

**AKDENIZ UNIVERSITY
INSTITUTE OF EDUCATIONAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION
ENGLISH LANGUAGE TEACHING**

**EVALUATION OF *FOUR SEASONS* COURSEBOOK IN TERMS
OF CURRICULUM OBJECTIVES AND EFFECTIVENESS IN
DEVELOPING LISTENING SKILL**

MASTER'S THESIS

Nesrin ABALI

**Antalya
January, 2015**

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Akdeniz Üniversitesi
Eğitim Bilimleri Enstitüsü Müdürlüğüne,

Nesrin ABALI'nın bu çalışması, jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı İngilizce Öğretmenliği Tezli Yüksek Lisans Programı tezi olarak kabul edilmiştir.

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Tez Konusu:

Four Seasons 8 Ders Kitabının Dinleme Etkinlikleri ve Müfredat Hedefleri Bakımından Değerlendirilmesi

Onay: Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylıyorum.

Tez Savunma Tarihi: 16../01/2015

Mezuniyet Tarihi :/...../20...

Onay

...../...../20...

Prof. Dr. Yusuf TEPELİ
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DOĞRULUK BEYANI

Yüksek Lisans tezi olarak sunduğum bu çalışmayı, bilimsel ahlak ve geleneklere aykırı düşecek bir yol ve yardıma başvurmaksızın yazdığımı, yararlandığım eserlerin kaynakçalarda gösterilenlerden oluştuğunu ve bu eserleri her kullanımında alıntı yaparak yararlandığımı belirtir; bunu onurumla doğrularım. Enstitü tarafından belli bir zamana bağlı olmaksızın, tezimle ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara katlanacağımı bildiririm

13./02/2015

Nesrin ABALI

ACKNOWLEDGEMENTS

I would like to acknowledge several people whose support I always felt during the process of writing this thesis. First of all, I would like to express my deepest gratitude to my thesis supervisor, Dr. SİMLA COURSE for her guidance, endless patience, kind support, and strong encouragement throughout the preparation of this thesis. I will always appreciate her guidance and thoughts.

I would also like to extend my thanks to my father, Professor Dr. Yüksel ABALI, for his contributions and guidance for my thesis. He inspired me to start this study.

I owe special thanks to Assistant Professor Dr. Murat AKYILDIZ, for the generous assistance he provided for the statistical analysis of the research findings and valuable suggestions he has made on the data analysis process in this thesis.

I would like to express my deep gratitude to all my family for their invaluable care, support, tolerance and trust in me throughout this study. They all provided a great source of encouragement to me to accomplish this thesis.

Last but in no way the least, I owe especially much to my beloved husband Ömer ABALI for supporting me on this challenging journey. I am grateful to him for his love, understanding, and patience during the preparation of this study. I would have never been able to complete this thesis without his support. I am also appreciative to my little daughter, Elif for her everlasting warm smile and lovely heart.

ABSTRACT

EVALUATION OF *FOUR SEASONS* COURSEBOOK IN TERMS OF CURRICULUM OBJECTIVES AND EFFECTIVENESS IN DEVELOPING LISTENING SKILL

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Master of Arts, Department of Foreign Languages English Language Teaching

Supervisor: Dr. Simla COURSE, xii+119 pages

Evaluation of coursebooks has become more and more important to increase the quality of coursebooks in foreign language teaching. Therefore, this study aimed to evaluate *Four Seasons 8* coursebook in terms of curriculum objectives and effectiveness in developing listening skill.

In order to find out whether *Four Seasons* coursebook fulfills the objectives stated in the curriculum and develops listening effectively, quantitative and qualitative research techniques were used. Quantitative data were gained by 128 English teachers from different cities of Turkey who teach with *Four Seasons* coursebook and 203 8th grade students from six different schools of Burdur. Teachers' and Students' perspectives about the listening activities and exercises were gathered by means of teacher and student questionnaires. The data revealed from questionnaires was analyzed by using SPSS 13.0 program. In the analysis and discussion process, the items were grouped by considering Ministry of Education objectives, recordings, listening activities and exercises, bottom-up and top-down processing in listening and vocabulary teaching in listening exercises.

Qualitative data were collected from the coursebook analysis by the researcher. The coursebook was analyzed by regarding the listening objectives stated in the curriculum and the way of presenting listening skill.

In the light of the results, it can be inferred that, the book could not manage to realize all objectives stated in the curriculum. As for the findings related to teaching listening skill, *Four Seasons* coursebook realized to reflect the typical process of listening teaching / learning partially with relevant activities and sub-skills. However, the book has more focus on bottom-up processing rather than combining it with top-down processing in order to prepare students for real-life situations.

It is also indicated that teachers have more negative perceptions about the coursebook in general than students.

Keywords: Coursebook evaluation, foreign language teaching, listening skill, curriculum, presentation of listening, listening activities and exercises.

ÖZET

***FOUR SEASONS* DERS KİTABININ DİNLEME ETKİNLİKLERİ VE MÜFREDAT HEDEFLERİ BAKIMINDAN DEĞERLENDİRİLMESİ**

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Yüksek Lisans, Yabancı Diller Eğitimi Bölümü İngilizce Öğretmenliği Programı
Danışman: Dr. Simla COURSE, xii+119 sayfa

Yabancı dil öğretiminde kaliteyi arttırmak için ders kitabı değerlendirmeleri önem kazanmaya başladı. Bu sebeple bu çalışma *Four Seasons 8* ders kitabını İngilizce öğretim müfredatında verilen dinleme hedefleri ve dinleme becerisini etkin bir şekilde geliştirmesi bakımından değerlendirmeyi amaçlamıştır.

Four Seasons ders kitabının İngilizce öğretim müfredatında verilen hedeflere ulaşım ulaşmadığı ve dinleme becerisini etkin bir şekilde geliştirip geliştirmediğini anlamak için nitel ve nicel araştırma teknikleri kullanılmıştır. Nicel veriler Türkiye'nin değişik şehirlerinden *Four Seasons* ders kitabını kullanan 128 İngilizce öğretmeninden ve Burdur'daki altı farklı okulda öğrenim gören 203 8. sınıf öğrencisinden elde edilmiştir. Kitabın dinleme etkinlikleriyle ilgili öğretmen ve öğrencilerin görüşleri öğretmen ve öğrenci anketleri yoluyla edinilmiştir. Anketlerden çıkan veriler SPSS 13.0 programı kullanılarak analiz edilmiştir. Analiz ve yorumlama sürecinde anket maddeleri müfredat hedefleri, dinleme kayıtları, dinleme etkinlikleri, yukarıdan aşağı süreç, aşağıdan yukarıya süreç ve dinleme etkinliklerinde kelime öğretimi olarak gruplandırıldı.

Nitel veri ise araştırmacının ders kitabını dinleme hedefleri ve dinleme öğretimini göz önüne alarak analiz etmesiyle elde edilmiştir.

Elde edilen sonuçlara göre, *Four Seasons* ders kitabının müfredatta belirtilen dinleme hedeflerinin hepsini gerçekleştirmediği görülmüştür. Dinleme becerisiyle ilgili bulgularda ise ders kitabının dinleme öğretimi/ öğreniminde beklenen süreci ilgili etkinlikler ve alt becerilerle kısmen yansıttığı görülmüştür. Ancak, kitabın öğrencileri gerçek hayatta karşılaşacakları durumlara hazırlamak için gerekli olan yukarıdan aşağıya süreç ve aşağıdan yukarıya süreçlerini birleştirmek yerine, aşağıdan yukarıya sürecine fazlasıyla ağırlık verdiği anlaşılmıştır.

Bu bulgulara ek olarak öğretmenlerin öğrencilere nazaran kitap ile ilgili olumsuz algılara sahip oldukları anket sonuçlarında açığa çıkmıştır.

Anahtar sözcükler: Kitap inceleme, yabancı dil öğretimi, dinleme becerisi, müfredat, dinleme öğretimi, dinleme etkinlikleri ve aktiviteleri.

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LIST OF ABBREVIATIONS

EFL: English as a Foreign Language.

ELT: English Language Teaching.

L2: Second language.

MoE: Ministry of Education.

TTKB: Talim ve Terbiye Kurulu Başkanlığı – The Committee of Education and Instruction.

CEFR: Common European Framework of Reference for Languages.

SPSS: Statistical Package for Social Sciences

CHAPTER I

INTRODUCTION

This chapter examines a general background of the study. In the first section, background to the study will be presented. In the second section, aim of the study will be introduced. Significance and assumptions of the study will be explained in the third and fourth sections. Furthermore limitations of the study are included in this chapter. Finally, the definition of key terms will be presented.

1.1. Background to the Study

English language has been considered to be a global language for a long time and enables communication in the 21st century. Nowadays, English is spoken in many countries both as a native language by 300 million people and as a foreign or second language by approximately one billion people which means one in seven of this world (Thirumalai, 2002).

English is the official language of international organizations such as United Nations, NATO, European Union etc. Besides, English is used in the literature of science, conferences, technology, business meetings and agreements, diplomacy and international trade (Çavdar, 2006). English is everywhere; in books, newspapers, sports, medicine, technology, music and academic conferences. Besides, in almost all schools around the world, while teaching English, coursebooks are used as primary figures of lesson materials (Çakıt, 2006).

Nunan (1999) considers coursebooks as the main elements of all classes. Similarly, Cunningsworth (1995) indicates that coursebooks supply activities, increase interaction, help vocabulary and grammar teaching, act as curriculum, provide self-study, and serve as the most important component after the teacher.

Cunningsworth (1995) classifies three types of programs for the use of coursebooks. Firstly, in some educational systems there are schools where there is a syllabus but no set coursebook. The teachers utilize different materials: published, in-house or individually produced. Thus, all responsibility is on the teacher.

Secondly, there are some systems in which teachers choose their coursebooks. In such cases, generally there is one basic coursebook to be followed but there is not a heavy reliance on the coursebook.

Thirdly, in some countries coursebooks are chosen by syllabus designers not by teachers. The final program reflects the current situation in Turkey; language teachers are not involved in the selection process of coursebooks as the coursebooks are distributed by MoE. Skierso (1991) points out that even if teachers are not responsible for the selection process, they need to know how to evaluate coursebooks.

Coursebook evaluation is a valuable ongoing process which is best done by the teachers. It prevents the teachers from being slaves of the book and makes it possible to define the strengths and weaknesses of the coursebook and decide whether the coursebook actually works in their classrooms. Thus, teachers' and students' point of views become important because they can evaluate their teaching/learning best. Therefore, in this study, teachers' and students' perspectives were inquired by means of questionnaires.

1.2 Aim of the Study

As reviewed above, millions of books are published each year to make English learning more practical and easier. By means of rapid improvements and easy access to technology, learners are more sophisticated, thus both the learners and teachers expect high standards from coursebooks (Cunningsworth, 1995) as they need to learn English for communication.

It is really challenging, if at all possible, to find 'a perfect book' addressing different learner styles and aimed to develop all language skills. Most coursebooks recently are designed to develop language skills. Thus, it is not uncommon to see either coursebooks that are dedicated to one skill only or coursebooks where all four skills are integrated. It is a fact that the importance of listening is raising in the world and access to global communication is of great importance even by non-native speakers (Mendelson, 1998). Improving listening skills means improving other skills as listening will provide the comprehensible input learners will need to acquire the language system. Since the importance of listening/ teaching listening has risen, the

coursebooks are expected to cover necessary and suitable listening exercises/ tasks for students to improve their listening skill.

In the light of the facts stated above, the aim of this study is to assess the listening skill aspect of *Four Seasons* coursebook, which was prepared by the MoE as an instructional material for the 8th grade students and to see whether the coursebook meets the goals of listening instruction declared in the curriculum. The specific research questions are listed below:

Research Question 1: Does *Four Seasons* Coursebook meet the listening goals as stated in English Teaching Curriculum of the Ministry of Education?

Research Question 2: Does *Four Seasons* Coursebook offer texts and activities to develop listening skills effectively?

Research Question 3: What are the teachers' perspectives regarding the listening texts and activities in *Four Seasons* Coursebook?

Research Question 4: What are the students' perspectives regarding the listening texts and activities in *Four Seasons* Coursebook?

The data were gathered by means of teacher and student questionnaires and coursebook analysis by the researcher.

1.3 Significance of the study

The coursebook supplies input and gives students chance to communicate in the target language. Coursebook selection and evaluation is also very significant in the integration process to the Common European Framework (CEFR) (Council of Europe, 2001) and coursebook is one of the means for realizing these goals.

Evaluating a coursebook by taking students' and teachers' perspectives is a leading and useful process for forthcoming coursebook writers and users. Hence, this study aims to look into whether listening texts of *Four Seasons* coursebook are compatible with the goals of English teaching program and whether the book develops listening skills effectively. The findings will contribute to our understanding of what a good coursebook is supposed to have to develop listening skill.

The finding of the present study may contribute to the evaluation method of other coursebooks in different teaching situations. This study may also contribute to the material and curriculum development studies for the responsible departments within the MoE. At last, but not least, the study will analyze the *Four Seasons* coursebook, which has not been evaluated before.

1.4 Limitations

In this study, a limited number of students and teachers participated in responding to questionnaires. Another limitation is that the researcher evaluated only one book of 8th grade out of three. A wider perspective may be gained with the evaluation of the remaining two coursebooks that MoE prepared for the 8th grade. In teachers' questionnaire, the third question asked whether the book follows any cross-curricular modal. To provide a better understanding, the question gave an example of the coursebook including a unit on Atatürk being studied at the same time in Social Science. However, as Atatürk is included in all school subjects, it should be acknowledged that this example might have misled the respondents regarding what cross-curriculum entails. Therefore this too is considered as a limitation.

Finally, this study is only limited with the presentation of listening skill in *Four Seasons* coursebook. The other language skills may also be evaluated.

1.5 Definitions of Terms

Authenticity: Spoken or written texts used in language teaching are generally deemed to be authentic if they were produced in the first instance for communication, not for instruction (Nunan, 1999).

EFL: This abbreviation refers to “English as a Foreign Language”, teaching English to learners who has different mother tongue.

ELT: This abbreviation refers to “English Language Teaching”, the practice and theory of learning and teaching English for the benefit of people whose first language is not English.

Evaluation: Analyzing a material or a program and making purposes.

L2: Second language.

MoE: This abbreviation refers to “Turkish Ministry of Education”.

Curriculum: Curriculum can be accepted as a “general term for the entire organized teaching plan of a subject” (Yousef, 2007, p.24). A curriculum contains syllabus.

Syllabus: It refers to the “subcomponent of a curriculum concerned with the selection, sequencing, and justification of linguistic and experiential content. It contrasts with the methodology, which is concerned with the selection, sequencing, and justification of tasks and activities” (Nunan, 1999, p.315).

Curriculum Implementation: The process of carrying out the English language curriculum by the teachers and students in the classroom. It includes both the curriculum and the instructional practice with respect to achieving the expected outcomes.

Content: “Knowledge, ideas, concepts, or subject matters that are conveyed in a coursebook” (Al-Yousef, 2007, p.23).

TTKB: Talim ve Terbiye Kurulu Başkanlığı – The Committee of Education and Instruction.

CEFR: Common European Framework of Reference for Languages.

The purpose of this study is to investigate English teachers’ and students’ perspectives about the listening activities of coursebook *Four Seasons* for 8th grade learners. The study also aims to find out to what extent the coursebook complies with the listening goals of English language teaching program and develops listening skills effectively. First, the participant teachers responded to a questionnaire about listening activities in *Four Seasons* coursebook. Besides, students’ opinions were gathered by means of a questionnaire. Further, the coursebook was analyzed thoroughly by the researcher.

CHAPTER II

REVIEW OF LITERATURE

2.1 Role of Coursebooks in ELT

Living in the 21st century, communication between nations is best available via English as the global language. This necessity was recognised by educational authorities in Turkey and as a way to improve foreign language education, pupils started learning English in primary schools as of 1997-1998 academic years. While learning a foreign language, three main participants are pointed to; the teacher, the instructional material to enrich the teaching and learning process, and the student (Alshumaimeri, 2001). One of the materials which are widely used is coursebooks and they have a long history, which dates back to 4000 BC (Sarpten, 2010).

In his study, Aydemir (2002) indicates that coursebooks have an important role in Turkey since most of the learners depend on language learning materials to learn English. Coursebook itself holds most of the knowledge that students acquire (Arıkan, 2009). In addition, coursebook aims to teach the target language and show what has to be learnt and what has already been learnt. It is necessary to keep in mind that, a coursebook does not teach the language itself, it is just an instrument; nevertheless, the quality of coursebook affects the quality of teaching (Graves, 2000).

2.1.1 Advantages of Using Coursebook

Cunningsworth (1995) stresses that students have a secure resource for self-study with coursebooks. It also offers a clear plan of what is going to be learnt and the order of it.

A coursebook can mostly be suitable for learners' needs, can be served as a tool to remember the past and look into future, can be accepted as a good way of providing a standard and efficient material and lastly, can allow adaptation and motivate the

interaction in the class (O'Neill, 1982). Ur (1996) provides similar advantages of using coursebooks in 7 categories;

1) Framework- the teacher and learners know where they are going and what is coming next, so that there is a sense of structure and progress; 2) syllabus- if followed systematically a coursebook can serve as a syllabus; 3) ready-made texts and tasks- by providing these material the course books save time for the teacher; 4) Economy- a course book is cheaper than alternative materials like kits, sets of photocopied papers or computer software; 5) convenience- a course book is light and easy to carry around; 6) Guidance- a course book can be a useful guidance for inexperienced teachers; 7) autonomy the learner can be more independent with a course book (p.79).

By the agency of coursebooks, every student receives the same program and this leads to standardization in education. Besides, they may have supplementary materials such as workbooks, CDs, videos, etc. to make learning more attractive (Çakit, 2006). By the same token, Sheldon (1988) suggests that coursebooks will decrease teachers' workload and let them spend their time and energy on more useful tasks.

2.1.2 Disadvantages of Using Coursebooks

Being too much dependent on coursebooks is far from effective learning / teaching as it limits the individual contributions of teachers (Cunningsworth, 1995). Owing to being overused in class by teachers and students, coursebooks can control the class dynamics. Learners can become reluctant if they feel bored with coursebooks (Tok, 2010). Ur (1996) further mentions five general points against using a course book;

1) Inadequacy, every learner has his/her own learning needs which cannot be satisfactorily supplied by a course book; 2) irrelevance, lack of interest- in regards to topics presented in course books; 3) limitations- it may inhibit a teacher's creativity; 4) homogeneity- course books do not cater for the variety of levels of ability and knowledge or of learning styles and strategies; 5) over-easiness- it is too easy for teachers to follow a coursebook without initiative (p.80)

Similarly, Richards (2001) remarks that language used can be non-authentic in coursebooks. Thus, the content can be distorted and students' needs cannot be reflected.

In addition, most of the coursebooks represent the methodological belief of its writer/s (Harmer, 2001). As each learning environment does not have the same conditions, teacher should balance the methodology of coursebook and student

needs. O'Neill (1993) claims that coursebooks can kill teacher creativity and make the teachers too much depended on what is given by the coursebook. Taking all these into consideration, it can be suggested that the balance of teacher-coursebook relationship should carefully be considered as it is widely accepted that a coursebook should service the teachers and not rule them. It is necessary to consider both the advantages and disadvantages of the coursebooks (Awasthi, 2006).

2.1.3 Authenticity in Coursebook

As well as the considerations on the use of coursebooks in language teaching/learning, there has been much debate about the language of coursebooks. As reviewed above, they are criticized for not being authentic but being specially designed for the purpose of teaching target language. Many coursebooks are criticized severely for having unnatural and inappropriate dialogues and deficiency of pronunciation exercises, idioms and conversations to prepare students for real communication (Litz, 2005). Awasthi (2006) suggests that many instructors prefer using authentic materials in English teaching courses to increase motivation and expose the learners to real language. Authenticity in listening recordings of a coursebook can be a great opportunity for students to hear the authentic English spoken in daily life; hence, many researchers agree on the presentation of real life examples in coursebooks.

As Hedge (2008) argues, unrehearsed spoken language is full of pauses, fillers, false starts, restructurings, and also a variety of accents; yet, in order to train foreign language learners to be able to manage real listening situations, it is necessary to build their confidence in dealing with authentic speech.

On the other hand, Alptekin (1993) claims that authentic materials can be a problem for students who do not have necessary cultural background knowledge. Moreover, it is also difficult for teachers to find suitable texts that can be understood by students (Harmer, 2001). Since authentic materials include a wide range of language structures, they can be too demanding and cause demotivation for learners (Richards, 2001), therefore, it is suggested that authentic materials be used in advance levels of linguistic proficiency (Guariento & Morley, 2001). In this sense, Litz (2005) proposes that there should be a balance between non-authentic English which is

easier to understand, and authentic English which is real but more difficult to understand. Hedge (2008) adds that the use of spontaneous or simplified recordings is actually based on the purpose, if the purpose is giving specific input, simplified recordings may be used; however when the purpose is developing listening skill, then authentic texts will be needed.

2.2 Evaluating ELT Coursebooks

It is a fact that teachers carry on making use of coursebooks. Though coursebooks are being used in many learning environments, not many instructors evaluate them to see whether they are suitable in their own learning environment (Ajayi, 2005). However, Hutchinson (1987) points out that coursebook evaluation helps teachers to analyze their own presuppositions and to decide on priorities in language learning. In this sense, all teachers should evaluate their own coursebooks (Zohrabi, 2011).

Traditionally, evaluation has meant the assessment which is done at the end of a term or a course, but recently this description has widened to include all aspects of a program (Hedge, 2008). Skilbeck (1984) makes a distinction between assessment and evaluation; “assessment in the curriculum is a process of determining and passing judgments on students’ learning potential and performance; evaluation means assembling evidence on and making judgments about the curriculum including the processes of planning, designing, and implementing it” (p.248).

Regarding the essential components that a good coursebook covers, coursebooks are expected to include exercises which encourage students’ active participation and promote critical thinking. Skierso (1991) suggests many factors essential in exercises and activities such as instructional clarity and appropriateness of the exercises, satisfaction of syllabus objectives, suitability for the students’ age, level, background and interest, appropriate revision, presentation of skills etc. The presentation of exercises should be varied and should cover meaningful contexts to provide authentic communication. Furthermore, they need to be relevant to the students’ former knowledge, and foster students’ cognitive abilities such as problem solving, analyzing, and criticizing.

Coursebooks are also important for the teacher himself and it is necessary to consider whether or not the teacher is happy with that book. Correspondingly, Grant (1997)

proposes, “the best book in the world will not work in the class if the teacher has good reasons for disliking it” (p.118).

Every coursebook needs to be evaluated to address its shortcomings at every stage of the process and it is a necessary professional act for EFL teachers’ self-development. Besides, Tok (2010) indicates that coursebook evaluation reveals “good and useful insights into the nature of the material” (p.510). Arıkan (2009) also considers coursebooks as the most common instructional materials, and that the impact and quality of coursebooks must be examined in actual classroom use.

There are many reasons to evaluate coursebooks such as; adapting new coursebook, identifying strengths and weaknesses, improving negative sides and putting forward the strong parts (Tok, 2010). Regarding the benefits, coursebook evaluation can provide valuable information on classroom practice, and course planning, so evaluation is important for coursebooks (Çakıt, 2006). Raseks et al. (2010) further mentions that, coursebook evaluation can be a kind of action research to professional development and can also give novice teachers’ ideas about what to look for in a specific coursebook among many possibilities. Besides providing self-development for teachers, material evaluation helps teachers to have an understanding of material selection and application and to decide on whether material is worth using or whether it is possible to adapt some activities which do not work (Ellis, 1997).

Evaluation is subjective even when it is criterion referenced and meticulous. Sheldon (1988) states, “it is clear that coursebook assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid or system will ever provide a definite yardstick” (p.245). On the other hand, in order to minimize the subjectivity, analysis should ask the question about content, purpose, and requirements. Besides, McDonough and Shaw (1993) state coursebook evaluation should be “brief, practical to use and comprehensive in its coverage of criteria” (p.65). In this sense, to have a better understanding of coursebook evaluation, it is necessary to consider types of evaluation.

2.2.1 Types of Evaluation

In his book, Cunningsworth (1995) mentions impressionistic overview and in-depth evaluation. Impressionistic overview is a quick look at the coursebook before making

a shortlist for making a detailed analysis; moreover, so as to examine how specific items meet student needs, syllabus requirements, and different aspects of language, we need in-depth evaluation (Cunningsworth, 1995). Very similar to Cunningsworth's two types of evaluation as mentioned above, McDonough & Shaw (2003) also presents two-stage approach; external and internal evaluation. An internal evaluation focuses on the the theoretical assumptions behind the materials; the intended objectives and the extent to which the objectives have been realized; the justification of language selection and grading; the design of activities and tasks. An external evaluation examines whether the material meets the needs of a particular group of learners, the syllabus, and the examination. This study is an internal evaluation study questioning whether the the intended objectives related to listening have been realized.

Evaluation can also be categorized as pre, in-use (while) and post evaluation (Tomlinson, 2003; Ellis, 1997; Cunningsworth, 1995). An evaluation which is done before the course begins and focuses on predictions or checklists to examine future performance of coursebook is called pre-use (Tomlinson, 2003), predictive (Ellis, 1997) or preliminary (Cunningsworth, 1995). Many coursebook evaluation studies concern predictive evaluation but it is hard to decide on a book without experiencing it. Tomlinson (2003) thinks pre-use evaluation can be defined as a quick browsing through a book to have swift idea about its value.

While-use, formative or in-use evaluation (Tomlinson, 2003) examines the material which is being used during a course according to specific requirements and focuses on identifying the weaknesses and making modifications possible. Many researchers favor in-use evaluation since it is based on measurement and observation rather than prediction (Akış, 2006). In a similar way, as Daoud & Celce Murcia (1989) consider, 'ultimate evaluation of a text comes with actual classroom use' (p.306). Tomlinson (2003) suggests analyzing;

- *Clarity of instructions*
- *Clarity of layout*
- *Comprehensibility of texts*
- *Credibility of tasks*
- *Achievability of tasks*
- *Achievement of performance objectives*

- *Potential for localization*
- *Practicality of the materials*
- *Teachability of the materials*
- *Flexibility of the materials*
- *Appeal of the material*
- *Motivating power of the material*
- *Impact of the materials*
- *Effectiveness in facilitating short-term learning (p.24).*

In this study, the items of clarity of instructions, comprehensibility of texts, achievability of tasks, practicality of the materials, teachability of the materials, appeal of the material and motivating power of the material are considered related in this study and were inquired in the questionnaires.

The third type of coursebook evaluation is called post-use (Tomlinson, 2003), summative (Cunningsworth, 1995) or retrospective (Ellis, 1997) which investigates the results whether or not the coursebook is effective or has any deficiencies after using that book. Post-use evaluation can measure the effects of the materials on the users, such as “motivation, impact, achievability, instant learning” and long-term effects such as “regards durable learning and application” (Tomlinson, 2003, p.25). According to these exact results, materials give idea about whether to reuse, adapt or replace the materials.

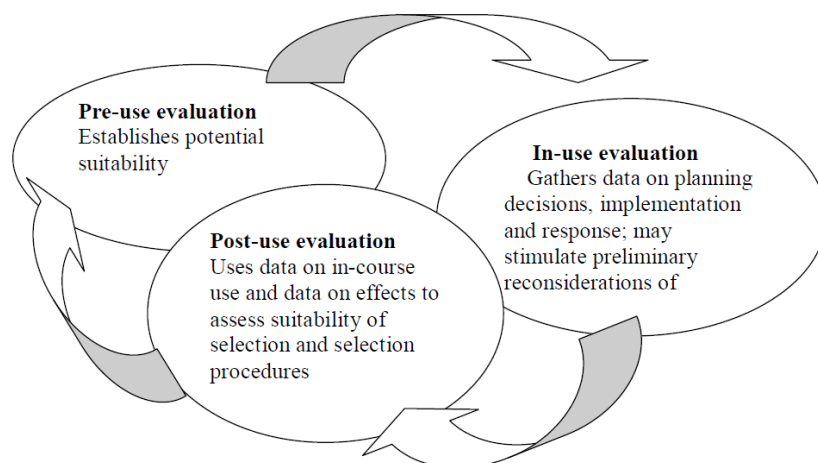


Figure 2.1 Evaluation Circle (Mcgrath, 2002, p.180)

Besides, Grant (1987) suggests three stages in evaluation as Tomlinson (2003) does. Firstly, initial evaluation is applied when it is necessary to find out quickly whether the coursebook deserves detailed analysis. In this sense, Grant (1987) proposes implementing a “CATALYST” test whose items are;

Communicative? Is the text book communicative? This question aims to find out whether the students after using this book will be able to use the language to communicate.

Aims? Does it fit in with the aims and objectives?

Teachable? Does it seem reasonably easy to use, well organized, and easy to find?

Available Adds-ons? Are there any useful adds-ons (additional materials) such as teacher’s books, tapes, workbooks, etc.?

Level? Does the level seem out right?

Your Impression? What’s your overall impression of the course?

Student interest? Are the students likely to find the book interesting?

Tried and tested? Has the course been tried and tested in real classrooms?

Where? By whom? What were the results? How do you know? (pp.119-120)

Detailed evaluation works in situations where piloting new materials is seldom possible and teachers decide according to their own judgments with the assistance of three-part questionnaire which asks whether the course suit the students, the teacher and the syllabus (Grant, 1987, p.121). Lastly, in-use evaluation process is a continuous process to see whether it works in the classroom after an adaptation and ensures that teacher is the master of the book not the slave (Grant, 1987; Akış, 2006). This study is also an in-use study that student and teacher participants evaluated the *Four Seasons* coursebook while they were using that book in classroom applications.

2.3 Criteria for Coursebook Evaluation

Generally, coursebook evaluation is done by developing criteria which guides the researcher to ask right questions to answer reserach questions. As every learning context and students have different features, it will not provide valid data to use same criteria in different situations without adaptation. Sheldon (1988) remarks that, there are no common criteria that can be utilized in all learning environments. In this sense, Richards (2001) proposes to keep in mind some main factors while preparing criteria or checklists such as, program factor, teacher factor, learner factor, content factor and pedagogical factors. Each evaluation depends on the priorities of the teachers and characteristics of the students that they are working with and the context that they are working in (Cunningsworth, 1995). Even the same coursebook can give

different results while evaluating different skills as each learning environment is unique with its components.

In addition, Çakıt (2006) indicates that there are many factors affecting the coursebook evaluation process such as expectations of authorities, goals of the curriculum, student profiles, teacher competence etc. So, the criteria should be restricted or else researcher will be surrounded by too many details (Cunningsworth, 1995).

The criteria suggested by Sheldon (1988) examine some common issues with this study such as suitability, authenticity, sufficiency of exercises or activities, practice and revision. Similar to Sheldon (1988), Skierso (1991) also suggests a guide to coursebook analysis which includes the syllabus requirements, satisfaction and effectiveness of exercises and activities, supplementary exercises for each language skill, and authenticity, all of which are utilized in this study.

Tertemiz et. al. (2004) listed the qualities that coursebooks need to have as;

- *Activities should be designed according to different learning styles*
- *Activities should be suitable to learners' life styles*
- *Activities should revise regularly and support other courses*
- *Subjects should be handled around the theme for unity.*
- *Activities should serve to realize more than one behavior.*
- *Activities should prevent undesirable results.*
- *Activities should have real life problems and solving ways.*
- *Activities should include pre- teaching to activate learners' former schemas.*
- *Activities should encourage using technology (p.51).*

Within the scope of regulation related to coursebooks design, there are some items which are necessary to be followed while designing a coursebook. The coursebook should;

- *interest the learners.*
- *support the achievement of the objectives.*
- *help the learners to gain different points of views.*
- *consider the time allocated for the subjects*
- *should have clear instructions.*
- *enable self-evaluation*
- *be designed from simple to complex*
- *have cross-curricular methods.*
- *support the texts with appropriate illustrations (MoE, 2006)*

Lastly, consideration of different learning styles is one of the recent criterions considered by some researchers. Taking all these suggestions into consideration, in the table below, commonly suggested criteria for coursebook evaluation are listed in table.

Table 2.1 Common coursebook evaluation criteria

Authenticity	Sheldon (1988), Skierso (1991), Hedge (2008), Litz (2005), Mcdonough & Shaw (2003)
Suitability	Skierso (1991), Tertemiz (2004), TMOE (2009)
Sufficiency of exercises and activities	Sheldon (1988), Skierso (1991), TMOE (2009), Mcdonough & Shaw (2003), Cunningsworth (1995), Al-Yousef (2007), Akış (2006), Aytuğ (2007), Çakıt (2006), Özdemir (2007), Dickinson (2010).
Practice and Review	Sheldon (1988), Skierso (1991), Tertemiz (2004), TMOE (2009), Dickinson (2010)
Supplementary exercises for each language skill	Skierso (1991), TMOE (2009), Garinger (2001), Mcdonough & Shaw (2003), Dickinson (2010)
Consideration of different learner styles	Tertemiz (2004), TMOE (2009).
Presentation of grammar	Skierso (1991), Cunningsworth (1995), Mcdonough and Shaw, (2003), Breen & Candlin (1987), Littlejohn (1998), Byrd (2001), Ur (1996), Çakıt (2006), Lee & Newman (2011) and Yanık (2007)

Presentation of cultural elements	Acar (2006), Cunningsworth (1994), Çakıt (2006)
Vocabulary teaching	Vandergrift (nd) Cunningsworth (1994), McDonough & Shaw (2003), Yanık (2007), Çakıt (2006), and Jones (1999)
Interesting topic for learners	Özdemir (2008), Jones (1999), Yanık (2007), Acar (2006), Dilek (2009).
Presentation of Skills	Cunningsworth (1995), Mcdonough and Shaw (2003), Skierso (1991), Al-Yousef (2007), Akış (2006), Aytuğ (2007), Çakıt (2006), Özdemir (2007), Dickinson (2010)
Organization of the content	Cunningsworth (1995), Mcdonough and Shaw (2003), Skierso (1991), Al-Yousef (2007), Akış (2006), Aytuğ (2007), Çakıt (2006), Özdemir (2007).
Visual Elements	Özdemir (2007), Çakıt (2006), and Acar (2006).

For teachers' and students' questionnaires, all these items above were found relevant to the context of research and were chosen to gather data to answer each research question. For the checklist to analyze the coursebook, the items were classified under four categories which are MoE goals, pre, while and post listening activities, variety of listening activities and sub-skills of listening.

2.4 Evaluating the language skills in ELT coursebooks

Coursebooks are expected to develop language skills of students (Aytuğ, 2007). Breen and Candlin's (1987), suggest that to evaluate skills in coursebooks, it is necessary to keep in mind three aspects. Firstly, it is necessary to find out highlighted skills in materials and check whether any guideline is supplied. Secondly, the time allocated for the course period is adjusted. Thirdly and finally, the researcher evaluate the skills to see whether the purpose is clearly indicated.

Cunningsworth (1995) also puts forth some criteria to evaluate skills in a coursebook. He also makes reference to the issue of authenticity as discussed in Section 2.1.3;

- *Is practice in all four skills included?*
- *If so, is it balanced?*
- *Do the skills work progress in terms of complexity and difficulty, in line with the grammatical and lexical progression of the course? How well is this achieved?*
- *Do the presentation and practice activities include the integration of skills in realistic contexts?*
- *Does the coursebook use authentic material at an appropriate level? (p.67)*

In addition to skill checklist, Cunningsworth (1995) adds a listening checklist items of which were also utilized in this study. The items as proposed by him are as follows;

- *What kind of listening material is contained in the course?*
 - Does listening form part of dialogue/conversation work?*
 - Are there specific listening passages?*
- *If there are specific listening passages, what kind of activities are based on them-comprehension questions, extracting specific information, etc?*
- *Is the listening material set in a meaningful context?*
- *Are there pre-listening tasks, questions?*
- *What is the recorded material on audio-cassette like in terms of:*
 - sound quality*
 - authenticity?*
- *If use of visual provides a meaningful context and show facial expression, gesture etc? (p.68)*

According to Mc Donough and Shaw (2003), teachers are expected to know the adequacy of four language skills in a material and the frequency of these skills. Thus, an ideal course book should emphasize each of four skills providing practice in integrating the skills in models of real communication. *Four Seasons* coursebook is claimed to give students opportunity to practice their skills and use them in classroom by the coursebook writers. Therefore, in line with the checklists suggested by Cunningsworth (1995), in this study, *Four Seasons* coursebook is analysed in terms of presentation of four skills in a balanced way, presentation of listening activities, authenticity of listening records, the types of listening texts, the exercises designed to develop listening skill, pre, while and post listening tasks, and sound quality in recordings (for the detailed checklist please see Appendix 3).

2.4.1 Evaluating the presentation of listening

Learning a language involves the development of four skills which can be categorized as receptive skills (reading and listening) and productive skills (writing and speaking). Among these skills, listening is of crucial importance for language learners because problems may arise in case of misunderstanding the spoken language. Morley (2001) states that an individual can benefit from listening instruction since listening comprehension is a way to gain fundamental rules of grammar and new vocabulary which generate successful social conversations. For effective communication and comprehending the message in spoken instruction, a student has to develop the skills of listening and speaking. In the current curriculum, listening skill is strongly advised to integrate with other skills by MoE, thus effective listening education will facilitate the improvement of other skills.

Doff (1990) indicates that listening to spoken English is a way of acquiring structures and vocabulary. As listening usually occurs with speaking, listening skill is crucially important for developing speaking skills too. Doff (1990) further states that it is not possible to develop students' speaking skills unless they are not thought to listen effectively in a social conversation and comprehend it. As communication is a two-sided process and a message cannot be communicated unless there is a receiver, a student has to respond to a great number of spoken messages in daily life.

Thus, teaching English aims to train students understand and respond to the various situations (Ur, 2007). Ur (2007) further states that the aim of teaching listening comprehension is to help students cope with different real life situations by responding to them appropriately. Given below are many listening situations which a student may encounter during his/her daily life and these situations may be presented in courses in order to prepare and train students;

- *Listening to radio news weather forecast, sports commentary, announcements,*
- *Listening to a talk or a lecture, discussing work/current problems with family and friends.*
- *Listening to recorded broadcasts, airport announcements, stations, etc.*
- *Exchanging news with friends*
- *Listening and responding to telephone conversations*
- *Receiving instructions on how to do something get somewhere*
- *Participating in a lesson.*

- *Watching a film, play or TV.*
- *Participating in a meeting, seminar or discussion*
- *Listening to programs as school activity and assembly talks/lectures*
- *Eavesdropping on other people's conversation* (Ur, 2007, p.2).

In this scope, the designer or evaluators of listening materials need to ask the purpose for the listening, the relevancy of that purpose with real life purposes, and whether the task support that listening purpose (Hedge, 2008).

2.5 What is listening?

When we look at the very first experiences in listening, we see that it starts in mothers' womb and lasts through the school years and life. Infants begin to connect to the world with listening first as a threshold where children form the code of outer world and comprehend language (Gündoğdu, 2011).

Listening is a basic way of communication and has an important role in understanding, perceiving and commenting on the social environment. It is a fundamental skill that each individual has to acquire. A common definition for listening is; understanding the message sent by the producer, which is basic to real communication. Sarıçoban (2001) indicates that "listening involves understanding a speaker's accent or pronunciation, his grammar and his vocabulary and his grasping meaning during listening process" (p.103). A good listener can do all of them at the same time (Sarıçoban, 2001).

Rost (2002) defines listening as "receiving what the speaker actually says, constructing and representing meaning, negotiating meaning with the speaker and responding, creating meaning through involvement, imagination and empathy" (p.2-3). Real listening occurs when the listener listens and understands at the same time which requires some qualities such as "discriminating between sounds, recognizing words, identifying grammatical groupings of words, connecting linguistic cues to non-linguistic and paralinguistic cues, using background knowledge to predict and later to confirm meaning and recalling" (Rost, 1994, p.142).

Listening is also defined as; "the ability to understand the oral input" (Gürses, 2009, p.15), however to gain this ability is not so simple as many people are not good

listeners even in their first language, moreover, listening in a foreign language is more challenging (Gürses, 2009).

Similarly Peterson (2001) claims, at first stages of language learning, as we do not know how to read and write, listening is the only way to connect to meaning in the new language and in later times, learners can understand the interworking system of language.

In everyday communication, writing constitutes approximately 9 percent of an individual's language use while reading constitutes 16 percent; speaking generates 30 percent, and as for listening, it is 45 percent (Hedge, 2008). In education, these numbers are even more dramatic, a student approximately spends 60 percent of the school day listening in native language, and this increases up to 90 percent in university (Çiftçi, 2001). Considering the fact that education system is largely based on narration method, listening is accepted as a must improved skill (Özbay, 2005). Ironically, it is discovered that students have 12 years instruction in writing, 7 years for reading, 2 years in speaking less than ½ years in L1 listening (Allen, 1995). As the studies above revealed, listening is the skill that is learned initially and the most widely used, on the other hand, it is the least taught skill when it is compared to other communication skills (Gürses, 2009).

Various research studies reveal that listening in native language and foreign language are not different processes as native language listeners and nonnative language listeners generally do similar mistakes in listening situations or in listening tests (Gürses, 2009).

2.5.1 Types of Listening

Rost (2002) discusses three types of listening tasks as intensive, selective, and interactive listening. Listening for sounds, words, phrases, grammatical units, and pragmatic units are focused in intensive listening which helps learners develop effective listening strategies and apply bottom-up listening skills together with top-down skills (Rost, 2002; Hedge, 2008; Flowerdel & Miller, 2005). Intensive listening ask students to pay attention to the language structure (Rost, 2002). Brown (2006) exemplifies intensive listening as;

- *listening for cues in choral and individual drills*

- *listening to a teacher repeat a word or sentence several times*
- *listening to a stretch of discourse and identifying/noticing a certain element (like intonation, stress, a grammatical structure) (p. 309)*

Selective listening focuses on specific points rather than comprehending everything whose significant form is note-taking which is also named as informative listening in some resources. It can be defined as ‘hear what you want to hear’, ‘listen to only certain features at a time’. The aim of selective listening is to focus on key words of a discourse, prepare your response or second guess before the finish from the speaker. Learners can complete the missing parts by inferencing (Rost, 2002).

Interactive listening includes collaborative and communicative listening in which the learners interact with each other (Rost, 2002). Interactive listening is attentive listening at the same time which requires to listen carefully without distraction and to respond in an efficient way. To achieve students’ active participation, interactive listening skills are developed mainly through information gap pair work, jigsaw groups, and student presentations and reports (Rost, 2002). Interactive listening is also suggested by Nunan (1999) as ‘reciprocal listening’.

Nunan (1999) mentions reciprocal and nonreciprocal listening. In reciprocal listening, the role of a learner changes between listener and speaker. Reciprocal listening requires mutual information flow between speaker and listener (Ellis, 2001). In this case, learners can be cast in the role of participant (listener or speaker) or they can be cast in the role of ‘eavesdropper’ or ‘overhearer’ (Nunan, 1999). Nonreciprocal listening is listening to monologues, listening to a conversation between two or more speakers but do not take part in conversation, which is more common in classrooms (Nunan, 1999). Learners listen without any opportunity to interact in non-reciprocal listening, for example listen to directions to find a way (Ellis, 2001).

On the other hand, Harmer (2001) suggests that listening can be classified into two; Extensive and Intensive. Extensive listening is listening to something in a relaxed way for pleasure which can also be named as appreciative listening and can last for a long time than a typical classroom listening text without an expectation to complete a task. Extensive listening involves, listening to large amount of texts which learners can understand easily with high levels of comprehension and focus on meaning

rather than form. The benefits of extensive listening can be listed as vocabulary development, recognition of accent, students' productive skills in pronunciation and speaking (Renandya & Farrell, 2010). Extensive listening also aims to improve our automaticity in recognising spoken texts, practice and enjoy listening.

However, in intensive listening, students listen to a text which is necessary to hear instructions in order to complete a task and practice in listening skill in a class period (Nunan, 1999). Wallace et al. (2004, p. 13) argues "students can be taught to listen selectively for specific kinds of information, such as the main purpose, the themes, the details and any implications".

2.5.2 Listening in Second Language

Richards (2008) considers listening in two aspects; listening as comprehension, and listening as acquisition. In a view of listening comprehension, the significant point is developing learners' listening abilities and facilitate understanding of spoken discourse, however listening as acquisition considers input which eases improvement of the proficiency level.

Apart from being the most frequently used skill in daily life, listening is also an important part in second language learning process (Vandergrift, nd). Listening started to draw attention in second language acquisition as the role of comprehensible input began to be emphasized by researchers (Nunan, 1999).

Krashen (1981) puts forth that people will never require a language without a comprehensible input which refers language materials 'a little bit beyond' (i+1) the learners current level. "Comprehensible input" can take students attention to the listening materials, so they can gain a better understanding, besides, following the listen and understand process, imitation and speaking and lastly communication will come (Wu, 2010).

When it is compared to first language listening, learning to listen in a second language is considerably harder and needs longer training, because for second or foreign language learners, more effort and concentration are required to comprehend oral passages (Odacı, 2006). Limited input in second language listening which is one of the basic problems of learning L2 makes the listening process more difficult (Gürses, 2009). In a metaphor by Buck (2001) the difference is presented as;

If we think of language as a window through which we look at what the speaker is saying, in the case of first-language listening, the glass is very clean and we see through it without even noticing it is there; but in the case of second-language listening, the glass is dirty: we can see clearly through some parts, other parts are smudged, and yet other parts are so dirty we cannot see through them at all. We are very aware of the glass because it gets in the way (p.50).

For years it was believed that listening can be improved naturally, therefore educators have made little effort to develop listening skill as they expected from students to listen without teaching how to listen. Actually listening is a skill which needs to be taught and naturally gained qualities are not enough to prepare individuals to life. Nunan (1999) reinforces this by commenting that “listening is the Cinderella Skill which is overlooked by its elder sister speaking in second language learning” (p.199). Actually, improving listening skills means improving other skills as they are influenced by the efficacy of listening. Hence, there are many studies that reveal the necessity of effective listening exercises with significant data (Gürses, 2009).

By taking into consideration all these necessities, a growing interest has come out in listening, its importance and how to improve it. In this respect, English teaching program aims to improve listening skills by considering as a prior goal in education.

2.6 How to Teach Listening

Though we listen very often in our daily life, Saha and Talukdar (2008) claim very few ELT teachers practice listening in the classroom despite the fact that teaching listening requires more effort from the teacher. During listening, students have to use several skills in order to find out from context who is speaking, how many people are speaking, what the relationship between them is etc.

Studies up to now mostly cover comprehension, which is usually seen as the goal of listening and it can be defined as “the process of relating language to concepts in one’s memory and to references in the real world” (Gürses, 2009, p.23). In the comprehension process, new information is combined with present information and then, schema – the related information in listeners’ mind- is activated and this leads operation of short-term memory where new information is hold and updated. Rost (2002) summarizes that as “if the schema of the speaker and the listener do not

match, misunderstanding occurs; further, if the listener cannot activate any schema, non-understanding occurs” (p.59).

According to Rost (2002) and Nunan (1999), the teaching listening process should utilize top-down and bottom-up views together in EFL listening, the listening activities should be presented in an integrated way, students should be informed about what they will listen, interesting materials should be selected, and immediate feedback should be given to students.

2.6.1 Top-down processing

Among these principles listed above, bottom-up and top-down processes are basic principles of teaching listening. In top- down interpretation, learners both utilize their prior knowledge and knowledge of language to comprehend the meaning (Saha & Talukdar, 2008). In top- down processing, meaning is “inferred from contextual clues and from making links between the spoken message and various types of prior knowledge, listeners hold inside their heads, which is termed schematic knowledge” (Hedge, 2008, p.232). Listeners use formal schemata when they have knowledge of the overall structure of some speech events and content schemata when it is necessary to get the message about world knowledge (Hedge, 2008).

Learners’ prior knowledge has a strong effect on their comprehension of input, thus, while teaching listening, students’ prior knowledge need to be activated to reinforce listening comprehension and also meeting familiar contexts with their life in class motivates students (Brown, 2006). As background knowledge is very important in listening comprehension, pre-listening activities should include information about the topic, the setting, and the speaker(s), otherwise, absence of necessary schema related to a situation, makes the inference of the information very difficult (Brown (2006). In experience of Brown (2006) top-down process is seen clearly;

...buying postcards at an Austrian museum, I speak no German. Having calculated that the postcards would cost sixteen schillings, I walked up to the counter and gav the clerk a twenty-schilling note. She opened the cash register, looked in it, and said something in German. As a reflex, I dug in my pocket and produced a one-schilling coin and gave it to her. She smiled and handed me a five-schilling coin. I managed the conversation based on my prior knowledge. (p.3)

Top-down listening can be practiced by “listening for the main idea, predicting, drawing inferences and summarizing where learners relate what they know and what they hear through listening comprehension” (Saha & Talukdar, 2008, p.4) Efficient learners are the ones who combine their guesses and prior knowledge. Top-down activities aim to help learners develop their pragmatic and discourse knowledge and improve communicative skills by focusing on meaning rather than form.

2.6.2 Bottom-up processing

As stated in a study of Saha and Talukdar (2008), bottom up processing make use of learners' “linguistic knowledge to identify linguistic elements in an order from the smallest linguistic unit like phonemes (bottom) to the largest one like complete texts (top)” (p.4). In general, language learners rely on their knowledge of sounds, words and grammar (Saha & Talukdar). The listener’s linguistic competence is an essence for bottom-up processing to discover the relationship between the components of sentences (Richards, 2008). Richards (2008, p.4) illustrate this with an example:

“The guy I sat next to on the bus this morning on the way to work was telling me he runs a Thai restaurant in Chinatown. Apparently, it’s very popular at the moment.”

It is necessary to break it down into smaller parts which is called ‘chunking’ with the help of grammar knowledge.

- I was on the bus.
- There was a guy next to me.
- We talked.
- He said he runs a Thai restaurant.
- It’s in Chinatown.
- It’s very popular now.

(Richards, 2008, p.4)

Brown (2006, p.3) exemplifies that process as;

...later on that same trip, I did need to manage a transaction “bottom up” when I asked at the Madrid train station for tickets and was answered by a torrent of language that included the word huelga – Spanish for “strike.” There had been a strike that morning. Here, my “getting tickets” script failed, and I needed words to understand what was going on.

Bottom-up processing helps develop meaning from speech which is summarized by Hedge (2008, p.230) as;

- *The placement of stress on the meaningful words, the use of pauses, relationship between stressed and non-stressed syllabus, increased tempo, clipped enunciation, accompanying non-verbal behaviors such as head shaking, and frowning,*

e.g. I really don't think / you know / that it is his responsibility.

- *The use of lexical knowledge to assign meanings and use logical reasoning to infer relationship,*

e.g. Hurricane... coastFlorida....damaged properly....families homeless.

In this example a listener may infer which one is a noun phrase, verb phrase or object with the help of syntactic structure knowledge. The inference from what is heard will also lead the expectations about what is coming next. Most classwork done on listening skills is 'bottom-up' rather than 'top-down', means that there is a concentration on knowledge of the smallest elements of the incoming sound-stream, such as phonemes or individual words (Buck, 2001). Additionally, Saha and Talukdar (2008) indicate that common bottom up activities are “minimal pairs, dictation, taking pronunciation tests, listening for specific details, cloze listening, recognizing cognates, dictation, and word-order pattern” which require cloze recognition of the input etc (p.3).

Bottom-up activities aim to help learners develop their phonological, lexical and grammatical knowledge and also pronunciation. In her study, Gürses (2009) outlines specific features of both processes as indicated below (p.35).

Table 2.2 Top-down and Bottom-up processing in listening

Top-down processing	Bottom-up processing
Listeners use semantic knowledge to understand the phonetic input, the vocabulary, the syntax.	Listening comprehension has a fixed serial order: Phonemic units linked to words, words to phrases, phrases to utterances, and utterances to meaningful texts.
Listener is described as active model	

builder as s/he is actively involved in meaning construction.	Listener is described as tape recorder as s/he gathers all the parts and makes a meaningful whole.
Listener uses background knowledge(schema theory) on the context in comprehension.	Listener uses sounds to decode the spoken text in comprehension.
Listener prefers fluency.	Listener prefers accuracy.
It is holistic.	It is linear.
It goes from whole to parts.	It goes from parts to whole.
It is mostly preferred by native speakers or learners with higher levels of proficiency	It is mostly preferred by nonnative speakers or learners with lower levels of proficiency.

2.6.3 Listening as interaction

It would not be right to see top-down and bottom-up as opposition. In order to extract meaning from messages in real life, learners should learn to use both bottom-up and top-down processing (Richards, 2008). Students hear sounds, keep them in memory, connect them with other sounds and interpret. For example, hearing the sound /ðeə/, it is only the context that will tell you if the word is ‘there’, ‘their’ or perhaps ‘they’re’. Your knowledge of grammar will tell you if /kæts/ is ‘cats’ or ‘cat’s’, which may be ‘cat is’ or ‘cat has’. While doing this all, they also use their background knowledge to attach with the prior schemata (Brown, 2006). Similarly, Hedge (2008) suggests that in current models, listening should require linguistic information, contextual clues and prior knowledge at the same time. The fact about which one is more stressed depends on “the listener’s familiarity with the topic and content of a text, the density of information in a text, the text type, and the listener’s purpose in listening” (Richards, 2008, p.10). Richards (2008) clarifies in an example as;

...an experienced cook might listen to a radio chef describing a recipe for cooking chicken to compare the chef's recipe with her own. She has a precise schema to apply to the task and listens to register similarities and differences. She makes more use of top-down processing. However, a novice cook listening to the same program might listen with much greater attention trying to identify each step in order to write down the recipe. Here, far more bottom-up processing is needed (p.10).

By combining top-down and bottom-up processes, learners can become effective listeners both in real life situations and classroom applications. Good listeners are expected to activate both top-down and bottom-up processing while they are listening in real life. In that case, it is necessary for students to learn how to activate these processes. Thus coursebooks should present relevant exercises to practice top-down and bottom-up processing in listening exercises to prepare students for real-life situations. In this study, *Four Seasons* coursebook was evaluated by considering presentation of top-down and bottom-up processing.

2.6.4 Sub-skills of Listening

So as to train successful students at listening, teachers should give clear instructions, a purpose for listening (maybe a task), and adequate pre-listening. We need an intention for listening (Brown, 2006). Listening to a friend to get his address or we listening to a Show just for fun. In the past, many coursebooks had post-listening comprehension questions (*Where did the students go after class?*) which are accepted ineffective as teachers.

It is more preferable and efficient to give them a purpose for listening such as listen and get the main idea, listen and look for details, or make inferences. If we want more focused listeners, they should know why they are listening. These purposes can also be named as sub skills. Some subskills can exemplify top-down or bottom-up processing more.

The sub-skills which are listed in a study of Gürses (2009) and Rost (1994) as follows;

- *Listening for the main idea / listening for the gist*
- *Listening for the specific information*
- *Listening to make inferences*
- *Listening between the lines*
- *Listening for prediction*
- *Critical listening*
- *Task listening*

In addition to the subskills above, Rost (1994) also mentions some specific listening skills that learners need to develop;

- *discriminating between sounds*
- *recognizing words*
- *identifying stressed words and grouping of words*
- *connecting linguistic cues to paralinguistic cues*
- *using background knowledge*
- *recalling important words*
- *giving appropriate feedback to the speaker*
- *reformulating what the speaker has said (p.142)*

The results from the coursebook analysis reveals that in *Four Seasons* coursebook, listening for specific information sub skill was tried to be achieved by limited type of activities. In this sense, it is beneficial to looking into this sub skill in a detailed way. Listening in foreign language is a complex process. Students have to understand main idea and specific details (Brown, 2000). Listening for specific information is an essential skill in listening as in daily life we frequently do it. For example we need to listen for details in a cooking recipe to note the ingredients in a correct way. Findind specific information activities aim to highlight the need to listen for specific information. Students will identify the words (discourse markers) that are key for comprehension and identify important parts of a message and discard the irrelevant ones.

In *Four Seasons* coursebook, recognizing words is a subskill among many that are used in while listening. Cloze listening is the most commonly used activity in the coursebook that is analyzed for finding listening for specific information. It is a useful practice for recognizing words but considering the sub skills involved in listening as reviewed above, there is a need for a great variety of practices besides cloze listening to practice these subskills.

In brief, in the analysis of the *Four Seasons* coursebook, in relation to top-down and bottom-up processing in listening, sub-skills of listening are also considered.

2.7 Listening exercises and activities

Exercises are opportunities for students to associate new information in the book with real life (Raseks et al., 2010). Ur (2007) states that when we are designing listening exercises we need to think about real-life situations for which we are preparing students, and also the specific difficulties they may encounter and need practice to overcome these difficulties as reviewed in section 2.7.3 which mentions activating top-down and bottom-up processing together for interaction.

Besides, authenticity of the listening material needs to be considered while designing exercises as reviewed in section 2.1.3 above. Therefore, Harmer (2001) and Şevik (2008) state that listening materials should expose students to grammar, vocabulary, pronunciation, rhythm, intonation, pitch and stress and they are good to prepare student to hear everyday conversations of target language. They also enable students to hear the spoken language features such as incomplete sentences, repetitions, hesitations and makes students comprehend the hidden meanings in the sentences with the help of intonation.

When we listen in our first language we do not catch every word, so aiming total comprehension in foreign language is not realistic. Over and above, foreign language learners' anxiety tends to increase while they are trying to understand each word of a listening text. Hence, they need positive classroom experiences which teacher is careful about the level and length of a listening activity in order not to demotivate learners (Hedge, 2008). Listening texts should not be long enough for students to lose their concentration and according to their attention span; there should be intervals.

As argued in section 2.6.1, listening activities not only improve listening comprehension but also provide input for learners and teachers. In terms of the quality of listening activities the most crucial factors are the student interest and appropriateness for the student level, without these prerequisites the material will have no value. Teachers are expected to understand that all students have different abilities in learning process as some students are better listeners than others. In order to facilitate this process, listening exercises in a book should serve the teacher by addressing different learner types and motivating students. Regarding the fact that, Aytuğ (2007) and Graves (2000) consider activities in the book should be designed

in an appropriate way to meet different students' needs and activate cognitive skills of students by problem solving, discovering and analyzing.

Presentation of skills in an integrated way is another requirement for coursebooks, which enables students to gain competence in all skills, what is more, authenticity in materials aim to present examples of real language (Aytuğ, 2007; Graves, 2000). In the evaluation of listening process, researchers need to find out how and how much the coursebook includes listening and whether these practices are authentic. Graves (2000) further states that activities should start from what the students have already known and they should act as a bridge between target culture and own culture.

To sum up, listening activities in a coursebook should prepare students for real-life conversations, should address different levels, interests and learner styles' of students, should consider authenticity and integration of skills, should be supported by visuals, should present some examples of target culture, and should be designed from simple to complex. et, listening exercises of *Four Seasons* coursebook are evaluated in terms of these items (see appendix 1 and 2).

2.7.1 Pre-listening

Pre-listening activities “prepare students for both top-down and bottom-up processing by activating prior knowledge, making predictions, and reviewing key vocabulary” (Richards, 2008, p.10). They motivate learners and stimulate interest (Peköz, 2009). In pre-listening activities, teachers are expected to give immediate feedback and motivate learners by taking their attention to the availability of listening in real life. Hedge (2008) indicates that teachers should provide necessary information in order to contextualize the text. Besides, teachers also should prepare listeners for the upcoming input and take their attention to what they really need to lessen the load of listening (Guangping & Cheng, nd). In their study, (Guangping & Cheng, nd) list some pre-listening activities such as brainstorming, discussing the topic of the listening text, predicting and pre-teaching vocabulary, showing realia related to the topic. Besides, Hedge (2008) suggests some other pre-listening activities such as “predicting content from the title of the talk, talking about a picture, answering a set of questions about the topic, and agreeing and disagreeing with opinions about the topic” (p.249).

2.7.2 While-listening

While-listening can be stated as comprehension part of listening activity (Peköz, 2009). During while-listening phase, learners listen with a purpose in their minds. They are given a purpose for listening but are not expected to keep all the information in their mind which is useless. Richards (2008) adds “while-listening phase focuses on comprehension through exercises that require selective listening, gist listening, sequencing, etc.” (p.10). Typical while-listening activities are; listening to background noise to establish setting and topic, identifying specific words, figure out relationship by listening to tone of voice, listening for specific intonation (statement or question), raising hand when hearing certain words, true/false questions, marking stress or intonation, matching multiple choice questions, ordering/numbering items (sequencing activity), detecting mistakes, following a map or taking an order, making a decision based on the information (Hedge, 2008, pp.249-252).

2.7.3 Post-listening

In post-listening period, learners’ problems can be identified and new information is strengthened. Reading and writing activities, oral tasks, grammar and vocabulary work is involved to move beyond the comprehension (Peköz, 2009). In order to encourage students to discuss about their comments, teacher can replay while text. Richards (2008) echoes “post-listening phase typically aims to check comprehension and may require students to give opinions about a topic.” (p.10). Students can transfer gained knowledge, relate the text to real life experiences, expand their knowledge of topic and also knowledge of structure (Peköz, 2009). It is suggested to allow more time for post listening period instead of long period. As suggested by Davies & Pearse (2000), typical post-listening activities are; interviewing native speakers, calling for information (e.g. travel agency, movie theatre, car rental agency, restaurant), performing a role play, reading and/or writing about the topic, discussing the topic, listening to another example, making a poster, giving opinions. Besides, Guang & Cheng (nd) suggest problem solving, summarizing, group discussion and follow-up writing as post-listening activities.

Pre, while and post listening activities are crucial while teaching listening, thus listening exercises in the coursebooks should be designed by considering pre, while and post listening activities. In this study, listening exercises of the *Four Seasons* coursebook was evaluated by considering pre, while and post listening.

To sum up, coursebook evaluation is a necessary act to utilize from coursebooks in a best way as a main teaching material. As listening is the most common activity in daily life, it is essential to teach listening and pave the way the improving other skills which is also stated in the curriculum. As this study also aims to look into the extent that *Four Seasons* meets the MoE goals, it is important to review them here briefly too.

In the light of the studies reviewed above, checklist items for pre, while and post listening activities are as follows (Buck, 2001; John & Lindsay, 2005; Gürses, 2009; Odacı, 2006; Özbay, 2005; Richards, 2008; Saha & Talukdar, 2008):

Pre-listening activities;

- Brainstorming
- Discussing the topic of the listening text
- Predicting
- Pre-teaching vocabulary
- Showing realia related to topic
- Predicting content from the title of the talk
- Talking about the picture
- Answering a set of questions about topic with opinions
- Agreeing and disagreeing with opinions about the topic

While-listening activities;

- Listening to background noise
- Identifying specific words
- Figure out relationship by listening the tone of the voice
- Listening for specific information
- True False questions
- Making stress or intonation
- Matching multiple choice questions
- Ordering / Numbering items (Sequencing activities)
- Detecting mistakes
- Following a map or taking an order
- Making a discussion based on the information

Post-listening activities;

- Comprehension check
- Interviewing native speakers
- Remembering presented information
- Performing role play
- Reading or writing about topic
- Discussing the topic
- Listening to another example
- Making a poster
- Giving opinions
- Problem solving
- Summarizing

2.8. Teachers' and Learners' Perceptions on Coursebook Evaluation

In this study the students' and teachers' perspectives were gathered by means of questionnaires. It is crucial to collect data from teachers since they know the level and the needs of their students' best, and they can decide about the appropriateness about the teaching materials. Learners' reaction to the materials, tests, and the methodology are also very important (Harmer, 2001), so it is necessary to include students' opinions and comments into assessment process. Besides, Harmer (2001) suggests that their view of layout, design, content and feelings should update our pre-use assessment and post- course evaluation.

In this study, the questionnaire items were adopted, adapted and translated into Turkish from the questionnaires used by Cunningsworth (1984), Breen & Candlin (1987), Skierso (1991), McDonough & Shaw (1993), Grant (1990), Garayeva (2001), and Lee & Newman (2001), Litz (2005), Çakıt (2006), Aytuğ (2007); Al-Yousef (2007), Özdemir (2007), Arıkan (2008), and Gürses (2009).

2.9 Language Teaching Program and Curriculum

Modern education systems aim to prepare individuals for a changing world. At this point, curriculum and teaching programs are being renewed continuously in order to keep up with these changes. Curriculum is defined as “collection of studies covering goals of subjects which are supposed to be thought in specific levels of classes, content, duration, experiences and evaluation process” (Güteryüz, 2002, p.4). Education program of a country stands for syllabus and after this syllabus is put into practice in institutions, teaching program deals with the teaching phase. Topkaya and Küçük (2010) define language teaching program as the collection of foreign language courses which teach the language with the help of methodology so as to fulfill aims concerned with what to learn, how to learn and how to evaluate.

The curriculum in Turkey is determined by MoE and covers the topics, objectives, and expected student behaviors and courses serve to achieve these objectives and goals. In order to realize education objectives, Board of Education sets the goals, makes plans and implements systematically (Topkaya & Küçük, 2010). In this sense,

curricula and teaching programs play a crucial role since “they are tools through which expectations from individuals in terms of knowledge, ideas, values, and skills to be gained are materialized” (Topkaya & Küçük, 2010, p.52). As it shows the way for a teacher to follow, educators are being agreed on the value of the curricula, what it covers and teaching/learning process (Demir, 2008).

2.9.1 Overview of the English Language Curriculum

Looking at the history of program development studies, social and political relationships with western countries made it necessary to teach foreign language effectively at schools (Demirel, 1999). Following that, in 1997, acceptance of eight-year compulsory education makes English an obligatory course in the public primary schools from grade six to grade eight.

It was in 2004 when the reports, worldwide evaluation lists, national and international studies revealed many disturbing results regarding the quality of education in foreign language teaching. Turkey was in the 28th place out of 35 countries according to Pisa (2003) results. In a similar way, recent Pisa results (2012) reveal that Turkey was in the 45th place out of 65 countries which is below the OECD standards. The report prepared by EARGED (2002) also puts forward that education in the country was far below satisfying level and some aspects of education should be revised. As a result of these data, social change and modernization started to be valued and MoE has started reconstruction process; in these context new regulations has been done. In accordance with these changes, in 2006-2007 academic year, new English Language Teaching Program (ELTP) started to be in effect.

In 2005, state schools in Turkey were sent a new curriculum with many changes in terms of its goals, content, instructional methods and evaluation procedures for all courses. This curriculum first focused on grades of four and five as countries had a consensus about starting foreign language teaching at earlier ages, and then expands to grade six to eight. A new language teaching program was also published in 2013 following the declaration of 4+4+4 education system which mainly focuses on 2th and 4th grade objectives. This new system moved the English instruction implementation to the 2nd grade, rather than the 4th grade which means that the the

age group beginning foreign language learning will be younger. The changes on 8th grade curriculum will be in effect in 2015-2016 academic year. In this sense, for 8th grade students, the existing language teaching program was still valid at the time of the study.

Ur (1996) states that coursebooks are able to work as syllabi in some learning environment where instructors utilize coursebook orderly and choose a proper language. This is what we have in Turkey that coursebooks are designed to achieve the goals of the curriculum, so syllabus plays an important role and it is taken into consideration while evaluating a coursebook.

The necessity of suitability of language teaching materials to the educational requirements such as curriculum and teaching learning objectives has also been indicated by many researchers such as Cunningsworth (1995), Tomlinson (2003), Hutchinson (1987). Since coursebooks are most common instructional materials, above all they need to be compatible with curriculum. In English teaching program, listening is stated as a primary skill to be focused at 8th grade whose goals are listed below;

- *Catching the main point in short, clear and simple messages.*
- *Finding specific information in simple recorded texts.*
- *Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.*
- *Identifying the main point of reports of events where the visual supports the commentary.*
- *Forming an idea of the main content in a film.*
- *Predicting the mood of a story by the help of the melody.*

(MoE English Language Curriculum for Primary Education, 2006, pp.154-185).

As one of the research questions is, ‘Does *Four Seasons* Coursebook match the listening goals as stated in English Teaching Curriculum (2006) of the MoE?’, these goals were considered in the analysis of the coursebook.

The presentation of cultural elements in a positive and non-threatening manner is also emphasized particularly in English teaching program and in CEFR. Elyıldırım & Ashton-Hay (2006) suggest target culture should be presented in a positive manner together with the home culture to avoid prejudice. Hence, the importance and presentation of target culture in foreign language coursebooks have increased recently (Saraç & Arıkan, 2010). Therefore, presentation of cultural elements in *Four*

Seasons coursebook and the goals in the curriculum which are stated above were also analyzed in this study to see whether the *Four Seasons* coursebook is designed to meet these goals.

In addition to these goals above, two more important factors are emphasized in the curriculum which were also evaluated in this study. Firstly, it is strongly advised to cover all four skills equally in coursebooks. Secondly, the records of listening texts must be of high quality, by native speakers and with natural sounds related with the topic. To sum up, this study aims to reveal whether '*Four Seasons 8*' coursebook meets the goals which are stated in English language program.

2.10 Other Related Coursebook Evaluation Studies

A number of assessments have been carried out to investigate ELT coursebooks. The studies which reveal unsatisfactory results put forth the necessity of preparing qualified coursebooks in the light of the scientific data. The reports of EARGED (2004) and Atay & Kurt (2006) revealed that majority of the teachers in Turkey find the coursebooks inadequate in meeting their and the students' needs.

One of the common coursebooks "*Spotlight on English*", which is still used at public primary schools in Turkey at the time of the study was evaluated by Acar (2006) in terms of language skills and activities which are also investigated in this study. The results from teacher and student perspectives revealed that although speaking and listening were adequately "treated", integrated skills, reading and writing were not sufficiently "treated" (Acar, 2006).

"Spot On" coursebook was evaluated by Tok (2010) in terms of layout, design, activities and tasks, language type, subject, content and skills, and whole aspect. The study revealed that the activities in the book incorporate individual pair and group work, reflect a multi-skills syllabus, and manage to integrate the four language skills. However, activities encourage insufficient communicative and meaningful practices, presentation of grammar points and vocabulary items are not attractive.

Considering the study of Demir (2008), he intended to evaluate primary and secondary grade English coursebooks to find out whether the coursebooks fulfill the objectives of the curriculum which is another point in this study. The results revealed that these English coursebooks need urgent developments (Demir, 2008).

In a similar way, Çakıt (2006) evaluated ‘*New Bridge to Success 3*’ by considering students’ and teachers’ opinions. In terms of listening skill, the students and the teachers find the listening activities and exercises ineffective in improving listening skills (Çakıt, 2006).

On the other hand, there are some coursebooks which managed to take positive feedback from users. One of them was analyzed by Gilmore (2004), in point of discourse features and found that coursebooks present discourses really occur in daily life. Additionally the results revealed that recent writers are much more sensitive towards including natural discourses into speaking and listening activities.

In her master’s thesis, Özdemir (2007) evaluated ‘*Time for English 4*’ regarding students and teachers opinions about purpose, presentation of language, practice activities and exercises similarly with this study. According to the results of the study, participants find the book satisfying. The level of satisfaction was higher among the students (Özdemir, 2007).

“*Time for English*” coursebook was also analyzed by Arıkan (2008) in her masters’ thesis, to reveal whether the coursebook is satisfying in terms of some common components with this study as layout and design, activities, skills, and curriculum goals. The book was found compatible with curriculum goals, and the items of language type, skills, activities, and subject and content were taken high rankings with appreciation from most of the students and teachers. Both teachers and students have attributed positive senses of authentic materials as visual aids, songs, games and craft activities which appeal to various senses.

As the users of the coursebooks, and the first hand witnesses of the coursebook’s effectiveness in the teaching/ learning process; teachers’ and learners’ evaluation (opinions) of the coursebooks are invaluable. Thus, many researchers looked into the teachers’ and learners’ perspectives on the efficacy of the coursebook. In this study, teachers’ and students’ perspectives were also gathered. Besides, this study was utilized from the studies above by considering similar items in the evaluation such as, authenticity, presentation of listening skill, objectives of curriculum, listening activities and exercises.

Coursebooks are accepted as the most common instructional materials which have many advantages in teaching and learning process. Thus they need to be evaluated to

see whether they achieve the predetermined goals of education and whether they have the necessary qualities which is a necessary act for both teachers to self-development and coursebook writers to produce better books in marketing. A researcher may make use of different models and criteria from various theorists and form a self evaluation checklist while analyzing coursebooks. Coursebooks can be evaluated by considering different aspects. Therefore, in this study *Four Seasons* coursebook is evaluated in order to see whether they achieve the goals stated in English teaching program. Another aspect in this study is presentation of listening skill in *Four Seasons* coursebook since effective communication requires developing listening skill which also facilitates the improvement of other skills. The researcher designed a checklist by considering the goals stated in the English teaching curriculum, sub-skills of listening and sample pre, while and post listening activities (Gürses, 2009; MEB, 2006; Davies and Pearse, 2000; Cunningsworth, 1995; Rost, 1994) (see Appendix 3). In the following chapter, research design of this study will be explained in detail.

CHAPTER III

METHODOLOGY

This chapter presents information about the design of the research, the participants and settings, data collection tools, data collection and analysis processes. First section introduces the design of the study, and second section introduces settings and subjects. Data collection tools are explained in third section. In the last section, data collection procedure is presented.

The main aim of this study is to evaluate the *Four Seasons* coursebook in terms of listening activities and find out whether these activities are compatible with the goals of curriculum accepted by the Board of Education. Another purpose of this study is to find out teachers' and students perceptions including appropriateness of listening activities to students' level and effectiveness for teaching. This study also aims to find out whether the coursebook serves the typical process of teaching/ learning listening. In order to explore these issues, this study addressed to following research questions:

Research Question 1: Does *Four Seasons* Coursebook match the listening goals as stated in English Teaching Curriculum (2006) of the Ministry of Education?

Research Question 2: Does *Four Seasons* Coursebook offer texts and activities to develop listening skills effectively?

Research Question 3: What are the teachers' perspectives regarding the listening texts and activities in *Four Seasons* Coursebook?

Research Question 4: What are the students' perspectives regarding the listening texts and activities in *Four Seasons* Coursebook?

3.1 Design of the study

The researcher used a descriptive- evaluative study to evaluate the coursebook with teacher and student questionnaires and coursebook analysis with the help of a

checklist in order to reveal to what extent this book is designed to present listening practice. This study is a mixed method study as it includes quantitative data from teacher and student questionnaires and qualitative data from the researchers' analysis of the coursebook. As, Bryman, Becker and Sempik (2008) propose, "it was felt that a complete picture could not be generated by any one method alone. Each source of data represents an important piece in a jigsaw." (p.264)

Mack, N., Woodsong, C., Macqueen, K.M., Guest, G., & Namey, E. (2005) state, the difference between quantitative and qualitative research methods is their analytical objectives, the types of questions and data collection instruments, the forms of data, and the degree of flexibility. Quantitative research is a "collection of methods (experimental, causal-comparative, correlation, and survey research) used to inquire into a problem, issue, question, theory, etc. of interest to a researcher" (Hale, 2011, p.201).

Moreover, in qualitative research model instead of statistics, grasp of researcher is emphasized. Mack et al. (2005) consider qualitative research seeks responses to questions with a set of procedure, gather exact data, find out results. Researcher detect a fact, asks questions, collects perspectives of participants, analyzes data, and comment (Creswell, 2009). Creswell (2009) remarks it is a better way to use both types of reseach designs to have a more comrehensive picture.

3.2 Settings and Participants

The number of participants was tried to be kept as high as possible to make the generalizations in data analysis more reliable. The student participants were selected from the most easily accessible schools of Burdur using convenience/incidental sampling. 203 students from six different schools in Burdur participated in the study.

The researcher also visited 19 secondary schools in Burdur and 24 8th grade teachers volunteered to answer the questionnaire. In addition to these teachers, 104 other English teachers who are using *Four Seasons* coursebook from various cities in Turkey also responded the questionnaire. In total, data were supplied from 128 English teachers who were using the book for the first time at the time of the research.

3.3 Data collection tools

Data collection is crucial to provide necessary information to find out solution for a problem. The instruments that were used in order to gather data about the *Four Seasons* coursebook are the student questionnaire, the teacher questionnaire and the checklist for the analysis of the coursebook by the researcher. The teacher and student questionnaire items were adopted, adapted and translated into Turkish from the questionnaires used by Cunningsworth (1984), Breen & Candlin (1987), Skierso (1991), McDonough & Shaw (1993), Grant (1990), Garayeva (2001), and Lee & Newman (2001), Litz (2005), Çakıt (2006), Aytuğ (2007); Al-Yousef (2007), Özdemir (2007), G. Arıkan (2008), and Gürses (2009).

In this study, in order to increase the reliability of the questionnaires, they were translated into Turkish from English by the researcher to lessen the misunderstanding as the main concern of this research is not evaluating the learners' proficiency in target language. Expert opinion was taken after translating the items. Besides, students were informed about the anonymity and confidentiality of their responses. As a measure to increase reliability, the students were not asked to write their names on questionnaires, to decrease researcher bias. Literature review was also done to increase face validity.

The pilot administration was done to increase the validity of the translated versions. Some items were removed based on the feedback from pilot participants to increase the content validity. The students who contributed to the pilot study were not included in the actual questionnaire. While students were completing the questionnaires, the researcher was in the class to answer any probable questions. Some items such as listening comprehension, background noise, pre, while and post-listening activities, foreknowledge, top-down & bottom-up processing, unknown grammar were explained to students by the researcher. Implementing 5-point likert scale in both of the questionnaires is another way to increase reliability. Furthermore, scales 4 and 5 (strongly disagree and disagree) and scales 1 and 2 (strongly agree and agree) were counted together to up the reliability of the results.

3.3.1 Teacher Questionnaire

As it was discussed in literature review, it is a good way to collect data from teachers since they are the users of coursebooks. In this study, from 128 teachers who participated in the survey, 24 of them are teaching in different schools in Burdur and 104 teachers from online educational forums volunteered to fill in the questionnaire via online cloud software. The questionnaire (See Appendix 1) consists of two parts. The first part (Part A) reveals demographic information about the teachers', the length of ELT experience and also their experience in the 8th classes. In the second part of the questionnaire (Part B) participants are expected to choose between 1-5 points in order to evaluate 44 items related with listening activities of the coursebook.

In this study, percentages are used to analyze the questionnaire data and the Likert-scale items which range between strongly agree to strongly disagree as stated below:

5 = Strongly agree

4 = Agree

3 = Neutral

2 = Disagree

1 = Strongly disagree

The reliability of the data collection instruments of this study was calculated by means of Cronbach Alfa and it was found out that the reliability of the teacher questionnaire is 0.96. As in social science studies, 0.70 - 1.00 rates are accepted as reliable, teacher questionnaire is accepted as highly reliable.

3.3.2 Student questionnaire

As discussed in 2.3, students' perspectives about the coursebook were gathered by means of a questionnaire. A pilot study was applied to foresee the possible problems before the actual questionnaire. The pilot study was conducted at Emin Gülmez Ortaokulu with thirty students. The students were 8th grade students who were chosen randomly. They completed the questionnaires in their classes. This pilot study

aimed to find out whether the items that were translated into Turkish from English, were clear and comprehensible to the participants. The researcher was also in the class while students were carrying out the questionnaire to answer possible questions. Following the piloting process, some of the items were changed. During the piloting process, the necessary duration to complete the questionnaires was determined, too. In the end, the student questionnaire consisted of 35 items. The number of students also tried to be kept as high as possible to increase external validity. For the actual study, 203 students from 6 schools in total completed a Likert-scale questionnaire consisting of 35 items. The student sample was gathered from the classes that the researcher teaches. The reliability of student questionnaire is 0.94. As this too is between 0.70 - 1.00, the ranks considered reliable for social studies, this questionnaire too is considered reliable.

3.3.3 Analysis of the researcher

After administering teacher and student questionnaire, the researcher analyzed the coursebook by using a checklist developed as a result of meticulous literature review (see appendix 3). The detailed analysis of these items will be presented in the 4.1.2.1 in Findings section. The checklist looks into whether *Four Seasons* coursebook meets the goals stated in the curriculum, into different types of listening; pre, while and post listening sections in the book and sub-skills practiced

3.4 Data Collection Procedure

Before administering the questionnaire to the teachers at the secondary schools in Burdur, permission was gained from the MoE. Following necessary authorization, data collection procedures were carried out between February and March 2013.

The teacher participants who conducted the questionnaire were working in 47 different cities in Turkey at the time of the study which suits the aim to generalize teachers' opinions about *Four Seasons 8* coursebook which is being used throughout Turkey. In the following chapter, the data analysis and findings will be presented in detail.

CHAPTER IV

DATA ANALYSIS

In this chapter, the results of the study which investigate the listening texts of *Four Seasons* coursebook from the perspectives of students' and teachers' and from the researcher's own interpretation of the book will be presented. The data were collected from teacher and student questionnaires and the researcher's own investigation of aforementioned coursebook.

4.1 Data Analysis

The findings of this study are based on teacher and student questionnaires and researchers' analysis of the *Four Seasons* coursebook as instruments for data collection. In this study, both quantitative and qualitative methods were used to gather data from the participants about research questions. The quantitative data were gathered by means of teacher and student questionnaire (see Appendix 1 and Appendix 2). The clarity of the questionnaire items was tested by a pilot study.

For the analysis of the questionnaires, Statistical Package for Social Sciences (SPSS 13.0) was used. The data in the questionnaires were analyzed by using percentages. In addition chi-square test was used to find out whether there is a significant difference between responses. The questionnaire data will be presented in tables.

However, the qualitative results were achieved by researchers' analysis of the *Four Seasons coursebook* (see Appendix 3). After the data collection process was finished, the data gathered from teacher and student questionnaires and researchers' analysis of the *Four Seasons* coursebook was analyzed.

4.1.1 Analysis of the *Four Seasons* coursebook in terms of listening objectives of the curriculum

To gather data whether *Four Seasons* coursebook meets the listening goals in the curriculum, the coursebook was analyzed by the researcher. This is also one of the research questions in this study, therefore needs vigilant analyzing. MoE defines some objectives for each unit to be covered for all four skills and below all the listening objectives as pre- defined by the curriculum are shown.

Table 4.1 Listening goals stated in the curriculum and exercise examples of the *Four Seasons* Coursebook

Units	Listening objectives stated in the curriculum	Are the objectives met by the coursebook?	Exercises present in the book to achieve the MoE objectives
1	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2-Finding specific information in simple recorded texts.	x	
2	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2-Finding specific information in simple recorded texts.	x	
3	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2-Finding specific information in simple	x	

	recorded texts.		
	3- Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	x	
4	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2-Finding specific information in simple recorded texts.	x	
5	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2-Finding specific information in simple recorded texts.	x	
	3- Identifying the main point of reports of events where the visual supports the commentary	✓	Recognizing order of events.
	4- Forming an idea of the main content in a film.	x	
6	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2-Finding specific information in simple recorded texts.	x	
	3- Identifying the main point of reports of events where the visual supports the	✓	Recognizing order of events.

	commentary.		
7	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2-Finding specific information in simple recorded texts.	✓	
	3-Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	✓	Matching the words with their definitions.
8	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2-Finding specific information in simple recorded texts.	✓	Listen and tick the box
	3-Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	✓	Matching the words with their definitions.
9	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2-Finding specific information in simple recorded texts.	X	
	3-Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	X	

10	1-Predicting the mood of a story by the help of the melody.	✓	Listen and predict the mood of the story
	2- Checking whether the guesses /predictions are right or wrong.	x	
11	1-Catching the main point in short, clear and simple messages.	✓	Inferring
	2- Finding specific information in simple recorded texts.	✓	Marking True/False
	3- Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	✓	Finding synonyms
12	1-Catching the main point in short, clear and simple messages.	✓	Inferring
	2- Finding specific information in simple recorded texts.	✓	Catching the keywords
	3- Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words from the context.	x	
13	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2- Finding specific information in simple recorded texts	✓	Marking True/False
	3- Using an idea of the overall meaning of short texts and utterances on	✓	Matching the keywords with

	everyday topics of a concrete type to derive the probable meaning of unknown words		their definitions
14	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2- Finding specific information in simple recorded texts	✓	Completing the diagrams
	3- Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words	✓	Matching the keywords with their definitions
15	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2- Finding specific information in simple recorded texts	x	
	3- Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words	✓	Matching the keywords with their definitions
16	1-Catching the main point in short, clear and simple messages.	✓	Listening for the gist
	2- Finding specific information in simple recorded texts	✓	Question answering
	3- Using an idea of the overall meaning of short texts and utterances on everyday topics of a concrete type to derive the probable meaning of unknown words	✓	Matching the keywords with their definitions

As it is shown in the table above, out of 16 units, 15 units has the goal of ‘*Catching the main point in short, clear and simple messages*’. The coursebook achieved this goal listening for the gist in 13 units and inference exercises in 2 units. It can be stated that *Four Seasons* coursebook meets this goal.

The second goal is ‘*finding specific information in simple recorded texts*’ which is also stated as a goal for 15 units out 16 units. In eight units, there are cloze-listening exercises which do not necessarily practice finding specific information as reviewed in section 2.6.4 but are better suited to recognize individual words, or word/ phrase divisions. Students need to listen effectively and interpret to find specific information as it was discussed in 2.6.4. Therefore, these activities are not considered to practice the aim of finding specific information in this analysis. However, cloze-listening only asks to catch the word or word phrase while listening. In other words the goal is not realized in these eight units. In 7 units, true/false statements, multiple choice and comprehension questions are designed to achieve the goal of finding specific information about characters, places, time, order of events. It can be stated that the book meets the goal in 7 units and fails in 8 units.

The third target which is ‘*Deriving the probable meaning of unknown words from the context*’ is repeated prior to listening in 9 units and it is practiced in 7 of them.

‘*Predicting the mood of a story by the help of the melody*’ is exemplified in unit 10.

The last goal, ‘*identifying the main point of reports of events where the visual supports the commentary*’ is met by the coursebook where the students are asked to recognize order of events.

It can be concluded that the book continuously repeats the same activities (see Table 4.2 below). Considering that the book has five targets about listening skill in total, it is not possible to say the book has meet all of them. In addition, all cloze listening sections expose students too much language input and practice bottom –up listening alone which is not seen as effective with the wide recognition of listening as an interaction between both bottom-up and top-down processes.

In addition to the goals stated above, there are three more goals stated by the MoE in relation to listening skill;

1-Each language skill should be presented equally in the coursebooks

2-CD recordings should be high quality and should be recorded by native or native like speakers and in the background there should be related natural sounds

3- Listening activities should be supported by relevant visuals to help students to understand listening texts better (MoE, 2006).

In *Four Seasons* coursebook, each unit has separate sections dedicated to language skills. Four units in the book start with listening and the rest (12) units start with reading. There are a total of 18 (21 %) listening activities, 34 (39 %) reading activities, 20 (22 %) writing activities and 15 (18 %) speaking activities in the book. These data reveal that listening is presented much less than the other receptive skill, reading. As for productive skills, writing activities can be observed clearly but, speaking exercises are limited.

As for the second item, all texts are recorded by native or native like speakers with high quality but none of the recordings is accompanied by relevant background sound. For example, there are dialogues between students in the class but this recording does not have any classroom noise. To sum up, it can be stated that *Four Seasons* coursebook could manage to achieve some of the objectives stated in the curriculum but failed to carry out all of them.

MoE goals to include teaching the culture of target language. As it was discussed in 2.3 in literature review, it is not possible to think language and culture as distinct components and language learning is learning the culture of target language, thus, it is expected from a coursebook to present some cultural items to familiarize the students the way of life of people whose mother tongue they are learning. The coursebooks are suggested to reflect multicultural perspectives (Aytuğ, 2007). Aytuğ (2007) also considers that for most of the students the easiest and practical way to know about different culture is coursebooks. However, the analysis of the coursebook shows that the book has no cultural themes of English speaking countries or the way of life of English people; nor does it provide any themes about non-English speaking cultures as part of the role of English as an international language in any listening text or activity in the book. Throughout the coursebook, famous Turkish people, independence war stories and foundation of Turkish Republic, famous tourist attractions and holiday preferences in Turkey, success stories of

Turkish scientists, famous Turkish novels and writers are presented. To sum up, it is possible to see reflections of Turkish culture but any of the English speaking cultures is not mentioned in the book.

Another issue analyzed in this study is the visual support of the coursebook. As discussed in 2.3 in literature review, visuals motivate and help learners to understand the content better. *Four Seasons* coursebook is covered with colorful pictures which help students to understand listening texts better. Visual materials are used to support all listening texts by forming a visual schema in students' minds. Many of them are drawings (%76) and the rest are authentic ones (%24).

To sum up, the data point out out that *Four Seasons* coursebook failed to meet all the objectives stated in the curriculum. As for the presentation of target culture, there is no reflection of English language speaking communities' culture in the book. However, the book supports listening texts via visuals by forming a visual schema in learners' minds.

4.1.2 Analysis of *Four Seasons* coursebook in terms of developing listening skill

As it was discussed in the 2.7, listening sections should be designed as pre, while and post listening and should be supported by relevant activities. In the table below, the activity types of the book in pre, while and post listening and their frequencies are categorized.

Table 4.2 Types and Frequencies of Listening activities in the book

Pre-listening activities		
Frequency	Percentage	Activity
16	67 %	Answering questions to activate students' content schemata
5	21 %	Working in group and discuss to activate students' content schemata

2	8 %	Describing the picture to prepare for the next activity
1	4%	Listening to the melody and predict the mood of the story
0	0 %	Predicting by presenting a context
0	0 %	Presenting key vocabulary and language structures
While-listening activities		
Frequency	Percentage	Activity
13	30 %	Recognizing the gist from a number of options
11	26 %	Recognizing the words and word divisions through cloze listening
6	14 %	Checking comprehension
5	12 %	Discriminating between sounds
4	10 %	Sequencing the events
3	6 %	Inferencing
1	2 %	Listening and guess the end of the story
0	0 %	Listening to background noise
0	0 %	Figuring out relationship by listening to tone of voice,
0	0 %	Listening for specific intonation (statement or question)
0	0 %	Marking stress or intonation,

0	0 %	Detecting mistakes,
0	0 %	Following a map or taking an order,
0	0 %	Making a decision based on the information
Post-listening activities		
Frequency	Percentage	Activity
12	42 %	Matching the words with their definitions
7	24 %	Group and pair work to linking the text with students daily life
7	24 %	Checking comprehension
2	7 %	Expressing thoughts about the topics of listening text
1	3 %	Reordering the events (sequencing)
0	0 %	Reading and/or writing about the topic
0	0 %	Discussing the topic
0	0 %	Listening to another example
0	0 %	Making a poster
0	0 %	Problem solving
0	0 %	Summarizing

As it was mentioned in 2.7 in literature review, for an effective listening comprehension, the present information in listeners' mind should be activated with related information since learners' prior knowledge has a strong effect on the comprehension of input. Pre-listening activities should include information about the topic, the setting and the speaker(s) and prepare students by activating prior knowledge, making predictions from the title of the talk, talking about a related picture, answering questions, reviewing key vocabulary, showing realia related to topic, discussing the topic etc. Besides, as discussed in 2.7.4 coursebooks are supposed to present the words that are necessary for the listening activity. Considering the requirements of pre-listening activities, it is revealed from the table above that question answering to activate students' content schemata is the most frequent (67 %) pre-listening activity which also aims to prepare students for the upcoming listening text, and give them an idea about what are they going to listen. The questions in the book mostly aims to engage students by asking questions about their daily life but students are not informed about who is speaking, what they are speaking about, what is the relationship between the speakers, and setting. In five units (unit 3,5,6,7, and 9), students are instructed to work in groups and discuss and in two units (2 and 3) learners are asked to describe the picture. In unit 4, students are supposed to listening to the melody and predict the mood of the story. However, the book lacks exercises promoting prediction by presenting a context, and presenting key vocabulary and language structures in pre-listening sections.

As it was mentioned in 2.3 in literature review, listening exercises are expected to present some vocabulary teaching. In this study, vocabulary teaching in related to teaching listening is focused. Out of 16 units, 10 units (1, 3, 4, 7, 8, 9, 10, 12, 13, 15)include vocabulary part in listening texts. In these ten units, 8 (1, 3, 7, 8, 9, 10, 13, 15) units have vocabulary teaching in post listening which is a disadvantage in listening teaching. In while-listening sections, students hear keywords maybe for the first time and they are expected to recall too much language input in a very short time.

In addition, while students are listening to the recordings, they are not warned to keep vocabulary in their mind and they can naturally forget them after listening.

As while-listening is a comprehension part of listening activity, students listen with a purpose in their minds. As reviewed in section 2.7.2, typical while-listening

exercises are considered as; listening to background noise, identifying specific words, figuring out relationship by listening to tone of voice, listening for specific information (statement or question), recognising instructions, recognising negative and positive statements, marking stress or intonation, matching multiple choice questions, ordering/numbering items (sequencing activity), detecting mistakes, following a map or taking an order, and making a decision based on the information.

In *Four Seasons* coursebook, while-listening sections in (8 of 16 units) start with listen for the main idea/gist listening exercises which expect students to choose the correct option (words or word patterns) among the presented ones. Then students listen again mostly to recognise word and clause divisions by filling the blanks (mostly cloze listening), besides, matching the names, marking true/false, ordering or selecting the pictures etc. Students are asked to listen for some time and complete the given exercises by listening for sounds, words, phrases, grammatical units, and pragmatic units which mostly presents bottom-up procesing. First eight units the book has only cloze listening sections which do not actually practice the subskill listening for details, then in further(the rest eight) units, cloze listening sections are accompanied by distinguishing between positive and negative statements, matching, ordering exercises which aim to listen for specific details. However, the book lacks exercise types such as listening to background noise, figuring out relationship by listening to tone of voice, listening for specific intonation (statement or question), marking stress or intonation, detecting mistakes, following a map or taking an order, or making a decision based on the information.

It can be concluded that, in while-listening, the first five units only present bottom-up processing with cloze listening exercises which are in the form of recognizing words or word patterns. Then in the following eleven units, the book expects students to have higher proficiency and employs interactive listening by using both top-down and bottom-up processing.

In post- listening sections, it is expected to practice new information and identify problems (if any). In section 2.7.3, some typical post listening activities were exemplified as comprehension check, interviewing, remembering presented information, performing a role play, reading and/or writing about the topic, discussing the topic, listening to another example, making a poster, giving opinions, problem solving, and summarizing.

In *Four Seasons* coursebook, the most frequent post listening exercises are matching the words with their definitions (28 %) and question answering (24 %) which are designed to check the comprehension(see table 4.2). Post-listening exercises are generally linked with listening text. Students are asked to transfer what they learnt in while-listening, remember new vocabulary that were presented in the text and also answer the comprehension questions to support the content. It can be stated that students are expected to keep too many new vocabulary in post listening exercises. Yet the students are not warned to keep these vocabulary in mind prior to listening, and they are expected to remember too much input in post listening exercises. As reviewed in sections 2.7.2, since the students do not have a reason to transfer these words into their long term memory, they are likely to have difficulty in this phase.

The book lacks practicing some types of exercises which are reading and/or writing about the topic, discussing the topic, listening to another example, making a poster, problem solving, and summarizing.

Listening exercises in the book should also be designed to cover some skills such as listening for specific information, acquiring general information (gist listening / skimming), making predictions, recognizing function and discourse markers, listening and making inference and so on, as reviewed in 2.6.4. In the table below, detailed sub skills of listening and the frequency of related listening examples in the book are presented.

Table 4.3 Bottom-up and Top-down sub skills practiced in the book

Frequency	Percentage	Sub-skills
30	24 %	Recognizing word and clause divisions and keywords (Richards, 2008; Rost, 1994)
16	13 %	Finding main idea (Peköz, 2009 Gürses)
15	12 %	Inferencing (Gürses, 2009; Peköz, 2009; Richards, 2008)
13	11 %	Retaining the input while it is being processed (Richards,

		2008)
10	8 %	Recalling important words (Rost, 1994)
10	8 %	Using keywords to construct the schema of a discourse (Richards, 2008, Gürses, 2009)
9	7 %	Anticipating questions related to the topic/ prediction (Richards, 2008; Gürses, 2009)
7	6 %	Listening for specific details/recognition of isolated terms (Gürses, 2009; Peköz, 2009)
5	4 %	Reformulating what has been said (Rost, 1994)
2	2 %	Connecting linguistic cues to paralinguistic cues (Rost, 1994)
2	2 %	Discriminating between sounds (Rost,1994; Richards, 2008)
2	2 %	Critical listening/ evaluate speakers' ideas and thoughts (Gürses, 2009)
1	1 %	Discriminative listening / listening between the lines (Gürses, 2009)
0	0 %	Task listening (Gürses, 2009)
0	0 %	Identifying stressed words (Rost, 1994; Richards, 2008)

Some of the typical top-down activities were discussed in 2.7.1 as; listening for the main idea, predicting, drawing inferences etc. which aim to help learners develop their pragmatic and discourse knowledge. The table above reveals that the coursebook failed to practice enough top-down listening activities.

As it was revealed in 2.7.2, in bottom-up processing, learners' knowledge of sounds, words, grammar should be made use of. As it was claimed in 2.8 listening materials should expose students to grammar, vocabulary, pronunciation, rhythm, intonation and stress and also spoken language features such as incomplete sentences,

repetitions, hesitations, false starts. Since exercises in while-listening sections focused more on knowledge of individual words, word patterns and grammar it can be stated that the book has more bottom-up exercises. Besides the table above reveals that the book presents relatively more bottom-up exercises. Some of common bottom-up exercises were stated in 2.7.2 as minimal pairs, dictation, pronunciation tests, listening for specific details, cloze listening, recognizing cognates, word order pattern.

Considering the sub skills which are not practiced in the book, it can be stated that task listening, and identifying stressed words cannot be observed in the book. In addition, discriminative listening, discriminating between sounds, connecting linguistic cues to paralinguistic cues were rarely taken place in the book. The most common sub skills presented in the book are recognizing word and clause divisions and keywords, finding main idea, and inferencing. To conclude, the book practiced bottom-up processing more rather than interactive approach.

4.1.3 Analysis of *Four Seasons* coursebook in terms of teachers' perspectives

4.1.3.1 Analysis and interpretation of teachers' questionnaire

To gather data about teachers' perspectives, teacher questionnaire were made use of. First, the relevant questionnaire items were indicated. Then, teachers' responses to the questionnaire items were revealed. As remarked in 3.3. In terms of reliability, the result of Cronbach's Alpha was found 0,96.

The questionnaire for teachers consisted of two parts. In the first part, demographical questions were asked to identify the teachers' gender, the length of ELT experience, and the length of ELT experience in 8th grade. In the second part, 44 Likert-scale questions about the listening texts of the coursebook were asked.

Table 4.4 Participants (Teachers)

	Frequency (f)	Percentage %
Male	52	41
Female	76	59
Total	128	100

One hundred and twenty eight teachers participated the questionnaire. 52 (41%) of them are male and 76 (59%) of them are female.

Table 4.5 The period of teaching experience

The period of teaching experience	Frequency (f)	Percentage %
	1-5 years	60
6-10 years	57	45
10-15 years	8	6
15+ years	3	2
Total	128	100

As it can be seen from the table above, the participants had different years of teaching experience ranging from 1-15+ years. 60 out of 128 participants who are asked to fill in the questionnaire had teaching experience from 1 year to 5 years and 57 of them had teaching experience from 6 to 10 years. It means that the majority (97 %) of the participant teachers can be accepted as new graduates with a recent theoretical knowledge. Very few of the participants, %3, have an experience of more than 10 years. The results also reveal that teachers have experience of other books which had been used as coursebooks by the MoE which render it possible to make comparisons. As it was stated before, participant teachers have no experience with the coursebook *Four Seasons* as it was a new published book.

Table 4.6 The period of teaching experience with 8th grades

The period of teaching experience with 8th grades	Frequency	Percentage
	(f)	%
1-5 years	101	79
6-10 years	23	18
10-15 years	3	2
15+ years	1	1
Total	128	100

As it can be stated in the table above, the percentage of teachers who have ten years or more experience with 8th grades is considerably low.

In the following 14 tables, percentages of the items are presented. In order to see the results in a clear way, items are grouped by considering MoE objectives, layout, recordings, listening activities and exercises, bottom-up and top-down listening and vocabulary.

Chi square test was used to find out whether there is a significant difference between teacher responses to the items in the questionnaire. In the tables, strongly disagree and disagree are coded as 1 while strongly agree and agree are coded as 2. In 31 items, significant difference was found between teacher responses. In 13 items, (items number 3, 6, 7, 10, 11, 13, 23, 26, 28, 29, 32, 39, 41), there is no significant difference between agree and disagree responses. For these statements, chi-square test was applied again to see whether the working experience of teachers is effective in respondents' answers. The teachers were grouped by considering their working experience. In the first group, teachers have 1-5 years of experience, second group has been working for 6-10 years and in the third group teachers have 11-15+ years of experience. It was found that the responses of the teachers with the highest and lowest amount of working experience (1-5 years and 11-15+ years) disagree with these items while the teachers with the experience of 6-10 years agree with them.

Table 4.7 Percentages of the items related to MoE objectives (teacher questionnaire)

Item no	Item	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
1	Listening texts contribute to reach the program goals stated by MoE	25 %	23 %	14 %	33 %	4 %
2	Coursebook presents four language skills equally	50 %	22 %	13 %	9 %	5 %
3	Cross-curriculum can be observed in listening exercises and activities (a subject in one course supports and also takes part in other course e.g. the unit about independence war studied at the same time in Social Sciences and English course)	18 %	15 %	9 %	29 %	29 %
4	The listening texts are appropriate for students' proficiency level	38 %	19 %	13 %	30 %	1 %
5	The content of listening texts are designed to meet the students' needs	34 %	20 %	9 %	34 %	2 %

6	Listening activities and exercises in the book address different learner styles	44 %	25 %	13 %	16 %	2 %
7	The coursebook presents four language skills in an integrated way	19 %	20 %	12 %	23 %	26 %
8	The book serves the teaching methodologies (constructivism, task based learning) stated in the curriculum	26 %	27 %	33 %	12 %	2 %
9	The topics of listening texts and exercises are interesting for students	57 %	20 %	10 %	10%	1 %

For item 1, *Listening texts contribute to reach the program goals stated by MoE*, 4% indicated that they totally agreed with the item, 33 % indicated that they agreed with the item, 14 % indicated that they remained undecided. 23 % indicated that they disagree and 25 % stated that they totally disagree with the item. These scores indicate that teachers think that the listening activities of the book do not match the aims of the curriculum.

Considering the presentation of four language skills equally, 50 % indicated that they totally disagree, 22 % indicated that they disagree with the item. The ratio of participants remained unsure is 13 %. 9 % of respondents agreed and 5 % of respondents strongly agreed with the item. A total ratio of high disagreement (72 %) can be observed from the table comparing the result of agreement (14 %). The participant teachers mostly find the book insufficient in terms of presentation of four skills equally. In terms of the numbers of activities included, the coursebook seems to have four language skills equally, but with a closer look, it can be displayed that

the book has more focus on reading and writing skill than listening and speaking which means that *Four Seasons* coursebook lacked providing a balance of four language skills.

When teachers are asked whether the coursebook presents cross-curricular model with other courses, 18 % of participants indicated strong disagreement and 15 % of participants stated disagreement. 9 % of respondents remained undecided. The percentage of strong agreement and agreement is 29 % each. Teachers are satisfied with the coursebook in terms of presenting cross-curricular model.

As can be observed from Table 4.7, for the item 4, *The listening texts are appropriate for students' proficiency level*, 57 % of participants (disagree + strongly disagree) think that listening texts of the coursebook are beyond the students' level. 13 % of teachers is not sure about the difficulty level of the coursebook in accordance with the students' level. 31 % of teachers (agree + strongly agree) think that the difficulty level of listening exercises is suitable for the students' level.

Although 70 participants (54 %) do not consider that the listening exercises are organized according to the students' needs, the rest of the participants (36 %) found the listening texts successful in terms of students' needs. The number of participants who remained unsure about the presentation of the listening exercises are effective in terms of improving students' needs is 12 (9 %).

For item 6, which stated *Listening activities and exercises address different learning styles*, 2 % indicated that they totally agree with the item; 16 % indicated that they agree with the item; 13 % indicated that they remain undecided, and 25 % indicated that they disagree and 44 % stated that they totally disagreed with the item. Teachers think that the coursebook fails to meet the needs of the students with different learning styles and intelligence.

Item 7 investigates whether the coursebook presents four language skills in an integrated way, 19 % of participants indicated strong disagreement and 20 % of participants stated disagreement. 12 % of respondents remained undecided. The percentage of strong agreement is 26 % and agreement is 23 %. Comparing the agreement and disagreement rates, 39 % of respondents opposed the claim of the item whereas 49 % of teachers satisfied with the presentation of integrated skills.

Considering the methodology of coursebook, it is possible to observe the highest rate of uncertainty, 33 %. This might indicate that teachers are not very sure about the teaching methodology presented in the coursebook. 26 % of participants indicated strong disagreement and 27 % of participants stated disagreement. The percentage of strong agreement is 2 % and agreement is 12 %. Comparing the agreement and disagreement rates, 53 % of respondents opposed the claim of the item whereas 14 % of teachers responded positively to this item.

As the table above illustrates, in addition to the 14 participants (11 % strongly agree and agree), 99 teachers (77 %) disagree with the questionnaire item, *The topics of listening texts and exercises are interesting for students*. Most of the teachers highlighted the fact that the activities in the coursebook are not interesting for the students and they fail to attract the students' attention.

The data above reveal that the book was found insufficient in terms of relevancy of curriculum objectives, addressing different learner styles, presentation of four language skills equally, having interesting topics, and having proper proficiency level for students. The book only satisfied teachers by providing cross-curricular model.

Table 4.8 Percentages of the items related to the listening activities and exercises (teacher questionnaire)

Item no	Item	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
10	Listening activities encourage students to make meaningful dialogues specific to real –life situations	30 %	48 %	12 %	8 %	2 %
11	Listening activities in the book improves students' listening comprehension	24 %	44 %	16 %	13 %	2 %

skills						
12	Listening activities are appropriate for students' study on their own	55 %	29 %	5 %	7 %	3 %
13	The listening practice of coursebook is not sufficient to improve students listening comprehension ability	13 %	8 %	8 %	46 %	23 %
14	Listening activities of the book provide interaction opportunities for students with pair or group work	52 %	25 %	9 %	10 %	3 %
15	The book presents variety of listening exercises	18 %	17 %	13 %	45 %	5 %
16	Listening exercises and activities can be completed within the period stated in the syllabus	57 %	21 %	5 %	13 %	4 %

Statement 10 investigates whether the listening activities of the coursebook provide input for the students to make meaningful dialogues specific to real –life situations. Only 2 % of respondents totally agreed and 8 % of teachers agreed with the item. Vast majority of participants (78 %) responded negatively to this item (30 % totally disagree and 48 % disagree). From the numbers it can be deduced that teachers are unsatisfied with the listening exercises in terms of fostering the students to make meaningful dialogues specific to real –life situations.

A majority of the respondents, 68 % (44 % disagree and 24 % strongly disagree) did not think that the listening activities in the book improves students' listening comprehension skills. This item also elicited one of the lowest strong agreements with the ratio of 2 %. Whilst 13 % of participants agreed with the item, 16 % of respondents were undecided.

Vast majority of teachers (84 %) responded negatively to this item, *Listening activities are appropriate for students' study on their own*. Only 13 participants (10 %) found the listening exercises of the book appropriate for students' self-study.

For item 13, which stated *The listening practice of coursebook is not sufficient to improve students listening comprehension ability*, 23 % indicated that they totally agree with the item; 46 % indicated that they agree with the item; 8 % indicated that they remain undecided, 8 % indicated that they disagree and 13 % stated that they totally disagreed with the item. Participant teachers felt that the coursebook fails to present enough listening exercises to improve learners' listening comprehension skills.

As can be observed from Table 4.8, for the item 14, *Listening activities of the book provide interaction opportunities for students with pair or group work*, majority of participants (77 %) think that the exercises do not encourage students' interaction with pair and group work. Whilst 9 % of respondents remained undecided, 10 % of teachers agreed and 3 % disagreed with the statement.

Considering the variety of listening exercises and activities presented in the book, 18 % of participants indicated strong disagreement and 17 % of participants stated disagreement. 13 % of respondents remained undecided. The percentage of strong agreement is 5 % and agreement is 45 %. To conclude, 50 % of teachers satisfied with the variety of listening exercises and activities.

Statement 16 investigates whether listening exercises and activities can be completed within the period stated in the syllabus. Only 4 % of respondents totally agreed and 13 % of teachers agreed with the item. Vast majority of participants (78 %) responded negatively to this item (57 % totally disagree and 21 % disagree). From the numbers it can be deduced that teachers did not believe that they can complete the listening exercises of the book in a term.

As it was discussed in 2.7 in literature review, listening activities in a coursebook should prepare students for real-life conversations, should address different levels, interests and learner styles' of students, should consider authenticity and integration of skills, should be supported by visuals, should present some examples of target culture, should be task-based and should be designed from simple to complex.

Based on the responses of teachers for these items, it can be concluded that teachers think that the book could not carry out to encourage meaningful real-life situations, self-study and interaction between students, improve listening comprehension. Besides, teachers think that the book can not be completed within the period stated in curriculum. However teachers are contented with the variety of listening exercises in the book.

Table 4.9 Percentages of the items related to layout of listening activities (teacher questionnaire)

Item no	Item	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
17	The instructions of listening texts are understandable for students	27 %	41 %	11 %	18 %	2 %
18	The instructions of listening texts are understandable for teachers	13 %	10 %	16 %	32 %	28 %
19	Listening activities are designed from simple to hard	26 %	25 %	15 %	9 %	25 %
20	Listening activities in the book supported by	27 %	21 %	9 %	17 %	26 %

relevant visuals						
21	Listening texts are related to the topic presented in the unit	13 %	16 %	9 %	55 %	5 %
22	Each unit has equal listening exercises	38 %	18 %	15 %	19 %	8 %
23	The organization of listening materials enables students to follow easily.	41 %	18 %	7 %	23 %	10 %

For the item 17, *The instructions of listening texts are understandable for students*. 27 % of respondents stated that they strongly disagree with the item and 41 % of teachers indicated that they disagree. While 11 % remained undecided, 18 % of participants agreed and just 2 % of teachers strongly agreed with this item. Although 20 % of teachers were in an agreement with the statement, , 68 % consider that the instructions are not effective in terms of helping students to comprehend what are expected from them in exercises.

Clear instructions help students to understand the purpose of exercises better and follow the texts without losing motivation. According to the results above, teachers thought that instructions were not so clear and easy to follow for students. Statement 18, *'The instructions of listening texts are understandable for teachers'*, received high agreement (60 %) from teachers which may show that teachers feel positive about clarity of instructions for teachers. For this item, 13 % of teachers indicated that they totally disagree and 10 % of them stated that they disagree with the item. The uncertainty rate is 16 %.

Although 65 participants (51 %) do not consider that the listening exercises are organized from easy to hard, 34 % agreed with the item. The number of participants who remained unsure is 19 (15 %).

Illustrations help students to comprehend the presented activity better thus, many coursebooks are evaluated in terms of the visuals. Visual learners may also be motivated to participate in listening exercises. As can be observed from table 4.6 above, 43 % of participants (26 % totally agree and 17 % agree) agree with the statement *Listening activities in the book supported by relevant visuals*. On the other hand, 48 % of teachers disagree with this statement.

When teachers are asked whether the listening texts are related to the presented topic in the unit, 5 % of respondents totally agreed and 55 % of teachers agreed with the item. The rate of 13 % of participants indicated strong disagreement and 16 % of them indicated disagreement. From the ratio it can be deduced that respondents' ratings are positive for this item.

As the table 4.9 illustrates, 27 % of participants (8 % strongly agree and 19 % agree) indicated that they agreed with the item 22 whereas; 56 % (38 % strongly agree and 18 % agree) disagreed with the questionnaire item, '*Each unit has equal listening exercises*'. According to majority of teachers, the book does not practice listening equally in each unit.

With the help of clear layout, students can find their way in the coursebook and where to gather information (Aytuğ, 2007). When teachers are asked whether the organization of listening materials enables students and teachers to follow easily, 10 % of respondents totally agreed and 23 % of teachers agreed with the item. 41 % of participants indicated strong disagreement and 18 % of them indicated disagreement, however 7 % were unsure about the item. Consequently, though 33 % of participants responded positively, 59 % of teachers were against the claim of that statement.

Consequently the data above shed light to the results that teachers stated dissatisfaction about the instructions, organization of exercises (from easy to hard), clear and easy to follow layout. On the other hand, listening texts were found related with the theme of the unit by teachers.

Table 4.10 Percentages of the items related to recordings (teacher questionnaire)

Item no	Item	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
24	Listening texts was recorded in a clear and understandable way	24 %	39 %	12 %	20 %	2 %
25	The listening texts has relevant background noises (the sound of rain or the noises in shopping center)	21 %	20 %	17 %	16 %	24 %
26	Listening recordings are authentic	21 %	25 %	18 %	12 %	23 %
27	Listening recordings include different accents	18 %	23 %	17 %	38 %	3 %
28	Intonation is considered in recordings	20 %	18 %	16 %	40 %	6 %
29	The speech rate of recordings is appropriate for students	58 %	22 %	5 %	9 %	3 %
30	The recordings have similar hesitations, false starts, stammering, stuttering etc with real life conversations	25 %	18 %	13 %	38 %	5 %

31	The book has sufficient songs	50 %	26 %	13 %	6 %	5 %
32	The songs are relevant to the subject of the unit	16 %	23 %	18 %	41 %	2 %
33	The songs in the book are contemporary	46 %	22 %	14 %	9 %	7 %
34	The songs in the book are motivating for students	53 %	13 %	9 %	16 %	6 %
35	The songs in the book are instructive	45 %	22 %	16 %	13 %	5 %

A majority of the respondents, 63 % (39 % disagree and 24 % strongly disagree) think that the listening recordings in the coursebook were not clear and understandable. This item elicited one of the lowest strong agreements with the ratio of 2 %. Whilst 20 % agreed with the item, 12 % of respondents were undecided about the comprehensibility of recordings. As is displayed in the table above, teachers did not believe that the listening recordings were effective and understandable in terms of sound clarity.

Statement 25, *The listening texts has relevant background noises*, has 41% disagreement (21 % totally disagree and 20 % disagree) and 40 % agreement (16 % agree and 24 % totally agree) from respondents. The uncertainty rate is also noticeable (17 %). This may indicate that teachers are not very sure about the presence of background noises in listening recordings. It may be derived from teachers' negligence about background noises of recordings, that they may not remember whether the conversations have any background noises or not.

Considering the authenticity of listening records, 21 % of participants indicated strong disagreement and 25 % of participants stated disagreement. 18 % of respondents remained undecided. The percentage of strong agreement is 23 % and

agreement is 12 %. Comparing the agreement and disagreement rates, 46 % of respondents opposed the claim of the item whereas 55 % of teachers satisfied with the authenticity of the texts.

As the table 4.10 illustrates, the percentages of agreement and disagreement for the item 27, '*Listening recordings include different accents*', is 41 % each. 17 % of respondents were not sure about the variety in accents of the listening records.

As is seen from the table above, for the intonation in recordings, the responses of agreement and disagreement are very close. 46 % of respondents thought that intonation is considered in recordings, however; 48 % were against the item.

Considering the pace of listening recordings, vast majority (80 %) of teachers responded negatively to item 29. 58 % of participants indicated strong disagreement and 22 % of participants stated disagreement. 5 % of respondents remained undecided. The percentage of strong agreement is 3 % and agreement is 9 % which is considerably low. Comparing the agreement and disagreement rates, 80 % of respondents opposed the claim of the item whereas 12 % of teachers satisfied with the speech rate for students' level.

As is displayed from table 4.10, 30th item, *The recordings has similar hesitations, false starts, stammering, stuttering etc with real life conversations*, 43 % of respondents disagreed (25 % strongly disagree and 18 % disagree), yet, it is still worth noting that 41 % of teachers stated that they agreed with the statement (38 % agree and 5 % strongly agree).

Statement 31 investigates whether the book has sufficient songs. Only 5 % of respondents totally agreed and 6 % of teachers agreed with the item. Vast majority of participants (76 %) responded negatively to this item (50 % totally disagree and 26 % disagree). From the numbers it can be deduced that teachers did not believe that the book is satisfactory in terms of songs.

When participants are asked whether the songs are related with the topics of the unit, 2 % of respondents totally agreed and 41 % of teachers agreed with the item. 16 % of participants indicated strong disagreement and 23 % of them indicated disagreement, however 18 % were unsure about the item. Teachers think that the songs are related with the theme of the unit.

Majority of teachers (66 %) stated that the songs of the coursebook are not motivating for the students. 53 % of respondents' revealed strong disagreement and 22 % indicated disagreement. In addition to 16 % of teachers who agreed, 6 % indicated strong agreement. The rate of uncertain participants is 9 %. As the songs are not familiar with the students, even for teachers, they do not enhance students' motivation.

For the last item in the table, *The songs in the book are instructive*, 5 % indicated that they totally agreed with the item, 13 % indicated that they agreed with the item, 16 % indicated that they remained undecided. 22 % indicated that they disagree and 45 % stated that they totally disagree with the item. Teachers think that the songs are not instructive.

Regarding the recordings of coursebook, teachers did not state contentment about the clarity, pace and authenticity of recordings. In addition songs in the book were not considered as motivating, up-to-date and instructive. Yet teachers thought that the songs are related with the theme of the unit.

Table 4.11 Percentages of the items related top-down processing (teacher questionnaire)

Item no	Item	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
36	The coursebook has sufficient pre-listening exercises	26 %	19 %	9 %	42 %	4 %
37	Listening exercises make students remember their former experiences related with the topic	20 %	52 %	13 %	9 %	3 %

Before listening exercises, pre-listening activates students' necessary background knowledge and prepares students for the upcoming activity. The teachers did not seem to have consensus on this item as 45 % disagreed (26 strongly disagree and 19 % disagree) and 46 % agreed (42 % agree and 4 % strongly agree) with the claim of the item 25, '*The coursebook has sufficient pre-listening exercises*'.

As can be observed from Table 4.11 above, for the item 37, '*Listening exercises make students remember their former experiences related with the topic*', majority of participants (72 %) did not think that the exercises recall the previous experiences of students. Whilst 13 % of respondents remained undecided, 9 % of teachers agreed and 3 % totally agreed with the statement. Majority of teachers clearly disagreed with the statements related to top-down listening which means the book fails to practice top-down processing.

Table 4.12 Percentages of the items related to bottom-up processing (teacher questionnaire)

Item no	Item	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
38	Listening exercises teach the necessary structures to the students	23 %	45 %	13 %	20 %	1 %
39	Listening activities help students to gain the ability to discriminate between main idea and details.	30 %	44 %	13 %	10 %	2 %
40	There are unknown grammar structures in listening activities	10 %	38 %	15 %	16 %	20 %
41	The book teaches grammar	22 %	22 %	12 %	41 %	3 %

When participants are asked whether the listening exercises teach the necessary structures to the students, only 1 % of respondents totally agreed and 20 % of teachers agreed with the item. 23 % of participants indicated strong disagreement and 45 % of them indicated disagreement, however 13 % were unsure about the item. Consequently, 68 % of participants responded negatively to this item.

Item 39, *Listening activities help students to gain the ability to discriminate between main idea and details* is responded negatively from the 77 % of participants (30 % strongly disagree and 44 % disagree). While 13 % of teachers is not sure about the item, 12 % of them indicated that they agreed (10 % agree and 2 % strongly agree).

Considering the unknown grammar presented in listening exercises and activities, 10 % of participants indicated strong disagreement and 38 % of participants stated disagreement. 15 % of respondents remained undecided. The percentage of strong agreement is 20% and agreement is 16 %. To conclude, teachers think that the exercises do not include unknown grammar.

Item 41 which investigates whether the book teaches grammar inductively, 44 % of participants indicated that they agree (41 % agree and 3 % totally agree) and again, 44 % of participants indicated that they disagree (22 % disagree and 22 % totally disagree) with the item. From the numbers it can be deduced that teachers are not sure about the inductive grammar presentation.

Consequently the results in the table above threw light that the book teaches necessary structure before exercises and exercises do not include unknown grammar. However, teachers were not sure about the inductive grammar teaching in the book and activities fail to gain the ability to discriminate between main idea and details.

Table 4.13 Percentages of the items related to vocabulary teaching (teacher questionnaire)

Item no	Item	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
42	Listening texts have much vocabulary load for students	12 %	9 %	2 %	48 %	28 %
43	The presented new vocabulary in unit is repeated in listening texts at regular intervals	20 %	45 %	14 %	14 %	6 %
44	The vocabulary in listening texts can be encountered in real life	22 %	21 %	13 %	41 %	3 %

A majority of the respondents, 76 % (48 % agree and 28 % strongly agree) thought that listening texts have much vocabulary load for students. Very few teachers feel undecided about this item (2 %). Whilst 9 % of participants disagreed with the item, close with that rate, 12 % of respondents indicated strong disagreement for the item. As is displayed in the table above, teachers are not satisfied the vocabulary load in listening texts.

The coursebook should revise the new vocabulary in following units (Aytuğ, 2007). Statement 43 investigates whether the presented new vocabulary in unit is repeated in listening texts at regular intervals. 6 % of respondents totally agreed and 14 % of teachers agreed with the item. Majority of participants (65 %) responded negatively to this item (20 % totally disagree and 45 % disagree). From the numbers it can be deduced that teachers are unsatisfied with the listening exercises in terms of repetition of new vocabulary in listening activities.

For the item 44 *The vocabulary in listening texts can be encountered in real life*, while 43 % of respondents stated disagreement (22 % totally disagree and 21 % disagree) and 44 % of them indicated agreement (41 % agree and 3 % totally agree). The uncertainty rate is 13 %.

In point of vocabulary teaching in listening parts, teachers think that there is too much vocabulary load in exercises and this vocabulary is not recycled in following units. On the other hand, teachers are not sure whether the vocabulary presented in listening exercises can be met in real life.

4.1.4 Analysis of *Four Seasons* coursebook in terms of students' perspectives

4.1.4.1 Analysis and Interpretation of the Student Questionnaire

The student questionnaire consists of 35 items and was responded by 203 students from 6 different schools in Burdur. The student questionnaire has no demographic information part but then gender identification is required. Gender distribution of students is presented in the table below.

Table 4.14 Participants (Students)

	Frequency (f)	Percentage %
Male	99	49
Female	104	51
Total	203	100

Two hundred and three students responded the questionnaire and 99 (49 %) of them are male, 104 (51%) of them are female.

The questionnaire items were also grouped as the analysis of the teacher questionnaire. The items in group of objectives of MoE, activities and exercises, layout of activities, recordings, top-down and bottom-up listening, and vocabulary teaching in listening activities were analyzed in the tables below.

Table 4.15 Percentages of the items related to objectives of MoE (student questionnaire)

Item no	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Agree
1	Listening exercises are easy for me	5 %	22 %	28 %	39 %	6 %
2	The coursebook requires integration of other language skills while doing exercises	39 %	43 %	10 %	5 %	3 %
3	The topics of listening texts are interesting	23 %	35 %	17 %	21 %	5 %

Considering the level of listening exercises and activities in the book, 5 % of participants indicated strong agreement and 22 % of participants stated agreement. 28 % of respondents remained undecided. The percentage of strong disagreement is 5 % and agreement is 22 %. To conclude, statement 1 received 27 % agreement and 45 % disagreement and 22 % undecided about the level of listening exercises which displays listening exercises are a bit hard for students.

As regards the level of activities, more than half of teachers think that the listening activities of the coursebook require proficiency above the students' level. To sum up, both group of respondents dissatisfied with the level of the activities.

A majority of the respondents, 81 % (39 % agree and 43 % strongly agree) think that the coursebook requires integration of language skills. This item also elicited one of the lowest strong disagreements with the ratio of 3 %. Whilst 5 % of participants disagreed with the item, 10 % of respondents were undecided. As was shown in the table 4.7 discussed in section 4.1.1, most of the teachers also found the coursebook successful in integration of language skills.

As is displayed from table 4.15, third item, ‘*The topics of listening texts are interesting*’, 26 % of respondents disagreed (5 % strongly disagree and 21 % disagree), and 58 % of teachers stated that they agreed with the statement (35 % agree and 23 % strongly agree). The uncertainty ratio is 17 %. The results obtained here indicated that nearly half of the participants found the topics of listening texts interesting. As was shown in table 4.7, the result of the common item in teachers’ questionnaire does not correspond to the result indicated here. Majority of teachers found the topics of listening texts uninteresting whereas students are more content with the topics.

The responses of students regarding the issues rose in the objectives of MoE reveals that students think that the activities promote integration of skills and the topics are interesting. However, students find the exercises hard to practice.

Table 4.16 Percentages of the items related to listening activities and exercises (student questionnaire)

Item no	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
4	The coursebook has many listening exercises	33 %	43 %	13 %	11 %	0 %
5	Listening exercises of the coursebook improves my listening comprehension	45 %	40 %	9 %	4 %	1 %
6	I can complete listening exercises without assistance of my teacher at home as a self-study	11 %	15 %	19 %	24 %	31 %
7	There are activities requiring interaction between students	46 %	33 %	10 %	5 %	4 %

(groupwork, pairwork)						
8	I would like to have more listening activities	33 %	23 %	22 %	12 %	10 %
9	Listening exercises are not attractive	14 %	12 %	12 %	20 %	40 %
10	The coursebook presents variety of listening exercises (short responses, multiple choice, true-false)	60 %	28 %	6 %	3 %	2 %

From the numbers for the item 4, it can be deduced that 76 % of the students think that the book has many listening exercises (33 % strongly agree and 43 % agree). 13 % of respondents remained undecided and 11 % disagreed. None of the participants strongly agreed with this item. Considering the coursebook has 16 units and 18 listening exercises, it is possible for students to do listening exercises in each unit which is one of the strengths of the coursebook. Although vast majority of students agree with this item, teachers mostly disagree. It may be because the teachers find the activities in the book insufficient to improve students listening.

Considering the contribution of listening exercises to improve students' listening comprehension, vast majority (85 %) of students responded positively. 45 % of participants indicated strong agreement and 40 % of participants stated agreement. 9 % of respondents remained undecided. The percentage of strong disagreement is 1 % and disagreement is 4 % which is considerably low. Comparing the agreement and disagreement rates, most of respondents showed satisfaction. This finding was also supported by the findings from the teacher questionnaire. Teachers also seem to be content with the contribution of listening exercises of the coursebook to improve students' listening comprehension.

The following item which is, *I can complete listening exercises without help of my teacher at home*. 11 % of respondents stated that they strongly agree with the item

and 15 % of students indicated that they agree. While 19 % remained undecided, 24 % of participants disagreed and 31 % of students strongly disagreed with this item. Although 26% of respondents were in an agreement with the statement, 55 % consider that listening exercises are not appropriate for self study. The finding was supported by the findings from the student questionnaire. Yet, it is still worth noting that teacher participants who think the exercises can not be completed by students themselves were higher in percentage (84 %).

Considering the groupwork and pair work activities in listening exercises, 79 % of students responded positively to item 7. 46 % of participants indicated strong agreement and 33 % of participants stated agreement. 10 % of respondents are not sure whether the listening exercises of the book promote interaction among students. The percentage of strong disagreement is 4 % and disagreement is 5 %. Teachers' responses show much difference from student responses as 77 % teachers indicated disagreement with this idea.

Considering the availability of more listening exercises in the coursebook, more than half of students (56 %) responded positively to item 8. 33 % of participants indicated strong agreement and 23 % of participants stated agreement. 22 % of respondents are not sure whether they would like to have more listening exercises in the book. The percentage of strong disagreement is 10 % and disagreement is 12 %. Depending on the results from teachers' questionnaire, teachers also expect to see more listening exercises in the coursebook as it was stated in the section 4.1.1.

For the item 9 which is *Listening exercises are not attractive*. 14 % of respondents totally agreed and 12 % of students agreed with the item. 60 % of participants responded negatively to this item (20 % totally disagree and 40 % disagree) which means majority of students find listening activities interesting.

When students are asked the coursebook presents variety of listening exercises (short responses, multiple choice, true-false), 60 % of respondents totally agreed and 28 % of students agreed with the item. 2 % of participants indicated strong disagreement and 3 % of them indicated disagreement, however 6 % were unsure about the item. The variety of listening exercises received the highest agreement rate from the respondents. Teacher participants also consider that the book presents variety of listening exercises.

Regarding the listening exercises of coursebook, students consider that exercises are varied and attractive; they promote interaction, and improve listening comprehension. Thus, students would like to have more listening activity in the book. On the other hand, students do not think that the exercises of the book are appropriate for self-study.

Table 4.17 Percentages of the items related to the layout of listening activities (student questionnaire)

Item no	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
11	In the book, instructions show me clearly what I am supposed to do	25 %	42 %	18 %	12 %	3 %
12	Illustrations in listening activities gives an idea about listening exercises	52 %	34 %	9 %	3 %	1 %
13	If I skip some part while listening it is not possible to complete the rest.	20 %	47 %	13 %	10 %	10 %
14	The listening exercises are designed for revising the presented structure in the unit.	45 %	35 %	13 %	3 %	4 %
15	Each unit has listening activities	43 %	36 %	13 %	4 %	3 %
16	Listening exercises are designed from simple to	21 %	24 %	30 %	16 %	8 %

complex						
17	The conversations I listened can be encountered in real life (authenticity)	23 %	42 %	17 %	8 %	9 %

Statement 11 investigates whether the instructions of listening exercises were understandable. Only 3 % of respondents totally disagreed and 12 % of teachers disagreed with the item. 67 % of participants responded positively to this item (25 % totally disagree and 42 % disagree). From the numbers it can be deduced that students can understand the instructions. However, from teachers' point of view, instructions were not found satisfying. 68 % of teachers disagree about the clarity of instructions.

Considering the illustrations of listening activities, vast majority (86 %) of students responded positively to item 12. 52 % of participants indicated strong agreement and 34 % of participants stated agreement. 9 % of respondents remained undecided. The percentage of strong disagreement is 1 % and disagreement is 3 % which is considerably low. Comparing the agreement and disagreement rates, 86 % of respondents agreed the claim of the item whereas 4 % of students dissatisfied with the illustrations. Depending on the results of teacher questionnaire, 43 % of teachers indicated satisfaction. In other words, students have more positive attitudes for visuals of listening exercises than teachers.

Statement 13 investigates whether the activity can be completed if students skip some part of recordings while listening. 10 % of respondents totally disagreed and 10 % of students disagreed with the item. 67 % of participants responded positively to this item (20 % totally agree and 47 % agree). From the numbers it can be deduced that students feel that they should not skip any part of listening exercises to achieve it thoroughly.

As can be observed from Table 4.17 above, for the item 14, *The listening exercises are designed for revising new knowledge*, 80 % of the respondents think students are supposed to revise the target structure in listening parts. 13 % of students are not sure

about the statement. 4 % of participants totally disagree and 3 % disagree about the item. The analysis of the coursebook by the researcher also reveals that listening texts are designed to support and reinforce the topic of the unit.

Considering the presentation of listening exercises in each unit, 79 % of students responded positively to item 15. 43 % of participants indicated strong agreement and 36 % of participants stated agreement. 13 % of respondents are not sure whether each unit has listening texts. Based on the analysis by the researcher, the book has 18 listening exercises. Considering the book has 16 listening activities, 14 units have one listening parts and 2 units present listening twice.

For the item 16, *Listening exercises are designed from simple to complex*, 21 % of participants indicated that they totally agree with the item and 24 % of participants indicated that they agree. From the numbers it can be concluded that 30 % of students remained undecided. 16 % indicated that they disagree and 8 % stated that they totally disagree with the item. Neither teachers nor students indicated agreement with this statement.

As can be observed from the table above, for the last item, *The conversations I listened can be encountered in real life (authenticity)*, 65 % of the respondents think that they can have similar dialogues in daily life. 17 % of students are not sure about the statement. 9 % of participants totally disagree and 8 % disagree about the item. As it was shown in the table 4.10 above, 55 % of teachers considers the recordings of coursebook as authentic which means teachers and students share same views for the authenticity of recordings.

To sum up, students are satisfied about the instructions, illustrations, organization (from simple to hard), authenticity and revision of new information in exercises.

Table 4.18 Percentages of the items related to recordings (student questionnaire)

Item no	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
18	The listening texts have relevant background	29 %	24 %	20 %	18 %	9 %

	noises (the sound of rain or the noises in shopping center)					
19	Listening texts was recorded in a clear and understandable way	13 %	44 %	15 %	19 %	9 %
20	The pace of speech in listening recordings is fast and hard to follow for me	15 %	39 %	21 %	16 %	10 %
21	Listening recordings have the structures of daily language such as hesitations false starts	22 %	40 %	17 %	12 %	9 %
22	There are many songs in the coursebook	9 %	14 %	17 %	37 %	23 %
23	The songs of the book are motivating	19 %	42 %	11 %	14 %	13 %
24	The songs of the book are not contemporary	35 %	15 %	20 %	20 %	10 %
25	The songs of the book are related with the theme of the unit	15 %	49 %	19 %	10 %	6 %
26	The songs are instructive	16 %	34 %	26 %	15 %	9 %

For the item 18, *The listening texts has relevant background noises (the sound of rain or the noises in shopping center)*, 29 % indicated that they totally agreed with the item, 24 % indicated that they agreed with the item, 20 % indicated that they remained undecided which is considerably high. 18 % indicated that they disagree and 9 % stated that they totally disagree with the item. While nearly half of the students respond positively, 40 % of teachers think that the recordings have related background noise. Teachers' and students' opinions seemed to be different.

When participants are asked whether the listening texts were recorded in a clear and understandable way, 13 % of respondents totally agreed and 44 % of teachers agreed with the item. 9 % of participants indicated strong disagreement and 19 % of them indicated disagreement, however 15 % were unsure about the item. 57 % of students have positive responses for this statement whereas, only 22 % of teacher participants agreed. It may be because the students think that they can hear recordings clearly but they can not answer comprehension questions of teachers or the teachers may have a different perception for students' capabilities than they really are.

For the item 20, *The pace of speech in listening recordings is fast and hard to follow for me*, 54 % of participants consider that the recordings of listening exercises are fast to follow, 26 % of participants agreed with the item. It can be noted here that the respondents seemed not very sure about the pace of speech (21 %). As it was stated in the table 4.18 above, 80 % of teachers also stated that the recordings are fast to follow.

As the table 4.18 illustrates, 62 % of participants (22 % strongly agree and 40 % agree) indicated that they agreed with the item 21 whereas; 21 % (9 % strongly agree and 12 % agree) disagreed with the questionnaire item, *Listening recordings has the structures of daily language such as hesitations false starts*. 17 % remained unsure. According to majority of students they can hear conversations which carry characteristics of daily speech. Teachers' responses to this item do not indicate high agreement since 41 % of teachers think the recordings has the similar structures which can be encountered in dialy life.

For the item 22, *There are many songs in the coursebook*, 9 % indicated that they totally agreed with the item, 14 % indicated that they agreed with the item, 17 % indicated that they remained undecided. 37 % indicated that they disagree and 23 %

stated that they totally disagree with the item. The results obtained here indicated that 60 % of participants responded negatively to this item. Similarly, 79 % of teachers found the songs insufficient. In other words, neither teachers nor students contented with the songs.

As is seen in the table above, 51 % of participants (19 % strongly agree and 42 % agree) indicated that they agreed with the item 23 whereas; 27 % (13% strongly disagree and 14 % disagree) indicated disagreement with the questionnaire item, *The songs of the book are motivating*. 11 % remained unsure. More than half of the participants think that the songs of the book are not motivating. Since 66 % of teachers believe that the songs are not motivating, it can be stated that teachers and students share same ideas.

When students are asked the whether the songs in the coursebook are up-to-date, 50 % of respondents responded negatively; however 30 % of participants thought that the songs are up-to-date. 20 % were unsure about the item. It can be stated in teachers' questionnaires that teachers also found the songs outdated.

When students are asked whether the songs of the book are related with the theme of the unit, 15 % of respondents totally agreed and 49 % of teachers agreed with the item. 6 % of participants indicated strong disagreement and 10 % of them indicated disagreement, however 19 % were unsure about the item. Consequently, 131 students (64 %) were satisfied with the relevancy of the songs with the theme of the unit. The result of teacher questionnaire also complies with these data. Teachers found the books relevant with the theme of the unit.

Related with the item above, statement 26 investigates whether the songs are instructive. 9 % of respondents totally disagreed and 15 % of students disagreed with the item. However, 50 % of participants responded positively to this item (16 % totally agree and 34 % agree). From the numbers it can be deduced that half of the students found the songs instructive. However 18 % of teacher participants consider the songs instructive as it was revealed in the table 4.10 above.

Considering the recordings of coursebook, students content with the clarity of recordings, background noises, and reflections of structures of daily speech. Students also think that the songs in the book are not sufficient and up-to-date, but they think the songs are motivating, instructive and related with the theme of the unit.

Table 4.19 Percentages of the items related to top-down processing (student questionnaire)

Item no	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
27	Before I start the exercises, coursebook gives clue about the content of the exercises	37 %	49 %	9 %	4 %	0 %
28	The coursebook has pre-listening exercises which presents foreknowledge about the exercises	24 %	49 %	20 %	5 %	2 %
29	The coursebook presents necessary vocabulary before the exercises	38 %	33 %	17 %	9 %	2 %
30	I can complete the exercises by activating my former experiences (structures, vocabulary)	47 %	34 %	12 %	3 %	3 %

Table 4.19 indicates that 86 % of students agreed (37 % strongly agree and 49 % agree) with the item 27, *Before I start the exercises, coursebook gives clue about the content of the exercises*. Very few of the participants (4 %) responded negatively to this item. Teachers' responses to this item concerning pre-listening showed variety. Nearly half of the teachers found pre-listening activities sufficient whereas, 46 % of teachers opposed this item.

Statement 28 investigates whether the coursebook has pre-listening activities to activate students' formal schemata and prepare them for the following text. Only 2 %

of respondents totally disagreed and 5 % of teachers disagreed with the item. Vast majority of participants (73 %) responded positively to this item (24 % totally agree and 49 % agree). From the numbers it can be deduced that students are satisfied with the pre-listening exercises in terms of fostering the students to think about what is coming next. The researchers' analysis also reveals that the listening exercises of the coursebook starts with pre-listening exercises.

Related with the statement above, item 29 questions whether the necessary vocabulary is presented before the exercises, in pre-listening. 71 % of participants (38 % totally agree and 33 % agree) think that the book gives necessary vocabulary before the exercises. While 17 % remained unsure, 11 % of respondents stated disagreement with the item. In fact, based on the analysis by the researcher, none of the pre-listening activities teach vocabulary. The vocabulary teaching is mostly in post listening. This may be resulted from that the students may not distinguish pre and post listening.

For the item 30, *I can complete the exercises by activating my former experiences (structures, vocabulary)*, vast majority (81 %) of participants stated their agreement (47 % strong agreement and 34 % agreement). 12 % indicated that they remained undecided. 3 % indicated that they disagree and 3 % stated that they totally disagree with the item. However, 72 % of teachers indicated disagreement with this statement.

Student participants respond positively to the items related with top-down processing. They consider that the book has sufficient pre-listening activity to activate their content schemata and former experiences and also present new vocabulary.

Table 4.20 Percentages of the items related to bottom-up processing (student questionnaire)

Item no	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
31	I can distinguish main idea of listening texts easily	18 %	41 %	25 %	12 %	4 %
32	There are unknown grammar structures in listening activities	13 %	35 %	21 %	8 %	23 %

As the table 4.20 illustrates, 59 % of participants indicated that they agreed with the item 31 whereas; 16 % disagreed with the questionnaire item, *I can distinguish main idea of listening texts easily*. According to majority of students they can distinguish main idea of the listening texts clearly which is a good point in classroom applications since the book asks students to find the main idea of listening texts in each unit. On the other hand, 77 % of teachers responded negatively to this item.

Considering the unknown grammar structures in listening activities, 48 % of students responded positively to item 32. 13 % of participants indicated strong agreement and 35 % of participants stated agreement. 21 % of respondents are not sure whether the listening exercises of the book has unknown grammar structures. The percentage of strong disagreement is 8 % and disagreement is 23 %. Teacher responses seem to have similarity since 36 % of teachers think that the exercises have unknown grammar.

In terms of bottom-up listening, students feel that they can distinguish main idea and details easily. However, it is stated that the exercises have unknown grammar structures.

Table 4.21 Percentages of the items related to vocabulary teaching in listening activities (student questionnaire)

Item no	Item	Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
33	Listening exercises have too many unknown vocabulary	19 %	33 %	21 %	23 %	4 %
34	The vocabulary in listening exercises is permanently repeated in other parts of the book	43 %	42 %	6 %	5 %	3 %
35	I can learn vocabulary of the unit from listening exercises	39 %	36 %	15 %	5 %	5 %

As can be observed from Table 4.21, for the item 33, *Listening exercises have too many unknown vocabulary*, more than half of the respondents (52 %) think that listening texts of the coursebook include many unknown words. 21 % of students is not sure about the statement. 4 % of participants totally disagree and 23 % disagree with the item. As it was shown in the table 4.13 above, 71 % of teachers stated that there are unknown vocabularies in listening exercises.

Although 8 % of participants consider that the vocabulary in listening exercises is not repeated in other parts of the book, most of the participants (85 %) responded positively to this item. The number of participants who remained unsure about the recycling of vocabulary in the book is 6 %. Yet, teachers do not agree with students since 65 % of teachers indicated that the presented vocabulary is not recycled in the following units.

A majority of the respondents, 70 % (39 % agree and 36 % strongly agree) think that listening exercises of the coursebook teach the vocabulary expected to be learned in

the unit. This item also elicited same ratio of strong disagreement and agreement (5 % each). Whilst 10 % of participants disagreed with the item, 15 % of respondents were undecided. As it was stated in the table 4.13 above, teachers agreed that listening exercises of the coursebook teach the vocabulary of the unit.

To sum up, students think that listening exercises teach necessary vocabulary for the unit and this vocabulary is repeated in following units. However, students also stated that the listening exercises have unknown vocabulary.

As in the teachers' questionnaire, chi-square test was used to find out whether there is a significant difference between responses of students. The results revealed that there is significant difference in all items of the student questionnaire.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

In this chapter, the major findings of the study will be summarized and discussed. Pedagogical implications and suggestions drawn from the findings will be also presented.

5.1 Overview of the study

This study investigated the perspectives of language teachers and 8 grade students. Besides, *Four Seasons* coursebook was also analyzed by the researcher in terms of listening activities and curriculum goals. This study addressed the following research questions;

- 1- Does *Four Seasons* Coursebook match the listening goals as stated in English Teaching Curriculum of the Ministry of Education?
- 2- Does *Four Seasons* Coursebook offer texts and activities to develop listening skills effectively?
- 3- What are the teachers' perspectives regarding the listening texts and activities in *Four Seasons* Coursebook?
- 4- What are the students' perspectives regarding the listening texts and activities in *Four Seasons* Coursebook?

As it was stated above, one of the purposes of this study is questioning whether *Four Seasons* coursebook fulfill the listening goals stated in the curriculum by MoE. The other purpose is finding out whether aforementioned coursebook develop listening skill effectively with relevant activities and exercises. This study also aims to reveal teachers' and students' perspectives on the listening texts and activities of the coursebook.

In order to fulfill the purposes of the study, the data was collected by means of teacher questionnaire, student questionnaire and researchers' analysis of *Four Seasons* coursebook. The questionnaires were administered to 128 teachers from different regions of Turkey and 203 8th grade students from six different schools of Burdur. The reliabilities of the questionnaire was found 0,96 and 0,94 by using Cronbachs' Alpha. The data were analyzed in two stages. First, the questionnaire data were analyzed and then the coursebook was examined by the researcher. Chi-square test was applied to see whether there is a significant difference between responses. In the analysis process, likert-type statements were classified under seven categories to comment the results in clear way (see section 4.1.1). The percentages of responses to the items were presented in tables.

5.2 Discussion and Conclusion

This section discusses the findings that have been revealed through the data collection process and provides a conclusion. The findings of the study will be presented in referring to each research question.

5.2.1 Summary of the findings about MoE objectives

As it was stated in the section above, first research question aimed to find out whether the listening exercises of *Four Seasons* coursebook fulfill the listening goals as stated in English teaching curriculum.

Coursebook analysis reveals that *Four Seasons* coursebook could not fulfill all goals which were aimed per unit. Considering the presentation of cultural issues in the coursebooks, it was inferred from the coursebook analysis that the book does not include any cultural element of target language which is one of the weaknesses of the book. However, it was revealed that none of the recordings of the book have relevant background sound.

These data above were supported by the responses of teacher participants as will be discussed in detail in section 5.2.3.1. It was concluded that the book was generally found insufficient by teachers in terms of relevancy of curriculum objectives, addressing different learner styles, presentation of four language skills equally,

having interesting topics, and having proper proficiency level for students. The book only satisfied teachers by providing a cross-curricular model.

In brief, however *Four Seasons* coursebook failed to fulfill some functional goals in units and other goals such as reflection of cultural elements in the book, presentation of four language skills equally, high quality recordings with relevant background sounds.

5.2.2 Summary of the findings about developing listening skill effectively

Second research question aimed to collect data concerning presentation of listening in *Four Seasons* coursebook. The results drawn from the analysis stated that in pre-listening, the book offers some questions to prepare them for the upcoming activity. However, the book lacks presenting key vocabulary and language structures that will be necessary later in pre-listening. The book also lacks brainstorming and predicting in pre-listening section.

As for while-listening practice in the book, the book expects students to have higher proficiency with monotype exercises. Besides, the students have the transcripts of listening texts while listening which is detrimental for listening teaching.

Coursebook analysis reveals that post-listening sections in the book present relevant exercises with listening texts. Students are asked to transfer what they learnt in previous section, remember new vocabulary that were presented in the text and also answer the comprehension questions to support the content. However, it can be stated that students are expected to keep too many new vocabulary in post-listening exercises the book lacks practicing top-down processes in post-listening.

In brief, *Four Seasons* coursebook managed to reflect these three steps in listening sections with relevant activities and sub-skills. However, the book has more focus on bottom-up processing rather than combining it with top-down processing in order to prepare students for real-life situations. As discussed in section 4, the book practiced bottom-up sub skills more.

5.2.3 Teacher's and student's perspectives

Third and fourth research questions aim to reveal teachers' and students' perspectives regarding the listening texts and activities in *Four Seasons* Coursebook. This data was gained by means of teacher and student questionnaires. The items in each questionnaire were grouped in the data analysis section by considering MoE objectives, recordings, listening activities and exercises, bottom-up and top-down listening and vocabulary teaching in listening exercises to see the results in a clear way. In the following sections, summary of the findings about teachers' and students' perspectives will also be presented in a group

5.2.3.1 Teacher's and student's perspectives regarding the objectives of MoE

As reviewed in section 2, integrating the four main language skills is accepted to be very effective and beneficial in foreign language classrooms. A vast majority of teachers consider that although the book aims to develop all four skills in an integrated way, it is obvious that it fails to achieve those aims in practice.

Teachers think that the listening texts are beyond the students' proficiency level which is also supported by the responses of the students. Besides, most participant teachers express the incompatibility of activities with objectives of MoE whether there is a match between coursebooks and determined objectives of national curriculum.

On the other hand, teachers respond positively to the questions asking if the book manages to present a cross-curricular model, if it addresses different learner styles, if it has interesting topics for students and serves the teaching methodologies stated in the curriculum. Although data obtained from teacher questionnaires for the other five items may seem to be negative, students disagree with the teachers. For example, while the students mostly think that the activities include integration of other language skills, teachers' answers indicate that they think otherwise.

Analysis of the items proved that both students and teachers consider that the listening texts are beyond their level. Yet, there are considerable numbers of students who find the book satisfying in presenting interesting topics for learners. The results of analysis also displays that *Four Seasons* coursebook has familiar topics for the

students such as adolescence, adolescence problems, friendship relations, school subjects, study tips, foreign language learning, improving physical appearance etc.

Teachers and students agree on some items in the questionnaires such as coursebook presents a cross-curricular model, address different learner styles, and the listening texts' being beyond the students' level. On the other hand, the teachers and students seem to disagree on the presentation of integrated skills and attractiveness of topics while teachers opposed the claims; students stated their satisfaction for these items.

5.2.3.2 Teacher's and student's perspectives regarding the effectiveness of listening activities and exercise in *Four Seasons* coursebook

For a good listening comprehension, the present information in listeners' mind should be activated with related information. Participant teachers do not think that listening activities of the coursebook provide input for students to make meaningful dialogues specific to real-life. Teachers also have negative opinions regarding the activities to improve students' listening comprehension ability. However, students find listening exercises of the coursebook satisfying in improving their listening comprehension.

In this study participants were asked whether listening exercises of the coursebook include vocabulary teaching and whether the listening exercises can be done by the students as a self-study. Teachers think that the listening texts involve too many unknown vocabulary. Thus, they criticized the coursebook for not being appropriate for self study. Students' responses support this data; they also consider that it is not possible to complete the listening exercises without the assistance of teacher.

As for pair and group work activities in the book, teachers are not content with the interaction opportunities for students with pair or group work activities. On the other hand, while the teachers think that the coursebook was ineffective in encouraging student-student interaction in the classroom; students did not seem to agree with the teachers. Majority of students are content with the activities requiring interaction.

In brief, data analysis clearly indicated that *Four Seasons* coursebook was found ineffective in terms of timing, self-study, promoting interaction and improving listening comprehension skills. The only item which was responded positively was

the variety of exercises. On the other hand, great majority of student participants are in favor of having more listening exercises since they find the activities enjoyable.

Participant teachers also tended to be negative concerning the efficacy of the instructions in explaining the purpose of the relevant activities. The results revealed that the students' and teachers' perceptions about clarity of instructions in the coursebook seemed to be different. Students are satisfied about the clarity of instructions. This may be because the students are accustomed to hearing the instructions from the teacher. However, since this was not the aim of this research, this study provides no data to make a claim and further research on discrepancies on teacher and student perceptions regarding written instructions can be done.

Besides, the data displayed that teachers are also indecisive if the book provides visual support for the listening texts. However, the coursebook analysis reveals that the book has visuals to help students understand the listening texts better. This data is supported by the response of students, a vast majority of students found the coursebook effective in terms of illustrations.

To conclude, the teacher and student participants are in agreement with some items such as too much vocabulary load in activities, variety of activities and exercises and insuitability of the book for self-study. On the other hand, they disagree with the books' developing listening comprehension, effectiveness of illustrations, instructions, and encouraging student interaction. Further research on discrepancies on teacher and student perceptions regarding developing listening comprehension and illustrations can be done.

5.2.3.3 Teacher's and student's perspectives regarding the recordings

It can be inferred from the results that while majority of the teachers respond negatively about the clarity of the recorded materials, nearly half of the students think that listening texts were recorded in a clear and understandable way. The teachers believe that the recordings are not authentic. However, students respond positively to the authenticity of the recordings. That may be derived from students being not accustomed to hear English conversations and realize the difference between authentic and non-authentic language. Both of the participants agree that the book does not have sufficient songs.

Another conclusion drawn from the analysis of the results of each questionnaire was that the book does not have sufficient songs. The quantitative and qualitative data analyses indicated that the book has just two songs which are not contemporary, instructive and motivating for learners.

5.2.3.4 Teacher's and student's perspectives regarding top-down processing

It is expected from a coursebook to encourage students to activate their former schemata with top-down processing. However, teachers are not very sure about the sufficiency of pre-listening exercises. The reason may be that the book always repeats the same question answering in pre-listening and lacks presenting necessary vocabulary before the texts. The researchers' analysis do not correspond to the result obtained here since each unit has pre-listening activity to prepare students for the upcoming activity. The students also indicate that the book has pre-listening activities to present foreknowledge about the exercises of the book.

Although teachers are not satisfied with the items regarding the activation of top-down schemata, student participants of the study indicate that the book has pre-listening activities to present foreknowledge about the exercises of the book. The data from the analysis also revealed that the book is not satisfying by activation of top-down processing.

5.2.3.5 Teacher's and student's perspectives regarding bottom-up processing

Teachers stated that the listening activities fail to teach grammatical structures to the students, yet they include too much unknown grammar which is also stated by the students. In while-listening phase, the book constantly practices recognizing word and clause divisions. As it was also stated from tables 4.2 and 4.3, the book practiced bottom-up processing more rather than combining top-down and bottom-up processing.

5.2.3.6 Teacher's and student's perspectives regarding vocabulary teaching

The results of the questionnaire items reveals that the teachers and students mostly consider that the listening exercises have too much vocabulary load for students and

the new vocabulary is not recycled in following units which is also supported by the analysis of the coursebook.

The results of both questionnaires stated above revealed that students have more positive opinions than teachers to the items 3,4,7,11,12,19,26,29,30,31,34. This may be because teachers have higher expectations of coursebooks. In their study, Atay and Kurt (2006) and Özdemir (2007) also found that while students liked the coursebooks, teachers did not find them satisfactory. They state that the reason may be that the students did not have much experience to use more qualified books.

It is indicated that teachers have more negative perceptions about the coursebook in general than students. To sum up, it can be inferred from the findings discussed so far and the analysis of the researcher in table 4.1 that, the book is not able to realize all objectives stated in the curriculum. Though the coursebook design activities in three stages and present relevant sub-skills, it is stated that pre-listening exercises are monotype and lacks vocabulary instruction, and in while-listening phase, sub-skills practice more bottom-up processing than top-down processing.

5.3 Pedagogical implications and suggestions

The results of this study can be useful to raise awareness of the participants and MoE. The findings of this study raise a number of important issues regarding the EFL coursebook evaluation. One of these issues is that coursebook writers should consider is that coursebooks should fulfill all MoE goals that are stated in English teaching curriculum. Listening recordings should be authentic and have relevant background noise in recordings which will reinforce the listening. Besides, coursebooks had better reflect the culture of target language which may be a great opportunity for students to know about the people speaking that language.

Considering the presentation of four language skills, coursebooks should practice all language skills equally in an integrated way. It is also expected from coursebooks to practice listening sub-skills and provide interaction of top-down and bottom-up processes to prepare students to real-life language use.

Four Seasons coursebook is expected to present necessary key vocabulary and language structure in pre-listening phase. In while listening phase, it is suggested to practice sub skills (see table 4.3) with varied activities rather than monotype ones. In

point of vocabulary teaching in listening parts, it is suggested to reflect the vocabulary that are probable to be met in daily life and recycle these vocabulary in following units. In addition, the book should have pronunciation practice. Besides, the book is expected to have contemporary and motivating songs. Further coursebook writers had better to take into account these items.

At last, further research is needed to figure out the difference between the teacher and student responses.

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APPENDICES

7.1. Appendix 1- Teacher Questionnaire

Değerli öğretmenler,

Elinizdeki anket İngilizce dersinde kullandığımız *Four Seasons 8* adlı ders kitabının İngilizce öğretim müfredatında belirlenen hedeflerle uyumu ve dinleme becerisini geliştirmesi bakımından değerlendirilmesi amacıyla hazırlanmıştır. Vereceğiniz cevaplar bir araştırmaya kaynaklık edecektir. Güvenilir ve geçerli sonuçlar elde edilebilmesi için cevaplarınızın gerçeği yansıtması çok önemlidir.

Anketin hiçbir bölümünde adınızı kullanmayacaksınız. Vereceğiniz yanıtlar araştırma kaynağı olmanın dışında hiç kimse tarafından kullanılmayacaktır.

Ankete katkılarınızdan dolayı şimdiden teşekkür ederim.

Nesrin ABALI

Akdeniz Üniversitesi

İngilizce Öğretmenliği
Yüksek Lisans Öğrencisi

Bölüm A:

Okulunuz:

Cinsiyetiniz: Erkek _____ Kadın _____

Yaşınız:

Öğretmenlik deneyiminiz:

8.sınıflar öğretmenlik deneyiminiz:

Bölüm B:

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Kesinlikle Katılıyorum
1-Dinleme etkinlikleri Milli Eğitim Bakanlığı'na belirtilen program hedeflerine ulaşmaya katkıda bulunur.					
2- Kitapta dört dil becerisi eşit şekilde yer almıştır.					

3- Çapraz-müfredat metodu bazı dinleme metinlerinde gözlenebilir (bir dersteki konunun diğer derste de geçmesi ve birbirini desteklemesi örnek; Atatürk ünitesi Sosyal Bilgiler ve İngilizce dersinde paralel ünitelerde işlenir).					
4-Kitabın dinleme aktiviteleri öğrenci seviyesine uygundur.					
5- Dinleme metinlerinin içeriği öğrenci ihtiyaçlarına göre oluşturulmuştur.					
6- Kitabın dinleme etkinlikleri farklı öğrenme stillerine hitap eder.(İşitsel, görsel, sözel vb.)					
7- Ders kitabı dört dil becerisini birleşik şekilde sunar.					
8- Kitap müfredatta sözü geçen dil öğretim yöntemleriyle (yapılandırmacılık, görev temelli öğrenme) uyumludur.					
9- Dinleme metinlerinin başlıkları öğrenciler için ilgi çekicidir					
10- Dinleme etkinlikleri, öğrencileri gerçek durumlara özgü anlamlı diyaloglar kurmaya teşvik eder.					
11- Kitabın dinleme etkinlikleri öğrencinin dinleme anlama becerisini geliştirir.					
12- Dinleme etkinliklerini öğrenciler kendi kendilerine tamamlayabilir.					
13- Kitaptaki dinleme çalışmaları öğrencinin dinlediğini anlama becerisini geliştirmek için yeterli değildir.					
14-Kitabın dinleme etkinlikleri öğrenciye çeşitli etkileşim fırsatları sağlar(grup çalışması, İkili çalışma).					
15- Ders kitabındaki dinleme etkinlikleri çeşitlidir.					
16- Dinleme etkinlikleri müfredatta verilen sürede tamamlanabilir.					
17- Dinleme etkinlikleri yönergeleri öğrenciler için açıktır.					
18- Dinleme etkinlikleri yönergeleri öğretmenler için açıktır.					
19-Kitabın dinleme etkinlikleri basitten karmaşığa doğrudur.					
20- Kitabın dinleme etkinlikleri görsellerle desteklenmektedir					
21- Dinleme metinleri üniteye sunulan konuyla alakalıdır					
22- Her üniteye dinleme etkinlikleri vardır.					
23- Dinleme kayıtları öğrencinin kolayca takip edebileceği şekildedir.					
24- Dinleme metinleri açık ve anlaşılır şekilde					

kaydedilmiştir.					
25- Dinleme kayıtlarına uygun arka plan sesleri (yağmur, alışveriş merkezi sesleri) eşlik eder.					
26- Dinleme metinleri otantikdir (gerçektir).					
27- Kayıtlarda farklı aksanlar yer alır.					
28- Kayıtlarda tonlamaya dikkat edilmiştir.					
29- Kayıtlardaki konuşma hızı öğrencinin takip edebileceği şekildedir.					
30- Kayıtlarda günlük hayatta karşımıza çıkabilecek duraksama, yanlış başlangıç, kekeleme gibi öğelere yer verilmiştir					
31- Kitaptaki yeterli sayıda şarkı vardır.					
32-Kitaptaki şarkılar ünite temasıyla uyumludur					
33-Kitaptaki şarkılar günceldir.					
34- Kitaptaki şarkılar motive edicidir.					
35- Kitaptaki şarkılar öğreticidir.					
36- Ders kitabında yeterli sayıda dinleme öncesi etkinlikleri yer almaktadır.					
37- Dinleme etkinlikleri öğrencinin konuyla ilgili geçmiş deneyimlerini öğrenciye hatırlatır.					
38- Dinleme etkinlikleri öğrencinin dinleme için ihtiyaç duyacağı dilbilgisi yapılarını öğrenciye hatırlatır.					
39- Kitabın dinleme etkinlikleri öğrencinin anafikir ve detaylar arasında ayırım yapabilme becerisini kazanabilmesine yardımcı olur.					
40- Dinleme çalışmalarında bilinmeyen dilbilgisi yapıları vardır.					
41-Kitabın dinleme etkinlikleri grameri sezdirme (inductive) yöntemiyle öğretmektedir.					
42- Dinleme metinleri öğrenci için fazla kelime yükü içerir.					
43- Üniteye verilen yeni kelimeler sonraki ünitelerde tekrar karşımıza çıkar.					
44- Metinlerde verilen kelimeler gerçek hayatta karşımıza çıkacak şekildedir.					

Konu ile ilgili eklemek istediğiniz herhangi bir şey varsa yazınız

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7.2. Appendix 2- Student Questionnaire

Değerli öğrenciler,

Elinizdeki anket İngilizce dersinde kullandığımız *Four Seasons* 8 adlı ders kitabının İngilizce öğretim müfredatında belirlenen hedeflerle uyumu ve dinleme becerisini geliştirmesi bakımından değerlendirilmesi amacıyla hazırlanmıştır. Vereceğiniz cevaplar bir araştırmaya kaynaklık edecektir. Güvenilir ve geçerli sonuçlar elde edilebilmesi için cevaplarınızın gerçeği yansıtması çok önemlidir.

Anketin hiçbir bölümünde adınızı kullanmayacaksınız. Vereceğiniz yanıtlar araştırma kaynağı olmanın dışında hiç kimse tarafından kullanılmayacaktır.

Ankete katkılarınızdan dolayı şimdiden teşekkür ederim.

Nesrin ABALI

Akdeniz Üniversitesi

İngilizce Öğretmenliği
Yüksek Lisans Öğrencisi

Okulunuz:

Cinsiyetiniz: Erkek _____ Kız _____

	Kesinlikle Katılıyorum	Katılıyorum	Kararsızım	Katılmıyorum	Kesinlikle Katılmıyorum
1- Kitaptaki dinleme etkinlikleri benim için çok kolay.					
2- Kitapta dinleme yaptıktan sonra, dinlediğimi konuşma, yazma ve okuma etkinliklerinde kullanmamı isteyen bölümler var.					
3- Kitaptaki dinleme etkinliklerinin başlıkları ilgimi çekiyor.					
4- Ders kitabında çok sayıda dinleme alıştırmaları var.					
5- Kitaptaki dinleme etkinlikleri dinleme becerimi geliştirmede bana fayda sağlar.					
6- Kitabın dinleme etkinlikleri ev ödevi olarak verilirse kendim yapabilirim.					
7- Kitaptaki dinleme etkinlikleri arkadaşlarımla etkileşimde bulunabileceğim imkânlar sunuyor (grup çalışması, ikili çalışma gibi)					

8- Kitapta daha çok dinleme etkinliđi olmasını isterdim.					
9- Dinleme etkinlikleri hiç ilgi çekici deđil.					
10- Ders kitabında farklı şekillerde dinleme egzersizleri var (kısa cevaplı, uzun cevaplı, çoktan seçmeli, dođru-yanlıř)					
11- Kitapta dinleme etkinliđi boyunca ne yapmam gerektiđi açık şekilde anlatılmıřtır.					
12- Dinleme etkinliklerindeki resimler ne dinleyeceđim konusunda bana fikir verir.					
13- Dinlerken bir bölümü kaçırdıđım zaman yapmam gereken etkinliđi tamamlayamıyorum.					
14- Dinleme etkinlikleri, ünite temasını tekar etmek için tasarlanmıřtır.					
15- Dinleme egzersizleri her ünite de var.					
16- Dinleme etkinlikleri kolaydan zora dođru sıralanmıřtır.					
17- Dinlediđim kayıtlardaki konuşmalar günlük hayatta kullanabileceđim diyaloglardır.					
18- Ders kitabındaki dinleme kayıtlarında olayın geçtiđi yerdeki dođal sesler ve arka plan sesleri mevcut (örnek; yađmur sesi ya da alışveriş merkezi sesleri).					
19- Kitaptaki ses kayıtları net ve anlaşılabilir.					
20- Kitaptaki dinleme kayıtları takip edemeyeceđim kadar hızlı.					
21- Günlük konuşmalarda karşılařtıđımız duraklamalara ve tekrarlara (ıııı, eee, aslında.. gibi) dinlediđimiz kayıtlarda yer verilmiřtir.					
22- Kitapta çok sayıda řarkı var.					
23- Kitaptaki řarkılar beni motive ediyor.					
24- Kitaptaki řarkılar güncel deđil.					
25- Kitaptaki řarkılar ünite de yer alan konuya uygun.					
26- Kitaptaki řarkılar öğreticidir.					
27- Ders kitabı dinleme etkinliklerine başlamadan önce dinleyeceđim metnin neyle ilgili olduđunu bana gösterir					
28- Kitap, etkinlikten önce bana konuyla ilgili ön bilgi ve fikir veren, konunun ne olduđunu gösteren dinleme öncesi etkinlikleri sunuyor					
29- Kitap, etkinlikten önce bana konuyla gerekli kelimeleri verecek dinleme öncesi etkinlikleri sunuyor.					

30- Kitapta önceki bilgilerimden hareketle anlayabileceğim etkinlikler yer almaktadır (Etkinlerde daha önceden öğrendiğim kelime, dilbilgisi yapıları veya eski bilgiler metinleri anlamamı kolaylaştırır).					
31- Dinleme etkinliklerindeki ana fikir kolaylıkla ayırt edilebilir.					
32- Kitaptaki dinleme metinlerinde bilinmeyen dil bilgisi yapıları var.					
33- Kitabın dinleme etkinliklerinde çok fazla bilmediğim kelime var.					
34- Kitabın dinleme etkinliklerinde öğrendiğim kelimeler kitabın diğer bölümlerinde tekrar karşıma çıkıyor.					
35- Kitaptaki dinleme etkinliklerinde ünite kelimelerini öğrenirim.					

Konu ile ilgili eklemek istediğiniz herhangi bir şey varsa yazınız

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7.3. Appendix 3- Checklist

- 1- Does the *Four Seasons* coursebook meet the goals stated in English teaching curriculum?
 - 1.a- Does the *Four Seasons* coursebook have equal listening exercises as the other language skills?
 - 1.b- Do the listening recordings of the book is high quality and supported by relevant background noise?
 - 1.c- Does the coursebook reflect culture of target language?
 - 1.d- Are the listening texts supported by relevant visuals?

- 2- Does the coursebook include different listening activities?

- 3- Do the pre, while and post listening sections in the book present the relevant activities below?

Pre-listening activities	
• Brainstorming	
• Discussing the topic of the listening text	
• Predicting	
• Pre-teaching vocabulary	
• Showing realia related to topic	
• Predicting content from the title of the talk	
• Answering a set of questions about topic with opinions	
• Agreeing and disagreeing with opinions about the topic	
• Talking about the picture	
While-listening activities	
• Listening to background noise	
• Identifying specific words	
• Figure out relationship by listening the tone of the voice	
• Listening for specific information	
• True False questions	
• Making stress or intonation	
• Matching multiple choice questions	
• Ordering / Numbering items (Sequencing activities)	
• Detecting mistakes	

• Following a map or taking an order	
• Making a discussion based on the information	
Post-listening activities	
• Comprehension check	
• Interviewing native speakers	
• Remembering presented information	
• Performing role play	
• Reading or writing about topic	
• Discussing the topic	
• Listening to another example	
• Making a poster	
• Giving opinions	
• Problem solving	
• Summarizing	

4- Are the listening activities of the book designed to cover sub-skills of listening in literature as presented below?

- Listening for the main idea / listening for the gist
- Listening for the specific information
- Listening to make inferences
- Listening between the lines
- Listening for prediction
- Critical listening
- Task listening
- discriminating between sounds
- recognizing words
- identifying stressed words and grouping of words
- connecting linguistic cues to paralinguistic cues
- using background knowledge
- recalling important words
- giving appropriate feedback to the speaker
- reformulating what the speaker has said

7.4. Appendix 4 ÖZGEÇMİŞ

Adı ve SOYADI : Nesrin ABALI

Doğum Tarihi ve Yeri :1985, Korkuteli

Eğitim Durumu

Lisans Diploması : Selçuk Üniversitesi, İngilizce Öğretmenliği

Yüksek lisans Diploması: Akdeniz Üniversitesi, İngilizce Öğretmenliği

Tez Konusu : Four Seasons Ders Kitabının Müfredat Hedefleri ve Dinleme Becerisini Geliştirmesi Bakımından Değerlendirilmesi

Yabancı Dil : İngilizce, Almanca

Bilimsel Faaliyetler

Akdeniz Language Studies Conference 2012

M.E.B- Intel Öğrenci Programı Öğretmen Eğitimi Kursu 2010

M.E.B. Özel Eğitim Semineri 2009

M.E.B. Yazarlık Yazılımı 2008

İş Denevimi

Stajlar : Bucak Mehmet Akif Ersoy İlköğretim Okulu

Projeler : Comenius Projesi, “ Tea Garden”

Youth in action Projesi, “ Let’s Teach Our Kids”

Youth in action Projesi, “ Capturing Life Through Photography”

Youth in action Projesi, “ Snoozelen and Paint”

Çalıştığı Kurum : Bucak Emin Gülmez Ortaokulu

E-mail Adresi : nesrinabali@gmail.com

Nesrin Abali EVALUATION OF FOUR SEASONS COURSEBOOK IN TERMS OF CURRICULUM OBJECTIVES AND EFFECTIVENESS IN DEVELOPING LISTENING SKILL.doc

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