One of these components often plays the primary role, and is usually called the 'main organizing principle' of the syllabus (Pinter, 2006). Most coursebooks for YLs, including the coursebook series under scrutiny in this study, are dominantly topic-based, because this is highly suitable for holistic learning. In topic-based YL coursebooks, language is usually produced naturally through stories, texts, dialogues, songs, activities and tasks. One of the biggest advantages of a topic-based approach seems to be that it provides flexibility for teachers; that is, teachers are likely to feel liberated to use the materials quite flexibly in order to cater for the needs in their micro-contexts satisfactorily. However, as Arnold and Rixon (2008) also indicate, while coursebooks for YLs widely followed a topic-based approach a decade ago, other approaches such as story-based, task-based and content-based (CLIL) have emerged in recent years.

The importance of recycling and revision of vocabulary and structures through repeated and meaningful exposure is one of the most commonly emphasised points in

the literature on TEYL (Cameron, 2001; Hughes, 2013; Kersten, 2015; Nordlund, 2016; Pinter, 2006, 2017; Tomlinson, 2015, 2017). However, Arnold and Rixon (2008) make an important point that the organisation of sequence and scope of language items across the units of a coursebook is far more difficult with meaning-based holistic syllabus frameworks, especially when systematic recycling of vocabulary and structures is intended. 'It can be difficult to ensure that language that fits particularly well with one topic area is not lost sight of as other topics come into play' (Arnold and Rixon, 2008, p.43).

The current study provides evidence that choosing content that is familiar and culturally appropriate to children is advantageous. This is probably because 'children have less developed schematic knowledge about many topics; they know less about the world in general and therefore guess and infer meaning with more difficulty' (Pinter, 2017, p.54). Also, their schematic knowledge is often formed in their native language (Cameron, 2001), and is therefore culture-specific. It is argued, consequently, that contexts and tasks that are unfamiliar to children might lead to anxiety and affect their motivation and performance negatively (Pinter, 2017). This indicates that coursebooks specifically developed, based on the needs and interests of a group of learners in a particular context can be a solution. This brings us to the whole issue of global versus local materials, which is relevant to the focus of my study and is therefore more fully explored in the next section.

2.2.3. Local versus Global Materials

Most published materials are written to address as wide an audience as possible for commercial purposes. These materials are usually selected by the education authority or sometimes by individual teachers themselves. There is a growing concern, however, that 'it is rare to find a perfect fit between learner needs and course requirements on the one hand and what the coursebook contains on the other hand' (Cunningsworth, 1995, p.136). With the hope of eliminating this problem, locally developed materials and localised versions of global materials have emerged in recent years, particularly in specific markets, such as the Middle East and Africa (e.g. Lund, 2010). As a consequence, three types of coursebooks now exist: global, localised (glocal) and local.

Indeed, local and localised coursebooks offer an alternative to global ones (Garton and Graves, 2014). There are a number of assumptions in the literature that they have greater potential to meet the needs, interests and wants of their audience (Garton and Graves, 2014; Harwood, 2010; Tomlinson, 2008; Tomlinson and Masuhara, 2017). There is, however, very little research reporting on local or localised projects and providing insights into their effectiveness in relation to their target contexts. Thus, there is not sufficient research-based evidence to conclusively argue that they are more successful and effective compared to global ones. Studies such as this one are therefore needed to address this gap.

From a writing point of view, it is claimed that materials writing is more effective and productive when focused on a particular audience (Dubin and Olshtain, 1986; Jolly and Bolitho, 2011). Therefore, even when working on a global coursebook project, writers are usually provided with information about the teaching context in the respective target markets by their publishers (Richards, 2006). However, since global projects always aim to address as wide an audience as possible, the degree to which the writers can *really* meet the needs and wants of each local context with a single coursebook can be called into question. Indeed, it is impossible for global projects to be as narrowly focused as local ones, and writers who are distant may find it difficult to visualise the context and fully appreciate the needs and wants of the audience, especially if they have never taught there themselves, despite having access to the market research provided by the publisher. Tomlinson (2008, p.9) thus argues for the value of locally-produced learning materials: '[t]he hope, of course, lies with local, non-commercial materials which are not driven by the profit imperative and which are driven rather by considerations of the needs and wants of their target learners and by principles of language acquisition'.

Local and localised materials are likely to have several features that differentiate them from global ones. López Barrios and Villanueva de Debat (2014, p.41-45) identify four of those distinctive features in their study: contextualisation, linguistic contrasts, intercultural reflection, and facilitation of learning. *Contextualisation* involves three aspects: (i) personalisation, which implies linking the content of the coursebook to the context in which the end-users live, by including references to local characters, places,

facts and culture; (ii) content topics included in the materials, which implies that the content of local and localised coursebooks should be sensitive to the sociocultural norms of the society in which they are used; (iii) pedagogical fit, which is the suitability of a coursebook's pedagogical approach to the local teaching context and a country's curriculum. *Linguistic contrasts* focus on the opportunity that can enable learners to notice the similarities and differences between their L1 and the target language system. *Intercultural reflection* is about raising learners' awareness of the cultural diversity across the world. Finally, *facilitation of learning* implies the inclusion of aspects that promote learner autonomy and independent work such as instructions in the L1. However, this study shows that not all of these features are observed in every piece of local or localised material.

In addition, the content of global coursebooks is often criticised for being Anglo-centric and detached from the most of the learners in the outer and expanding circles, because they are based on native speaker linguistic and cultural norms (McGrath, 2013). Imposing such texts upon learners could, therefore, be construed as a form of cultural imperialism (Alptekin and Alptekin, 1984; Canagarajah, 1999). This is another argument for the development of local or glocal coursebooks, as in the case of the coursebook project under scrutiny in this study. Indeed, local projects seem to offer more opportunities for authors to make appropriate choice regarding content. Consequently, based upon interviews with publishers and editors, Gray (2002) claims that greater localisation of materials may be called for in the future. However, as Hadley (2014) also points out, we need further emprical evidence to substantiate the claims of the critiques of global coursebooks, for example, whether they have a negative impact on local cultures, undermine teachers' creativity and skills, or hinder acquisition. All claims will remain as subjective assumptions or ideology unless empirical evidence is provided (Hadley, 2014).

It is claimed that whilst localised materials encourage students to talk and write about their own experiences, interests, and culture through using the target language, global materials contain content which offers learners an opportunity to find out about other views, and raise their awareness of diversity, thereby encouraging greater intercultural competence (Garton and Graves, 2014a). In fact, excluding or replacing global trends

and cultures seems to put students at a disadvantage in a rapidly globalising world by depriving them of interesting and useful knowledge (McGrath, 2013). A 'glocal' coursebook, which is an adapted or localised version of a global coursebook, might, therefore, be a fitting compromise because it can connect the learners' world with the world of English (Gray, 2002). The above considerations may make a compelling case for the value of the glocal coursebook, however, 'coursebooks are commodities to be traded' (Gray, 2002, p.157) and consequently, in reality, local and glocal coursebooks are not usually favoured by publishing houses due to the low profits they yield (Tomlinson, 2003). It is therefore often preferred to address local needs and wants by offering customisable materials instead, such as online materials that can be modified by teachers (McGrath, 2013). Despite the issue of profitability, the demand for local and localised coursebooks appears to be growing, though there are few studies which report on the effectiveness of their use in specific contexts. As previously stated, this study attempts to enrich the literature by filling the gap in this area.

Besides, all types of coursebooks are likely to be more effective when they are not only informed by research and principles of second language acquisition (SLA) and development, but also shaped according to the contextual realities, needs and necessities of the end users (Harwood, 2010). Tomlinson (2010) criticises global coursebooks because he believes that they are not sufficiently well-informed by SLA research and are often copies of previously commercially successful texts. Drawing on studies which report on how authors actually write, he (2012, p.11) concludes that most materials are driven by the authors' heavy reliance on 'retrieval from repertoire, cloning successful publications and spontaneous inspiration'.

2.2.4. Process of Materials Design and Development

As the myriad of studies (Bell and Gower, 2011; Jolly and Bolitho, 2011; Mares, 2003; Prowse, 2011; Reid, 1995; Singapore Wala, 2003, 2013; Timmis, 2014) reported in the literature reveal, each materials development process is unique, though a series of frameworks or procedures exist which authors may choose to follow (see Jolly and Bolitho, 2011; Tomlinson, 2014). Tomlinson (2014) suggests a list of procedures, such as needs analysis of the target users, determination of pedagogical approach,

determination of frameworks for developing the materials, determination of syllabus, drafting sample units, trialling the sample units, revising the syllabus, approach and frameworks, finding and/or developing texts, producing the materials, monitoring the materials, trialling the materials, revising the materials, editing the materials. He believes that if a materials development team follow these, they can develop both personally and professionally, and this will enhance the quality of the product. The design and development process of the coursebook series in this study follows almost the same stages as the ones proposed by Tomlinson (2014). Some of those procedures will be discussed in detail in the next three sections.

2.2.4.1. Needs Analysis

It is acknowledged that need analysis, 'techniques and procedures for collecting information to be used in course and syllabus design' (Nunan, 1988, p.13), plays an important role in shaping materials. It is emphasised that needs analysis 'should be the starting point for devising syllabuses, courses, materials and the kind of teaching and learning that takes place' (Jordan, 1997, p.22). This indicates that needs analysis is not only the departing but also the focal point of the materials development process.

Whilst it is widely acknowledged that needs analysis should drive materials development, it is difficult to create successful and effective materials without focusing on the needs and wants of a particular learner group. However, when writing a global coursebook, coursebook writers must address a large variety of students, teachers and classroom contexts without really knowing who or what they are (Bell and Gower, 2011). In such cases, 'the meaning of needs is far from straightforward' (Harwood, 2010, p.5). The coursebook project investigated in this study illustrates how productive a needs analysis can be when focused on a local context.

There are diverse views on whose needs should play the biggest role in shaping the materials. Masuhara (2011), for example, criticises the primary focus being solely placed upon the learners' communicative needs. She argues that teachers are central elements in materials development as well as curriculum development, and that their needs and wants should also be taken into consideration during this stage of the materials development process. Masuhara (2011) also claims that the study of

teachers' needs would prove invaluable in producing a teacher's guide. However, Harwood (2010) acknowledges that various other stakeholders' views including teachers, education authorities, parents, sponsors and learners could also usefully be taken into account in the early stages of materials creation. These stakeholders are likely to be far more straightforward and accessible in local projects.

It is suggested that consultation with relevant stakeholders should take place before, during and after the materials writing process, as generally happens in local projects (Tomlinson, 2003). This may, however, result in coursebook writers having to compromise their initial, ambitious ideas to take their audience into account (Bell and Gower, 2011), although whose needs and wants are prioritised can vary from project to project (Singapore Wala, 2013). In the coursebook project under scrutiny, for example, teachers' feedback was prioritised as they are believed to play a central role in the context.

There are a number of ways of collecting data when conducting needs analysis. Richards (2001) and Hutchinson and Waters (1996), for example, propose a series of data collection instruments, such as questionnaires, interviews, meetings, observation, collecting learner language samples (target texts), informal consultations, task analysis and case studies. However, as Jordan (1997, p.38) also indicates, there is no single approach and it will mostly depend on time, budget and the resources available. The needs analysis stage of the coursebook project examined in this study is found to be quite thorough, involving a range of tools for data collection such as classroom visits by the authors and editors, lessons taught by the authors, meetings with administrators and teachers, seminars with teachers, questionnaires with teachers and students and countless e-mail exchanges. Indeed, it is quite rare to undertake such an extensive needs analysis.

It can be argued that, when developing a local coursebook series, 'situation analysis', which is normally suggested by Richards (2001, p.90) for program and curriculum development, is also required as a complement to needs analysis. This is because this type of analysis can help producers identify and evaluate the factors that might potentially have an influence on the project. Richards (2001, p.93-105) classifies these factors under five categories: (i) societal factors: the role of foreign languages in the

community, their status in the curriculum, educational conventions and experience in language teaching and the expectations that members of the community have for language teaching and learning; (ii) project factors: limitations of time, resources, and personnel in a project; (iii) institutional factors: the nature of the culture and physical aspects of the target institution(s); (iv) teacher factors: profile of the teachers including their language proficiency, teaching experience, skill and expertise, training and qualifications, morale and motivation, teaching style, beliefs and principles; (v) learner factors: profile of the learners including their background, expectations, beliefs and preferred learning styles; (vi) adoption factors: ease of difficulty of introducing change in the current system. The present study indicates that inadequate analysis of those factors might lead to undesirable consequences that become apparent after the materials are put into use.

2.2.4.2. Deciding on Content and Syllabus Design

According to Graves (2000, p.39), choosing course content entails deciding what learners should learn and how the different strands of the syllabus are related. Determining appropriate content for language teaching materials can be controversial. For example, deciding upon the topics and activities to include and whose culture(s) to represent can be challenging.

There are contrasting views about whether to decide on content before syllabus or the other way round. Graves (2000) suggests that the content of a course should be chosen beforehand so as to design the syllabus for a course. However, Richards (2001) claims that course content will generally be based on a syllabus framework; therefore, first ideas for course content are likely to develop together with syllabus planning. Tomlinson (2011) is sceptical about the value of pre-determined syllabuses, as he believes that learners are likely to learn what they want. For Tomlinson, 'providing opportunities to learn the language needed to participate in an interesting activity is much more likely to be profitable than teaching something because it is the next teaching point in the syllabus' (Tomlinson 2011, p.175). He concludes that extracting learning points from an interesting text and activity can be easier and more beneficial than producing texts to match the pre-determined teaching points. For Tomlinson,

therefore, syllabus develops organically from the actual materials. The present study shows that the authors took a similar approach; they identified contexts or situations and focused on the language which naturally emerged from them. This seems to be an ideal way of deciding on content and syllabus, especially for coursebooks targeting YLs, due to their tendency to learn holistically.

Several different types of syllabus exist: grammatical (structural), lexical, grammatical-lexical, situational, topic-based, notional, functional-notional, mixed or multi-strand, procedural and process (Ur, 2012). It is acknowledged, however, that syllabus design is an undertaking that may involve a wide array of relevant research (Richards, 2006). This suggests that 'any coursebook will be permeated with the writer's assumptions about syllabus design, whether they have been explicitly formulated and theoretically justified or not' (Cunningsworth, 1995, p.54). In other words, knowledge and beliefs about the subject area, research and theory, common practice and trends often form the basis of deciding on a syllabus framework (Richards, 2001). Thus, many factors might influence a writer's approach to syllabus design, but in the development of large-scale, commercial projects, this often involves the whole editorial team co-ordinating syllabus-level decisions to ensure greater consistency amongst the writing team and systematic coverage of language input and skills development.

The organisation of course content is called scope and sequence planning (Richards, 2001). 'Scope is concerned with the breadth and depth of the coverage of items in the course, that is, with the following questions: What range of content will be covered? To what extent should each topic be studied?' (Richards, 2001, p.150). On the other hand, sequencing 'involves deciding which content is needed early in the course and which provides a basis for things that will be learned later' (Richards, 2001, p.150). The sequencing of language structures in a wide variety of coursebooks is often remarkably similar, and this may be attributed to a tacit belief that certain language items are more difficult or more useful than others. This implies that sequencing of language items is often based on experience and intuition rather than theory or research-based principles (Cunningsworth, 1995).

Various approaches to sequencing are reported in the literature. Graves (1996) points out that sequencing can occur at two levels: macro and micro. The micro level deals

with the organisation of each lesson, while the macro level with the overall organisation of the course. There are two common types of overall course organisation: (i) linear, in which each lesson or unit is built on the previous one(s); (ii) modular, in which each lesson or unit is separate from each other. Richards (2001, p.13) also distinguishes between two approaches to the sequencing of linguistic items: '(i) linear: the items are introduced one at a time and practiced intensively before the next items appear; (ii) cyclical or spiral: items are reintroduced (systematically) throughout the course' (Richards, 2001, p.11). Each level of the coursebook series in this study is composed of eight separate units and the sequencing of linguistic items is linear within each level, but it is claimed to be cyclical across the levels (see Chapter 5 for details).

As well as deciding on the linguistic content, materials writers must also consider appropriate cultural content, and indeed, whose culture to represent. According to Cortazzi and Jin (1999), coursebooks can be classified into three broad categories based on their cultural content:

(i)   Coursebooks reflecting source culture: They are developed at a national level and particularly reflect the local culture

(ii)   Coursebooks reflecting target culture: They primarily draw on English-speaking countries.

(iii)   Coursebooks reflecting international culture: They include a variety of cultures from both English and non-English speaking countries.

Each type has its pros and cons. It can be argued, therefore, that content drawing on a mixture of these three types of culture with appropriate balance might make an ideal coursebook. Nevertheless, settling on which category to adopt will ultimately depend on the results of the needs analysis and aims of a coursebook project, especially in the case of local ones. The findings of the current study indicates that optimum balance of these categories are achieved in the coursebook series under scrutiny.

It might be thought that language and culture are the two sides of the same coin; that is, they are interwoven and therefore inseparable. However, familiar cultural, historical and geo-political content is believed to help learners learn the new language items

(Alptekin, 1993; McGrath, 2002). Alptekin (1993) claims that the inclusion of familiar content in the coursebooks can foster language acquisition considerably because, in the case of unfamiliarity, learners will have to deal with unfamiliar information needlessly instead of attempting to figure out how the target language system works. In addition to this, McGrath (2016) notes that familiar, recognisable and relevant context might not only be motivating and comfortable for the learners but also increase their interest and participation in a course. Therefore, as Cunningsworth (1995) puts it, coursebooks should reflect social and cultural contexts familiar to the students; furthermore, the relationships of the characters, their behaviours and intentions should be apparent to them, so that they are able to make sense of the language used in a particular social context. Gray (2000), in contrast, puts forward a convincing argument that global coursebooks can naturally provoke cultural debate and thereby serve as a genuine educational instrument. To me, whether coursebook content is informed by local culture, global culture or a mixture of the two, it should avoid any content that is culturally unacceptable. This is because, as Freebairn (2000) states, no matter how perfectly designed and suitable a coursebook is it may not be preferred simply because of a single controversial topic it contains. Therefore, today's coursebooks are much more culturally sensitive than previous ones (Richards, 2014). Publishers and authors do their best to create coursebooks containing culturally and politically acceptable values, especially avoiding social bias and ethnocentrism, mostly through the help of guidelines (Richards, 2014).

2.2.4.3. Piloting and Feedback

Another important issue in the development process of a coursebook is piloting. This is the stage when the materials first meet their end-users and receive in-use feedback. According to Richards (2001), piloting is the trial of the materials by a group of teachers and students in order to see whether there are any problems with them prior to the final version. Thus, it is acknowledged to be 'the most reliable way of gaining information about the effectiveness of the materials on their users' (Tomlinson and Masuhara, 2017, p.72). As Singapore Wala (2003, p.142) puts it, 'feedback from end-users plays an important role in making materials more effective'. Therefore, for publishers and authors, piloting is an opportunity to validate their materials before and

after publication. This study provides interesting insights into the piloting process of the coursebook series in focus and shows how critical the feedback from the end-users is.

In a piloting process, teachers and students are usually asked to provide feedback through several tools such as completing a questionnaire, a written report or through interviews. As a result of this feedback, problems can be identified and necessary changes can be made. However, whose feedback to seek and to what degree feedback and the feedback-giver is credible are among the issues discussed in the literature (Bell and Gower, 2011; Jolly and Bolitho, 2011; Singapore Wala, 2013; Tomlinson, 2003). This issue came up as one of the challenges developers confronted during the course of development of the coursebook series examined in this study.

Singapore Wala (2013) suggests that teachers especially should be aware of the critical role they perform in this stage, and be enthusiastic about piloting and giving feedback in order to contribute to the development of the materials. It is also important for them to be knowledgeable about syllabus design, developments in assessment and approaches to language teaching and learning and pedagogy (Singapore Wala, 2013). However, Jolly and Bolitho (2011) argue that it is the teachers' feedback which is usually sought more than learners' even during the piloting. This position is also confirmed in this study (see Chapter 4).

Amrani (2011) claims that the main way of piloting and gathering feedback has evolved in recent years, as the development cycles for coursebook series have become even shorter, leaving almost no time for wide-scale piloting. Publishers, therefore, do not rely on piloting only, but try to increase their dialogue with end-users, especially teachers, which is also apparent in the coursebook project under scrutiny. Amrani (2011) also reports that publishers usually send materials in a digital format such as PDF to collect feedback in a short space of time prior to publication, rather than delivering hard copies to the market place for piloting like they used to do. The producers of this coursebook series, however, followed the old-fashioned way and conducted the piloting with hard copies.

Amrani (2011) also notes that publishers attach importance to post-publication feedback and online reviews nowadays. She mentions eight methods through which publishers collect feedback and do their market research: piloting, reviewing, focus groups, questionnaires, expert panels, cooperation with academics and materials developers on research projects, editorial visits and classroom observation, desk research and competitor analysis. She adds that they use at least three of these methods to evaluate the same material or feature for triangulation purposes. However, she also admits that, as piloting and evaluation is time-consuming and costly, there is no chance to review and refine the materials once they are put into use, unless it is digital online material or a new edition. The current study reveals that the producers of the coursebook series continued collecting feedback even after publication and had to make some immediate corrections to the materials accordingly. However, they exploited technological solutions to share those reviewed sections with the teachers.

Having looked at the issues related to design and development process of materials, I will review relevant points from the literature on materials evaluation next, as the evaluation of the coursebook series from its end-users' perspectives is one of the main purposes of this study.

2.3. Materials Evaluation

One of the most frequently contributed areas in the MDD literature is perhaps the evaluation of materials. Materials evaluation is 'a procedure that involves measuring the value (or potential value) of a set of learning materials' (Tomlinson, 2014, p.21). Indeed, there are various approaches to materials evaluation in the literature and there are also several reasons why materials are evaluated. Most of the previous studies on materials evaluation have given considerable importance to the development of schemes, checklists and frameworks based on certain criteria in an attempt to find the best way to conduct a principled and systematic evaluation (Tomlinson, 2012). A small number of studies have illustrated the implementation of specific schemes, checklists and frameworks within specific contexts, but most studies have focused upon the pre-use evaluation of materials, which is usually conducted for

the purpose of choosing the most suitable materials before a particular language course.

According to Mukundan (2009), there are two main purposes for evaluation: to choose the best fit coursebook and to find out the value and effectiveness of a coursebook whilst in use. One of the main aims of this study is to fulfil the latter purpose. It is argued that the actual value and effectiveness of materials can better be explored by examining their end-users' perspectives on them and the consumption of those materials, rather than simply flicking through them (Bao, 2016). Bao (2016, p.193) makes an interesting analogy to rationalise this argument: 'In a similar fashion as one would study a music sheet and, to contemplate its true value, must be able to hear the sound based on the scores'. Thus, this study primarily draws upon the teachers and students' views on the coursebook series to explore its actual value and effectiveness in relation to the context described earlier. Such a systematic evaluation can not only provide valuable data about why a coursebook series is a success or failure but also contribute to revisions of the current version and development of new projects (Bolitho, 2003).

2.3.1. Stages of Materials Evaluation

According to the literature, there are three stages to materials evaluation: 'pre-use, in-use and post-use evaluations' (Cunningsworth, 1995; Ellis, 1995, 1997; McGrath, 2002, 2013; Mukundan, 2009; Tomlinson, 1998, 1999, 2003, 2011; Tomlinson and Masuhara, 2004, 2017). The purpose of each stage is different; therefore, they can be conducted independently. On the other hand, they can also be complementary to each other and may yield more reliable and accurate results when used in conjunction with each other.

2.3.1.1. Pre-use (Predictive) Evaluation

Materials evaluation is often carried out to choose a coursebook which will best fit a specific context prior to the start of a particular language course. This is widely known as 'pre-use evaluation' or 'predictive evaluation'. It aims to 'discover whether what one is looking for is there' (McGrath, 2002, p.22). According to Tomlinson (2003, p.23), this

stage 'involves making predictions about the potential value of materials for their users'. However, pre-use evaluation is sometimes criticised for being too impressionistic. For example, McGrath (2002, p.13) describes evaluations, which are carried out without any feedback or pre-use trial, as 'armchair evaluations'. This type of evaluation can only give ideas about the potential value of materials rather than their actual value and effectiveness, which can only be understood after they are put into use.

As the main focus of attention has usually been on pre-use evaluation, a variety of evaluation schemes and frameworks are available in the literature. In general, this type of evaluation is viewed as being a two-staged process, from general to specific. For example, McDonough et al. (2013) examine criteria in two stages which move from external to internal evaluation; that is, from outside (e.g. cover, introduction, table of contents etc.) to inside (e.g. the presentation of the skills, the grading and sequencing etc.) of the materials. Similarly, Cunningsworth (1995) approaches evaluation as two stages: impressionistic analysis and in-depth evaluation. This section does not go into further detail because the focus of this study is not on pre-use evaluation, but rather on in-use evaluation of the coursebook series.

2.3.1.2. In-use (Whilst-use) Evaluation

It is acknowledged that the ultimate success or failure of a coursebook can only be understood through its actual classroom use (McDonough et al., 2013). Therefore, in-use evaluation is undertaken to find out 'how well the book functions in the classroom' (Richards, 2014, p.32). Indeed, in-use evaluation is considered to be more objective and reliable than pre-use evaluation, as it draws on classroom use rather than prediction (Tomlinson, 2011, 2013). It can, however, also be risky because the usefulness and effectiveness of the content and activities may be unclear to the evaluator (Tomlinson, 2014), if the evaluation findings are not triangulated. This study, therefore, adopts a mixed-methods approach, employing a range of data collection instruments and draws upon both quantitative and qualitative findings to reach reliable conclusions.

Tomlinson (2014, p.32-33) provides a list of what can be explored during in-use evaluation: 'clarity of instructions, clarity of layout, comprehensibility of texts, credibility of tasks, achievability of tasks, achievement of performance objectives, potential for localisation, practicality of the materials, teachability of the materials, flexibility of the materials, appeal of the materials, motivating power of the materials, impact of the materials and effectiveness in facilitating short-term learning'. He claims that most of these can be assessed through an open-ended, impressionistic observation of the materials in use. Similarly, Richards (2014, p.32) writes that this type of evaluation 'depends on monitoring the use of the book and collecting information from both teachers and students'. He further suggests several approaches to monitoring the use of a coursebook: observation, record of use, feedback sessions, written reports and reviews by teachers and students, some of which are utilised in this study.

According to McGrath (2013, p.78), both in-use and post-use evaluations are necessary for two reasons: '(i) If we do not evaluate the response to and effectiveness of materials, we have no way of knowing if they were a suitable choice; (ii) Evaluation can provide information which enables us to improve upon the materials and/or the way in which they were used.' In addition, Richards (2014, p.32) points out that the information from in-use evaluation can serve various purposes:

- 'to document effective ways of using a textbook;
- to provide feedback on how the book works in the classroom and how effectively it achieves its aims;
- to keep a record of adaptations that were made to the book;
- to assist other teachers in using the book.'

However, it is widely acknowledged that in-use evaluation is not given sufficient prominence and is under-represented in the MDD literature. A key reason for the paucity of research on in-use materials evaluation can be attributed to problems accessing classrooms to collect data. This study, therefore, addresses an area ripe for further investigation, the evaluation of materials in-use, and thus has the potential to make an important contribution to knowledge.

2.3.1.3. Post-use (Retrospective) Evaluation

The final stage in the process is 'post-use/retrospective evaluation', which is carried out to weigh up the effects and outcomes of the materials (Ellis, 1997; McGrath, 2002; Tomlinson, 2003, 2013). This type of evaluation has the potential to 'measure the actual effects and outcomes of the materials on the users' (Tomlinson, 2014, p.34). There are several suggestions on how post-use evaluation can be carried out. For example, Ellis (1997) says that teachers might want to carry out further evaluation on the materials they have chosen through predictive evaluation in the very beginning in order to find out whether they have been successful. According to him, this constitutes a retrospective evaluation. Ellis (1997) further states that retrospective evaluation also tests the validity of a predictive evaluation and can help improve the predictive instruments for future use. In addition, according to McGrath (2002, p.15), post-use evaluation is 'most reliable when it draws on the experiences of several teachers and several groups of learners'. Furthermore, Tomlinson (2013, p.34-35) suggests a list of methods for measuring the post-use effects of materials:

- 'tests of what has been taught by the materials;
- Tests of what the students can do;
- Examinations;
- Questionnaires;
- Criterion-referenced evaluations by the users;
- Post-course diaries;
- Post-course 'shadowing' of the learners;
- Post-course reports on the learners by employers, subject tutor, etc.'

Also, Hadley's (2014) study suggests another form of post-use evaluation: the pre- and post-test, the post test administered after a class has used the coursebook. He reports on a six-year emprical study focused on a global coursebook used in an English language program at a university in Japan. Drawing on the results of a two-tail paired sample t-test conducted with six different groups of first-year students who had completed the program, he concludes that, unlike some criticisms in the literature, global coursebooks have important potential to contribute to student learning on the

condition that appropriate policy in their use is followed, e. g. when they are used in a consistent way over a prolonged period of time. A similar type of post-evaluation can indeed be employed to find out about the effectiveness of local and glocal coursebooks as opposed to global ones in a particular context.

However, according to Tomlinson (2014), despite post-use evaluation being the most valuable kind of evaluation, few teachers, publishers and researchers tend to carry it out. Similarly, Ellis (1997) says that it is surprising that one can find very few publications on retrospective evaluations of materials and how to carry them out. This might be because it requires a lot of expertise, time, effort and budget to conduct such a demanding investigation. Nevertheless, as Bolitho (2003) notes, publishers and project managers are becoming more aware of the need to evaluate their projects and their impact on audiences because this type of 'evaluation can yield valuable data about the reason for the success or failure of a coursebook series, and can be used to justify the initial investment or, more importantly, to inform revisions of existing material and planning for new publishing projects'. However, it is unlikely that the findings of those evaluations will ever be publicised through publication due to confidentiality and image concerns (Tomlinson, 2012).

2.3.2. Systematicity in Materials Evaluation

It is constantly stressed in the literature that materials evaluation should be approached in a principled, systematic and rigorous way (Ellis, 2011; McGrath, 2002, 2013; Tomlinson, 2003, 2011, 2013; Tomlinson and Masuhara, 2017). In fact, most frameworks and approaches in the literature strive for finding the most systematic way of evaluating the materials and reaching reliable conclusions about their value and effectiveness. For example, McGrath (2002) considers materials evaluation to be a cyclical process. According to him, a systematic approach to materials evaluation has two dimensions: 'macro' (the approach, in a broad sense) and 'micro' (the steps or set of techniques employed) evaluation. Ellis (2011) claims, however, that macro evaluation has always been the main focus of attention, as also understood from the rarity of examples of micro evaluation.

There are several checklists and frameworks developed for the purpose of analysing and evaluating coursebooks in a systematic way in the literature. In this study, a framework provided by Littlejohn (2011) was adopted for analysis purpose and questionnaire checklists were used for evaluation purpose. Therefore, the issues related to the checklist method will be briefly discussed in the next section.

2.3.2.1. Checklist Method

The checklist method is the most widely used and practical approach to materials evaluation. For this reason, there are a number of checklists suggested in the literature (Breen and Candlin, 1987; Byrd, 2001; Daoud and Celce-Murcia, 1979; Dougill, 1987; Ellis, 1995, 2011; Cunningsworth, 1984, 1995; Harmer, 1991; McDonough, 1998; McDonough and Shaw, 1993; Nunan, 2011; Richards, 2001; Sheldon, 1987, 1988; Skierso, 1991; Tomlinson, 1999; Tucker, 1975; Ur, 2012; Williams, 1983). However, some of these checklists are considered to be impressionistic and biased, which may lead to subjectivity (Tomlinson, 2003). In addition to this, Roberts (1996) implies that checklists can only be suggestive because they are mostly context-specific and therefore inapplicable to any material in any context. In fact, coursebook evaluation is primarily subjective and 'no neat formula, grid or system will ever provide a definite yardstick' (Sheldon, 1988, p.245). It is therefore understood that one checklist does not fit all. As a consequence, an evaluator should be guided by the relevant literature but should probably devise her own checklist according to her/his contextual realities (Tomlinson and Masuhara, 2017). Indeed, checklists can serve evaluation purposes well, if they are designed and administered in a principled way. They enable the evaluator to be systematic rather than being wholly impressionistic. In order to evaluate the coursebook series in this study, two questionnaire checklists were specifically developed in the light of the checklists available in the literature and administered to the teachers and students using the series. How those questionnaire checklists were created and conducted is further detailed in Chapter 3.

2.3.3. Materials Analysis versus Materials Evaluation

Materials analysis involves digging deep inside a coursebook and exploring what is there (Littlejohn, 2011). It aims 'to understand what assumptions and beliefs lie beneath the surface and what effects can be anticipated' (McGrath, 2002, quoted in McGrath, 2013, p.53). According to Tomlinson (1999, quoted in Tomlinson 2014, p.22), 'analysis asks questions about what materials contain, what they aim to achieve and what they ask learners to do'. Littlejohn (2011) points out that an in-depth analysis of certain materials should be taken as the preliminary step for their evaluation. Thus, for the purpose of exploring what the end-product looks like, Littlejohn's (2011) framework was adopted in this study to analyse the coursebook series in focus prior to its evaluation from the perspectives of its end-users. Littlejohn (2011, p.185) proposes a three-level framework approach to examine the materials, which was followed in the present study:

- 'Level 1: What is physically there in the materials? (objective description)

- Level 2: What is required of users (teachers and students)? (subjective analysis)

- Level 3: What is implied (underlying principles and roles proposed for teachers and students)? (subjective analysis)'

However, Littlejohn (2011) notes that the analysis he proposes is quite different from analysing materials in action. Analysis can be a part of evaluation or they can be used to complement each other, but their aims and procedures are not the same because evaluation cannot be done in isolation from context (Tomlinson, 2014). It is clarified that 'an evaluation focuses on the users of the materials and makes judgement about their effects', whereas 'an analysis focuses on the materials and it aims to provide an objective analysis of them' (Tomlinson, 2014, p.22). 'In its simplest form, analysis seeks to discover what is there, whereas evaluation is more concerned to discover whether what one is looking for is there – and, if it is, to put a value on it' (McGrath, 2002, p.22). However, though analysis and evaluation seem to lead to two different sides of

the same river, they can be bridged and play a complementary role in evaluating materials together, as in this study.

According to Harwood (2014), data from coursebook developers (authors and publishers) and users (teachers and students) is usually not taken into account in content analyses. He (2014, p.10) alerts that, 'although content analysis is excellent at determining what is present or absent in textbooks, it is much less good at determining why this content looks the way it does: it is to publishers and writers that we must turn for answers to this question'. He further notes that it is not possible to learn about the actual effects of content on the end-users in the classroom unless the content analysis is extended to include the users. For this reason, this study (i) explores the design and development process of the coursebook series from the perspectives of its developers; (ii) analyses the end-product using Littlejohn's (2011) framework; (iii) evaluates Levels 3 and 4 of the series from the perspectives of its end-users; (iv) and examines their classroom use by its end-users. It thus uses multiple data sources to address the research questions in a systematic and rigorous manner.

2.4. Use of Materials in Classrooms

The literature reports on the analysis and evaluation of a range of coursebooks and offers several frameworks for this purpose; however, only few studies investigate their actual use inside the classrooms in ELT, which would lead to more insightful information about the coursebook's actual value and effectiveness. As a consequence, there is a general consensus that we know relatively little about what teachers and students do with materials in the classroom (Garton and Graves, 2014a, 2014b; Harwood, 2014; Tomlinson and Masuhara, 2010; Tomlinson, 2011, 2012) in spite of the fact that 'the effectiveness of classroom materials ultimately depends on how they are used by teacher and learners' (Garton and Graves, 2014a, p.273). According to Tomlinson (2014, p.46), 'it would help materials developers if we knew even more about what teachers actually do with the materials they are given to use as well as what they would like their materials to help them do'. We, therefore, need more research on in-use evaluation of published materials in ELT (Byrd, 1995; Harwood, 2010, 2014; Kullman, 2004; McDonough and Shaw, 1993; Tomlinson, 1998, 2003,

2011). As emphasised before, one of the primary aims of this study is to fill this vacuum indicated in the literature.

Harwood (2017) argues that more attnetion should be paid to coursebook research in mainstream education, because this body of research can be inspiring for research in applied linguistics. Following his suggestion, it might be useful to look at relevant studies, such as Collopy's (2003) study, which focuses on how an innovative coursebook had an effect on the beliefs and practices of two teachers, both of whom were mathematics teachers at an elementary school in the US. Drawing on multiple classroom observations and multiple sets of inteviews throughout an academic year, Collopy concludes that curriculum materials can be an effective tool for professional development, but not for all teachers, especially for the ones who are resistant to change. Her study demonstrates that what teachers learn from curriculum materials might be quite different from what the curriculum developers intended to convey. More importantly, as Harwood (2017) also underlines, the design, data collection, analysis and presentation of Collopy's study can serve as a useful model for research in applied linguistics.

Another relevant study mentioned by Harwood is Smagorinsky, Lakly and Johnson (2002). This two-year study focused on the tension a student teacher experienced during her final year practicum at university and her first year in teaching at a school in the US. Data was gathered through multiple cycles of observation and pre- and post-observation interviews. Also, interviews were conducted with the informant's trainers at university and her mentors at school to reveal their approach to mentoring and their perspectives on her teaching. The findings indicate that the informant felt constrained by the curriculum, because she had to use the assigned materials in the prescribed order to ensure success in exams, even though this was against her beliefs: she wanted to have the flexibility to teach in the way she likes. Indeed, these types of in-depth qualitative case studies in different contexts are also required in applied linguistics to understand how contextual factors have an influence on teachers' coursebook use and how teacher identity and materials use are intertwined (Harwood, 2016).

Finally, Harwood (2017) discusses Zibarth, Hart, Marcus, Ritsema, Schoen and Walker's (2009) research, which investigated the interaction between mathematics teachers and authors of curriculum materials during their development process. Twenty teachers were involved in the study and the data was collected through examination of the materials at various stages, classroom observations, teacher-author interviews and focus-groups. This study revealed a number of tensions between the teachers and authors. It also demonstrated how disagreements and the authors' resistance to fulfil some teacher demands influenced the way the teachers used the materials inside the classroom. Such studies in applied linguistics have the potential to contribute to our knowledge of what really shapes coursebooks and why. Indeed, the current study also sheds light on this important issue.

Having looked at some relevant studies in the literature of mainstream education, we will now turn to research related to coursebook use in applied linguistics. Grammatosi and Harwood (2014) are one of the few studies examining the use of the coursebook in ELT, but they often refer to the use of materials in mainstream education since there is relatively limited research on this issue in ELT. In their non-evaluative case study, Grammatosi and Harwood (2014) descriptively report how a teacher uses the coursebook assigned by the director in a pre-sessional EAP course in a language centre in a university in the UK. Their main focus is on the factors affecting the case teacher's decision-making and the reasons lying behind them. Guerrettaz and Johnston (2013) also explore the use of a coursebook in an Intensive English Program of a university in the US. Drawing on the concept of classroom ecology (Tudor, 2001; van Lier, 1996), they looked at the relationships between *participants* (the teacher and students), *processes* (e.g. classroom discourse), *structures* (e.g. curriculum), and *artifacts* (e.g. materials). This case study of one teacher shows how a coursebook might play the role of the actual curriculum and have an influence on every aspect of the classroom ecology. The present study diverges from these two studies on the grounds that it focuses on the use of the coursebook materials in eight different classroom settings by eight different teachers and makes comparisons between their practices where appropriate (see Chapters 3 and 8).

There are several studies that consider the factors affecting coursebook use. In her oft-cited study, for example, Hutchinson (1996, p.333-334) classifies those factors under four categories: (i) teachers (e.g. training, experience, personal views and attitudes towards their and their students' roles, perception of the coursebook as expert, their familiarity with the coursebook content etc.); (ii) learners (e.g. their perception of the role of textbook, their personal view towards their and their teachers' roles, their personalities etc.); (iii) college/classroom context (e.g. the schedule, the social dynamics of the lesson etc.) (iv) coursebook (e.g. the nature of the coursebook, the difficulty level of the content, the length of the texts etc.). Similarly, Menkabu and Harwood (2014, p.158) report four overarching categories influencing coursebook conceptualisation and use: '(i) factors related to learners, such as language proficiency and motivation; (ii) factors related to physical environment, such as class size and facilities; (iii) factors related to teachers, such as their knowledge of the subject matter and teaching preferences; and (iv) factors related to institutional constraints, such as the classroom contact time available and the exam-oriented system of assessment.' The findings of the current study also indicate similar factors, which will further be discussed in Chapter 8.

Shawer's (2010) study has frequently been referred to in inquiries focusing on coursebook use in recent years. Investigating teacher approaches to implementing the curriculum, Shawer (2010) proposes three categories of teachers: (i) *curriculum transmitters* who are highly dependent on the coursebook; (ii) *curriculum developers* who make adjustments and supplementations to coursebook content, keeping their learners' needs in mind and using the coursebook as a resource; and (iii) *curriculum makers* who completely draw on their students' needs from the beginning and design a curriculum based on them, hardly ever referring to a coursebook. He further implies that curriculum making and curriculum development approaches result in more effective teaching and learning as they primarily intend to address students' needs. This study shows, however, that teachers are likely to switch between those three roles due to various factors.

It is widely acknowledged that there is a complex trade-off between the teacher, the materials and the learners inside the classrooms where published materials are used

(Guerrettaz and Johnston, 2013; Maley, 2011). Allwright (1981), Bolitho (1990) and Hutchinson and Torres (1994) picture the lesson as a dynamic interaction between the three elements of teacher, learners, and materials in a classroom and it is claimed that this interaction creates opportunities for learning (see Figure 2 below). It is believed that there might be a closer fit between these three when materials are designed for a specific group of learners (Maley, 2011).
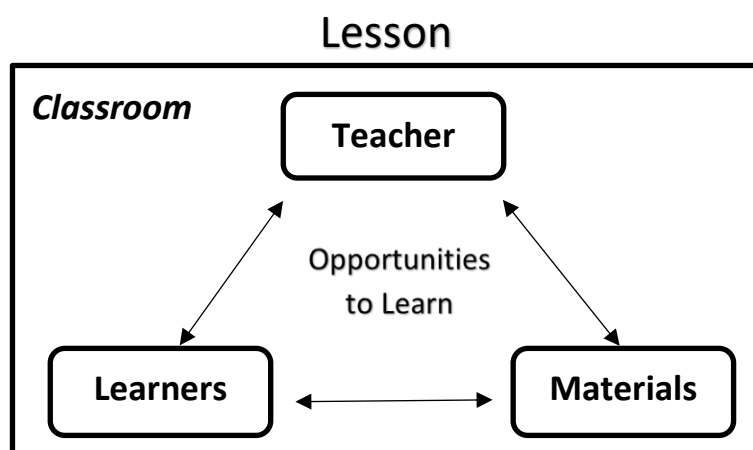
Figure 2. Interaction between Three Elements inside the Classroom (Adapted from Allwright (1981))

However, as no published material can fit a particular context perfectly; teachers must act as mediators between their learners and materials. Indeed, teachers play a central role in materials development as they are the ones who select materials (or they may have some influence), who actually teach them and who adapt or rewrite materials when necessary (Masuhara, 2011). Their role is critical because how materials are used hinges on their understanding of and skill in using them as the organiser of classroom practice (Garton and Graves, 2014a). Thus, the more teachers appreciate the strengths and weaknesses of the materials for their teaching context, the better the partnership between them can work (Hutchinson and Torres, 1994). That said, it should be underlined that the teacher's role is to teach the learners and not the materials per se (Edge and Garton, 2009). Teachers must be aware of the pitfalls of 'reification' (Richards and Mahoney, 1996, p.42), which may lead to the unjustified acceptance of the authority of the coursebook. It is clearly important for teachers to approach

coursebooks critically so they have the confidence to adapt them to meet their students' needs and interests.

From this perspective, the teacher plays a key role in teacher-material-learner interaction and teachers' attitudes towards materials and the way they approach and use materials in the classroom may influence learners' attitudes towards the materials and how they learn considerably (McGrath, 2006). It is therefore crucial to understand teachers' attitudes towards the materials they use and to see how they use them in class (Moulton, 1997). For this reason, this study employs classroom observations preceded by pre-observation interviews and followed by VSR interviews of the lesson observations with teachers.

Coursebooks provide a framework and guidance and, in turn, 'influence what teachers teach and what and to some extent how learners learn' (McGrath, 2002, quoted in McGrath, 2013, p.xii). Nonetheless, there has been an ongoing debate on to what degree a teacher should adhere to them, which is an issue that also arose in this study. Apart from their myriad benefits, coursebooks are criticised for undermining the teacher's decision-making and initiative, as they are often regarded as perfect artefacts written by so-called professional experts (Brumfit, 1979; McGrath, 2013; Swan, 1992). However, this argument cannot be generalised to every case. For example, adherence to a coursebook might be seen as an advantage in some cases, especially when the teacher lacks experience, skills and training because then the 'coursebook becomes a form of insurance against the deficiencies (limitations)' (McGrath, 2013, p.13). As a consequence, coursebooks might help teachers, especially novice ones, develop their teaching skills and enrich their repertoire.

Another current gap in the MDD literature is the lack of attention paid to learners' consumption of materials (Garton and Graves, 2014a; Harwood, 2014). Drawing on observations and field notes, this study also reveals students' reactions to teachers' coursebook use and adaptation, which is hoped to provide a basis for further research on students' use of materials.

This study reveals that adaptation is a frequent undertaking by the teachers, which indicates that it is essential to take a close look at it in order to explore the use of materials in depth. Therefore, the next section reviews the literature on adaptation of materials.

Lesson planning is likely to play an important role in how coursebook materials are used. According to Bailey (1996), '[l]esson plans are shaped, at least in part, by factors other than those controlled by the teacher', including the content of the coursebook and duration of lessons. More importantly, learners' involvement also has an effect on how a lesson is realised (Bailey, 1996). What is planned will not always reflect what is actually taught; that is, lesson plans provide a framework for the interactive decisions that the teacher will have to make during the lesson (Nunan, 1992). There may be a number of reasons behind those decisions. Bailey (1996, p.38), for example, identifies six principles and reasons for decision-making in her data: '(1) serve the common good, (2) teach to the moment, (3) further the lesson, (4) accommodate students' learning styles, (5) promote students' involvement, and (6) distribute the wealth', which means giving each student equal opportunities to participate. In addition, one important implication she reports is that experienced teachers' detachment from the plan involves less risk, as they usually have access to a large repertoire of ideas trialled previously. Making novice teachers aware of those strategies through video-recordings or transcripts of lessons may contribute to pre-service or novice teachers' professional development.

2.4.1. Materials Adaptation

This study examines teachers' adaptation of coursebook materials because exploring why, when, what and how teachers adapt can shed light on several important issues related to coursebook consumption. It is widely acknowledged that, no matter how rigorously and/or locally designed a coursebook is, it will be necessary to adapt it in order to meet the needs of any particular group of learners. For this reason, the significance of adaptation has constantly been emphasised and a variety of principles and techniques have been proposed in the literature (Allwright, 1981; Bosompen, 2014; Edge and Garton, 2009; Garton and Graves, 2014a; Harwood, 2014; Hutchinson

and Torres, 1994; Maley, 2011; McDonough and Shaw, 1993; McGrath, 2002, 2013; McGrath, 2013; McDonough et al. 2013; O'Neill, 1982; Richards, 2014, 2015; Tomlinson and Masuhara, 2017). According to McDonough et al. (2013, p.67), adaptation is a matching process and its essential purpose is 'to maximise the appropriacy of teaching materials in context, by changing some of the internal characteristics of a coursebook to suit our particular circumstances better'. The ultimate aim of adaptation seems to make the materials as relevant, engaging and learnable for students in a particular context as possible.

Even in the instances when materials are highly suitable for a particular context, they will still have to be adapted to meet the needs of particular students (Garton and Graves, 2014a). For this reason, it is highly recommended that teachers be knowledgeable about the approaches to adaptation and why and when to apply them (Garton and Graves, 2014a).

McGrath (2013) looks at materials adaptation through four aspects: why, when, what, and how teachers adapt and supplement. This study follows his approach to explore the teachers' adaptations. Also, drawing on the professional literature, five general forms of adaptation can be outlined (Bosompen, 2014; Cunningsworth, 1995; Harmer, 2007; Islam and Mares, 2003; Maley, 2011; McDonough et al., 2013; McGrath, 2013, 2016; Richards, 2001, 2014), namely:

(i)   Addition, including extemporisation, extension and expansion

(ii)   Omission (deletion)

(iii)   Replacement

(iv)   Change/Modification, including simplification, rewriting, complexification, restructuring and reordering

(v)   Supplementation

For *addition*, teachers add materials from other sources without making any changes to the original content of the coursebook. Addition has sub-categories, which are *extemporisation, expansion and extension. Extemporisation* involves a teacher's intuitive improvised reactions to emergent classroom situations such as referring to

past lessons, paraphrasing, and giving examples. *Extension* entails the addition of extra materials similar to the ones in the coursebook without changing the format and it is quantitative (McDonough et al., 2013; McGrath, 2002). *Expansion* means using materials to their best advantage by going beyond the prescribed instructions in a coursebook and it involves creativity and qualitative changes (Islam and Mares, 2003; McDonough et al., 2013; McGrath, 2002). Secondly, *omission (deletion)* occurs when the parts of a coursebook considered unsuitable are intentionally left out, or a part of the materials is subtracted without providing substitutions. Thirdly, *replacement* is the substitution of some parts of the coursebook considered unsuitable or ineffective. Fourthly, *change/modification* occurs when teachers change the form, use, or order of different features of materials. The sub-categories for *change/modification* include *simplification, rewriting, complexification, restructuring* and *reordering.* Finally, s*upplementation* is the addition of materials whose format is different from the ones already in the coursebook (McGrath, 2002). This study employs this framework to examine teachers' adaptation of the coursebook materials inside the classrooms.

This study also focuses on the reasons why teachers make adjustments to coursebook materials. In the recent literature, Bosompen (2014, p.112-114) offers the following reasons why teachers adapt materials:

(i) *Deficiencies in textbooks*: Teachers adapt in order to make up for the weaknesses in textbooks;

(ii) *Learner needs*: Teachers endevour to meet their students' needs by mediating the materials;

(iii) *Stimulation, variety and exploration*: Teachers adapt to spice up their lessons with a variety of activities and tasks to increase student participation.

(iv) *Learner assessment:* Teachers adapt to check their students' understanding.

(v) *Creativity and method exploration*: Teachers adapt when they want to try something new relying on their creativity.

In addition to this, Nation and Macalister (2010, p.161) provide a list of various reasons why teachers adapt materials:

1. 'The coursebook does not include all the activities that the teacher has used successfully before.

2. The coursebook material does not fit comfortably into the time available for the course.

3. The coursebook contains content that is unsuitable for the learners' level of proficiency or age.

4. The learner's knowledge and skill do not match that involved in the coursebook (Prabhu, 1989).

5. The coursebook does not include language items, skills, ideas, discourse or strategies that the learners need.

6. The coursebook does not apply principles that the teacher feels should be applied.

7. The coursebook does not involve the learners in the curriculum design process (Allwright, 1981).'

Richards (2014, p.33) claims that teachers teach the same lessons differently due to improvisations that they initiate. He also claims that as a teacher becomes more familiar with the coursebook, the more apparent the need for adaptation becomes. This suggests a correlation between familiarity with a coursebook and its effective exploitation, which is also confirmed by the present study.

It is obvious that 'there is a lack of classroom-based studies into the actual patterns of teacher adaptations and their effect on students, or on teachers' use of supplementary or teacher prepared materials and learners' engagement with them' (Garton and Graves, 2014b, p.655). One of the significant aims of the present study is also to contribute to knowledge by addressing those gaps.

2.5. Conclusion

There has recently been a rise in the number of local and glocal coursebook projects across the world for the purpose of meeting the needs, wants and cultural values of local contexts more satisfactorily. In most cases, the audience is straightforward in local projects; therefore, needs analysis is likely to yield solid and productive results, which

can enable authors to develop a highly suitable coursebook for the target context. However, developing a high quality coursebook series, whether local, glocal or global, is a formidable undertaking as it involves several stages, from needs analysis to piloting, which need to be handled in a systematic and principled way.

The literature on materials development for YLs looks thin on the ground in spite of the fact that there is a wide variety of materials available on the market today. Teaching English to YLs is a distinctive field in many ways; therefore, both materials developers and teachers of YLs need to be aware of several issues such as theories of child development and first and second language acquisition and learning in childhood. Research projects specifically focused on materials development for YLs can also make huge contribution to knowledge by offering useful implications especially for publishers, authors, teachers and teacher educators.

Analysis and evaluation of materials have perhaps made the biggest contribution to the MDD literature. However, in-use and post-use evaluation still remain under-researched and under-theorised. The ultimate value and effectiveness of a coursebook can be understood only after its use inside the classroom has been tested. In-use evaluation of a coursebook cannot be carried out without involving its end-users, but few studies report on the classroom use of materials by teachers and students. This might be because classroom observations are expensive, requiring a lot of time and effort, which makes it difficult to implement on a large scale. This study, however, aims to make a contribution by offering insights into this issue.

In the next chapter, I will explain the approach I adopted to conduct the study, along with the rationale for my choices of particular research methods to gather data to address my research questions.

CHAPTER 3: METHODOLOGY

3.1. Introduction

In this chapter, the research methodology adopted in the study is explained. Firstly, the research design including the rationale for choosing particular methods to address specific research questions is explained. Next, participants are introduced and detailed information about the data collection instruments is provided, such as why particular instruments were chosen and how they were created. This is followed by an explanation of the data collection and data analysis processes and procedures. Finally, ethical considerations and details of the pilot studies, and how they informed and guided the main study are reported.

3.2. Research Design

The overall purpose of this research is not only to explore the lifecycle of the locally developed coursebook series from conceptualisation to consumption but also to find out about its actual value and effectiveness from the perspectives of the end-users in the educational institute described in the Introduction. For the purpose of addressing the research questions satisfactorily, this study requires both qualitative and quantitative methods, which makes it a mixed methods study. Mixed methods research is defined as the collection and/or analysis of both qualitative and quantitative data in a single study to address the research questions thoroughly (Creswell, 2008; Dörnyei, 2007; Ivankova and Creswell, 2009). The term 'mixing' implies that the data or the findings are integrated and/or connected at one or several points within the study (Ivankova and Creswell, 2009, p.137).

Among the proposed typologies of mixed methods in the literature, this study falls within the 'quan+QUAL' design (Dörnyei, 2007, p.169), which means the concurrent collection of qualitative and quantitative data about a single phenomenon; however, it is predominantly qualitative and interpretative. It is indicated that this design is common in case studies in which the primarily qualitative data can be complemented by questionnaire (Dörnyei, 2007). In addition, concurrent designs are believed to be useful for combining micro and macro perspectives (Dörnyei, 2007). One of the major

advantages of these designs is to enable a researcher to verify and generate theory simultaneously (Teddlie and Tashakkori, 2006). As suggested by Dörnyei (2007), qualitative and quantitative methods in this study are used in a separate and parallel manner and the results are integrated or connected in the interpretation and discussion phase.

As this study is aiming to provide an in-depth description and analysis of a bounded system, it can be defined as a case study (Merriam, 2009). A case study is considered a useful way of evaluating a phenomenon from different angles when it takes place in a real-life context (Yin, 2012). It has the strength to provide thick description, rich and in-depth insights that no other method can produce, enabling researchers to explore uncharted territories (Dörnyei, 2007). It is claimed that case studies offer a high degree of completeness, depth of analysis, and readability and they can yield new hypotheses, models, and understandings about the nature of language learning or other processes provided that they are designed and conducted well (Duff, 2007). For these reasons, I adopted a case study to obtain detailed insights into the development process of the coursebook series, its evaluation and classroom use.

Another reason for adopting a case study approach is that it provides the required flexibility to carry out mixed methods research. Although case study is normally used within qualitative research, it is advocated that quantitative methods can be adopted whenever appropriate (Yin, 2014). Indeed, Duff (2008) reports that case study has increasingly been adopted in mixed-method research projects such as programme evaluations. I adopted mixed methods in this case study because I initially thought that increasing the number of research strategies and combining them would expand the scope of my research and enrich my ability to draw more reliable conclusions by painting a fuller picture.

Stake (1995) categorizes case studies into three types: (1) intrinsic case study, which is adopted when the focus is on the case itself as the case is thought to be unusual; (2) instrumental case study, which is preferred when an issue and concern is of main interest and the actual case, which is of secondary interest, is studied to provide insight into this issue; and, (3) multiple or collective case study, which is undertaken

when a number of cases, which are even less of an interest, are selected and studied to shed light on an issue or phenomenon. This case study can be classified as an intrinsic one because the development of the coursebook project under scrutiny and its consumption in the context of this study is unique in many ways, as described earlier in the Introduction.

The second research question and its sub-questions at the micro level require me to observe the use of the coursebook series in several classroom settings. As Yin (2003, p.42) puts it, 'the same case study may involve more than one unit of analysis. This occurs when, within a single case, attention is given to a subunit or subunits.' Thus, these classroom settings are regarded as embedded units of analysis, which will provide invaluable insights into how the coursebook materials are actually used by the end-users (see Figure 3).

Context: The Educational Institution Formed of Seven Schools in Izmir, Turkey
Focus of the study: To explore the locally developed coursebook series from its production to consumption as well as its actual value and effectiveness by its end-users

Participants: The Developers and End-users of the Coursebook Series

Macro (Non-Classoom) Level
- (QUAL) Individual Interviews with the Developers of the Project
- (QUAL + quan) Analysis of the Coursebook Series through Littlejohn's Framework

Micro (Classroom) Level
- (quan) Questionnaires with the End-users, Teachers and Students
- (QUAL) Individual and Focus-group Interview with the Teachers + Focus-Group Interview with the Students
- (QUAL) Classroom Observations:

| Embedded Unit of Analysis: Classroom 1 | Embedded Unit of Analysis: Classroom 2 | Embedded Unit of Analysis: Classroom 3 | Embedded Unit of Analysis: Classroom 4 |
| Embedded Unit of Analysis: Classroom 5 | Embedded Unit of Analysis: Classroom 6 | Embedded Unit of Analysis: Classroom 7 | Embedded Unit of Analysis: Classroom 8 |

Figure 3. The Design of the Case Study (Adapted from Yin's (2003, p.40) Basic Types of Designs for Case Studies)

It is stated that a case study embodies the largest set of data collection in order to obtain an in-depth picture of the case (Creswell, 1998). Creswell (1998, p.120) mentions four basic types of information to collect: 'observations (ranging from non-participant to participant), interviews (ranging from semi-structured to open-ended), documents (ranging from private to public), and audio-visual materials (including materials such as photographs, compact discs, and videotapes)'. He also mentions the recent emergence of other types of data such as e-mails, journaling and video-recorded and photographed observations. Among these, I made use of individual/focus-group semi-structured interviews, non-participant video-recorded observations with a follow-up video-stimulated recall (VSR) interview with the teachers, as well as artefacts such as the coursebook materials and e-mails. Plus, I designed and conducted questionnaires, which form the quantitative side of my research, in order to address part of the micro level of the research (see Figure 3).

As previously noted, therefore, a two-pronged approach, 'macro and micro is undertaken in this study to address the research questions, which are presented again below.

Table 3. Research Questions

RESEARCH QUESTIONS	
MACRO- (NON-CLASSROOM) LEVEL	1. How was the coursebook series developed? 2. What does the end-product look like?

MICRO- (CLASSROOM) LEVEL	1. What are the attitudes and perceptions of the teachers and students towards the coursebook series based on its classroom use?
	
	2. How are the coursebook materials used by teachers and students inside the classroom?
	  2a. How do teachers act as mediators between the coursebook materials and the learners? How do teachers re-interpret the materials? How and why do teachers adapt the materials? What factors affect the teachers' use of the materials?
	  2b. What are students' reactions to classroom materials (including activities, tasks and culturally specific or unrelated items) and teacher adaptations?

The macro (non-classroom) level inquiry deals with the development process of the coursebook series and what is in the end-product. I interviewed one of the authors and two of the RoPs to reveal the design and development process of the whole series. I also analysed the series using Littlejohn's (2011) framework to gain an impression of what the end-product looks like.

The micro level, in contrast, is concerned with classroom-level insights. It involved the evaluation of Levels 3 and 4 of the coursebook series from their end-users' perspectives. I contacted as many teachers and students as possible at the research site, who were working on relevant levels for the series, by administering a questionnaire with a follow-up interview, where practicable for some participants. The micro level also involved observation of eight classrooms (four at Level 3 and Level 4 respectively). To ensure that observations were conducted systematically and thoroughly, I utilised a series of procedures, which will be explained further in Section 3.6.

3.3. The Research Paradigm

Mixed methods research is believed to be the third research paradigm after quantitative research and qualitative research (Johnson and Onwuegbuzie, 2004). It gives researchers the flexibility to collect multiple sources of data using various methods and strategies in a complementary fashion (Dornyei, 2007). However, because this case study is predominantly qualitative, it is located within a constructivist/interpretative paradigm. This paradigm requires the researcher to investigate a phenomenon in its natural setting without any intervention. This study therefore primarily relies on the views of the participants, namely the developers and end-users of the coursebook series, to explore its production, consumption and effectiveness. Indeed, I aim to understand the subjective meanings the participants ascribe to the coursebook series, which are formed through interaction over time, and interpret them based on my own experience and background (Creswell, 2013). For example, employing VSR to access teachers' ideas, this study documents teachers' emic (internal) perspectives about their interactive decision making. While studies on coursebooks had an influence on my overall interpretations by offering etic

frameworks for analysis, the teachers' justifications during the VSR interviews helped me develop an emic interpretation of the events inside the classroom. In other words, those who knew the story told the story (Bailey, 1996).

Ontology deals with the nature of reality. Because this study assumes that there are multiple realities and knowledge is constructed through experience and dynamic social interaction, it follows a relativist ontological perspective. The present study explores subjective experiences and perceptions of the participants to shed light on the development, use and value of the coursebook series. In addition, , epistomology deals with the nature and production of knowledge. In this study, knowledge was generated through the interaction between the researcher and the participants. In other words, the knower and the respondent co-constructed the meanings (subjective epistomology) (Denzin and Lincoln, 2003). Furthermore, in order to explore how the coursebook materials are used I, as a researcher, got as close as possible to the participants in their natural settings and tried to make sense of their experiences (Creswell, 2007).

3.4. Participants

Before I recruited my participants in this study, I created a sampling plan describing the sampling parameters in line with the purposes of my study. As a consequence, I came up with the criteria below (see Table 4).

Table 4. Criteria for Initial Sampling

Focus	Criteria
Design and Development Process	The ones involved in the design and development process
Evaluation of Levels 3 and 4 from the Perspectives of its End-users	The ones using Levels 3 and 4 of the coursebook series
Use of Levels 3 and 4 inside the Classrooms	The ones using Levels 3 and 4 of the coursebook series

After the initial 'criterion sampling' (Dörnyei, 2007, p.128), as it was almost impossible to recruit all the potential respondents, mainly due to the large population size and time and availability limitations, the actual respondents in my study became the ones who it was most convenient to recruit at the time. How I recruited the participants will further be detailed in the next sections of this chapter. The sources of data and numbers of the participants at macro and micro levels are presented in Figure 4 below.

MACRO (NON-CLASSROOM) LEVEL   **MICRO (CLASSROOM) LEVEL**

1. Individual Interview **(QUAL)**
Authors (1) +
Representatives of the Publishing House (2)

2. Analysis of the coursebook series through Littlejohn's Framework (2011) **(QUAL+quan)**

+

1. Questionnaire (quan)
Level 3
Teachers (16) + Students (231)
Level 4
Teachers (10) + Students (160)

2. Focus-Group & Individual Interview **(QUAL)**
Teachers (3 Focus-group Interviews +
5 Individual Interviews at each level)

3. Focus-group Interview **(QUAL)**
Students (9 groups at each level (4-5 in per group))

4. Classroom Observations (QUAL)
(Four classrooms at each level)
Procedures:
1. Pre-Observation Meeting with Teacher
2. In-Class Observation + Field Notes
3. Video-Stimulated Recall with Teacher

Figure 4. Sources of Data and Participant Numbers at Macro and Micro Levels

In order to obtain trustworthy and reliable data on the design and development process of the coursebook series, key stakeholders were invited to participate in the study. These included the marketing manager (MM), publishing manager (PM), and one of the two authors who worked as a team in order to create the coursebook series.

To find out the actual value and effectiveness of the coursebook series, I collected questionnaire data from sixteen teachers and two hundred and thirty-one students aged 8-9 at Level 3 (121 female and 110 male) and ten teachers and one hundred and sixty students aged 9-10 at Level 4 (96 female and 64 male). The profiles of the teachers who responded to the questionnaire at each level are shown in Table 5 below.

Table 5. The Profiles of Teachers who Responded to the Questionnaire

LEVEL 3 Total Number of Teachers: 16	Gender	No of People	Age Range	No of People	Years of Experience	No of People		Level of Education	No of People
	Female	14	21-30	9	0-10	11		BA	16
			31-40	7	11-20	5		Master's	0
	Male	2	41-50	0	21-30	0		PhD	0
			51-60	0	31-40	0			

LEVEL 4 Total Number of Teachers: 10	Gender	No of People	Age Range	No of People	Years of Experience	No of People		Level of Education	No of People
	Female	8	21-30	7	0-10	7		BA	10
			31-40	3	11-20	3		Master's	0
	Male	2	41-50	0	21-30	0		PhD	0
			51-60	0	31-40	0			

In addition to the questionnaire, I conducted focus-group interviews with three groups of three-four teachers and individual interviews with five different teachers -who did not participate in the focus-group interviews- at each level. I also conducted focus-group interviews with nine groups of four-five students at each level.

Finally, I managed to recruit four teachers to observe at each level, which was one of the most challenging aspects of the study. Though there were twenty-four teachers teaching Level 3 of the coursebook series and twenty teaching Level 4 in total in the whole educational institution, most of them seemed reluctant to be observed and video-recorded initially. There were several reasons for this unwillingness:

- All teachers had a heavy workload and they even worked on Saturdays, so their time was precious;
- Most teachers regard observation as a threat, especially when conducted by an outsider;
- The lessons were being video-recorded.

I explain in detail how I overcame difficulties when recruiting participants to carry out the classroom observations followed by a VSR in Section 3.5. The profiles of each of the teachers recruited for observation are provided in Table 6 below.

Table 6. Profiles of the Teachers Observed in Classrooms

	Gender	Year of teaching experience	Year of experience with YLs	Qualifica-tions	The school they work at	Year of experience with the coursebook series	Year of experience with Level 3	Year of experience with Level 4
Teacher A	Female	11 years	11 years	BA in ELT + CELTA	School 1	4 years	3 years	1 year
Teacher B	Female	3 years	3 years	BA in ELL	School 1	1 year	1 year	N/A
Teacher C	Male	7 years	3 years	BA in ELT	School 3	2 years	1 year	1 year
Teacher D	Male	7 years	5 years	BA in ELT	School 4	1 year	1 year	N/A
Teacher E	Female	9 years	2 years	BA in ELL	School 5	1 year	N/A	1 year
Teacher F	Male	6 years	5 years	BA in ELT	School 6	3 years	1 year	1 year
Teacher G	Female	8 years	6 years	BA in ELL	School 7	4 years	N/A	1 year
Teacher H	Male	8 years	2 years	BA in ELT	School 7	1 year	N/A	1 year

3.5. Data Collection Instruments

3.5.1. Littlejohn's Framework

As stated in earlier, there are a number of frameworks and checklists suggested in the literature which can be used for the purpose of analysing and evaluating course materials. However, I chose to employ Littlejohn's (2011) framework to systematically and closely analyse the coursebook series and provide an initial detailed description of it. After reviewing numerous available evaluation frameworks, this one appeared the most rigorous and suitable to serve my purposes.

There are two main sections in Littlejohn's framework: publication and design. 'Publication' deals with the appearance and physical aspects of the materials by examining the links between available materials and their components, e.g. whether answer keys are provided in the teacher's books, and the actual form of materials, e.g. paper-based or digital, which may have an influence on the classroom methodology. Also, looking inside the materials, we can see how they are organised into sections and sub-sections, how a sense of continuity and coherence within and across units or modules is maintained (continuity), whether the order in which the materials can be used is predetermined (route) and what kinds of support is provided to access into materials, e.g. whether there are wordlists, indexes, hyperlinks etc.

'Design' is related to the rationale underlying the materials, including the aims, how the content is chosen and sequenced, as well as its nature and focus, the types of activities, the modes of classroom participation, the teacher's and learner's roles and the role of the materials in general (see Figure 5).

1. **Publication**
   1. Place of the learner's materials in any wider set of materials
   2. Published form of the learner's materials
   3. Subdivision of learner's materials into sections
   4. Subdivision of sections into sub-sections
   5. Continuity
   6. Route
   7. Access
2. **Design**
   1. Aims
   2. Principles of selection
   3. Principles of sequencing
   4. Subject matter and focus of subject matter
   5. Types of teaching/learning activities
      - What they require the learners to do
      - Manner in which they draw on the learner's process competence (knowledge, affects, abilities, skills)
   6. Participation: who does what with whom
   7. Learner roles
   8. Teacher roles
   9. Role of the materials as a whole

Figure 5. Aspects of an Analysis of Language Teaching Materials (Littlejohn, 2011, p.183)

However, Littlejohn (2011) states that this framework is not sufficient for an in-depth analysis of materials, so he further suggests that an analyst should move through three levels in order to gain deeper insights and reach reliable conclusions about the materials (see Figure 6 below). Level 1 aims to examine and objectively describe the explicit nature of the materials mainly drawing on their physical form and the instructions provided in them. Therefore, it is considered as the most objective level. Level 2 requires a slightly deeper level of analysis through which deductions can be made about what the users of the materials are expected to do by examining individual tasks. Level 3 aims to reach general conclusions about the explicit underlying

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principles of the materials, based on the findings at Level 1 and 2. Adopting this framework helped me gain insights into all aspects of the coursebook series under investigation before its evaluation in action. The application of this framework will further be detailed in Chapter 5, where the findings are also shared.

1. **'WHAT IS THERE'**	*'objective description'*
• Statements of description	
• Physical aspects of the materials	
• Main steps in the instructional sections	
2. **'WHAT IS REQUIRED OF USERS'**	*'subjective analysis'*
• Subdivision into constituent tasks	
• An analysis of tasks: 'what is the learner expected to do? Who with? With what content?'	
3. **'WHAT IS IMPLIED'**	*'subjective inference'*
• Deducing aims, principles of selection and sequence	
• Deducing teacher and learner roles	
• Deducing demands on learner's process competence	

Figure 6. Levels of Analysis of Language Teaching Materials (Littlejohn, 2011, p.185)

3.5.2. Questionnaire

Like the common use of interviews in qualitative inquiries, questionnaires are frequently used instruments in quantitative ones. This might be because questionnaires are easy to prepare, easy to conduct with a large group of people in a very short time, and can also be easily analysed thanks to computer software such as SSPS. However, 'ironically, the strength of questionnaires is at the same time also their main weakness' (Dörnyei, 2003, p.3). It seems that both the people who create them and the people who respond to them do not take questionnaires seriously (Dörnyei, 2003). Also, ill-constructed questionnaires have the potential to generate unreliable and invalid data. Another potential issue is that questionnaires can produce superficial data and fail to provide thick description when used alone. They may, therefore, not be suitable for investigating an issue in depth. Awareness of these potential limitations should be taken into account when creating a questionnaire and administering it to ensure that reliable data is obtained.

In this study, a four-point Likert scale, in which the participants were asked to choose the extent to which they 'agree' or 'disagree', was employed to address part of micro

level issues and to obtain reliable and quick results not only to evaluate to what degree Levels 3 and 4 of the coursebook series meet the needs and wants of its end-users, but also to understand the end-users' attitudes towards certain aspects of the series. I adopted an even number of options (a four point Likert scale) because teachers and students consistently choose the middle option as a way to avoid taking a clear stand on a topic. This became apparent when I first administered a five-point Likert scale questionnaire for my pilot study.

The questionnaire for the teachers includes fifty-seven questions and the one for the students has thirty-five. I kept the questionnaire for students shorter because their attention span is not as long as adults and there were fewer relevant issues they could respond to compared to teachers. I wished to adhere to a 30-minute completion time for both parties, based on lessons learnt during the piloting stage. In addition to the Likert scale, the questionnaire was designed in a way that allowed participants to add short comments after each item and additional comments at the end of the questionnaire to diminish the straightjacket effect of this approach. In other words, a 'semi-structured questionnaire' was used in this study and the content of the questionnaires, for both teachers and students, was mainly based on the available checklists on materials evaluation in the relevant literature (see Appendices II and III for the questionnaires). The items in the questionnaire for teachers were categorised under twelve topics, some of which were adopted from the checklists available in the literature: general apperance, design and layout, methodology, activities, language skills, language content, topical content, flexibility and teachability, assessment, book objectives, components and teacher's book. The items in the questionnaire for students were categorised under eight topics: general appearance, design and layout, activities, language skills, language content, topical content, components and overall. However, even though all the topics in the questionnaire for students also appear in the questionnaire for teachers, the items under those topis are hardly the same. A simplified and jargon-free language was used in the questionnaire for students to facilitate their understanding so that they can respond in a reliable way.

Before administering the questionnaires for the actual study, I piloted and pre-tested them on a group of teachers and students. As this stage was critical, I chose to

administer the pilot questionnaires to the teachers and students in person. During the administration, I made notes on their questions and feedback. I also asked the teachers to make notes on the questionnaire whenever they and their students came across an item or a section that was not clear or relevant. Based on their feedback, I was able to fine tune each item and revise the questionnaires prior to the main study. Some examples of subsequent changes made to the questionnaires will be provided in Section 3.10.

3.5.3. Interview

Interviews are probably one of the most commonly used instruments in qualitative research. When conducted properly and systematically, 'interviews can provide important insights into people's experiences, beliefs, perceptions, and motivations' (Richards, 2009, p.196). Three types of interviews are most frequently referred to in the research methods literature: structured, open and semi-structured (Dörnyei, 2007; Richards, 2009). In structured interviews, the interviewer is looking for very specific information, which is collected in such a way that it gives almost no variation (Richards, 2009). In open interviews, the interviewer has no pre-prepared interview guide; however, she/he might plan to ask some opening questions to elicit the participant's story (Dörnyei, 2007). Semi-structured interviews offer 'compromise' (Dörnyei, 2007, p.136) between structured and open interviews because in this type of interview, there is not only guidance and direction but also flexibility for the interviewee. In this study, I used semi-structured individual and focus-group interviews in order both to ensure that the interviewees focus on the target topic area and to provide flexibility so that issues which arose that were of relevance to the research focus could be addressed (see Appendices IV, V, VI and VII for the interview questions).

It is acknowledged that both individual interviews and focus-group interviews have their own strengths and limitations. The focus-group format is seen as a more economical way to collect a relatively large amount of data based on the collective experience of group brainstorming (Dörnyei, 2007). On the other hand, participants are likely to have less opportunity to offer their opinions and they might be led to give answers in a certain way to fit into the group (McKay, 2006). Consequently, the

practicality and applicability of these two types of interview within the context of the study have to be taken into consideration.

I conducted focus-group interviews with children aged between 8 and 10. Children have not always been thought of as 'active constructors of social meaning' (Freeman and Mathison, 2009, p.2). However, there have been several studies carried out with children showing that, no matter how young they are, children are capable of understanding the questions directed to them and expressing their experiences, which means they have the capacity to be participants in research (Clark, 2004; Kuchah and Pinter, 2012; Pinter, 2014, 2015; Pinter and Zandian, 2014, 2015). As children are one of the end-users of the coursebook series, it is important also for their voices to be heard in the study. This is primarily because 'the best people to provide information on the child's perspective, actions, and attributes are the children themselves' (Scott, 2008, quoted in Pinter, 2015, p.445). Informed consent was requested and ethical considerations were taken into account. The ethical issues will be discussed more fully later in Section 3.8.

Focus group interviews have several advantages with child participants such as:

1. It is believed that young children feel more secure in groups when they are approached by an adult, especially an outsider.

2. Group interviews are more engaging for children as they not only minimize the adult authority, but also diminish the pressure on each individual by giving a feeling of support from each other (Freeman and Mathison, 2009; Hennessy and Heary, 2005; Mauthner, 1997).

3. They can capture the collective viewpoint and experience of the children. However, this might also be risky as more articulate participants may dominate the conversations and influence the other group members' opinions or, worse still, cause them to remain silent (Lewis, 1992; Hennessy and Heary, 2005). Therefore, a researcher should conduct group interviews, particularly with children, with great care and sensitivity.

The above issues were taken into account in the conduct of the focus-group interviews with the children.

3.5.4. Lesson Plan and Pre-Observation Conference

A lesson plan is widely seen as a map and an overall picture of a lesson. Thus, it has the potential to give the researcher useful information about the lesson prior to the observation. It can also help the researcher prepare the observation protocol well in advance. For this and other reasons, I asked participant teachers to send me a lesson plan at least two days before the targeted lesson, specifying the procedures of the lesson together with the materials to be exploited during the lessons. I provided some of the teachers with a lesson plan template as per their request; however, I explained to them that they had the flexibility to use their own. Consequently, the lesson plans allowed me to be better prepared for the observations.

In addition, I conducted a pre-observation meeting, not only to obtain more detailed information about the lesson itself, but also to learn more about the students, classroom atmosphere, equipment etc. (see Appendix VIII). This was done through a semi-structured interview just before the observation. I also regarded this meeting as a kind of ice-breaker to put the teacher at ease before the observation.

3.5.5. Classroom Observation Followed by Video-Stimulated Recall

Even though each of the instruments introduced so far has its own crucial role in addressing the relevant research questions, non-participant observation is at the heart of this study as it reveals the way the coursebook is actually used inside classrooms at the micro-level. It is widely acknowledged that classroom observation is extremely complex. This is mainly because of the fact that 'so much happens in classrooms that any task or event, even apparently simple ones, could be the subject of pages of notes and hours of discussion' (Wragg, 1999, p.5). However, as the observation focus was limited to materials use throughout the lessons in this study, I did not find it as highly complex as the ones conducted for more general purposes such as teacher evaluation.

On the other hand, however careful an observer is, it seems almost impossible to interpret every single action or behaviour correctly and understand what is going on in the teacher's or students' minds throughout the lesson. As Wragg (1999, p.55) puts it, 'teaching is such a rapidly moving set of activities, that the way in which teachers, and for that matter pupils, see and interpret what happens, is often neglected.' He further suggests that observation followed by an interview has the potential to bridge this gap. Similarly, Seidman (2006) states that observing a teacher or student gives access to their behaviour and interviewing gives opportunity to understand that behaviour in context. In the light of these comments, I considered that a follow-up VSR interview with the teacher immediately after the observation would help me see beneath the surface and gain teacher perspectives on what transpired in the lesson.

One criticism of stimulated recall is that a time delay between the event and the reporting may result in unreliable data. Following Gass and Mackey's (2000) recommendations, I therefore conducted the VSR interviews immediately after the lessons, used the video-recordings of the lessons to provide strong stimulus, and minimally trained the participants through short explanations and demonstrations shortly before the VSR interviews took place. The stimulated recall session in this study was predominantly self-initiated, that is, I mostly left it to the participant teachers in general to stop the video and comment; however, as I drew upon the field notes taken during the observation, I also stopped the video to ask for clarification at certain points.

3.6. Data Collection and Procedures

In this section, I report on how each data collection instrument was actually used in the study. Two separate sets of interview questions were prepared for the RoPs and author (see Appendix IV and V). They were asked different questions as well as some questions which were the same or similar. This was mainly because there were several issues that directly concerned the author, such as item writing, so the author was asked a number of additional questions to the RoPs.

The first interview, with the MM of the publishing house, was a 'multiple-session interview' (Dörnyei, 2007, p.134) because it was conducted during the breaks at a conference in the UK. The whole interview was completed over three days and lasted around 90 minutes in total (each session lasted between 10 and 15 minutes). The interview with the PM, which was also a multiple-session interview, was completed in a day, at the headquarters of the publishing house in Istanbul. The interview with the author, who normally lives in Southern Europe, was also conducted on the same day as the interview with the PM in Istanbul, but unlike the others, it was a single session interview, which lasted one and a half hours, because of time constraints.

At the micro level, the questionnaire designed specifically for the teachers teaching Levels 3 and 4 of the series were conducted on paper. It is emphasised that questionnaire administration procedures have a significant influence on the quality of the elicited responses (Dörnyei, 2007). Therefore, I adopted a systematic approach to its administration. I first contacted the chief HoE of the institution (initial gatekeeper) from whom I obtained the contact details of each school's HoE. I then contacted each HoE via phone or e-mail to make an appointment. During my visits, I gave each HoE detailed information about my research. I was informed that each department had a weekly meeting at which all the teachers have to be present on Mondays between 16:30 and 18:00. I decided to attend those meetings and meet the teachers in person to request that they complete the questionnaire. I obtained the initial consent from each HoE for this purpose. The main reason why I wanted to carry out the questionnaire on paper and in person is that this is the most culturally appropriate approach in Turkey: Turkish people tend to take a request more seriously and do it properly, if they meet the requester in person. It might have been more practical and time-saving if I had simply created the online version of the questionnaire and forwarded a link to each teacher's e-mail box. However, as those teachers also have a very high workload, the majority of them would probably either not have responded to it at all or have completed it without paying much attention.

Dörnyei (2007) points out that participant self-selection in questionnaire surveys, that is, leaving participation to the respondents' own willingness, might tarnish the validity of an investigation, because only the enthusiastic and motivated ones volunteer, thus

misrepresenting the whole of the target population. For the purpose of both increasing the validity and reliability of the results and ensuring a higher response rate to the questionnaire, I attended school meetings, introduced myself and communicated the purpose and significance of my research briefly. I then delivered hard-copies of the questionnaire and gave them the flexibility to complete it in a week's time. The majority of respondents, however, chose to complete it within the time period allocated for those meetings and handed it in. This was one of the advantages of group administration and well-planned administrative procedures. My presence was also beneficial as a few of the teachers had questions and asked for clarifications, which I could immediately address. Those visits were also helpful for me to build initial rapport with the teachers and recruit them for interviews and observations later.

The questionnaires specifically designed for the students learning English through Levels 3 or 4 of the series were conducted in Turkish. I thought that paper-and-pencil would be the best way to administer the questionnaires due to the students' young ages. The questionnaires were packed in such a way that each teacher had copies of the consent letters to be sent to each child's parents and the questionnaires designed for the students. Guidance for teachers on how to conduct the questionnaires with students was also enclosed. Once the teachers had administered the questionnaires, they contacted me by e-mail or phone and I collected them from the schools. As time permitted, I attended several lessons during which students answered the questionnaires to observe students' reactions and see whether any issues arose.

The interviews were also carefully planned and followed systematic procedures. During my visits to weekly meetings where I met all the teachers, I briefly mentioned that I would like to interview them individually, face-to-face, or in focus-groups and voice-record the interview sessions for further analysis. I also explained that I would like to observe some lessons which would be video-recorded, and also preceded and followed by interview sessions. In addition, I informed the teachers that I would like to carry out focus-group interviews with students, reassuring them that all data would be kept anonymous and confidential and used for research purposes only. Finally, I handed out the consent forms and a form on which they could indicate whether they would like to participate in the study.

The teachers seemed very interested in the topic of my research because they expressed openly that they had a lot of ideas and feedback about the coursebook series and they wanted them to be heard. Giving them a voice on this issue increased their appetite to volunteer to participate in my questionnaires and interviews. However, when it came to video-recorded classroom observations, I had some difficulties due to the reasons I explained in Section 3.3. I, therefore, decided to postpone the observations until I had made progress gathering data through the other instruments. I thought that the teachers would have the chance to get to know me better through the interviews and I could gain their trust gradually. As I communicated with them more frequently during this period, some teachers changed their minds and offered to help with the observations as well.

In addition to individual interviews with five teachers of Level 3 and 4, I also conducted focus-group interviews with three groups of three-four teachers, working at each of those levels. As the teachers in this context had tight schedules and a heavy workload, it was not possible or practical for me to meet every single teacher and interview them individually. When the chief HoE informed me that they were going to hold a two-day general meeting during the semester break and all the English language teachers were supposed to attend, I decided to take this opportunity to conduct focus-group interviews with the teachers whom I could not interview individually. I believed that the interaction in those focus-groups had the potential to generate in-depth and high-quality data. All the focus-group interviews were audio recorded and stored for further analysis. I requested the participants to speak their names out each time they took turns in order to minimise confusion when transcribing.

When conducting focus-group interviews, I took the role of a moderator and ensured the sessions flowed smoothly. It was quite challenging to encourage some quieter group members to express their opinions, as they usually tended to simply agree with what the more dominant members said. Another challenge was that, whenever there was a disagreement between group members, they looked at me, as if seeking approval from an authority figure. I retained a neutral position however. On a more positive note, many emergent and important topics were brought up by dominant

group members and this helped the others to comment on those issues, which they normally might not have thought of during one-to-one interviews.

Finally, at the micro level, where the focus is on the classroom use of the coursebook series, I observed eight classrooms in total - four classrooms at each level. The following systematic procedures were followed during each observation:

1. The teacher was requested to submit a plan of the lesson: This was required for the researcher to prepare the observation protocol in advance. The observation protocol was designed to include five columns (see Appendix IX for the template and Appendix XVI for a sample completed observation form):

a. The lesson plan of the teacher (copied directly from the teacher's lesson plan)

b. The teacher's procedures during the lesson (filled out during the observation)

c. The suggested lesson plan in the Teacher's Book (TB) (directly copied from the TB)

d. The students' reactions and re-interpretations during the lesson

e. The justifications of the teacher (filled out after the VSR with the teacher)

2. The researcher conducted a pre-observation meeting with the teachers observed. This was done to clarify issues for the researcher before the actual lesson.

3. The researcher both observed and completed the observation protocol. At the same time the teacher and the students were video-recorded.

4. A VSR was conducted with the teacher immediately after the lesson.

As I mentioned earlier, recruiting participants to observe was one of the most challenging parts of my study. Even after initial recruitment of the teachers, I

encountered several obstacles. For example, one of the teachers changed her mind a day before the observation and cancelled it. Also, once I had to postpone one of the observations after conducting the pre-observation interview, preparing all the documents and setting up all the devices in the classroom because an unexpected exam took place at the time. I had to postpone another observation after arriving at the school because the teacher said she was not feeling well. Another teacher told me at the last minute that she would not like to be video-recorded and I had to spend some time convincing her. She agreed when I assured her that it would be confidential.

One of my biggest concerns was the possible nervousness, distraction and/or unnatural classroom environment caused by the camera and my presence during the observations. Therefore, I usually met the students and the teacher in the classroom before the actual observation took place and gave them the opportunity to get to know me as much as possible. This helped me eliminate the thoughts causing apprehension and curiosity, for example, who I was and why I wanted to observe them, and build a positive rapport. Also, the pre-observation meetings allowed me to put the teachers at ease before we walked into the classroom.

Throughout the data collection process, I ensured that recordings were high quality by using the latest technological devices. I always double checked the devices to make sure that they worked perfectly. I also used the voice-recording function of my mobile phone to record all the interviews as a back-up. At the beginning of each recording I recorded myself saying the date, place, type of interview and names of the interviewees for future reference.

Although I was aware that video recording of the interviews would provide me with a fuller picture of the interaction, including non-verbal cues, facial expressions or gestures, I discovered during my pilot study that the presence of a camera had rather detrimental effects on some teachers and students who felt under threat and nervous. I decided, therefore, to audio record the interviews and noted any non-verbal cues that could potentially add further meanings to their responses as they arose.

3.7. Data Analysis

This section, organised into four sub-sections, explains my approach to data analysis. This study is a concurrent mixed design in which I used two independent strands: one with quantitative questions and data collection and analysis techniques and the other with qualitative questions and data collection and analysis techniques (Teddlie and Tashakkori, 2006). The inferences I made on the basis of the findings from each strand were synthesized to form meta-inferences (see Figure 8).

MACRO (NON-CLASSROOM) LEVEL   **MICRO (CLASSROOM) LEVEL**
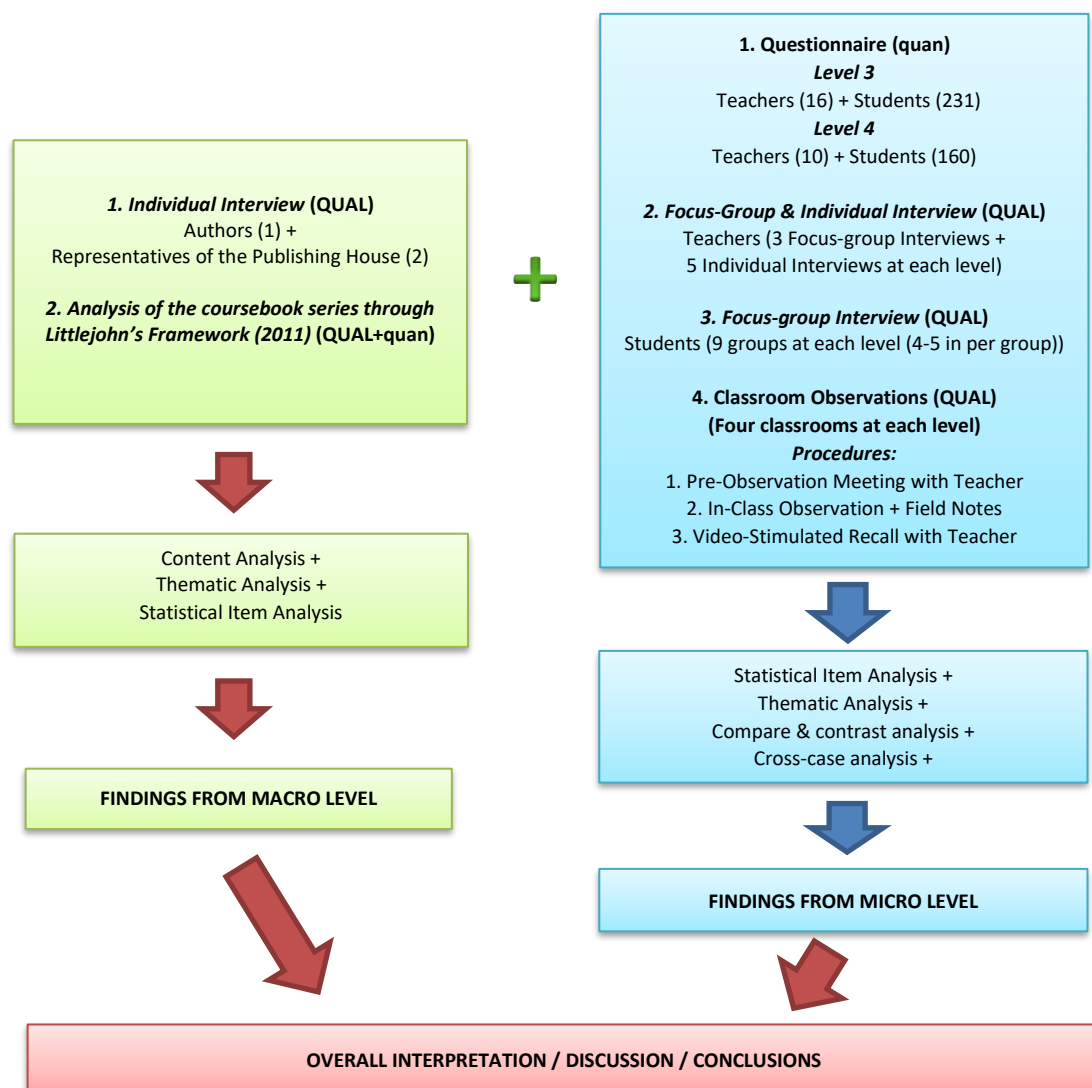
Figure 7. Research Design

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At the micro level, the purpose is to compare the quantitative and qualitative results to see whether they support each other or diverge and, in turn, reach well-validated conclusions about the effectiveness of Levels 3 and 4 of the coursebook series; therefore, data was collected and analysed separately. Collecting and analysing two different types of data, quantitative and qualitative, was quite a challenge for me because doing this requires expertise in both. I was confident with the qualitative methods, but had to improve my expertise in questionnaire design and analysis. For this reason, I attended several workshops and training sessions on quantitative research and SPSS. I also consulted expert quantitative researchers whenever I experienced difficulty. Another challenge was integrating the results into a coherent set of findings and interpreting them, especially when discrepancies emerged between the two types of data sets.

3.7.1. Content Analysis of the Coursebook Series

I initially analysed the whole coursebook series through Littlejohn's (2011) framework, which helped me gain in-depth insights into what the end-products looked like and come up with a detailed description. The framework formed of a suggested list of aspects to examine required me to take a deductive approach to analysis, unlike the qualitative part of my study in which I analysed the data inductively, that is, without having predetermined codes and categories. I first used the framework to describe the coursebook package as a whole and then moved through the 'levels of analysis' (Littlejohn, 2011, p.185) to examine its more abstract and complex aspects. I provide further details on how I approached the analysis at this level in Chapter 5 where I also present the findings.

3.7.2. Statistical Analysis of the Questionnaires with Teachers and Students

The results from the quantitative sections of the questionnaires were initially typed and organised in Excel spreadsheets. They were then transferred to SPSS computer software for further analysis, which generated frequency distributions, percentages, and means for each item (see Table 7).

Table 7. Example Analysis of the Questionnaire with Students

COMPONENTS (Overall mean: 3.65)	*26. The activities and exercises in the practice book are very helpful for me.*		
		Frequency	Percent	Mean
	1 Strongly Disagree	2	0.9	
	2 Disagree	16	6.9	
	3 Agree	38	16.5	3.67
	4 Strongly Agree	175	75.8	
	Total	231	100.0	
	27. The interactive software for the coursebook is very helpful for me to revise the things I have learnt inside the classroom.		
		Frequency	Percent	Mean
	1 Strongly Disagree	13	5.6	
	2 Disagree	9	3.9	
	3 Agree	39	16.9	3.58
	4 Strongly Agree	170	73.6	
	Total	231	100.0	
	28. The animation videos of the stories are not only fun but also help me understand the lesson better.		
		Frequency	Percent	Mean
	1 Strongly Disagree	7	3.0	
	2 Disagree	5	2.2	
	3 Agree	38	16.5	3.7
	4 Strongly Agree	181	78.4	
	Total	231	100.0	

The results were then interpreted qualitatively as a result of comparison with the rest of the qualitative data sets obtained through individual interviews with the teachers and focus-group interviews with the students. The short comments in the questionnaires, which were only few, were also combined with the qualitative findings from individual and focus group interviews for further analysis.

3.7.3. Analysis of the Interviews

It is widely acknowledged that, unlike in quantitative research, the relationship between data and analysis in qualitative research is so intimate and complex that analysis takes place throughout the whole research process (Richards, 2003). Therefore, analysis should begin as soon as possible (Silverman, 2000). Engaging with data at early stages can enable a researcher to develop insightful understanding of her study gradually and, in turn, conceptualise it more effectively. Indeed, there are various approaches to data analysis in the literature. However, as Coffey and Atkinson (1996, p.10) point out, 'analysis is not about adhering to any one correct approach or set of right techniques; it is imaginative, artful, flexible, and reflexive. It should also be methodical, scholarly, and intellectually rigorous'.

Indeed, qualitative data analysis is rather an interactive and reflective process, not a linear one (Richards, 2003). Categorisation is a central element, which establishes a link between interpretive positioning and data collection, suggesting a degree of interconnectivity (Richards, 2003). As Freeman and Mathison (2009, p.150) also note, 'data do not speak for themselves; data analysis acknowledges the interplay between data and researcher'. The data analysis process is viewed as an iterative and interactive process (Hopkins, 2008); it is actually a 'scanning process moving backwards and forwards between the raw evidence and the developing analysis' (Ebbut, 1987, p.157). It is also claimed that 'the process of data analysis in qualitative research is inductive in nature with researchers reviewing the data gathered in order to discover patterns' (McKay, 2006, p.23).

Following the steps and ideas suggested in the literature (e.g. Braun and Clarke, 2006; Creswell, 2007, 2014; Donyei, 2007; Yin, 2014), there are five stages to my approach to analysis of the qualitative interview data:

Stage 1: I adopted thematic analysis, 'a method for identifying, analyzing and reporting patterns within data' (Braun and Clarke, 2006, p.79), as the most appropriate method to analyse the data from the interviews with the author, RoPs and the end-users. I became familiar with the data by translating and transcribing it first and then reviewed the transcribed data several times by moving in 'analytic circles' (Creswell 2007, p.150). The interview with the author was conducted in her native language, English. Even though PM's native language is Turkish, he preferred his interview to be conducted in English because he feels quite competent in both languages. Apart from these two participants, all the other individual and focus group interviews with all the participants were conducted in Turkish in order to ensure a complete understanding of the questions and allow them to answer fully. This naturally required the translation of the data into English. It took me about six months to complete verbatim transcripts of the data. This was a rather tedious, less enjoyable part of my study, yet it proved to be extremely beneficial for me to gain insights and hunches about the data as a result of immersion in the data. This was the stage where I began conceptualising the data. Once all the transcripts were put together, I reviewed them from beginning to end several times to gain a general sense of the data and understand the overall meaning.

When doing the review, I created notes in the margins, wrote my own reflections (memos) and identified the initial codes and tentative themes (see Table 7). At this stage, my approach to coding was descriptive, that is, I summarised the ideas in a word or short phrases (see Appendix XVII for the comprehensive list of codes identified in the data regarding the production of the coursebook series).

Table 8. Example of Initial Coding of the Interviews with the Author and Representatives of the Publishing House

Data Extract	Codes and notes
MM: We invited them (the authors) to Turkey many times and we took them to different parts of Turkey during their stays. Every part of the country is different from each other; they have different culture, life-style, climate and geography. For this reason, we recommended the authors to come and experience everything they needed or wanted to know to create the materials. Every time they came they visited different schools in different regions. They themselves taught a couple of lessons. They held meetings with the teachers in order to better understand what they really want. They also talked to the managers of the schools and the headmasters and also other administrators. They were like they were doing PhD. They analysed all the data by themselves. In fact, they were all the data based on their observations and talks. If we had sat around a table and told the authors everything they needed or wanted it would not have been that effective.	*Familiarisation trips* *First-hand information* ***Methods of Data Collection for Needs Analysis:*** *-Visit to various schools* *-Teaching in the context* *-Meetings with teachers and administrators* *Significance of the visits*

However, because my main purpose for interviewing the end-users was to evaluate the effectiveness of the coursebook series from their perspectives, I primarily adopted 'evaluation coding', which is an appropriate method of coding data to make judgments about the strengths and weaknesses of a program or material (Miles, Huberman and Saldana, 2014). I used '+' and '-' symbols before code tags. I also used 'In-Vivo coding', that is, I coded some of the data using the words or phrases from participants' own language. The following example comes from individual interviews with teachers.

Table 9. Example of Initial Coding of the Interviews with Teachers and Students

Data Extract	Codes
Reference 1: The coursebook is very good at teaching some useful formulaic expressions. For examples, they easily pick up expressions such as 'I am looking for…' and 'I can't find…' Rather than grammar items and rules, the book foster learning through chunks, which, I think, more suitable for the children at this age and level. The songs and their melodies are wonderful. They increase the motivation a lot and grab their attention easily. The songs also contain the target expressions and chunks, which makes them very useful. For example, in Unit 2 the song was aiming to teach 'What's the weather like…'. The book is also very successful in teaching vocabulary.	*+ language content: acquisition of collocations* *+ content/songs: 'motivational and attention grabbing'* *+ language content/ vocabulary: 'very successful'*

Stage 2: As this study generated a large amount of data, I decided to continue my analysis using NVIVO in order to manage the data practically and systematically. I was already familiar with that computer programme because I received a full-day training course on how to analyse data using it during my PhD summer school at the University of Leicester on 27 June 2014. As a consequence, I uploaded all the transcripts to NVIVO. However, as Yin (2017) also concurs, even though computer aids are useful for manipulating large amounts of data, it is not possible for them to fulfil analytic strategies such as coding and interpretation, as they cannot go beyond the surface meaning and make interpretations. I therefore read through the data again through the software and performed a second coding for the purpose of identifying 'latent themes', that is, 'the underlying ideas, assumptions, and conceptualisations' (Braun and Clarke, 2006, p.84).

Stage 3: I made connections and organised the data into chunks and labelled them according to the research aims (data reduction and simplification). As a result of reviewing the data iteratively, some initial codes were gradually replaced, grouped or re-organised. Also, some more salient categories were identified as various data segments were connected.

Table 10. Example of Categorisation of Data

Category: Content and Its Impact on Learning <Internals\\INDIVIDUAL INTERVIEWS WITH TEACHERS> - 4 references coded	
Reference 1: The coursebook is very good at teaching some useful formulaic expressions. For examples, they easily pick up expressions such as 'I am looking for…' and 'I can't find…' Rather than grammar items and rules, the book foster learning through chunks, which, I think, more suitable for the children at this age and level. The songs and their melodies are wonderful. They increase the motivation a lot and grab their attention easily. The songs also contain the target expressions and chunks, which makes them very useful. For example, in unit two the song was aiming to teach 'What's the weather like…'. The book is also very successful in teaching vocabulary.	*+ language content: acquisition of collocations* *+ content/songs: 'motivational and attention grabbing'* *+ language content/ vocabulary: 'very successful'*
Reference 2: The most obvious outcome of the materials is the high performance of my students in learning vocabulary.	*+ language content/ vocabulary acquisition: very effective*
Reference 3: I do not think these materials can bring my students to the desired level, because, according to the content of the book, I have to focus on many different things and I am not capable of teaching any of them completely.	*- content/syllabus design/ approach: problematic (not organised well)*
Reference 4: If covered properly and with high motivation, I believe that it can bring our students to the desired level, because the content is	*+ content: well-organised,*

<mark>well-designed</mark>. Our students learn English through this book and take Starter level <mark>Cambridge Young Learners exams</mark> at the end of the year. They <mark>pass without any difficulty</mark>.	*potential for success* *+ content: compatible with targeted exam*

Stage 4: I then categorised the data according to the themes and patterns which emerged and were of relevance to the research questions. The following example shows how relevant codes were grouped and labeled under a major heading in NVIVO.
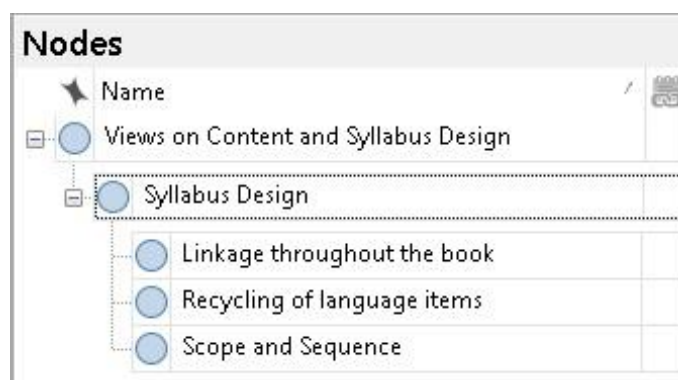
Figure 8. Example of NVIVO Output of Category Codes

Stage 5: At this stage, I engaged in interpreting the data. In other words, I made sense of the organised data by looking at the meaning beyond the codes and themes and drew conclusions. My interpretations were informed by relevant theories as well as my personal views. The following table shows an example of a major code and relevant datum and my interpretation:

Table 11. Example of a Matrix Display of the Data (Adapted from Henwood and Pidgeon, 2003)

Code or Theme	Datum Supporting the Code or Theme	Interpretative Summary
Author compromise (reason)	Author: 'Because the Turkish teachers would have been up in arm, you do not want to upset the customers, right. So, you go back on that.'	In local projects, authors need to make compromises, whether they like it or not, according to feedback or contextual realities in order not to face any reaction or resistance after materials are put into use.

3.7.4. Analysis of the Pre-Observation Interviews, Classroom Observations, and Video-Stimulated Recall Interviews

At the micro level, I also observed eight classrooms. I paired the teachers in such a way that two teachers taught almost the same parts of the coursebook. Arranging this was not a problem for me as all schools followed the same syllabus. As noted above, I also conducted pre-observation meetings before each observation and a VSR session after them with each of the teachers in order to interpret their actions correctly. As explained in the research design section, each of these classes was a unit of analysis in the case study. The data gathered from each unit through the procedures introduced earlier was translated and transcribed. However, unlike the interview data previously detailed, the data at this stage was analysed by hand.

Table 12. Example of a Transcript of Classroom Observation and VSR Interview

UNIT PARTS / TIME	COLUMN 1 Teacher's procedures in the classroom	COLUMN 2 Students' Reactions	COLUMN 3 Teacher's procedures based on the her/his lesson plan	COLUMN 4 Procedures suggested in the Teacher's Book	COLUMN 5 Justifications of the teacher
10-13 min.	T moved on to Lesson 6 on page 30 in the PuB. T showed the list of ingredients and asked 'Who would like to read the list out?' T interrupted him halfway through and asked another volunteer to continue. T then explained what countable/uncounta ble noun means in Turkish. T asked 'Which ones are countable in the list?	One of the Ss volunteered to read it out loud. The other volunteer continued and finished the list. Ss listened to T giving the explanation very carefully and they were nodding as if they were approving what T was saying.	Students choose their favourite dish and they determine and note the ingredients of it. 'My favourite dish is Nutty Chocolate Cake. I need walnuts, chocolate and sugar for it.	**LOOK at the BOOK!** **PUPIL'S BOOK** **1. Choose a dish and tick (✓) your ingredients.** • Say: Open your Pupil's Books to page 30. Look at the dishes! Yummy, yummy! There's Summer Salad, Ice Cream Surprise, Special Meatballs and Nutty Chocolate Cake. • Ask questions about the dishes and ingredients: Do you need tomatoes for the Summer Salad? Do you need tomatoes for the Ice Cream Surprise? • Tell the children to choose one of the dishes and tick the ingredients for their dish. **2. Guess your friend's dish.** • The children work in pairs and take turns telling each other their list of ingredients and guessing each other's dish, using the model. **PRACTICE BOOK** **1. Find twelve food words.** • Say: Now open your Practice Books to page 30. Look at Activity 1. • Tell the children to find and circle the words in their books. • Ask volunteers to call out the words they found and write the list on the board. **LOOK at ME!** • Draw three columns on the board. • Write singular, plural and uncountable at the top of the columns and write a word in each column as an example: pumpkin, cherries, flour. • Place the flashcards on your table. • Ask the children to take turns to come to the board, choose a column and write a word. • They can use the flashcards if they wish. • Encourage them to say: There (is) (some) (milk).	I asked them to read the list out loud because I thought that it would be a good way of making my Ss familiar with the vocabulary before they start the activity. It can increase the readiness for the activity. I revised the rules of countable/uncountable by explaining them in Turkish. I thought that it could help them do the activity correctly. That was a reminder for them. These young kids forget the rules easily, so repetition is necessary. It takes a lot of patience until they internalise something.

As for the analysis of data from the micro level, as Duff (2008) suggests, I analysed the individual cases first (within case analysis) and then conducted comparative cross-case analysis. It is emphasised that 'conveying an understanding of the case is the paramount consideration in analysing the data' (Merriam, 2009). Therefore, each individual case was regarded as a comprehensive case in itself. I read through all the transcribed data from pre-observation, classroom observation and VSR interview for each teacher over a variety of times and identified emergent codes and key ideas in each data set.

Following this, I compared the cases with each other and tried to build abstractions across them. Next, I read through the data from each pair of teachers who taught the same units in the coursebook again and identified the overlaps and discrepancies by looking at the initial codes. I then revised the codes and made connections between them. Following this, I arrived at a list of categories and made sense of the data in line with my research questions.

The compare and contrast analysis, cross-case analysis and thematic analysis of this data allowed me to gain insights in the use of the coursebook series inside classrooms and, in turn, to address the second research question and its sub-questions at the micro level and arrive at sound conclusions. At a later stage, for the purpose of identifying the types of adaptations the teachers employed during the lessons, the data from the classroom observations and VSR interviews were analysed in light of McGrath's (2013) framework (see Table 11).

Table 13. Example of an Analysis Using McGrath's (2013) Framework

Teacher A

Why? (Reason / Rationale)	How? (Form of adaptation)	What? (Foci of adaptation)	When? (Time of decision)
• 'Students show more reaction to authentic materials' • 'To start the lesson with something attractive' • 'Students can be more interested and participative'	Replacement	The warm-up activity suggested in the TB was replaced with a short video clip from the Internet (Process + Content)	Pre-planned
• 'To set the scene after the warm-up' • 'To give students the chance to interact through semi-controlled practice'	Supplementation	A communicative activity called 'carousel activity' was integrated (Process + Language)	Pre-planned

During the interpretation phase, I not only interpreted the individual quotes but also took their relationship and links between them into account to paint a coherent story. This approach was informed by Krueger (1994) who provides seven established criteria, including the following headings as a framework for interpreting coded data: words; context; internal consistency; frequency and extensiveness of comments; specificity of comments; intensity of comments; big ideas.

3.8. Validity and Reliability

This section discusses the trustworthiness of the data. Validity, also known as trustworthiness, authenticity and credibility (Creswell and Miller, 2000), is considered to be 'another word for 'truth'' (Silverman, 2005, p.224). It refers to appropriateness of a research strategy and accuracy of the findings from the perspective of the researcher, the participant or the readers (Creswell and Creswell, 2018). Indeed, the credibility (internal validity) of the current study was improved through several measures. In the first place I collected my data through multiple sources to include questionnaires, individual/focus-group interviews, and observations and document analysis (triangulation). It is believed that 'mixed methods research has a unique potential to produce evidence for the validity of research outcomes through the convergence and corroboration of the findings' (Dörnyei, 2007, p.45). Therefore, as previously explained, I adopted a mixed methods approach, which allowed me to present my findings based on both data types, quantitative and qualitative, and provide different angles and perspectives. For example, there were many overlaps between the responses to questionnaire checklists and responses to individual and focus-group interviews by teachers and students, which enabled me to make unbiased interpretations regarding the effectiveness of the coursebook series under scrutiny. In addition, at this and other stages, I did not abstain from including negative and discrepant information (Creswell and Creswell, 2018). Furthermore, VSR interviews with teachers immediately after each lesson observed minimised the potential observer bias and enhanced the trustworthiness of the study. Finally, as my study falls into case study research, I provide as many details as possible (thick description) in presenting my findings to help readers visualise the context and add an element of shared experiences to the discussion, which is believed to add to the validity of the findings (Creswell and

Creswell, 2018). This will hopefully increase the level of transferability of the findings by enabling readers to make their own judgements and make comparisons to other similar contexts.

Reliability is defined as 'the degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions' (Hammersley, 1992, p.67). That said, in order to enhance the reliability of my study, several measures were also taken in the current study. First, I employed member checking (respondent feedback), that is, I was in regular contact with the informants to cross-check my translations and interpretations. For example, one of the teachers I observed happened to attend an international conference where I was presenting my preliminary findings of my study. I took that opportunity to invite her/him to my session and asked for her comments on my interpretations on her actions inside the classroom and her justifications of them during the VSR. Her identity was of course kept anonymous throughout that presentation as well for ethical reasons. However, as this study involved many informants, it was not possible to obtain feedback from each mainly due to time constraints.

In addition, I consulted colleagues and asked them to review my translations, codes, themes and interpretations. The following are some of the techniques I used with my critical colleagues:

1. I requested them to translate the transcripts back into Turkish for me to compare with the original texts;
2. I asked them to look at some excerpts from my transcripts and come up with codes and themes, which I then compared with my own.

Finally, I requested one of my colleagues to act as an external auditor/critical friend and review and evaluate my entire project upon its completion, as also suggested by Creswell and Creswell (2018). This helped me improve several sections that seemed unclear and avoid repetitions, which enhanced the overall coherence and readability.

3.9. Ethical Considerations

As this study involves human participants, some of whom are children, it was crucial to receive ethical approval prior to proceeding with the pilot study. Therefore, ethical consent was granted through the insitutional review board of the University (see Appendix XXII). Separate consent letters were prepared for each participant group and institution and those letters were used in the pilot and main study (see Appendices XVII-XXI).

Because I left the educational institution, which is the context of the current study, in 2010, almost a year before commencing my PhD, I had no vested interest in the outcome of the study. The relationship with the participants was professional even though some of the participants were my ex-colleagues. More importantly, I began to work in higher education shortly before my PhD and I was no longer a potential customer for the local publishing house, which could potentially have caused a conflict of interest. Consequently, I position myself as an outsider and independent (impartial) researcher..

I paid the utmost attention to the amount of information shared with the participants in order to eliminate response bias. For example, I did not share with the teachers any specific details about what I was going to focus on prior to the observations in order not to be leading. However, the general purpose of the study and how data will be used was clarified without withholding any information. For example, I told the teachers before the classroom observations that my focus would be on the use of the materials by them and students and it would be non-judgemental.

As stated before, my research involved children aged 8-10, so I paid special attention to obtaining consent from their teachers and parents. A researcher researching children must be aware of the fact that 'children cannot be treated like adults as research subjects' (Thompson and Jackson, 1998, p.223). Because I worked with YLs aged between 4 and 14 for nine years, I already had the necessary knowledge and skills to build a rapport with children, which enabled me to approach them in an appropriate way during the focus-group interviews. For example, I consider that one-to-one contact

with a child is not appropriate for several reasons, such as potential power inequality between an adult and a child, so I decided to conduct focus-group interviews with children to help them feel secure. Also, because children do not usually feel comfortable when talking to someone whom they do not know, especially an adult, and because they are not usually familiar with interviews, I thought that, as Greene and Hogan (2005) also suggest, an ice-breaker activity might be a good idea to put children at ease and obtain an initial engagement. As a consequence, I first drew a star on a piece of paper and wrote a different word or number related to my life at each point of it. I asked them to guess what each word or number represents. Following that activity, I briefly explained them what my purpose was, how long the interview would last, and that they had the option not to join. I also clarified that it was not a test, there are no right or wrong answers to the questions (Greene and Hogan, 2005). Finally, I told them that the sessions would be voice-recorder; however, I preferred not to place the recorder where they could see it in order to avoid any potential distraction its visibility would cause.

Finally, I took great care to maintain the level of anonymity and confidentiality I promised at the beginning throughout my study. All the audio recordings and video recordings have been securely stored on a hard drive with a passcode and will be erased in due course.

3.10. Pilot Study

Prior to the main study, I conducted a small-scale pilot study from December 2012 to June 2013 . The reasons for this are listed below.

1. To gain some initial experiences as a researcher
2. To revise and fine tune the protocols
3. To avoid costly and time-consuming problems during data collection procedures in the main study
4. To avoid the loss of valuable, potentially useful, and often irreplaceable data
5. To find out what problems exist in the clarity of the directions and which items might be confusing or difficult

6. To see whether the questions yield the kind of data required

7. To eliminate any questions which may be ambiguous or confusing to the participants

As piloting is one of the most critical stages of any research project, I kept a reflective journal throughout my pilot study. In the next sections, I shall provide details about the piloting context, how data collection was carried out and what changes were made as a result.

3.10.1. Piloting Context

For the pilot study, I targeted two primary schools connected to the educational institution (The schools will be named School A and School B hereafter). Both schools have been using the coursebook series for five years. They both offered ten hours of English in Grades 3 and 4 per week. However, the pilot study was conducted only in Grade 4, where Level 4 of the series was being used.

Firstly, I contacted the gatekeepers of both schools, the head teacher and the HoE respectively, via phone. I then visited the schools and obtained initial consent. With the help of the HoE, I then gained informed consent from the targeted participants, namely teachers and students. However, I faced several challenges during the piloting process, which will be detailed in the next section.

3.10.2. Data Collection

I began with School A, where I conducted five-point Likert scale questionnaires with four teachers and eighteen students; and semi-structured individual interviews with two of the teachers. All the questionnaires were conducted on paper and all the interviews were voice-recorded. The teachers were given the questionnaires to complete in the morning and they returned them towards the end of the day. One of the four teachers was given twenty copies of the questionnaire designed for students in order to carry it out in her class. I was also present in the classroom when the teacher administered the questionnaire with her students. The teachers were also

requested to underline or circle any items which were unclear to themselves or their students.

At School A, I also carried out a focus-group interview with students aged 9-10. I preferred to interview the pupils in groups of five, because I thought that they might feel more secure together. Also, based on my experience, young children tend to talk much more and more openly when they are in their friendship groups, especially if they are unfamiliar with the interviewer. In addition, the teacher talked to her students before I met them, which helped gain the trust of the children.

At School B, with the consent and help of one of the four teachers teaching Grade 4, I conducted the questionnaire with seventeen students in his class in order to hear their questions in person. Later, the four teachers teaching Level 4 filled out the teacher questionnaire and returned the completed questionnaires to me on the same day. I also conducted a semi-structured interview with one of the teachers at this school. There were also two teachers at that school who agreed to be interviewed, but they wished to respond in a written way. I initially appreciated their choice and sent the interview questions to their e-mail addresses. However, having seen that those teachers left some questions unanswered and identified that written way has several limitations such as lack of opportunities for asking follow-up questions, asking for clarification, and negotiating meaning, which can help gain further insights into several important issues, I only conducted face-to-face interviews in the main study.

To pilot aspects of the micro level inquiry, I visited the same schools on two different days. At each school, I observed one lesson. The teacher at School A (Teacher 1) was female and had ten years' teaching experience with YLs; at School B (Teacher 2) was a male and had six years' teaching experience, four of which with YLs. The lessons were arranged in such a way that the teachers both taught the same pages from Level 4 of the series. I wished to observe the teachers teaching the same pages mainly because I thought that this might help me gain insights into how similarly or differently the coursebook series is re-interpreted and used in classrooms by its end-users. Dates and times were arranged by the two teachers to be observed according to their availability and when they were due to teach the targeted page/s from the book. Those

observations were conducted through the series of procedures explained previously. However, scheduling those lessons was one of the most challenging issues at this stage. For example, Teacher 1 asked me to do the observation on December 26, 2012; however, she then informed me that she would not be available on that date for some reason. Therefore, we rescheduled the observation date for the second day of the New Year, 2013. Another difficulty was the recruitment of another teacher to be observed and video-recorded. For example, a teacher initially agreed to participate and we settled on a date and time. However, he emailed me just a few days before the observation to say that he preferred not to be video-recorded during the observation. He explained that he would not be able to concentrate on the lesson if there was a camera inside the classroom. For this reason, I decided to voice-record the lesson and take more detailed notes during the lesson instead. After the lesson, we discussed the lesson minute by minute, relying on the voice-recording and my notes. Nonetheless, the resulting data was not as rich and satisfactory as the one from the VSR interview with Teacher 1. That was not only because it was quite challenging for me to observe the lesson and take notes at the same time, but also because the voice-recording did not provide as strong a stimulus as video-recording. Thus, I decided to recruit another teacher who would agree to be video-recorded, which cost me a lot of time and effort.

The day before each classroom observation, all the equipment that would be used for data collection was checked. The voice recorder and cameras were trialled in order to make sure they could record non-stop for forty minutes. Also, the batteries were all recharged just to be on the safe side. On the observation days, I met the teachers nearly two hours before the targeted lessons and requested to be shown the classroom environment first as I had to decide where to place the camera(s). Prior to each observation, I interviewed the teachers to gain insights about the students and the context more generally. I also asked some questions to find out more about the lesson planning process. Each pre-observation interview lasted about twenty minutes. I took the observation protocol, relevant photocopied pages from the pupil's book (PuB), practice book (PB) and the teacher's book (TB), two cameras and a voice-recorder to each observation. I sometimes had to use two cameras to capture the students as well as the teacher.

For each observation, the teacher and I went to the classroom a few minutes before the lesson started because I had to place the cameras appropriately. At the start of the lesson, I sat somewhere at the back in order not to cause any distraction and put the pre-prepared observation sheet and copies of the pages covered during the lesson on my desk. As the lesson progressed, I filled out the observation sheet and took notes whenever necessary to discuss during the VSR after the lesson.

Immediately after the lessons, I invited the teachers to watch the videos and justify their actions and the students' reactions, focusing mainly on the materials. I told them that they were free to stop the videos and re-start them at any point. I also explained that I might also ask them to stop when I needed clarification. Both VSR sessions took almost one and a half hour in total.

3.10.3. Outcomes of the Pilot Study and Changes Made as a Result

The findings from the pilot study gave me confidence that the research tools selected were powerful and would allow me to address the research questions. Also, through conducting the pilot study, I was able to recognise potential weaknesses in my data collection instruments and fine tune them before the main study. As a result, a few double-barrelled and vague questions in the questionnaires and repetitive questions in the interviews were identified and revised accordingly. For example, initially Item 34 in the questionnaire for teachers was: 'The topics promote active learning.' During the piloting, however, most teachers asked for clarification about what 'active learning' meant. Therefore, I added further explanation to it: 'The topics promote active learning, that is, place responsibility for learning on learners.' Consequently, no further explanation was required on that item during the actual study.

Also, Question 14 in the interviews for teachers was revised because it contained a repetitive question. To illustrate:

> '14) What do you think your role is as a teacher between the materials and the students? How do you personally play this role? ~~How do you find it to mediate between the materials and your students?~~'

As a result, both the questionnaires and interviews for teachers and students were condensed by reducing the number of items in each.

Also, when I examined the results from the questionnaires, I identified that most of the students chose the middle option, which was 'neither agree, nor disagree'. That was because it was easier, safer and quicker for them to choose that option. I, therefore, decided to reduce the options to four and add a comment column for each item to give the respondents flexibility to express themselves when needed.

The pilot study also helped fine tune and tighten the procedures in the main study. To illustrate, when conducting the focus-group interview with children, I saw that one of them had his coursebook with him and referred to it whenever he answered my questions. I noticed that this enabled him to give more productive and to-the-point answers compared to the others at the beginning. Later, the other children in the group also requested his book to show me the content they referred to in their answers. Seeing that, I asked all the children to bring their PuBs and PBs to the focus-group interviews in the actual study.

In the next four chapters, the findings from the macro and micro levels of the main study are presented. Chapters 4 and 5 address the macro level research questions while Chapters 6, 7 and 8 address the micro level research questions.

CHAPTER 4: MACRO-LEVEL FINDINGS (1) - THE DESIGN AND DEVELOPMENT PROCESS OF THE COURSEBOOK SERIES

4.1. Introduction

In this chapter, the design and development process of the coursebook series under study is revealed. The findings were obtained through interviews with three of the key developers of the series, namely the marketing manager (MM), the publishing manager (PM) and one of the authors. This chapter first presents why and how the idea of developing the coursebook series was conceived and developed. Next, it reports on the design and development process, including the participants who were involved in the project, how they collaborated to conduct the needs analysis, decide on the content accordingly, and pilot the materials to give them their final shape. Finally, it shares the author's beliefs and philosophy regarding teaching and learning, as well as the developers' views on local and global materials.

4.2. Conception of the Project

The idea of creating a coursebook series from scratch initially emerged as a result of the controversies surrounding coursebooks in the schools described in the Introduction. From the perspectives of the RoPs, the main rationale was not only to meet the needs and wants of the local audience but also to create a course which was culturally and contextually appropriate and acceptable. The MM stated, for example, that the materials created by UK-based well-known publishers are global and mostly fail to address the local needs, even though they look more professional and methodologically rigorous. Hence, it was always their desire to create materials taking the needs and wants of the teachers and students in Turkey into consideration.

The RoPs reported that they had been in regular contact with their client schools even before they started to work on this coursebook project. For example, they often held meetings with the HoEs. They followed which coursebooks their potential client schools had been using and collected feedback on them. For this reason, they had been aware of their need for a coursebook series for some time.

The RoPs also mentioned several other reasons why these schools decided to have a coursebook series specifically developed for them.

> MM: 'The administrative board of these schools have always thought that there was a need for a coursebook series, especially for the primary level, which can bring their students' English level to a desired level. They have also wanted to bring unity and coordination so that the schools can initiate a kind of system and discipline in language teaching.'

This indicates that it was also intended to introduce change through the new coursebook series with the belief that it would eventually bring order and quality to English language teaching in the schools and build a shared understanding.

Having agreed to undertake the project, the next step for the publisher was to find the most suitable author(s). They decided to approach the current authors not only because they had already written an award-winning coursebook series for YLs but also they were specialised in story-based methodology, which was one of the priorities for the local publisher.

From the author's perspective, there were two reasons that attracted her and the other co-author to this project. First, they thought that it would be interesting to work in a very different environment, because their previous work had been based on European and Latin American contexts. Second, they were impressed by the publisher, who they found quite transparent. They felt that it was liberating to design materials as they wished, particularly as that had not been the case in their previous projects.

4.3. The Design and Development Process

This section reports the production process of the coursebook series, including the forces that shaped it, from the perspectives of its actual developers.

4.3.1. Getting Familiar with the Context and the Needs Analysis Process

Since the coursebooks series was aiming to address a local audience, getting the authors and editors familiar with the context and enabling them to understand the local audience's actual needs, wants and necessities, as discussed in the literature

review, was an important issue. The RoPs reported on how they conducted this process with the authors and editors.

It is quite interesting that, although the authors did not live in Turkey, they were involved in almost all crucial stages of the design and development process. They were initially invited to Turkey and taken to more than thirty schools located in different parts of it by the editor-in-chief to familiarise them with differences in culture, life-style, climate and geography throughout the country. The RoPs revealed the logic behind this application:

> MM: 'We believe that success can only be achieved this way. No matter how perfect the materials look, if developers are working far away from their audience, we do not believe that they will be very successful. Nothing is as it seems on the surface. I mean, the Internet, books and what people say would never give the right and exact impression. If we had sat around a table and told the authors everything they needed or wanted, it would not have been that effective.'

> PM: 'When we decided to do this project, we thought that knowing the audience in depth, knowing the teachers, knowing the students, seeing what they can do in the classroom, how they react to the activities, and what their (students') reactions to teachers and how they do it, things like that… We wanted authors to picture while they are writing the coursebook… to picture how the classroom is, actually.'

The authors thus had the opportunity to observe and teach lessons, and hold meetings with teachers and administrators to understand their needs. They also used pre-prepared needs analysis forms and asked questions to get the teachers' ideas. The author commented on this process:

> A: 'We did a lot of school visits, really a lot; I mean, a huge amount. I think I have been to more Turkish cities than any Turkish person! And in each city, we visited three or four different schools and spent a long time, not only to do classroom observations but after each observation we had seminars with the

teachers; spoke with the teachers, asked them what they needed, asked them how they would like to work.'

As a result of those visits, most of the teachers had the chance to get to know the authors in person. Also, the teachers were encouraged to contact the authors directly whenever they felt the need. All these brought about close communication between the authors and end-users, especially teachers. According to the RoPs, this situation eventually had a positive effect on the teachers' attitudes towards the coursebook series as well as on the appropriate shaping of the coursebook series.

Apart from the needs analysis conducted through visits and personal contacts, the authors also collected data through questionnaires and feedback from the HoEs and teachers. The authors were also fine-tuning the materials based on the feedback coming through this channel. The MM commented that this method contributed to the success of the coursebook series immensely.

When asked whose opinions and feedback played the biggest role in the shaping of this coursebook series, the author responded:

A: 'Teachers. Without question. We spent, and we still do spend time speaking to teachers.'

However, the author noted that it was difficult to interpret teachers' opinions because teachers' opinions tend to come from different angles; therefore, they had to read between the lines because some opinions are more influential than others.

All in all, the findings of the needs analysis revealed that a thorough needs analysis of the context had been carried out by the project development team. In addition, a very close relationship was created between the local audience and the materials developers, which is rare in materials development projects, but certainly helped them understand each other better.

4.3.2. Deciding on the Methodology, Content and Syllabus

After gathering data from the target audience and context, the coursebook project began to take shape concretely. This section provides insights into the rationale behind

the methodology, content and syllabus of the coursebook series and the way they were developed.

RoPs claimed that the content was mostly decided based on the needs analysis and feedback given by the teachers. Nevertheless, the data indicates that, in addition to the needs analysis and feedback, there were also other pre-determined principles that had an effect on the materials. For example, MM reported that a value-based approach was one of their priorities:

> MM: 'There are some values that a child should learn. For example, being tidy, protecting the environment, respecting people, sharing things with others, being responsible and hardworking, respecting elderly and caring young ones, healthy life. … Also, not humiliating people, not being greedy … All these things were embedded in the syllabus by our authors and editors.'

The RoPs also indicated that a process-based approach, rather than a product-based one, was followed in the coursebook series. The MM elaborated on what this means:

> MM: 'First of all, teachers have such expectations that they would always like to see concrete outcomes of their teaching in a short time. Moreover, some teachers want to see exactly the same things they have taught. Sometimes they want to see them even during the same lesson. Sometimes they want to see the outcomes in a test which their students would take in a month's time. And, when they see that their students are successful, they might think: 'Yes! I taught and they learnt!' Similarly, school administrators and parents have similar expectations. However, with the materials we created, we reject this wrong belief and we think that learning is a process rather than a product. It demands time and perseverance. We believe that language learning should be through natural way.'

The developers indeed challenged the conventions, beliefs and expectations in the context of the coursebook project by adopting a process-based approach in the materials. The MM further explained the rationale behind this critical decision.

MM: 'Perhaps it is a new methodology, which is aiming to provide rich input. However, that's how children learn their own language naturally. None of the parents, who has a baby at the age of two or three, put their head together and decide to simplify their language and say, 'Let's speak to our baby only using the Simple Present Tense this month', or, 'Let's use the words that we have already planned.' There is a continuous input taking place around children since their birth. Parents of course sometimes limit the linguistic elements but, in input terms, a child is constantly being exposed to language. We try to do the same thing through our materials. For example, stories that are mostly favoured by children were used. It is undeniable that every child likes stories. Therefore, we aimed to expose the children to the language they would naturally hear around them.'

In regard to the shaping of the methodology, the author explained that it was not possible to adopt one methodological approach for the different age groups due to the fact that the cognitive and psychological change from six to twelve is so huge that one single methodology would not work. For this reason, the authors developed a changing and evolving methodology:

A: 'We began with a storytelling procedure, story-based course… and then story-based and a little bit of topic-based and then gradually kicking away, if you like, the support of the story-based but without losing the story. … I think what we were trying to do has not been done before. Generally, in books you have or series say to you 'This is story-based, this is topic-based, this is neurolinguistics programming…And, they stick to it. We think that that is a mistake for young learners'.

Furthermore, the author justified why they did not choose to design the coursebook series around lexical sets like most ELT books for YLs.

A: 'I do not think they give enough scaffolding for getting the children working with a rich linguistic repertoire. The fact that children can name ten animals is not particularly enriching in terms of their linguistic development. I would rather they could name five, but they could do something else with it too.'

As a consequence, they started with the situations or contexts within an overarching theme, not with the lexical sets or structures. Rather than shoe-horning lexical sets and structures into a particular context, they looked at what language would naturally occur.

> A: 'So, instead of having something like human body, teaching body parts, we would say 'OK. Our context is going to be a health centre.' Then, we try to come up with a list of contexts which are very familiar to children. For example, having a birthday party, going to the health centre, buying new shoes, first day at school and, I do not know, getting a new pet, something like that'.

After settling on the methodology, the next step was to develop the scope and sequence, which was done over the whole series as well as level by level. They decided on the sequence of units, although the author's comments about their intuitive approach to this are quite revealing:

> A: 'It seems to me that it is absolutely right that you would not be teaching children the third person singular, the present simple before you have taught adjectives or something like that. But, to be honest with you; I am very unsure what rationale lies behind that. And I am very suspicious of theorists who come up with rationale there. I think it is much more a question of convention. We do it because we do it. That is the way it is. I think we have conventions in our educational procedures just as we have many conventions in many areas of our lives. And it is not necessarily sensible to change conventions all the time. Sometimes you just go along with them.'

An interesting approach to syllabus design in this project was revealed by the PM. The draft syllabus was shared with the teachers prior to its approval and the draft was amended based upon their feedback. This had an impact on the writing strand of the syllabus in particular:

> PM: 'There was an issue of when to start the writing skill. The authors actually wanted to start the writing from the very beginning - from the first unit onwards. But, for the realities of Turkey, we and the teachers thought that it would be better to start in the second half of the first grade, which is four

months later, when the students learn the Turkish alphabet and how to write in Turkish. That was a change we made.'

Although the author believed there was no pedagogical reason not to introduce reading and writing skills from the outset, she recognised the importance of teacher feedback and local realities:

A: 'The Turkish teachers would have been up in arms, you do not want to upset the customers, right. So, you go back on that.'

She also added:

A: 'There are huge cultural differences in pedagogical culture, in teaching culture. It is not just English; it is in everything. And you cannot shift those things. So, you are trying to work with them.'

After settling on the scope and sequence for each level, they produced the model units which were sent to the designers. The author believed that every unit should have the same structure; however, this does not mean that every unit must be exactly the same. There should be flow through units of work that teachers can use. She justified by saying:

A: 'I remember when I first started writing I had this crazy idea that I just wanted every lesson to be different because I thought that I would make it much more interesting. In fact, what it does is to make a teacher's life impossible because they never know what they are doing from one lesson to the next. So, you have to be more practical. And, although materials have to be interesting and different, the flow of work, if you like, through the units, the rationale of how you are working needs to be, to a great extent, a predictable model so that teacher know what they are doing.'

The MM reported that the authors, editors and education technologies and design staff were involved in the actual writing process. In fact, as the author also admitted, most coursebook projects are collaborative and authors are only one part of this. The author explained that they usually designed the methodology, the scope and sequence

as a team and then did the actual writing with her co-writer. She explained in detail how they write:

A: 'We imagine every page, if you like, as a lesson. And we start off with: 'OK. How is this lesson going to start?' And we do what is called a 'lesson plan document; Unit One, Lesson One'. We have our initial phase, which is without books. Because, this is all going into the teacher's book. So, we take quite extensive notes. And then we come down to the work 'what the book work will be'. And then we always finish with the phase outside the book. So, we produce this lesson plan document and then within the lesson plan document it is the part which is going to be in the student's book and the activity book. And then we produce another document for the student's book and another document for the activity book'.

The authors also wrote an 'artwork brief' to tell the illustrators exactly what pictures they wanted on the page. However, before the manuscripts went to the illustrators, the editors gave feedback on them:

A: '… You get hold of this manuscript and, before it goes to the illustrators, they go through the manuscript. And they find things that they do not think that will work. They ask you to change things. And then it goes to illustration.'

However, after the illustrators completed their work, the authors and the editors checked the first drafts and further commented on them.

The author emphasised that the illustrations are not just decorative; they must offer semantic cues and therefore be accurate. For this reason, they spent a lot of time considering how to effectively convey the meaning through visuals. By doing so, they also aimed to reduce the need for the use of direct translation in class.

Another important issue which emerged from the data is related to the development of the components. According to the RoPs, components are an indispensable part of a coursebook package. They, therefore, invested heavily in these.

MM: 'For example, interactive whiteboard applications cannot be ignored when designing a coursebook series. In this technology era, this is a must. Especially

young learners like learning through visual materials. Therefore, interactive whiteboard applications should be designed perfectly. Since this coursebook series was designed mainly through a story-based approach, there had to be storyboard cards. In addition to this, flashcards are of a great help for teaching and learning. Also, puppets play an important role in teaching young learners as well. So, a coursebook series which has a wide range of components was created with these thoughts. We did not limit our budget because we believe that if we support teachers in terms of useful materials, the coursebook series we created will attain the results it deserves.'

The data also touched upon an issue frequently discussed in the literature, which is whether coursebooks can serve as a vehicle for teacher training. The developers' belief that the teacher is at the centre of teaching at primary level and has the most important role seems to have prompted them to shape the coursebook materials primarily based on teachers' perspectives and to provide them with as much support as possible. For example, the TBs has over 320 pages whilst the PuBs has around 90 pages. By doing so, they not only aimed to contribute to the professional development (PD) of the teachers in the target context but also to ensure the appropriate use of the coursebook materials.

MM: 'This is mainly because the teachers in our context need training and support in teaching English to young learners at primary level. Teacher's books train teachers. If you do not train teachers, a coursebook may become an ordinary piece of paper. So, we placed the teacher at the centre of the teaching in terms of materials and we provide them with both guidance and knowledge. With this input, teachers will be more helpful to the students.'

In conclusion, this section revealed how the developers approached the design of the syllabus and content of the coursebook series and why. The findings suggest that, materials are shaped under the influence of a variety factors during the various stages of the writing process. The actual writing of a coursebook is a collaborative undertaking and it requires sound communication between several parties such as authors, editors, designers and illustrators. The findings also indicate that, when developing local materials, authors have to be willing to compromise and take into

account contextual factors which do not necessarily fit with their own pedagogical beliefs.

The criticality of feedback and piloting in the materials development process is unquestionable, thus the next sections will report the findings regarding these two important issues.

4.3.3. Piloting Process and Feedback

In this coursebook project, the authors themselves took part in the piloting of the materials, just as they did in the needs analysis process. A piloting seminar was organised in Istanbul for the authors and twenty teachers. The teachers, who did the actual piloting in their own classrooms, worked at schools in different cities from all over Turkey. Every unit was piloted by two teachers. During the seminar, the teachers were informed of the rationale behind the methodology of the coursebook series and what they were supposed to do during the piloting stage. They were also given piloting forms pre-prepared by the authors and editors. After piloting the materials, the teachers returned the forms and other feedback or comments via e-mail. In addition, the authors themselves piloted some of the units during their visits to Turkey, both during the writing process and after its completion. This gave them the chance to experience and evaluate how the materials work with the students, how the students react to the materials and activities.

The local publishing house was aiming to address the needs and wants of a local audience; and they therefore had to take the feedback received from their audience very seriously during every phase of the design and development process. Indeed, they seem very open to criticism and ready to make changes even after the materials had been published. Although the publisher could not change the books immediately, because they published two years' of materials in advance, they addressed the problems by alerting teachers to the issue, redesigning the particular page and sending it to the teachers electronically. For example, if any problems or mistakes were identified in the materials themselves, the RoPs would e-mail the teachers. This also testifies to the close and open relationship shared by the publishing house, the authors and the teachers. This is believed to be one of the strengths of this coursebook project:

MM: 'When the audience, publisher, editors and authors work closely and establish a kind of relationship and harmony, you can achieve success.'

The data shows that changes were made to various aspects of the coursebook series as a result of piloting. For example, the author reported a change they made on the methodology:

A: 'I remember when we came up to third level, one of the changes we had to make was to…we had a page of language awareness. We were trying to work very simple forms of inductive grammar. And it was difficult, so we had to really paddle back on that. That was not going to work in the way that we wanted it. It was a very much teacher-driven process.'

The MM also illustrated how they changed a technical issue after feedback from the teachers, which shows the importance of feedback from actual end-users.

MM: 'For example, the coursebook series would have an additional booklet in each level containing stickers for students. We were planning to publish them attached to the end of the pupil's books. However, we received feedback from the teachers. They said, as soon as children open their books and come across those stickers, they might use them all at once. So, we thought that we needed to publish the stickers as separate booklets so that teachers could keep them and hand them out to the students only when needed. This is a technical issue inside the classroom which we could not otherwise realize.'

Another example MM shared also shows how significant piloting is to ensure that the materials are appropriate for the context:

MM: 'For example, multiplication is not taught in the second half of the first year of the primary school. However, we made a mistake and designed some activities requiring some knowledge of multiplication in Level 1 of the coursebook series. Teachers warned us immediately.'

The RoPs reported that they also piloted the components such as flashcards and storyboard cards before their publication in order to see how they worked with the main coursebooks.

The developers also revealed how they dealt with feedback. The RoPs explained that they took feedback into account not only before they published the materials but also during every phase of the development process, even after their publication. According to them, this is one of the major advantages of being a local publishing house. Nonetheless, it was necessary for them to differentiate between the types of feedback they received, as not all of it was worth paying attention to.

> MM: 'In the first place, we categorise the feedback. For example, is the feedback given on methodology? Sometimes teachers give feedback on methodology just because they do not know or understand the book's methodology clearly. In this case, instead of changing the book's methodology, we give information and training to the teachers about the rationale and methodology of the book. Secondly, is the feedback about application? If so, we check it through our books and, if there is a mistake, we change it immediately. In such cases, it does not matter if the feedback was given by only one teacher.'

Also, according to the author, feedback given on the materials even by the same teacher can vary due to several factors, such as time of day, mood, tiredness etc. Therefore, feedback should be handled with care. Like the MM indicated, the author categorises the feedback in relation to methodology, the materials themselves and, complaints. She believes that general pedagogical issues can be addressed through training sessions.

However, feedback on the materials themselves can sometimes be contradictory because not everyone likes the same thing. For example, the author says:

> A: 'There is whole objective area and there is a whole subjective area. And there is a whole area which has nothing to do with materials at all. You have to sit down and observe; look at these things carefully.'

This shows that the developers were aware of the fact that it is not right to expect everyone to appreciate every aspect of their materials and find them suitable for every single context perfectly; no coursebook would ever guarantee this. The MM therefore emphasised the significance of the teacher's role:

MM: 'This actually reveals a reality: the effectiveness of a material depends mostly on how well a teacher uses it. I mean, if a teacher does not use the material in line with the suggested methodology and aims of it, and, if a teacher does not know how to adapt materials, she will probably complain that the material does not work well in her class, so it is not successful. Indeed, a teacher's good knowledge of materials development, evaluation and adaptation as well as methodology and her efforts to use the materials effectively will bring the ultimate success.'

This section shows the criticality of piloting in materials development. It seems that local projects are likely to benefit from the piloting process more compared to global ones, if conducted following a systematic approach, because a high degree of fine-tuning can be achieved in this prescribed context.

4.4. Other Challenges and Difficulties in the Process

The discussion so far in this chapter illustrates that the design and development process of a coursebook series require a lot of care, effort and time. Challenges and difficulties of course arise and were discussed in the interviews which are reported upon here.

One of the biggest difficulties reported was to provide enough flexibility within the course, whilst still preserving its overall shape. Another difficulty that they encountered involved teaching styles and the reluctance of some teachers to change. The author elaborated on this problem and what they did to overcome it:

A: 'Another difficulty we faced was with the teaching style that some of the teachers were using and their reluctance to let go of it! As you know some teachers believe that practice makes perfect and by practice they seem to think that you have to flog away at a language structure again and again until you are convinced that the children 'have got it'. We believe that this practice conceals a fundamental error of understanding how children learn. So, we have spent many weeks on teacher training to try to encourage the teachers to work in a different way.'

The MM stated that old habits die hard; therefore, it might be unrealistic to expect every teacher to adopt innovation and change their beliefs and teaching styles overnight. Providing support and guidance after the introduction of a new coursebook series is thus critical. The next section reports the support the developers provided to the teachers after publication.

4.5. The Developers' Support after Publication

Introducing a new coursebook series with an innovative methodology, the developers confronted several challenges after publication. For example, teachers were expected to make use of various components such as storyboard cards, puppets, songs and videos appropriately in order to create an environment conducive to learning for children; however, some teachers lacked the knowledge and skills to do this. It was identified that those teachers were trying to use the materials in the way that best suited their teaching styles, which often contradicted the series' approach. Thus, the authors continued to support the teachers for a while after the materials were put into use. The publisher organised training programmes every year, during which they did several sessions on various topics such as 'teaching through stories, getting your children speaking, teaching grammar to YLs, error correction and the place of error in language learning'. The authors always had a question and answer session with the teachers so they could air problems and ask for advice on specific issues, which were usually general pedagogical matters, such as classroom management, or the use of L1 and so on, rather than issues directly related to the series. The authors forged many personal friendships with the teachers and HoEs, which was very rewarding and helpful for all concerned. This is one of the unique aspects of the development of this coursebook series.

The RoPs reported that, apart from the authors, they also hired trainers who were experts in the field of teaching English to YLs and sent them to the schools to conduct in-class observations and deliver tailor-made seminars or workshops. In addition, they also funded some of the HoEs and experienced teachers in the target schools to travel to the other schools in other cities and hold meetings and seminars about the coursebook series. This seems to be an effective method because, as these people are

the actual users of the coursebook series, their voices are likely to be taken more seriously by the other teachers and help form a mutual understanding.

4.6. The Author's Beliefs and Approach

Although this coursebook series was claimed to have primarily been developed by taking into account the results of the needs analysis, it cannot be denied that the authors' beliefs and philosophy of teaching and learning permeate it too. The author revealed some of her underlying beliefs during the interview. First, she explained how children learn a language and how they designed the materials accordingly.

> A: 'Children need to use the language and do things with the language. They do this very imperfectly because their interest is not focused on the language structures but rather on performing the tasks successfully (and that does not require perfect use of language). Because the language objectives are spiralled they will have several goes at the same language objectives over the five year period. Our objective is that they should reach a reasonably correct use of the language at the end of the 5 years, we do not expect them to do the third person singular of the present simple in one unit of work and then 'get it'. They will do this again and again over the five years.'

The author also stated that their intention was to improve the standard of spoken English and to ensure that the children began secondary school with better literacy skills and a modest sense of language awareness (grammar). In addition, she emphasised that there is a huge gap between research theory and practice in general (including the use of materials). She commented that this area of educational theory is of special interest to her.

> A: 'There are many different positions here (Wilfred Carr – education without theory; Donald Schon – theory in action; Bruner – folk pedagogy/psychology, etc.). I think we can say that we have taken great care when writing to try to bridge the gap. It is important not to dismiss teachers' folk pedagogies/psychologies without consideration. These are not silly stances.

Education is a culturally embedded practice; it does not happen in a vacuum. We need to work with the teachers not against them.'

The author believes that by visiting schools and observing the educational environment and practices, it is possible to shape the materials to take into account those features which impact positively on the children's learning and do not leave the teachers feeling theoretically orphaned.

A: 'So, for example, if in a particular place there is a widely held belief that children should not learn how to read until they are seven, it does not really matter how many robust theories we throw at the teachers to prove them wrong, it is not a good idea to insist on teaching reading at the age of five.'

She also noted that within a particular theory there is some good, some bad and some useless; therefore, she proceeds with caution and is selective:

A: 'Classes are often much more dynamic and interesting when the teachers are attempting to approach their learning objectives from different angles and children respond very positively to having their talents brought to the fore in class. But we should not lose sight of the fact that educating requires learning how to do the things you are not very good at, as well. So I would not dismiss these theories outright but rather tailor them so they sit more easily with educational practice.'

Furthermore, she explained some of the recent theories that shaped the materials.

A: 'David Bakhurst has done a lot of work on concept development, which I am particularly interested in. The idea that adults 'lend' concepts to children as part of their cognitive growth. Translated into language practice this means that the old maxim first I understand and then I use the language is almost certainly wrong. Children use language a long time before they understand very much at all. This has been very influential in the series where we get the children using language years before we expect them to understand the internal workings of the language. We are also aware of things such as the cognitive repertoire of children at different stages.'

The author also argued that the problem does not lie in the language that is taught in coursebooks but the kinds of things that children are asked to do with the language. She added that there are still coursebooks around that ask children to do mechanical things:

> A: 'So, what is the point in asking, 'What colour is Tommy's t-shirt?' unless you want to check if your partner is colour blind. We avoid this by making sure that all activities have a purpose that goes beyond (but includes) the practice the language purpose. Oral communication activities always require just that, oral communication. In other words, you have to find out something that you do not know, and I do, by asking me questions. Reading comprehension activities require the children to show their understanding by doing something with the information they have gleaned, not just lift bits of text. And so on.'

These responses demonstrate how an author's beliefs can have an influence on the development of a coursebook series. Accessing those beliefs is crucial to gaining deeper insights into a project and understanding the rationale for some of its aspects.

4.7. Developers' Views on Local and Global Materials

The RoPs were also asked about their opinions on local and global materials. Both stated that they strongly believe that local materials are more advantageous and effective than global ones. This is mainly because a local publisher, as seen throughout the process, can not only establish much closer relationships with their clients, but can also understand their clients better and be more aware of the cultural and the contextual realities.

RoPs observed that even big international publishing houses have produced the localised versions of their bestselling books in recent years. That may, in some ways, show that the more local the materials are the better. As the PM stated:

> PM: 'There is no question about it - a coursebook designed for Spain or Italy would not suit the Middle East; they are totally different cultures.'

However, the MM tempered this comment slightly:

MM: 'When designing a coursebook, one should not completely ignore the basic and universally accepted and approved methodologies and principles. However, one can take teacher and student profiles and cultural sensitivities into account in order to make it more local.'

The author treads a cautious line between the two extremes of global versus local. She claimed that local differences are important when designing materials. These differences may be practical: the number of hours; the level of digitisation in the classrooms; the standard of teacher training, etc. or they may be cultural: teacher-led classes (front of the class teaching) versus child-centred teaching practices; the kinds of illustrations used in the book is also a culturally sensitive topic; the contexts we use should be familiar to the children (and the teachers), and so on. However, she argued that language content is usually the same.

A: 'Whether you are teaching English to Turkish children or Chinese children, you are still teaching the same thing. How you go about it may be slightly different.'

The author also pointed out that they prefer to allow space for local practices to inform the teaching practice, while at the same time encouraging practices which are positive in themselves. If, however, a local culture was encouraging something which they, as developers, believed to be wrong, they would not support this through their materials. For example:

A: 'The children go home with a pile of worksheets so they can do hours of homework, we do not encourage this practice because we think that it is not good educational practice, despite the value it is given locally by both teachers and parents.'

Finally, the author suggested that localism should not be overestimated because, for example a *values-based syllabus*, which will be discussed in further detail in Chapter 5, was chosen as a primary principle in the coursebook series and essentially includes values which are global; in other words, these are the values that every community tries to teach to their children.

A: 'So, localism is important but I think it is also important not to lose sights of the communalities, if you like.'

4.8. Conclusion

The findings in this chapter show that the development of the series was a complex process in which various factors were at work (see Figure 9 below). Needs analysis, the point of departure, seems to be the most critical stage of all as the project was primarily built upon its results. A local project is likely to benefit more from needs analysis and piloting processes compared to a global one because of the fact that local projects allow closer communication and rapport between their audience and developers. Interestingly, the authors were involved in almost all stages of development of the coursebook series in person; they even piloted the coursebook materials in actual classrooms, as can be seen in the documentary on YouTube (see Chapter 3, Section 3.5).
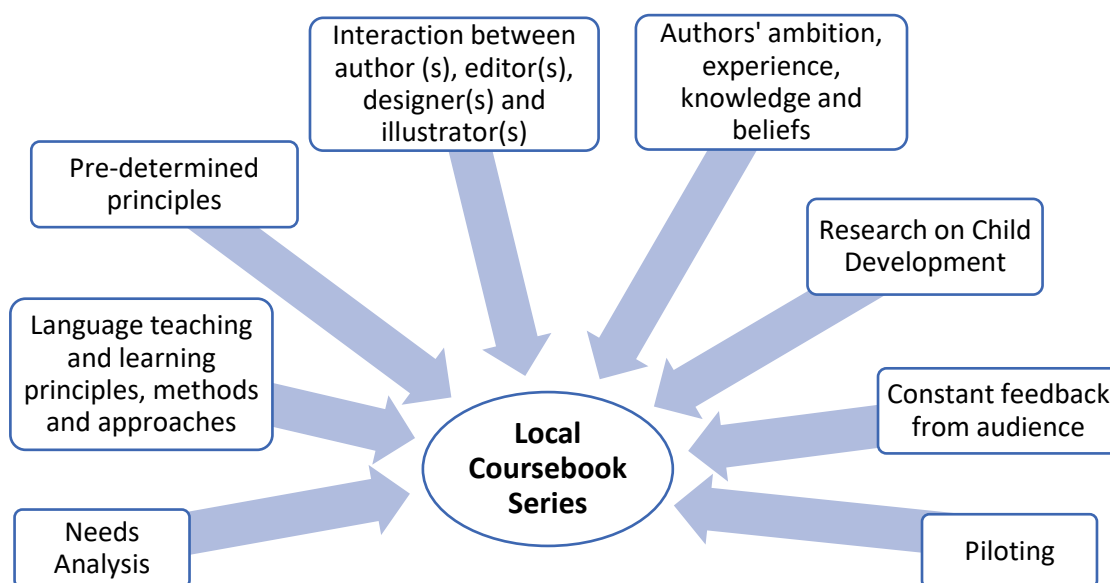
Figure 9. The Factors that Shaped the Locally Developed Coursebook Series

In addition to the results of the needs analysis, the authors' knowledge, experience and beliefs also contributed a lot to the shaping of the end-product. Nonetheless, the authors occasionally compromised their beliefs, as they had to respect the contextual and cultural realities. The teachers' opinions were given priority throughout the

development process of the project, especially during needs analysis and piloting stages. For the purpose of providing support to the teachers, a number of components and very detailed TBs were developed and training on a range of topics was provided.

Having revealed how the coursebook series was developed, I will describe what the end product looks like drawing on the analysis of the series through Littlejohn's (2011) framework in the next chapter.

CHAPTER 5: MACRO-LEVEL FINDINGS (2) - ANALYSIS OF THE SERIES USING LITTLEJOHN'S FRAMEWORK

5.1. Introduction

The purpose of this chapter is to provide an initial analysis of the coursebook series using Littlejohn's (2011) framework to discover its nature and describe it objectively as it is. Littlejohn (2011) maintains that this type of analysis is quite distinct from analysing materials in action, because the former aims to let materials speak for themselves, whereas the latter aims to evaluate their actual value within specified purposes and contexts. He further criticises the frameworks and checklists available in the literature for being too impressionistic and containing implicit assumptions about what desirable materials should look like. The framework he proposes serves my purpose by enabling me to paint a detailed picture of the coursebook series in focus, which is reported below. This provides a useful backdrop for the micro level findings chapters which follow.

In order to obtain an in-depth understanding of a set of materials and draw valid conclusions, Littlejohn (2011) advises the analyst to move through three levels, from identifiable aspects to more abstract and complex ones. Thus, the analysis of the coursebook series was conducted accordingly and the findings are presented level by level in the sections below.

5.2. Level 1: What is there? Objective Description of the Whole Series

> 1. **'WHAT IS THERE'**   *'objective description'*
>   - Statements of description
>   - Physical aspects of the materisals
>   - Main steps in the instructional sections

This level of Littlejohn's framework aims to describe the explicit nature of the coursebook series as objectively as possible. It mainly draws on the statements about the series, its physical aspects (both external and internal) and the organisation of the sections, such as the units and their subsections.

As detailed in the Introduction, the coursebook series was specifically developed for a chain of over two-hundred non-profit, primary schools in Turkey. It was designed based on the results of an extensive needs analysis survey conducted at those schools. The intended audience is YLs aged between 6 and 10 years, learning English as a foreign language for general purposes. Each level of the coursebook series is expected to be used between six and eight hours per week and completed in an average school year in Turkey.

The whole series is completely monolingual (in English), except the letters which are sent to parents before each unit. The main reason for this is to promote the use of the target language inside the classroom all the time. The PuB for each level contains a *Table of Contents*, an introductory unit, eight core units and four review sections. The lyrics of the songs and a comprehensive word list are included at the back of the book.

Each level is organised in a similar way: each unit contains fourteen lessons. To illustrate, a unit in Level 3 of the coursebook series works as follows. Lessons 1 and 2 aim to provide the context for the unit, usually through songs, and the main language the students will need for the story. The students work on a story in Lesson 3; they listen to the story and read it out loud. There are two activities in Lesson 3: one activity is to check overall comprehension of the story and the other is to give additional practice with the literacy objectives. The students then focus on pronunciation in Lesson 4. In Lesson 5, they listen to the whole story again and then do a short transition activity using the story cards, such as describing their favourite character in the story, before moving on to the language objectives for the lesson in the PuB and PB. At the end of this lesson, they focus on the language in order to ensure they have consolidated the main objectives. In Lesson 6, they consolidate language objectives using part of the story as a starting point for work in the class, usually through a pair work activity or game. In Lesson 7, the students sequence the story using the story cards and then sequence the cut-out narration lines by placing these on the correct story card. They then focus on the language again through an activity such as listen and match or find activity. In Lesson 8, they focus on the language and consolidate the language objectives through a game-like pair work activity. In Lessons 9 and 10, they practise the key language using the cut-out, sticker or story card activities. In Lesson

11, they work on language awareness. They start the lesson working with the poster and the poster cut-outs to practise manipulating the language elements and then they work in their PuB. They also make and play simple language games to use the target structures. In Lesson 12, the students do a project, which is thematically linked to the story and the theme of the unit. First, they make their display or object and then they do an oral presentation of their work. Lesson 13 is dedicated to acting out the story, reviewing the key language and focusing on the values of the unit. The students do not use their books in this lesson. Finally, Lesson 14 aims to check and review the language and concepts the students have learnt.

Each lesson is mainly designed around one or two core activities or tasks. All lessons involve three stages:

(i)   Look at me! This stage is done before the students look at their books. They revise the language they already know and new language is presented. This stage is always oral and the activities are teacher-led, using a variety of resources such as flashcards, story cards and posters.

(ii)   Look at the book! The students work with their books in this stage. They are expected to extend the language that has been presented and use it in a variety of ways.

(iii)   Look at me! The students are expected to transfer the language they have been working with to their own experience and context through oral activities, games and competitions. It is claimed in the TB that this stage also gives the teacher the opportunity to check whether or not the students have consolidated the new language.

The organisation of the lessons looks similar to what Cameron (2001) suggests about stages in a classroom task: preparation, core activity and follow-up. She further claims that the task would fail if the core is left out. This indeed describes the nature of the lessons in the coursebook series.

Table 14. Overview of Explicit Nature of the Whole Coursebook Series (Adapted from Littlejohn, 2011, p.187)

COURSE PACKAGE AS A WHOLE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
1. Type	general, main coursebook	general, main coursebook	general, main coursebook	general, main coursebook
2. Year of Publication	2009	2010	2010	2011
3. Intended Audience (Age range)	6-7	7-8	8-9	9-10
4. Extent	one school year, 210 hours in total	one school year, 210 hours in total	one school year, 210 hours in total	one school year, 210 hours in total
5. Design and Layout	fully coloured Pupil's Book & Practice Book, two-colour Teacher's Book	fully coloured Pupil's Book & Practice Book, two-colour Teacher's Booklets	fully coloured Pupil's Book & Practice Book, two-colour Teacher's Booklets	fully coloured Pupil's Book & Practice Book, two-colour Teacher's Booklets
6.Distribution				
a) Materials	Teacher(T)/Student(S)	Teacher(T)/Student(S)	Teacher(T)/Student(S)	Teacher(T)/Student(S)
audio CD	T	T	T	T
audio scripts	T	T	T	T
answer keys	NA	NA	NA	NA
guidance on use of the materials	T	T	T	T
methodology guidance	T	T	T	T
IWB application	T	T	T	T
interactive DVD	T&S	T&S	T&S	T&S
stickers	T&S	T&S	T&S	NA
flip book of story cards	T	T	NA	NA
storyboard cards	NA	NA	T	T
flashcards	T	T	T	T
puppet	T	T	T	T
posters	T	T	T	T
resource CD	T	T	T	T
photocopiables	T	T	T	T
b) Access				
syllabus overview	T (detailed version)) & S (simplified version)	T (detailed version)) & S (simplified version)	T (detailed version)) & S (simplified version)	T (detailed version)) & S (simplified version)
wordlists	T&S	T&S	T&S	T&S
7. Route through the material				
specified or user-determined?	Specified in the coursebook	Specified in the coursebook	Specified in the coursebook	Specified in the coursebook

The components for each level can be seen in Table 9 above. The PBs, which contain exercises and tasks closely related to the topics in the PuBs, are used to provide additional practice and support. Work in the PBs is usually conducted individually, so teachers can check on student progress. The relevant sections of the PB are expected

to be used alongside the other lessons, except lessons 12 and 13, where students are required to do a project and act out the story. There are no PB pages for these lessons.

The cut-outs are available in the Teacher's Resource CD for each level, except for Level 4, and they are used for completing pictures and communicative activities. In addition, the students are provided with stickers to complete the stories and do certain activities at Levels 1-3. They also have stickers for the review pages where they build up a picture dictionary. There are also digital components, such as the interactive DVD. It contains the animated versions of the stories and songs. The TBs state that the DVD aims to encourage independent learning, co-ordination and computer skills.

As Table 9 shows, teachers are provided with a number of components. The core of these components is the TB. TBs show the content on the first page, which is followed by the introduction of the syllabus in tables. Each TB then introduces brief information about the methodology, organisation of lessons, assessment and components. It also provides suggestions and illustrates how a unit works, using sample pages from the coursebook.

Each TB contains a detailed list of language objectives and assessment criteria for the unit. There is a step-by-step lesson plan with the lesson objective, the language to be taught, and the materials that are needed. Also, each page in the TBs contains the relevant page from the PuBs and PBs in small size to make it more teacher-friendly and to save time. However, the TBs do not provide answer keys, which seems to be an oversight. It seems likely, however, that, because this is a primary level coursebook series, the developers might have assumed that the teachers would easily figure the answers out.

At the back of the TB or each booklet, there are nine letters for the teachers, both in English and Turkish, to send to parents before teachers start each new unit. The letters summarise the work the teachers will be doing with the children in the following unit. In the Teacher's Resource CD, there are nine report cards, both in Turkish and English, for the teachers to fill in and send with the letters. It appears that establishing communication with parents and involving them in the process is considered crucial for the success of the materials. For example, the parents are even informed about what

values each unit focuses on, so that they can also reinforce those values at home at the same time.

All teachers are provided with a USB flash drive containing the Interactive Whiteboard (IWB) applications for all levels. The application enables access to the digital versions of all the PuBs, PBs and TBs. Because every classroom has an IWB, the teachers use this application almost every lesson.

In Level 1 and 2, there are eight story cards for each story. These cards are large-size completed pictures of the story frames from the PuBs. The story cards are used both in flip book, formed of 91 story cards in A3 format, as a big book for storytelling and they are taken out and used individually to focus on specific language objectives. There is a question card on the back of each with a list of questions that the teachers can ask when the students are predicting the story. In Levels 3 and 4, there are nine or ten story cards for each story. There are also print-out pages on the website containing the story script and speech bubbles, so the children can work on sequencing texts and link the texts to particular moments in the story.

The teacher's Resource CD also contains the cut-outs and the report cards; all can be printed out and photocopied. There are step-by-step photo guides to some of the project activities, which can be projected onto the board for the children to follow. There are also reward stickers such as stars ('Well done', 'Good boy/girl!'), which the teachers can award for good work.

There is a set of flashcards covering almost all key vocabulary in the book. The class audio CDs contain all the listening activities, including songs, song music, stories, pronunciation activities, and listening tasks.

The methodology of the coursebook series is claimed to be innovative. Thus, it is important to explore its nature in-depth based on the explanations in the TBs. This is discussed below.

Methodology

According to the TBs, the series is designed around four basic observations as to how children best learn a second language:

- Children's learning develops with active involvement. Children learn by doing.
- Children use language to structure their concepts. Language comes first.
- Learning environments need to be language rich.
- Children's development is not limited to language and concepts. They also develop as learners.

As revealed in the previous chapter, an evolving methodology was adopted in the coursebook series. This was justified in the TBs as follows:

> 'In order to address the way that children change as learners, this coursebook series provides a gradually shifting methodology, to keep in synchronisation with the children's cognitive development. The story-based approach is especially successful with young learners. However, as children develop as learners, they need to extend their language experience outside the controlled environment of the story. We also need to prepare the children for a more formal study of the language and its content in order to meet later challenges. A topic-based approach for older children is more suited to these aims.'

The TBs further explain what story-based and topic-based approaches are and justify why they adopted those approaches. They also state that this series was designed to encourage students to produce language from the outset, because recent research has shown that children learn language by using it; they do not learn it and then use it. No specific studies are cited to substantiate this claim however. The TBs also claim that YLs respond positively to routine and predictable sequences of events. Therefore, there are short warm-up routines for the students to repeat at the beginning and end of each lesson.

The TBs also discuss the use of L1 and encourage teachers to expose their students to English by speaking the target language at all times. This might be because the classroom is the only place where students are exposed to the target language in this context.

In this section, a factual overview of the coursebook series was presented. The approach reflects the developers' beliefs that teachers direct and manage the learning

in YL classrooms, whilst students are expected to be active participants who learn by doing. The next section will share the results of an analysis of the coursebook tasks.

5.3. Level 2: What is required of users? – Subjective Analysis

2. '**WHAT IS REQUIRED OF USERS**'   '*subjective analysis*' - Subdivision into constituent tasks - An analysis of tasks: 'what is the learner expected to do? Who with? With what content?'

This level requires subjective analysis by making deductions about what the users of the materials are expected to do. This level of analysis is significant because it has the potential to provide a detailed picture of the classroom work that the materials support and help explore the underlying nature of the materials (Littlejohn, 2011).

Littlejohn (2011) suggests dividing the materials into their constituent tasks and analysing each task in turn to reach solid conclusions about what the end-users have to do. Littlejohn (2011, p.188) defines a task as 'any proposal contained within the materials for action to be undertaken by the learners, which has the direct aim of bringing about the learning of the foreign language'. Adopting his broad definition, I treat the terms 'activity' and 'task' interchangeably hereafter. Littlejohn (2011, p.189) identifies three aspects of a task:

- 'How: a process through which learners and teachers are to go.
- With whom: classroom participation concerning with whom (if anyone) the learners are to work.
- About what: content that the learners are to focus on.'

Littlejohn (2011) proposes three questions to support task analysis which focus on process, participation and content (see Figure 10). The first question related to *process* consists of three elements. *Turn-take*, is concerned with the implied role of the learners in classroom discourse. For example, are they expected to initiate or respond using language mostly provided by the materials, such as substitution drills; are they required to respond physically (e.g. listen and draw), or not respond at all? The second element, *focus*, aims to find out whether it is the meaning, form or both that the

learners are expected to pay attention to. *Mental operation*, the third element, aims to explore what type of mental process is required – e.g. categorise, repeat verbatim, memorise etc.

```
I. What is the learner expected to do?
    A. Turn-take
    B. Focus
    C. Mental operation
II. Who with?
III. With what content?
    A. Input to learners
        • form
        • source
        • nature
    B. Output from learners
        • form
        • source
        • nature
```

Figure 10. Questions for the Analysis of a Task

The second question deals with classroom interaction patterns (e.g. individually, in pairs/groups or with the whole class). The third question initially focuses on the form of the input (written, aural, audio-visual or graphic). Secondly, it aims to explore the source of the (materials, teacher, learner(s) or outside the course/lesson). Thirdly, it aims to reveal the nature of input (metalinguistic explanations, fictional texts, non-fictional texts etc.). The third question also covers expected learner output in terms of form, source and nature.

Littlejohn (2011) argues that it might not be practical to analyse the whole contents due to their length. He thus suggests that analysis of a proportion of a set of materials (10-15 per cent) would suffice. Following his suggestion, Unit 3 around the midpoint of Level 3 of the coursebook series was analysed. As previously noted, each unit contains fourteen lessons, each of which has three stages. However, only the core tasks to be completed in the second stage, titled 'Look at the book', are displayed in the PuB. As my primary purpose was to analyse the content of the PuB rather than all the

procedures and stages proposed in the TB, I only included the tasks in the PuB in my data sample. However, I referred to the relevant instructions and guidelines in the TB when appropriate during the analysis process, because the PuB does not provide rubrics for each task. It is therefore sometimes difficult to understand what exactly the teachers and students are expected to do without referring to the instructions and guidelines in the TB.

Littlejohn's (2011) framework was adapted to make the criteria more relevant to the task types in the coursebook. There are 43 coding criteria which are explained in Appendix X. A total of twenty-seven tasks were identified and coded in Unit 3. Figure 11 demonstrates how the tasks were coded.
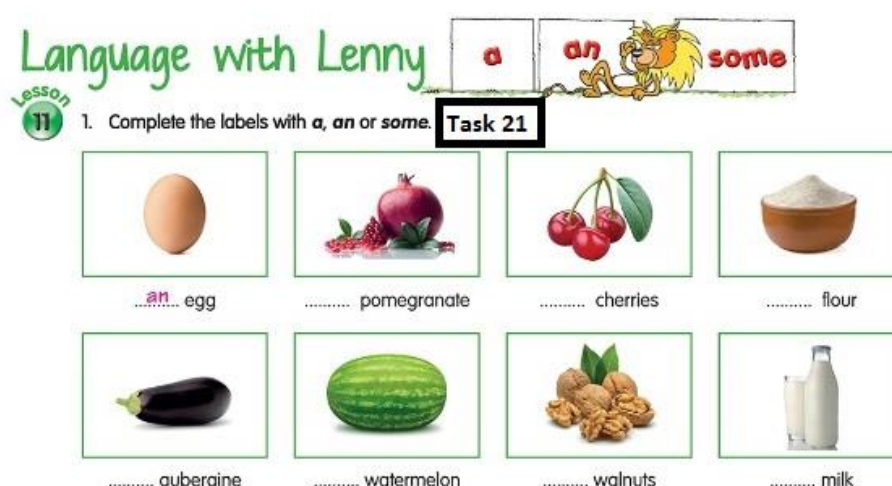
Task Number			Task 21
Instruction & Guideline			Complete the labels with 'a, an and some'
1. What is learner expected to do?	A. Turn-take		(2) Scripted response
	B. Focus		(4) Language system (rules or form)
	C. Mental operation		(13) Apply stated language rule
2. Who with?			(17) Learners individually
3. With what content?	A. Input to learners	a) Form	(25) Written text (27) Graphic
		b) Source	(28) Materials
		c) Nature	(33) Linguistic Items
	B. Expected output		(38) Written text

Figure 11. Example of Coding a Task

Prior to presenting the findings from Level 2 analysis in the next sections, the limitations of the framework should be acknowledged. While Level 2 analysis is quite useful to have an idea about the internal systems of the coursebook materials and gain insights into the implied classroom work, it is quite a complicated framework and time-consuming to apply. The analysis presented here is limited, therefore, to Unit 3 of Level 3 of the coursebook series, and it must be kept in mind that analysing tasks from other units might produce different findings. Also, analysts might interpret some tasks differently depending on their knowledge and experience. In order to increase the reliability of the coding, some measures were taken. Following the initial analysis, a colleague also coded the tasks independently to verify the trustworthiness of the coding system. The results were then compared and mostly found to be in close agreement; however, where disagreements arose, the instructions and guidelines in the TB were consulted to resolve any discrepancies. Some tasks were allocated several codes, because they included a number of stages. The codes assigned to each task are presented in Appendix XI.

5.3.1. What is the Learner Expected to Do?

The results reveal that learners are primarily expected to express themselves using the specified semi-scripted sentence stems provided in the coursebook, e.g. Task 13 prescribes learners to use 'I need some … and some …'. However, learners are not required to initiate unscripted responses throughout the unit. There are some tasks not requiring to respond orally at all, e.g. Task 3 requires students to watch the video only.

Almost half of the tasks require a focus on the relationship between meaning and form. In Task 4, for example, learners play a game called 'The Shopping List', which requires learners to ask meaningful questions using 'Are there any …?' and respond by referring to the print-out. Also, some tasks require learners to focus on meaning only. For example, Task 5 requires learners to listen to and comprehend the story with the support of the illustrations. On the other hand, fewer tasks ask learners to focus on form specifically. One example of form-focused activities is found in Tasks 7, 8 and 9,

which aim to help learners notice the difference between the pronunciation of 'th' consonant sounds, e.g. 'think [θɪŋk]' and 'this [ðɪs]'.

As for mental operations, most of the tasks are designed so learners have to decode the propositional meaning of the language in the tasks. The other mental processes the tasks require include: attending to examples or explanations (e.g. Task 9), applying stated language rules (e.g. Task 15), repeating with substitution (e.g. Task 16) and selecting information (e.g. Task 12). Fewer tasks, however, require categorising information (e.g. Task 8), repeating verbatim (Task 18), applying general knowledge (e.g. Task 12) and analysing language forms (e.g. Task 22) as part of the mental process. It should be acknowledged, however, that, even though the instruction of each task implies certain mental operations, it is almost impossible to know exactly what mental processes the learners will go through during actual execution of each task.

5.3.2. Who with?

Learners are required to perform either individually or in pairs or groups more frequently than with the whole class in lockstep. A limited number of tasks only ask selected learner(s) to interact with the whole class, including the teacher, e.g. Task 6 asks selected learner(s) to read the story out loud whilst the rest of the class follow the text in their books. Only one task requires learners to interact with each other in pairs or groups whilst the rest of the class listen, e.g. Task 24 requires a group of learners to act out the story whilst the rest of the class watch. Finally, no activities require learner(s) to interact with the teacher whilst the whole class observe.

5.3.3. With What Content?

The coursebook provides the main source of input, rather than the teacher, learners or external materials. With regard to the nature of input, it is predominantly through fictional (contrived) content such as an imaginary story. Most of the input comes from written texts consisting of less than 50 words, whereas only one listening text of less than 50 words provides input to learners (Tasks 7, 8 and 9). Extended listening input – aural texts of more than 50 words- occurs more frequently than extended written input –written texts of more than 50 words. Extended written input is provided only

through a story and a song (see Tasks 6 and 18), whilst extended listening input is provided through a story (Task 6), two songs (Tasks 1, 2, 17 and 18) and two listening activities (Tasks 14 and 25). This means that learners are exposed to lengthier texts through listening rather than reading. It is also quite noteworthy that almost all forms of input are supported by graphics, such as illustrations and photographs. Also, there are six tasks with optional audio-visual support.

The forms of output the learners are expected to produce are mostly oral, but scripted, responses consisting of less than 50 words. Most of those tasks also require students to role play or act out using the specified language at the same time, e.g. Task 13 asks learners to play a guessing game and role play in pairs using the prescribed language. Four tasks (Tasks 2, 6, 18 and 24) require learners to produce extended oral responses; which involve verbatim repetition (e.g. singing a song or reading a story out loud), rather than producing language of their own. Few tasks require learners to provide written responses and only one task asks them to produce a picture (Task 23). No task requires learners to produce a piece of extended written text (i.e. more than 50 words).

In summary, Level 1 analysis reveals the explicit nature of the coursebook series; the underlying nature of the materials was uncovered through the analysis of tasks (Level 2). Finally, Level 3 analysis is presented in the next section. This is more subjective and interpretative in nature, as it requires the analyst to make inferences based on the findings from the previous two levels.

5.4. Level 3: What is implied? Subjective inference

3. '**WHAT IS IMPLIED**'   '*subjective inference*'
   - Deducing aims, principles of selection and sequence
   - Deducing teacher and learner roles
   - Deducing demands on learner's process competence

In the final level of analysis, general conclusions about the underlying principles that the materials are based upon are made. Littlejohn (2011) claims that, by drawing on the findings at Levels 1 and 2, it is possible to explain the overall aims of the materials,

the principles of selection, the sequence of tasks and content, the roles expected of teachers and learners and the demands placed upon learners. These aspects are discussed further below.

5.4.1. Aims

It can be inferred that the overall aim of the coursebook series is to develop linguistic competence in all four skills with active involvement from the learners, exposing them to the target language inside the classroom through a rich variety of components. It also aims to make learning as meaningful and enjoyable as possible through stories, songs, projects and games. One of the other objectives of the series seems to be to make learning more meaningful and memorable by using visual/audio-visual aids, such as colourful flashcards, storyboard cards, animations, videos, stickers, posters etc.

From the outset, the students are actively engaged in producing the language. However, as Level 2 analysis reveals, production mainly entails scripted responses, rather than freer practice. This indicates that production is quite controlled; that is, what learners are expected to say and which structures and vocabulary they should use are mostly determined by the materials. It can thus be inferred that one of the aims of the materials is to provide scaffolding for the learners during production due to their young age.

The findings reveal that few tasks focus on language systems only, which means that rules or forms are almost always embedded in meaning-based tasks. As a result of this, tasks encouraging learners to decode semantic meaning are more common than tasks which require other kinds of mental operations. This clearly shows that one of the basic principles and beliefs of the developers regarding children's language learning is reflected in the end-product (see Chapter 4). It can be concluded that the overall aim of the tasks is to expose learners to rich language in a meaningful context and provide opportunities for them to acquire internal language systems subconsciously.

Tasks require learners to work either individually or in pairs and groups. However, tasks needing specific learner(s) to perform in front of the whole class are relatively rare.

This indicates that the coursebook series aims to keep every learner in the classroom actively engaged.

5.4.2. Principles of Selection and Sequence

The content of the coursebook series was created based not only on the needs analysis conducted at the target schools but also on several principles. For example, a topic-based/story-based approach and a values syllabus, which takes both the global and local values into consideration, were priorities. The content and illustrations of the stories look age-appropriate and stimulating. The contexts of the stories and the characters seem to have been selected so that they are familiar to learners, as well as culturally appropriate.

Level 2 analysis shows that the majority of tasks are supported with illustrations or photographs. These visual elements are not used for cosmetic purposes; on the contrary, they are crucial for task completion, as they provide scaffolding for decoding semantic meaning. They offer enriched input along with a strong stimulus, which is especially important when teaching YLs.

The context and language input are usually provided through stories at the beginning of each unit, especially in the first three levels. The objectives for every unit are made clear in the TB, but there is almost no explicit language presentation in the PuB and PB. An integrated-skills approach is commonly used in the design of the activities and tasks; however, listening and speaking skills given greater priority than reading and writing skills in the first two levels, although the balance of skills is redressed somewhat towards Level 4. The activities and tasks are based on the language used in the stories; however, they are not sequenced according to difficulty (in an ascending order). The series aims to expose students to a wide range of vocabulary in context and reinforce this with follow-up tasks; however, there is again no clear principle in terms of sequencing. Overall, there seems to be a logical flow within units, but the principles are not particularly obvious; as the author openly explains in the previous chapter, the units were designed and sequenced through an emergent strategy after deciding initially upon the contexts and situations. The effectiveness of this approach from the teachers' and students' perspectives are explored in Chapters 6 and 7.

Although the same characters were used in the stories throughout each level except Level 4, no links exist between the stories, that is, each unit stands alone. In Level 4, there are still stories at the beginning of each unit, but not with same characters throughout. This might be because the role of the stories at this level is quite different from the first three levels, as revealed in the previous chapter.

5.4.3. Subject Matter and Focus of Subject Matter

The series makes use of cross-curricular content related to the context of the fictional stories and situations. Each unit has a broad topic such as weather, food, and places etc. The scope of topics seems to have been decided according to the age and level of the students. The series adopts a discovery-based approach to delivering the target language in general, that is, the linguistic items are rarely introduced explicitly using metalinguistic grammatical terms. When Level 4 has been attained, it seems that the authors try to further challenge the children and especially encourage them to move outside the stories and into using English in so-called realistic situations. Level 4 still has as its central pillar the story in each unit, but the work the children do after that encourages them to apply their learning. The basic aim is to get the children to work in greater depth with the language elements they cover. There is also an enriching reading scheme to support the children's literacy skills.

Coursebook materials are often criticised for intentionally excluding so-called taboo topics, which are considered controversial. It is relatively rare, for example, to see disability represented in coursebook materials, especially for YLs. However, this coursebook series breaks with this convention and includes a story about a disabled girl, for example. This is a distinctive feature of the series.

5.4.4. Types of teaching and learning activities

Learning by doing is one of the key principles of the coursebook series, so it is mostly activity-based and contains communicative activities and tasks throughout. Mainly meaning-focused activities were used in the PuBs, but mechanical ones can still be found in both PuBs and PBs of Levels 3 and 4. The activities in Levels 3 and 4 hardly ask children to analyse the language into its grammatical elements, but rather make them

aware of certain patterns. They do this through observation activities and by making and playing language games. There are almost no free practice activities; however, the tasks were designed to encourage students to participate actively. Some examples are: listen-and-do/choose/colour/match/repeat/ circle/tick, watch and respond/repeat/act-out, classify and categorise, read and label, match, order, and complete the blanks.

Most of the activities are supported with visuals, the majority of which are cartoons which help learners interpret the meaning of the language accurately without having to use their L1. However, there are some tasks that seem to require students to focus on several mental operations at the same time, which might place a cognitive burden on them.

5.4.5. Classroom Roles of Teachers and Learners

The teacher's primary role is to follow the directions in the TB and guide the students to do the tasks and monitor the learning taking place. The learners are mostly dependent on their teachers and the materials. However, the learners are expected to engage in a variety of metal operations during task completion. This implies that learners are not regarded as passive recipients of the input.

The PuBs and PBs do not seem to have been developed to promote independent learning. Activities and tasks are designed in such a way that they can be completed in class, and if the teachers wish to set the PB for homework, they will have to do several examples of each activity in class first to ensure the task requirements are clear.

The findings suggest that the series does not ask the teacher or learners to contribute their own content, such as telling a story about themselves. Neither does it suggest using materials outside the course. It appears that the coursebook series assumes that it is the only input-provider and guides the teacher and learners accordingly. It can be inferred that the authors expect the teacher and learners to adhere to the coursebook materials all the time.

5.5. Conclusion

The analysis of the coursebook series using Littlejohn's (2011) framework provides useful details, which reveal how the end product looks. This background information richly contextualises the coursebook series before presenting the teacher and student evaluations and exploring its use inside the classroom.

In Chapters 4 and 5, I addressed the macro-level (non-classroom level) research questions aiming to reveal:

(i)   the design and development process of the coursebook series (production);

(ii)   what is present in the end-product (analysis);

In the next two chapters, the teachers' and students' attitudes towards and perceptions of Levels 3 and 4 (evaluation) are presented to address the first research question at the micro-level of classroom use.

CHAPTER 6: MICRO-LEVEL FINDINGS (1) - TEACHERS' AND STUDENTS' ATTITUDES AND PERCEPTIONS ON LEVEL 3

6.1. Introduction

The purpose of this chapter is to share the teachers' and students' attitudes and perceptions towards Level 3 of the coursebook series. Although it may be impossible to measure the absolute effectiveness and impact of a coursebook, as instruction-based learning is complex and involves many other factors besides the coursebook, the views of the teachers and students provide invaluable insights into its effectiveness and can help us to draw conclusions about the extent to which Level 3 meets the needs, wants and interests of its end-users. This chapter begins with the summary of the statistical results of the questionnaires with teachers and students presented in Appendices XII and XIII respectively. It then shares the findings of the interviews with teachers and students. Because teacher and student responses during the interviews shed light on some of their questionnaire responses, this chapter will also highlight the relevant results of the questionnaires while presenting the findings from the interviews.

6.2. Summary of the Results of the Questionnaire Conducted with the Teachers at Level 4

According to the results, the overall average value Level 3 received from the teachers is (2.78/4). The results indicate that the *general appearance* is ranked as the highest average value (3.21) among all categories and all items within that category received a value over (3). In addition, this category contains the most highly ranked item in the questionnaire (Item 1: 3.5). None of the teachers gave a negative response to this item, which indicates that the teachers appreciate the font size and type used in the coursebook the most. Furthermore, the majority of teachers (81.2%) think that the illustrations are compatible with the texts (Item 3). Finally, 75% of them agree or strongly agree that the coursebook contains a sufficient number of illustrations which help their students' learning (Item 2).

The results from the *design and layout* category (2.72) show that almost 90% of the teachers think that the artwork such as pictures and figures facilitates their students' understanding of the lessons (Item 10). The majority of them (81.2%) also think that the titles and sub-heading titles are clear and appropriate (Item 9). In addition, almost 70% of the teachers indicate that the coursebook contains enough review sections (Item 7). A notable number of teachers (37.6%) do not think, on the other hand, that the structure and sequence of the coursebook are clear enough (Item 4). Furthermore, more than half of them (56.3%) do not think that their students can easily see what they are expected to do throughout the book (Item 5) or that and the layout is en-couraging for their students to do the activities (Item 8). It should be noted here that Item 5 was ranked as the lowest value in the questionnaire (2.19). Finally, only half of the teachers believe that the coursebook gives their students opportunities for inde-pendent study (Item 6).

The *methodology* category obtained a value (2.61) below the overall average value of the questionnaire. According to the results from this category, almost 70% of the teachers feel that the methodology of the coursebook is up-to-date (Item 11) and almost the same amount of them think that it encourages learning (Item 12). Nonetheless, it is apparent that there is a disagreement between the teachers on the appropriateness of the methodology to their context, as almost half of them indicate that it is not appropriate for their students (Item 13). It is also seen that more than half of the teachers do not think that the coursebook materials offer flexibility for the teachers to use other approaches (Item 14). Item 14 received the lowest value in this category (2.31).

The *activities* category was given the lowest overall value (2.49) amongst all the cate-gories. The results from this category show that only half of the teachers think that the coursebook presents the activities in a balanced way (Item 15). Moreover, slightly more than 50% of the teachers do not believe that the activities provide meaningful and communicative practice (Item 16). Again, only half of the teachers believe that the coursebook provides enough practice for the targeted language items (Item 17), the activities and exercises in the coursebook increase their students' desire to learn Eng-lish (Item 18) or that the activities promote pair and group work as well as individual

work. However, slightly over 55% of the teachers think that activities are easily adaptable (Item 19).

The responses given to the questions related to language skills are mainly positive. Especially the question related to the suitability of the listening activities (Item 23) which received the highest value (3.19) among all the items in the *language skills* category. However, the overall value this category received (2.72) is slightly below the overall average value of the whole questionnaire. According to the results, 56.3% of the teachers are pleased with the balance of the four basic skills: speaking, listening, writing and reading (Item 21). Also, 62.5% of them find the reading activities suitable for their students (Item 25) and 56.3% think that speaking activities are suitable for their students (Item 22). Slightly more than 60% of the teachers do not think, on the other hand, that the writing activities are suitable for their students (Item 24). This item was ranked as the lowest value in this category (2.44).

The *language content* category is also one of the categories with a value (2.66) below the average value of the questionnaire. The results in this category reveal that a notable amount of the teachers (68,8%) think that the time allotted for teaching the content is not sufficient for them (Item 32). Item 32 was ranked as one of the lowest values (2.31) in the questionnaire. Also, more than half of the teachers (56.3%) do not think that the language used in the coursebook is authentic. In addition, almost half of them do not believe that vocabulary exercises are meaningful to their students (Item 30). However, almost 70% of the teachers believe that the grammar content is suitable for their students' level (Item 27). 62.5% of the teachers think that the grammar points are presented with explanations and concise and easy examples (Item 28). Exactly the same number of teachers find the vocabulary appropriate to their students' level (Item 29) and the exercises for vocabulary adequate (Item 31).

The *topic content* category, which contains the item ranked the second highest value (Item 37: 3.38), obtained the third highest value (2.99) among all categories. This shows that all the teachers, except one, think that the coursebook does not promote negative stereotypes, to do with race or gender etc. It is also seen from the results in the *topic content* category that the majority of the teachers (82.2%) find the topics

motivating for their students (Item 33). Also, 75% of the teachers believe that there are topics reflecting the learners' own world and culture (Item 38). Finally, almost 70% of the teachers believe that the topics encourage learners to take charge of their own learning (Item 34) and almost the same percentage of them think that the topics offer vocabulary that their students may come across in real life (Item 35).

As for the *flexibility and teachability* category (2.71), 75% of the teachers feel that the coursebook helps them exploit the materials in line with the needs and wants of their students (Item 39). However, only half of the teachers find the coursebook suitable for mixed ability classes (Item 40). Furthermore, almost half of the teachers do not think that the coursebook gives them opportunities to personalise and localise activities (Item 41).

It is evident from the results that the *assessment* category (2.64) remains below the average value of the questionnaire. The results show that only half the teachers think that the coursebook contains enough assessment materials and that the ones available are appropriate for their students (Items 43 and 44). Moreover, more than 60 % of them do not believe that the coursebook offers assessment suggestions (Item 45). The only item to which most of the teachers (62.5%) responded positively in this category is Item 42, which states that the course offers revision for formative purposes.

When looked at the results on *book objectives* (2.91), it is seen that the large majority of the teachers (87.5%) think that the objectives of the course are not only clear to them (Item 46) but also relevant to the context and culture (Item 48). Also, almost 70% of them think that the coursebook meets the language learning needs of their in-stitutions (Item 50). However, only half of the teachers believe that those objectives are relevant to their students' needs and interests (Item 47). Over half the teachers (62.5%) do not believe that the objectives of the course take individual differences among their students into consideration (Item 49).

The results also reveal that the *components* category was also among the highly ranked categories (2.96). 75% of the teachers believe that the components are user-friendly

(Item 53). In addition, 62.5% of them think that the components are supportive in general (Item 51) and also compatible with the coursebook and each other (Item 52).

The category, which received the second highest value (3.12), is related to the *teacher's book*. According to the results in this category, the majority of the teachers (81.3%) think that the TB gives guidance on how the coursebook can be exploited to the best advantage (Item 54) and helps them understand its aims and approach (Item 55). In addition, almost 70% of the teachers agree and strongly agree that the TB provides additional ideas and alternative ways of teaching (Item 57). Finally, more than half of the teachers believe that the TB provides extra activities and exercises to practice, test, and review vocabulary (Item 56).

6.3. Summary of the Results of the Questionnaire Conducted with the Students at Level 4

The overall value Level 3 obtained from the students was quite high (3.55/4). It is apparent from the results that none of the items was ranked below (3). The *general appearance* category is ranked as one of the highest value (3.58). This indicates that the coursebook is impressive and physically attractive for the students.

It is also obvious from the results that the vast majority of the students (91.7%) appreciate the artwork in the coursebook as being very helpful to understand the lessons (Item 4). It is also understood that most of the students think that the coursebook is easy to navigate, thanks to its clear instructions and design (Items 3 and 5).

The *activities* category received the highest value (3.71) among all categories and all items within this category were ranked over (3.5). Furthermore, this category has the two most highly ranked items, both of which are related to the songs (Item 8: 3.85 and Item 9: 3.83). It is understood that the vast majority of the students think that the songs in the coursebook are both fun and instructive, which means that the songs help them learn new things. The item that received the highest value after the songs in this category is the statement related to the stories (Item 10: 3.69). Over 90% of the students find the stories appealing, so they enjoy reading them. The results in this category also show that most of the students find the activities motivating to learn English

(Item 6). In addition, almost 90% of the students believe that the coursebooks provide sufficient opportunities to practise the target language items (Item 7).

When looked at the *language skills* category, it can be noted that Item 11, which asks whether the writing exercises are interesting, received a high value (3.23), but is still ranked as the lowest value among all items in this category. On the other hand, almost 95% of the students indicate that the coursebook gives them enough opportunity to practise English (Item 15). Furthermore, almost 95% of the students find the listening texts interesting (Item 17). In addition, almost 90% of them believe that the reading, speaking and writing texts or exercises are suitable for them (Items 12, 13 and 16).

As for the language content category (3.42), interestingly, the clarity of the presentation of the language rules (grammar items) received the highest average value (3.51) in this category (Item 21). The two items related to vocabulary are also ranked very high: almost 90% of the students find the vocabulary very useful and relevant to their world (Item 18: 3.3 and Item 19: 3.45). It can also be noted that slightly over 80% of the students indicate that the language rules presented in the coursebook are suitable for their level (Item 20).

The results from the topic content category show that the vast majority of the students (90%) find the topics engaging (Item 22). Furthermore, almost the same percentage of students think the topics have a positive effect on their interest in learning English (Item 23). When it comes to Items 24 and 25 in which the students responded to the cultural aspects of the coursebook, it is surprising to see that, while slightly over 80% of the students think that there are topics which allow them to learn about the cultures of English-speaking countries, less than 80% of the them believe that the coursebook provides opportunities to talk about their own culture (Item 25), even though the coursebook primarily aims to reflect local culture.

The components category obtained the second highest value in the questionnaire (3.65). Furthermore, Item 28, ranked as the highest value within this category, is also ranked the fourth highest value among all items in the questionnaire (3.7). This indicates that almost 95% of the students find the animation videos of the stories both

fun and helpful for them to understand the lessons better. Similarly, 92.2% of the students think that the activities and exercises in the PB are very helpful for them (Item 26). The bulk of the students (90.5%) also think that the interactive software helps them revise the things they have learnt inside the classroom (Item 27).

The overall category consists of seven general questions about Level 3. According to the results in this category, almost 95% of the students believe that coursebook is not too difficult (Item 33) and it helps them improve their English very much (Item 31). It is also seen that slightly over 90% of the students think that it is fun (Item 29) and user-friendly (Item 30). Furthermore, over 90% of the students indicate that they enjoy learning English with this coursebook (Item 32). Also, 90% of the students confirm that the coursebook is at the right level for them (Item 34) and slightly over 85% of them think that this coursebook is better than the ones they previously used (Item 35).

6.4. Findings from the Interview Data

The topics covered in this section include: suitability of the level, culture and familiarity, approach and methodology, content and syllabus, language content, testing, assessment and exam support and the teacher's book.

6.4.1. Suitability of the Level

In general, most teachers believe that Level 3 of the coursebook contains what students at this age are expected to learn and is at the correct level.

> T11: 'It is suitable, I think. It does not go beyond the students' level. It does not try to present structures above the students' level and age, either… Err… the words and structures are not too heavy either. I am quite happy with the level of the coursebook.'

As the questionnaire results indicate, the interview data also reveals that most of the students find the level of the coursebook suitable, too.

> S32: 'It contains things that are at our level… Err… We can do them easily… Not very difficult. So, I like it very much. I have great fun when learning through this book.'

Some teachers claim, however, that Level 3 is more suitable for students who studied Level 1 and 2 of the series previously, and the students agree.

> S25: 'It is absolutely suitable for our level. The topics we learnt last year are similar to the topics in this year's book, so it is suitable, I think.'

Teachers admitted that they have to make amendments to the book on occasions to make it more suitable for particular groups.

> T5: 'I taught two different classes using this level last year. The level of one of those classes was higher than the other one. With the better group, this book worked very well, but I sometimes had to supplement it so that it became more challenging. With the lower level students in the other class, I had to simplify some parts of the content.'

This point was again echoed in the student data.

> S1: 'I sometimes feel bored because the activities are not challenging at all. I think there should be more exciting, more different things. That would be great! We like challenge!'

> S15: 'I have difficulty in some activities. But, they are only few. But, I can do them when I study hard.'

> S14: 'I cannot understand some parts. Err… But, when our teacher helps me, I can do them easily.'

As each class is different, it is unlikely that any set of materials can fulfil all requirements, but the overall feedback is positive.

6.4.2. Culture and Familiarity

The findings in Chapter 4 reveal that one of the ultimate aims of the local project was to develop a coursebook series that is culturally appropriate for the target context. The questionnaire results indicate that almost all teachers think that the coursebook is free of negative stereotypes and most of them believe that the topics reflect the students'

own world and culture. Similarly, the vast majority of the teachers report that the coursebook is almost totally suitable for the local culture and that this is one of the most successful aspects of the project.

> T8: '…I used several other books before and there were unfamiliar topics such as Christmas and Halloween. I always found it difficult to teach those units … I usually skipped them. But, this book is not like that.'

With regard to familiar content, the teachers report that, when their students see pictures of places, people and things similar to the ones they normally see around them in daily life, they build a sort of ownership and feel more motivated inside the classroom.

> T12: '…when they (students) see the Turkish types of clothes and Turkish names, they become more interested. Err… There is also a family… Grandfather, grandmother, twins… I mean a large family structure like we have in Turkey… These are all things that are closer to our culture. This increases both their motivation and interest.'

In addition, in line with the questionnaire results, the interview data reveals that most of the teachers find the topics motivating and relevant to their students' own world, so they can easily make links to real life. The songs too are claimed to be particularly appealing to the students, because they are played on instruments commonly used in Turkish folk music. This is not surprising, however, as the coursebook series was developed based on the teachers' opinions and feedback. Further perspectives regarding the songs are presented in Section 6.5.5.

There was criticism from a few teachers who maintain that the level of 'closeness to own culture' is too much and a little dangerous in a fast globalising world. They call for diversity in the coursebook to allow their students to discover other cultures and broaden their horizons, as T4 suggests:

> T4: 'There should be characters from different cultures, for example, a black character should be included as well.'

Despite this minor criticism, the culturally appropriate nature of Level 3 is viewed positively by the teachers. This indicates that the series developers have attained one of their primary objectives.

6.4.3. Approach and Methodology

The principles and approach underlying the coursebook series and the way the authors wrote it were discussed in Chapters 4 and 5. The findings reveal that the coursebook series follows both a topic-based and a story-based approach in general, but the balance between these two approaches shifts as the levels progress. This methodologic shift is apparent to the teachers, especially to those who have used both Level 3 and Level 4 previously.

Most of the teachers are positive about the methodology, especially the story-based approach. According to them, the stories capture their students' imagination, and make learning more memorable.

> T9: 'I think they (students) are more focused thanks to the stories. They are very interested in the stories. Err… as far as I can observe… story-based approach is effective on students' learning. Were it not for story-based approach, maybe they would not be so interested.'

There are, however, some different perceptions among the teachers regarding the series' approach. Some teachers point out that the coursebook aims to teach through stories, formulaic expressions and chunks rather than through a focus on grammatical forms. In this sense, they believe the approach fits with their own views that grammar rules should not be taught explicitly at this age. Some teachers, on the other hand, feel that the coursebook aims to teach too many language points at the same time. As a result, they have to modify the text and use L1.

> T10: 'It is too much grammar-based. Within the same unit, there are many grammar items, which makes things more difficult.'

T15: 'I think the content is suitable, but the structures to focus on in each unit can be revised a little bit more, because students find them too hectic and complicated.'

T4: 'But, in some units there are too many focuses. For example, in Unit 2, we are supposed to teach 'Can I have…?', 'What's the weather like?', 'He's wearing…', They are not connected to each other and it is being difficult for me to focus on all at once.'

There are also diverse views on the flexibility of the approach. Whilst the majority of the teachers find the coursebook flexible, others find it rather prescriptive.

T9: 'I think this is a great advantage. You have the chance to modify or skip one particular activity and insert games, activities and worksheets instead and this does not give any harm to the flow.'

Indeed, one teacher even asserts that the materials are like a straightjacket.

T14: 'The materials are not flexible at all. It has its own style and, when I want to do something using another style or method, I usually find myself fully disconnected from the book.'

Teachers' attitudes and perceptions of the coursebook may, of course, vary because they interpret the materials differently because of various factors such as their own beliefs, experience and knowledge.

6.4.4. Content and Syllabus

According to most teachers, the content of the coursebook is well-selected and well-developed, so it is suitable and effective for the age group in general, and will support their students in reaching the desired level of proficiency by the end of each academic year.

Each level aims to meet children's cognitive and psychological development effectively, with age-appropriate characters, settings, visuals and target structures, and teachers regard this as positive and useful.

T13: 'When students move from Level 2 to Level 3, the content of the book almost completely changes. For example, the Fantastic Family appears in Level 3. Leaving the imaginary animal characters behind and welcoming more realistic human characters makes our students happy and increases their interest and motivation. I think if the same characters appear all throughout the series, the students might get bored and lose their interests towards the book. To me, inclusion of different characters in this level is a big advantage.'

In terms of criticism, some teachers feel the units lack cohesion. For example, a unit stands alone without being linked to the other units and the content of one particular unit is not recycled throughout other units. They report that they have to make some modifications and additions to overcome this problem.

As noted in Chapter 5, there is a revision section after every two units, but this is only for the previous two units. Whilst the questionnaire results suggest this is adequate, the interview data suggests that most teachers think more revision parts are necessary, because otherwise, they have to prepare revision materials themselves. The teachers strongly believe that it is crucial for YLs to practise previously learnt items systematically. The teachers, therefore, recommend the inclusion of additional activities, games, puzzles and exercises for revision purposes.

Other teacher criticisms of the coursebook include introducing 'the alphabet' very late, and jumping from one topic to another.

T15: '…there are disconnections between the topics and units. For example, you start a topic in one unit but you then realise that you jumped to another one. This causes confusion in both teachers' and students' minds. So, we, as teachers, usually focus around the gist, I mean what we *really* need to teach, as much as possible. To be honest, there are some parts we skip both in the coursebook and practice book.'

Teachers make the following recommendations to address these issues:

> T6: 'The structures and expressions can be simplified and more detail about what to focus on can be stated more clearly for teachers in the Teacher's Book.'

> T7: 'It is so confusing for students to see two different grammar topics in the same unit. There should be more activities to reinforce them.'

It seems that some teachers need further specific guidance on what should be priorities in the content. Nevertheless, whether to have such tight structure in a coursebook is open to debate.

6.4.4.1. Activities and Tasks

The questionnaire data surprisingly shows that the coursebook activities are valued least positively of all by the teachers, whilst it was ranked highest amongst the students. Most teachers responded positively towards the activities in the interviews, however, and think that the activities are sufficiently clear. Students in the focus-group interviews report that they have very enjoyable lessons thanks to the activities and games in the coursebook. They particularly like the activities with stickers, stories, games, and colouring. Role-play activities are also popular with students and both students and teachers appreciate the TPR activities.

> T10: 'Most of my students are kinaesthetic and they get bored easily, especially when they sit still for a long time. The TPR activities in the book are very helpful to let their energy out.'

The monotonous and repetitive nature of the coursebook prompts some teachers to develop their own activities, which of course involves extra time and effort. This might account for their negative attitudes in the questionnaire results.

Teachers differed in their opinions on certain activity types, such as, unscramble the sentences.

Some teachers feel this activity type is not suitable for YLs, but this argument was challenged by one teacher in the group.

T13: 'I know it closely from my students. They found these types of activities very difficult although they were very successful at English. They sometimes felt demoralised when they were not successful.'

T15: 'Similarly, I had very good students last year and I preferred to do a lot of grammar activities with them as I thought that they were capable of grasping the structures. But, even they found grammar activities such as 'reordering' too difficult. They were demoralised in the end, so I gave up.'

T13: 'We should not focus on structures a lot with this age group. We should give the rules implicitly and then check whether they have acquired them.'

T14: 'I disagree. I think children need these types of activities. We do them inside the classroom and my students find them very beneficial.'

This illustrates two contrasting views on how grammar should be dealt with, which is discussed further in the next section.

6.4.4.2. Language Content

Teachers claim they feel confused about what to focus on in one lesson, as there is insufficient time to cover all the content. They also feel the grammar points are not sufficiently practised and reinforced with activities. As a result, some students fail to learn them before moving on to the next topic. This indicates that those teachers expect their students to get it right at the beginning, which clearly contradicts with the philosophy of the series' developers.

It is also claimed that the sequence of grammar topics in the coursebook and the way they are presented are problematic. One of the teachers gives a specific example referring to an issue related to the use of metalanguage with YLs:

T7: 'On page 51, the students cannot understand the difference between a *noun* and an *adjective*, so they feel confused. It is too early to teach these topics.'

Indeed, as previously noted, there is a disagreement between the teachers on how grammar rules should be presented. For example, one of the teachers criticises the coursebook for not providing the rules explicitly in an organised way (e.g. in tables or on timelines) as other coursebooks do. However, another teacher argues that those tables and explicit explanations should be included in a grammar section at the end of the coursebook rather than in the middle of a unit. Other teachers strongly insist that no grammar rules should be taught explicitly to this age group. This issue reveals why teachers disagree about the methodology of the coursebook in the questionnaire results.

 Most teachers are positive about vocabulary learning in the interviews.

> T9: 'The most obvious outcome of the materials is the high performance of our students in learning vocabulary.'

Students share similar views.

> S28: 'I learn a lot of vocabulary. For example, we got on our service bus after school yesterday. I saw a word on my friend's bag and I knew what it meant.'

> S32: 'When we watch films in English, it sounds like they (words) work. We can recognise the words we have learnt.'

Despite mostly positive views regarding vocabulary learning, some teachers debate the rationale for teaching low frequency words to students of this age. Some teachers also recommend that the word lists included in the series should be corpus-informed to address this issue.

> T15: 'Unnecessary words. For example, 'hailing'… I mean it is not very essential for a third grader to know this word.'

> T14: 'For example, 'pomegranate', 'crumbs', 'have an operation', tweezers etc.'

6.4.4.3. Testing, Assessment and Exam Support

Another significant issue related to content, is the importance attached by the institution to internationally recognised examinations, such as Cambridge Young

Learners Exams (CYLE). Administrators, parents and teachers take the examination results very seriously and as evidence of success.

Students using Level 3 of the coursebook series are encouraged to take the CYLE (Starters) examination. The teachers acknowledge the impact of the coursebook on the success of their students in this examination.

> T12: 'Most of the students passed these exams with flying colours. This shows that this coursebook bring our students to the standard level.'

Other teachers argue, however, that the content of the coursebook does not match the content of the CYLE satisfactorily; they thus try to address this gap using their own or external materials during additional classes mostly taking place at the weekend. According to them, whilst there are overlaps in terms of topics, the coursebook needs to be supplemented with vocabulary and test preparation materials. Indeed, they recommend the publishing house to develop an extra component for CYLE preparation.

> T8: '…We should be provided with ready quizzes and tests to assess our students' progress, but they should be in Cambridge Young Learners Exams format. I mean these tests should include listening, reading, writing and speaking. It is too time-consuming for us to prepare such kinds of tests.'

> T6: 'Yes. We also do not have the professional skills to prepare good tests. But, the publishers can find experts and ask them to create them.'

Similarly, some of the students argue that they need more quizzes and tests in the coursebook because they not only want to monitor their progress but also to prepare for the CYLE (Starters).

> S10: 'It would be better if there were more tests. So, I can see how good I am doing.'

> S17: 'I would like to see more quizzes and tests in the coursebook.'

These findings show what consequences are likely to be faced when an author does not take contextual realities into account just because she believes that it is not a good practice.

6.4.4.4. Visuals and Audio-visuals

The end-users also evaluate the illustrations, pictures, animations and videos in the series. The interview data reveals that most students think the visuals facilitate their understanding and learning of the target language, particularly unfamiliar vocabulary.

> S25: 'The visuals are wonderful. When I do not understand the stories, I look at their pictures. I can understand them easily.'

> S13: 'Well… When we are singing the songs, the pictures make them more understandable.'

This indicates that the visuals serve the authors' intended purpose, which is to provide semantic clues and reduce the probability of L1 use.

Some students report, however, that some visuals are problematic because of the poor quality of the drawings and prefer photographs instead of cartoons to overcome this problem.

> S9: 'For example, I first thought that this picture (showing from the PuB) was a picture of a 'ball', but when I looked more carefully it was a 'pomegranate'.'

> S25: '… I confused tomato with apple, for example. They can be much clearer.'

> S24: 'For example, photographs can really be recognised much easily. The one my friend showed is a cartoon picture, I mean. Because they are not photographs, we sometimes confuse them. They can also write their Turkish meanings, which could be helpful I think.'

There were a few other students who demanded to access instructions and explanations in L1 for better understanding. This might not only enable students to be less teacher-dependent but also make materials more suitable for self-study. However,

whether it is an effective approach from the perspective of language acquisition remains a serious question mark.

6.4.4.5. Songs, Stories and Skills

Each unit begins with a song and some units contain more than one song. The interview data shows that the teachers feel very positive about the songs in general, as has been previously noted.

> T9: 'This coursebook is the best one I have ever taught in my career in terms of its songs. To me, the best songs exist in this book. It is great to have 'saz' (a Turkish national instrument) in the music of the songs. When I play the songs, my students stand up and dance… They actually do folk dancing according to the music. They have great fun. They think that learning English is not something totally independent of our culture. It could be part of our culture as well. This helps them learn more effectively. They also see that many different things can be done with language; it is far more than a lesson. And… they also think that it is not limited to English-speaking countries such as the US and UK.'

The teachers frequently mention that the songs are the thing the students like best about the coursebook, and this is confirmed in the student data. The animations of the songs and their karaoke versions also deepen the students' interest. Based on the teacher feedback, the benefits of the songs are as follows:

> T7: 'The songs are very beneficial in terms of teaching some certain vocabulary and phrases. The music is very active and close to our culture. They are designed in such a way that our students like them very much. When they see the Turkish type of clothes and Turkish names, they become more interested.'

> T3: 'The songs and their melodies are wonderful. They increase the motivation a lot and grab their attention easily. The songs also contain the target expressions and chunks, which makes them very useful. For example, in Unit 2 the song was aiming to teach 'What's the weather like?''

T5: 'It is very effective that each unit starts with a song. My students love the songs and know them by heart. Because the songs in the book are fun and easily memorable, the children can learn them easily. Also, they boost my students' motivation and energy inside the classroom and provide almost full engagement during the rest of the lessons.'

In addition, both teachers and students like having the song lyrics at the back of the PuB.

T7: 'I think it is more beneficial when they (students) see the things they hear.'

S7: '… We can sing the songs easily with the help of them.'

S35: '… We sing from there. I can also sing the songs at home and memorise them easily by looking at the lyrics.'

Though most teachers and students are delighted with the songs, a small group of teachers are critical and recommend ways to improve them. They claim that the quality of the songs is not as good as the ones in global coursebooks published by big international publishing houses and that some songs are monotonous and boring. They therefore suggest real videos of the songs with actions and karaoke versions, rather than cartoons and animations. These teachers also suggest more up-to-date and authentic songs.

Students in one of the focus-groups felt that certain songs are too fast and complicated, and this makes it difficult to keep up and understand the meaning. Perhaps, the following recommendations from the teachers might address this difficulty:

T2: '… We need real videos with lyrics given as subtitles. But, we should be given the option to show and hide them.'

T10: 'Also, my students can sing a song, for example, but, because they do not see the lyrics when learning, they do not know the meaning of it, or they cannot recognise the words in their written formats. For example, we can

memorise a French song by just listening to it, but this does not mean that we can understand what it means. So, we should show our students the lyrics in order to teach them how certain words are pronounced. For this reason, I think having the videos of the songs with their lyrics is a wonderful idea.'

Indeed, seeing words can improve children's literacy skills and facilitate accurate spelling as well as pronunciation, as the sound-spelling relationship is reinforced.

The questionnaire data reveals that the stories are the students' second favourite part of the series. Almost all the students mention the stories during the interviews and report that they find them interesting, especially the characters and their adventures. Similarly, the teachers mostly hold positive attitudes towards the stories. For example, almost all of them believe that the stories are culturally appropriate for their students, as the example below illustrates:

T2: 'For example, we do household chores now and we see the chores we do in Turkey specifically… I mean the same things we do in our lives. They are all coming from the Turkish culture.'

The teachers also point out that the way the units are supported with stories is something productive for two reasons: first, stories provide meaningful context through which their students learn the target structures and vocabulary much more easily; second, they capture their students' attention immediately as each has its animation video and the characters are colourful and appealing.

There are, however, a few issues that the teachers raise regarding the stories. They think, for example, that there is too much text in some of the stories, which discourages their students from reading and analysing them. Also, according to them, some of the vocabulary in the stories is introduced for the first time and their students find them difficult to understand, which occasionally causes interruptions and loss of attention. They, therefore, suggest the following:

T7: 'There should be vocabulary activities before each story. This would help students better understand them.'

However, the teachers' comments above do not seem in keeping with the actual rationale behind the stories.

When the students were asked to comment on what aspects of their language skills they believe the coursebook has developed best, they gave various responses. First, the majority of the students believe that the coursebook helps them to improve their speaking the most, then their pronunciation and spelling. Many students also report that their vocabulary knowledge has expanded considerably.

The questionnaire results reveal that, whilst most of the students find the writing exercises interesting, more than half of the teachers do not think they are suitable for their students. During the interviews, most of the teachers claimed that their students are not interested in writing activities. Some of the teachers assert that this is not only because their students cannot produce proper sentences, but also because those activities are too form-focused, mechanical and model-based: they mostly require students to copy the same words and sentences to complete the tasks, and are no fun. Consequently, they suggest the students be given more variety and flexibility by means of extra writing activities. For example, one of them recommends:

> T6: 'There should be free writing activities in the PuB or PB. These can be on tearable pages and can be exhibited as projects on the walls.'

6.4.5. Components

The questionnaire results show that the components are highly valued by the teachers and students. Teachers particularly like the IWB application, because it holds their students' attention and saves time as they do not need to use other visual aids.

> T8: 'We usually use the flashcards to decorate our classrooms or we sometimes use them to play some games inside the classroom. We used to use them during almost every lesson, but we now have the flashcards and story cards in the IWB application too. What is better is that the application has animations, videos… the students watch the animations of the stories and songs. Err... What I am trying to say is that we use the IWB application most of the time.'

Students also prefer the bigger format and functionality of the IWB. They would like this kind of technology to be available for self-study at home.

> S11: 'For example, with the help of it, our teachers can use technology when teaching. But, we have books. It would be better if we could use the technology too.'

From the students' perspective, there are mismatches between the pictures in the coursebook and the animation videos of them, for example, the characters' appearances are different. The students elaborate on these issues as follows:

> S33: 'Let me tell you something. Err… There are really bad things… I mean… Err… Look! (Showing a page from the PuB) This character here is smiling, but in the video, he is angry. I feel confused and also disturbed. Look! The colour of his t-shirt is different here and in the video. I think they should be changed!'

> S26: 'In some stories… err… for example, Tom (one of the characters) … he does not move his lips, but we can hear him talking.'

> S24: 'Sometimes when a character's mouth is shut, we can hear his voice first. After then, he opens his mouth.'

> S23: 'Their mimics are also problematic. For example, a character is supposed to look happy when he meets his friends, but he looks angry.'

The IWB application contain the pages from the PuB and PB only; however, the teachers believe that it would be more effective if it provided additional relevant materials such as interactive games, real videos, real pictures, tests, quiz shows and links to some websites. Also, according to them, each student should be able to access the IWB application for self-study purposes.

As revealed in Chapter 5, the interactive DVD contains animations of the songs and stories only. Both teachers and students believe, however, that it can be further improved by adding various activities such as games, quiz shows, vocabulary games

and activities related to the topics in the PuB. Some teachers also comment on the parents' views on this:

> T13: 'They said they did not want to have a CD or DVD any more. They said they did not use them anymore. They use laptops rather than CD or DVD players. They suggested why not provide the content online?'

> T15: 'Yeah. They do not even want to use USB memory sticks. Everything can be online.'

The PB is one of the essential components, but most teachers reveal that they use it in class, it is unsuitable for self-study and the activities are monotonous and dull.

> T6: 'There are same types of activities all throughout the practice book. There should be more variety.'

The students, in contrast, find the activities and exercises in the PB very helpful, although they prefer the PuB more than the PB, because there are less writing tasks in it. According to them, the PB is fun too, but it contains too much writing.

The coursebook also contains several print-out activities in each unit, which aim to give the students opportunities to practise the target language through projects and pair-work activities. Teachers find these beneficial for improving their students' speaking skills.

Some teachers report that the flashcards are too small for students sitting at the back to see and claim that the flashcard sets do not contain all the target vocabulary introduced in the coursebook, which leads them to supplement these, using other resources from the Internet, which is time-consuming. The quality of the flashcards is also criticised.

> T6: 'Also, the ones given to us are not real pictures. So, they are ineffective. As you know, the new generation can access anything through a computer screen. They find the cartoon flashcards old-fashioned and childish.'

Most students recommend that they should be given a tablet containing the coursebook and its components. Some even believe that tablets should replace the coursebooks and everything should be digital; whilst others would like to keep the coursebook but have the tablet as an additional component and use it when necessary, as they think it may distract them during lessons.

> S30: 'Digitally… I think it would be nice to have a small tablet… For children… Err… We could watch the videos and listen to the audios with it.'

> S27: 'I think it would be great if we had a digital coursebook in a tablet.'

Some students also suggest having a separate magazine, guiding them on how to study at home because they experience specific difficulties, such as what to focus on and what to practise more. They would also like to have extra materials for self-study and revision.

> S20: 'For example… Err… this book should be in a tablet. The tablet can read the stories aloud for us. Also, we can simply touch on the unknown words and learn them. This would be very helpful.'

> S22: 'Yeah, that is a very good idea. We could play games related to what we have learnt at school on the tablet as well.'

> S19: 'Also, there should be a website. Err… and games in it.'

> S18: 'The producers of the coursebook, as they know what we are supposed to learn, can add a small dictionary to the book. Maybe something separate. We can look it up for unknown words in each unit. OK. There is a word list at the end of the book, but their Turkish meanings are not given. I wish we had their Turkish meanings too. These would be only the words from the units… not all words in English.'

Finally, there are some other recommendations made by the students, but these are mostly individual opinions. For example, one student would like to read real stories and listen to authentic songs; another student suggests that there should be a puppet

house with the help of which they can retell the stories. Another recommends that the coursebook should have a drama book so that they can perform an end-of-semester shows. The other interesting ideas are as follows:

S4: '… we buy our books from a bookstore. For example, imagine they ask, 'Which character's costume would you like to have?'… And you choose one… Then, when we do role-plays, we can wear them.'

S2: 'I would like to see jokes such as Nasreddin Hoca (a well-known Turkish cultural figure with great humour). That would be great.'

S33: 'And also poems… I would like to see some poems in the book.'

S17: 'I would like to see the computer game versions of the things we learn in the book.'

S27: 'We would like to build 3D models of the stories at the end of each unit.'

6.4.6. Teacher's Book

As reported in Chapter 4, the series developers created a comprehensive TB to support and train the teachers. The findings shared in this section reveal the teachers' views of the Level 3 TB.

The questionnaire results indicate that the TB is highly appreciated by the teachers. This view is also borne out in the interview data. First, the TB helps the teachers understand and re-interpret the activities in the PuB and PB by providing detailed information about them. Second, it is very beneficial, because it outlines what to teach and how to do it step-by-step, which is particularly useful for novice teachers. Third, the TB details the target vocabulary and structures in an organised way at the beginning of each unit and also suggests useful activities. Finally, it gives them the flexibility to adapt or supplement those suggestions.

Another aspect of the TB which the teachers like is that it contains copies of the relevant pages from the PuB and PB. Teacher feedback shows that this helps teachers

see those pages and read the relevant instructions at the same time. This is very handy and means that they do not need to carry the PuB and PB with them all the time.

On the negative side, the TB is criticised for being too repetitive, monotonous and for not providing extra useful ideas and directions for the teachers. This is apparent in the questionnaire results and elaborated upon the interviews.

> T9: 'In the first units… Err… When you get used to the book's style… I mean I was reading it when I was teaching the first units. I read the first two units to the letter. But, once you get familiar with the system, you only read the parts you find difficulty in. But, this is because of the book. For example, I am using another book called 'X'… Err… As its TB gives a lot of good and different instructions and suggestions for each lesson, I really want to read it. I do not want to teach without reading it because it gives me a lot of useful details about the lesson I am to teach. But, here in this TB… it is so monotonous… just general instructions… not as effective as I expected.'

> T2: 'The TB is an ordinary one, I cannot say that it has something different from the others (the ones available on the market). When you read it once, you can understand the aims of the activities and how to do them. You do not need to read it again and again year after year, if you are teaching the same level. Also, there are fourteen lessons within one unit, and the book explains each lesson in the same way. It is sometimes just unnecessary repetition. I think there should be more variety, more extra ideas and activities for each lesson.'

Furthermore, a few teachers think that the TB leaves too much to the teacher.

> T12: 'It roughly explains a game or what is happening in the story, for example. But, it did not even give the answers here (showing a vocabulary exercise in the book). It does not give the explanations of the cultural words, either. For example, X (an international coursebook) treats the teacher as if she were a student and give explanations of all the words or if it uses a new expression, it even gives information about its history. I think this TB is insufficient in that sense.'

A significant omission is that this TB does not provide answer keys for teachers, which occasionally causes difficulties. Nevertheless, one of the teachers notes that the IWB application provides answer keys with hide/show options and, as they always use it to teach their lessons, they do not mind the absence of the answer keys in the TB at all.

Finally, some teachers report that when they directly apply the suggestions given in the TB, they usually experience failure, so they have to adapt them according to their students' needs, which, they think, makes their lessons more successful.

T7: 'The book does not have strict rules, I mean; it does not force you to follow it (TB) strictly.'

T4: 'The book gives us enough flexibility to modify and supplement it with materials from outside, when necessary. I think this is a great advantage. You have the chance to modify or skip one particular activity and insert games, activities and worksheets instead and this does not give any harm to the flow.'

T1: 'There are times when I say 'When I teach it this way, it would be better'. The book allows me to do this. The book does not suggest strictly that I should use it in a certain way. We are quite flexible to change it as we wish. Err… I can even replace some parts.'

6.5. Conclusion

This chapter presents the teachers' and students' perspectives on various aspects of Level 3 of the coursebook series, ranging from level to components. In general, the results from the questionnaires are consistent with the findings from the interviews. However, where inconsistencies appear, the interview data mostly clarifies possible reasons. Drawing on the findings it can be concluded that Level 3 meets the needs and wants of the teachers and students in many respects. There are several issues both teachers and students report; however, the end-users' recommendations seem to address those issues successfully. Methodology and language content are areas where views differ on occasions.

The micro-level findings related to Level 4 of the coursebook series are presented in the next chapter.

CHAPTER 7: MICRO-LEVEL FINDINGS (2) - TEACHERS' AND STUDENTS' ATTITUDES AND PERCEPTIONS ON LEVEL 4

7.1. Introduction

The purpose of this chapter is to report the teachers' and students' attitudes and perceptions towards Level 4 of the coursebook series. Almost the same categories as the ones in Level 3 are identified in the data. However, what is immediately of note is that some aspects of Level 4 are not found as suitable and effective as Level 3. Though the positive responses, especially from the students, still outweigh the negative ones, contrasting views and critical issues also surface. This is also confirmed in the questionnaire results, which are summarised in the next two sections (also see Appendices XIV and XV for the statistical results), but the interview data provides further details about the controversies.

7.2. Summary of the Results of the Questionnaire Conducted with the Teachers at Level 4

The overall average value Level 4 obtained from the teachers is (2.61/4). The results show that the general appearance category is ranked as the highest average value (3.16) among all categories. In this category, almost all the teachers believe that the font size and typeface used in the coursebook are appropriate for their students (Item 1) and the illustrations are relevant to the text (Item 3). Also, 80% of the teachers indicate that the coursebook has adequate illustrations that facilitate their students' learning (Item 2).

The overall value the design and layout category received is (2.58). The results in this category show that all the teachers think that the artwork in the coursebook helps their students understand the lessons (Item 10). Also, most of them indicate that they find the layout encouraging enough for their students to do the activities (Item 8). Furthermore, 60% of them believe that the titles and sub-heading titles are clear and appropriate (Item 9). However, the vast majority of the teachers (80%) do not think that the coursebook creates opportunities for independent study (Item 6). In addition, half of the teachers do not believe that the structure and sequence of the coursebook are clear enough and that their students are able to figure out what they are supposed

to do (Items 4 and 5). Also, more than half of the teachers responded negatively to the item stating that the coursebook provides adequate review sections (Item 7).

The overall value of the methodology category is (2.75). The results in this category reveal that all of the teachers think that the methodology of the coursebook is up-to-date (Item 11) and the majority of them believe that it fosters learning (Item 12). However, surprisingly, only half of the teachers indicate that the methodology of the coursebook is suitable for the YLs in their context (Item 13) and materials provide enough flexibility for them to use other approaches to teach it (Item 14).

The activities category received one of the highest values (2.9). According to the results in this category, 80% of the teachers either agree or strongly agree that the activities are presented in a balanced way (Item 15), there are enough opportunities for the students to practise the target language items (Item 17), the activities and exercises increase the students' desire to learn English (Item 18) and the activities promote pair and group work, as well as individual work (Item 20). Also, 70% of them believe that the activities provide meaningful and communicative practice (Item 16). Nevertheless, 70% of the teachers think that it is not easy to adapt the activities in the coursebook.

The language skills category (2.58) consists of the questions related to four skills; namely, reading, writing, listening and speaking. It can be seen from the results in this category that 60% of the teachers feel that the coursebook provides a good balance of the four skills. As for the suitability of the activities, listening activities received the highest rating (2.90), whereas writing activities received the lowest (2.20) (Items 23 and 24). Speaking activities were rated 50% suitable (Item 22) and reading activities 60% (Item 25).

It is seen that most of the responses are negative in the language content category; as a result, it was ranked as the lowest overall value (2) among all categories. Hardly any of the teachers think that the time allotted for teaching the content is sufficient (Item 32). Furthermore, the majority of the teachers do not believe that the coursebook presents the grammar points with their explanations and with concise and easy examples (Item 28). In addition, only 20% of the teachers find the vocabulary

appropriate to their students' level (Item 29) and vocabulary exercises meaningful to their students (Item 30). Also, only 30% of the teachers think that the coursebook contains enough vocabulary exercises (Item 31). Finally, 60% of the teachers do not feel that the language used in the coursebook is authentic (Item 26) and the grammar content is suitable for their students' level (Item 27).

The overall value of the topical content is (2.71). This category includes the most highly ranked item in the questionnaire, which indicates that no teachers feel that the coursebook promotes negative stereotypes (Item 37: 3.70). In addition, the majority of teachers (80%) think that the topics reflect their students' own world and culture (Item 38). Also, most teachers feel that the topics are motivating for their students (Item 33). However, only half of them believe that those topics promote active learning, that is, learners' taking greater responsibility for their own learning (Item 34). In addition, 60% of the teachers either disagree or strongly disagree that the topics contain vocabulary that their students might come across in real life (Item 35). Also, only 30% of them think that the topics create opportunities for their students to learn about the cultures of English-speaking countries (Item 36).

According to the results from the flexibility and teachability category (2.4), 80% of the teachers either agree or strongly agree that the coursebook helps teachers to exploit the materials in the way they best meet the needs and wants of the students (Item 39). Nevertheless, 80% of them do not think that the coursebook is suitable for mixed ability classes (Item 40) and 60% of them do not believe that the coursebook creates opportunities for them to personalise and localise activities (Item 41).

The results from the assessment category (2.3) reveal that 60% of the teachers believe that the coursebook provides revision for formative purposes (Item 42), although 70% of them indicate that there is a lack of assessment materials such as progress tests and quizzes (Item 43). In addition, 70% of the teachers believe that the assessment materials available are not suitable for their students (Item 44); and whilst half the teachers think that the coursebook contains suggestions for assessment, the others do not (Item 45).

The results from the book objectives category (2.54) show that almost all teachers think that the objectives of the coursebook are clear (Item 46) and 70% think that those objectives are relevant to the context and culture (Item 48). Only half the teachers believe, however, that the book's objectives are relevant to their students' needs and interests (Item 47) and meet the language learning needs of their institution (Item 50). Furthermore, the majority of the teachers either disagree or strongly disagree that the objectives take the individual differences among students into consideration (Item 49).

The section related to components, received the third highest rating among the teachers (2.96). 70% of the teachers think that the components are supportive and user-friendly in general (Items 51 and 53) and 80% feel that they are compatible with each other as well as the coursebook (Item 52).

According to the results, the teacher's book category is ranked as the second most highly rated category (3.07). It is obvious that the teachers were generally very positive about the amount of guidance provided by the TB, claiming that it helps them to exploit the coursebook and understand its aims and approach (Items 54 and 55). Only 40 % of the teachers feel that the TB provides extra activities and exercises to practice, test, and review vocabulary however (Items 56 and 57).

7.3. Summary of the Results of the Questionnaire Conducted with the Students at Level 4

The overall average value Level 4 obtained from the students is (3.07/4). The results show that the *general appearance* category is ranked as the highest average value (3.44) among all categories, just as the results of the questionnaire with the teachers. In this category, most students think that the font size and type used in the coursebook are appropriate for them (Item 1) and the illustrations facilitate their understanding of the texts (Item 2).

As for the design and layout category (2.97), almost 70% of the students stated that they can understand the tasks and instructions in the coursebook (Items 3 and 5).

Slightly over 80% of the students also believe that the artwork helps them understand the lesson (Item 4).

The activities category is ranked as the third highest value (3.09) among all categories. Over 70% of the students think that the activities and exercises in the coursebook increase their desire to learn English (Item 6). In addition, the majority of them believe that the coursebook provides sufficient practice of the target language items (Item 7). Also, over 70% of the students find the songs entertaining and instructive (Items 8 and 9). Finally, almost 80% enjoy the stories (Item 10).

The overall value the languages skills category received is (3.03). Over 75% of the students claim that the coursebook gives them sufficient opportunities to practise English (Item 15). The vast majority of the students believe that the reading texts are suitable for their level and find them interesting (Items 13 and 14). Over 70% of the students find the speaking activities suitable and almost 65% find the listening texts interesting (Items 16 and 17), although this is the lowest rating after Item 11 in this category. Finally, almost half the students do not find the writing exercises interesting (Item 11), even though over 80 % find them suitable for their level (Item 12).

In the results from the language content category (2.92), only around 55% of students find the vocabulary relevant to their world (Item 18) and slightly over 65% find it useful (Item 19). In contrast, almost 80% of the students believe the grammar items are presented clearly and are suitable for their level (Item 20).

As the results in topical content category (2.98) indicate, almost 75% of the students find the topics in the coursebook interesting, increasing their interest in learning English (Items 22 and 23). Furthermore, most of the students believe that the topics enable them to learn about the cultures of English-speaking countries (Item 24). However, slightly less than 65% of the students state that the coursebook creates opportunities for them to talk about their own culture (Item 25).

The components category received the second highest value (3.11) among all categories. The majority of the students think that the activities and exercises in the PB are very helpful (Item 26) and over 80% of the students believe that the animation videos are not only fun but also help them understand the lesson better (Item 28).

Slightly fewer than 65% of the students indicate that the interactive software (CD/DVD) helps them revise the things they learn inside the classroom (Item 27), however, which is the lowest rating in this category.

The final category in the questionnaire consists of various general questions. According to the results, the vast majority of the students (almost 90%) feel that the coursebook significantly helps them to improve their English (Item 31) and is at the right level for them (items 33 and 34). Also, most of them find the coursebook fun and user-friendly (Items 29 and 30). Indeed, 70% of them stated that they enjoy learning English with it (Item 32). More importantly perhaps, almost 70% of the students either agree or strongly agree that the coursebook is better than their previous coursebooks (Item 35).

7.4. Findings from the Interview Data

7.4.1. Suitability of the Level

Any sort of mismatch between the level of the content of a coursebook and the students' proficiency level might cause teachers to struggle to make adjustments throughout a course. In contrast to the findings in Level 3, most teachers find Level 4 problematic in this respect because it poses significant challenges to students. According to them, there is a sharp increase in difficulty between Level 3 and 4.

> T11: 'As a teacher, I also felt shocked and challenged when I started teaching Level 4 after using Level 3 for a year. Most of the teachers also find the coursebook unattractive mainly for this reason. If a teacher does not like a book, it is more difficult for the students to enjoy it.'

One of the teachers also reports on the impact of the challenge upon student motivation:

> T4: '…the students find the coursebook too difficult. When they do not understand anything from the material, they do not like it and they give up.'

This finding actually contradicts with the results from the questionnaire conducted with the students, which indicates that the vast majority of the students find the level of the coursebook suitable and that the coursebook facilitates their learning. However,

this might be because teachers usually mediate the materials and adjust the level according to their students' level and interest in their classrooms (see Chapter 8).

In line with the findings for Level 3, two contrasting views regarding the level of the coursebook are voiced in the interviews: some students think that the coursebook is too challenging and have difficulty understanding certain sections; whilst others claim that it is the best book they have ever used because they enjoy the challenge it presents. However, there is agreement among most students that, when their teachers provide support and clear explanations, the content becomes much easier to understand. The teachers confirm that it is not the coursebook alone which helps their students learn and make good progress.

> T5: 'Of course, the coursebook has had a role in learning; however, I believe that a teacher's and her students' efforts have bigger contribution to their learning.'

The questionnaire results indicate that the majority of the teachers think that the coursebook does not cater for individual differences satisfactorily and, therefore, is not suitable for mixed ability classes. Most teachers also raised this issue during the interviews. As a solution, they recommended that the coursebook should provide multi-level materials in order to differentiate between student levels in the same classrooms. One of the teachers elaborated on this recommendation with an illustration:

> T11: 'I think it would be great if the coursebook provided exercises and activities about the same topic designed to cater for different levels. For example, X (the name of a coursebook) provides us with three-level worksheets about the same topic; there are star icons on the worksheets; one star (*) means lower level, two stars (**) means mid-level, three stars (***) means high-level. We hand these out accordingly inside our classrooms and they work very well.'

Not all teachers feel the level is inappropriate. Some believe that the coursebook is generally at the right level, although they note that even the high achievers, find the

idiomatic expressions (formulaic language) difficult to grasp and absorb. There is also a small group of teachers who report that their students, especially the low-level ones, have made notable progress since they started to use the coursebook.

7.4.2. Culture and Familiarity

Similar to the findings for Level 3, most teachers concur that Level 4 is appropriate for the local culture. They report that hardly anything in the coursebook is culturally unacceptable and think that this is one of the best aspects of the book, because they do not need to worry about this sensitive issue. For example, T1 comments as follows:

> T1: 'I usually take the cultural differences into consideration when planning my lessons. But, there is no need for this when using this coursebook, as it was designed locally and it mainly reflects our culture. I believe this is good. I think none of the coursebooks used in Turkey should contain such topics as Christmas, Easter and Halloween. These should not be imposed on our children. They do not know anything about all these. It might be a good idea to have a small section in one of the units mentioning all these, but they should not be the main topic and focus in a unit.'

The questionnaire results, in contrast, reveal that most teachers think that the topics do not provide sufficient opportunities to learn about diverse cultures. Some teachers believe that Turkish characters and culture should not be dominantly promoted in the coursebook; but instead, there should be diversity. A variety of people and cultures should be represented in the series to promote student respect for them.

7.4.3. Approach and Methodology

The emphasis on a story-based approach shifts somewhat in Level 4. The coursebook follows almost the same unit structure as in lower levels; for example, there are still stories at the beginning of each unit, this time they exist mainly for literacy skills. The interview data shows that the teachers find the coursebook's approach generally suitable and feel that the stories at the beginning of each unit have a positive impact on their students. Nonetheless, they do raise certain issues regarding the methodology of the coursebook. For example, like some Level 3 teachers, some teachers claim they

often have to go into too much detail, since there are several unfamiliar linguistic items their students need to work out at the same time. One of the teachers even claims that he has no option but to analyse the target language, which, he believes, is not completely appropriate with this age group.

> T7: 'I think we should teach in collocations to this age group without having to analyse the language, but this coursebook fails to do so. I believe that this is against the principles of contextualisation and Communicative Language Teaching, which we mostly aim to adopt.'

The coursebook's methodological approach seems open to interpretation by the teachers. T14 blames misinterpretation on the coursebook, implying that the rationale and system is not made explicit in Level 4.

> T14: '… even if there is a system in Level 4, we do not understand it. If teachers do not understand the rationale, they cannot teach the book properly. So, teachers should be made aware of what is going on throughout the book.'

The data indicates, however, that appropriate interpretation and use of the coursebook materials also hinges on teacher expertise. Some teachers admit that most teachers in this context lack methodological knowledge and awareness, especially of TEYL, which testifies to the series developers' claim already documented in Chapter 4. As a result, they do not perceive the theories of language teaching and learning which underpin the materials. T10 recommends the following to address this:

> T10: 'When teachers are able to see beyond what they normally see on a simple page in a coursebook, their teaching can be more effective. Their teaching could go beyond only asking and answering questions. So, I think the publishing house should invite the authors to Turkey and organise hands-on workshops on a regular basis to train us on how to make the most of the coursebook.'

Indeed, training seems to be an issue in this context because only few teachers are qualified and trained to teach YLs specifically, which seems to be an issue in many contexts across the world (see Emery, 2012; Garton, Copland and Burns, 2011).

7.4.4. Content and Syllabus

During the interviews, the teachers expressed their opinions on the coursebook content and syllabus. Whilst some teachers argue that the coursebook provides topics that are suitable for their students' level and needs and that the coursebook presents language items that their students can use in their daily lives, most of them feel that the content of the coursebook is not satisfactory for several reasons. First, they find the content too challenging for their students. Second, they argue that the topics are not appealing because they are disconnected from the real world.

Also, some teachers highlight that the topics are not appropriate for this age group. According to these teachers, the coursebook aims to teach unfamiliar topics to the students, which leads to unnecessary challenges, as T13 illustrates:

> T13: 'For example, when learning about telling time, students should first learn it in their own language. In the coursebook there are types of plants… this is about biology… I mean it is too detailed… and in one unit there are nationalities and languages but my students have not heard of them even in their own language…. For example, Armenian, Persian… I mean, a child should first learn them in Turkish.'

In addition, some teachers think that the content is too serious for students of this age. Topics are considered to be too scientific and factual, as one of the teachers explains:

> T14: 'For example, you can design a unit around the topic 'animals'. There are two ways: you can design it to be fun or fact. The authors chose the fact and went into too much detail when presenting the topics. As a result, our students find the topics unattractive and boring. This is the biggest disagreement between us (teachers) and the authors at this level. The topics are all fine, but the scope of the content is problematic, I think. For example, there is a unit about 'fruit and vegetables'. The book presents too much scientific words such

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as 'greenhouse'… Or, there is 'tomato', for example… and the book aims to teach 'root'… erm…'seeds'… 'stem'… even the process of planting and growing vegetables and fruits. These types of things do not attract our students' attention, to be honest. That is because children have far more colourful world.'

Inevitably, unfamiliar and factual topics lead to challenges in terms of vocabulary level, which results in overuse of L1 in the classroom, loss of motivation and interest, and insufficient time available to cover the demanding content.

T4: 'I have to either rush things or skip some of the activities. I think the suggested time for an activity in the teacher's book does not match with the actual classroom use.'

Moreover, a few of the teachers make the point that the coursebook provides the exercises without presenting the target structure and vocabulary overtly first. In line with the comments of the Level 3 teachers, these teachers also comment that the coursebook does not pre-teach vocabulary and target structures before the stories and texts, which is problematic, because their students then struggle to understand them. Pre-teaching language would, of course, go against the 'discovery approach', which is one of the principles of the coursebook methodology (see Chapters 4 and 5).

Overall student perspectives, based on the questionnaire and interview data, indicate positive attitudes towards the content. They find the book useful and enjoyable, and report that they do more interesting things in this coursebook compared to in other coursebooks for subjects, such as mathematics and science.

A small number of students find the content complicated at times, as, like the teachers, they think, it aims to teach several things at the same time. Other challenges include:

S39: 'The coursebook moves from one topic to another very quickly. I cannot keep up with it.'

S3: 'When I read the stories, I cannot understand them very well because they contain many unknown words and structures.'

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In order to overcome the above challenges, some students recommend more detailed explanations of the topics in focus in English and Turkish. A few also suggest that the task rubrics should be given in Turkish, so that they can clearly understand what to do. These students also suggest providing the meaning of important words through translation or using pictures.

In addition, even though the questionnaire results suggest that both teachers and students find the artwork in the coursebook effective, some students complain about the pictures because almost all of them are cartoons. They repeatedly emphasise that they would rather see real photographs since they think that the pictures look childish and they are sometimes unclear to them. Similarly, some teachers touched upon the same issue during the interviews and claimed that photographs successfully attract their students' attention and promote authentic conversations in class.

Also, some students find the songs too childish and unattractive, and would prefer to listen to popular, authentic songs. According to them, authentic songs boost their motivation and, in turn, have a positive effect on their learning. Other issues related to the songs in Level 4 are reported below.

Songs

Unlike the positive findings regarding the songs in Level 3, there is a mixed response to the songs in Level 4. Surprisingly, a significant number of teachers find the songs uninteresting and unsuitable for this age group. For example, T4 dislikes the songs because they are too childish, whilst T12 thinks that some songs are above level. Another teacher comments:

> T11: 'The songs should be suitable for the age of the students. For example, hip-hop music is quite popular among the children at this age these days. When I play authentic songs in that kind, they stand up and have fun. The publishers should pay attention to the trends at certain age groups when writing a coursebook so that they can attract the learners' attention more through songs.'

In contrast, some teachers, such as T9, hold a completely different view:

> T9: 'I am not very sure whether it is an outcome but the students know all the songs by heart. They are so motivating. The music of the songs and the lyrics are very good. They are very appealing for the students. They address the children's world.'

Some teachers also report that each unit starts with a listening activity, some of which are songs, which they find a particularly engaging way to start the lesson. This finding concurs with the questionnaire results which indicate that most students quite like the songs. Almost half the students interviewed also report that they like the songs because they can learn the target vocabulary and structures while having fun.

Stories

As mentioned previously, Level 4 is topic-based, supported by stories at the beginning of each unit. Unlike Level 3, however, the stories in the Level 4 book received a great deal of criticism from the teachers. Firstly, most teachers believe that the stories are too lengthy, difficult and demotivating for the students.

> T2: 'They contain pictures again but longer texts when compared to the ones in Level 3. I think they are too dense. Each of them is like a short story book.'

> T6: 'I think there is too much text in the stories and this discourages my students. Normally they love stories very much. They like watching the cartoons of the stories… but, when it comes to reading, they suddenly switch off and get bored.'

As the main aim of the stories is to improve students' literacy skills, lengthier stories are included. The main problem does not seem to be the stories themselves but the students' disinclination to engage with longer texts.

Another point the teachers make is that some of the stories require background knowledge for the students to understand them better. For example, T9 reveals that

the story in Unit 6 needs background information about Bursa (a historical city in Turkey) and its history, but neither the PuB nor the TB provides this.

On a more positive note, a few of the teachers believe that the colourful characters in the stories are interesting and popular with the students, because they contain a moral lesson. The data also confirms that over half the students interviewed find the stories appealing. Benefits include:

> S36: 'New vocabulary appears in the stories and we learn them easily.'

> S10: 'The stories help us understand the target structures and vocabulary easily.'

> S29: 'We also act out the stories and it improves our speaking skills, I think.'

> S7: 'The stories also teach me how to read and comprehend things in English.'

7.4.4.1. Activities and Tasks

The teachers and students interviewed also share their views on the activities and tasks in the coursebook. Interestingly, some teachers assert that the design and layout of an activity may influence students' enthusiasm and motivation to do it. According to them, when children look at an activity, they gain an impression of it and sometimes do not even bother to read the instructions. For example, T4 states that, if there is too much text in an activity or it looks complicated, her students think that it is a difficult and boring activity, so they lose their motivation to do it. This view is corroborated by a small number of students who confirm that the courseboook activities which are too complicated with different foci decrease their level of motivation. They claim that, even though activities in the coursebook are effective, they are not explained clearly enough and this makes it more difficult for them to understand what to do.

In line with the questionnaire results, some teachers report during the interviews that the review sections are inadequate.

> T15: 'The review sections do not give us the opportunity to cover all the topics we have taught in a certain unit. These sections help us revise the vocabulary

only. It does not go beyond that. I think these sections should be improved or supplemented by adding more activities and games to the interactive whiteboard application and Interactive DVD.'

The students also comment upon specific activity types which they particularly like, such as the print-out activities conducted in pairs which are useful for speaking practice. They also enjoy the puzzles in the PB, because they are a challenge and help them revise target vocabulary in a fun way.

In contrast, the questionnaire results reveal that almost all the students dislike the writing activities.

S11: 'I hate writing so I do not find the writing parts interesting. I do not even like to write in Turkish.'

S12: 'I wish there were more fun and less writing in the book.'

As with the reading activities, the negative attitude appears to be because the students do not like writing in general. They would prefer more engaging and entertaining writing activities.

S15: 'We would like to have game-like writing activities. Like the projects we sometimes do.'

S16: 'Yes. For example, our teacher once asked us to write a book about us. We presented them in front of the class as well. It was a wonderful project.'

7.4.4.2. Language Content

Many teachers comment on the language content, mainly the vocabulary and structures the coursebook contains. As the questionnaire results reveal, the language content receives the lowest rating from the teachers. The interview data also contain criticisms and recommendations for revision and improvement.

In contrast with the data from Level 3, a negative attitude prevails among teachers and students towards the vocabulary in Level 4. Even though most teachers interviewed appreciate the coursebook's aim to teach a lot of vocabulary, they feel that the

vocabulary in Level 4 does not address their students' needs and interests. There are also too many target vocabulary items and structures to cover in the allotted time. They recommend teaching fewer structures and limiting the number of lexical items:

> T12: 'For example, the same unit contains 'can, have got'… err… many other things… present continuous. What I mean is, because it is so loaded, we, as teachers, have to make a choice… we cannot teach everything in the book. If we do so, it causes complications in our students' minds. Also, I have to speak in Turkish most of the time, if I try to teach every single structure.'

Teachers also question the utility of some of the lexical items included.

> T10: 'Some of the vocabulary introduced at the first page of the Unit 4 are useless. For example, fierce, noble, cruel. I do not think a child at this age needs to know these words. I think it is not worth teaching them.'

Some teachers claim that there is no logical link between the topics and language items within and across units. They maintain that there is a lack of systematic recycling of topics and language items.

> T1: 'The school subjects introduced in the introduction unit do not appear throughout the book, which is weird. Similarly, at the beginning of the first unit the preposition 'by' is introduced, but not mentioned again throughout the book. These are some of the examples I can come up with at the moment but there are more issues like this.'

> T13: 'There is no continuation of a language item within a unit. For example, at one point the book presents 'c*an* for permission' but next page is about weather types. And, the unit continues with other structures. You cannot see '*can* for permission' again, even in revision section.'

> T4: 'The language used in the story in Unit 8 is not relevant to the target language studied throughout the unit. There is no link. The story is in the past tense but the book focuses on *going to future*. There is almost no example of this tense in the story.'

Interestingly, students also comment on this during the interviews. They explain that they forget easily if they do not revise what they have previously learnt. They, therefore, suggest that the coursebook should recycle target items, especially the target vocabulary, on a regular basis to make them more memorable.

> S9: '… For example, I once forgot the meaning of 'gloves', so I did one question wrong in the exam. I did learn it in one of the previous units, it is a very simple word, but I forgot.'

According to the teachers, the coursebook should provide more productive practice exercises to facilitate learning:

> T3: 'It's OK to teach the grammar this way but there should be more exercises about them. Children would like to understand the topics and do exercises about them. Otherwise, they do not understand them and ask many questions about those topics. This causes confusion.'

7.4.4.3. Testing, Assessment and Exam Support

As previously noted, examination success is crucial for the stakeholders:

> T8: 'Our institution's biggest expectation from the teachers and students is the success in the internationally recognised exams such as Cambridge Young Learners Exams. The school administration evaluates our success based on the results of those exams, so do the parents.'

Teachers encourage their students to take the CYLE (Movers) at the end of each academic year. The questionnaire results indicate, however, that most teachers think that Level 4 does not provide sufficient assessment materials relevant to promoting success in the CYLE.

> T12: 'There is no direct exam study in coursebook. So, we do extra activities, sometimes after school or on the weekends, regarding exam preparation.'

The data suggests that pressure to succeed in the CYLE leaves teachers indecisive about the ultimate aim of teaching English in this context.

T9: 'If our primary aim is to obtain achievement in Cambridge Young Learners Exams, then I must admit that this coursebook does not serve our purpose, because it does not contain anything related to the exam preparation. On the other hand, if our aim is to develop our students' language skills, expand their vocabulary knowledge and teach them idiomatic expressions, then it can be satisfactory.'

Although some teachers report that the students using this coursebook in the previous year achieved great success in the CYLE, they believe this was not only down to the coursebook.

T4: 'Our students took Cambridge Young Learners Exams and almost 80% of them passed with flying colours. But, this success cannot be attributed to this coursebook series only, of course. This is quite understandable, as this book is not an exam preparation book.'

T14: 'I must admit that we, as teachers, taught extra lessons using some exam preparation materials we either designed by ourselves or found through the Internet.'

Most students similarly mention the CYLE and suggest that there should be an additional component, either digital or in print, containing activities and instructions for exam preparation.

7.4.5. Components

The coursebook has a PB, IWB application, interactive DVD, story cards, flashcards, poster and poster cut-outs. Both questionnaire and interview data indicates that teachers and students highly appreciate these components. The teachers comment particularly on the PB and IWB application, as they are the most commonly used to sustain their students' attention:

T15: 'It is a great help for me. For example, it would have taken me more time to do the activities if there had not been the IWB application. IWB application helps me grab the attention of some easily distracted students. Those students

can start dealing with other things when they cannot see the point immediately. IWB helps them see everything in a quick way before they get distracted. It also extends the attention span of my students. They become more focused. It is also good that we can listen to the audios through it and write things on it. Very practical.'

Most students feel the IWB has a significant impact on their learning. For example, it helps them concentrate and easily follow what their teachers aim to teach. They can also watch the animations of the stories and the larger pictures make the lessons more memorable and enjoyable.

Teachers do voice the same criticism of the IWB application noted also for Level 3 however. For example, T10 says:

> T10: 'The IWB application is just a copy of the coursebook. It does not contain any different activities. It would be nice to have some extra materials included in that application.'

The teachers also report that the interactive DVD contains only songs and stories, and for this reason, they do not find it effective. Surprisingly, the students also bring this issue up during the interviews. The majority of them do not use the DVD very often as they mostly find it useless. Both teachers and students feel that the DVD would be more beneficial if it contained interactive games for vocabulary learning, video activities, and a variety of other exercises and activities linked to the topics they learn in class. Furthermore, one student makes the following recommendation, which the other students in his group agree with:

> S22: 'This (interactive DVD) should be provided as a memory stick, not as a CD or DVD. This is because memory sticks are more practical to carry and use. CDs or DVDs might break, for example. If we have everything in a USB device, we can study easily.'

Most students find the PB helpful, because it offers revision opportunities for previously learnt topics. Other benefits include:

S24: 'When we make a mistake in a particular question in the practice book, this shows us that we have not understood it thoroughly. So, we go back to that point to study it again.'

S31: 'The activities and exercises in the practice book help me understand the topics very well.'

S17: 'It helps me see whether I have really understood the grammar items and texts in the pupil's book.'

Finally, most students find the animations of the stories and songs not only enjoyable but also useful in terms of learning the target language. Watching the animations is more interesting than reading and listening to them in the coursebook and another benefit is that they can guess the meaning from the context much more easily.

7.4.6. Teacher's Book

The questionnaire and interview data show that most teachers have a very positive attitude towards the TB in general, even though they prefer not to depend on it greatly. T5 explains this:

T5: 'To be honest, we do not experience any difficulty when preparing lessons through these materials. The teacher's book is very helpful for this. However, we are not completely dependent on it, as not everything suggested in it can fit every classroom context. The suggested things there may not be suitable for the students. At this point, we, as teachers, have to try to adapt them accordingly and make things more understandable and learnable from the students' points of view. We have to adjust the materials according to the level, needs, and objectives.'

A teacher's length of experience using the coursebook appears to reduce her degree of dependence on the TB. For example, one of the teachers explains that she has taught this coursebook for three years and followed the TB in the early days, but she latterly noticed that it only told her what to do step-by-step without providing any extra suggestions. She thus decided to create her own lesson plans, using suggestions from

various sources such as the Internet and other coursebook packs. T13 makes a similar point:

> T13: 'The rate of my dependence on the coursebook is 60-70 per cent. I use the teacher's book as long as it gives me extra useful suggestions. Other than that, I prefer not to have a look at it. In general, teacher's books give directions to us, but it does not offer anything more than that. There is always a routine. So, when I look at a teacher's book, I usually check whether it is suggesting me any ideas other than the routine things.'

In addition, the teachers frequently make recommendations about how to improve the TB by including, extra exercises and assessment materials such as quizzes, progress tests and end-of-year tests.

7.4.7. Teacher-Friendliness

According to the questionnaire results, almost all teachers believe that the objectives of the coursebook are clear. Most of them also feel that the coursebook helps them to exploit the materials in a way that best meets the needs and wants of their students, but they also claim that they have to, supplement the coursebook materials to enrich their lessons. They draw mostly upon Internet resources or create their own activities, but find this a daunting and time-consuming process, given their hectic schedules.

There are contrasting views on the flexibility of the coursebook, as was found with Level 3. Some teachers state that the activities are closely interrelated which makes it difficult to adapt them, whilst others report that they can easily modify or supplement them because the course is topic-based, so it is relatively easy to find relevant materials and additional resources based on the topics and aims specified in the TB.

Familiarity with the coursebook also impacts upon ease of use. T3 explains how her attitude towards the coursebook has changed over time:

> T3: 'When I used the coursebook for the first time, I thought that it was too bad. I showed negative reactions to most of its characteristics. But, as I used it

day by day, I got used to its style and taught more effectively with it. It was as if I was wearing a different hat then.'

7.5. Conclusion

The findings suggest that Level 4 is not found to be quite as effective as Level 3 of the coursebook series from the perspectives of the end-users. Surprisingly, even the songs and stories, which are the two most popular features of Level 3, are not appreciated as much. Some aspects, such as, level, language content and assessment received severe criticisms, especially from the teachers, which is not generally the case in the Level 3 findings. Having to devote extra time and effort to make adjustments to the coursebook materials leads to more negative attitudes among the teachers because their workloads are already heavy. The students hold more positive attitudes towards Level 4 than the teachers. This was also noted for Level 3.

In Chapters 6 and 7, I addressed the micro-level (classroom level) research question, aiming to find out the actual value and effectiveness of Levels 3 and 4 from the perspectives of the end-users. The next chapter will share the findings regarding the consumption of the coursebook materials to address the second micro-level research question and its sub-questions.

CHAPTER 8: MICRO-LEVEL FINDINGS (3) - USE OF THE COURSEBOOK SERIES INSIDE CLASSROOMS

8.1. Introduction

This chapter lies the heart of the thesis, because it makes an important contribution to the field by providing insights into classroom use of materials, which is an under-researched area. The findings presented in this chapter primarily address how the coursebook materials are used inside classrooms. This involves how teachers adapt and mediate the materials for the learners; and other factors which affect the way they use them. This chapter also reports on other salient issues related to coursebook use, such as teachers' dependence on course materials, the role of teacher experience, training and expertise in materials use, the use of L1 and the role of technology. It also shares the findings regarding the students' reactions to the classroom materials and the teachers' adaptations.

Eight classrooms were observed in total. As pointed out in Chapter 3, the participant teachers were paired in such a way that they taught almost the same sections of the Level 3 coursebook in Classrooms 1 and 2, and Classrooms 3 and 4 respectively. This was also the case for Classrooms 5 and 6, and 7 and 8 for Level 4 of the coursebook series. The data reported on this chapter were obtained through a procedure involving pre-observation meetings (PRE), classroom observations and *post hoc* VSR interviews (POST) with the teachers.

The main findings suggest that use of coursebook materials varies from teacher to teacher for several reasons, and teachers' beliefs and actions are not always consistent. The teachers' general experience and familiarity with the coursebook series have an influence on the way the materials are exploited. Classroom observation data reveals that teachers do not follow the suggestions in the TBs to the letter; instead, they adapt the materials. Addition, omission and supplementation are the most frequently employed types of adaptation.

8.2. Coursebook Materials in Action

The findings from the pre-observation meetings with the teachers provided information about their experience using the coursebook series; their views on its effectiveness and quality; their beliefs about their dependence on the coursebook materials; and their approach to lesson planning. For example, Teacher D usually decides what materials to use and how to use them after attempting to evaluate the materials through his students' eyes. The coursebook offers him flexibility and he feels comfortable adapting it to meet his students' needs.

> TD: 'As you know, the students like being active, I mean, they do not like dull activities. They like kinaesthetic activities… activities that address all senses. If an activity looks like it lacks most of these characteristics, then I either modify or omit it. If I think that it can be turned into a better activity, I do so. But, if it is a very weak activity, I usually skip it and continue with the following activity in the book.' (PRE)

Such background information contributes to an understanding of how and why the teachers use the coursebook materials in certain ways. Through classroom observation, it is also possible to explore if teachers use the coursebook in the way they claim to do. For example, when comparing Teachers A and B's accounts in the pre-observation meeting, it is noteworthy that Teacher A states that she prefers not to be too dependent on the coursebook. She claims that the coursebook constitutes about 40% of her lessons in general, even though she believes that the coursebook is systematic and of a high quality compared to many other global coursebooks. Teacher B's preference, in contrast, is to adhere closely to the coursebook, because it has been designed by experts.

> TB: 'I try my best to stick to the suggestions in the teacher's book, because it has already organised each lesson step by step from warm-up to revision.' (PRE)

Table 15. Teachers A and B's Dependence on the Teacher's Book (Level 3)

Suggested Procedures in the Teacher's Book	Teacher A	Teacher B
The warm-up routine	X (Replaced with a video from the Internet)	X (Replaced with display questions about a picture in the coursebook)
Look at me!: Let's remember the story - suggested activities linked to the story at the beginning of the unit	X (Replaced with a communication game)	X (Replaced with a PPT)
Look at the book!: Listen and match the words. Then sing the song.	✔ (Adapted)	✔ (Adapted)
Practice book: 1. Describe the food on the table	X (Assigned as homework)	X (Assigned as homework)
Look at me!: Game: Play match the words	X (Omitted)	X (Omitted)
Let's say goodbye routine	X (Omitted)	X (Omitted)

Table 10 represents how closely Teacher A and B followed the suggested procedures in the TB. It reveals that Teacher B did not follow them as strictly as she claimed to during the pre-lesson interview. Indeed, she adapted the materials throughout her lesson. The factors which cause teachers to deviate from their lesson plans will be revealed in the next sections of this chapter.

The classroom observation data also interestingly shows that teachers teach the same pages of the coursebook in completely different ways. The VSR interviews conducted with the teachers immediately after each lesson shed light on the underlying reasons for this, which will also be explored in the next sections. The VSR interviews were quite powerful in that they provided access to the teachers' thoughts and helped interpret their actions more accurately.

In general, Teacher D was less dependent on the suggestions in the TB than Teacher C (see Table 11). In the observed lessons, Teacher C used the coursebook materials exclusively, though he adapted them in certain ways, whilst Teacher D brought in supplementary materials, including a video as a warm-up activity, which the students clearly enjoyed.

Table 16. Teachers C and D's Dependence on the Teacher's Book (Level 3)

Suggested procedures in the teacher's book	Teacher C	Teacher D
The warm-up routine	X (Replaced with a song from the previous unit)	**X** (Replaced with a video from the Internet)
Look at me!: let's remember the story - suggested activities linked to the story at the beginning of the unit	X (Omitted)	**X** (Replaced with a self-developed worksheet and game.)
Look at the book!: 1. Choose 3 red and 3 blue stickers to complete the cupboard. Then tick the list.	✔ (Adapted)	**X** (Omitted)
Practice book: 1. Use the rest of the stickers to complete the pictures. Then complete the sentences.	X (Omitted)	**X** (Omitted)
Look at me!: an activity about countable/uncountable done with flashcards	X (Omitted)	**X** (Omitted)
Look at the book!: 1. Choose a dish and tick your ingredients	✔ (Adapted)	✔ (Adapted)
Look at the book!: 2. Guess your friend's dish	✔ (Adapted)	✔ (Adapted)
Practice book: 1. Find twelve food words	X (Assigned as homework)	**X** (Omitted)
Look at me! An activity about singular/plural done with flashcards	X (Omitted)	**X** (Omitted)
Look at the book!: 1. Listen and number the cupboards	✔	✔ (Adapted)
Look at the book!: 2. Play guess the cupboard	X (Omitted)	**X** (Omitted)
Practice book: 1. Complete the rhyme	X (Omitted)	**X** (Omitted)
Look at me!: play the food chain	X (Replaced with an activity devised by the teacher)	No time left to cover these sections
Look at the book!: complete your shopping list and play a guessing game.	X (Omitted)	
Practice book: 1. Write questions for the recipe. Then choose answers.	X (Assigned as homework)	
Let's say goodbye routine	X (Replaced with the song to be introduced at the beginning of the next unit)	

Both teachers supplemented and revised grammar and vocabulary in ways not suggested by the TB because they are aware of their students' needs. Teacher D supplemented the coursebook materials using his own worksheet and a game on the IWB. His aim was to familiarise students with the target vocabulary and revise 'prepositions of place', which had been covered in previous lessons. The students were very enthusiastic to come to the board to do the activity.

Teacher D felt it necessary to revise the rules for countable and uncountable nouns in Turkish, although the TB did not suggest this approach.

> TD: 'That was a reminder for them. These young kids forget the rules easily, so repetition is necessary. It takes a lot of patience until they internalise things.' (POST)

Teacher C sometimes intentionally ignored certain target structures presented in the coursebook, preferring to focus on one structure at a time, to simplify things for his students.

> TC: 'I wanted them to use 'there is and there are' rather than 'I need...' as suggested by the book, because 'there is and there are' was my main focus. I did not want to introduce another form. I thought that they (the students) would feel confused.' (POST)

These examples illustrate that teachers think on their feet and make spontaneous decisions based on their reading of the classroom context and the needs of their students.

Table 12 below reveals that both Teachers E and F did not strictly follow the *Warm-up Routine* and *Look at Me* sections in the TB. Instead, Teacher F used a PowerPoint presentation (PPT) containing pictures of some personality adjectives. The teacher reported that he found the presentation on the Internet and thought that it would fit the aims of the lesson. He asserted that, the pictures on the slides were very helpful for the students to grasp the meaning quickly, and that it would have been very

difficult for him to explain the target vocabulary in the coursebook without using Turkish. He also mentioned other benefits of using visuals and the IWB:

> TF: '… My students like visual materials so I wanted to use it (PPT). I think this is more effective than flashcards or simply writing the words on the board, as suggested in the teacher's book. The interactive whiteboard helps me show pictures and videos in a much bigger size. My students can follow the lesson better this way.' (POST)

Table 17. Teachers E and F's Dependence on the Teacher's Book (Level 4)

Suggested procedures in the teacher's book	Teacher E	Teacher F
The warm-up routine	X (Omitted)	X (Replaced with a PPT)
What are we going to do?	✔ (Adapted)	✔ (Adapted)
Look at me!: write the personality adjectives on the board	✔ (Adapted)	X (Replaced with some slides from the Internet)
Look at the book!: 1. Read the sentences and use the key to label the adjectives	✔ (Adapted)	✔ (Adapted)
Look at the book!: 2. Make sentences	X (Omitted)	X (Omitted)
Look at the book!: 3. Play describe and guess a classmate	X (Omitted)	X (Omitted)
Practice book: 1. Do the crossword puzzle	X (Assigned as homework)	✔ (Adapted)
Let's say goodbye routine	X (Omitted)	X (Omitted)

Also, Teacher F spontaneously decided to skip an activity suggested in the TB and justified this as follows:

> TF: 'I did not want to do the 'Play Describe and Guess a Classmate' activity because I did not want to damage the classroom atmosphere. Students at this age make fun of each other a lot. This is a sensitive issue because we are talking about personality. I did not want to hurt the students' feelings. I know from my experience that some of the students may even cry.' (POST)

Teacher F admitted that he skipped some of the activities suggested in the TB during the lesson for a variety of reasons. For example, he believed the PPT he had used previously was effective, so there was no need for any more activities.

> TF: 'It would have unnecessarily extended the lesson too much if I had done the next activity, so I skipped it.' (POST)

Teacher E asked students to match some adjectives with their opposites, which she wrote on the IWB, although this was not suggested in the TB. She explains this as follows:

> TE: 'I thought that they could learn more words. I wanted them to practise the opposites of adjectives when the opportunity came up. There are good students in the classroom who already know most of those adjectives. They felt bored and I wanted to give them some challenge as well.' (POST)

Table 18. Teachers G and H's Dependence on the Teacher's Book (Level 4)

Suggested procedures in the teacher's book	Teacher G	Teacher H
The warm-up routine	X (Replaced with an authentic popular song)	X (Omitted)
What are we going to do?	X (Omitted)	✔ (Adapted)
Look at me!: show poster 4, side A	✔ (Adapted)	✔ (Adapted)
Look at the book!: 1. Listen to the song and label the planets	✔ (Adapted)	✔ (Adapted)
Look at the book!: 2. Sing and dance to 'the planet song'	X (Omitted)	✔ (Adapted)
Practice book: 1. Do the crossword puzzle.	X (Omitted)	✔ (Adapted)
Look at me!: either take the children out into the playground to dance and sing the planet song or make a space in the classroom	X (Omitted)	X (Omitted)
Let's say goodbye routine	X (Omitted)	X (Replaced with the 'Sing and dance to 'The Planet Song'' activity)

Table 13 shows how closely Teachers G and H followed the suggestions in the TB of Level 4. As previously reported, the songs are one of the favourite components of the

coursebook series for students. This was noted during the classroom observations. For example, the students cheered and began to dance in their seats when Teacher H played the song. They even asked him to play it again. Before doing so, Teacher H asked questions to ensure that the students completed the task regarding the names and order of the planets in the picture, and then played the song again to allow them to check their answers, as suggested in the TB. The students consulted the lyrics at the back of the book, sang the song together, and gave a big round of applause when they had finished. Teacher H reported that he was well aware of the power of songs:

> TH: '… I moved on to the song because I had to practise the vocabulary through something they like most: a song. This was, I think, the peak of the lesson.' (POST)

As also indicated before in Chapter 6 and 7, the lyrics of the songs at the back of PuB are considered to be very beneficial by both teachers and students. The classroom observation data reveals that just before Teacher H started the song, some students showed him their coursebooks and asked for permission to follow the lyrics of the song. The teacher commented as follows:

> TH: 'I think it (the lyrics' presence at the back of the coursebook) is an advantage. While listening to a song, students may mishear a word and learn it wrong. So, I am very happy with it. As you can see in the video-recording of the lesson, they all opened their coursebooks to follow the lyrics without me saying them to do so. This shows that they need and want it.' (POST)

Although it was not suggested in the TB, Teacher G insistently corrected the students' pronunciation, especially the pronunciation of the names of the planets, as they answered the questions related to the poster. She explained that the names of the planets in Turkish are spelled almost the same as in English (cognates), but whilst this might seem like an advantage, her students faced L1 interference when pronouncing them. As a result, she felt it was necessary to spend time on their correct pronunciation.

Teacher G also modified the suggested role of the activity with the song in the PuB. She explained that the TB normally aimed to introduce the target vocabulary and ordinal numbers through the song, but she preferred to use it for practice purposes. Instead, she used several supplementary materials and activities to introduce the topic and target vocabulary. The teacher elaborated on the reasons for this modification as follows:

> TG: 'I did not go song-based on purpose. I preferred to go rather deductively because it was a risky topic, I think, and I did not want to leave the vocabulary acquisition to chance. I wanted my students to grasp the vocabulary consciously first. I used the song as practice because I made sure that the vocabulary was absorbed and also practised a bit as well; so, listening to the song once or twice was sufficient. I use the songs in the coursebook no matter what because most of the activities in the units are related to these songs.' (POST)

Teacher G used a piece of supplementary material which she had fully created herself. She opened a new document on the IWB, which had the names of the planets in handwriting. After some repetition drills, the teacher started a memory game through which the students practised both the names of the planets and ordinal numbers. The students were very engaged in this activity.

> TG: 'I did repetition drill many times although the teacher's book does not suggest me to do so. This is because I thought that the students would mix the pronunciation of the words up due to L1 interference. I did this through a game because I believe that our brains perceive things in a regular/systematic order first, but these things go to short-memory; I call this 'photo-memory'. Later, if they spend more time using the vocabulary through games, they acquire the vocabulary. For example, I ask the words in mixed order later. First, organised; second, mixed; finally, you combine them all. I think it works very well with my students.' (POST)

As the classroom observation data reveals, teachers adapt coursebooks for a myriad of complex reasons based on their knowledge of their own learners and classroom

contexts. Coursebook adaptation is, therefore, one of the most significant aspects of materials use, which is explored in the next section. McGrath (2013) suggests that four questions need to be addressed regarding adaptation practices: (i) How?; (ii) When?; (iii) Why?; (iv) What? The findings are presented below in line with this framework.

8.3. Adaptation of the Coursebook Materials

8.3.1. How Teachers Adapt?

Teachers adapt the coursebooks in a variety of ways. The interview and observation data reveal that the following steps often take place prior to pre-planned adaptations:

1. The teacher looks at the coursebook material.

2. The teacher reads the relevant objectives and suggestions in the TB.

3. The teacher evaluates the materials.

4. The teacher rationalises why adaptation is necessary.

5. The teacher identifies what aspect/s of the material to adapt (language, process, content or level).

6. The teacher decides how to adapt the material (e.g. addition, omission etc. Please note that each adaptation technique was discussed fully in Section 2.4.1).

7. The teacher implements the adaptation in class.

8. The teacher evaluates the effectiveness of the adaptation.

Table 14 below shows the frequency of use of particular adaptation techniques the teachers employed to the materials in the PuBs and PBs.

Table 19. Frequency of the Teachers' Adaptations

Adaptation Forms (How?)	TA	TB	TC	TD	TE	TF	TG	TH	TOTAL
Replacement	1	1	2	1	2	-	1	-	**8**
Supplementation	4	2	-	1	-	2	4	2	**15**
Addition - Extemporisation	-	1	1	1	1	3	1	-	**8**
Addition - Extension	1	2	-	-	-	-	-	-	**3**
Addition - Expansion	2	2	-	3	2	-	4	-	**13**
Omission - Deletion	1	1	3	1	1	4	2	1	**14**
Change/Modification - Restructuring	1	1	1	2	-	1	1	1	**8**
Change/Modification - Reordering	-	-	1	-	-	-	-	-	**1**
Change/Modification - Simplification	-	2	1	2	2	1	-	2	**10**
Change/Modification - Rewriting	-	-	-	-	-	-	-	-	**0**
Change/Modification - Complexification	-	-	-	-	-	-	-	-	**0**
TOTAL	**10**	**12**	**9**	**11**	**8**	**11**	**13**	**6**	**80**

Addition is the most frequently employed form of adaptation. Within *addition*, the teachers employed *expansion* more frequently than other techniques, though it was not used by all teachers. The second most frequently used technique in the a*ddition* category is *extemporisation*. Almost all teachers made intuitive adaptations, depending on emergent situations in lessons. To illustrate, Teacher G spontaneously referred to a well-known character in the local culture to clarify the meaning of an unknown word. She explained that she gave that example not only to avoid using L1 but also to boost her students' motivation and engagement.

Surprisingly, *extension*, which is defined as the addition of similar materials to the ones already in the coursebook, was rarely undertaken. This might be because YLs want variety and they usually become disengaged when similar types of activities and exercises are extended. As for an example for extension, Teacher B used real pictures taken from the Internet to introduce phrases similar to the ones in the coursebook.

Supplementation is the second most frequently used form of adaptation among the teachers. Teacher G, for example, used supplementary material, which was irrelevant to the objective and content of the lesson. She used it as a warm-up at the beginning of class. She played an authentic song that had been quite popular in recent years, as specified in her lesson plan. It seemed that the students were familiar with the song and really loved it, because they all sang and danced. The teacher explained why she decided to begin with this song:

> TG: 'This song is a kind of practice for the names of the animals and subconscious preparation for the 'as....as' structure they will learn in the coming lessons because it contains idioms such as 'as sly as a fox'.' (POST)

On occasions, teachers used activities from past units to supplement their lessons for affective, as well as revision purposes. Teacher C, for example, used a song about the weather from the previous unit of the coursebook as a warm-up, even though it was not relevant to the current lesson. He justified this by explaining how much the students loved the song, so he had adopted it ever since to motivate them.

Although supplementation was not identified in all teachers' practices, the teachers with most experience of using the coursebook series and teaching YLs (Teachers A and G) employed it more frequently than the others. This might indicate that the more a teacher uses the same coursebook, the more she relies on her own creativity and repertoire. However, this might also be because they have greater experience teaching YLs. It is also possible that they are bored of teaching the same materials over and over and therefore make some changes.

Omission (deletion) was almost as frequent as supplementation, but on most occasions, this was unavoidable due to poor time management. For example, because Teacher E had hardly any time to do the activity in the PB, she had to assign it as homework.

All teachers, except A and G (the most experienced with the coursebook series and YLs), employed *simplification* as an adaptation technique. Almost all simplifications involved L1 use. For example, Teacher H explained the topic and translated target vocabulary at the beginning of the lesson, as he believes that his students are too young to understand key points in English.

Restructuring was one of the most commonly used forms of adaptation within the *change/modification* category, though it was almost always the procedures that the teachers restructured, rather than the content. For example, even though Teacher H was expected to assign the name of a planet to each child in class and ask them to stand up, rotate and sing their lines, when they heard the name of their planet, she modified this task by asking her students to choose their own planets without telling anyone else. Teacher H justified this as follows:

> TH: '… I know my students and, if I had tried to assign the names of the planets myself, they would have probably refused my choices. Maybe we would have experienced disagreements and they would not have enjoyed the song that much. This age group does not like dictating too much. You should think like them when preparing the activities. As a result, as you saw, they were really excited and interested while doing the activity.' (POST)

Reordering, a sub-type of *change/modification*, was employed once, whilst the other sub-types in this category, namely *rewriting* and *complexification* were not identified in the teachers' practices. This might be because these forms of adaptation are relatively more demanding in terms of time and labour. Indeed, it seems much easier to replace, supplement and omit a part of the coursebook content, rather than modify it. Not all teachers know how to modify materials in a principled way to make them more effective either.

8.3.2. When Teacher Adapt?

The data reveals that there are two types of adaptation according to the time of decision-making: *pre-planned* and *spontaneous (unplanned or improvised) (*see Figure 12 below).

Pre-planned adaptations refer to the ones teachers decide to employ prior to a lesson, when creating the lesson plan. For example, Teacher D decided to replace the suggested warm-up activity in the coursebook with a short video clip related to the topic from the Internet prior to the lesson.
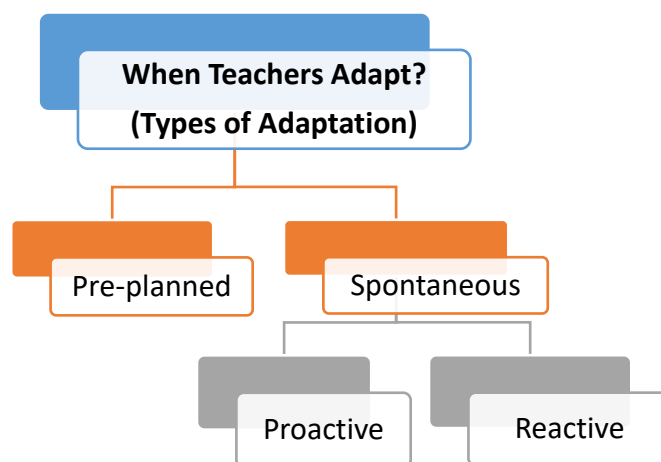

Figure 12. When Teachers Adapt?

In *spontaneous* adaptations the decision-making takes place on-the-spot during the implementation of a lesson. For example, Teacher A gave students an additional task prior to playing a song for the second time. She justified this spontaneous decision as follows:

TA: 'I aimed to give my students a purpose. By doing so, I was able to keep their attention. This was not suggested in the Teacher's Book, but I thought that giving them a purpose to listen again would be more helpful for them to pay attention.' (POST)

There are two types of spontaneous adaptations identified in this study: *proactive* and *reactive*. *Proactive, spontaneous adaptation* is initiated by the teacher in anticipation of increasing the effectiveness of the materials or her instruction or to better stimulate students' interest. For instance, Teacher D gave an example from their local culture thinking on his feet. He described a famous traditional, type of Turkish food, which was not in the coursebook, but the students guessed immediately.

TD: 'I described a traditional food on purpose because, when the students hear something unexpected and not from the book, they become more interested. I try to find things that they are familiar with. As you also saw, they got really excited when they heard it. That was because I brought up something out of the book and it was a surprise for them. There was a smile on their face.' (POST)

Reactive, spontaneous adaptation is employed when a teacher is compelled to make adaptations as a result of students' reactions or unexpected problems, such as technical issues or time-constraints. For instance, even though Teacher C included an activity in the PuB in his lesson plan, he decided to omit it during the lesson.

TC: 'We were nearing the end of the lesson and the activity required my students to use 'how many/how much', which I have not introduced yet. That might have taken a lot of time to teach. I rather chose to finish off the lesson with a song.' (POST)

Figure 13 shows the frequency of the adaptations the teachers employed. It is clearly seen that the spontaneous adaptations, both proactive and reactive, were applied twice as frequently as the pre-planned ones. Spontaneous adaptations depend mainly on the real-time flow of the lesson and are, therefore, unpredictable and intuitively implemented, as teachers draw upon tacit, pedagogical knowledge to make decisions

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on the spot, as they engage in learner-responsive teaching. There were also cases when a planned adaptation was spontaneously restructured. To illustrate, Teacher E planned to use an activity suggested in the TB with a slight adaptation, but she changed its procedures during the lesson so that her students became more engaged in it.

> TE: 'When you look at a game in the book, it might look enjoyable at first sight, but later you understand that it is not suitable for your students. You have to adapt or skip it spontaneously. Because I know them (my students).' (POST)
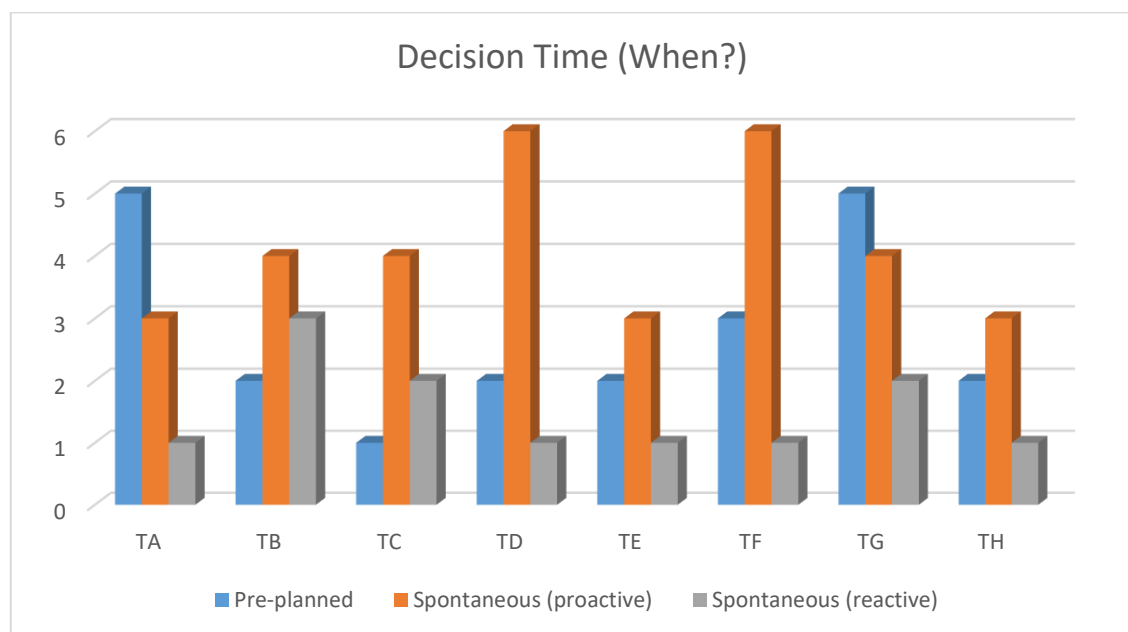
Figure 13. Frequency of the Teachers' Adaptations according to the Time of Decision

The above frequencies suggest that teachers make on-line decisions based on their reading of the classroom context and the needs of their students, but more experienced teachers may be able to make more accurate predictions about what needs to be adapted prior to the lesson, based on their knowledge of their students. The figure also indicates that teachers are more proactive than reactive, which means that they anticipate classroom events and take advantage of the opportunities.

8.3.3. Why Teachers Adapt?

In general, the reasons for adaptation can be grouped under four categories on the basis of their source: (i) student-oriented reasons; (ii) teacher-oriented reasons; (iii)

materials-oriented reasons; (iv) resource/logistics-oriented reasons (see Figure 14 below).

First, *student-oriented reasons* are the reasons that lead a teacher to adapt course materials by primarily taking her students' characteristics, proficiency levels, needs and interests and their reactions during the lessons into account. For example, Teacher A replaced the *Warm-up Routine* and *Look at Me* sections in the TB with a short video she found on the Internet. This was highly motivating for the students who responded positively and enthusiastically to the teacher's questions.

> TA: 'I like bringing real things to my class because my students show more reaction to them. … I believe that, if I integrate something from the real world into my lessons, my students could be more interested and participative. So, I often use relevant songs and videos.' (POST)

On another occasion, Teacher F chose not to ask his students to read the sentences out loud, although it was suggested in the TB. Instead, he asked them to read the sentences and match them with the characters and the personality adjectives individually and then compare their answers.

> TF: 'Most of the students at this age usually feel embarrassed when reading out loud in front of everyone. If you force them to do so, they lose their interest. They are afraid of making pronunciation mistakes. If I ask the good students to read out loud, then they dominate the lesson and the others lose interest again. I do not want to conduct the lesson only with three-four good students. Rather, I want everyone to be engaged in the lesson.' (POST)
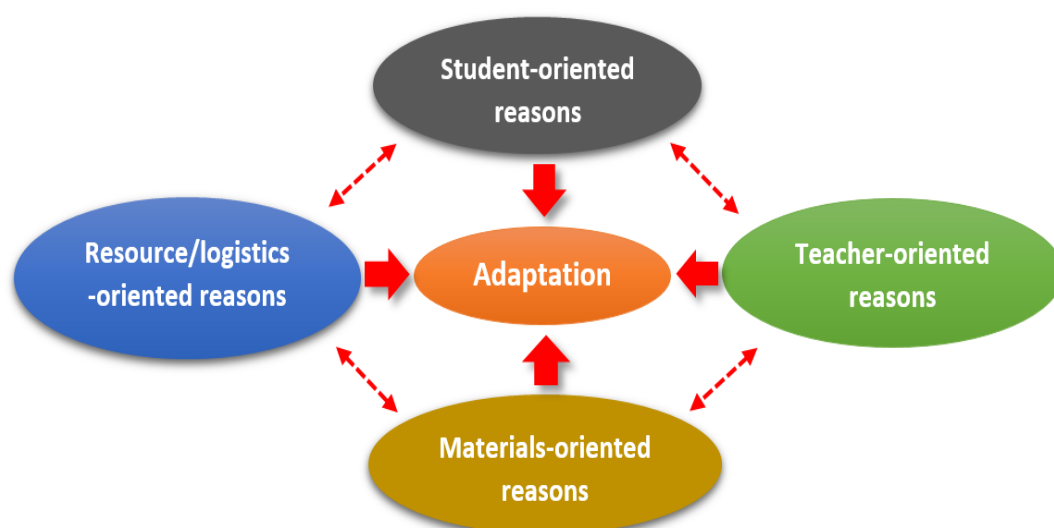
Figure 14. Sources of Decision-making for Adaptation

Second, *teacher-oriented reasons* relate to a teacher's teaching style, pedagogical content knowledge, beliefs, priorities, assumptions and experience. To illustrate, Teacher B employed drills quite often, because she strongly believes that it is an effective way of teaching the correct pronunciation of new vocabulary.

Also, Teacher E frequently used L1 and even included activities such as matching the direct translations of key vocabulary, as she feels that L1 facilitates learning, especially grammar and vocabulary. In fact, the TB suggests writing the target adjectives on the board and demonstrating their meanings using mime, gestures and language where necessary, rather than matching the adjectives with their Turkish meanings. Teacher E explained, however, that the suggested approach would have been too time-consuming for her students:

> TE: 'I thought that it would be easier to teach the Turkish meanings first and then practice them using demonstrations and acting out.' (POST)

Third, *materials-oriented reasons* for adaptation are due to perceived deficiencies in the content. There are relatively fewer examples of this category in the data. Teacher A, for example, used self-made flashcards to practise other related uses of the target language. She justified her decision as follows:

TA: 'For example, there is only 'a bottle of oil' in the flashcards. But, oil might be in other containers as well. I wanted them to know the other possible uses by using real photos of food and drinks in different containers.' (POST)

Teachers A and B also drew upon Internet resources and made use of the IWB to pre-teach vocabulary instead of using the flashcards provided in the coursebook. Most students, in both classes, looked engaged and competed with each other to answer the teachers' questions. The teachers provided the following rationales:

TA: 'I normally do not use the flashcards of the book. My students do not find them interesting, as they are not real photographs. So, I prepare my own flashcards using photographs I find through the Internet. To be honest, my students find the flashcards of the coursebook too childish.' (POST)

TB: 'I showed them the photos from the Internet, because they like seeing things apart from the book content.' (POST)

Finally, *resource/logistics-oriented reasons* for adaptation relate to the availability, sufficiency and quality of the resources and logistics, including time, equipment, additional materials, support and guidance provided by a coursebook and its TB. For example, half the teachers assigned activities in the PBs for homework or omitted them due to the limited class time. Teachers D and G also adapted activities due to technical problems with the IWB.
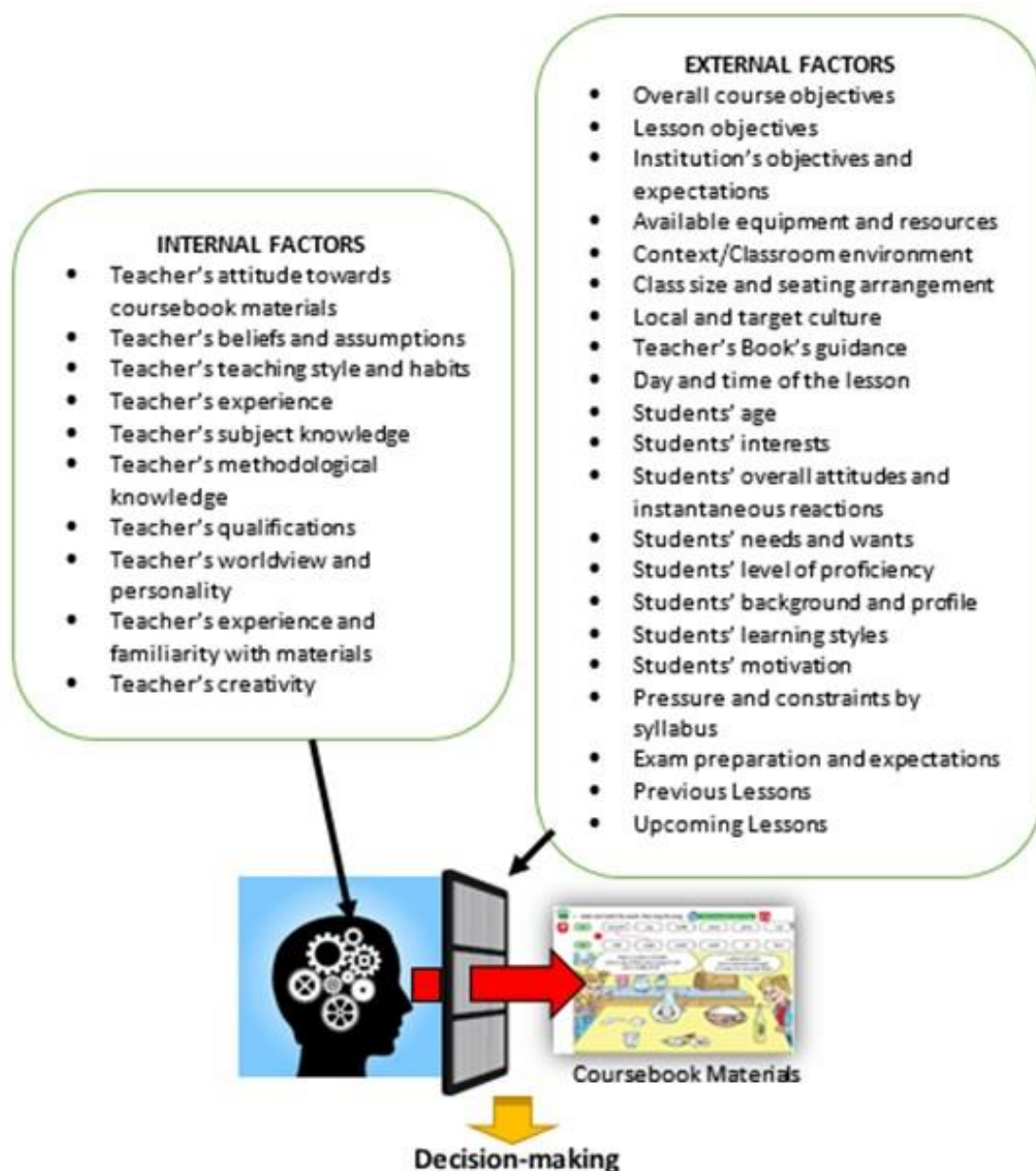
Figure 15. Internal and External Factors Affecting Teachers' Decision-making to Adapt

Student-oriented reasons appear to be the strongest driving force behind adaptations. Teacher D explains that most teachers decide what materials to use and how to use them based on their knowledge and understanding of their learners. Teacher F reports that he looks at the material and decides whether to simplify it or make it more challenging based upon the time required to teach it. He takes his students' interests into account and if an activity does not look appropriate for his students' culture and age, he modifies it.

TF: 'When I adapt the materials according to my students' interests, they become more engaged in the lesson.' (PRE)

Figure 15 above lists internal and external reasons for adaptation that pre-observation meetings, classroom observations and post-observation meetings revealed.

8.3.4. What Teachers Adapt?

This section draws upon McGrath (2013) to show how the teachers in this study adapted the course materials in four areas: content, language, process and level. According to McGrath (2013, p.138), teachers adapt: 'language (the language of instructions, explanations, examples, the language in exercises and texts and the language learners are expected to produce); process (forms of classroom management or interaction stated explicitly in the instructions for exercises, activities and tasks and also the learning styles involved); content (topics, contexts, cultural references); or level (linguistic and cognitive demands on the learner)'. Each of those adaptation foci or their combinations are identified in the data.

The classroom observation data shows that the focus of the teachers' adaptations are generally on *process*, as they modified the procedures suggested in the TBs. Three forms of adaptation (replacement, omission and supplementation) were identified regarding content. Extemporisation, expansion and supplementation were the three most frequently used forms of adaptation employed for *language*. Though the teachers employed fewer adaptations directly addressing *level,* the ultimate aim of most adaptations seemed to be to adjust the materials according to the students' level as well as their interests.

In summary, the classroom decision-making process and the reasons why teachers adapt materials is complex. It is, therefore, not easy to specify exactly how the factors in Figure 15 combine and contribute to this process. However, the excerpts from the data shed light on the teachers' rationale for adaptation and it is useful to make this more explicit to other language teaching professionals, as it could provide valuable insights for authors, editors and other teachers which impact on the materials development process.

8.4. Other Issues Related to the Use of Coursebook Materials

8.4.1. Teachers' Dependence on Coursebook Materials

The data indicates that some teachers have greater faith in authors than others, resulting in a higher level of dependence on coursebook materials. For example, unlike other teachers, Teacher H mainly followed the instructions and suggestions in the TB with only minor adaptation when using the coursebook. Teacher H justified his adherence to the TB as follows.

> TH: 'After I had opened the poster, I wanted to draw their attention by pointing to picture of the Earth because they are more familiar with the Earth. … The teacher's book also suggested that I should do this. In this lesson, I very much followed it. If it had suggested that I should point to Mars instead, then I would have done so. Of course, I would normally prefer to follow my own ideas. However, I think that these materials were created with a purpose. I think that there is always a rationale behind each suggestion and activity. So, I always trust teachers' books in general. I also think that the authors who created this coursebook must be very experienced. They must have created it based on research and theory, which, I trust, they know very well.' (POST)

Teacher F looks at the TB first and usually follows the suggestions there. This is because he believes that the coursebook has a system and the TB acts like a manual which helps him understand how it works so that he can use it properly.

> TF: 'When you look at the Pupil's Book only, you have to interpret the content based on your own approach. But, the teacher's book makes it easier for me to understand what the purpose of an activity actually is and how to do it.' (PRE)

However, classroom dynamics may not always allow teachers to follow coursebook materials faithfully, even if they intend to do so. For example, even though Teacher B reported during the pre-observation interview that her preference was to adhere closely to the coursebook, because it has been designed by experts and submitted a lesson plan containing the procedures suggested in the TB only, she had to adapt the

materials throughout her lesson and ended up being one of the least dependent teachers on the TB. This interestingly shows the extent to which teachers may deviate from their initial plans in real time and that what they claim to do in the classroom is not necessarily what they actually do.

The data suggests that uncritical use of coursebook materials, that is, as prescribed in the TB, might hamper the effectiveness of lessons. It is therefore quite important that teachers plan carefully and constantly search for alternative ways of increasing the effectiveness and suitability of the materials, which will also help them further improve their teaching skills over time. Teacher D explains how she does this:

> TD: 'If we try to use the materials as they are, the lesson may become boring for the students. So, I try to find some interesting and related activities, songs, games and so on through the Internet and integrate them into my lessons. I especially introduce them when my students look bored and need a change. In other words, these extra things are like our ammunition.' (PRE)

It should be noted, however, that the opposite is also true. Novice teachers can make materials and lessons worse by using the materials inappropriately, or ignoring the guidance provided in the TB.

In addition, Teacher G prefers not to be too dependent on the coursebook, because she takes her students' level, needs and wants into consideration when planning her lessons and makes adaptations to the coursebook materials accordingly. According to Teacher G, students are demotivated and give up if they do not understand the materials. They, therefore, need extra resources sometimes.

> TG: 'If we follow the coursebook strictly, we may experience some problems. For example, some materials might be too challenging for our students. For this reason, I supplement the materials by using videos, songs, pictures etc. from the Internet or other resources. Although the coursebook series is rich in components including the IWB application, flashcards, animated videos of the stories etc., they still need some adaptation and supplementation.' (PRE)

Yet, as Teacher C notes, a coursebook requiring a teacher to adapt very frequently might impose an intolerable burden on teachers. This will eventually diminish its value in their eyes, especially when teachers have heavy workloads. Teachers might also think that the coursebook is deficient and needs to be changed.

The data interestingly demonstrates that, although the teachers preferred not to follow the coursebook materials rigidly, the content of their lessons almost always remained in line with the aims of the TBs. This shows that the teachers in this study did not completely detach themselves from the framework provided by the coursebook materials.

8.4.2. Role of Experience, Training and Expertise in the Use of Materials

Teachers who are more qualified and experienced seem to have better metacognitive awareness of their teaching and, as a result, be more organised, confident and conscious about their planning and use of materials. The experience of Teacher A, the most experienced and well-qualified teacher, is quite evident from her lesson planning: it is more detailed and better organised. It includes timings, interaction patterns, clear lesson aims, stages and classroom procedures. Teacher A was also very confident about using the coursebook materials flexibly. Of course, the fact that she has the most experience in teaching the coursebook series is also influential. Teacher A believes that the CELTA (Certificate in Teaching English to Speakers of Other Languages) course, which she had just completed, significantly influences her approach to lesson planning, materials use and classroom management.

> TA: 'I always do my best to integrate the new knowledge and experience I acquire from the training programmes I attend into my lessons. After CELTA, I'm more aware of the steps and procedures and more capable of managing things in the classroom. I revise the lesson plans and improve them by adding some new things. However, in general my lessons are usually a blend of my experience, knowledge and technology, and suggestions from the teacher's book.' (PRE)

The data indicates that more qualified and experienced teachers, especially in teaching YLs, can think of purposeful, spontaneous tasks and activities, which enable them to respond to classroom events more effectively. This seems to be because they are more resourceful and skilful as well as knowledgeable. For example, the classroom observation data shows that all students had difficulty initially singing the song without lyrics in both Teachers A and B's classes. Teacher A overcame this problem by asking her students to follow the lyrics at the back of the PuB and completed the activity in about seven minutes. In contrast, Teacher B, the least experienced of all, spent twice as much time trying to help her students sing and comprehend the song and complete the activity. Teacher B adopted various tactics, such as translating the song, singing it herself, asking the students to repeat it line by line (etc.) to help students grasp the target structures and vocabulary in the song, which killed the students' interest in the activity and were not in line with the suggested approach in the TB.

The data also demonstrates that first-time-users of a particular coursebook might not be able to exploit the coursebook materials to their best advantage. One of the teachers elaborates on her experience as follows:

> TG: 'One of the disadvantages of teaching a coursebook for the first time is the inaccurate estimation of how long a particular activity or unit would last. For example, when teaching the first level of this coursebook series to first-graders for the first time, I completed the final unit in a rush. But, in my second year of teaching the same book, I managed to adjust the timing. And, in the third year, I even added my own activities and covered the whole content.' (PRE)

Interestingly, the teachers who have more experience with YLs (Teachers A, D and G) seem to have more deep-seated priorities and set teaching styles, which influence their approach. For instance, Teacher D, who has over five years' experience in teaching YLs, used some of the suggestions in the TB, but also incorporated his personal experience and style. He revealed what his priorities are:

> TD: 'One of the first things I look at is whether my students would experience any difficulty with unknown words. If yes, which words are they and, do they

need pre-teaching? I usually focus on that. The other point I pay attention to is to find a good way of relating the materials to the real world.' (POST)

It appears in this data set, however, that a teacher who teaches different age groups, such as adults for a long period of time and then begins to teach YLs, has a different way of looking at things. For example, Teacher E prefers to follow her own method and style, which, she claims, her students are used to. Nevertheless, her teaching involved a great deal of L1 use and focus on forms, which is not in line with the philosophy of the coursebook series, nor YL pedagogy.

8.4.3. Use of L1

Most teachers used L1 to varying degrees for a variety of reasons, even though the coursebook series proposes a target-language policy only. This issue is therefore dealt with under a separate heading here. Indeed, use of L1 is one of the most heatedly debated topics in the YL literature.

The data shows that the teachers in this study generally use L1 for the following purposes:

- To explain a key point e.g. grammar rules, key terms or vocabulary;
- To deal with classroom management problems;
- To help children when they feel stuck and confused;
- To provide scaffolding, e.g. making a connection between the familiar and the new;
- To motivate and encourage children;
- To assign homework and make announcements.

As previously noted, Teacher E often used L1 during her lessons. For example, she introduced the topic of the lesson, 'personality adjectives', as suggested in the TB, but explained it in Turkish. Teacher E justified this by saying that L1 sometimes facilitates their learning grammar. Teacher F, similarly, summarised what personality adjectives are in English and then in Turkish after introducing the slides. He commented:

TF: 'I give the Turkish meanings of some critical words. That is because there are some slow learners in my class. They are usually quiet and I do not understand clearly whether they learn the correct meaning. I want to be sure that they learn as well.' (POST)

Teacher H explained some points in Turkish and gave the Turkish meaning of some vocabulary. He justified this by saying that the students are too young to understand some of what he is saying. He further explained:

TH: 'We are not living in an English-speaking country. If I do not give the Turkish meaning of some difficult things, I fear that they may misinterpret it and learn it incorrectly. For example, when I say, 'solar system', I should say it in Turkish as well to make it clear in their minds. At the beginning of the year, I always talked in English. Then, I realised that the students were too quiet and this was because they did not understand me. Later, I discussed this issue with my colleagues. We came to a decision that we should sometimes speak in Turkish, especially when giving instructions.' (POST)

These findings suggest that following a strict target-language-only policy might be more of a hindrance than a help for the children in this context, and that the teachers are not in agreement with the target language only policy which is promoted in the coursebook. It seems that children would miss a number of learning opportunities that use of L1 could offer if teachers were obliged to speak in English all the time. However, teachers perhaps need to be made aware of how to use L1 judiciously through training and PD activities.

8.4.4. Role of Technology in Teachers' Use of Coursebook Materials

The data reveals that easy access to advanced ICT also has an enormous impact on teachers' use of materials. For example, all teachers make use of multi-media (PPT); Internet videos and the IWB, rather than the supplementary components included in the coursebook series, such as flashcards and storyboard cards, because the images are bigger and more authentic, the explanations are clearer and these materials are more engaging. The data indicates that the coursebook materials, particularly the

visuals and audio-visuals, are quite powerful in terms of attracting the students' attention and changing the classroom atmosphere when presented through the IWB. For example, when Teacher H began his lesson with an introduction on what the lesson was about, as suggested in the TB, some students appeared bored. As soon as the teacher opened a poster, a component of the teacher's pack provided both digitally and in print form, through the IWB, then the students began to show interest. Most of them raised their hands when the teacher asked questions about it.

> TH: '…the materials which can be used through IWB are much attractive for the students and more time-saving for us. Technology makes things easier and faster for us both inside and outside the classroom. It is incredible.' (POST)

However, technology is not without flaw. For example, two out of eight teachers had technical difficulties during the lessons, which they had to deal with. Teachers need to be aware of overreliance on technology and be prepared for any unexpected technical issues. Furthermore, teachers need to be trained how to make the most of technology to improve the quality of their lessons.

8.5. Students' Use of and Reactions to Coursebook Materials

One of the sub-aims of this study is to explore students' attitudes towards and use of materials, which is acknowledged to be missing in the literature (Garton and Graves, 2014; Harwood, 2014). In this section, how students use the coursebook materials and react to the teachers' use of materials inside the classroom is reported.

The students in this study are YLs aged 8-10 and have almost no direct involvement in the decision-making regarding what materials to use, or when and how the materials should be used. Student responses and reactions have a big influence on the teachers' decision-making inside the classroom however. For example, whenever the students looked uninterested or challenged by the materials or a task, almost all the teachers made adjustments and sometimes even spontaneously changed their lesson plans. To illustrate, Teacher C spontaneously stopped the audio of the story several times and asked some comprehension check questions until three of the students began to pay attention like the rest of the class. Indeed, the data revealed that there is a strong

interplay between students' responses and teacher's reactions to those responses, which largely determine how coursebook materials are used.

The students sometimes openly articulated how they felt about the materials and activities during the lessons. For example, no sooner had Teacher B played the song than the students complained that it was too fast and difficult. Similarly, students appeared discouraged when teachers gave lengthy grammar explanations in L1. Instant student feedback of this nature can help teachers address issues and act accordingly.

Students did not react negatively to the teachers' adaptation decisions, including omission. For example, even though Teacher A covered no content from the coursebook until halfway through the lesson, the students followed the teacher without any objection. However, this might be because, as YLs, they are highly dependent on their teachers.

In general, the students reacted positively to information gap activities, use of the IWB, and supplementary materials their teachers introduced, especially photographs, songs and videos. Those types of materials were observed to increase their motivation enormously. TPR activities, where children must respond to teachers' commands physically, were also popular with the children in this study. TPR activities appear even more effective when combined with use of the IWB, as children enjoy being invited to the board to do some activities on the touch screen.

It is also noteworthy that students like variety: they look more engaged when different activities are introduced, but become disengaged when teachers use materials in a repetitive and insistent way. For example, when Teacher H decided to use their favourite activity for a second time later in the lesson it did not create the same interest. Teachers, therefore, need a rich repertoire of activities to help YLs learn from a variety of sources.

The students' reactions to cultural references were also found to be extremely positive. Indeed, those cultural references not only increased their motivation but also helped them grasp the points much more easily and quickly. For example, when Teacher D asked his students to guess the traditional food whose ingredients he named, almost all of them were engaged. Also, when Teacher G pronounced a local

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singer's name to explain a word rather than give its Turkish meaning, the students immediately understood what it meant. Personalisation to make a link between the content of the materials and the students' world was also effective. For example, when Teacher C asked, looking through the window, what the weather was like after listening to a weather song, all the students in the class raised their hands to respond. These examples also show the importance of the teacher's role as a mediator of materials, as teachers establish links between the world represented in the coursebooks and their students' actual world.

Students' familiarity with content might have advantages. For example, at one point in her lesson, Teacher G showed a poster, the picture of the Solar System, through the IWB and asked display questions about it, as suggested in the TB. The students were particularly interested in the teacher's questions and obviously knew a lot about the Solar System. The teacher justified this as follows:

> TG: 'I tried to elicit what they had already known about the Solar System by asking 'What do you know about the Solar System'. Actually, I was planning to decide what to emphasise and what to teach according to their background knowledge. Also, by doing so, I believe that students can also learn from each other. It is a very effective way of learning.' (POST)

The data also shows that, whenever the students were provided with clear instructions followed by an example or demonstration by the teacher, they had more confidence to complete the activities. This indicates the importance of teacher support and scaffolding throughout.

8.6. Conclusion

This chapter has provided an account of how the teachers use the coursebook series and has also revealed students' reactions to the teachers' actions. The teachers in this study hold mostly positive attitudes towards the coursebook series; however, surprisingly, none of them are closely dependent on the suggestions and instructions in the TB, even the ones who report that they trust the coursebook materials because they were developed by experts. Their lessons are centred around the objectives

determined by the TBs and the coursebook materials, which could suggest that coursebooks form the skeleton whilst teachers add the flesh and blood.

Interestingly, the findings indicate a direct relationship between PD and use of materials; that is, a more systematic approach to lesson planning and materials use is observed in the practice of Teacher A, who received training recently. The findings also show that length of experience and familiarity with the coursebook materials also has an impact on the teachers' effective use of materials. In addition, the teachers make adjustments throughout their lessons and their decision-making for adaptation take place not only before but also during a lesson. Teachers adapt the activities in the PuB, mostly for student-oriented reasons.

Chapters 4 to 8 present the macro and micro findings of the study. I will critically discuss them in relation to the research questions and relevant literature in the next chapter.

CHAPTER 9: DISCUSSION

9.1. Introduction

The findings reported in the previous chapters shed light on the production, content and consumption of the locally developed coursebook series as well as its actual value and effectiveness from the perspectives of its end-users. This chapter presents a critical discussion of the key findings in relation to the research questions and current knowledge of the area and explores their implications. In general, the organisation of the chapter follows the themes from the findings, which were reported in the same order as the research questions.

In light of the findings, this chapter argues that, when planned carefully and systematically, local projects are likely to provide a number of opportunities that global projects fail to offer. For example, local projects might enable authors to have first-hand awareness of the contextual needs and realities through personal visits and an open-door policy, which can facilitate candid communication with the end-users. Though such approach might yield a diverse range of feedback and impose constraints on an author, forcing her to make compromises in terms of her ideas and ambitions at times, materials seem to benefit from the process to a great extent in the end, especially when compared to 'armchair writing', where writers are producing materials in a location remote from the end-users.

This chapter also argues that there are a number of theories and approaches available for authors to choose from to develop the methodology and syllabus of a coursebook for YLs. Authors need to be aware of those theories and approaches in order to write materials in a systematic and principled way. However, they do not necessarily have to adhere to one single theory or approach, but can make use of the beneficial and appropriate aspects of each by taking the contextual needs, factors and realities into account. It should be acknowledged, however, that it is rare for teachers to adhere to the suggested methodology of the coursebook unquestioningly. This is mainly because every teacher has a different background and teaching style. Therefore, it is essential to provide support for teachers by making the methodology and its rationale as transparent as possible by means of TBs, training programmes and meetings, so that

the majority of teachers can understand the thinking behind the book and use the materials to their best advantage.

Another advantage of locally developed coursebooks is that their content is usually familiar and culturally appropriate for learners. The present study revealed that hardly anything in this coursebook series is culturally unacceptable. Familiar content has the potential to promote students' engagement as well as their understanding. However, this does not necessarily mean that students should be deprived from global culture entirely.

This chapter also critically discusses the key findings of the evaluation of Levels 3 and 4 of the coursebooks series from the teachers' and students' perspectives. The findings indicate that every classroom has students with different learning styles, schemata and levels of proficiency. It is therefore almost impossible for a coursebook to cater for every student's needs to the same degree. Though providing teachers with multi-level materials might be one solution, it is primarily the teachers' responsibility to evaluate and adapt the materials for the purpose of addressing the needs of each student in their respective classrooms.

Also, in order for the methodology of a coursebook to be successful in general, two issues must be addressed with the utmost care: first, the methodology must be made as transparent as possible; second, the coursebook must provide flexibility for both teachers and learners to use it to their advantage.

It is argued that YLs benefit from a meaning-focused approach, rather than a structural one; however, it might be a mistake to think that there is no place for a focus on form when teaching YLs. There is agreement in the literature that a cyclical approach to syllabus in which language items are systematically recycled would increase the effectiveness of a coursebook in terms of learning vocabulary and grammar points. Nevertheless, it is understood that it might be quite challenging to ensure this happens through emergent approaches to language teaching, such as topic-based, story-based, content-based and task-based approaches.

This chapter also suggests that we need to find more effective ways of developing TBs, as we still know very little about how TBs are developed and consumed. More studies are, therefore, required in this area.

As for the consumption of coursebook materials in classrooms, this chapter argues that there are huge variations in the way teachers use coursebook materials, even when teaching the same pages of a book and there are many reasons for this, such as, students' profiles and interests, teachers' experience, beliefs and so on. Also, some teachers tend to rely on the coursebook materials more than others because they believe that they have been developed by professionals. Teachers must be aware, however, that authors can never estimate precisely what the students and contextual realities are like in a particular classroom, nor how a lesson will develop at a particular moment. Teachers also need to understand that suggestions in the TBs are only proposals, not prescriptions. Finally, PD seems to be a requirement for effective use of coursebook materials, as this study provides evidence that it does have a positive influence on teachers' decision making.

Exploring teachers' adaptations of coursebook materials and their justifications for these can help us understand how coursebook materials are used and why. This is because, as this study reveals, teachers, whether consciously or subconsciously, constantly adjust and fine-tune the materials for a variety of reasons. Again, teachers need to be aware of adaptation techniques and how to apply them to materials. Teachers also need to realise that sometimes their adaptations can make course materials worse and less effective. If they use the materials in a way that runs contrary to the author's aims, the materials may sometimes not work very well. Novice teachers may misinterpret the aims of a task and this could have a less than positive impact on the staging, flow or pace of a lesson.

In the following sections, a critical discussion of the findings is presented with reference to three main categories: production, evaluation and consumption.

9.2. Production of the Local Coursebook Series

The issues discussed in this section address the first and second research questions in the macro level of the study: 'How was the coursebook series developed?' and 'What does the end-product look like?' Broadly speaking, the basic steps followed during the design and development process of the coursebook series bear a resemblance to many coursebook development projects reported in the literature (see Jolly and Bolitho, 2011; Tomlinson, 2013; Tomlinson and Masuhara, 2017). Nevertheless, the accounts of the key stakeholders in the process revealed the distinctiveness of this coursebook project in several respects. The key findings pertaining to the production of this coursebook series are critically discussed below.

9.2.1. Authors' Familiarity with Context

What is immediately apparent from the findings is that the level of author involvement in each stage of production and author-audience relationship is unprecedented in the literature. The non-local authors initially acquired micro-level knowledge and cognizance through frequent school visits, classroom observations and meetings with the end users, in addition to conducting questionnaires in the target context. Such familiarisation and direct involvement appear crucial, as has been previously noted, because it allows authors to interpret feedback more accurately and thus contributes to the degree of suitability and effectiveness of the series in the target context. Timmis's (2014, p.259) conclusion, based on his own frustrating experiences writing for a context that he did not know well, also testifies to this: 'there is no real substitute for going to the place yourself to assess the context.' Tomlinson and Masuhara (2017) similarly note that the less distant the producers and users are geographically, culturally and linguistically, the more likely the congruence between the materials and the target users' needs and wants. In cases where author visits to target contexts cannot be arranged, it, therefore, seems crucial for publishers to seek ways to increase the dialogue between authors and end-users, through online meetings with teachers and students and e-mail exchanges.

If awareness of local cultural realities is so significant for the success of a new coursebook series, this raises questions about the advantages of recruiting local

authors or practising teachers to write. Two issues, expertise and image, are relevant here. Firstly, if effective coursebook writing requires specialised knowledge and skills, as well as experience, as Zemach (2018) eloquently reasoned in her recent IATEFL plenary address, the quality of less-experienced local writers' work might be called into question. Whilst close familiarity with the context is undeniably valuable, it is not necessarily a panacea for developing suitable and effective materials for a local context on its own. Coursebook development is a complex process involving several critical stages and multiple factors and constraints, as this study reveals. Secondly, it is challenging for a local publishing house to create a coursebook series that can compete in a cut-throat market (Gray, 2016). My own experience as an ELT teacher, teacher trainer and manager over the last 17 years has taught me that locally developed materials are often perceived as low quality and unreliable. Course materials produced by native speakers of English, especially those published by leading, international publishers, are generally more widely preferred, despite their high price. I personally know several products developed by local authors, who have used 'native speaker' pseudonyms on the covers for the sake of image to promote confidence in the product. The above issues might be factors which led the local publishing house to recruit award-winning British authors for this project.

9.2.2. Feedback and Compromise

Although the present study indicates that an author's expertise and in-depth understanding of local needs, practices and realities is invaluable, compromise is often an inevitable part of the materials design process. Indeed, Mares (2003) argues convincingly that compromise is a key skill for an author. This is perhaps because decisions taken as a result of negotiations eventually have an effect on the shaping of the book.

Compromises and challenges in coursebook development projects reported in the literature usually focus on issues between authors and publishers (see Bell and Gower, 2011; Mares, 2003). Compromises are usually required in global projects where publishers tend to play safe to address as wide an audience as possible for commercial reasons, whilst also trying to take on board trends and market constraints. Publisher

guidelines, principles and constraints might cause frustration and disappointment for authors whose personal ambitions and principles are undermined (Tomlinson and Masuhara, 2017). Zemach (2018) offers striking examples of how she felt constrained by publishers and had to omit materials that she felt were effective. She argues that some content in her books is not as good as the material which is not there, because it was edited out. In the coursebook project investigated in this study, however, the local publishing house imposed hardly any constraints on the authors, which was also one of the reasons why the authors agreed to undertake the project, as this approach is unusual nowadays at a time when most projects are publisher-led. Most of the compromises involved in this coursebook project were negotiated between the authors and end-users. This may have arisen due to the authors having direct contact with their target audience throughout the development process.

There is evidence in this study that constant feedback throughout the production process, especially during the piloting stage, not only ensures appropriate fine-tuning of the course materials, but also helps avoid serious mistakes prior to publication. For example, a draft syllabus was presented to teachers for their comments, as a result of which, the writing strand of the syllabus, an important issue for the context, was revised early in the project. On another occasion, inappropriate content, in this case the inclusion of multiplication in the early units of Level 1 of the coursebook series, was revised as a result of the teachers' immediate feedback. This is clearly an advantage of involving teachers in content selection and syllabus design, as Yalden (1987) suggests. The issue concerning the writing syllabus also showed the importance of understanding the local educational culture, and required the authors to adjust their personal beliefs that it was too late to start learning how to write after the first term of Year 1. In global materials usually, however, every choice made by an author, editor, or illustrator is often influenced by their own beliefs and culture (Nelson, 1995) and for this reason may not fit each unique educational context.

Some pedagogic and methodological issues can evoke more subjective responses from stakeholders. For example, some teachers in this study believe that grammar rules should be presented explicitly at certain points in the series. This type of issue is less easily negotiable for two reasons: firstly, there exist various (theoretical and pragmatic)

approaches to language teaching and learning, but, as Tomlinson and Masuhara (2017) suggest, there is little empirical evidence to prove the effectiveness of one approach over the other(s); secondly, teachers have diverse teaching styles and hold diverse beliefs about the appropriateness of particular theories, approaches and practices for their specific contexts. It is, therefore, important for authors to approach local projects with an open mind and to pay attention to contextual realities and needs, whilst at the same time drawing upon relevant research and SLA principles (Harwood, 2010; Tomlinson, 2015).

A significant question is how far and on what basis authors should compromise their principles in response to the results of the needs analysis and market feedback (Timmis, 2014). In practice, authors and the editorial team have to weigh up all the feedback carefully and decide what to act upon and why, taking into account the aims of the project. The developers of this coursebook series, for example, first categorised the feedback according to its type: 'the ones related to the pedagogy and methodology of the coursebook', 'the ones directly related to the coursebook materials', and 'the ones that are complaints'. They then evaluated the reliability of the feedback, which seems to be an effective strategy when handling a wide range of opinions.

As mentioned in the literature review, according to Tomlinson (2015), principled materials development must be based on two types of criteria: local and universal. He argues that greater importance must be attached to universal criteria for the sake of successful acquisition. However, this may present a challenge for a particular local context (see Tomlinson, 2015; Tomlinson and Masuhara, 2017), as was the case in this study. As the developers initially agreed on several non-negotiable principles and adhered to them throughout the project, which impacted on local educational practices which they felt should change. One example of this involves testing. As the developers believe that the ultimate aim of the coursebook series should be to help children develop their language skills appropriately, rather than focus solely on doing well in tests, they decided not to align the coursebook series with the CYLE, even though this was considered highly desirable by the target audience. It should be noted, however, that this decision did not have the intended impact of bringing about change in the local context and, as a result, the teachers have had to supplement the

coursebook series with external or self-made test materials and teach additional classes at the weekends. As a consequence, this aspect of the coursebook series was evaluated as one of its weaknesses, which led to negative attitudes in the end-users. This example shows the significance of handling feedback with the utmost care and making compromises between principles and local realities accordingly to develop materials that are found valuable and effective by their end-users.

9.2.3. Whose Needs?

As also mentioned in the literature review, there are different views on the question of whose needs and feedback should primarily drive the development of a coursebook. The current inquiry reveals that the teachers' opinions were ascribed greater weight than any of the other stakeholders' in the process. Though the primary aim of a needs analysis is to find out about learners' needs (Richards, 2001), the materials developers did not report on how they identified the needs of the students and collected feedback from them. Needs analysis appears to have been done indirectly through classroom observations and communication with teachers. Three reasons may account for this: first, the developers might consider the students too young to express their opinions explicitly and precisely; second, they might have assumed that teachers already knew the students' needs, based on their daily observations and interactions with them; and third, they might have a political agenda such as pleasing the teachers by primarily attending to their needs since they remain the key stakeholders who decide whether to use the same coursebook again in this context.

As each stakeholder is likely to have different opinions on what needs really are because 'what is identified as a need is dependent on judgement and reflects the interest and values of those making such a judgement' (Richards, 2001, p.54). It could be argued that direct access to the children's perspectives, through the use of questionnaires and focus-group interviews during the development process, might have added a further dimension to the appropriate shaping of the coursebook materials by triangulating with the teachers' perspectives. This study showed that, despite their young age, children are capable of making reasonable comments on various aspects of the coursebook materials and articulating their needs and wants

clearly. Indeed, without their involvement, it would not be possible to draw well-validated conclusions. This lends support to Pinter and Zandian's (2014, p.66) argument that 'children are capable of providing useful and reliable insights into their own lives, and they can be resourceful and knowledgeable, especially concerning their own experiences'.

9.2.4. Syllabus Design and Methodology

Bourke (2006) argues that syllabus is not simply about the selection and organisation of content, but it involves the translation of particular theories and approach(es) of language teaching and learning into practice. According to Richards (2001, p.152), there are four factors that affect the selection of a syllabus framework: '(i) knowledge and beliefs about the subject area; (ii) research and theory; (iii) common practice; (iv) trends'. The authors of this coursebook series adopted an eclectic approach and were informed by several pedagogical theories and approaches. The author justified this approach by claiming that every theory and approach has its strengths and weaknesses; they therefore need to be tailored in order to gain maximum benefit from them in a particular context. This concurs with Bourke's (2006, p.279) argument that '[e]very syllabus has to take account of contextual variables and constraints, and at the same time pay due regard to the principles of second language learning.' As a consequence, a so-called 'changing and evolving methodology', from 'STORY-BASED/topic-based' towards 'TOPIC-BASED/story-based', was adopted in the coursebook series in order to synchronize each level with the needs and interests of each age group by taking their cognitive and psychological developments into consideration. This appears to be consistent with Arnold and Rixon's (2008, p.53) argument that 'because of the variety of aims and contexts that can be connected with young learners, it is not possible to lay down a single set of universal principles'.

In addition, like the majority of contemporary coursebooks for YLs, this coursebook series was found to follow a multi-strand syllabus which is a combination of topics, situations, structures and lexis. Topic-based (theme-based) and situational approaches to syllabus design and content selection appear to be the main organizing principle of this series. Arnold and Rixon (2008, p.42) acknowledge that such organising principles

are 'child friendly' and therefore more suited to YLs. This is perhaps because they are suitable for holistic learning and promote language learning in a more natural and meaningful way.

Tomlinson and Masuhara (2017, p.42) suggest that 'form-focused approaches that focus initially on meaning and communication and then focus on learning points emerging from this experience should be used in materials development'. This coursebook series follows a similar approach. The authors initially identified a list of imaginary contexts, situations or topics that are likely to be familiar to or interest the children. They then considered what language naturally emerges in these contexts, rather than first determining a strict structural syllabus. This approach is known as an analytical approach (Wilkins, 1976) and is claimed to be suitable for YLs (Nunan, 2011), probably because children under about 9 or 10 learn by doing, not through formal teaching (Cameron, 2001, 2003; Pinter, 2017; Tomlinson and Masuhara, 2017).

Though situational and topic-based syllabuses are believed to be advantageous, in that they aim to present language in meaningful contexts and teach practical and realistic use of it, several aspects have been criticised in the literature (Richards, 2001). For example, content and sequence of linguistic items are usually incidental. This is confirmed by the author of the series who implied that their selection of content and its organisation was rather intuitive and arbitrary. Also, the findings revealed that the grammar and lexical sets were dealt with incidentally and without a clear logical sequence. As a result of this, some teachers and students reported linking and sequence issues, as well as confusion. Teachers, for example, reported that there were several teaching points in each unit, so they were unsure what to focus on. Also, according to some teachers and students, the coursebook leaps from one topic to another within the same unit. Interestingly, similar feedback can be seen in Arnold and Rixon (2008) who examined a wide range of coursebooks for YLs in relation to principles and procedures highlighted in the relevant literature. This situation arises as situations and topical content determine the linguistic items, rather than vice versa.

On a more positive note, this approach might offer flexibility to teachers who can give more weight to certain language items above others, taking their students' needs into

consideration. The findings from the classroom observations in the current study provided several examples of this type of adaptation. To illustrate, even though each pair of teachers covered almost the same sections, their focus varied substantially according to their respective priorities. It seems, however, that exploitation of the potential of this approach requires a high level of knowledge and expertise from teachers. Teachers who were unfamiliar with, or do not support the coursebook's approach, reported challenges, most of which are understood to stem from their tendency to be rule-driven and product-based, and address every structure they come across in the coursebook series. Interestingly, this teaching style issue was also reported as one of the challenges the authors confronted during and after the production of the series. The developers of the coursebook series attempted to tackle this issue by using various methods, such as e-mails, meetings and training programmes. It was found, however, that this mismatch of ideas concerning appropriate methodology still persists among some teachers. This suggests that authors must acknowledge that teachers in a particular context will always mediate course materials as they think fit in line with their own values, preferences and beliefs about pedagogy.

9.2.5. Content and Culture

The findings of the study indicate that it is beneficial to include content that is familiar and culturally appropriate for YLs. It seems that local projects have more potential to allow authors to ensure this. This accounts for the belief held by some researchers that locally developed coursebooks can be more effective than global ones (Bacha, Ghosn and McBeath, 2008; Lund, 2010; Tomlinson and Masuhara, 2017). This study reveals, for example, that a high level of cultural appropriacy is one of the major strengths of the local coursebook series and both teachers and students enjoy familiar and relevant cultural, historical and geo-political content.

It is argued that YLs' schematic (both content and textual) knowledge is less developed compared to older learners (Pinter, 2017). It is also underlined that their schemas are generally constructed in childhood in their native language culture (Cameron, 2001). As a result of this, even contextualised language practice in the cultural setting of the

target language might turn out to be a meaningless drill for YLs, as they will initially have to deal with the unfamiliar context (Ghosn, 2004). This means that 'unfamiliar tasks, unfamiliar contexts, and unfamiliar adults can cause children anxiety and, as a result they may perform well below their true ability or not respond at all to the questions or tasks' (Pinter, 2017, p.9). Indeed, there is evidence in this study that familiar content not only motivates students but also helps them make connections with their own world and, in turn, develop ownership of the coursebook and target language (cf. Alptekin, 1993; Cunningsworth, 1995; McGrath, 2002; Nelson, 1995). Student reactions during classroom observations in the present study also testified to the fact that familiar content increases their participation in lessons (McGrath, 2002). It appears to stimulate their schemata, put them at ease, encourage them to take risks, and gives them the message that learning English is not something completely independent of their culture, which further increases their motivation to learn the target language.

However, providing students with the opportunity to learn about the diversity of cultures and worldviews by including some degree of relevant, global content in local projects and making connections and comparisons between the local and the global can help increase their intercultural competency, as McGrath (2013) and Garton and Graves (2014) argue. For the purpose of realising this aim, a number of global coursebooks have been versioned for a specific market. Such coursebooks are known as 'glocal' (Gray, 2002) or 'adapted' (Tomlinson and Masuhara, 2017) coursebooks in the literature. However, they are still likely to end up being 'less relevant to local requirements than tailor-made local equivalents' (Tomlinson and Masuhara, 2017, p.147). One solution might be to develop 'lobal' (a blend word for *local* and *global*) coursebooks moving from local to global. In this approach, the content of the coursebook primarily draws on the results of a needs analysis conducted in a local context, and global (intercultural) content is integrated as appropriate. This might enable learners to move from the familiar to the unfamiliar and make comparisons between their home culture and other world cultures.

The findings suggest that, in addition to familiar and culturally appropriate content, the suitability of the content for the learners' cognitive and proficiency levels must also be

considered. The issue of level will be discussed further in Section 9.3.1; however, one point is worth mentioning here. The present study shows that, whenever content beyond the cognitive and proficiency level of the children was introduced, they felt discouraged and lost concentration during the lesson. This implies that, when this happens frequently, it may even cause the children to lose their motivation to learn English: '[I]mposing a too heavy or too analytical cognitive load on them (children) could not only impede their cognitive development but also inhibit affective engagement and prevent L2 acquisition' (Tomlinson, 2015, p.285). Therefore, '[d]iscourse in young learner classrooms should follow patterns children find familiar, from their home and family, or from their school experience, and should not demand more of children than they can do' (Cameron, 2001, p.53). It can then be concluded that where coursebook materials fail to provide this, it is the teacher's responsibility to take action and mediate the materials accordingly. Indeed, the present study showed that almost all teachers endeavoured to fulfil this role, either consciously or tacitly by applying both pre-planned and spontaneous adaptations, which will be discussed further in Section 9.4.

9.2.6. Training and Support for Teachers after Production

The findings of the current inquiry indicate that teachers must be provided with support both before and while they use a coursebook (series), especially when innovation is introduced through it and change is an expected outcome. The findings revealed that there are two types of training the teachers in this context require: first, general methodological and pedagogical training, such as, how to teach English to YLs, classroom management in YL classrooms, topic-based and story-based approaches etc.; second, training directly related to the coursebook series, such as the rationale for certain sections and tasks, the approach to assessment etc. Indeed, these two areas complement each other, and both need to be addressed to ensure appropriate and effective use of the coursebook materials. This is because '[w]ithout the provision of suitable teacher training, young learner teachers may inadvertently contribute to the development of negative attitudes towards language learning through the provision of impoverished learning experiences' (Rich, 2014, p.7).

Being aware of this led the course developers to take certain action. For example, they created quite extensive TBs which made the approach and principles explicit. This supports Tomlinson and Masuhara's (2017, p.41) argument that 'if innovations are introduced their rationale should be clearly explained and teachers and students should be invited to trial them, to reflect on them and then to make their own decisions about which texts and which activities to use and how they use them'. According to Arnold and Rixon (2008, p.40), the TB is the most usual tool used for this purpose.

> 'New ideas have largely been carried to the YL teaching profession by successful and influential course materials. Publishers who wish to succeed in a market in which many teachers are not yet very experienced in the field need to put major effort into supplying Teachers' Guides that are clearly written, comprehensive and full of teaching advice, even if this often makes them several times the length of the pupils' materials.' (Arnold and Rixon, 2008, p.40)

Yet, the findings suggest that it might be a mistake for publishers to provide intensive support only in the first years of a product and let the TBs take care of the rest. Continuous support is a requirement, not only because there will always be teachers using the coursebook series for the first time each year, but also because PD is a continuous process rather than a one-off undertaking. Technology can be used as an effective vehicle for support and training. For example, online forums, training courses, webinars, video-conferences and video-recorded demo lessons might not only help teachers develop professionally but also use the course materials appropriately. The findings of the current study indicate that greater support of this nature needs to be provided to the teachers in this context.

9.3. The Effectiveness of the Coursebook Series

This section discusses the key findings in relation to the first research question in the micro level of the study: 'What are the attitudes and perceptions of the teachers and students towards the coursebook series based on its classroom use?' It should be noted at this point that it is the impact of the coursebook materials on the end-users

and other relevant issues, rather than a formal evaluation of the materials themselves, that is primarily discussed here.

9.3.1. Level: Does One Size Fit All?

The findings confirm that it is almost impossible to develop a coursebook which is completely relevant to the cognitive and proficiency levels of every student in a particular context, even if the book has been specifically developed for them. It is, therefore, unsurprising that student feedback regarding level varies considerably: whilst some students find it challenging; others find it suitable; and still others find it too easy. As some students emphasised, the teacher's role is critical, in making the materials accessible and providing fine-tuning and 'scaffolding' (Wood et al., 1976, p.90), when appropriate. In other words, the teacher must ensure 'comprehensible input' (Krashen, 1982). Linse (2005) suggests several ways of making input meaningful for YLs, e.g. providing context, building schema, providing a variety of input, ensuring rich classroom language, modelling instructions, supporting language with actions. However, differentiation seems to be one of the greatest challenges that teachers face in teaching YLs across the world. It, therefore, seems crucial to train teachers how to deal with mixed-ability classes during their initial primary teacher education course (Copland, Garton and Burns, 2014).

From the materials development perspective, it might be an effective solution to provide teachers with multilevel materials, such as graded e-versions of the same material, as some participant teachers proposed in the current study. Indeed, multilevel materials have the potential to offer learners the choice of working at their own level while achieving the same learning objectives (Naungpolmak, 2014). Thus, they might not only provide support for teachers but also contribute to student learning. Differentiation certainly remains an area ripe for further research, as Copland, Garton and Burns (2014) also conclude, drawing on data from a large-scale research project involving 4459 teachers worldwide.

9.3.2. Effectiveness of the Methodology, Syllabus and Content

The findings suggest that there are two important considerations regarding effective methodology. Firstly, the methodological principles underpinning the materials need to be made transparent to users (Arnold and Rixon, 2008) and teachers need support and guidance. This can be ensured through various channels, as discussed in Section 9.2.6. Secondly, a coursebook needs to provide flexibility as well as variety (see Bao, 2016; Bolster, 2014, 2015; Maley, 2011; Tomlinson and Masuhara, 2017). For example, all teachers, who I observed teaching, used the coursebook materials flexibly, supplementing them when necessary. Teachers too need to be flexible, as Bao (2016, p.43) suggests: 'flexibility in the teacher and that in the coursebook have a mutual relationship bound by shared responsibility'.

The findings also highlight that materials are used in ways never imagined by the authors due to the diversity of teaching styles, local educational cultures and needs (see Timmis, 2014). This was noted by Bacha, Ghosn and McBeath (2008, p.284): 'while the textbook plays a central role in the teaching and learning process, the activities are not necessarily always realized in the classroom in the ways the authors intended'. Indeed, as soon as a coursebook is put into use, 'it often provides affordances that were not intended or perhaps even imagined by the designer' (Guerrettaz and Johnston 2013, p.789). There is thus no point in being prescriptive and rigid about how coursebooks should be used.

This coursebook was designed with the basic principle that children 'learn by doing' in mind, that is, by engaging in meaningful activities and tasks rather than being exposed to explicit grammar explanations. This approach is endorsed as the most suitable way of teaching YLs in the literature (Cameron, 2001; Nunan, 2011; Pinter, 2017; Tomlinson and Masuhara, 2017). Bland (2015, p.3) writes, for example, that 'while focus on form is one useful way of making language salient, an explicit focus on form is not the most efficient means for most children of primary-school age'. It is recognised, however, that some children also benefit from form-focused instruction and simple metalanguage, as long as it is provided through meaningful activities and tasks (Cameron, 2001; Hughes, 2013; Pinter, 2011). In this study, some teachers and

students feel the need for grammar presentations and metalinguistic explanations at certain points in the coursebook series. Indeed, seeing that children in immersion classes lacked grammatical accuracy, Cameron (2001, p.30) concludes that 'focusing on meaning is important, but is not enough for continued language development'. Unlike T7 who claims that it is too early to teach such terms as 'noun' and 'adjective' (see Section 6.2.4.2), Cameron (2001) argues that young children are quite capable of learning them. It might, therefore, be useful to provide grammar explanations either at the end of a coursebook or to create a separate grammar component, so that the teachers and students can refer to them when necessary. This solution might also address the lack of face validity of the series for some parents and teachers who are used to more overt approaches to teaching grammar (see Tomlinson and Masuhara, 2017). Further empirical evidence is, however, required to reach reliable conclusions about teaching grammar to YLs (Garton, Copland and Burns, 2011).

Nordlund (2016, p.49) is critical that 'vocabulary included in textbooks seems to be haphazard and rather dependent on the personal preferences of the writer(s)'. It was interesting to find, however, that, though the coursebook series investigated in this study is not based on pre-determined lexical sets, nor does it primarily aim to teach vocabulary overtly and systematically, rich vocabulary acquisition in children is one of the reported positive outcomes of the coursebook series, especially for Level 3 of the series. This indicates that contextualised and incidental presentation of content has the potential to expand children's vocabulary knowledge. However, as the findings related to the vocabulary content of Level 4 of the series showed, such an outcome can be achieved on the condition that the content is closely related to the children's world and suitable for their cognitive and proficiency levels.

Also, the findings revealed two points that might help further improve the vocabulary content of the series and make it more systematic. First, because familiar content facilitates YLs' acquisition, it might be beneficial to introduce lexical items that the children already know in their own language. This resonates with Nunan's (2011, 48%) argument that '[c]hildren should not be expected to learn things in a second language that they have not yet learned to do in their first language'. A cross-curricular approach, which takes into account the content of the Turkish primary school

curriculum, might be helpful to ensure that topics they are studying in their L1 are also encountered in the English language syllabus. Such an approach is believed to be advantageous in the sense that students can notice the relevance of what they are doing (Maley, 2011).

Besides, as previously noted, the findings suggest that a coursebook with a cyclical syllabus is more likely to be effective in terms of language acquisition, especially for YLs, as their attention span is limited and they often learn quickly but also forget easily. Indeed, studies have shown that the amount and frequency of encounters with a specific lexical item, matters immensely in terms of language acquisition. Recent research on vocabulary acquisition, for example, suggests that 'the greater the number of repetitions, the more likely learning is to occur' (Webb and Nation, 2017, p.64). Furthermore, '[t]o acquire breadth and depth as well as both receptive and productive knowledge of words and to firmly anchor them in long-term memory, vocabulary items need to be used and encountered in many different contexts' (Nordlund, 2016, p.50). This highlights the importance of systematic recycling of grammar and vocabulary items in YL coursebooks to yield more effective learning outcomes. This supports Tomlinson's (2015, p.283) position:

> 'Effective acquisition requires frequent and varied exposure to the feature in authentic use within a complex context of communication. It seems that acquisition of a linguistic feature can only occur if it is encountered many times, if the encounters are in different contexts and if the encounters occur frequently over a lengthy period of time. Such recycling is essential.'

It may, however, be quite challenging for an author to produce a spiral syllabus, after choosing to adopt approaches such as topic-based, content-based and task-based, in which the grammar and vocabulary items emerge naturally and learning is usually incidental. This is reported as one of the technical difficulties in developing a framework using meaning-based approaches in the literature (Arnold and Rixon, 2008). This is probably because 'it can be difficult to ensure that language that fits particularly well with one topic area is not lost sight of as other topics come into play' (Arnold and Rixon, 2008, p.43). Another concern is that cyclical gradation can bring about coursebooks that are excessively long (Cameron, 2001). It can therefore be concluded

that teachers of YLs must be aware of the power of repetition and revision; even if a coursebook fails to provide enough recycling, they should take the responsibility to ensure it inside their classrooms. This resonates with Nordlund's (2016, p.60) argument that:

> 'Even with inadequate teaching materials learners might acquire a substantial vocabulary - if they have dedicated teachers who recycle the textbook vocabulary more often than the textbook teacher's guide suggests, who incorporate vocabulary outside the textbook into their teaching, and who really focus on providing their students with the conditions needed for successful vocabulary acquisition'.

Indeed, it was found that some of the teachers observed in this study already fulfil this important role, using various strategies, such as playing a song, and referring to the stories from previous units (see Chapter 8).

There is evidence in this study that a story-based approach is an effective way of teaching YLs. This is not surprising because the power of stories has been frequently emphasised in the literature on TEYL (see Arnold and Rixon, 2008; Cameron, 2001; Hughes, 2010a, 2013; Nunan, 2011; Pinter, 2017; Read, 2008; Tomlinson and Masuhara, 2017). For example, Pinter (2017, p.99) underlines that '[s]tories are an excellent vehicle for teaching vocabulary and grammar together in a holistic way'. The findings revealed a number of important facts about stories and a story-based approach from the teachers and students' perspectives, which is worth reporting here. Stories:

- provide a meaningful context.

- are an effective tool for presenting target structures and vocabulary in a context.

- have the potential to attract children's attention and boost their motivation.

- can make things more memorable.

- may be more effective when they are culturally appropriate and familiar to children.

- can be more powerful when supported with visuals and audio-visuals such as (animated) videos.

- can be acted out, which can not only make the learning process more enjoyable but also help children improve their speaking skills.

- can be useful in terms of improving children's literacy skills.

- may have appealing characters who play an important role in making a story successful.

- may provide opportunities to set up a variety of activities.

Some findings, however, highlight the limitations of a story-based approach. They are listed below:

- Stories can be demotivating if the texts are lengthy and above the level of children.

- A story-based approach may not work effectively if the teacher does not have the knowledge and skills to apply it appropriately. For example, some teachers attempt to analyse the texts of the stories to teach the target structures and vocabulary, which goes against the principles of the story-based approach.

- Starting a unit with a story might be an effective way, as Tomlinson and Masuhara (2017) recommend; however, if a full unit is built upon a story which does not attract children's attention, the teacher may face challenges throughout that particular unit.

- Stories are usually culture-bound and may require background information. If this information is missing, both the teacher and children are likely to face difficulties.

- It is almost impossible to use the original version of authentic stories in a coursebook for YLs because of their length and language difficulty. Thus, they have to be abridged and simplified. However, if this process is not handled carefully, stories may end up being meaningless, boring and ineffective.

The findings of the current study also suggest that YL coursebook materials must aim to achieve affective engagement, as well as effective acquisition. As Tomlinson (2015, p.284) emphasises, 'without affective engagement there is no chance of effective and durable acquisition'. According to Copland, Garton and Burns (2014), motivating YLs is quite challenging from their teachers' perspectives and that this contradicts the commonly-held belief that children are intrinsically motivated and enthusiastic about learning English. It would appear important, therefore, for materials developers and teachers of YLs to keep the affective factor in mind during the execution of their work. From the materials development perspective, the current inquiry indicates that the following have the potential to increase children's motivation and engagement:

- Familiar and culturally appropriate materials
- Meaning-based activities and tasks
- Visually and audio-visually supported materials (both contrived and authentic)
- Materials that can be easily linked to the children's world or imagination
- Kinaesthetic activities, such as TPR activities
- Games and game-like activities
- Stories
- Songs
- Information-gap activities
- Role-plays
- Activities with stickers
- Puzzles

The findings also revealed that almost all the content of the coursebook series is fictional and imaginary. This means that the content was mostly developed from scratch, specifically for the purpose of teaching and learning the target language. Indeed, this seems to be the case in most materials for YLs, as Arnold and Rixon (2008) discovered in their investigation of 16 YL coursebooks. They concluded that most of the language content did not appear 'realistic' because it was developed based on what YLs are expected to say, rather than what they normally say in daily life. However, some teachers and students, especially the ones using Level 4 of this series, wish to have

materials that are contemporary and connected to the real world, because these types of materials are more motivating and engaging in their view.

In their global study, Copland, Garton and Burns (2014) identified that 'writing' is one of the top challenges reported by teachers of YLs. They feel that this is quite normal because most children have to develop their literacy skills in two languages concurrently. The present study also identifies a challenge in teaching and learning literacy skills from the teachers' and students' perspectives. The findings revealed, for example, that the students' views on the materials aiming to develop literacy skills, namely reading and writing, are relatively negative compared to their attitudes towards the listening and speaking materials. It is understood, however, that this is because those students hold negative attitudes especially towards writing in general. This might be because children go through a competitive and painful process of learning literacy skills in the first year of schooling in the Turkish education system. They usually feel pressured to learn how to read and write in as short a time as possible. Another reason for their negative attitude might be that, because English is not as orthographically transparent as Turkish (see Rixon, 2013), children might feel challenged to read and write in English and, as a result, this hardship might remind them of the painful process they experienced previously in Year 1. Consequently, '[t]eachers and materials creators need to take into account the fact that English is objectively a difficult language in which to learn to read (and write), even for its own native speakers' (Rixon, 2013, p.209-210).

Also, learning to read and write in English at the same time as the home language can offer some complexities for children (Rixon, 2013). Furthermore, YLs initially need comprehensive oral and aural experience in the target language so that they can build a large repertoire, just as any native speaker of a language and become aware of the phonology of the language, which is fundamental to decode sound and letter relationships (Rixon, 2013). These indeed seem to be the main reasons why the teachers were opposed to the authors' idea of introducing reading and writing from the very beginning of Level 1 of the coursebook series in the present study. My own feeling is that, whilst it is not appropriate to aim to teach literacy skills in English to children before and while they learn how to read and write in their mother tongue in

this context, its introduction should not necessarily be delayed until the end of primary school. In other words, literacy skills can make such an important contribution to children's learning the target language that it might be a mistake to give priority to speaking and listening only throughout the primary years. Moreover, the reading and writing syllabus of a primary coursebook series can be made more effective when developed in a principled way and with the utmost care in line with the analysis of reading and writing systems in the mother tongue, local realities and teacher feedback. Rixon (2013), for example, suggests as a possible principle that words that are orthographically transparent can be chosen at the beginning stages. More importantly, she underlines that materials must have a perceptible system and the rationale behind that system must be made explicit in TBs in order to qualify as 'principled'. It is also extremely important that teachers handle reading and writing skilfully in order to make children's learning as interesting and enjoyable as possible. To this end, training in teaching reading and writing skills should also concentrate on the type of reading and writing suitable for YLs, particularly because their motor and cognitive skills develop simultaneously (Copland, Garton and Burns, 2014).

9.3.3. Teacher's Books

The current study raised several issues regarding TBs. In the literature, some believe that a TB has the potential to train teachers, especially the less experienced ones; whilst, others believe that it may diminish teachers' cognitive skills and abilities, which may result in 'deskilling' (Richards, 1993). The developers of this study took the former stance and created detailed and comprehensive TBs for each level to guide and support teachers. Teachers in this study find the TBs highly useful though there is little evidence that the TBs have the intended impact in terms of teacher training. We know very little, in fact, about the impact of TBs: how they are developed and used, for example. There is limited research on the evaluation and use of TBs, but such information has the potential to make a significant contribution to knowledge and, in turn, to enhance the quality and effectiveness of TBs.

Mishan and Timmis (2015, p.46) assert that 'teachers, particularly at novice level, often respect the coursebook as a manual written by experts'. Some teachers in this study

adhere to the guidance in the TB, mainly because they believe that it has been produced by experts and based upon sound principles and recent developments in language teaching and learning. Indeed, there may be various plausible reasons why some teachers choose to follow TBs:

i.   It is practical and time-saving: It is much easier to follow the pre-prepared lesson plans and procedures, which are all detailed step by step.

ii.   It is like a manual: It is prescriptive and explains what the purpose of an activity is and how to do it.

iii. It helps understand a coursebook's approach: Since it is generally written by the team that developed the students' materials, it will make the philosophy explicit (Nunan, 2011). Every teacher has a different background and teaching style, so they might misinterpret the coursebook's approach and misuse the content without the guidance of the TB.

iv.   It supports teachers with little experience and self-confidence: Some teachers might lack experience and self-confidence to teach through a new coursebook, especially with a new approach. Therefore, they would follow the TB until they feel more secure. It is also suggested that the first time a teacher teaches a new coursebook, it is wise to use it in the way the developers intended (Nunan, 2011).

Whilst positive attitudes towards coursebook use might be desirable, over-reliance on the coursebook and TB suggestions have been critiqued in the literature. Coursebooks have been criticised for example for undermining a teacher's decision-making and minimising initiative (Brumfit, 1979; McGrath, 2013; Swan, 1992). In this study, Teacher H seems to have been constrained as a result of his faith in the developers of the coursebook series. He admitted, for example, that he would prefer to follow his own ideas. This might have been more productive because, for example, Shawer, Gilmore and Banks-Joseph (2008) found that adaptations result in benefits for learning as well as stimulated interest. Indeed, it is much easier for a teacher to follow the instructions in a coursebook than constantly engage in labour-intensive and time-consuming decision-making about what to teach and how (Hutchinson and Torres, 1994). Yet, as this study illustrates, this approach to teaching is almost impossible in practice due to

the dynamic and interactive nature of every lesson. It can be concluded, therefore, that teachers must be made aware of the role they play in mediating materials to make them more suitable and effective for their students, and whilst this does not necessarily entail being unfaithful to the TB, it requires teachers to engage critically with the materials whilst reflecting on their own teaching contexts. In this regard, teachers must become aware that:

> 'coursebooks…, are proposals for action, not instructions for use. Teachers look at these proposals and decide if they agree with them, if they want to do things in the way the book suggests, or if, on the contrary, they are going to make changes, replacing things, modifying activities, approaching texts differently, or tackling a piece of grammar in a way which they, through experience know to be more effective . . .' (Harmer, 2001, quoted in McGrath, 2013, p.15)

In fact, it appears that most of the teachers in the present study are aware of the criticality of their role as a teacher and that coursebook materials are likely to fail them if they adhere to the coursebook materials exclusively as proposed in the TBs. For example, Teacher G argued that, if they follow the coursebook faithfully, they are likely to experience difficulties, such as level issues. Indeed, teachers have to vary the techniques and activities to make the materials comprehensible and cater for every type of student in their classes. As McGrath (2013, p.45) puts it, 'teachers will understand and accept that they cannot just use the materials as they are'. Indeed, 'adaptation is an inevitable and necessary procedure to ensure a match between materials and learners' (Tomlinson and Masuhara, 2017, p.110).

9.4. Consumption of Coursebook Materials in Classrooms

In this section, the findings related to the second research question and its sub-questions in the micro level of the study, which aim to gain insights into the use of coursebook materials, are critically discussed. What is immediately apparent from the findings is that coursebook materials are used quite differently by different teachers, even when using the same sections of the coursebook. This coincides with the findings of other studies on materials use (Bolster, 2014, 2015; Garton and Graves, 2014; McGrath, 2013; Menkabu and Harwood, 2014; Tomlinson, 2014; Tomlinson and

Masuhara, 2017). The findings also echo Menkabu and Harwood (2014) that variations in the use of materials are primarily triggered by students' needs and teachers' own pedagogical beliefs and priorities. Such variables are almost impossible for a coursebook author to anticipate and write materials and their instructions accordingly.

The findings also suggest that the same material may not be equally effective in two different classes at the same level even when used in the same way. This means that, each time materials are used is a distinct experience. Thus, it is hardly surprising to identify notable differences between the teachers' practices in the present study. Despite variations in the use of the coursebook materials, teachers did adhere to the core objectives specified in the TBs and almost always operated within the framework suggested by the coursebook materials. This lends support to Guerrettaz and Johnston's claim (2013) that coursebooks act as the curriculum and organizer of planned content. The implication of this is that, 'while adaptation is commonplace, coursebooks still provide the 'skeleton' for the teaching taking place in the classroom' (Mishan and Timmis, 2015, p.46).

Another notable finding is that using the same coursebook more than once influences the way a teacher uses it. For example, teachers are able to exploit coursebook materials more effectively, as they become more aware of their strengths and weaknesses through use (Hutchinson and Torres, 1994). The findings also suggest that teachers who use the same coursebook more than once tend to become far less dependent on it. Close familiarity with the book appears to give them greater confidence to use it flexibly. In addition, there is evidence in this study that, when a teacher becomes more familiar with a coursebook through classroom use, she better understands the extent of content adaptation required (Richards, 2014). This is evident in the opinions and practice of Teacher A, who had been using Level 3 of the coursebook series for three years. Teacher A appeared far more confident about exploiting the coursebook materials flexibly and effectively. She herself also admitted that her experience with the coursebook helps her clearly and quickly see what materials will suit her students best and which ones will need further adjustment and supplementation.

This study obviously shows that the way coursebook materials and supplementary components are used is influenced by the technological equipment and resources teachers can access in and outside the classroom. For example, hard copy visual components such as flashcards and storyboard cards used to be one of the most desired elements of lessons with YLs in the recent past; however, the teachers in this study report that they either use them for other purposes such as classroom decorations or never use them. This is because all the teachers teach their lessons through the IWB application of the series, which contains the digital forms of all the hard copy components, as well as animation videos. Teachers can also easily access real photographs of almost anything through the Internet. Of course, use of technology in the classroom will arouse more interest in children as they are digital natives. However, teachers, especially the digital immigrants, must be made aware of effective use of technology because systematic and purposeful integration of technology in teaching surely has more to offer than simply displaying visuals and audio-visuals through IWBs.

9.4.1. Teachers as Mediators

This study confirms that there exists a very complex, dynamic and context-specific interaction between teachers, students and coursebook materials in the classroom. It suggests, however, that it is not the materials and students who primarily lead this interaction, but the teachers. They appear to be the key decision-makers, which indicates that use of the materials inside the classroom is almost always determined by the teacher. This supports Bell and Gower's (2011, p.138) claim that 'coursebooks are tools which only have life and meaning when there is a teacher present'.

It should be noted, however, that the coursebook materials under scrutiny were designed in such a way that children are not able to figure out what to do clearly without the teacher's guidance. For example, several activities suggested in the TBs, are not displayed in the PuBs (see Chapter 5). Also, most of the content children see in the PuBs cannot be completed without teacher intervention, because most activities require an audio or video, which the children cannot access. This is common for most materials developed for YLs, especially the ones aiming at children with limited literacy

skills. This partly explains why 'YLs are highly dependent on the teacher' (Bland, 2015, p.3).

This study revealed that teachers' materials use is often guided by the structure provided by the coursebook materials. However, whilst it is undeniable that the type of materials used will influence the way teachers teach and the way learners learn (Grant, 1987; Maley, 2011), it must be acknowledged that not every teacher can exploit coursebook materials to their best advantage. In other words, 'a good book may not be successful in the hands of an inexperienced teacher and vice versa' (Bacha, Ghosn and McBeath, 2008, p.291). In fact, 'the effective use of materials depends on teacher's understanding of the materials, on the fit with their beliefs, expertise, and experience, and on their ability to adapt the materials to their particular learners' (Garton and Graves, 2014, p.275). To this end, as the key element in teacher-material-learner interaction, teachers must be equipped with creativity, experience, skills, subject knowledge and methodological knowledge to mediate between materials and students effectively (Garton, Copland and Burns, 2011).

Richards (2014) also argues that a coursebook can be used as the main source of input and have a major impact on teachers' practice, if its level of suitability for the context is high. He (2014) notes, however, that it would be a mistake to think that the teacher's role is peripheral, even in such cases, due to the fact that teachers usually improvise around materials, 'moving back and forth between book-based and teacher-initiated input' (p.33). The findings of the current study concur that teachers still adapt and supplement a coursebook no matter how much they appreciate its quality and suitability. For instance, the teachers' attitudes towards the coursebook series, especially Level 3, were found to be positive in general; nonetheless, they often employed both pre-planned and spontaneous adaptations as part of their mediation. Moreover, the number of adaptations each teacher employed was quite high. This means that there is no direct correlation between teachers' attitudes towards a coursebook and the amount of adaptation they employ, either. One obvious explanation for this is eloquently summarised by Allwright (1981, p.9): 'the management of learning is far too complex to be satisfactorily catered for by a pre-packaged set of decisions embodied in teaching materials'.

The findings of the current study indicate that actual teaching is like rafting in a swiftly flowing river; it will be a different experience each time, even if the same equipment is used. This is because '[t]extbook-based classroom lesson are 'messy' events; messy because they are not products of simple and straightforward actions and motives of inactive and unreactive participants' (Hutchinson, 1996, p.341). This explains why adaptation is a necessity in almost every case, and not merely an option (Garton and Graves, 2014; Islam and Mares, 2003; López-Barrios and Villanueva de Debat, 2014; Tomlinson and Masuhara, 2017). Islam and Mares (2003, p.86) emphasise that 'even when the classroom teacher selects the book, knows every student in class well, and is using materials designed specifically for the context they are in, she will still have to adapt the materials either consciously or subconsciously.' This is mainly because, as this study revealed, there are a number of internal and external factors influencing teachers' planning and decision-making in their contexts (see Figure 15 in Section 8.2.3). This lends support to Littlejohn's (2011, p.181) argument:

> 'What happens in classrooms and what outcomes occur when materials are brought into use will depend upon numerous further factors, not least of which is the reinterpretation of materials and tasks by both teachers and learners'.

As reported in the literature review, Shawer (2010) divides teachers into three categories according to their dependence on the coursebook and curriculum: *curriculum transmitters, curriculum developers and curriculum makers*. In addition, he concludes that curriculum development and curriculum making result in more effective teaching and learning. It appears that all the teachers in this study fall into the *curriculum developers* category, as it was observed that they made several adjustments and supplementations to the coursebook materials and used the coursebook as a resource. None of the teachers in this study could be identified exclusively as curriculum *makers* or *transmitters*. What is observable at the micro level, however, is that teachers switched between these three roles while teaching. That is to say, sometimes they entirely drew on the coursebook materials and at other times they made adaptations to them. Though rare, there were also times when they introduced content and activities entirely independent of the coursebook they were using.

It should be noted that the teachers in this context function in a 'low-constraint context' (Wette, 2010, p.571), which appears to give them the autonomy to use the materials quite flexibly. No external syllabus is imposed on them, nor do teachers have to follow the curriculum specified by the Ministry of Education, or any other authorised body, because it is a private chain of primary schools. Though the findings from the interviews revealed that the teachers feel the need to teach towards the CYLE and would like the coursebook series to support this aim, micro level findings from the classroom observations did not provide any evidence that exam pressures impact on the teachers' use of materials. This is perhaps because the teachers keep exam preparation separate from usual lessons and they make use of exam-specific materials in those lessons.

Most teachers in this study seem to have mediated the coursebook materials intuitively, rather than by drawing on systematic principles. Indeed, teachers are not gifted with the skills to use materials in a principled way and perform desirable adaptations all the time. As the present study indicates, they develop their own experience-based (tacit) principles over time. Nonetheless, they still need to be made aware of the approaches and principles of coursebook use and adaptation through training and PD opportunities to gain expertise and, in turn, achieve more effective results (Augusto-Navarro, de Oliveria and Abreu-e-Lima, 2014; McGrath, 2013). This study illustrates how training programmes might influence the way teachers plan their lessons and mediate materials. For instance, Teacher A admitted that the training programmes she had recently attended, especially CELTA, had raised her awareness of the steps and procedures in a lesson. As a result, she was better able to interpret the content of the coursebook and understand its aims. It can be argued that, if a generic course like CELTA has such a positive effect on a teacher's coursebook use, then PD activities specifically focusing on materials design, development, evaluation and use would have far more potential to enable teachers to use coursebook materials more effectively.

9.4.2. Adaptation of Coursebook Materials

According to McGrath (2013), there are two groups of studies on adaptation: those which draw upon teachers' self-report; and those which are based upon observation. He adds that the latter are more reliable, as long as data collection and analysis are handled rigorously. The present study relies both on self-report and observation following a standard procedure: lesson plan submission + pre-observation meeting + classroom observation + VSR. One of the significant strengths of this approach, as a result, was to be able to picture how closely the teachers adhere to their beliefs and plans during actual execution of their lessons and reveal why they used the materials in the way they did. For example, the findings interestingly show that teachers' professed beliefs and priorities do not always coincide with their actual practice (cf. Menkabu and Harwood, 2014). To illustrate, during the pre-observation meeting, Teacher B claimed that she usually follows the suggestions in the TB strictly, owing to her presupposition that there must be a logic and system behind them and her lesson plan was in line with her claim. The findings from the classroom observation demonstrated, however, that she employed several adaptations, both pre-planned and spontaneous, throughout the lesson. It was found that such deviations from beliefs and priorities primarily stem from unforeseeable and inevitable factors such as students' level of motivation and their instantaneous responses during the lessons. Nonetheless, an important implication of this finding is that interviews alone provide inadequate and unreliable results regarding teachers' actual use of coursebook materials.

Two types of adaptation, which are also reported in the literature (Islam and Mares, 2003; McGrath, 2013), were identified in the current inquiry: *pre-planned* and *spontaneous.* Interestingly, spontaneous adaptations were employed more frequently and some pre-planned adaptations were 'reshaped and reinterpreted by interaction of the teacher and learners during the lesson' (Hutchinson and Torres, 1994, p.325), which indicate that teachers mostly tend to improvise to manage the dynamism and unpredictability of lessons. This corroborates Wette's findings (2010, p.571) that pre-course plans are 'provisional and alterable in response to classroom events'. It is indeed believed that 'successful teaching is a blend of planning and improvisation' (van

Lier, 1996, p.9). Thus, 'teachers must develop the ability to make principled decisions and choices in a wide range of pedagogical activities, ranging from choices of materials to the conduct of activities in lessons' (van Lier, 1996, p.9).

One important contribution of this study is that two types of spontaneous adaptations were explored in teachers' practices: *proactive* and *reactive*. This means that teachers are not only ready to act upon external factors such as student reactions, but are also enthusiastic to contribute to the lesson or provide further support to their students, drawing on their knowledge and experience. For example, some teachers (Teachers B and E) decided to pre-teach some vocabulary because they assumed that their students would have less difficulty understanding and doing the actual task. This example shows that teachers may adapt in anticipation of student needs. This also shows that 'every time teachers make pedagogic decisions about content or methodology they are in fact making assumptions about how learners learn' (Ellis, 1994, p.4).

It was also observed that, at the times when the students faced a challenge or lost interest, the teachers' spontaneous interventions increased. This means that teachers took a more dominant role mediating materials to make them more comprehensible or appealing, using adaptations, explanations or demonstrations. This indicates that it is primarily the students' (both general and instantaneous) attitudes and reactions that determine how a teacher actually uses particular materials inside the classroom. This lends support to the argument that teachers' primary purpose is to teach the learners, not the materials themselves (Edge and Garton, 2009), and that coursebooks can only serve as a framework within which improvisation and adaptation take place (O'Neill, 1982).

According to Wette (2010), learner feedback is one of the most powerful influences on teachers' constant modification to their plans. The findings indicate that students give feedback in two ways: behavioural and verbal. It was observed that the teachers closely monitored their students' behaviour and reactions, providing support when necessary. To illustrate, Teacher F gave an example before asking his students to do certain activities, which clarified what to do and how. It might also be useful for

teachers to 'explore children's ideas and opinions on a systematic basis rather than just during informal conversation' (Pinter, 2006, p.146). They might, for example, wish to undertake an action research project in which they investigate children's views and reactions towards the materials they use. This will surely help them not only get to know their students better, but also interpret their reactions inside the classroom.

According to Tomlinson and Masuhara (2017, p.106), '[m]inor adaptations can have a major effect'. This study provides several examples that confirm this claim. For example, we saw how an activity was made more purposeful and the students' motivation and engagement were boosted after Teacher D spontaneously changed an activity in the coursebook into an information-gap activity. Nonetheless, as Tomlinson and Masuhara (2017) acknowledge, such changes, especially last-minute ones, are not easy to execute for every teacher as they require expertise, awareness and confidence.

The current inquiry also revealed that some teachers frequently used L1 as part of adaptation in spite of the 'target language-only' policy promoted by the authors in the coursebook series to maximise exposure to English inside the classroom. Whilst it seems right to encourage teachers to use the target language most of the time, as there are not many opportunities for children to be exposed to the target language outside class, it must be acknowledged that 'certain uses of a common mother tongue might also contribute to foreign language learning' (Cameron, 2001, p.200). The findings of the current study demonstrate, for example, that children can benefit from L1 use if it is strategic, timely and judicious. This lends support to Cameron (2001), Copland and Yonetsugi (2016), Ghosn (2010), Nunan (2011) Read (2008) and Tomlinson (2015) who argue that L1 can be supportive in many ways especially when teaching children. Tomlinson (2015, p.286) also argues that 'for … young learners with no metalanguage in English the discussion of discoveries about language use could more usefully be conducted in the first language (L1) rather than in L2'. Frequent and lengthy metalinguistic explanations in L1, however, were found to discourage students and lead to loss of attention and motivation during lessons in this study. Striking the right balance is crucial, therefore, as Nunan (2011, 85%) points out: 'judicious use of a child's first language can greatly facilitate the management of learning, and failure to

use it can result in clumsy explanations that consume valuable class time and are probably not understood properly by the learner'.

Teachers may have their own reasons for using L1 frequently: firstly, the teacher might not feel confident about her level of proficiency in the target language; secondly, she might believe that it is methodologically and pedagogically more effective to teach a foreign language using the L1 (e.g. Teacher E in this study). In the first case, it might be argued that an incompetent teacher's use of L1 is preferable to exposing children to low-quality input, such as language riddled with mistakes, as 'teachers act as powerful role models' (Pinter, 2012, p.106). Another issue is that it is difficult to determine how much L1 is too much. Moreover, teachers' beliefs and practices about use of L1 may contradict each other (see Copland and Neokleous, 2011). Further research is most certainly needed to understand the actual value of L1 in this context.

9.5. Conclusion

This chapter has discussed salient issues arising from the findings in relation to the research questions and relevant literature. It can be concluded from the discussion of those findings that local coursebook projects are promising in many respects, yet they still cannot be regarded as a panacea that will end the quest for the so-called 'perfect coursebook'. The reason for this becomes obvious when we look at the diversity in teachers' perceptions and their use of the same materials in a similar context.

The next chapter will provide a summary of the highlights from the study and discuss its strengths and limitations as well as its implications. It will also offer recommendations for further research.

CHAPTER 10: CONCLUSION

10.1. Introduction

In this study, I use a mixed methods approach to explore the production, content, consumption, and effectiveness of a locally developed coursebook series, specifically designed for a group of YLs in Turkey. The research addresses a perceived gap in the materials development literature in this area. Chapter 1 describes the context of the study and why the coursebook series was conceived. The main reason for the creation of the series is that none of the global coursebooks, currently available, could satisfactorily meet the needs, wants and cultural values of the teachers and students in this context. Having critically reviewed the relevant literature (Chapter 2) and explained the methodology of the study (Chapter 3), I shared the findings related to the design and development process of the coursebook series in Chapter 4, which aimed to answer the first research question at the macro level of the study. An important piece of the puzzle fell into place and complemented the story when I analysed the coursebook series using Littlejohn's (2011) framework and reported the results in Chapter 5, before focusing on its evaluation and consumption by the end-users. This level of analysis revealed important aspects of the coursebook series, including its methodology, content in terms of activity and task types, and made explicit the classroom roles of the teachers and learners.

One of the most significant aims of the study was to explore the actual value and effectiveness of the coursebook series from the perspectives of the teachers and students. To this end, semi-structured questionnaires were administered to teachers and students, and individual and focus-group interviews were conducted with teachers, and focus-group interviews with students at each level. In addition, classroom observations were undertaken, involving VSR, to explore the consumption of the coursebook materials in great depth. Though the data collection and analysis process was laborious, a number of significant findings regarding the use of materials were achieved thanks to these appropriate and powerful data collection tools. The findings contribute to our understanding of such critical issues as: how, when why and

what teachers adapt; and highlight which factors affect teacher dependence on course materials.

This chapter summarises the insights from the study and outlines key contributions to knowledge in three areas of MDD: production, evaluation and consumption. It then presents the strengths and limitations of the study, followed by a discussion of its implications in four areas: (i) MDD in general; (ii) MDD for YLs; (iii) teachers and professional development; (vi) coursebook research. Finally, recommendations for further research are offered.

10.2. Production of the Coursebook Series

This study is one of the few studies in the literature reporting on a local coursebook development project, which draws on multiple perspectives. It makes an important contribution to knowledge by providing insights into how the coursebook series was developed, based on the accounts of key stakeholders in the project, including one of the authors, the marketing manager and the publishing manager. Accessing the first-hand viewpoints of those insiders offered a detailed picture of the development process, and the rationale behind each step, yielding well-validated findings.

The design and development process of the coursebook series involved several stages, including needs analysis, establishing an appropriate methodology, content selection, syllabus design, drafting, piloting, editing and publication. How the developers went about each of these stages to shape the coursebook series were detailed in Chapter 4. The most important lesson learnt from this process is that giving authors the freedom to innovate, while involving them in every stage of the process and ensuring their direct contact with the end-users, is beneficial for the development of appropriate and effective materials for a specific context. Following such an approach, locally developed coursebooks can provide a viable alternative to global and glocal coursebooks.

10.3. Analysis and Evaluation of the Coursebook Series

The analysis of the coursebook series using Littlejohn's (2011) framework addressed the second research question at the macro level by providing a comprehensive and detailed description of what the end-product looks like. The analysis was helpful in two respects: first, it enabled me to see how the developers' beliefs and decisions during the development process are reflected concretely in the end-products. It was revealed, for example, that the developers thought that the coursebook series was innovative and that teachers would, therefore, need a lot of support and guidance; and, as a consequence, the TBs became quite comprehensive, because of the inclusion of very detailed instructions. Also, no explicit teaching of language structures was identified in the series, which stems from the author's belief that children are not interested in forms; they need to use and do things with language because they learn by doing. Second, the results of the analysis provided initial familiarisation with almost all aspects of the coursebook series, which enabled me to make sense of the data from the micro level of the study more accurately. It is also hoped that the results of the analysis will help the reader conceptualise the coursebook series under scrutiny to gain a more complete grasp of the issues discussed.

As Harwood (2014) emphasises, the actual effectiveness of a coursebook can only be captured through the perspectives of its users. However, it is quite rare for developers to find out about the actual effectiveness of their materials in a certain context through systematic evaluation (Tomlinson and Masuhara, 2017). This study shows how rewarding the results of such an evaluation might actually be. Firstly, the developers can reflect on their products and learn lessons for future projects. Secondly, the materials might be revised and supplemented, based on classroom-based feedback and new editions can be published. Thirdly, the aspects which are found highly effective for specific age groups can be identified and adopted in future projects.

10.4. Consumption of the Coursebook Series

The findings from the micro (classroom) level investigation also inform us about several critical issues such as adaptation, coursebook dependence, the role of L1, technology,

teacher training and expertise in coursebook use, and students' reactions to materials. We should acknowledge that coursebook use is a highly complex activity and no formula can be devised for effective use. This is mainly because it is time and context-specific and a number of factors influence the interaction between the teacher, students and coursebook materials. However, as it was revealed, teachers play the leading role in that interaction, and their training, especially in how to make the most of coursebook materials, seems to be of a paramount importance.

This study has shown that the level of teachers' dependence on coursebook content and instructions in the TBs were not so high, though teachers tend to adhere to the specified learning objectives. The findings, however, do not support the view that teachers adapt mostly because the materials are deficient. It is indeed quite surprising to find that many other different reasons, which are student-, teacher- or resource/logistics-oriented, lie behind the teachers' adaptations. It is evident that decision-making for adaptation is an outcome of a very complex process. Thus, it is difficult to identify to what degree each factor actually contributes to this process.

It is acknowledged that 'most textbook consumption studies focus on teachers, with little or no attention paid to the use of materials by learners' (Harwood, 2014, p.17). One significant aspect of this study is to take learners' reactions into account as well, to make sense of coursebook use. Looking at what the coursebook suggested, what the teachers actually did and how the students reacted and also accessing the teachers' justifications of their actions using VSR helped me capture several aspects of the interplay between the teachers, students and coursebook materials. We have seen, for example, how teachers deviated from their lesson plans as a result of their student's verbal and non-verbal reactions, which almost always led to spontaneous adaptations.

10.5. Strengths and Limitations of the Study

10.5.1. Strengths of the Study

One of the significant strengths of this study is that it provides a thorough picture of the coursebook series under scrutiny, from its conception to classroom use, drawing on multiple perspectives in the target context. It is unusual to gain access to the authors and members of the publishing house, as well as end-users. My access to the

various stakeholders contributed to the richness of the data collected as a result. Another important strength is the access to classrooms, filming lessons in which the coursebook series was being used and conducting a follow-up VSR interviews with the teachers. Thanks to the strong stimulus which the video-recordings of the lessons provided to the teachers, an in-depth understanding of how the coursebook materials are actually used and why was captured.

Another powerful aspect of the present study is the input of children aged between 8 and 10. Those children were involved in the study since it was believed that they have the capacity to understand the questions directed to them and express their views regarding the effectiveness of the coursebook materials. This study reveals, as Kolb's (2007) and Muñoz's (2014) studies also affirm, that primary school children are aware of their language learning process and are able to elaborate on their beliefs. It is rare nonetheless to find studies in which children are given a voice in the field of MDD and this study indeed shows the importance and value of making their voices heard. In fact, children's voice in this study is a unique and original contribution to the field of MDD for YLs. This research provides evidence that children are impressively creative and their perspectives have the potential to contribute greatly to the field of MDD for YLs. In addition to their perspectives, their reactions to and use of the coursebook materials carry significant implications about how materials for YLs should be developed and used. We, therefore, need more research projects focused primarily on children's attitudes towards and use of language learning materials in different contexts. It is believed that the present study will spark interest and inspire researchers to carry out more focused investigations of this neglected area in the MDD literature.

10.5.2. Limitations of the Study

It is also important to recognise the limitations of the study. The coursebook series was originally developed for a chain of over two-hundred private primary schools across Turkey. This study is, therefore, bounded within an educational institution consisting of seven primary schools located in the Izmir province. Conducting the same study in another context is likely to yield different findings and conclusions. Generalisations cannot be based on this study as a result. Despite this recognised shortcoming,

however, the research design employed in this study can be utilised to investigate similar coursebook projects.

Also, a much more extensive study, targeting all schools where the coursebook series has been used, would paint a fuller picture of the actual value of this coursebook series. Undertaking such a massive research project, however, would go beyond a PhD study and could perhaps be fulfilled as part of a larger-scale, team research project.

In addition, this study is focused on a local coursebook project only. As there was no other coursebooks in use in the context, whether local, glocal or global, it was not possible to look at the similarities and differences, or strengths and weaknesses of each type compared to the other. An investigation aiming to explore the production, content, consumption and effectiveness of local, glocal and global coursebooks in the same context would make a significant contribution to the literature.

To address the second research question in the micro (classroom) level, I conducted one-off classroom observations preceded by a pre-observation meeting and followed by a VSR with four teachers who were teaching Levels 3 and Level 4 of the coursebook series respectively. This was mainly because I aimed to look at the consumption of the coursebook materials by as many participants as possible. A longitudinal study, relying on a series of observations of the same teacher/s, would offer further details about how all other aspects of the coursebook series are also exploited; however, this would probably be possible with a much smaller number of participants.

Finally, it should be noted that the questionnaire checklists in this study were tailored and shaped according to the context. For example, most of the checklists were devised to be applied to adult materials and some of the items they contain were irrelevant for YL coursebook evaluation. Those items were either omitted or adapted to make them more appropriate for the purpose and context of the study. Whilst the checklists used in this study may not be directly relevant for every context, they might provide useful guidance for other researchers and help them develop their own research tools.

10.6. Implications

10.6.1. Implications for Materials Development

Needs analysis is a critical phase in any coursebook development project, and for local projects, this phase seems particularly important to tailor materials to the identified needs and wants of the target audience. Getting familiar with the smallest units of a context, such as classrooms, and collecting data in a systematic way, can facilitate establishing a solid basis for the project. With the help of advanced ICT, various channels and methods can be utilised for this purpose, which would not only enable access to as wide an audience as possible, but also accelerate the data collection process. Face-to-face communication with the target audience is also valuable to maintain rapport and provide support both during the needs analysis and throughout the coursebook development process. School visits, classroom observations and meetings with members of the target audience can also enable developers to obtain invaluable, first-hand information, as was the case in this study. It is crucial for all stakeholders to be involved in the needs analysis to reach reliable conclusions about what is really needed and wanted in the target context. This feedback must, however, be handled with great care. It is not always easy for authors to find common ground between the principles of language teaching and learning, their ambitions, the publisher's priorities and the audiences' needs and wants. This study indicates that an author has to accept the educational culture and contextual realities as they are and write the materials accordingly, even if she perceives some aspects as inappropriate. The ambitious idea of changing conventional practices in a particular context (e.g. in this case, exam-oriented education) through the coursebook materials was potentially problematic and did have an impact on stakeholders' perceptions of the effectiveness of the materials.

Having a close relationship with potential clients and monitoring what materials they have been using and what their actual needs are might open up opportunities, such as the coursebook project explored in this study. Maintaining good communication is essential once the design and development process has begun. Local projects are at an advantage in this respect, because there is a specific audience constantly reviewing the

materials throughout almost every stage of development and providing constructive feedback. This can actually contribute to the process considerably by helping publishers address any critical issue before publication. This study showed several examples of this, e.g. multiplication, grammar awareness and writing issues.

It is also important to provide continuous support to teachers, especially when innovation is introduced through a coursebook series. The rationale and underlying principles must be made explicit to the teachers, and effective ways of exploiting the coursebook materials to their best advantage need to be demonstrated. Face-to-face, online training, seminars and real-time demonstrations can eliminate misinterpretations of the innovations in the coursebook series and increase its effectiveness with accurate use.

Developers of coursebook projects need to be aware of recent developments in relevant fields, especially MDD and second language acquisition, to ensure that coursebook materials are principled and based on research, rather than intuition. This will enable them to justify their approach and explain the rationale underlying the coursebook series they have created when promoting it post-publication.

This study highlights that greater suitability and effectiveness can be achieved in a local coursebook project if the consumption of the first edition is regarded as *in-use piloting*. That is because the actual value and effectiveness of a coursebook cannot be understood until it is used inside the classrooms by its end-users. In addition, it is invaluable for a publisher to conduct in-use and post-use evaluations of a coursebook, not only for the revision of the current materials, but also for future projects. Publishers who undertake this type of evaluation will have the opportunity to supplement coursebooks using ICT if they identify any gaps in the current provision.

The criticality of localism was illustrated through a number of examples in the present study. One of the important implications is that local coursebook projects can be a possible way of addressing cultural imperialism and inappropriacy in language teaching materials, which is one of the most criticised aspects of global coursebooks (Alptekin and Alptekin, 1984; Canagarajah, 1999; Tomlinson and Masuhara, 2017). Local

coursebook projects have greater potential to address the needs and wants of their target audience, provided that they are developed in a principled and professional way (Tomlinson, 2008; Tomlinson and Masuhara, 2017). The approach of the local publishing house to coursebook development was, for example, found to be quite systematic and the end-product, especially Level 3, can be regarded as a great success in many ways from the perspectives of its end-users.

The in-depth examination of the consumption of the coursebook materials in this study also reveals important implications. For example, this study revealed that the way the coursebook materials are used varies greatly from one teacher to another due to various factors. All teachers play a mediating role and make adjustments, either pre-planned or spontaneous, to different aspects of the materials they are using for a variety of reasons. This indicates that developers should not assume or expect that their materials will be used in the ways they have prescribed, because every context is unique and teachers have diverse teaching styles. It is therefore almost impossible to create coursebook materials that perfectly suit every teacher's teaching style, even in a single school level. Lessons also develop in ways which are not predictable. Coursebook materials should, therefore, be developed to ensure that they provide sufficient flexibility for teachers to adapt the materials according to their teaching styles and the conditions in which they operate (see Bao, 2015 and Maley, 2011 for suggestions).

10.6.2. Implications for Materials Development for Young Learners

Before commencing the data collection stage of my study, I presented my research design and methodology at an international conference in the UK. There were two researchers in the audience who criticised my intention to involve children as participants in the study, because they believed that children are not able to express their views competently. One of them even said that their responses would not go beyond the words 'good' and 'bad'. This study has not only proved this to be incorrect, but has also showed that children are able to offer even more original ideas than many adults can. What is more, recent ground-breaking recent research provides evidence that children can be involved in research even as co-researchers (see Pinter and

Zandian, 2014, 2015). It can, therefore, be concluded that coursebooks for YLs can benefit immensely if children are also involved in the development process. Such 'child-negotiated and co-constructed coursebooks' can enable developers to write from children's perspectives, which will surely maximise the effectiveness and suitability. For example, a group of representatives of the children might be involved in every stage of a coursebook development process.

Children learn holistically and they try to make sense of everything introduced to them. Therefore, a meaning-oriented approach needs to be adopted and materials need to be supported with visuals and audio-visuals to make things as comprehensible as possible. A topic-based approach integrated with a story-based approach seems to be a powerful way of exposing children to meaningful language input. The data in this study also suggests that materials which promote activity-based learning, in which children learn by doing, are of particular value.

Children need to be exposed to rich language input through a variety of different content and activities. As the findings from the present study indicate, incidental introduction of target structures and vocabulary works well with YLs. Nevertheless, systematic recycling of them throughout the coursebook is one of the most desirable aspects for the teachers and students in the present study. This might indicate that coursebook developers should do their best to ensure that children encounter target structures and vocabulary in various contexts as many times as possible.

Motivation must be one of the priorities in TEYL and components such as songs, games and puzzles are regarded as indispensable components of materials for YLs. However, developers must be aware, as Tomlinson (2015, p.285) emphasises that, 'songs, games and drama activities which do not provide sufficient exposure to language in use might achieve affective engagement but will not facilitate L2 acquisition'. This means that such components need to be designed in such a way that they both aim to provide language input and arouse interest.

10.6.3. Implications for Teachers and Professional Development

The effectiveness of coursebook materials ultimately depends on how a teacher mediates the materials for her students. This means that teachers play a pivotal role in making the materials work in the best way for students. 'As the orchestrators of classroom practice, teachers play a critical role in how materials are used, which, in turn, depends on the teacher's understanding of and skill in using them' (Garton and Graves, 2014, p.273). They therefore need to know how to make the most of coursebook materials to address their students' needs, interests and wants satisfactorily. One significant way of ensuring this is to make them aware of how to adapt materials to their best effect. It is surprising, however, that literature provides little help for teachers in that respect (Tomlinson, 2012). As Tomlinson and Masuhara (2017, p.110) conclude:

> 'To conduct valid adaptations, teachers need support in terms of acknowledgment, encouragement and guidance, as well as the provision of pre-service and in-service teacher education and the facilitation of classroom research and materials development.'

It is positive that teachers respect and trust coursebooks, as they believe that they are developed by experts drawing on a principled approach. 'It is certainly true that it is more difficult to teach with conviction if you yourself do not 'believe' in the materials' (Mishan and Timmis, 2015, p.69). However, this should not lead teachers to be their servants and follow the suggestions blindly. No matter how suitable and professional a coursebook looks, teachers will have to adapt its content to match it to their classroom context (Tomlinson and Masuhara, 2017). This will indeed empower them to ensure a greater degree of congruence between the coursebook and their students and, in turn, increase the value and effectiveness of coursebook materials. Therefore, teachers must be made aware of the fact that no other person, even an expert in the field, can ever know their students and the conditions in which they function. For this reason, they need to evaluate coursebook materials critically and make decisions based on the findings of their evaluations. They should also be confident and proficient enough to

rely on their own knowledge, assumptions, beliefs and experience to fully exploit the coursebook materials.

In the case of teaching English to YLs, teachers must be aware of the characteristics of different age groups. Due to their low level of proficiency and cognitive capacities, YLs tend to be dependent on their teachers, and teachers, therefore, have to play more active roles in mediating coursebook materials for children. They must have a large repertoire of activities and techniques and benefit from various resources to supplement materials whenever necessary. It is also important that teachers know their students well and see coursebook materials from their point of view. This study highlights the significance of teachers' ability to interpret feedback from students about the materials accurately and act accordingly. Consequently, it is so true that '[a]t the heart of most successful learning in a school situation are teachers professionally trained and experienced to provide, at a minimum, appropriate input, structured learning opportunities and feedback that supports learning' (Rixon, 2015, p.40).

Garton and Graves (2014) claim that courses in MDD in teacher preparation programmes are insufficient, and argue that PD courses should contain hands-on coursebook analysis, evaluation and use of components, as well as SLA, methodology, linguistics etc. Pre-service teacher education and training programmes (PSTE) and in-service education and training (INSET) schemes, especially the ones focused on MDD, will make a difference in the way teachers approach the use of materials. Teachers require up-to-date knowledge and skills in materials development, evaluation and use. PD activities requiring collaborative reflective practice might have even more potential to raise teachers' awareness about MDD issues. For example, Lesson Study (LS) projects concentrating on coursebook use, evaluation and adaptation could benefit teachers considerably in many ways, because teachers who engage in LS are required to participate in a cycle in which they collaboratively plan, teach, observe and analyse teaching and learning (see Gok, 2016a, 2016b; Dudley, 2014). Educational institutions should whenever possible offer in-house PD opportunities for teachers to undertake such teacher-led research projects that can help them develop their skills and creativity in the effective use of materials. The dissemination of the findings of such

micro-level investigations would also make an enormous contribution to the field of MDD.

TBs are more beneficial when they are perceived as a resource rather than a manual. Thus, teachers should acknowledge that TBs are suggestive, not prescriptive, and they are free to use them flexibly. TBs can certainly contribute to teachers' PD in terms of effective exploitation of materials. Indeed, they guide teachers by providing step-by-step instructions and suggestions, which can be regarded as part of teacher development, especially for novice teachers or first-time users of teaching materials. It might be useful, however, if a summary of recent developments in MDD and examples of their application to coursebook materials could also feature in TBs. Publishers can also take advantage of technology to provide training support for teachers and ensure the effective use of their materials (e.g. through tutorials, webinars, podcasts etc.). Such kinds of support might also change teachers' attitudes towards the materials in a positive way. Such resources are not, however, free for the publisher, so their production will have an adverse effect on the price of the student book, as well as author fees (Zemach, 2018).

Teachers may think that they do not have the skills and professional knowledge to create effective materials. Materials may thus be outsourced when it becomes necessary to supplement coursebook materials. Teachers can, however, easily acquire basic knowledge and skills in creating materials from scratch through training and PD activities. This can indeed help teachers build their confidence and, in turn, enable them to use their creativity and develop more suitable and effective materials.

10.6.4. Implications for Coursebook Investigations

As the present study illustrates, systematic, reliable and objective in-use evaluation of a coursebook must draw on its end-users' accounts, obtained by using multiple methods of data collection for triangulation purposes. In-use evaluation is powerful, revealing the actual value and effectiveness of a coursebook, because the results are based upon actual classroom use. This study suggests that exploring the lifecycle of a coursebook by revealing its development process, analysing it as it is, evaluating it

from the end-users' perspectives and monitoring its classroom use can add considerably to its in-use evaluation and paint a much fuller picture (see Figure 17 below). In other words, as Harwood (2014) also argues, it is important to investigate coursebooks at three different levels of *production, content* and *consumption*.

Coursebook Investigation

Production
- Exploring the design and development process of the coursebook from the perspectives of its developers
- Exploring the philosophy and principles behind the coursebook

Analysis and Evaluation
- Analysing the coursebook to find out what is there
- Evaluating the coursebook from the perspectives of its end-users to understand its value for the target context

Consumption
- Exploring the actual use of the coursebook materials by the end-users

Figure 16. A Framework for Coursebook Investigations (Harwood, 2014)

The benefits of such an investigation include the following:

- It can inform the publisher of the coursebook in revisions to the current edition or help them to develop new products in the light of in-use evaluations.

- It can inform and inspire other publishers working on coursebook projects across the world.

- It can contribute to the literature on MDD providing useful insights about production, analysis, in-use evaluation and consumption of coursebook materials.

- It can inform authors about aspects of coursebooks development that are both powerful and ineffective, so they can reflect on their work.

- It can inform teachers, teacher educators and trainers about effective ways of using coursebook materials.
- It can help identify deficiencies in using and adapting materials by teachers to tailor a PD scheme.

Finally, undertaking an analysis of a coursebook can help an evaluator to familiarise herself with all aspects of the book prior to conducting an in-use evaluation. As a result of this, the evaluator can make better sense of end-users' responses during in-use evaluation. It can therefore be argued that in-depth analysis should be taken as an initial step before in-use evaluation, as Littlejohn (2011) also suggests.

10.7. Recommendations for Further Research

There has been a noticeable growth in the number of published research on language teaching and learning materials in recent years, however, there are relatively fewer studies focused on materials for YLs compared to the pedagogy of TEYL. As Garton, Copland and Burns (2011, p.17) recommend, 'materials development and their use should become a key area for research and development' in the field of YLs. For example, we need further insights into how YL materials are developed and what factors and principles inform developers to shape them in different contexts, whether local or global, around the world. Also, analysis and evaluation of materials for YLs from the perspectives of teachers and students might provide evidence for what components are found suitable and effective and why. In addition, studies providing insights into how research findings and theories, such as theories of child development and second language acquisition, are operationalised in terms of classroom materials for YLs, and how effective they are in practice would make an invaluable contribution. Such studies would surely yield important implications for publishers, materials developers, teacher educators and trainers, and teachers working with YLs.

In addition, further research is required on the development and effectiveness of local coursebook projects, as well as their use inside classrooms in order to understand their value in comparison to glocal and global coursebooks. Studies focused on the in-use evaluation of local, glocal and global coursebooks used in the same context have the

potential to make an important contribution to knowledge by providing comparative accounts and identifying the strengths and weaknesses of each in particular contexts.

'Not many articles or books have been written on how to make the most effective use of materials' (Tomlinson, 2012, p.156). It might thus be extremely informative to explore in depth how materials for YLs are used by teachers and students in various contexts and why. As Harwood (2014) points out, the majority of coursebook consumption inquiries focus on teachers, but learners' consumption of materials is given almost no attention, even though they are greater in number and their involvement can make an invaluable contribution to research. For this reason, this study also aimed to explore the interaction between students and materials, although it seems to have revealed only the tip of the iceberg. A more in-depth study looking at how coursebook materials are used by students, how they respond to and re-interpret them would address a huge gap as students' voice is currently missing in the MDD literature.

Also, more adaptation studies, reporting on YL classrooms, which have the potential to contribute to pedagogy and materials development for YLs, are required. Reviewing the recent literature on materials adaptation, Tomlinson and Masuhara (2017) report on six studies at university level, but only one at secondary and primary school levels.

In addition, this study reveals that TBs are one of the most important components of coursebook packages, as they determine what to teach and how to teach it. The quality of support they provide for teachers might have an influence on the effective use of materials. As Cunningsworth and Kusel (1991, p.128) underline, 'teachers using the course must understand the teacher's guide and relate to them effectively if their use of the course material is to be productive'. However, we know very little about how TBs are developed and why. TB analysis, evaluation and consumption is also a neglected area in the literature (Harwood, 2014). Further research in this area would be helpful to improve the quality of future TBs.

This study provides evidence that training and PD activities influence how teachers approach coursebook materials and use them. This indicates that PSTE and INSET

specifically focused on using YL materials is required. In addition, further work is needed to shed light on related issues, e.g. what kinds of impact do training and PD activities have on teachers' use of materials? Can teachers be trained and guided to become materials developers? To what degree do experienced and qualified teachers use materials more effectively than novice ones?

10.8. Final Remarks

This study aimed to provide the lifecycle of a coursebook series specifically developed for a group of YLs in Turkey. It has expanded our knowledge about coursebook development, evaluation and consumption in the field of MDD and YLs. This PhD journey began with my ambition to fill in the research gaps in the literature related to those three areas, which I identified during my MA study. Despite the challenges it has offered and life has thrown my way, this journey has been a great opportunity for me to experience the unique feeling of wandering in uncharted territories and the satisfaction of making explorations, while developing as a person and researcher. As I am nearing the end of the journey, it is satisfying to reflect upon the unique contribution this investigation makes to knowledge. I hope that the insights and implications this study offers will be a source of inspiration for researchers, teachers, publishers, materials writers, teacher trainers and educational policy-makers and coursebook production, evaluation and consumption will be given more attention and value for better outcomes in language education.

Appendices

Appendix I. Demographic Details about the Educational Institution (2013-2014)

Non-profit Educational Institution

English Language Departments Operating under the Chief Head of English	

SCHOOL 1	**SCHOOL 2**	**SCHOOL 3**
HoE: 1 (also the chief HoE)	HoE: 1	HoE: 1
English Ts: 12 (2 NS)	English Ts: 13 (3 NS)	English Ts: 12 (2 NS)
Total No of Sts: 711	Total No of Sts: 739	Total No of Sts: 709
No of Ts Teaching L3: 4	No of Ts Teaching L3: 4	No of Ts Teaching L3: 4
No of Ts Teaching L4: 3	No of Ts Teaching L4: 3	No of Ts Teaching L4: 3
No of Sts in Year 3: 85	No of Sts in Year 3: 86	No of Sts in Year 3: 88
No of Sts in Year 4: 88	No of Sts in Year 4: 91	No of Sts in Year 4: 88

SCHOOL 4	**SCHOOL 5**	**SCHOOL 6**
HoE: 1	HoE: 1	HoE: 1
English Ts: 9 (1 NS)	English Ts: 11 (2 NS)	English Ts: 12 (2 NS)
Total No of Sts: 552	Total No of Sts: 649	Total No of Sts: 715
No of Ts Teaching L3: 3	No of Ts Teaching L3: 3	No of Ts Teaching L3: 3
No of Ts Teaching L4: 3	No of Ts Teaching L4: 3	No of Ts Teaching L4: 3
No of Sts in Year 3: 66	No of Sts in Year 3: 70	No of Sts in Year 3: 90
No of Sts in Year 4: 44	No of Sts in Year 4: 56	No of Sts in Year 4: 86

Abbreviations:
NS: Native Speaker/s
Sts: Students
Ts: Teachers
L3 : Level 3
L4 : Level 4
HoE: Head of English

SCHOOL 7
HoE: 1
English Ts: 8 (1 NS)
Total No of Sts: 468
No of Ts Teaching L3: 3
No of Ts Teaching L4: 2
No of Sts in Year 3: 44
No of Sts in Year 4: 62

Appendix II. Questionnaire for Teachers

	QUESTIONNAIRE FOR TEACHERS **The level I am evaluating here is (Put a tick as appropriate):** Level 3 ☐ Level 4 ☐	**Years of Experience:** 0-10☐ 11-20☐ 21-30☐ 31-40☐ **Level of Education:** Undergraduate☐ Master's☐ PhD☐	**POINTS:** **1 = STRONGLY DISAGREE** **2 = DISAGREE** **3 = AGREE** **4 = STRONGLY AGREE**
NO		**YOUR POINT**	**YOUR COMMENT (IF ANY)**
	GENERAL APPEARANCE	-----------------	-------------------------
1	The font size and type used in the coursebook are appropriate for my students.		
2	The coursebook is rich with illustrations that facilitate my students' learning.		
3	The illustrations are relevant to the text.		
	DESIGN AND LAYOUT	-----------------	-------------------------
4	The coursebook is clearly structured and sequenced.		
5	The learners can understand easily what they are expected to do.		
6	The coursebook provides my students with opportunities for independent study.		
7	The coursebook provides adequate review sections.		
8	The layout is encouraging enough for my students to do the activities.		
9	The coursebook has titles and sub-heading titles which are clear and appropriate.		
10	The artwork (pictures, illustrations, graphs, tables etc.) in the coursebook is helpful for my students to understand the lesson.		
	METHODOLOGY	-----------------	-------------------------
11	The methodology of the coursebook is up-to-date.		
12	The methodology of the coursebook fosters learning.		
13	The methodology of the coursebook is appropriate for YLs in my teaching context.		

14	The materials are flexible enough to be exploited through other approaches.		
	ACTIVITIES	-----------------	-------------------------
15	The coursebook presents the activities in a balanced way, e.g. activities focus on both fluency and accuracy, input and output etc.		
16	The activities in the coursebook provide meaningful and communicative practice.		
17	The coursebook provides enough practice for the targeted language items.		
18	The activities and exercises in the coursebook increase my students' desire to learn English.		
19	The activities in the coursebook can be adapted easily.		
20	The activities in the coursebook promote pair and group work as well as individual work.		
	LANGUAGE SKILLS	-----------------	-------------------------
21	The coursebook provide a good balance of the four basic skills (speaking/listening/writing/reading).		
22	The speaking activities in the coursebook are suitable for my students.		
23	The listening activities in the coursebook are suitable for my students.		
24	The writing activities are in the coursebook are suitable for my students.		
25	The reading activities are in the coursebook are suitable for my students.		
	LANGUAGE CONTENT	-----------------	-------------------------
26	The language used in the coursebook is like real-life English; in other words, it is authentic.		
27	Grammar content is appropriate to my students' level.		
28	The coursebook presents the grammar points with their explanations and concise and easy examples.		
29	Vocabulary is appropriate to my students' level.		
30	The vocabulary exercises are		

	meaningful to my students.		
31	The exercises for vocabulary are adequate.		
32	The time allotted for teaching the content is sufficient.		
	TOPIC CONTENT	----------------	------------------------
33	The topics of the coursebook are motivating for my students.		
34	The topics promote active learning, that is, place responsibility for learning on learners.		
35	The topics offer vocabulary that my students are likely to encounter in real life.		
36	The coursebook provides topics through which my students can learn about cultures of English-speaking countries.		
37	The coursebook does not promote any negative stereotypes (e.g. racial, gender etc.).		
38	The coursebook includes topics that reflect the learners' own world and culture.		
	FLEXIBILITY AND TEACHABILITY	----------------	------------------------
39	The coursebook helps teachers to use the materials in the way they best meet the needs and wants of their students.		
40	The coursebook is suitable for mixed ability classes.		
41	The coursebook offers opportunities to personalise and localise activities.		
	ASSESSMENT	----------------	------------------------
42	The coursebook offers revision for formative purposes.		
43	There are assessment materials such as progress tests, quizzes.		
44	The assessment materials are appropriate for my students.		
45	There are assessment suggestions in the coursebook.		
	BOOK OBJECTIVES	----------------	------------------------
46	The objectives of the coursebook are clear for the teachers.		
47	The objectives of the coursebook are related to the learners' needs and interests.		
48	The objectives of the coursebook are		

	relevant to the context and culture.		
49	The objectives of the coursebook aim to accommodate individual differences among students.		
50	The coursebook meets the language learning needs of my institution.		
	COMPONENTS		
51	The components are supportive in general.		
52	The components are compatible with the coursebook and each other.		
53	The components are user-friendly.		
	TEACHER'S BOOK	-----------------	-------------------------
54	The teacher's book provides guidance on how the coursebook can be exploited to the best advantage.		
55	The teacher's book helps teachers understand the aims and approach of the coursebook.		
56	The teacher's book contains extra activities and exercises to practice, test, and review vocabulary.		
57	The teacher's book provides additional ideas and alternative ways of teaching.		

(Adapted from the checklists suggested by Breen and Candlin, 1987; Cunningsworth, 1984, 1995; Daoud and Celce-Murcia, 1979; Dickinson, 2010; Dougill, 1987; Ellis, 1995, 2011; Harmer, 1991; Littlejohn, 2011; McDonough, 1998; McDonough and Shaw, 1993; Richards, 2001; Sheldon, 1987, 1988; Skierso, 1991; Tomlinson, 1999; Tucker, 1975; Williams, 1983)

ANY ADDITIONAL COMMENTS:

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If you would like a summary of the findings from this questionnaire, provide an e-mail address here.

Your e-mail: ………………………………………………………………………………………………………

Your participation in future research would be highly appreciated. If you are willing to be interviewed on this subject at a future date, kindly provide the following information.

o **Your name:** …………………………………………………………………………………………

o **Your contact e.g. e-mail, telephone, address**

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-THANK YOU FOR YOUR TIME-

Appendix III. Questionnaire for Students

	QUESTIONNAIRE FOR STUDENTS	**I am in** Year 3 ☐ Year 4 ☐ **I have been learning English for** 1 year ☐ 2 years ☐ 3 years ☐ 4 years ☐ 5 years or more ☐	**POINTS:** **1 = STRONGLY DISAGREE** **2 = DISAGREE** **3 = AGREE** **4 = STRONGLY AGREE**
NO		**YOUR POINT**	**YOUR COMMENT (IF ANY)**
	GENERAL APPEARANCE	-------------------	-----------------------
1	The font size and type used in the coursebook are appropriate for me.		
2	The illustrations help me understand the texts more easily.		
	DESIGN AND LAYOUT	----------------	-----------------------
3	I can understand easily what I am expected to do throughout the coursebook.		
4	The artwork (pictures, illustrations, graphs, tables etc.) in the coursebook is helpful for me to understand the lesson.		
5	The instructions for each activity are clear.		
	ACTIVITIES	-------------------	-----------------------
6	The activities and exercises in the coursebook increase my desire to learn English.		
7	The coursebook provides enough practice for the targeted language items.		
8	The songs in the coursebook are fun.		
9	The songs are instructive.		
10	The stories are interesting so I enjoy reading them.		
	LANGUAGE SKILLS	------------------	-----------------------
11	The writing exercises are interesting.		
12	The writing exercises are appropriate to my level.		
13	The reading texts are at the right level for me.		

14	The reading texts interest me.		
15	The coursebook gives me enough opportunity to practice English.		
16	The speaking activities in the coursebook are suitable for me.		
17	The listening texts are interesting to me.		
	LANGUAGE CONTENT	---------------	-----------------------
18	The vocabulary in the coursebook is very much related to my world.		
19	I think the vocabulary in the coursebook is very useful for me.		
20	The language rules (grammar items) are appropriate to my level.		
21	The grammar items are presented clearly in the coursebook.		
	TOPIC CONTENT	------------------	-----------------------
22	The topics of the coursebook are appealing.		
23	The topics of the coursebook increase my interest in learning English.		
24	The coursebook provides topics through which I can learn about the cultures of English-speaking countries.		
25	The coursebook gives me the opportunity to talk about my own culture.		
	COMPONENTS	------------------	-----------------------
26	The activities and exercises in the workbook are very helpful for me.		
27	The interactive software for the coursebook is very helpful for me to revise the things I have learnt inside the classroom.		
28	The animation videos of the stories are not only fun but also help me understand the lesson better.		
	OVERALL	------------------	-----------------------
29	The coursebook is fun.		

30	The coursebook is user-friendly.		
31	I can feel that this coursebook helps me improve my English very much.	264	
32	I enjoy learning English with this book.		
33	The coursebook is not too difficult.		
34	I think the coursebook is at the correct level for me.		
35	This book is better than all other coursebooks that I've used.		

I think this coursebook …………………………………………………………………………………………………

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-END OF THE QUESTIONNAIRE-

THANK YOU FOR YOUR TIME

Appendix IV. Interview Questions for the Representatives of the Publisher

1- It is undeniable that designing a new coursebook for a particular group of learners, especially for young learners, is a very formidable venture. I wonder if you could just talk me through the rationale behind creating a coursebook series for primary stage. Why was the book written in the first place, and what gap/s was it intended to fill?

2- Who approached you to design these series? How did they approach you?

3- What really convinced you to create these materials?

4- Could you tell us about the process of finding an appropriate author?

-How did you decide on the authors? Were there any criteria to choose an author? If yes, what were they?

-How did you approach and contact the authors?

-How did you enable the authors to become familiar with the teachers, learners and context, which is crucial when designing materials for a local audience?

5- What kind of steps did you take in order to carry out a needs analysis of the new learners? How did you find out the needs and wants of the teachers and students?

6- Who else did you get involved in this big project? How did you get them involved? Could you tell us how and to what extent they have contributed to the design and development of these materials?

7- How did you decide on the content of the book? How did you decide on the components?

8- Did you pilot the materials before the course was launched? If yes, could you please tell us about the steps you have taken? Who piloted the materials and where were they piloted?

9- What kind of feedback have you received from the teachers? Have you made any changes to the materials based on this feedback? Can you illustrate them, please?

10- What sorts of issues have been raised through the design and development process? How have you dealt with them?

11- Compared to the materials aiming to teach English to young learners on the market, in what ways do you think the materials you have created are different and more effective?

12- As a publisher, do you think that materials designed for a particular learner group (local audience) are more advantageous and effective than the ones designed for general purposes (a general audience)? If yes, in what ways?

13- Have you ever given/Are you giving/Are you planning to give any training to the teachers who are using/are to use the new materials? What kinds of training are they? Who are they given by?

14- Would you like to add anything else about the materials development process?

Appendix V. Interview Questions for Author/s

1- Can you tell us about yourself briefly, please?

2- When did you first start writing materials? And, what kind of materials have you written so far? Has your audience always been young learners?

3- I was wondering if this is the first time you have been asked to write materials for such a local audience?

4- What did you think when you were first approached for this ambitious project? Did you jump at the chance to get involved in this project immediately or did you think it over for a while? I mean, as a materials writer, do you have any procedures you go through when you receive an offer, e.g. a project like this?

5- What is the rationale behind this project?

6- What was the next step after you had accepted the offer?

7- This is a co-authored project and you work with other people. Could you tell me how you work as a team?

8- As far as I know, you have never lived in Turkey. I wonder how you familiarized yourself with the context and culture. What kind of steps did you take to overcome this big issue? How did you identify needs, lacks, and necessities in this context?

9- Whose opinions have played a big role in the shaping of this coursebook series?

10- How have you dealt with feedback? What roles has feedback played in shaping the materials?

11- Have you taken the feedback from the teachers into consideration and made some alterations accordingly to the materials? If yes, could you please illustrate some of them?

12- How did you decide on the content and linguistic items? What kind of issues did you take into consideration while deciding on the content and linguistic items? Who was involved in content selection, design process? Were there any disagreements about content selection?

13- How did you decide on the sequence of the content and linguistic items?

14- Could you please tell us about the piloting process? What kinds of steps have been taken? Where and how was that process accomplished? Could you give me some details please?

15- What sort of feedback did you receive at the end of the piloting process? What kind of issues was raised during/after the piloting process? Were any considerable alterations made after the piloting process? If yes, could you please illustrate them?

16- Did you use a particular approach / approaches in the materials? If yes, why did you decide to use it/them?

17- Generally speaking, what makes these materials different and more effective than the previous ones and the others on the market at the moment?

18- What were the biggest difficulties you remember throughout the creation of this series?

19- The end users of these books are the teachers and they play the most important role in the successful exploitation of the books. Have you done anything to get them familiarised with these materials? If yes, what kinds of things have you done?

20- As a materials writer, what do you think the main differences of writing for a global audience and local ones are? Which approach to materials writing is more effective?

22- It is claimed that there is a big gap between research/theory and the materials. Have you taken recent theories into account while creating these materials? If yes, can you please illustrate them?

Appendix VI. Individual/Focus-group Interview Questions for Teachers

1- What is your teaching experience? How long have you been teaching young learners?

2- Please briefly describe how you use coursebooks in general?

    2.1- To what degree do you depend on the materials in your own teaching, including the lesson planning and classroom use?

3- How long have you been using the coursebook series? Which levels have you taught before and which level(s) are you teaching now?

4- In what ways do you adapt and supplement the teaching materials that you use currently?

    4.1- What do your learners think about this? How do they feel the coursebook should be used?

5- When you are not happy with what you have in the materials, what action do you usually take?

    5.1- How do you decide on what to exploit in the materials and what to alter, adapt, skip?

    5.2- What kinds of things do you bear in mind when adapting materials according to your class?

6- As these materials specifically written for you and your students, to what extent do you believe they are really what you and your students want and need in terms of its classroom use? Please give examples.

7- To what extent do the materials give you a clear explanation about the aims of the lessons and how to reach them?

8- To what extent do you think the coursebook series is appropriate for the age and level of the students?

9- To what extent do you think the content of the materials is appropriate for your students?

10- To what extent do you think the methodology of the coursebook series is appropriate for you and your students?

11- To what extent do you find the materials (methodology, content, activities etc.) flexible enough to change, alter, replace? Do you find it necessary to adapt, omit or

supplement your coursebook? What are the attitudes of the students towards the materials inside the classroom?

12- In what ways do you think the coursebook series fosters student learning?

13- What are the teaching and learning outcomes of the materials? Could you please illustrate them?

      13.1- Do you believe that these materials have brought/could bring your students to the desired level? Could you please explain your reasons?

14- What do you think your role is as a teacher between the materials and the students? How do you personally play this role?

15- To what extent do you think the materials have components that are useful and help you with your lessons? How do you exploit them inside the classroom?

16- How do you find the Teacher's Book? How do you exploit it inside and outside the classroom?

17- What are the positive and negative features of this coursebook series compared to the ones you have previously used, if any, with the same age group?

18- What would you expect to see in the materials so that they could be more effective both for teaching and learning? What would you change/add to in the materials if you were given the chance to do so?

Appendix VII. Focus-Group Interview Questions for Students

1- How long have you been learning English using the coursebook?

2- How do you find it in general?

3- What do you think about the level of the book?

4- In what ways do you think these materials help you learn English? What aspect/s of your language skills do you think the coursebook has developed best?

5- How do you find the components of the book e.g. practice book and interactive CD? How do you use them? How helpful are they? What else would also be helpful for you as a component?

6- How do you find activities and games in the book? In what ways they are helpful for you?

6.1- What do you think about the reading activities?

6.2- What do you think about the listening activities?

6.3- What do you think about the speaking activities?

6.4- What do you think about the writing activities?

6.5- What do you think about the grammar activities?

6.6- What do you think about the vocabulary activities?

7- What do you think about the illustrations in the book?

8- What do you like best about this coursebook?

9- What are the positive and negative features of this coursebook series compared to the ones you previously used, if any?

10- The coursebook also has an interactive whiteboard application. How do you find it?

11- What do you want from an English language coursebook? What do you really want to see in the materials?

Appendix VIII. Pre-Observation Interview Questions for Teachers

SET 1 – General Questions

1- How do you usually plan your lessons? Could you please elaborate on the steps?

2- Do you evaluate the materials before you exploit them in your classes?

   -If yes, how do you evaluate the materials? How do you decide on what to exploit in the materials and what to alter, adapt, skip? What kinds of things do you bear in mind when adapting materials according to your class?

3- How do you evaluate the materials after the lesson?

4- When you are not happy with what you have in the materials, what action do you usually take?

SET 2 – Lesson-Specific Questions

1- Could you please give me some details about your classroom?

2- What is the focus for the lesson?

3- What are the general aims of this lesson?

4- What are the specific aims of this lesson?

5- What information/data did you use to design this lesson? How did the information/data influence the planning of this lesson? What factors influenced you to design this lesson and in what ways?

6- How did you prepare for this particular lesson? Could you please elaborate on the process?

7- By the end of the lesson what do you expect your students to have learnt/achieved? How is this aligned with the coursebooks' aims stated in the Teachers' Guide?

8- What are you planning to do in this lesson? Could you please elaborate on the steps by giving the rationale for each stage in the lesson?

9- What resources/materials will be utilised in this lesson? Why and how are you planning to use them?

10- Are you planning to adapt or supplement the materials in this lesson? If yes, why and how?

Appendix IX. In-Class Observation Protocol Template

UNIT PARTS / TIME	COLUMN 1 Teacher's procedures in the classroom	COLUMN 2 Students' Reactions	COLUMN 3 Teacher's procedures based on the her/his lesson plan	COLUMN 4 Procedures suggested in the Teacher's Book	COLUMN 5 Justifications of the teacher

Appendix X. Coding Criteria (Adapted from Littlejohn (2011))

1. What is the learner expected to do?			
	FEATURE	*DEFINITION*	*EXAMPLE*
	A. TURN TAKE	the learner's discourse role and discourse control	
1	Initiate	the learner is expected to express what he/she wishes to say without a script of any kind	Free speaking
2	Scripted response	the learner is expected to express him/herself through language which has been narrowly defined	guided speaking
3	Not required	The learner is not expected to initiate or respond	
	B. FOCUS	where the learner is to concentrate his/her attention	
4	Language system (rules or form)	a focus on rules or patterns	grammar charts
5	Meaning	a focus on the message of the language being used	comprehension questions
6	Meaning/system/form relationship	a focus on the relationship between form and meaning	tracing anaphora
	C. MENTAL OPERATION	what the mental process involves	
7	Decode semantic meaning	learner is to decode the 'surface' propositional meaning of given language meaning	read a text for its meaning
8	Select information	the learner is to extract information from a given text	answer questions by reading a text
9	Categorise selected information	the learner is to analyse and classify information	sort information into groups
10	Repeat verbatim	the learner is to reproduce exactly what is presented	oral repetition
11	Repeat with substitution	the learner is to repeat the basic pattern of given language but replace certain items with other given items	substitution drills
12	Analyse language form	the learner is to examine the component parts of a piece of language	correct the mistakes in a sentence
13	Apply stated language rule	the learner is to use a given language rule in order to transform or produce language	use a form to describe a picture
14	Apply general knowledge	the learner is to draw on knowledge of 'general facts' about the world	answer questions on other countries
15	Attend to example/explanation	the learner is to 'take notice of' something	notice a certain pronunciation rule, e.g. th

	2. Who with?		
16	Teacher and learner(s), whole class observing	the teacher and selected learner(s) are to interact	a learner answers a question; other learners listen
17	Learners individually	learners are to perform an operation in the company of others but without immediate regard to the manner/pace with which others perform the same operation	learners individually do a written exercise
18	Learners with whole class	learners are to perform an operation in concert with the whole class	choral repetition
19	Learner(s) to whole class	selected learner(s) are to interact with the whole class, including the teacher	learner(s) feed back on groupwork
20	Learners in pairs/groups; class observing	learners in pairs or small groups are to interact with each other whilst the rest of the class listens	a group 'acts out' a conversation
21	Learners in pairs/groups, simultaneously	learners are to interact with each other in pairs/groups in the company of other pairs/groups	learners discuss in groups
	3. With what content?		
	A. INPUT TO LEARNERS		
	a) Form	form of content offered to learners	
22	Extended written text	texts of more than 50 written words which cohere, containing supra-sentential features	a written story
23	Extended aural text	texts of more than 50 spoken words which cohere, containing supra-sentential features	an audio of a dialogue
24	Extended discourse: audio-visual	audio-visuals containing more than 50 spoken words	videos
25	Written text	individual written words/phrases/sentences	a list of vocabulary items
26	Aural text	individual spoken words/phrases/ sentences	prompts for a drill
27	Graphic	pictures, illustrations, photographs, diagrams, etc.	a world map
	b) Source	where the content comes from	
28	Materials	content (or narrowly specified topic) supplied by the materials	dialogue/text in the coursebook
29	Teacher	content (or narrowly specified topic) supplied by the teacher	teacher recounts own experiences
30	Learner(s)	content (or narrowly specified topic) supplied by the learner(s)	learner recounts own experiences
31	Outside the course/lesson	content not supplied in the classroom or via the materials	dictionary

	c) Nature		
32	Metalinguistic explanation	comments on language use, structure, form or meaning	a grammatical rule
33	Linguistic items	words/phrases/sentences without a meaningful context	a vocabulary list
34	Fiction	fictional texts (contrived texts)	dialogue between imaginary characters
35	Non-fiction	factual texts/information	text about a foreign culture
36	Song	words/sentences set to music song	Song
B. EXPECTED OUTPUT FROM LEARNERS			
	a) Form	form of content to be produced by learner	
37	Oral text	individual spoken words/phrases/sentences	response to a drill
38	Written text	individual written words/phrases/sentences	write sentences using a specified word
39	Graphic	pictures, illustrations, photographs, a plan of one's house diagrams, etc.	a plan of one's house
40	Extended written text	texts of more than 50 written words which cohere, containing supra-sentential features	a story in writing
41	Extended oral text	texts of more than 50 spoken words which cohere, containing supra-sentential features	an oral account of an event
42	Role-play, Act out	the learner is expected to act out using language which has been narrowly defined	Role play a dialogue
43	Not required	The learner is not expected to provide an output	

Appendix XI. Analysis of Tasks in Unit 3, Level 3 of the Coursebook Series using Littlejohn's (2011) framework

	Task Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
	1. WHAT IS THE LEARNER EXPECTED TO DO?																											
	A. Turn take																											
1	Initiate																											
2	Scripted response		X		X		X	X				X		X		X	X		X	X	X	X	X	X	X		X	X
3	Not required	X		X		X			X	X	X		X		X			X								X		
	B. Focus																											
4	Language system (rules or form)		X				X	X	X	X									X			X	X					X
5	Meaning	X		X								X		X		X		X										
6	Meaning/system/form relationship				X	X						X		X		X	X		X	X				X	X	X	X	
	C. Mental operation																											
7	Decode semantic meaning	X		X	X	X					X	X	X	X	X	X	X	X		X	X			X	X	X	X	
8	Select information			X								X	X		X	X	X	X							X		X	
9	Categorise selected information	X							X		X															X		
10	Repeat verbatim		X				X	X											X									
11	Repeat with substitution			X								X		X		X	X			X				X				
12	Analyse language form								X														X					
13	Apply stated language rule			X					X			X		X		X						X		X				X
14	Apply general knowledge														X						X			X				
15	Attend to example/explanation			X	X				X	X		X					X			X	X							

(cont.)

Task Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
2. WHO WITH?																											
16 Teacher and learner(s), whole class observing																											
17 Learners individually	X							X	X	X		X		X			X					X			X	X	
18 Learners with whole class		X	X		X		X											X									
19 Learner(s) to whole class						X														X							
20 Learners in pairs/groups; class observing																								X			
21 Learners in pairs/groups				X							X		X		X	X			X			X	X				X

(cont.)

Task Number:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
3. WITH WHAT CONTENT?																											
A. Input to learners																											
a) Form																											
22 Extended written text						X												X						X			
23 Extended aural text	X	X			X									X			X	X							X		
24 Extended audio-visual	(X)	(X)	(X)		(X)												(X)	(X)									
25 Written text		X		X			X	X	X		X	X	X		X	X			X	X	X	X	X			X	X
26 Aural text							X	X	X																		
27 Graphic	X	X		X	X	X				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	
b) Source																											
28 Materials	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
29 Teacher																											
30 Learner(s)																											
31 Outside the course/lesson																											
c) Nature																											
32 Metalinguistic explanation																											
33 Linguistic items							X	X	X	X											X	X					X
34 Fiction			X	X	X	X					X	X	X	X	X	X			X	X			X	X	X	X	
35 Non-fiction																											
36 Song	X	X															X	X									
B. Expected output from learners																											
a) Form																											
37 Oral text				X			X				X		X		X	X			X	X			X				X
38 Written text																	X					X	X			X	X
39 Graphic																								X			
40 Extended written text																											
41 Extended oral text		X				X											X							X			
42 Role play, Act out				X							X		X		X	X			X					X	X		
43 Not required	X		X		X		X	X	X		X		X		X		X								X		

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Appendix XII. Results of the Questionnaire Conducted with Teachers at Level 3

<table>
<tr><td rowspan="22">GENERAL APPEARANCE
(Overall mean: 3.21)</td><td colspan="4">1. The font size and type used in the coursebook are appropriate for my students.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>0</td><td>0</td><td rowspan="5">3.5</td></tr>
<tr><td>2 Disagree</td><td>0</td><td>0</td></tr>
<tr><td>3 Agree</td><td>8</td><td>50.0</td></tr>
<tr><td>4 Strongly Agree</td><td>8</td><td>50.0</td></tr>
<tr><td>Total</td><td>16</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">2. The coursebook is rich with illustrations that facilitate my students' learning.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>0</td><td>0</td><td rowspan="5">3</td></tr>
<tr><td>2 Disagree</td><td>4</td><td>25.0</td></tr>
<tr><td>3 Agree</td><td>8</td><td>50.0</td></tr>
<tr><td>4 Strongly Agree</td><td>4</td><td>25.0</td></tr>
<tr><td>Total</td><td>16</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">3. The illustrations are relevant to the text.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>1</td><td>6.3</td><td rowspan="5">3.13</td></tr>
<tr><td>2 Disagree</td><td>2</td><td>12.5</td></tr>
<tr><td>3 Agree</td><td>7</td><td>43.8</td></tr>
<tr><td>4 Strongly Agree</td><td>6</td><td>37.5</td></tr>
<tr><td>Total</td><td>16</td><td>100.0</td></tr>
</table>

<table>
<tr><td rowspan="37">DESIGN AND LAYOUT
(Overall mean: 2.72)</td><td colspan="4">4. The coursebook is clearly structured and sequenced.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>1</td><td>6.3</td><td rowspan="5">2.81</td></tr>
<tr><td>2 Disagree</td><td>5</td><td>31.3</td></tr>
<tr><td>3 Agree</td><td>6</td><td>37.5</td></tr>
<tr><td>4 Strongly Agree</td><td>4</td><td>25.0</td></tr>
<tr><td>Total</td><td>16</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">5. The learners can understand easily what they are expected to do.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>4</td><td>25.0</td><td rowspan="5">2.19</td></tr>
<tr><td>2 Disagree</td><td>5</td><td>31.3</td></tr>
<tr><td>3 Agree</td><td>7</td><td>43.8</td></tr>
<tr><td>4 Strongly Agree</td><td>0</td><td>0</td></tr>
<tr><td>Total</td><td>16</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">6. The coursebook provides my students with opportunities for independent study.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>3</td><td>18.8</td><td rowspan="5">2.44</td></tr>
<tr><td>2 Disagree</td><td>5</td><td>31.3</td></tr>
<tr><td>3 Agree</td><td>6</td><td>37.5</td></tr>
<tr><td>4 Strongly Agree</td><td>2</td><td>12.5</td></tr>
<tr><td>Total</td><td>16</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">7. The coursebook provides adequate review sections.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>1</td><td>6.3</td><td rowspan="5">3</td></tr>
<tr><td>2 Disagree</td><td>4</td><td>25.0</td></tr>
<tr><td>3 Agree</td><td>5</td><td>31.3</td></tr>
<tr><td>4 Strongly Agree</td><td>6</td><td>37.5</td></tr>
<tr><td>Total</td><td>16</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">8. The layout is encouraging enough for my students to do the activities.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>1</td><td>6.3</td><td rowspan="5">2.63</td></tr>
<tr><td>2 Disagree</td><td>8</td><td>50.0</td></tr>
<tr><td>3 Agree</td><td>3</td><td>18.8</td></tr>
<tr><td>4 Strongly Agree</td><td>4</td><td>25.0</td></tr>
<tr><td>Total</td><td>16</td><td>100.0</td></tr>
</table>

9. The coursebook has titles and sub-heading titles which are clear and appropriate.			
	Frequency	Percent	Mean
1 Strongly Disagree	1	6.3	
2 Disagree	2	12.5	
3 Agree	9	56.3	3
4 Strongly Agree	4	25.0	
Total	16	100.0	

10. The artwork (pictures, illustrations, graphs, tables etc.) in the coursebook is helpful for my students to understand the lesson.			
	Frequency	Percent	Mean
1 Strongly Disagree	2	12.5	
2 Disagree	0	0	
3 Agree	10	62.5	3
4 Strongly Agree	4	25.0	
Total	16	100.0	

METHODOLOGY (Overall mean: 2.61)

11. The methodology of the coursebook is up-to-date.			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0	
2 Disagree	5	31.3	
3 Agree	9	56.3	2.81
4 Strongly Agree	2	12.5	
Total	16	100.0	

12. The methodology of the coursebook fosters learning.			
	Frequency	Percent	Mean
1 Strongly Disagree	1	6.3	
2 Disagree	5	31.3	
3 Agree	8	50.0	2.69
4 Strongly Agree	2	12.5	
Total	16	100.0	

13. The methodology of the coursebook is appropriate for YLs in my teaching context.			
	Frequency	Percent	Mean
1 Strongly Disagree	1	6.3	
2 Disagree	6	37.5	
3 Agree	7	43.8	2.63
4 Strongly Agree	2	12.5	
Total	16	100.0	

14. The materials are flexible enough to be exploited through other approaches.			
	Frequency	Percent	Mean
1 Strongly Disagree	4	25.0	
2 Disagree	5	31.3	
3 Agree	5	31.3	2.31
4 Strongly Agree	2	12.5	
Total	16	100.0	

ACTIVITIES (Overall mean: 2.49)

15. The coursebook presents the activities in a balanced way, e.g. activities focus on both fluency and accuracy, input and output etc.			
	Frequency	Percent	Mean
1 Strongly Disagree	3	18.8	
2 Disagree	5	31.3	
3 Agree	6	37.5	2.44
4 Strongly Agree	2	12.5	
Total	16	100.0	

16. The activities in the coursebook provide meaningful and communicative practice.			
	Frequency	Percent	Mean
1 Strongly Disagree	4	25.0	
2 Disagree	5	31.3	
3 Agree	5	31.3	2.31
4 Strongly Agree	2	12.5	
Total	16	100.0	

	17. The coursebook provides enough practice for the targeted language items.		
	Frequency	Percent	Mean
1 Strongly Disagree	3	18.8	
2 Disagree	5	31.3	
3 Agree	6	37.5	2.44
4 Strongly Agree	2	12.5	
Total	16	100.0	
	18. The activities and exercises in the coursebook increase my students' desire to learn English.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0	
2 Disagree	8	50.0	
3 Agree	6	37.5	2.63
4 Strongly Agree	2	12.5	
Total	16	100.0	
	19. The activities in the coursebook can be adapted easily.		
	Frequency	Percent	Mean
1 Strongly Disagree	2	12.5	
2 Disagree	5	31.3	
3 Agree	7	43.8	2.56
4 Strongly Agree	2	12.5	
Total	16	100.0	
	20. The activities in the coursebook promote pair and group work as well as individual work.		
	Frequency	Percent	Mean
1 Strongly Disagree	1	6.3	
2 Disagree	7	43.8	
3 Agree	6	37.5	2.56
4 Strongly Agree	2	12.5	
Total	16	100.0	

	21. The coursebook provide a good balance of the four basic skills (speaking/listening/writing/ reading).		
	Frequency	Percent	Mean
1 Strongly Disagree	2	12.5	
2 Disagree	5	31.3	
3 Agree	7	43.8	2.56
4 Strongly Agree	2	12.5	
Total	16	100.0	
	22. The speaking activities in the coursebook are suitable for my students.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0	
2 Disagree	7	43.8	
3 Agree	5	31.3	2.81
4 Strongly Agree	4	25.0	
Total	16	100.0	
LANGUAGE SKILLS (Overall mean: 2.72)	23. The listening activities in the coursebook are suitable for my students.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0	
2 Disagree	3	18.8	
3 Agree	7	43.8	3.19
4 Strongly Agree	6	37.5	
Total	16	100.0	
	24. The writing activities in the coursebook are suitable for my students.		
	Frequency	Percent	Mean
1 Strongly Disagree	1	6.3	
2 Disagree	9	56.3	
3 Agree	4	25.0	2.63
4 Strongly Agree	2	12.5	
Total	16	100.0	

25. The reading activities in the coursebook are suitable for my students.			
	Frequency	Percent	Mean
1 Strongly Disagree	2	12.5	
2 Disagree	4	25.0	
3 Agree	8	50.0	2.63
4 Strongly Agree	2	12.5	
Total	16	100.0	

	26. The language used in the coursebook is like real-life English; in other words, it is authentic.			
		Frequency	Percent	Mean
	1 Strongly Disagree	2	12.5	
	2 Disagree	7	43.8	
	3 Agree	5	31.3	2.44
	4 Strongly Agree	2	12.5	
	Total	16	100.0	
	27. Grammar content is appropriate to my students' level.			
		Frequency	Percent	Mean
	1 Strongly Disagree	1	6.3	
	2 Disagree	4	25.0	
	3 Agree	9	56.3	2.75
	4 Strongly Agree	2	12.5	
	Total	16	100.0	
	28. The coursebook presents the grammar points with their explanations and concise and easy examples.			
		Frequency	Percent	Mean
	1 Strongly Disagree	1	6.3	
	2 Disagree	5	31.3	
	3 Agree	8	50.0	2.69
	4 Strongly Agree	2	12.5	
	Total	16	100.0	
LANGUAGE CONTENT (Overall mean: 2.99)	29. Vocabulary is appropriate to my students' level.			
		Frequency	Percent	Mean
	1 Strongly Disagree	1	6.3	
	2 Disagree	5	31.3	
	3 Agree	6	37.5	2.81
	4 Strongly Agree	4	25.0	
	Total	16	100.0	
	30. The vocabulary exercises are meaningful to my students.			
		Frequency	Percent	Mean
	1 Strongly Disagree	1	6.3	
	2 Disagree	6	37.5	
	3 Agree	3	18.8	2.88
	4 Strongly Agree	6	37.5	
	Total	16	100.0	
	31. The exercises for vocabulary are adequate.			
		Frequency	Percent	Mean
	1 Strongly Disagree	4	25.0	
	2 Disagree	2	12.5	
	3 Agree	4	25.0	2.75
	4 Strongly Agree	6	37.5	
	Total	16	100.0	
	32. The time allotted for teaching the content is sufficient.			
		Frequency	Percent	Mean
	1 Strongly Disagree	0	0	
	2 Disagree	11	68.8	
	3 Agree	5	31.3	2.31
	4 Strongly Agree	0	0	
	Total	16	100.0	

	33. The topics of the coursebook are motivating for my students.		
		Frequency	Percent	Mean
	1 Strongly Disagree	**0**	**0**	
	2 Disagree	**3**	**18.8**	
	3 Agree	**7**	**43.8**	**3.19**
	4 Strongly Agree	**6**	**37.5**	
	Total	**16**	**100.0**	

	34. The topics promote active learning, that is, place responsibility for learning on learners.		
		Frequency	Percent	Mean
	1 Strongly Disagree	**0**	**0**	
	2 Disagree	**5**	**31.3**	
	3 Agree	**7**	**43.8**	**2.94**
	4 Strongly Agree	**4**	**25.0**	
	Total	**16**	**100.0**	

	35. The topics offer vocabulary that my students are likely to encounter in real life.		
		Frequency	Percent	Mean
	1 Strongly Disagree	**1**	**6.3**	
	2 Disagree	**4**	**25.0**	
	3 Agree	**7**	**43.8**	**2.88**
	4 Strongly Agree	**4**	**25.0**	
	Total	**16**	**100.0**	

TOPICAL CONTENT (Overall mean: 2.99)

	36. The coursebook provides topics through which my students can learn about cultures of English-speaking countries.		
		Frequency	Percent	Mean
	1 Strongly Disagree	**3**	**18.8**	
	2 Disagree	**6**	**37.5**	
	3 Agree	**3**	**18.8**	**2.5**
	4 Strongly Agree	**4**	**25.0**	
	Total	**16**	**100.0**	

	37. The coursebook does not promote any negative stereotypes (e.g. racial, gender etc.).		
		Frequency	Percent	Mean
	1 Strongly Disagree	**0**	**0**	
	2 Disagree	**1**	**6.3**	
	3 Agree	**8**	**50.0**	**3.38**
	4 Strongly Agree	**7**	**43.8**	
	Total	**16**	**100.0**	

	38. The coursebook includes topics that reflect the learners' own world and culture.		
		Frequency	Percent	Mean
	1 Strongly Disagree	**0**	**0**	
	2 Disagree	**4**	**25.0**	
	3 Agree	**7**	**43.8**	**3.06**
	4 Strongly Agree	**5**	**31.3**	
	Total	**16**	**100.0**	

	39. The coursebook helps teachers to use the materials in the way they best meet the needs and wants of their students.		
		Frequency	Percent	Mean
	1 Strongly Disagree	**4**	**25.0**	
	2 Disagree	**0**	**0**	
	3 Agree	**8**	**50.0**	**2.75**
	4 Strongly Agree	**4**	**25.0**	
	Total	**16**	**100.0**	

FLEXIBILITY AND TEACHABILITY (Overall mean: 2.71)

	40. The coursebook is suitable for mixed ability classes.		
		Frequency	Percent	Mean
	1 Strongly Disagree	**2**	**12.5**	
	2 Disagree	**6**	**37.5**	
	3 Agree	**4**	**25.0**	**2.63**
	4 Strongly Agree	**4**	**25.0**	
	Total	**16**	**100.0**	

41. The coursebook offers opportunities to personalise and localise activities.			
	Frequency	Percent	Mean
1 Strongly Disagree	1	6.3	
2 Disagree	6	37.5	
3 Agree	5	31.3	2.75
4 Strongly Agree	4	25.0	
Total	16	100.0	

	42. The coursebook offers revision for formative purposes.			
		Frequency	Percent	Mean
	1 Strongly Disagree	1	6.3	
	2 Disagree	5	31.3	
	3 Agree	6	37.5	2.81
	4 Strongly Agree	4	25.0	
	Total	16	100.0	
	43. There are enough assessment materials such as progress tests, quizzes.			
		Frequency	Percent	Mean
	1 Strongly Disagree	4	25.0	
	2 Disagree	4	25.0	
	3 Agree	2	12.5	2.63
	4 Strongly Agree	6	37.5	
	Total	16	100.0	
ASSESSMENT **(Overall mean: 2.64)**				
	44. The assessment materials are appropriate for my students.			
		Frequency	Percent	Mean
	1 Strongly Disagree	4	25.0	
	2 Disagree	4	25.0	
	3 Agree	2	12.5	2.63
	4 Strongly Agree	6	37.5	
	Total	16	100.0	
	45. There are assessment suggestions in the coursebook.			
		Frequency	Percent	Mean
	1 Strongly Disagree	2	12.5	
	2 Disagree	8	50.0	
	3 Agree	2	12.5	2.5
	4 Strongly Agree	4	25.0	
	Total	16	100.0	

	46. The objectives of the coursebook are clear for the teachers.			
		Frequency	Percent	Mean
	1 Strongly Disagree	0	0	
	2 Disagree	2	12.5	
	3 Agree	8	50.0	3.25
	4 Strongly Agree	6	37.5	
	Total	16	100.0	
	47. The objectives of the coursebook are related to the learners' needs and interests.			
		Frequency	Percent	Mean
	1 Strongly Disagree	0	0	
	2 Disagree	8	50.0	
	3 Agree	4	25.0	2.75
BOOK OBJECTIVES **(Overall mean: 2.91)**	4 Strongly Agree	4	25.0	
	Total	16	100.0	
	48. The objectives of the coursebook are relevant to the context and culture.			
		Frequency	Percent	Mean
	1 Strongly Disagree	0	0	
	2 Disagree	2	12.5	
	3 Agree	10	62.5	3.13
	4 Strongly Agree	4	25.0	
	Total	16	100.0	

49. The objectives of the coursebook aim to accommodate individual differences among students.			
	Frequency	Percent	Mean
1 Strongly Disagree	1	6.3	
2 Disagree	9	56.3	
3 Agree	2	12.5	2.56
4 Strongly Agree	4	25.0	
Total	16	100.0	

50. The coursebook meets the language learning needs of my institution.			
	Frequency	Percent	Mean
1 Strongly Disagree	1	6.3	
2 Disagree	4	25.0	
3 Agree	7	43.8	2.88
4 Strongly Agree	4	25.0	
Total	16	100.0	

COMPONENTS (Overall mean: 2.96)

51. The components are supportive in general.			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0	
2 Disagree	6	37.5	
3 Agree	6	37.5	2.88
4 Strongly Agree	4	25.0	
Total	16	100.0	

52. The components are compatible with the coursebook and each other.			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0	
2 Disagree	6	37.5	
3 Agree	6	37.5	2.88
4 Strongly Agree	4	25.0	
Total	16	100.0	

53. The components are user-friendly.			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0	
2 Disagree	4	25.0	
3 Agree	6	37.5	3.13
4 Strongly Agree	6	37.5	
Total	16	100.0	

TEACHER'S BOOK (Overall mean: 3.12)

54. The teacher's book provides guidance on how the coursebook can be exploited to the best advantage.			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0	
2 Disagree	3	18.8	
3 Agree	5	31.3	3.31
4 Strongly Agree	8	50.0	
Total	16	100.0	

55. The teacher's book helps teachers understand the aims and approach of the coursebook.			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0	
2 Disagree	3	18.8	
3 Agree	7	43.8	3.19
4 Strongly Agree	6	37.5	
Total	16	100.0	

56. The teacher's book contains extra activities and exercises to practice. test. and review vocabulary.			
	Frequency	Percent	Mean
1 Strongly Disagree	1	6.3	
2 Disagree	5	31.3	
3 Agree	4	25.0	2.94
4 Strongly Agree	6	37.5	
Total	16	100.0	

57. The teacher's book provides additional ideas and alternative ways of teaching.			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0	
2 Disagree	5	31.3	
3 Agree	5	31.3	3.06
4 Strongly Agree	6	37.5	
Total	16	100.0	

Appendix XIII. Results of the Questionnaire Conducted with Students at Level 3

GENERAL APPEARANCE (Overall mean: 3.58)	1. The font size and type used in the coursebook are appropriate for me.		
		Frequency	Percent	Mean
	1 Strongly Disagree	8	3.5	
	2 Disagree	8	3.5	
	3 Agree	50	21.6	3.61
	4 Strongly Agree	165	71.4	
	Total	231	100.0	

GENERAL APPEARANCE (Overall mean: 3.58)	2. The illustrations help me understand the texts more easily.		
		Frequency	Percent	Mean
	1 Strongly Disagree	7	3.0	
	2 Disagree	8	3.5	
	3 Agree	64	27.7	3.56
	4 Strongly Agree	152	65.8	
	Total	231	100.0	

DESIGN AND LAYOUT (Overall mean: 3.48)	3. I can understand easily what I am expected to do throughout the coursebook.		
		Frequency	Percent	Mean
	1 Strongly Disagree	8	3.5	
	2 Disagree	23	10.0	
	3 Agree	78	33.8	3.36
	4 Strongly Agree	122	52.8	
	Total	231	100.0	

DESIGN AND LAYOUT (Overall mean: 3.48)	4. The artwork (pictures, Illustrations, graphs, tables etc.) in the coursebook is helpful for me to understand the lesson.		
		Frequency	Percent	Mean
	1 Strongly Disagree	5	2.2	
	2 Disagree	14	6.1	
	3 Agree	45	19.5	3.62
	4 Strongly Agree	167	72.3	
	Total	231	100.0	

DESIGN AND LAYOUT (Overall mean: 3.48)	5. The instructions for each activity are clear.		
		Frequency	Percent	Mean
	1 Strongly Disagree	4	1.7	
	2 Disagree	16	6.9	
	3 Agree	76	32.9	3.48
	4 Strongly Agree	135	58.4	
	Total	231	100.0	

ACTIVITIES (Overall mean: 3.71)	6. The activities and exercises in the coursebook increase my desire to learn English.		
		Frequency	Percent	Mean
	1 Strongly Disagree	6	2.6	
	2 Disagree	4	1.7	
	3 Agree	55	23.8	3.65
	4 Strongly Agree	166	71.9	
	Total	231	100.0	

ACTIVITIES (Overall mean: 3.71)	7. The coursebook provides enough practice for the targeted language items.		
		Frequency	Percent	Mean
	1 Strongly Disagree	8	3.5	
	2 Disagree	13	5.6	
	3 Agree	55	23.8	3.55
	4 Strongly Agree	155	67.1	
	Total	231	100.0	

ACTIVITIES (Overall mean: 3.71)	8. The songs in the coursebook are fun.		
		Frequency	Percent	Mean
	1 Strongly Disagree	2	0.9	
	2 Disagree	7	3.0	
	3 Agree	15	6.5	3.85
	4 Strongly Agree	207	89.6	
	Total	231	100.0	

	9. The songs are instructive.		
	Frequency	Percent	Mean
1 Strongly Disagree	3	1.3	
2 Disagree	6	2.6	
3 Agree	19	8.2	3.83
4 Strongly Agree	203	87.9	
Total	231	100.0	
	10. The stories are interesting so I enjoy reading them.		
	Frequency	Percent	Mean
1 Strongly Disagree	5	2.2	
2 Disagree	6	2.6	
3 Agree	45	19.5	3.69
4 Strongly Agree	175	75.8	
Total	231	100.0	

	11. The writing exercises are interesting.		
	Frequency	Percent	Mean
1 Strongly Disagree	15	6.5	
2 Disagree	23	10.0	
3 Agree	88	38.1	3.23
4 Strongly Agree	105	45.5	
Total	231	100.0	
	12. The writing exercises are appropriate to my level.		
	Frequency	Percent	Mean
1 Strongly Disagree	12	5.2	
2 Disagree	16	6.9	
3 Agree	53	22.9	3.48
4 Strongly Agree	150	64.9	
Total	231	100.0	
	13. The reading texts are at the right level for me.		
	Frequency	Percent	Mean
1 Strongly Disagree	6	2.6	
2 Disagree	22	9.5	
3 Agree	50	21.6	3.52
4 Strongly Agree	153	66.2	
Total	231	100.0	
	14. The reading texts interest me.		
	Frequency	Percent	Mean
1 Strongly Disagree	11	4.8	
2 Disagree	11	4.8	
3 Agree	43	18.6	3.58
4 Strongly Agree	166	71.9	
Total	231	100.0	
	15. The coursebook gives me enough opportunity to practice English.		
	Frequency	Percent	Mean
1 Strongly Disagree	7	3.0	
2 Disagree	6	2.6	
3 Agree	33	14.3	3.71
4 Strongly Agree	185	80.1	
Total	231	100.0	
	16. The speaking activities in the coursebook are suitable for me.		
	Frequency	Percent	Mean
1 Strongly Disagree	7	3.0	
2 Disagree	16	6.9	
3 Agree	63	27.3	3.5
4 Strongly Agree	145	62.8	
Total	231	100.0	

LANGUAGE SKILLS (Overall mean: 3.21)

	17. The listening texts are interesting to me.		
	Frequency	Percent	Mean
1 Strongly Disagree	**4**	**1.7**	
2 Disagree	**12**	**5.2**	
3 Agree	**38**	**16.5**	**3.68**
4 Strongly Agree	**177**	**76.6**	
Total	**231**	**100.0**	

	18. The vocabulary in the coursebook is very much related to my world.		
	Frequency	Percent	Mean
1 Strongly Disagree	**18**	**7.8**	
2 Disagree	**25**	**10.8**	
3 Agree	**57**	**24.7**	**3.3**
4 Strongly Agree	**131**	**56.7**	
Total	**231**	**100.0**	
	19. I think the vocabulary in the coursebook is very useful for me.		
	Frequency	Percent	Mean
1 Strongly Disagree	**12**	**5.2**	
2 Disagree	**18**	**7.8**	
3 Agree	**56**	**24.2**	**3.45**
4 Strongly Agree	**145**	**62.8**	
Total	**231**	**100.0**	
	20. The language rules (grammar items) are appropriate to my level.		
	Frequency	Percent	Mean
1 Strongly Disagree	**13**	**5.6**	
2 Disagree	**16**	**6.9**	
3 Agree	**64**	**27.7**	**3.42**
4 Strongly Agree	**138**	**59.7**	
Total	**231**	**100.0**	
	21. The grammar items are presented clearly in the coursebook.		
	Frequency	Percent	Mean
1 Strongly Disagree	**11**	**4.8**	
2 Disagree	**15**	**6.5**	
3 Agree	**51**	**22.1**	**3.51**
4 Strongly Agree	**154**	**66.7**	
Total	**231**	**100.0**	

LANGUAGE CONTENT (Overall mean: 3.42)

	22. The topics of the coursebook are appealing.		
	Frequency	Percent	Mean
1 Strongly Disagree	**10**	**4.3**	
2 Disagree	**13**	**5.6**	
3 Agree	**44**	**19.0**	**3.57**
4 Strongly Agree	**164**	**71.0**	
Total	**231**	**100.0**	
	23. The topics of the coursebook increase my interest in learning English.		
	Frequency	Percent	Mean
1 Strongly Disagree	**3**	**1.3**	
2 Disagree	**17**	**7.4**	
3 Agree	**44**	**19.0**	**3.62**
4 Strongly Agree	**167**	**72.3**	
Total	**231**	**100.0**	
	24. The coursebook provides topics through which I can learn about the cultures of English-speaking countries.		
	Frequency	Percent	Mean
1 Strongly Disagree	**17**	**7.4**	
2 Disagree	**24**	**10.4**	
3 Agree	**47**	**20.3**	**3.37**
4 Strongly Agree	**143**	**61.9**	
Total	**231**	**100.0**	

TOPICAL CONTENT (Overall mean: 3.42)

25. The coursebook gives me the opportunity to talk about my own culture.			
	Frequency	Percent	Mean
1 Strongly Disagree	30	13.0	
2 Disagree	19	8.2	
3 Agree	71	30.7	3.14
4 Strongly Agree	111	48.1	
Total	231	100.0	

	26. The activities and exercises in the practice book are very helpful for me.			
		Frequency	Percent	Mean
	1 Strongly Disagree	2	0.9	
	2 Disagree	16	6.9	
	3 Agree	38	16.5	3.67
	4 Strongly Agree	175	75.8	
	Total	231	100.0	
	27. The interactive software for the coursebook is very helpful for me to revise the things I have learnt inside the classroom.			
		Frequency	Percent	Mean
	1 Strongly Disagree	13	5.6	
COMPONENTS (Overall mean: 3.65)	2 Disagree	9	3.9	
	3 Agree	39	16.9	3.58
	4 Strongly Agree	170	73.6	
	Total	231	100.0	
	28. The animation videos of the stories are not only fun but also help me understand the lesson better.			
		Frequency	Percent	Mean
	1 Strongly Disagree	7	3.0	
	2 Disagree	5	2.2	
	3 Agree	38	16.5	3.7
	4 Strongly Agree	181	78.4	
	Total	231	100.0	

	29. The coursebook is fun.			
		Frequency	Percent	Mean
	1 Strongly Disagree	7	3.0	
	2 Disagree	13	5.6	
	3 Agree	48	20.8	3.61
	4 Strongly Agree	163	70.6	
	Total	231	100.0	
	30. The coursebook is user-friendly.			
		Frequency	Percent	Mean
	1 Strongly Disagree	7	3.0	
	2 Disagree	13	5.6	
	3 Agree	48	20.8	3.59
	4 Strongly Agree	163	70.6	
	Total	231	100.0	
OVERALL (Overall mean: 3.59)	31. I can feel that this coursebook helps me improve my English very much.			
		Frequency	Percent	Mean
	1 Strongly Disagree	9	3.9	
	2 Disagree	7	3.0	
	3 Agree	42	18.2	3.64
	4 Strongly Agree	173	74.9	
	Total	231	100.0	
	32. I enjoy learning English with this book.			
		Frequency	Percent	Mean
	1 Strongly Disagree	7	3.0	
	2 Disagree	10	4.3	
	3 Agree	52	22.5	3.6
	4 Strongly Agree	162	70.1	
	Total	231	100.0	

33. The coursebook is not too difficult.			
	Frequency	Percent	Mean
1 Strongly Disagree	7	3.0	
2 Disagree	9	3.9	
3 Agree	33	14.3	3.69
4 Strongly Agree	182	78.8	
Total	231	100.0	

34. I think the coursebook is at the correct level for me.			
	Frequency	Percent	Mean
1 Strongly Disagree	10	4.3	
2 Disagree	13	5.6	
3 Agree	44	19.0	3.57
4 Strongly Agree	164	71.0	
Total	231	100.0	

35. This book is better than any other coursebook that I've used.			
	Frequency	Percent	Mean
1 Strongly Disagree	12	5.2	
2 Disagree	22	9.5	
3 Agree	39	16.9	3.48
4 Strongly Agree	158	68.4	
Total	231	100.0	

Appendix XIV. Results of the Questionnaire Conducted with Teachers at Level 4

<table>
<tr><td rowspan="22">GENERAL APPEARANCE
(Overall mean: 3.16)</td><td colspan="4">1. The font size and type used in the coursebook are appropriate for my students.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>0</td><td>0</td><td rowspan="5">3.40</td></tr>
<tr><td>2 Disagree</td><td>1</td><td>10</td></tr>
<tr><td>3 Agree</td><td>4</td><td>40.0</td></tr>
<tr><td>4 Strongly Agree</td><td>5</td><td>50.0</td></tr>
<tr><td>Total</td><td>10</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">2. The coursebook is rich with illustrations that facilitate my students' learning.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>0</td><td>0</td><td rowspan="5">3</td></tr>
<tr><td>2 Disagree</td><td>2</td><td>20.0</td></tr>
<tr><td>3 Agree</td><td>6</td><td>60.0</td></tr>
<tr><td>4 Strongly Agree</td><td>2</td><td>20.0</td></tr>
<tr><td>Total</td><td>10</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">3. The illustrations are relevant to the text.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>0</td><td>0.0</td><td rowspan="5">3.10</td></tr>
<tr><td>2 Disagree</td><td>1</td><td>10.0</td></tr>
<tr><td>3 Agree</td><td>7</td><td>70.0</td></tr>
<tr><td>4 Strongly Agree</td><td>2</td><td>20.0</td></tr>
<tr><td>Total</td><td>10</td><td>100.0</td></tr>
</table>

<table>
<tr><td rowspan="38">DESIGN AND LAYOUT
(Overall mean: 2.58)</td><td colspan="4">4. The coursebook is clearly structured and sequenced.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>2</td><td>20.0</td><td rowspan="5">2.40</td></tr>
<tr><td>2 Disagree</td><td>3</td><td>30.0</td></tr>
<tr><td>3 Agree</td><td>4</td><td>40.0</td></tr>
<tr><td>4 Strongly Agree</td><td>1</td><td>10.0</td></tr>
<tr><td>Total</td><td>10</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">5. The learners can understand easily what they are expected to do.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>0</td><td>0.0</td><td rowspan="5">2.50</td></tr>
<tr><td>2 Disagree</td><td>5</td><td>50.0</td></tr>
<tr><td>3 Agree</td><td>5</td><td>50.0</td></tr>
<tr><td>4 Strongly Agree</td><td>0</td><td>0.0</td></tr>
<tr><td>Total</td><td>10</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">6. The coursebook provides my students with opportunities for independent study.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>2</td><td>20.0</td><td rowspan="5">2</td></tr>
<tr><td>2 Disagree</td><td>6</td><td>60.0</td></tr>
<tr><td>3 Agree</td><td>2</td><td>20.0</td></tr>
<tr><td>4 Strongly Agree</td><td>0</td><td>0.0</td></tr>
<tr><td>Total</td><td>10</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">7. The coursebook provides adequate review sections.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>2</td><td>20.0</td><td rowspan="5">2.30</td></tr>
<tr><td>2 Disagree</td><td>6</td><td>60.0</td></tr>
<tr><td>3 Agree</td><td>2</td><td>20.0</td></tr>
<tr><td>4 Strongly Agree</td><td>0</td><td>0.0</td></tr>
<tr><td>Total</td><td>10</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4">8. The layout is encouraging enough for my students to do the activities.</td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>0</td><td>0.0</td><td rowspan="5">2.70</td></tr>
<tr><td>2 Disagree</td><td>3</td><td>30.0</td></tr>
<tr><td>3 Agree</td><td>7</td><td>70.0</td></tr>
<tr><td>4 Strongly Agree</td><td>0</td><td>0.0</td></tr>
<tr><td>Total</td><td>10</td><td>100.0</td></tr>
</table>

9. The coursebook has titles and sub-heading titles which are clear and appropriate.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	4	40.0	
3 Agree	5	50.0	2.70
4 Strongly Agree	1	10.0	
Total	10	100.0	

10. The artwork (pictures, illustrations, graphs, tables etc.) in the coursebook is helpful for my students to understand the lesson.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	0	0.0	
3 Agree	5	50.0	3.50
4 Strongly Agree	5	50.0	
Total	10	100.0	

METHODOLOGY (Overall mean: 2.75)

11. The methodology of the coursebook is up-to-date.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	0	0.0	
3 Agree	7	70.0	3.30
4 Strongly Agree	3	30.0	
Total	10	100.0	

12. The methodology of the coursebook fosters learning.		
	Frequency	Percent	Mean
1 Strongly Disagree	1	10.0	
2 Disagree	2	20.0	
3 Agree	5	50.0	2.80
4 Strongly Agree	2	20.0	
Total	10	100.0	

13. The methodology of the coursebook is appropriate for YLs in my teaching context.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	5	50.0	
3 Agree	5	50.0	2.50
4 Strongly Agree	0	0.0	
Total	10	100.0	

14. The materials are flexible enough to be exploited through other approaches.		
	Frequency	Percent	Mean
1 Strongly Disagree	1	10.0	
2 Disagree	4	40.0	
3 Agree	5	50.0	2.40
4 Strongly Agree	0	0.0	
Total	10	100.0	

ACTIVITIES (Overall mean: 2.9)

15. The coursebook presents the activities in a balanced way, e.g. activities focus on both fluency and accuracy, input and output etc.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	2	20.0	
3 Agree	6	60.0	3
4 Strongly Agree	2	20.0	
Total	10	100.0	

16. The activities in the coursebook provide meaningful and communicative practice.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	3	30.0	
3 Agree	4	40.0	3
4 Strongly Agree	3	30.0	
Total	10	100.0	

17. The coursebook provides enough practice for the targeted language items.			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	2	20.0	
3 Agree	5	50.0	3.10
4 Strongly Agree	3	30.0	
Total	10	100.0	

18. The activities and exercises in the coursebook increase my students' desire to learn English.			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	2	20.0	
3 Agree	5	50.0	3.10
4 Strongly Agree	3	30.0	
Total	10	100.0	

19. The activities in the coursebook can be adapted easily.			
	Frequency	Percent	Mean
1 Strongly Disagree	2	20.0	
2 Disagree	5	50.0	
3 Agree	3	30.0	2.10
4 Strongly Agree	0	0.0	
Total	10	100.0	

20. The activities in the coursebook promote pair and group work as well as individual work.			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	2	20.0	
3 Agree	5	50.0	3.10
4 Strongly Agree	3	30.0	
Total	10	100.0	

LANGUAGE SKILLS (Overall mean: 2.58)

21. The coursebook provide a good balance of the four basic skills (speaking/listening/writing/reading).			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	4	40.0	
3 Agree	3	30.0	2.90
4 Strongly Agree	3	30.0	
Total	10	100.0	

22. The speaking activities in the coursebook are suitable for my students.			
	Frequency	Percent	Mean
1 Strongly Disagree	1	10.0	
2 Disagree	4	40.0	
3 Agree	5	50.0	2.40
4 Strongly Agree	0	0.0	
Total	10	100.0	

23. The listening activities in the coursebook are suitable for my students.			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	2	20.0	
3 Agree	7	70.0	2.90
4 Strongly Agree	1	10.0	
Total	10	100.0	

24. The writing activities in the coursebook are suitable for my students.			
	Frequency	Percent	Mean
1 Strongly Disagree	2	20.0	
2 Disagree	4	40.0	
3 Agree	4	40.0	2.50
4 Strongly Agree	0	0.0	
Total	10	100.0	

25. The reading activities in the coursebook are suitable for my students.			
	Frequency	Percent	Mean
1 Strongly Disagree	1	10.0	
2 Disagree	3	30.0	
3 Agree	6	60.0	2.50
4 Strongly Agree	0	0.0	
Total	10	100.0	

	26. The language used in the coursebook is like real-life English; in other words, it is authentic.			
		Frequency	Percent	Mean
	1 Strongly Disagree	2	20.0	
	2 Disagree	4	40.0	
	3 Agree	4	40.0	2.20
	4 Strongly Agree	0	0.0	
	Total	10	100.0	
	27. Grammar content is appropriate to my students' level.			
		Frequency	Percent	Mean
	1 Strongly Disagree	1	10.0	
	2 Disagree	5	50.0	
	3 Agree	4	40.0	2.30
	4 Strongly Agree	0	0.0	
	Total	10	100.0	
	28. The coursebook presents the grammar points with their explanations and concise and easy examples.			
		Frequency	Percent	Mean
	1 Strongly Disagree	3	30.0	
	2 Disagree	5	50.0	
	3 Agree	2	20.0	1.90
	4 Strongly Agree	0	0.0	
	Total	10	100.0	
LANGUAGE CONTENT (Overall mean: 2)	29. Vocabulary is appropriate to my students' level.			
		Frequency	Percent	Mean
	1 Strongly Disagree	3	30.0	
	2 Disagree	5	50.0	
	3 Agree	2	20.0	1.90
	4 Strongly Agree	0	0.0	
	Total	10	100.0	
	30. The vocabulary exercises are meaningful to my students.			
		Frequency	Percent	Mean
	1 Strongly Disagree	2	20.0	
	2 Disagree	6	60.0	
	3 Agree	2	20.0	2
	4 Strongly Agree	0	0.0	
	Total	10	100.0	
	31. The exercises for vocabulary are adequate.			
		Frequency	Percent	Mean
	1 Strongly Disagree	3	30.0	
	2 Disagree	4	40.0	
	3 Agree	3	30.0	2
	4 Strongly Agree	0	0.0	
	Total	10	100.0	
	32. The time allotted for teaching the content is sufficient.			
		Frequency	Percent	Mean
	1 Strongly Disagree	4	40.0	
	2 Disagree	5	50.0	
	3 Agree	1	10.0	1.70
	4 Strongly Agree	0	0.0	
	Total	10	100.0	

	33. The topics of the coursebook are motivating for my students.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	3	30.0	
3 Agree	4	40.0	3
4 Strongly Agree	3	30.0	
Total	10	100.0	
	34. The topics promote active learning, that is, place responsibility for learning on learners.		
	Frequency	Percent	Mean
1 Strongly Disagree	1	10.0	
2 Disagree	4	40.0	
3 Agree	5	50.0	2.40
4 Strongly Agree	0	0.0	
Total	10	100.0	
	35. The topics offer vocabulary that my students are likely to encounter in real life.		
	Frequency	Percent	Mean
1 Strongly Disagree	3	30.0	
2 Disagree	3	30.0	
3 Agree	3	30.0	2.20
4 Strongly Agree	1	10.0	
Total	10	100.0	

TOPICAL CONTENT (Overall mean: 2.71)

	36. The coursebook provides topics through which my students can learn about cultures of English-speaking countries.		
	Frequency	Percent	Mean
1 Strongly Disagree	4	40.0	
2 Disagree	3	30.0	
3 Agree	3	30.0	1.90
4 Strongly Agree	0	0.0	
Total	10	100.0	
	37. The coursebook does not promote any negative stereotypes (e.g. racial, gender etc.).		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	0	0.0	
3 Agree	3	30.0	3.70
4 Strongly Agree	7	70.0	
Total	10	100.0	
	38. The coursebook includes topics that reflect the learners' own world and culture.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	2	20.0	
3 Agree	5	50.0	3.10
4 Strongly Agree	3	30.0	
Total	10	100.0	

FLEXIBILITY AND TEACHABILITY (Overall mean: 2.4)

	39. The coursebook helps teachers to use the materials in the way they best meet the needs and wants of their students.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	2	20.0	
3 Agree	7	70.0	2.90
4 Strongly Agree	1	10.0	
Total	10	100.0	
	40. The coursebook is suitable for mixed ability classes.		
	Frequency	Percent	Mean
1 Strongly Disagree	1	10.0	
2 Disagree	7	70.0	
3 Agree	2	20.0	2.10
4 Strongly Agree	0	0.0	
Total	10	100.0	

41. The coursebook offers opportunities to personalise and localise activities.			
	Frequency	Percent	Mean
1 Strongly Disagree	2	20.0	
2 Disagree	4	40.0	
3 Agree	4	40.0	2.20
4 Strongly Agree	0	0.0	
Total	10	100.0	

	42. The coursebook offers revision for formative purposes.			
		Frequency	Percent	Mean
	1 Strongly Disagree	2	20.0	
	2 Disagree	2	20.0	
	3 Agree	6	60.0	2.40
	4 Strongly Agree	0	0.0	
	Total	10	100.0	
	43. There are enough assessment materials such as progress tests, quizzes.			
		Frequency	Percent	Mean
	1 Strongly Disagree	3	30.0	
	2 Disagree	4	40.0	
	3 Agree	3	30.0	2
	4 Strongly Agree	0	0.0	
ASSESSMENT (Overall mean: 2.3)	Total	10	100.0	
	44. The assessment materials are appropriate for my students.			
		Frequency	Percent	Mean
	1 Strongly Disagree	3	30.0	
	2 Disagree	4	40.0	
	3 Agree	3	30.0	2
	4 Strongly Agree	0	0.0	
	Total	10	100.0	
	45. There are assessment suggestions in the coursebook.			
		Frequency	Percent	Mean
	1 Strongly Disagree	1	10.0	
	2 Disagree	4	40.0	
	3 Agree	4	40.0	2.50
	4 Strongly Agree	1	10.0	
	Total	10	100.0	

	46. The objectives of the coursebook are clear for the teachers.			
		Frequency	Percent	Mean
	1 Strongly Disagree	0	0.0	
	2 Disagree	1	10.0	
	3 Agree	5	50.0	3.30
	4 Strongly Agree	4	40.0	
	Total	10	100.0	
	47. The objectives of the coursebook are related to the learners' needs and interests.			
		Frequency	Percent	Mean
	1 Strongly Disagree	1	10.0	
BOOK OBJECTIVES (Overall mean: 2.54)	2 Disagree	4	40.0	
	3 Agree	5	50.0	2.40
	4 Strongly Agree	0	0.0	
	Total	10	100.0	
	48. The objectives of the coursebook are relevant to the context and culture.			
		Frequency	Percent	Mean
	1 Strongly Disagree	0	0.0	
	2 Disagree	3	30.0	
	3 Agree	6	60.0	2.80
	4 Strongly Agree	1	10.0	
	Total	10	100.0	

	49. The objectives of the coursebook aim to accommodate individual differences among students.		
		Frequency	Percent	Mean
	1 Strongly Disagree	3	30.0	
	2 Disagree	5	50.0	
	3 Agree	2	20.0	1.90
	4 Strongly Agree	0	0.0	
	Total	10	100.0	

	50. The coursebook meets the language learning needs of my institution.		
		Frequency	Percent	Mean
	1 Strongly Disagree	2	20.0	
	2 Disagree	3	30.0	
	3 Agree	5	50.0	2.30
	4 Strongly Agree	0	0.0	
	Total	10	100.0	

COMPONENTS (Overall mean: 2.97)

51. The components are supportive in general.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	3	30.0	
3 Agree	5	50.0	2.90
4 Strongly Agree	2	20.0	
Total	10	100.0	

52. The components are compatible with the coursebook and each other.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	2	20.0	
3 Agree	6	60.0	3
4 Strongly Agree	2	20.0	
Total	10	100.0	

53. The components are user-friendly.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	3	30.0	
3 Agree	4	40.0	3
4 Strongly Agree	3	30.0	
Total	10	100.0	

TEACHER'S BOOK (Overall mean: 3.07)

54. The teacher's book provides guidance on how the coursebook can be exploited to the best advantage.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	1	10.0	
3 Agree	4	40.0	3.40
4 Strongly Agree	5	50.0	
Total	10	100.0	

55. The teacher's book helps teachers understand the aims and approach of the coursebook.		
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	1	10.0	
3 Agree	4	40.0	3.40
4 Strongly Agree	5	50.0	
Total	10	100.0	

56. The teacher's book contains extra activities and exercises to practice, test, and review vocabulary.		
	Frequency	Percent	Mean
1 Strongly Disagree	3	30.0	
2 Disagree	3	30.0	
3 Agree	3	30.0	2.20
4 Strongly Agree	1	10.0	
Total	10	100.0	

57. The teacher's book provides additional ideas and alternative ways of teaching.			
	Frequency	Percent	Mean
1 Strongly Disagree	0	0.0	
2 Disagree	1	10.0	3.30
3 Agree	5	50.0	
4 Strongly Agree	4	40.0	
Total	10	100.0	

Appendix XV. Results of the Questionnaire Conducted with Students at Level 4

<table>
<tr><td rowspan="13">GENERAL APPEARANCE
(Overall mean: 3.44)</td><td colspan="4"><i>1. The font size and type used in the coursebook are appropriate for me.</i></td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>2</td><td>1.3</td><td rowspan="5">3.61</td></tr>
<tr><td>2 Disagree</td><td>6</td><td>3.8</td></tr>
<tr><td>3 Agree</td><td>45</td><td>28.1</td></tr>
<tr><td>4 Strongly Agree</td><td>107</td><td>66.9</td></tr>
<tr><td>Total</td><td>160</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4"><i>2. The illustrations help me understand the texts more easily.</i></td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>5</td><td>3.1</td><td rowspan="4">3.27</td></tr>
<tr><td>2 Disagree</td><td>22</td><td>13.8</td></tr>
<tr><td>3 Agree</td><td>58</td><td>36.3</td></tr>
<tr><td>4 Strongly Agree</td><td>75</td><td>46.9</td></tr>
<tr><td>Total</td><td>160</td><td>100.0</td><td></td></tr>
</table>

<table>
<tr><td rowspan="22">DESIGN AND LAYOUT
(Overall mean: 2.97)</td><td colspan="4"><i>3. I can understand easily what I am expected to do throughout the coursebook.</i></td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>8</td><td>5.0</td><td rowspan="5">2.88</td></tr>
<tr><td>2 Disagree</td><td>43</td><td>26.9</td></tr>
<tr><td>3 Agree</td><td>70</td><td>43.8</td></tr>
<tr><td>4 Strongly Agree</td><td>39</td><td>24.4</td></tr>
<tr><td>Total</td><td>160</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4"><i>4. The artwork (pictures, illustrations, graphs, tables etc.) in the coursebook is helpful for me to understand the lesson.</i></td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>14</td><td>8.8</td><td rowspan="4">3.16</td></tr>
<tr><td>2 Disagree</td><td>15</td><td>9.4</td></tr>
<tr><td>3 Agree</td><td>63</td><td>39.4</td></tr>
<tr><td>4 Strongly Agree</td><td>68</td><td>42.5</td></tr>
<tr><td>Total</td><td>160</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4"><i>5. The instructions for each activity are clear.</i></td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>10</td><td>6.3</td><td rowspan="4">2.89</td></tr>
<tr><td>2 Disagree</td><td>41</td><td>25.6</td></tr>
<tr><td>3 Agree</td><td>66</td><td>41.3</td></tr>
<tr><td>4 Strongly Agree</td><td>43</td><td>26.9</td></tr>
<tr><td>Total</td><td>160</td><td>100.0</td></tr>
</table>

<table>
<tr><td rowspan="22">ACTIVITIES
(Overall mean: 3.09)</td><td colspan="4"><i>6. The activities and exercises in the coursebook increase my desire to learn English.</i></td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>13</td><td>8.1</td><td rowspan="5">3.15</td></tr>
<tr><td>2 Disagree</td><td>29</td><td>18.1</td></tr>
<tr><td>3 Agree</td><td>39</td><td>24.4</td></tr>
<tr><td>4 Strongly Agree</td><td>79</td><td>49.4</td></tr>
<tr><td>Total</td><td>160</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4"><i>7. The coursebook provides enough practice for the targeted language items.</i></td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>8</td><td>5.0</td><td rowspan="5">3.16</td></tr>
<tr><td>2 Disagree</td><td>23</td><td>14.4</td></tr>
<tr><td>3 Agree</td><td>64</td><td>40.0</td></tr>
<tr><td>4 Strongly Agree</td><td>65</td><td>40.6</td></tr>
<tr><td>Total</td><td>160</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
<tr><td colspan="4"><i>8. The songs in the coursebook are fun.</i></td></tr>
<tr><td></td><td>Frequency</td><td>Percent</td><td>Mean</td></tr>
<tr><td>1 Strongly Disagree</td><td>23</td><td>14.4</td><td rowspan="5">3.02</td></tr>
<tr><td>2 Disagree</td><td>23</td><td>14.4</td></tr>
<tr><td>3 Agree</td><td>42</td><td>26.3</td></tr>
<tr><td>4 Strongly Agree</td><td>72</td><td>45.0</td></tr>
<tr><td>Total</td><td>160</td><td>100.0</td></tr>
<tr><td colspan="4"></td></tr>
</table>

	9. The songs are instructive.		
	Frequency	Percent	Mean
1 Strongly Disagree	**18**	**11.3**	
2 Disagree	**26**	**16.3**	
3 Agree	**57**	**35.6**	**2.98**
4 Strongly Agree	**59**	**36.9**	
Total	**160**	**100.0**	
	10. The stories are interesting so I enjoy reading them.		
	Frequency	Percent	Mean
1 Strongly Disagree	**12**	**7.5**	
2 Disagree	**24**	**15.0**	
3 Agree	**50**	**31.3**	**3.16**
4 Strongly Agree	**74**	**46.3**	
Total	**160**	**100.0**	

	11. The writing exercises are interesting.		
	Frequency	Percent	Mean
1 Strongly Disagree	**48**	**30.0**	
2 Disagree	**24**	**15.0**	
3 Agree	**50**	**31.3**	**2.49**
4 Strongly Agree	**38**	**23.8**	
Total	**160**	**100.0**	
	12. The writing exercises are appropriate to my level.		
	Frequency	Percent	Mean
1 Strongly Disagree	**13**	**8.1**	
2 Disagree	**17**	**10.6**	
3 Agree	**49**	**30.6**	**3.24**
4 Strongly Agree	**81**	**50.6**	
Total	**160**	**100.0**	
	13. The reading texts are at the right level for me.		
	Frequency	Percent	Mean
1 Strongly Disagree	**4**	**2.5**	
2 Disagree	**13**	**8.1**	
3 Agree	**62**	**38.8**	**3.38**
4 Strongly Agree	**81**	**50.6**	
Total	**160**	**100.0**	
LANGUAGE SKILLS (Overall mean: 3.03)	*14. The reading texts interest me.*		
	Frequency	Percent	Mean
1 Strongly Disagree	**15**	**9.4**	
2 Disagree	**25**	**15.6**	
3 Agree	**53**	**33.1**	**3.08**
4 Strongly Agree	**67**	**41.9**	
Total	**160**	**100.0**	
	15. The coursebook gives me enough opportunity to practice English.		
	Frequency	Percent	Mean
1 Strongly Disagree	**13**	**8.1**	
2 Disagree	**33**	**20.6**	
3 Agree	**42**	**26.3**	**3.09**
4 Strongly Agree	**72**	**45.0**	
Total	**160**	**100.0**	
	16. The speaking activities in the coursebook are suitable for me.		
	Frequency	Percent	Mean
1 Strongly Disagree	**13**	**8.1**	
2 Disagree	**33**	**20.6**	
3 Agree	**42**	**26.3**	**3.08**
4 Strongly Agree	**72**	**45.0**	
Total	**160**	**100.0**	

17. The listening texts are interesting to me.			
	Frequency	Percent	Mean
1 Strongly Disagree	**24**	**15.0**	
2 Disagree	**33**	**20.6**	
3 Agree	**42**	**26.3**	**2.88**
4 Strongly Agree	**61**	**38.1**	
Total	**160**	**100.0**	

	18. The vocabulary in the coursebook is very much related to my world.			
		Frequency	Percent	Mean
	1 Strongly Disagree	**34**	**21.3**	
	2 Disagree	**39**	**24.4**	
	3 Agree	**49**	**30.6**	**2.57**
	4 Strongly Agree	**38**	**23.8**	
	Total	**160**	**100.0**	
	19. I think the vocabulary in the coursebook is very useful for me.			
		Frequency	Percent	Mean
	1 Strongly Disagree	**14**	**8.8**	
	2 Disagree	**40**	**25.0**	
	3 Agree	**57**	**35.6**	**2.88**
LANGUAGE CONTENT	4 Strongly Agree	**49**	**30.6**	
(Overall mean: 2.92)	Total	**160**	**100.0**	
	20. The language rules (grammar items) are appropriate to my level.			
		Frequency	Percent	Mean
	1 Strongly Disagree	**19**	**11.9**	
	2 Disagree	**14**	**8.8**	
	3 Agree	**56**	**35.0**	**3.12**
	4 Strongly Agree	**71**	**44.4**	
	Total	**160**	**100.0**	
	21. The grammar items are presented clearly in the coursebook.			
		Frequency	Percent	Mean
	1 Strongly Disagree	**16**	**10.0**	
	2 Disagree	**19**	**11.9**	
	3 Agree	**55**	**34.4**	**3.12**
	4 Strongly Agree	**70**	**43.8**	
	Total	**160**	**100.0**	

	22. The topics of the coursebook are appealing.			
		Frequency	Percent	Mean
	1 Strongly Disagree	**11**	**6.9**	
	2 Disagree	**32**	**20.0**	
	3 Agree	**51**	**31.9**	**3.08**
	4 Strongly Agree	**66**	**41.3**	
	Total	**160**	**100.0**	
	23. The topics of the coursebook increase my interest in learning English.			
		Frequency	Percent	Mean
	1 Strongly Disagree	**13**	**8.1**	
TOPIC CONTENT	2 Disagree	**28**	**17.5**	
(Overall mean: 2.98)	3 Agree	**54**	**33.8**	**3.07**
	4 Strongly Agree	**65**	**40.6**	
	Total	**160**	**100.0**	
	24. The coursebook provides topics through which I can learn about the cultures of English-speaking countries.			
		Frequency	Percent	Mean
	1 Strongly Disagree	**17**	**10.6**	
	2 Disagree	**23**	**14.4**	
	3 Agree	**50**	**31.3**	**3.08**
	4 Strongly Agree	**70**	**43.8**	
	Total	**160**	**100.0**	
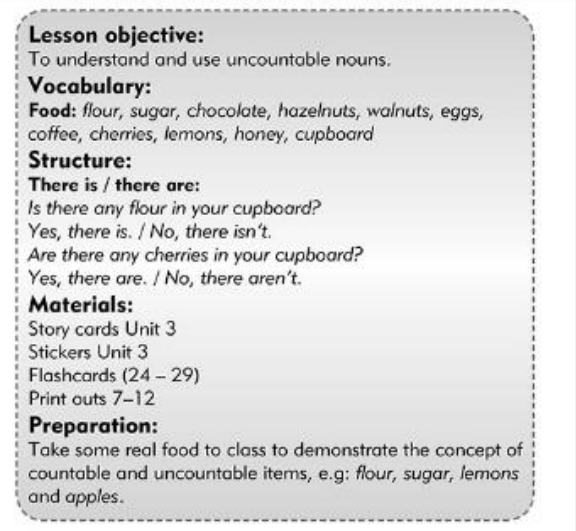
25. The coursebook gives me the opportunity to talk about my own culture.			
	Frequency	Percent	Mean
1 Strongly Disagree	**26**	**16.3**	
2 Disagree	**34**	**21.3**	
3 Agree	**59**	**36.9**	**2.72**
4 Strongly Agree	**41**	**25.6**	
Total	**160**	**100.0**	

	26. The activities and exercises in the practice book are very helpful for me.			
		Frequency	Percent	Mean
	1 Strongly Disagree	**10**	**6.3**	
	2 Disagree	**21**	**13.1**	
	3 Agree	**65**	**40.6**	**3.14**
	4 Strongly Agree	**64**	**40.0**	
	Total	**160**	**100.0**	
	27. The interactive software for the coursebook is very helpful for me to revise the things I have learnt inside the classroom.			
		Frequency	Percent	Mean
COMPONENTS	1 Strongly Disagree	**30**	**18.8**	
(Overall mean: 3.11)	2 Disagree	**27**	**16.9**	
	3 Agree	**38**	**23.8**	**2.86**
	4 Strongly Agree	**65**	**40.6**	
	Total	**160**	**100.0**	
	28. The animation videos of the stories are not only fun but also help me understand the lesson better.			
		Frequency	Percent	Mean
	1 Strongly Disagree	**14**	**8.8**	
	2 Disagree	**15**	**9.4**	
	3 Agree	**34**	**21.3**	**3.34**
	4 Strongly Agree	**97**	**60.6**	
	Total	**160**	**100.0**	

	29. The coursebook is fun.			
		Frequency	Percent	Mean
	1 Strongly Disagree	14	8.8	
	2 Disagree	25	15.6	
	3 Agree	55	34.4	**3.08**
	4 Strongly Agree	66	41.3	
	Total	160	100.0	
	30. The coursebook is user-friendly.			
		Frequency	Percent	Mean
	1 Strongly Disagree	9	5.6	
	2 Disagree	17	10.6	
	3 Agree	55	34.4	**3.28**
	4 Strongly Agree	79	49.4	
	Total	160	100.0	
OVERALL				
(Overall mean: 3.16)	31. I can feel that this coursebook helps me improve my English very much.			
		Frequency	Percent	Mean
	1 Strongly Disagree	8	5.0	
	2 Disagree	11	6.9	
	3 Agree	59	36.9	**3.34**
	4 Strongly Agree	82	51.3	
	Total	160	100.0	
	32. I enjoy learning English with this book.			
		Frequency	Percent	Mean
	1 Strongly Disagree	15	9.4	
	2 Disagree	33	20.6	
	3 Agree	38	23.8	**3.07**
	4 Strongly Agree	74	46.3	
	Total	160	100.0	

	33. The coursebook is not too difficult.		
	Frequency	Percent	Mean
1 Strongly Disagree	15	9.4	
2 Disagree	19	11.9	
3 Agree	32	20.0	**3.28**
4 Strongly Agree	94	58.8	
Total	160	100.0	

	34. I think the coursebook is at the correct level for me.		
	Frequency	Percent	Mean
1 Strongly Disagree	15	9.4	
2 Disagree	24	15.0	
3 Agree	54	33.8	**3.08**
4 Strongly Agree	67	41.9	
Total	160	100.0	

	35. This book is better than any other coursebook that I've used.		
	Frequency	Percent	Mean
1 Strongly Disagree	16	10.0	
2 Disagree	36	22.5	
3 Agree	39	24.4	**3.01**
4 Strongly Agree	69	43.1	
Total	160	100.0	

Appendix XVI. An Example of a Completed Observation Form

UNIT PARTS / TIME	COLUMN 1 Teacher's procedures in the classroom	COLUMN 2 Students' Reactions	COLUMN 3 Teacher's procedures based on the her/his lesson plan	COLUMN 4 Procedures suggested in the Teacher's Book	COLUMN 5 Justifications of the teacher
0-2 min.	It took two minutes for T to settle Sts down. T said 'open your books', but did not give a page number.	Sts were very active, but seemed very excited and motivated about the English class. Sts took their books out and put them on their desks. Some of them opened their books.		**Lesson objective:** To understand and use uncountable nouns. **Vocabulary:** **Food:** *flour, sugar, chocolate, hazelnuts, walnuts, eggs, coffee, cherries, lemons, honey, cupboard* **Structure:** **There is / there are:** *Is there any flour in your cupboard? Yes, there is. / No, there isn't. Are there any cherries in your cupboard? Yes, there are. / No, there aren't.* **Materials:** Story cards Unit 3 Stickers Unit 3 Flashcards (24 – 29) Print outs 7–12 **Preparation:** Take some real food to class to demonstrate the concept of countable and uncountable items, e.g: *flour, sugar, lemons and apples.*	

2-7 min.	T then turned on the IWB application of the book and played the song they learnt in the previous unit (Unit 2).		Play the 'weather' song from Unit 2 as a warmer	The Warm Up Routine	I started off with the song which belongs to the previous unit. That is because the children loved it very much and I have therefore been using it to motivate my students for the lessons for a while. I always have some students who seem reluctant at the beginning of the lessons. So, I use their favourite songs to gain their attention and motivate them for the lesson. It is also a kind of revision of the past units. Songs are usually good for this.
		Half of the Sts opened the page shown on the IWB. The others looked at the screen. Sts then joined the song and sang together. The song was about types of weather.		• Say: *Hello, children! Let's say the warm up rhyme.* • Play Track 2. Join in with the rhyme and encourage the children to join in with you. **LOOK at ME!** • Say: *Let's remember the story.* • Place the story cards up on the board. • Play Track 30. The children listen as you point to the story cards. • Take down all the story cards except Story cards 2, 3 and 5. • Point to Story card 2 and ask: *Is there any (flour)? Are there any (eggs)?* • Show the children the real food you have brought to class. • Pick up the apples and ask: *How many apples have I got? I can count the apples, can't I?* One, two, … . • Then pick up a handful of flour and ask: *How much flour have I got? I can't count flour, can I?* • Repeat the procedure until the children have understood that mass and liquid cannot be counted.	
	When finished singing, T pointed outside and asked 'What's the weather like today?'				
		All Sts raised their hands. They were all enthusiastic to answer the question.			I should also state that the previous unit was the most effective one among the units I have covered so far thanks to this song. You must have noticed the energy when they were listening and singing the song. I also think songs help them learn the pronunciation
	T called on one of the Ss.				
		S answered 'It's sunny.' Another student said 'Sunny and cloudy.'			
	T then showed a				

	picture of rain and asked 'What is the weather like?'	Sts all raised their hands again to answer the question. They looked very engaged with the lesson now.			more easily and correctly. After the song, I thought that it would be useful to ask a couple of questions about today's weather to give my students opportunity to use the language.
	One of the Ss said 'It's rainy' in Turkish, but the teacher said 'In English, please'. Another S said 'It's rainy' and T accepted the answer this time.				
8-16 min.	T opened page 30 through the IWB. He asked the students to use any stickers they wished to complete the cupboard. After placing the stickers, T asked Sts to work in pairs and ask questions using	Sts took out their stickers and completed the cupboard. They really loved this activity.	Open page 30 and ask Sts to use their stickers to do the activity. Practice 'Is there? Are there?'	**LOOK at the BOOK!** **PUPIL'S BOOK** **1. Choose 3 red and 3 blue stickers to complete the cupboard. Then tick (✓) the list.** • Say: *Open your Pupil's Books to page 30.* • Hand out the stickers for Unit 3 and tell the children to look at them. • Ask the children to name the items and each time ask: *Can you count (eggs)?* The children should realise that the two colours classify the food into sets of countable and uncountable items. • Tell the children to choose three stickers from each set/ colour and complete the picture. • They then tick the list using a green crayon.	The students love the sticker activities very much. They motivate my students a lot. But, the

'Is there/Are there?' to each other to find out what their peers have in their cupboard.			**2. Ask your classmate and tick the list.** • The children work in pairs and take turns asking and answering questions about the food in their cupboards. • They tick the list for their partner using a brown crayon. • Walk around the classroom reinforcing the correct use of is/are, a/any.	pair work activity worked well only with good students as you saw. The weak students found it hard, so they got bored and distracted. It is not easy to control young kids during a pair-work activity. So, I made up a game-like activity at that moment. I pointed to the picture of meatball and I said 'I am going to have special meatballs today. What kinds of ingredients do I need? 'But, no response from the students. So, I decided to use the visuals on the screen to make it clear. I showed the list of the ingredients and asked the question again. As you saw, they got it and started to give the answers.
	Most of Sts found it difficult to ask questions correctly.		**PRACTICE BOOK** **1. Use the rest of the stickers to complete the pictures. Then complete the sentences.** • Say: Open your Practice Books to page 30. • The children place their remaining stickers in the cupboard. • Tell the children to complete the sentences. • Then ask volunteers to read their sentences out loud and compare.	
As the Sts were doing the activity, T walked around the classroom and helped the students.				
	This activity raised a lot of noise. Some Sts talked in Turkish.		**LOOK at ME!** • Draw two columns on the board. Write I can count. and I can't count. at the top of the columns. • Hand out the flashcards. • The children take turns to come to the board, place their flashcard in the correct column and say: There is some (milk).	
T was about to lose the control, so he moved on to the next activity and pointed to the picture of a meatball and said 'special meatball' and asked Sts to repeat after him.		Page 30, Lesson 6. Teach some ingredients with a guessing game.	**LOOK at the BOOK!** **PUPIL'S BOOK** **1. Choose a dish and tick (✓) your ingredients.** • Say: Open your Pupil's Books to page 30. Look at the dishes! Yummy, yummy! There's Summer Salad, Ice Cream Surprise, Special Meatballs and Nutty Chocolate Cake. • Ask questions about the dishes and ingredients: Do you need tomatoes for the Summer Salad? Do you need tomatoes for the Ice Cream Surprise? • Tell the children to choose one of the dishes and tick the ingredients for their dish.	
	Most of the Sts repeated it.			
T said 'I am going to have special				I wanted them to use 'there is/are' rather than 'I need...' as suggested by

meatballs today. What kinds of ingredients do I need?'	Sts looked as if they did not understand what T just said. They looked at each other; a few of them talked with their peers.		**2. Guess your friend's dish.** • The children work in pairs and take turns telling each other their list of ingredients and guessing each other's dish, using the model. **PRACTICE BOOK** **1. Find twelve food words.** • Say: *Now open your Practice Books to page 30. Look at Activity 1.* • Tell the children to find and circle the words in their books. • Ask volunteers to call out the words they found and write the list on the board.	the book, because there is/are was my main focus. I did not want to introduce another form. I thought that they would be confused. This book usually gives more than one item in one unit, which makes things more difficult from time to time. So, I sometimes skip those secondary items and teach them later.
T then pointed to the names of the ingredients on the screen and said 'I need some meat.'			**LOOK at ME!** • Draw three columns on the board. • Write *singular, plural* and *uncountable* at the top of the columns and write a word in each column as an example: *pumpkin, cherries, flour.* • Place the flashcards on your table. • Ask the children to take turns to come to the board, choose a column and write a word.	
T asked the next question: 'What do I need for summer salad?' T called on one of the Sts raising hand.	After that, a S said 'onions'. St said: 'Tomatoes and onions.		• They can use the flashcards if they wish. • Encourage them to say: *There (is) (some) (milk).* **Let's say goodbye!** • Say: *That's the end of our lesson today. Let's say goodbye to everyone.* • Play Track 3. Encourage the children to join in.	I did not ask Sts to do the 'guess your friend's dish' activity as suggested in the teacher's book because I thought that it would take a lot of time and some students might find it difficult. Instead, I wanted them to tell me the ingredients of the food I chose from the list. It was more controlled and easier for Ss.
T praised her by saying 'well done'. Then, T asked 'What about ice-cream?'	This time more Sts raised hands, but still few. Some Sts put their heads on the desk and			

		seemed uninterested.			
	T asked: 'What else?'	More Sts wanted to give an answer. One of them said 'banana'. Another S said: 'chocolate'. 'Cherries.' 'Strawberries.' 'Hazelnuts.'			

Appendix XVII. Categories and Codes from the Data Regarding the Production of the Coursebook Series

1. Reasons for the development of the coursebook series

From the local publisher's perspective:

* Gap in the market

* Ambition of the local publisher

* Needs and wants of local audience

* Demand from client schools

* Culturally appropriate materials

From the Authors' perspective:

* Different, Interesting project

* Local publisher's unimposing approach

2. Needs Analysis Process

* Methods of data collection

  - Visits to different schools

  - classroom observations

  - meetings with teachers

  - meetings with administrators

  - lessons taught by authors

* Continuous feedback channels

  - feedback through HoEs

  - questionnaires

  - emails

* Teacher feedback – biggest role in the shaping

3. Content selection and syllabus design

* Decisions on content and syllabus design

  - feedback by end-users

  - pre-determined principles: e.g. values-based approach, story-based approach

* Effect of immediate feedback

  - writing syllabus -revised

* How authors went about writing the content

    - context-based approach

    - rationalisation

    - scope and sequence

    - model units

    - editor's work

    - designers' work

    -approach to sequence of content and linguistic items

4. Piloting Process and Role of Feedback

* Authors' involvement in piloting

* Importance of communication between developers and audience

* Systematic piloting

  - teachers from different schools involved

  - training provided

  - actual prints used

  - feedback forms used

* Post-publication feedback

* Ways to handle feedback

  - Assessment of the reliability of feedback

* Changes made as a result of piloting

  - Multiplication issue

  - Stickers issue

* Author compromise

 - Writing issue

 - Significance of needs and wants

5. Other Challenges

  * Teachers' resistance to change their styles

  * Providing flexibility for teachers

6. After-publication support for teachers

  * Importance of training before use

  * Rationale and system of the coursebook must be understood before use

  * Authors involved in the process

* Training provided based on in-use feedback

* Training by authors

* Training by external trainers

* Training by experienced teachers

7. Developers' views on local and global materials

* Local more advantages – culture-specific

* Diverse cultures necessitate local materials

* Local differences usually design issues such as teacher profile, educational culture, familiar contexts etc.

* Not supporting the wrong practices(?) in a local culture through materials

XVIII. Letter of Consent for Gatekeepers in the Participating Schools

Dear Madam/Sir,

It goes without saying that coursebooks play an important role in language teaching and learning. Unquestionably, the most commonly used materials inside classrooms are the coursebooks. Therefore, in my research I am aiming to evaluate the coursebook series, which your English teachers have been using for a while in your institution, by primarily focusing on their classroom use. For this purpose, I would like to carry out in-class observations, questionnaires, interviews with your teachers and students. The participants will either be voice-recorded or video-recorded according to their wishes.

The information collected will be held in a secure place to ensure that the recordings from your institution remain anonymous and will only be used by Seyit Omer Gok to aid his PhD study he is conducting at the University of Leicester in the UK. It is hoped that the work completed would be a contribution to the Applied Linguistics studies.

This research does not involve any form of deception, withdrawal of information or misleading information. Without needing to give any reason, at any time during your participation, you are encouraged to feel comfortable to express to the researcher if you wish to withdraw your institution's participation. The researcher will close the data collection and securely destroy your data. Upon completion of your participation, without reason you may withdraw your records from the study two week from the date of participation. Please be assured that you will not experience any adverse consequences of your withdrawal from the study regardless of initial consent during any point of the data collection and up to two weeks after participating in the data collection.

If you have any further questions concerning this matter, please feel free to contact Mr Gok. Contact details are below:

Mr Seyit Omer Gok
PhD in Education (Applied Linguistics and TESOL)
University of Leicester
School of Education
Mobile: XXXXXXXXXXXX
E-mail: sog2@le.ac.uk

If you are happy for your institution to be involved in the collection of data, please sign below and return the letter to Mr Gok. Please feel free to have a copy of the signed letter, if you wish.

Yours faithfully,

Seyit Omer Gok

I am happy for my institution to take part in the collection of data concerning the study on the use of materials inside the classroom by Mr Gok.

Authorised Person's name: _____

Name of the institution (school): _____

Signature: _____   **Date: _____**

Appendix XIX. Letter of Consent for Parents/Guardians

Dear Parent / Guardian,

It goes without saying that coursebooks play an important role in language teaching and learning. Unquestionably, the most commonly used materials inside classrooms are the course books. Therefore, in my research, I am going to focus on the use of course books both by teachers and students inside the classroom. For this purpose, I need to observe and video-record both the teacher's and the students' use of the materials inside the classroom during a lesson for further analysis. Also, I may want to interview with your child together with some other children; this interview will be voice-recorded for further analysis.

The information collected will be held in a secure place to ensure that the records of the children remain anonymous and will only be used by Seyit Omer Gok to aid his PhD study he is conducting at the University of Leicester in the UK. It is hoped that the work completed would be a contribution to the Applied Linguistics studies.

This research does not involve any form of deception, withdrawal of information or misleading information. Without needing to give any reason, at any time during your participation, you are encouraged to feel comfortable to express to the researcher if you wish to withdraw your child's participation. The researcher will close the data collection and securely destroy all your child's data. Upon completion of your child's participation, without reason you may withdraw your child's records from the study two week from the date of participation. Please be assured that you will not experience any adverse consequences of your withdrawal from the study regardless of initial consent during any point of the data collection and up to two weeks after participating in the data collection.

If you have any further questions concerning this matter, please feel free to get in contact with Mr Gok. Contact details below:

Mr Seyit Omer GOK
PhD in Education (Applied Linguistics and TESOL)
University of Leicester
School of Education
Mobile: XXXXXXXXXXXXX
E-mails: sog2@le.ac.uk

If you are happy for your son/daughter to be involved in the collection of data, please sign below and return the letter to Mr Gok. Please feel free to have a copy of the signed letter, if you wish.

Yours faithfully,

Seyit Omer Gok

We are/I am happy for our/my son/daughter to take part in the collection of data concerning the study on the use of materials inside the classroom by Mr Gok.

Name of student: _____   School: _____   Class No: _____

Name of parent/Guardian: _____   Signature/s :_____ Date:_____

Child's signature: _____   Date:_____

Appendix XX. Letter of Consent for the Teachers Observed

Dear Teacher,

It goes without saying that coursebooks play an important role in language teaching and learning. Unquestionably, the most commonly used materials inside classrooms are the coursebooks. Therefore, in my research, I am going to focus on the use of coursebooks both by teachers and students inside the classroom. For this purpose, I need to observe and video-record both your and your students' use of materials inside the classroom during a lesson to further discuss with you soon after the lesson by watching the video. The after-observation interview will be voice-recorded.

The information collected will be held in a secure place to ensure that the recordings of you and your students remain anonymous and will only be used by Seyit Omer Gok to aid his PhD study he is conducting at the University of Leicester in the UK. It is hoped that the work completed would be a contribution to the Applied Linguistics studies.

This research does not involve any form of deception, withdrawal of information or misleading information. Without needing to give any reason, at any time during your participation, you are encouraged to feel comfortable to express to the researcher if you wish to withdraw your participation. The researcher will close the data collection and securely destroy your data. Upon completion of your participation, without reason you may withdraw your records from the study two week from the date of participation. Please be assured that you will not experience any adverse consequences of your withdrawal from the study regardless of initial consent during any point of the data collection and up to two weeks after participating in the data collection.

If you have any further questions concerning this matter, please feel free to get in contact with Mr Gok. Contact details are below:

Mr Seyit Omer GOK
PhD in Education (Applied Linguistics and TESOL)
University of Leicester
School of Education
Mobile: XXXXXXXXXXXXXX
E-mails: sog2@le.ac.uk

If you are happy to be involved in the collection of data, please sign below and return the letter to Mr Gok. Please feel free to have a copy of the signed letter, if you wish.

Yours faithfully,

Seyit Omer Gok

I am happy to take part in the collection of data concerning the study on the use of materials inside the classroom by Mr Gok.

Name of the participant: _____   School: _____

Signature: _____   Date: _____

Appendix XXI. Letter of Consent for Representatives of the Publisher and Authors

Dear Representative of Publisher/Author,

It goes without saying that coursebooks play an important role in language teaching and learning. Unquestionably, the most commonly used materials inside classrooms are the coursebooks. Therefore, in my research I aim to reveal the design and development process of the coursebook series, which you have written/published recently for particular learner group in Turkey. For this reason, I would like to interview with you. The interview will be voice-recorded and/or video-recorded according to your wish. In my research I also aim to find out about the effectiveness of the coursebook series and investigate its use inside classrooms. Therefore, I am going to collect data from the end-users of the coursebook series, namely, teachers and students as well.

The information collected will be held in a secure place to ensure that the recordings of you remain anonymous and will only be used by Seyit Omer Gok to aid his PhD study he is conducting at the University of Leicester in the UK. It is hoped that the work completed would be a contribution to the Applied Linguistics studies.

This research does not involve any form of deception, withdrawal of information or misleading information. Without needing to give any reason, at any time during your participation, you are encouraged to feel comfortable to express to the researcher if you wish to withdraw your participation. The researcher will close the data collection and securely destroy your data. Upon completion of your participation, without reason you may withdraw your records from the study two weeks from the date of participation. Please be assured that you will not experience any adverse consequences of your withdrawal from the study regardless of initial consent during any point of the data collection and up to two weeks after participating in the data collection.

If you have any further questions concerning this matter, please feel free to get in contact with Mr Gok. Contact details are below:

Mr Seyit Omer GOK
PhD in Education (Applied Linguistics and TESOL)
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Mobile: XXXXXXXXXXXXX
E-mails: sog2@le.ac.uk

If you are happy to be involved in the collection of data, please sign below and return the letter to Mr Gok. Please feel free to have a copy of the signed letter, if you wish.

Yours faithfully,

Seyit Omer Gok

I am happy to take part in the collection of data concerning the study on the use of materials inside the classroom by Mr Gok.

Name of the representative: _____

Signature: _____   Date: _____

Appendix XXII. Letter of Consent for the Teachers Participated in the Questionnaire and Interviews

Dear Teacher,

It goes without saying that coursebooks play an important role in language teaching and learning. Unquestionably, the most commonly used materials inside classrooms are the coursebooks. Therefore, in my research I am aiming to evaluate the coursebook series, which you have been using for a while, by primarily focusing on their classroom use. For this purpose, I need to carry out a questionnaire and/or an interview among the teachers who are teaching these materials. The interview will be voice-recorded and/or video-recorded according to your wish.

The information collected will be held in a secure place to ensure that the recordings of you remain anonymous and will only be used by Seyit Omer GOK to aid his PhD study he is conducting at the University of Leicester in the UK. It is hoped that the work completed would be a contribution to the applied linguistics studies.

This research does not involve any form of deception, withdrawal of information or misleading information. Without needing to give any reason, at any time during your participation, you are encouraged to feel comfortable to express to the researcher if you wish to withdraw your participation. The researcher will close the data collection and securely destroy your data. Upon completion of your participation, without reason you may withdraw your records from the study two week from the date of participation. Please be assured that you will not experience any adverse consequences of your withdrawal from the study regardless of initial consent during any point of the data collection and up to two weeks after participating in the data collection.

If you have any further questions concerning this matter, please feel free to get in contact with Mr GOK. Contact details are below:
Mr Seyit Omer GOK
PhD in Education (Applied Linguistics and TESOL)
University of Leicester
School of Education
Mobile: XXXXXXXXXXXXXX
E-mails: sog2@le.ac.uk

If you are happy to be involved in the collection of data, please sign below and return the letter to Mr GOK. Please feel free to have a copy of the signed letter, if you wish.

Yours faithfully

Seyit Omer Gok

I am happy to take part in the collection of data concerning the study on the use of materials inside the classroom by Mr Gok.

Name of the participant: _____   School: _____

Signature: _____   Date: _____

Appendix XXIII. Ethical Approval

University of Leicester Ethics Review Sign Off Document

To: **SEYIT GOK**

Subject: Ethical Application Ref: **sog2-2c3a**

(Please quote this ref on all correspondence)

07/03/2013 16:19:24

School of Education

Project Title: **HOW ARE MATERIALS ACTUALLY USED IN CLASSROOMS? Towards a systematic evaluation of a locally published course book series for young learners in Turkey**

Thank you for submitting your application which has been considered.

This study has been given ethical approval, subject to any conditions quoted in the attached notes.

Any significant departure from the programme of research as outlined in the application for research ethics approval (such as changes in methodological approach, large delays in commencement of research, additional forms of data collection or major expansions in sample size) must be reported to your Departmental Research Ethics Officer.

Approval is given on the understanding that the University Research Ethics Code of Practice and other research ethics guidelines and protocols will be compiled with

- http://www2.le.ac.uk/institution/committees/research-ethics/code-of-practice

- http://www.le.ac.uk/safety/

The following is a record of correspondence notes from your application **sog2-2c3a.** Please ensure that any proviso notes have been adhered to:-

--- END OF NOTES ---

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