



**TERTIARY LEVEL EFL TEACHERS' AND
STUDENTS' OPINIONS ABOUT AN
IDEAL EFL TEXTBOOK**

Yüksek Lisans Tezi

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**TERTIARY LEVEL EFL TEACHERS' AND STUDENTS' OPINIONS ABOUT
AN IDEAL EFL TEXTBOOK**

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MA THESIS

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JÜRİ VE ENSTİTÜ ONAYI

Nuray Pelin İLK YAZ'ın "Yükseköğretim Seviyesindeki İngilizce Öğretmenlerinin ve Öğrencilerinin İdeal bir İngilizce Ders Kitabı Hakkındaki Görüşleri" başlıklı tezi 25 Haziran 2024 tarihinde, aşağıdaki jüri tarafından Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi programında, yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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ABSTRACT
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Anadolu University, Graduate School, June 2024

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Textbooks are at the heart of the language learning and teaching process. Considering the textbooks' importance for learners and teachers who are active users of them, this study aims to explore tertiary-level EFL learners' and teachers' opinions about the qualities of an ideal EFL textbook. To this end, combining qualitative and quantitative methods, a mixed-methods research design was adopted to gain in-depth insights regarding both stakeholders' ideas. A 37-item student and teacher questionnaire was answered by 384 tertiary-level EFL students studying in the preparatory program of a state university in Turkey and 115 EFL teachers teaching general English in the same preparatory program. Following this, semi-structured interviews were conducted with a total of 15 volunteer students from each proficiency level and with 10 volunteer teachers. The study tried to address two research questions. For the first research question, the results were obtained with the descriptive statistics of the quantitative data and the content analysis of the qualitative data. Applying inferential statistics, the differences and similarities between stakeholders' ideas regarding the qualities of an ideal textbook were investigated. The results showed that diversity in activities, interesting topics, extra activities, authentic materials, a colorful layout, a vocabulary list, and more effective online materials were among the prominent qualities that an ideal textbook should have. Some different ideas were observed regarding the necessity of a workbook, a dictionary, and presenting some exam tips. Based on these findings, the current study puts forward some implications for teachers, language institutions, textbook writers, and publishers.

Keywords: EFL textbooks, Textbook selection and evaluation, EFL learners and teachers, EFL materials

ÖZET

YÜKSEKÖĞRETİM SEVİYESİNDEKİ İNGİLİZCE ÖĞRETMENLERİNİN VE ÖĞRENCİLERİNİN İDEAL BİR İNGİLİZCE DERS KİTABI HAKKINDAKİ GÖRÜŞLERİ

Nuray Pelin İLKİYAZ

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Ders kitapları, yabancı dil öğretme ve öğrenme sürecinin merkezinde yer almaktadır. Ders kitaplarının aktif kullanıcıları olan öğrenciler ve öğretmenler için önemi göz önünde alındığında, bu çalışma yükseköğretim seviyesinde İngilizce öğrenenlerin ve öğretmenlerinin ideal bir İngilizce ders kitabının nitelikleri hakkındaki görüşlerini araştırmayı amaçlamaktadır. Bu amaçla, her iki paydaşın fikirlerine ilişkin derinlemesine bilgi edinmek için nitel ve nicel yöntemleri birleştiren karma yöntemli bir araştırma tasarımı benimsenmiştir. Türkiye'deki bir devlet üniversitesinin hazırlık programında okuyan 384 hazırlık öğrencisi ve aynı hazırlık programında genel İngilizce öğreten 115 İngilizce öğretmeni tarafından 37 maddelik bir öğrenci ve öğretmen anketi yanıtlanmıştır. Sonrasında ise, her dil seviyesinden toplam 15 gönüllü öğrenci ve 10 gönüllü öğretmen ile yarı yapılandırılmış görüşmeler yapılmıştır. Çalışmada iki araştırma sorusuna yanıt aranmıştır. İlk araştırma sorusu için sonuçlar nicel verilerin betimsel istatistikleri ve nitel verilerin içerik analizi ile elde edilmiştir. Çıkarımsal istatistikler uygulanarak, paydaşların ideal bir ders kitabının niteliklerine ilişkin fikirleri arasındaki farklılıklar ve benzerlikler araştırılmıştır. Sonuçlar, etkinliklerde çeşitliliğin, ilginç konuların, ekstra etkinliklerin, otantik materyallerin, renkli bir tasarımın, kelime listesinin ve daha etkili çevrimiçi materyallerin ideal bir İngilizce ders kitabının sahip olması gereken özellikleri arasında gösterilmiştir. Çalışma kitabı, sözlük ve sınav ipuçlarının sunulmasının gerekliliği konusunda ise bazı farklı görüşler gözlemlenmiştir. Bu çalışmanın sonuçlarına dayanarak, mevcut çalışma öğretmenler, dil kurumları, ders kitabı yazarları ve yayıncıları için bazı çıkarımlar ortaya koymaktadır.

Anahtar Kelimeler: İngilizce ders kitapları, Ders kitabı seçme ve değerlendirme, İngilizceyi yabancı dil olarak öğrenenler ve öğretenler, Yabancı dil eğitimi materyalleri

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

Nuray Pelin İLK YAZ

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Nuray Pelin İLKİYAZ

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LIST OF ABBREVIATIONS

EFL	: English as a Foreign Language
ELT	: English Language Teaching
ESL	: English as a Second Language
MONE	: Ministry of National Education



1. INTRODUCTION

Never before has a single language been spoken on a global scale like English does now (Melitz, 2016), and this percentage is rising rapidly. Moreover, with over 100 nations teaching it as a foreign language, English is currently the most popular language, which is used in nearly all aspects of life, from education to science, technology to business, transportation to tourism. As a result of this, English is accepted as a lingua franca. Considering its dominance in every part of life and observing its spread worldwide, researchers have proposed different terms to show the English language's role. While Crystal (1997) used the term "English as a Global Language", Jenkins (2000) invented the term "English as an International Language" and Seidlhofer (2001) used the phrase "English as a Lingua Franca". Even though different researchers prefer different terms, the main point that is indicated by all terms is that English is used all around the world in every significant field. However, there are still some answers to be discovered related to the spread of English and its acceptance as a lingua franca. Researchers in the field explain the spread of English in various ways.

Kachru (1985) tries to explain the spread of English using three concentric rings; these circles stand for the different ways that English has spread, the ways that language has been acquired, and the functional areas in which English is utilized across languages and cultures. These circles are the inner circle, the outer circle, and the expanding circle. While the inner circle represents the users whose native languages are English such as British and Americans, the outer circle marks the regions where official non-native variants of English are spoken owing to their colonial past. EFL speakers who reside in areas where English is not commonly spoken comprise the expanding circle and these people accept English as an international one. Therefore, they try to learn it. Some researchers in the field allege that one of the major reasons for the present-day interest in learning English and the reason behind accepting English as a lingua franca is the extensive promotion of English by Inner Circle countries.

On the other hand, according to Crystal (2003), what makes languages global cannot be their inherent structural qualities, their large vocabulary, their historical employment as vehicles for great literature, or their historical affiliation with notable cultures or religions. However, he adds that the primary factor that has historically caused a language to become a worldwide language is the strength of its people, particularly its military and political influence and it can be best explained

geographical-historical and socio-cultural aspects. With the Age of Discovery, English soldiers and sailors completed some historic expeditions to the Americas, Asia, and the Antipodes. It was an expansion that carried over into the nineteenth century with the colonial advances in Africa and the South Pacific, and it advanced much more when several newly independent states accepted it as an official or semi-official language in the middle of the twentieth century. Thus, English has been the language that has a representative in every part of the world. While this is the geographical-historical aspect, the socio-cultural aspect focuses on how widely it is used in worldwide contexts for communication, entertainment, commerce, politics, journalism, and education.

When all these points mentioned above are taken into consideration, Crystal (2003, p.78) underpins that English was “in the right place at the right time” as Britain had emerged as the world's most important industrial and commerce nation by the start of the nineteenth century. The USA had a population that was close to 100 million by the end of the century, more than any other country in Western Europe, and the world's most productive and rapidly expanding economy. To this end, after colonization with technological developments, English secured its position and managed to become a global language. Similarly in a recent study, Rao (2019, p.67) also displays the importance attributed to English and shares some reasons for accepting English as a global language:

English has become the global language as it is the language spoken by the people of all the countries in the world. Even though it is the native language of the US, the UK, Australia, New Zealand, Canada, and South Africa, it is spoken by more non-native speakers of the world. It has also got official language status for around sixty countries and fifteen countries are using it as a de facto official language, but not as a primary language. There are even fifty-four countries with English as their official language and the language of their instruction in higher education. According to recent statistics, English has been the official language in 55 sovereign states and 27 non-sovereign entities. Even many country subdivisions have also declared English an official language at the regional or local level.

Regarding the spread of English, Kachru and Smith (2008) bring a new perspective and emphasize that the expansion of English has nothing to do with efforts to standardize a worldwide variety and everything to do with the breadth and depth of English acculturation. As it is explained above, in addition to being the main language in some countries, English is also among the official languages in some parts of the world. Therefore, the number of countries using English as a main language or as a

second official language and its leading role in every aspect of life display that people need to learn English regardless of who they are, where they live, or what they do. In her article, McKay (2003) supports these reasons and claims that the reason English has become so popular is not because more people are becoming native speakers of the language; rather, it is because more people think learning English as a second language would be beneficial for them. Therefore, McKay (2003) concludes that the quantity of people using English as a second language has increased dramatically as a result of the benefits provided by knowing English.

After learning English gained more importance in every part of life, prominent researchers and educators in the field have focused on making the teaching and learning process more effective and one of the ways of it has been using different methods. In the same vein, Richards and Rodgers (2014) state that throughout education history, attempts to enhance the efficacy of language instruction have frequently centered on modifications to teaching methods. Therefore, new approaches or methods have been promoted as the greatest way to address the issue of language instruction. However, among these new approaches and methods, certain ones have gained widespread acceptance and usage over time, while others might have gained far less attention. With the communicative approaches in the 1970s and 1980s, which highly influenced the language education field, learners and their needs started to shape the teaching and learning process. The notion of learner-centeredness had a noticeable impact on language instruction. Therefore, language use according to learners' needs became more important than language form in the teaching-learning process (Savignon, 1997). By putting more emphasis on learner needs, Brindley (1984, p.15) points out that:

. . . one of the fundamental principles underlying the notion of permanent education is that education should develop in individuals the capacity to control their destiny and that, therefore, the learner should be seen as being at the center of the educational process. For the teaching institution and the teacher, this means that instructional programmes should be centered around learners' needs and that learners themselves should exercise their own responsibility in the choice of learning objectives, content, and methods as well as in determining the means used to assess their performance.

After realizing that teaching methods cannot be the only solution to the problems arising in the classrooms and accepting learners as indispensable stakeholders at the center of the teaching-learning process with a very active role, all the factors related to learners such as learners' characteristics, learner strategies, learning styles, and learner

autonomy gained more importance to investigate. Furthermore, Richards and Rodgers (2014) state that learning is not a reflection of teaching because learners have previous learning experiences, and they also bring different strategies, styles, and dispositions to language learning. It shows us that what is taught in the classroom cannot be understood in the same way by the students because of individual differences. These differences may also include belonging to different learner groups and having different purposes for learning the language. The learners may be adults, teens, or children living in nations where English is spoken as a first, second, or foreign language. They may be learning the language for a specific goal or no particular reason at all. Because of these reasons, to make the learning process more effective, teachers needed to discover their students' preferred methods of learning, tendencies, and strategies and plan their lessons accordingly. While lots of differences have been considered for language learners, it should be noted that the teachers also range in their personal traits, degrees of education, training, and experience, and whether or not they are native English speakers.

Taking learners' needs and the changing role of English into account, as a lingua franca, textbook writers Abbs and Freebairn (1990) in the field emphasized that political, economic, and cultural boundaries were vanishing quickly in the society that students of the 1990s lived in. Also, underlying the learner needs in such a learning environment, Abbs and Freebairn (1990) stated that beginner learner students had some needs while learning a language in the classroom. These needs are as follows:

- the necessity of efficient communication
- the need for linguistic system familiarity
- the necessity for a challenge
- the need to be more accountable for their own education
- the necessity of cultural awareness

In addition to touching upon learners' communication and language skills with personal differences, the culture has always been thought among what learners need while learning a language. Even though there are various definitions in the field, Bloch (1991) defines that culture, a crucial field of study in anthropology, is what individuals need to understand to live reasonably well in their social surroundings. Taking its crucial role into consideration, it is claimed that there is a requirement to teach the target language concerning its own culture (Alptekin, 1993; Byram, 1988; Stewart, 1982).

Furthermore, it has been underlined that teaching L2 is imprecise and insufficient without the study of culture. If second language learners have little knowledge of the target language's speakers or the nation where it is spoken, studying the language appears pointless to them (Genc & Bada, 2005). Regarding the cultural elements of English, it should be kept in mind that English is the lingua franca and people in different parts of the world use it as their native language or second language, it would be more realistic to talk about a single language that is not necessarily closely linked to a single culture, as is the case with English (Alptekin, 1993). Therefore, it is difficult to consider native speakers to be the only legitimate judges of grammaticality and appropriateness, and, thus, its only owners.

When all these crucial elements are taken into account in English, teachers use some instructional materials to be able to cover all the points mentioned above. There is no doubt that in addition to teachers and students, one of the most important elements of the teaching and learning process is the materials used. Crewe (2011) points out that the three main elements of the teaching-learning process are students, teachers, and instructional materials. Similarly, in his book, Richards (2001, p.251) highlights the importance of materials and states that:

Teaching materials are a key component in most language programs. Whether the teacher uses a textbook, institutionally prepared materials, or his or her own materials, instructional materials generally serve as the basis for much of the language input learners receive and the language practice that occurs in the classroom. In the case of inexperienced teachers, materials may also serve as a form of teacher training – they provide ideas on how to plan and teach lessons.

As Richards (2001) mentions, there is a wide range of instructional materials that can be used and these materials can vary according to the different levels and ages of the learners, and the contexts in which teaching is performed. Gray (2006) also tries to define the term ‘material’ and asserts that:

Anything that is used to help teach language learners. Materials can be in the form of a textbook, a workbook, a cassette, a CD-ROM, a video, a photocopied handout, a newspaper, or a paragraph written on the whiteboard: anything which presents or informs about the language being learned (p.13).

Furthermore, creating a list that includes some common instructional materials, McGrath (2013) suggests that instructional materials could be:

- Textbooks

- Commercial products that aren't included in the textbook set, such as practice and reference materials

- Teacher-prepared resources such as authentic recordings and print materials, games, realia, worksheets, and quizzes obtained online or copied and pasted from other sources.

Even though a variety of instruments are categorized as classroom materials, in his book Richards (1998) mentions textbooks as one of the most prevalent components of second and foreign language classes worldwide in addition to teachers and students. Underpinning Richards' opinions, Tomlinson (2011) also states that textbooks are the first resources that come to mind when discussing materials for language learning. In the education field, textbooks are found crucial by many researchers in terms of different aspects. While Sheldon (1988, p. 237) accepts textbooks as “the heart of any ELT program”, Nunan (1991, p.208) uses the metaphor ‘flesh on the bones’ for a textbook that complements a syllabus with lots of learning objectives.

Contrary to the benefits of textbooks, some researchers also believe that textbooks cause some problems. Allwright (1981) states that textbooks usually display an excessive amount of rigidity and are biased by the authors' pedagogical, psychological, and linguistic choices. He also finds the field of managing language acquisition very broad and believes that a prepackaged collection of choices found in instructional materials cannot adequately address language learning. In his article, Swan (1992) explains his concerns related to textbooks and comments on the risks posed by textbooks since they appear to relieve educators of their responsibility. He states that “it is easy to just sit back and operate the system, secure in the belief that the wise and virtuous people who produced the textbook knew what was good for us” (1992, p.2).

In his book, Richards (2001, p.255) summarizes some negative sides of textbooks, and they are as follows:

- They may contain inauthentic language.
- They may distort content.
- They may not reflect students' needs.
- They can deskill teachers.
- They are expensive.

Given all that has been mentioned so far, one may suppose that researchers and educators in the field state different opinions regarding the place of textbooks in

language education. However, textbooks are still among the most used materials in the classrooms and maintain their importance. As this is the case, numerous publishers and textbook writers keep creating various textbooks to meet the yearly demands. Among numerous textbook options, material developers' and teachers' aim is to find the best textbooks for the target learners. However, Grant (1987, p.8) asserts that "the perfect book does not exist," rather the goal is to identify the best book that will work for and be efficient for a specific learner group. Also, it appears that until a teaching-learning environment has its appropriate textbook, it is not complete (Hutchinson & Torres, 1994). Therefore, among various textbooks published so far, careful selection is of vital importance as the selected textbook reflects the aims, methods, and values of the teaching program (Cunningsworth, 1995). Also, the selection of a textbook serves as the foundation for a course design. To this end, the evaluation of textbooks has grown in importance to choose the best one for the program's objectives and the target learners' needs. Sheldon (1988, p. 237) puts more emphasis on the textbook selection process and states that choosing a certain textbook necessitates making a decision that involves "professional, financial, and even political investment."

In order to choose the most appropriate textbooks, different evaluation ways can be followed with the participation of different stakeholders. Hutchinson (1987) emphasizes that the most crucial choice a language instructor must make is undoubtedly what to use as their teaching materials. Contrary to Hutchinson, Spratt (1999) criticizes the fact that choices on resources are frequently made primarily on teacher intuition or administrative convenience instead of examining the requirements of teaching and learning processes. On the other hand, in her book Graves (2000) embodies the role of textbooks as teaching instruments by making a comparison between a textbook and a musical instrument and underpins the role of learners as active users of textbooks in language education. Graves (2000, p. 175) states that:

The piano... cannot produce music on its own. The music is produced only when you play it. Just as a piano does not play music, a textbook does not teach language. The textbook is a stimulus or instrument for teaching and learning. Clearly, the quality of the instrument also affects the quality of the music. However, if it is in tune, even the most humble piano can produce beautiful music in the hands of a skilled musician. The musical instrument analogy falls short because it involves only one performer, while success in teaching with a textbook depends also on the students who use it.

Moreover, Allwright (1981) claims that to set attainable objectives for courses, in addition to language teaching institutions' and sponsors' opinions, what teachers and learners have in their minds should be investigated. As highlighted in the literature, students are the ones who are exposed to the textbook and the textbooks can be successful when they answer students' needs. In addition to that, like a maestro, teachers are the ones who conduct the whole teaching process with the help of instructional materials. Therefore, this current study can carve a niche in the literature as both teachers' and students' opinions related to an ideal textbook will be looked into.

1.1. Statement of the Problem

As a result of colonization and developments in economy, technology, international marketing, and advertising, English has been the global language of our age. To this end, its importance and the necessity to learn it are inarguable worldwide. This is also the case for the context in which this current study was conducted. Throughout history, different languages have gained importance and some of them became international languages. While Latin and French were among some major international languages in the past, they gave their places to English. Even though the international language in the world changes from time to time, the education systems in countries all around the world have always felt the duty to provide the necessary language education.

When we have a look at language education history in Turkey, while Arabic, French, Persian, and German were among the foreign languages mainly taught in education institutions in addition to Italian, Bulgarian, and Greek, after the Republican Period Latin, English, French, German, and Italian took their place (Demirel, 2003). Among these languages, the increase in the English language's popularity which started with the influence of colonization and economic developments reached its peak after the Second World War (Demircan, 1988). To this end, English started to be taught as a foreign language in schools. In his book Kachru (1986, p.1) emphasizes the importance of learning English by stating that "knowing English is like possessing the fabled Aladdin's lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science, and travel. In short, English provides linguistic power". Regarding English language education, Sezer (1988) claims that Turkey's goal of economic and technical development explains the importance of

English language instruction. Moreover, as Turkey intensifies its cultural, economic, and technological relations with other countries, it has to maintain these relations in English as it is the international language. Overall, it can be said that English has become increasingly important in Turkey as a result of globalization, the ensuing demand for the language, and the country's declared goal to align its English education system with standards set by the European Union (Solhi et al.,2020). Because of the reasons mentioned above, equipping Turkish students with English has become inevitable.

To this end, in 1977 the Turkish educational system experienced some significant modifications regarding the foreign language teaching strategy at all educational levels. The goal was to encourage efficient English instruction in both public and private educational institutions. Among these changes, there was the extension of the mandatory primary education program from five to eight years and English was introduced starting in Grade 4 by the Ministry of National Education (MONE). MONE intended to expose pupils to English for a longer time to improve their acquisition and to make more competent students in the language (Sarıçoban, 2012). After the reform performed in 1977, MONE decided to improve language education more, and in 2012 English instruction was extended from the second grade until the end of high school. Furthermore, there was an increase in the number of instructional hours. After high school English language education is carried out in universities' undergraduate programs, it can be said that knowing English is a prerequisite for most departments in undergraduate education. Therefore, for students whose English language proficiency level is not enough for their departments, there are preparatory programs in universities. Students with low levels of language proficiency are exposed to intensive English education programs in preparatory schools nearly for a year.

Even though many innovations and reforms have been completed and Turkish learners of English are exposed to the language from 2nd grade to university graduation, Turkey's English language competency is lower than that of other non-English speaking nations, according to the findings of the EF EPI (English Proficiency Index) (Oktay, 2015; Solhi et al.,2020). Moreover, Turkey's performance has been statistically worsened and it ranked 77th out of 88 nations in 2018 and 79th out of 100 in 2019. These numbers unfortunately show the depressing truth of Turkey's English language deficiency in general and the Turkish educational system in particular. To be able to

figure out the causes of this English language deficiency, putting light on the textbooks used in this process could be a starting point as language education in Turkey heavily relies on language textbooks, and textbooks are used to help students reach the desired level of English proficiency.

As we focus on textbooks, one of the first questions that come to mind is who chooses these textbooks which will serve the purpose of the Turkish language education system, and how. In Turkey, MONE has supplied free ELT textbooks in schools since 2003. When a textbook needs to be selected, several assessments and evaluations are followed and then the textbook that will be taught in schools for five years is selected. These textbooks are created by professionals from both state and public schools (Milli Eğitim Bakanlığı [MEB] Talim ve Terbiye Kurulu Başkanlığı [TTKB], (n.d)). Then, the books are assessed by the review boards using four primary criteria for appropriateness, which are constitutionality, scientific sufficiency, compatibility with the curriculum, language, and expression sufficiency, and suitability of the visual and content design. These are the factors identified by the Turkish Republic National Ministry of Education/ Board of Education and Discipline in 2023. As textbooks are the core of language teaching, some deep investigation related to them should be performed at regular time intervals. Nonetheless, the MONE conducted its most recent extensive examination of the textbooks used in elementary and secondary education in 2008 and there were some shortcomings in the investigation.

When the textbook selection procedure is in this way in primary and secondary education, the process in universities may differ. Teachers and administration can decide on the textbooks while choosing the best one for their teaching contexts and they generally use some evaluation checklists. Mukundan et al. (2011) define checklists as a tool used by English language teachers (ELT) to assess textbooks and other language-teaching resources. A checklist enables a more in-depth assessment of the textbook using a set of generalizable evaluation criteria. However, checklists may cause some problems. Mukundan (2006) highlights some of the drawbacks of checklists, including the fact that they cannot adequately capture all aspects of the teaching-learning process, that some of their terminologies are obscure or difficult to understand, and that some of their criteria are intricate and time-consuming. Furthermore, it is also known that checklists may limit the teachers and they may be more appropriate for teachers to evaluate a specific textbook.

In addition to textbook selection methods in universities, the stakeholders who have a word to say in this process are another issue to be considered. It is an acknowledged fact that learners have some important roles in their learning process. In the same vein, it is significant not only for educators but also for learners to take ownership of their own teaching and learning processes (Allwright, 1990; Jordan, 2016). To this end, as textbook selection is an essential part of education, it is suggested that learners should also be a part of it. Similarly, Harmer (2015) highlights the need to make students' opinions and comments a part of the evaluation process. In the foreign language education literature, textbooks have been investigated from different perspectives since the 1990s and numerous studies have examined some specific textbooks using questionnaires or checklists with teachers and sometimes with students all around the world (Cunningsworth, 1995; Kırkgöz, 2009; McDonough & Shaw, 2003; Mukundan & Kalajahi, 2013; Nazim, 2021; Sheldon, 1988; Solhi et al., 2020; Tok, 2010). However, all these studies conducted in the Turkish context and other contexts focus on some specific textbooks used during the education. When textbook evaluations are carried out, some might expect that a different point of view will be gained for textbooks, and some positive modifications in the education process will be implemented after the evaluation because we experience a textbook period and everything is shaped accordingly. It is also a natural outcome of these investigations that these positive changes can have some effects on students, the active users, and their learnings. Unfortunately, after all these studies conducted in the Turkish context, the attention-grabbing result is that the statistics still show that students' success is not at the desired level. Even though there may be different causes of this failure in the English language, textbooks have such an essential role in the Turkish context as it has all around the world that it is crucial to conduct some other in-depth research about them. When specific textbook evaluations are considered, it seems that there is a need to change our perspectives because these evaluations are generally performed with the books that are already in use. However, the barely touched upon dimension and the question that is almost never asked is what qualities students and teachers look for in an ideal textbook.

Both stakeholders are thought essential in education. Even though teachers' main roles are providing relevant and engaging materials and helping students in the learning process (Harmer, 2015), teachers should also possess the skills to develop and evaluate

materials for teacher professional growth and to become more innovative, efficient, and critical in their approaches (Masuhara, 2006). As the students are the ones who are exposed to the textbooks, their ideas are important. Supporting this necessity, Jordan (1997) states that to have ideal textbooks we require "feedback from both teachers and students". In this way, students can learn effectively, and teachers can facilitate and support students' successful learning (p. 138). When the textbook studies conducted in the field and their focus in terms of the roles of stakeholders are considered, there is a dearth of research that tries to shed light on what teachers and students expect from an ideal EFL textbook. Touching on a barely investigated issue related to textbook evaluation, this current study tries to find out, tertiary-level EFL students' and teachers' perceptions on an ideal EFL textbook, and this can make a difference in the literature.

1.2. Research Questions

Given the need for more investigation regarding the students' and teachers' perceptions of textbooks, this study was led by the following questions:

1. What are the tertiary level EFL teachers' and students' opinions about an ideal EFL textbook in terms of;
 - a. general characteristics?
 - b. accessibility and availability?
 - c. flexibility?
 - d. four fundamental skills and subskills (reading, writing, listening, and speaking)?
 - e. vocabulary and grammar?
 - f. communicative content?
 - g. suitability of topics and language?
 - h. exercises and activities?
2. Are there any differences or similarities between students' and teachers' opinions about an ideal EFL textbook?

1.3. Significance of the Study

There are several important areas where this study makes an original contribution to the qualities of an ideal textbook from teachers' and students' perspectives. First, unlike other studies in the area (Al Harbi, 2017; Pasaribu, 2022; Rahimi & Hassani,

2012; Sahin, 2022), participants in this research are not bound by a checklist or evaluating criteria, and more crucially, students are not limited to a specific textbook that they have used. Additionally, two of the most important stakeholders of the education process, teachers, and students, are a part of this study, which fills a gap in the field as students are directly affected by the textbooks but are generally excluded from the selection or evaluation process. Suggesting students' inclusion in the process, from the perspective of the curriculum, Jagersma (2010) encourages students to be involved in the design and implementation process of the curriculum. He also notes that it is concerning that they are not included in the process because all curricula are developed and implemented with students' education and development in mind, and they are called "silent stakeholders" in the eyes of the researcher. Thus, it can be concluded that providing students' insight related to the issue is an important aspect investigated in this thesis.

In a recent study conducted by Hopa (2019), students' perceptions about the characteristics of an effective textbook are investigated through a questionnaire and semi-structured interviews. Although students' perceptions related to an effective textbook were investigated, no single study exists, to the best of the writer's knowledge, which tries to investigate both students' and teachers' perspectives related to an ideal textbook and which provides an exciting opportunity to compare both stakeholders' opinions related to the topic in the Turkish context. Furthermore, as this thesis reflects teachers' and students' opinions, it may have some implications for administrators, material developers, and teachers while preparing textbooks or selecting them.

Thus, by giving voice to the silent stakeholders and including the teachers in the process, this study may be seen as a significant step in shedding light on students' and teachers' perspectives of an ideal textbook and offering some important insights into different and similar perspectives held by teachers and students without limiting them some checklists or evaluative criteria.

2. LITERATURE REVIEW

2.1. The Important Role of Textbooks in the EFL Classroom

In the education literature, there are various textbook definitions made by prominent researchers. According to Sheldon (1987), a textbook is a published book, usually written for profit, with the express purpose of helping non-native English speakers advance their language proficiency and/or communication skills. Another definition that highlights a different perspective related to textbooks is provided by Ur (1996) in his book. He pinpoints how textbooks are used as the foundation for a language course as they are owned by both teachers and students. These definitions show us that textbooks are at the core of the learning and teaching process. In fact, they are so central to language education that Green (1926) claims that textbooks have a role in determining whether an educational strategy is successful or unsuccessful.

Allwright (1981) examines the function of educational resources in the context of teaching and learning using the difference and deficiency views as two different perspectives. According to the first perspective, teachers require instructional materials to protect students from their inadequacies and ensure that all subject is covered, and exercises are taught well. The difference view states that teachers need teaching materials “as ‘carriers’ of decisions best made by someone rather than a classroom teacher, not because the classroom teacher is a deficient, as a classroom teacher, but because the expertise required of materials writers is importantly different from that required classroom teachers” (Allwright, 1981, p.6). In his article, O'Neill (1982, p.110) points out that textbooks are “the jumping-off point for teacher and class” and at best, textbooks can offer just a foundation or core of information. Even though he attaches importance to textbooks, he also suggests that a significant portion of the most significant work in a class may begin with the textbook but finish outside of it, in the form of adaptation and improvisation, unplanned class interactions, and development resulting from those interactions. Therefore, he attaches importance to textbooks as a backdrop and states that their function should not go beyond serving as the backdrop or structure that much of this activity takes place inside.

In their book Dubin and Olshtain (1986) state that materials that are used can function as a guide that shows the topics and coverage in the syllabuses and make the process easy to follow regarding the objectives to be reached. Moreover, they mention that contrary to the availability of course designs teachers and students may not be

aware of the course layout. To this end, according to Dubin and Olshtain (1986) “the tangible element that gives a language course face validity to many learners and teachers is the textbook” (p. 167). In the same vein, Dubin (1978) also adds that as opposed to materials prepared by the teachers, textbooks reflect all the objectives and purposes of a language program systematically.

Another role attributed to the textbooks by Hutchinson and Torres (1994) is what they can perform during periods of change. They claim that textbooks might progressively introduce changes within a defined framework, provide consistent assistance during this process, and present a comprehensive picture regarding innovation, which is something people need as they need to know the nature of the change. Hycroft (1998) discusses textbooks' roles in terms of students' psychology because he states that students' development and accomplishment can be measured in concrete terms when teachers utilize textbooks.

Regarding the textbooks' roles, from the students' perspective, it is seen that textbooks are an indispensable part of the learning process. Woodward (2001) uses the word ‘charm’ to describe how learners feel when they use a textbook while learning something. She also shares her piano learning journey and states that learners, including herself, feel cheerful when they work through a well-written book and move on to the next. Grant (1987) claims that nearly every student wants a textbook. Moreover, in comparison to a textbook, students think that a folder full of class handouts falls short. Grant (1987) refers to textbooks as “a reassurance for most students like a map for a traveler in unknown territory” (p.8). Similarly, Sheldon (1988) points out that students favor using published textbooks and they also tend to view published textbooks as more credible than teacher-generated content, regardless of how deficient the latter may be, even while the former may have a dynamic and maximal relevance to local needs. Therefore, it can be understood that learners trust published textbooks.

In his book, Mikk (2000) also mentions various functions of textbooks in general for different fields. These functions can be thought of as a summary of all the qualities that a textbook should have. According to Mikk (2000), one of the most prominent features of a textbook is to inspire pupils to learn. Presenting the necessary information, providing some guidance for learners, helping learners evaluate their learning, and meeting the different needs of learners with different interests are among the other functions specified for textbooks after motivating learners.

2.2. Advantages of Textbooks

Considering the roles of textbooks in the classrooms, it can be said that textbooks are beneficial not only for teachers but also for students. O'Neill (1982) lists some advantages of using a textbook. The first reason is that even though the textbook used in language education is not specifically prepared for a specific group, learners share a fundamental set of needs and at some point, the textbook meets learners' needs. Additionally, textbooks are one of the more affordable and time-saving ways to obtain neatly packed educational resources with well-presented topics and activities. Moreover, the researcher adds that textbooks give teachers a chance to adapt and improvise things presented and textbooks could be used as a starting point for the lessons. It is also stated that textbooks are useful for students as they help students to review the topics that have already been taught and to acquaint themselves with novel topics that will be covered soon (Harmer, 2015; O'Neill, 1992; Ur, 1999).

In her book, Ur (1999) draws our attention to some other features of textbooks, which is the way textbooks serve as a syllabus. She points out that textbooks provide well-planned and balanced language content when teachers use them regularly. In addition to being affordable materials, textbooks are also compact, practical, and small enough to be carried around with ease. The other advantage of textbooks is creating autonomous learners. As learners can utilize the textbook to review, track, and acquire new material, they will be more independent, and this will positively affect their autonomy. In addition to these benefits of textbooks mentioned so far, Richards (2001) mentions that textbooks and the teacher's handbook can guide novice teachers and teachers with little prior teaching experience. In this way, teachers with different teaching experiences can be confident about what to do and can get some help while planning their lessons and activities. Richards also claims that textbooks simplify teachers' jobs when teachers are supposed to teach in more than one class. Due to textbooks' well-planned structure, uniformity, and flow, teachers ensure that learners acquire the same content and do similar activities.

As another benefit of textbooks, Harmer (2015) draws attention to the materials presented in the textbooks and asserts that they have been meticulously created to provide a well-organized curriculum, adequate language control, engaging texts, audio CDs or cassettes, and additional materials like CD-ROMs, videos, or DVDs. In addition to the guidance in teachers' books provided for all teachers with experience or little

experience in teaching, extra resources, videos, recordings, and activities included to support teachers and students are among the outstanding benefits of textbooks (Graves, 2000; Harmer, 2015).

Additionally, textbooks have also been accepted as an important source to provide input for learners. Hutchinson and Torres (1994) claim that through various exercises, readings, and explanations, textbooks offer essential input into classroom instruction. In terms of cultural elements, McKay (2003) states that textbooks can be useful to help learners gain intercultural competence. According to Graves (2000), another advantage of using textbooks is ways to evaluate students. Teachers can use textbooks as a foundation for evaluating their students' work. Also, there are tests or assessment tools in certain textbooks. Therefore, it seems that teachers can cover all the important points while assessing learners' success and they may have a roadmap for evaluation thanks to textbooks. Moreover, novice teachers can benefit from the tests and assessment tools provided by textbooks. In a recently published article, Jordan and Gray (2019) discuss the place of textbooks in English Language Teaching (ELT) and they state that in addition to saving some time thanks to textbooks, all stakeholders feel safe and textbooks provide structure and direction by establishing some goals. Also, they provide a start and a finish, and an obvious path to follow. They also mention that the same vocabulary and language structures show up in the same series of textbooks. Thus, textbooks do recycle and it is useful in learning a language. The writers explain this recycling process by stating that "students get several bites at the same cherry" (p.443).

The function of textbooks in language instruction is also listed by Cunningsworth (1995, p.7) and he states that textbooks are a resource for presentation materials (spoken and written), a source of activities for learner practice and communicative interaction, and a source of stimulation and ideas for classroom activities. Furthermore, textbooks are a reference source for learners on grammar, vocabulary, pronunciation, and a syllabus (where they reflect learning objectives that have already been determined) as well as a way to support less experienced teachers who have yet to gain confidence. McGrath (2013, p.5) summarizes the benefits of textbooks in language classrooms and they are listed below:

- They reduce the time needed for lesson preparation.
- They provide a visible, coherent program of work.
- They provide support.

- They are a convenient resource for learners.
- They make standardized instruction possible.
- They are visually appealing, cultural artefacts.
- Textbook packages contain ‘a wealth of extra material’.

2.3. Disadvantages of Textbooks

Even though textbooks are highly supported by most teachers and researchers, others claim that a set of problems are brought with the textbooks. In their study, Hutchinson and Torres (1994) mention the term deskilling of the teachers and show excessively organized textbooks as the reason for it. In addition, a lot of textbooks include serious pedagogical and practical flaws that hinder pupils from learning the language altogether (Litz, 2005; Tomlinson, 2008). Tomlinson (2008) adds that textbooks are one of the causes of learning failure, and the need for financial success may cause this failure as publishers would have to create books in response to customer demand.

In his article, Allwright (1981) addresses some issues related to language learning management and he lists three points, which are learning processes, activities that are appropriate for these learning processes, and activity management which is about how teachers can implement the activities to get maximum benefit. As a disadvantage of the teaching materials, he mentions that the scope of educational materials is inevitably constrained because even if they provide some useful instructions and suggestions for the process, they fall short of meeting the needs of that specific classroom and they fail to make decisions about classroom-specific problems. Similarly, Woodward (2001) supports the differences between what textbooks offer and what students and teachers need for specific classrooms. According to her, a textbook frequently fits teachers and students just partially. This means that while some of the topics covered in the book are significant to both the teacher and the students, the conceptual pieces are mapped onto a different historical structure than the one they have. Woodward (2001) also discusses the issue in terms of students’ interests and syllabus design. She states that in addition to its advantages, a textbook may present some cardboard characters and circumstances that your students may not find appealing or relevant. Instead of offering a syllabus that is adapted to your pupils' individual readiness, they generally propose a rigid

curriculum. In some textbooks, the design of the units is so repetitive that everything related to the textbooks can be very dull and extremely predictable.

In his book, Harmer (2015) claims that textbooks can include some boring or culturally inappropriate topics. In addition to that, textbooks are also categorized as teaching resources with some disadvantages because of sexism, gender bias, and stereotyping. The findings of David Carroll and Johanna Kowitz's (1994) study will demonstrate the overt sexism found in EFL/ESL texts. Even though Jordan and Gray (2019) mention some advantages of the textbooks, they think that there are still some points that need to be resolved. The issues with the focus on explicit instruction, the fragmentation of language into numerous discrete parts, and the expectation that pupils will somehow proceduralize the declarative knowledge they are given are among the problems posed by textbooks.

As another drawback, Ur (1999) adds that the diversity of skill and knowledge levels, as well as learning styles and approaches, that are present in most classes, are typically not met by textbooks. Furthermore, because of the textbooks' rigid structure, teachers cannot use their creative skills and they may start to feel that their only mission is to be the agent between the students and textbooks. However, they have many responsibilities and rights as teachers in the classrooms.

McGrath (2013) shares and discusses some criticisms pointed at textbooks. He points out that the results of studies on language, language use, and language acquisition are missing in textbooks. Moreover, prominent researchers in the field address the issue in terms of authenticity and claim that textbooks fail to provide real-world language use as language content. In the language teaching field, some researchers try to shed light on this issue. In her study, Wong (2002) investigates phone conversations from English as a Second Language (ESL) textbooks in light of the information provided by conversation analysis research into actual telephone interactions. After analyzing eight textbooks, it is found that the examples in textbooks do not satisfactorily align with what conversation analysts say about natural telephone conversation. The researcher also states that in the textbook dialogues, certain elements that are frequently present in real-world phone conversations—like the summon-answer, identification, welcome, and how-are-you sequences—are missing, problematic, or inadequate. Regarding the authenticity issue in the textbooks, Cullen and Kuo (2007) question textbooks in terms of discrepancies between written and spoken grammar. They try to explore the

phenomena of spoken grammar in English conversation and how much of our present understanding of the subject is reflected in English as a Foreign Language (EFL) textbooks. The article details a study that was carried out by the writers of 24 general EFL textbooks that have been released in the UK since 2000. Based on the survey results, it is concluded that spoken grammar aspects are, at best, sparsely covered.

When all these points mentioned above are taken into account, in addition to its benefits textbooks bring some drawbacks. Graves (2000, p.174) shares her own list and the overall drawbacks are as follows:

- The content or examples may not be relevant or appropriate to the group you are teaching.
- The content may not be at the right level.
- There may be too much focus on one or more aspects of language and not enough focus on others, or it may not include everything you want to include.
- There may not be the right mix of activities (too much of X, too little of Y.)
- The sequence is lockstep.
- The activities, readings, visuals, etc. may be boring.
- The material may go out of date.
- The timetable for completing the textbook or parts of it may be unrealistic.

2.4. Textbook Selection and Evaluation

Yuen states that (1997, p.5 as cited in Allen, 2015) :

In Chinese, 'study' means 'read the textbooks'. From the first day I went to school, I had to bring my textbooks. Throughout my school years, I learned with textbooks ... Since becoming a teacher, I have mixed feelings towards the textbook. Sometimes I hate it and sometimes I love my inevitable teaching partner. This seems unlikely to be perfect.

As Yuen explains, textbooks still have pivotal roles when it comes to teaching and learning languages. However, from teachers' perspectives, Allen (2015) interprets Yuen's mixed feelings for textbooks as the conventional, pre-digital "marriage of convenience" that occurs when teachers resort to textbooks as a quick supply of classroom content because of their hectic teaching schedules. Regardless of whether one thinks textbooks genuinely support teaching and learning or are too rigid and prejudiced to be used as instructional material directly, there is no shadow of a doubt that textbooks continue to be essential sources and that they are here to stay. The number of published

textbooks and their irreplaceable roles bring forward the textbook selection process and this necessitates some textbook evaluation to eliminate the options. Unfortunately, the selection and evaluation processes put some financial and professional pressure on teachers, curriculum organizers, and school administrators. The reason for this constraint is that when choosing a textbook for an English Language Teaching program, the chosen one may end up serving as the textbook for many years to come. Moreover, this pressure is increased by the reality that, in many situations, the materials are the most visible reflection of what takes place in the classroom (McDonough et al., 2013). Considering the drawbacks of the textbooks, the need for some evaluation, and that process, Sheldon (1988, p.245) states that “it is clear that textbook assessment is fundamentally a subjective, rule of-thumb activity, and that no neat formula, grid, or system will ever provide a definitive yardstick”. However, to choose the most appropriate textbooks that can meet learners’ and language programs’ needs, researchers and material developers follow some ways and models in the textbook evaluation.

The term evaluation has been defined differently by many researchers. Brown (1989) provides a quite detailed description, and he states that “evaluation is the systematic collection and analysis of all relevant information necessary to promote the improvement of a curriculum and assess its effectiveness and efficiency, as well as the participants' attitudes within the context of the particular institutions involved” (p.223). In their books, Worthen and Sanders (1973) handle the evaluation term with a broader perspective. They define it as “the determination of the worth of a thing. It includes obtaining information for use in judging the worth of a program, product, procedure, or objective, or the potential utility of alternative approaches designed to attain specified objectives” (p.19). According to Genesee (2001), in TESOL contexts, evaluation is the process of gathering, analyzing, and interpreting data regarding instruction in order to make decisions that will improve student performance and the effectiveness of educational initiatives. When all these definitions are considered, evaluation can be accepted as the methodical process of obtaining data to make informed decisions, which are then evaluated and communicated to relevant parties or stakeholders (Jafarigohar & Ghaderi, 2013).

Regarding textbook evaluation and its benefits, Grant (1987) claims that the evaluation procedure is the first step in determining the best way to use a book in your classroom and making the necessary adaptations. Moreover, Sheldon (1988) mentions

two reasons for the need to evaluate textbooks. The first reason is that the evaluation will assist the program developer or teacher in choosing the right textbook. Additionally, assessing a textbook's qualities and deficiencies will provide the instructor with both its possible advantages and disadvantages. Similarly, Cunningsworth (1995) sees evaluation as an opportunity to make adjustments or use content from other publications for the weaker sections of the in-use textbook. He also addresses the course evaluation issue from teachers' professional development. According to Cunningsworth (1995), if teachers conduct some textbook evaluations and analyses, this will help them grow as educators and provide them with valuable insights into the subject matter. It is also suggested for teacher candidates in teacher training programs to get themselves familiarized with the textbooks and the qualities they need to consider. To this end, with the increasing importance of textbook evaluation, many leading researchers have proposed various ways to evaluate textbooks.

In his book Grant (1987) compares assessing a textbook to purchasing a new coat and he thinks that the questions we ask in shopping and evaluating a textbook could be similar. The questions are (p.119):

- Does it fit?
- If it fits, how well does it fit — and how does it compare with others that also fit?
- (Later!) Does it still fit? This question becomes relevant after you have had it for a time.

When we look at these three questions and procedures followed, it is seen that they are equal to three different stages of textbook evaluation, initial, detailed, and in-use evaluation, respectively. In the initial evaluation stage, the writer, Grant (1987) suggests using the 'CATALYST?' test which can be used to determine whether a book is worth reading more closely. The acronym stands for the eight standards which are Communicative?, Aims?, Teachability?, Available Adds-ons?, Level?, Your impressions?, Student interest? And Tried and tested?. After utilizing the CATALYST test and deciding that the textbook can be used in the classroom, as a detailed evaluation way, the next step should be to determine its effectiveness and whether it is more or less appropriate than the other textbooks that are out there. Piloting newly selected materials or using questionnaires to get deeper information are some strategies given in a detailed evaluation. In-use evaluation step, while using the textbooks, teachers should keep the

evaluation process through questionnaires and periodical meetings with colleagues to share their views about the book.

As another evaluation strategy, McDonough and Shaw (2003) propose using external and internal evaluation ways. The external evaluation process is carried out by looking at the "blurb," or the statements made on the teachers' and students' books' cover and the table of contents and introduction. Through using these parts, the evaluation focuses on finding some answers regarding the target audience, the degree of proficiency, the context and style of language items, whether core or supplemental resources are to be used, the purpose and accessibility of a teacher's guide, the addition of a vocabulary list, the use of graphics, the materials' cultural specificity, the availability of audio and video content, and the inclusion of assessment tests. After external evaluation, if it is thought that the textbook is appropriate and deserves a closer look, an internal evaluation can be conducted. In this stage, the purpose of the evaluation is to see how closely the external review stage's previously described elements align with the materials' internal consistency and organization as reported by the author or publisher. In this stage, how the skills are taught and presented, how the materials are arranged and graded, what kinds of materials are included for speaking, listening, reading, and writing, how appropriate the examinations and exercises are, how the material is used for self-study and teacher-student balance are investigated.

In his widely cited book, Cunningsworth (1995) addresses the evaluation of textbooks from two different perspectives. The first one is evaluating materials for their potential. In this type of evaluation, the goal is to assess textbooks as a whole, without considering specific learners. In the second type of evaluation, which is evaluation for suitability, the aim is to contrast the textbook to a set of requirements, which may include the learners' goals, backgrounds, and available resources. The author also provided some guidelines which can be used to shape textbook evaluation criteria. The first of the four items is that textbooks should be tailored to the needs of the students. Textbooks ought to align with the program's goals and objectives for language learning. The second guideline underlines that teachers or teaching programs should choose textbooks that will empower students to utilize language efficiently for their own goals. That's why, students can use the language in their personal, professional, and academic lives. According to the third item on the list, textbooks should not impose some specific learning styles. Instead, they should present various techniques and choices for learners

that can be adopted by learners depending on their individual preferences. The last guideline proposed by Cunningsworth (1995) highlights the important role of textbooks as facilitators. It states that textbooks should continue to take this responsibility by presenting graded materials and exercises appropriate for learners' levels and needs and by exposing students to the target language's structure and words as much as possible.

Focusing on the timing of the material evaluation and differentiating two types, Ellis (1997) mentions predictive and retrospective evaluations. The former requires teachers to decide on the teaching material and to figure out which materials are most appropriate for their needs. Therefore, they must perform a predictive evaluation. To perform it, teachers can depend on evaluations made by reviewers who are considered "experts" or they can use the checklists and guidelines prepared by other researchers and conduct their investigations. However, the latter, retrospective evaluation, is performed after using a specific textbook or material to see if they have 'worked' for them. Thanks to this kind of evaluation, teachers and language programs may decide whether it's worth utilizing the materials again and what to do to improve the resources for future usage.

Regarding the evaluation process, Richards (2001) believes that teachers may have different perspectives and he states that these differences in teachers' perspectives are similar to teachers who grade a writing text from different approaches such as looking for the elements of process writing and focusing on the qualities of various text types. Similarly, some teachers might assess a book based on how useful they think it is for their classrooms and others might assess it in terms of its theoretical framework and methodology. Because of these differences in teachers' perspectives, Richards concludes that a published checklist is unlikely to be a perfect fit when it comes to selecting and assessing textbooks. The author lists some factors which are program factors, teacher factors, learner factors, content factors, and pedagogical factors and he adds that these factors need to be considered while evaluating and selecting textbooks. Textbook-specific elements are categorized as content factors and pedagogical factors, whereas teacher factors, learner factors, and program factors include the contextual aspects in the language instruction classroom.

Sheldon (1988) also suggests some detailed textbook evaluation criteria and poses some questions related to each quality he mentions. These features and points that need to be considered while evaluating a textbook are rationales, availability, user definition,

layout and graphics, accessibility, linkage, selection and grading, physical characteristics, appropriacy, authenticity, sufficiency, cultural bias, educational validity, practice and revision, flexibility, guidance, and overall value for money. As the name of some key features of textbooks suggests, some of them are quite clear. However, some features need more explanation. While the rationales refer to the reasons for writing such a book and its aims, the linkage is about whether there are any common themes, situations, topics, skill development patterns, or grammatical/lexical "progressions" within the units and exercises. The other feature sufficiency means whether the textbook contains enough information to stand alone and whether the instructor needs to create a lot of supplementary bridge content to make it function.

Similar to the previously mentioned points regarding textbook evaluation, in their book Dubin and Olshtain (1986) share a set of questions that can help evaluate the materials that are used. The questions are as follows:

- By whom and where were the materials developed: by a team of materials developers who are familiar with this particular educational system and student population, or were they produced for the international market which at best is concerned with the broadest possible definition of the target population?
- Are the materials compatible with the syllabus?
- Do most of the materials provide alternatives (for learner tasks, learning styles, presentation techniques, expected outcomes, etc) for teachers and learners?
- Which language skills do the materials cover? Are they presented separately or are they well integrated?
- How authentic are the text types included in the materials?
- How do learners and teachers who have used the materials feel about them? (p. 29-30)

In the Turkish context, unlike many other research on the creation of checklists, the study conducted by Demir and Ertaş (2014), made an effort to propose an eclectic checklist by incorporating items from a variety of widely available evaluation measures. After a thorough assessment of the literature, more than thirty ELT textbook evaluation forms and checklists were put together. The researchers then selected things from those checklists by setting aside a few of them based on their use and adding their items to the

list. To make up for the lack of measurement in self-evaluation, technique, and technology, additional items were included. The final version of this paper included the following four fundamental sections: Practical Considerations, Skills & Sub-skills, Layout & Physical Make-Up, and Subjects & Contents. 56 items total, make up the recommended evaluation checklist. It is suggested that researchers, material developers, and English language instructors utilize the final tool.

By following these different evaluation ways, many researchers in the field have evaluated textbooks published and used in language education. These studies may differ in terms of the selected evaluation type, the tools that are employed to gather data, the stakeholders included in the process, and the goals they have. Even though this current study aims to discover tertiary-level EFL teachers' and students' perspectives regarding an ideal EFL textbook and to compare the differences and similarities between students' and teachers' perspectives on the issue, addressing the textbook evaluation studies in the field will be helpful to prove the necessity of this study and the points that need be investigated deeply.

2.5. Studies on Textbook Evaluation

Lesikin (2001) investigated four intermediate-level grammar textbooks, which are Grammar in Use (Cambridge), Fundamentals of English Grammar (Pearson), Focus on Grammar (Longman), and Mosaic One (McGraw Hill), to comprehend the possible control students have over their learning when completing the exercises in these grammar textbooks. To determine the possible controller of learning conditions about the selection of content, available procedures, and methods of assessment, textbook tasks were examined. Additionally, the researcher wanted to analyze the results in light of the possible social standing of academic ESL students who would use these textbooks and to create the framework for future studies on how textbook features affect the pedagogical choices made by ESL teachers and for observations of textbook users in academic ESL classrooms. The results showed that through the use of the textbook's answer key or teacher-supplied answers from another text, the main goal of all four textbooks is to teach students how to get the right answers. It also seems that providing a variety of answers is not among the aims of the textbooks. However, the researcher proposes that textbooks should give students the tools to generate hypotheses and test them using exercises that offer multiple correct responses rather than just one.

Litz (2005) conducted a study in the South Korean context to evaluate a textbook that was started to be newly used instead of a range of in-house materials at Sung Kyun Kwan University. The textbook was English Firsthand 2 (Pearson), and it was chosen for the high-beginner proficiency level students in the EFL program. This study aimed to evaluate the book's general pedagogical usefulness and applicability for this particular language program. To this end, the data was collected from teachers and students through textbook evaluation forms. The items in the forms were about subject content, social and cultural considerations, price, methodology, layout and design, range and balance of activities, skills appropriateness and integration, and language types represented in the textbook. Additionally, a 'needs analysis' of the students was administered. The results displayed that the book had a large number of helpful supplemental materials and an appealing layout with well-thought-out logical sections. In addition, it integrated the four language skills without undervaluing the other crucial ones. On the other hand, even though the textbook had some noteworthy features, it had some deficiencies such as repetitive activities, a lack of internalizing language, genuine dialogs, an ESP focus, and truly meaningful practice. Considering all sides of the textbook, teachers believed that the book aligned quite well with the university's language learning objectives and was appropriate for senior Korean students enrolled in small, coeducational classes.

In the Iranian context, with the growing popularity of the Top Notch series (Pearson) Ahmadi (2016) carried out a study that aimed to assess Top Notch Fundamental B in terms of the goals of the authors, the books' cultural content, the degree to which the book matched the universal qualities of EFL materials and the quantity and kind of technology use. While evaluating the cultural content of the book, the researcher used the framework put forward by Kilickaya (2004) and the comparison of the universal qualities was completed considering the qualities that Ansari and Babaii claimed. Regarding the evaluation of the authors' goals, three lessons from the book were examined and for the other research questions, frameworks related to each dimension were followed. It was shown that in the book more than half of the activities necessitated language learners to respond, which made the students active participants. Moreover, the format of the lessons followed the universal criteria of EFL classes outlined by Ansari and Babaii (2002) and the smooth transition from controlled to free

activities at the end of each lesson allowed students to sense their progress. The book also discussed a range of cultures without prejudicing against any culture.

In another study conducted in the Iranian context, Khodabandeh and Mombini (2018) investigated the recently released English textbook for Iranian first-grade high school pupils, called "Vision 1." They tried to discover teachers' and students' perceptions and whether there were any similarities and differences between them. Seventy male and female first-grade high school learners and thirty teachers working in Baghmalek with various teaching experiences from five to twenty-nine were recruited for this study. The data was gathered through two questionnaires filled out by teachers and students. The questionnaires were taken and modified from Litz's (2005) evaluation checklist in terms of seven criteria - practical concerns, layout and design, activities, skills, language type, subject and content, and cultural issues. After carrying out all analyses, the collected data showed that the majority of educators and learners supported Vision 1. With the exception of cultural factors, the teachers and students had positive opinions of "Vision 1." It was advised that some content alterations and modifications be made in order to address the target language's cultural elements.

In a quantitative study, Rahimi and Hassani (2012) looked into the attitudes of Iranian high school students toward their EFL textbooks and how those attitudes affected their willingness to learn English as a foreign language. The participants were two hundred and forty-four high school students. After conducting a meticulous literature review, the researchers shaped the textbook evaluation scale and made necessary modifications to the foreign language learning attitude questionnaire. The findings revealed that as a whole, students do not view their English textbooks as reliable sources because of inadequate additional resources and failing to meet learners' goals and needs. On the other hand, it was seen that the motivation of Iranian high school learners to learn English was very high and the researchers attributed this to Iranian students' awareness of the status of English as an international language and the value of learning it. As the last finding, a significant correlation between Iranian students' positive opinion of EFL textbooks and their views toward studying English as a foreign language was obtained.

Instead of evaluating a textbook for its general qualities, Nguyen (2011) concentrated on the linguistic presentation of speech acts in textbook sets used in upper-secondary schools in Vietnam, and whether sufficient contextual and meta-pragmatic

information was included to make learning these speech acts easier. The analyses showed that while the textbooks included a wide range of speech acts, some of them reoccurred but unfortunately, there was no sign of a logical reason or a pattern behind it. Regarding the contextual presentations of the various speech acts, dialogues, and useful expression lists were the two preferred ways. Moreover, the vast majority of speech acts were taught outside of context. Results also revealed that each speech act had too little meta-pragmatic information, which is about what expression would or would not be suitable in a certain scenario or cultural context, as well as when, where, and to whom it is proper to conduct a given speech act. The writer of the study also suggested that educators and textbook authors reevaluate the teaching materials they use to best prepare students for communication in a globalized world and real life with a varied society.

Riasati and Zare (2010) shed light on a highly popular textbook New Interchange series (Cambridge), and they tried to analyze the series in terms of its appropriateness and relevance for Iranian learners. Litz's (2000) textbook evaluation questionnaire with 40 items was conducted with 35 teachers working in different cities and regions of Iran. Most teachers found the textbook series easy to get with extra materials such as a workbook, teacher's manual, and audio tapes at a reasonable price with a good layout, design, and content. However, teachers also mentioned some weaknesses of the textbook which were insufficient additional instructional resources, the neglect of writing skills and practice, inappropriate cultural elements for Iranian learners, and an excessive number of testing exercises.

Handling the textbook evaluation from a different perspective, Zohrabi et al. (2014) delved into the similarities and differences between Interchange 1 (Cambridge) and English Book 1 which were English textbooks mostly used in language institutions in Iran. To evaluate both textbooks, a checklist with 16 subcategories was formed by including some elements from other evaluation checklists developed in the literature. Some sections presented in the checklist were about the book's content and physical characteristics, language functions, and pronunciation practice. After the evaluation of both textbooks with the checklist, the findings revealed that English Book 1 was found inadequate in terms of providing the requirements of communicative language teaching, including engaging reading topics, empowering learners' oral skills, giving interactive and meaningful drills, and meeting Iranian learners' real-world needs. The researchers

also found that Interchange 1 had some strengths as the book contained some authentic texts with lots of communicative tasks. The writers stated that the authors of English Book 1 should have better adapted it to meet the demands of Iranian students by using more communicative tasks.

In a recently conducted mixed-method study, Nazim (2021) investigated Cutting Edge (Pearson) regarding its content for general language development skills, grammar and vocabulary, style, and appropriateness, listening, speaking, reading, and writing skills. The necessary data was gathered through a questionnaire with 57 items and some open-ended questions with the participation of 20 teachers working in a university in Saudi Arabia. The analysis showed that the majority of the participants thought that the textbook contents were appropriate and largely suitable in terms of language proficiency and usage. Nonetheless, participants also stated that some of the textbook's shortcomings included its dearth of video content, its lack of conversational tactics, and a lack of differentiation between active and passive vocabulary.

In the Iranian context, adding another dimension to the textbook evaluation, Zohrabi (2011) carried out a study to explore the weaknesses and strengths of a reading textbook that was prepared by the researcher himself, and the book was written to improve students' reading skills and strategies and broaden their vocabulary and grammar knowledge as a part of the English for General Purposes Course. The topics of the reading texts in the book were various including marriage, health, sports, and Christmas traditions. Participants were recruited from the students studying in 12 different faculties of the University of Tabriz and language teachers who were using the reading textbook for a semester in their classes. A total of 480 undergraduate students and 6 language professors took part in the study. The researcher followed a mixed-method design. To collect the data, a questionnaire that was prepared by the researcher with closed-ended statements, and one open-ended statement was administered to all participants, and semi-structured interviews were carried out with all teachers and 24 students completing the questionnaire. The questionnaire items tried to shed light on students' and teachers' ideas about vocabulary teaching, grammar practice, cultural and social elements, the range of activities, encouragement of communicative activities, the difficulty level, book layout, and design. After getting deeper information through semi-structured interviews, and conducting necessary analyses, it was found that merely emphasizing reading made learners bored; instead, they needed to be exposed to more

participatory and communicative language use. It was also stated that this textbook's primary drawback was the devoid of any illustrations or images. Adding more communicative activities and images and illustrations were among the suggestions to help the book serve its purpose.

In a purely quantitative study, Sahragard and Rahimi (2018) aimed to investigate an intermediate-level textbook series that was highly popular among language institutions in Iran regarding its general efficacy, the satisfaction level of the teachers with them, and the success of the textbook to meet learners' need. The data was gathered with the participation of 20 teachers using that textbook through a modified version of McDonough and Shaw's (1993) evaluation checklist. The findings showed that most of the textbook's characteristics were rated as highly satisfactory by the teachers. They categorized tasks as communicative and stated that vocabulary and language structures were given in real-life contexts. In addition, the textbook series supported learners to be autonomous and more confident in language.

Filling a gap in the literature, contrary to other studies Baleghizadeh and Rahimi (2011) conducted research in ESP context with the sociology students in Iran. To determine whether or not the English textbook intended for social science students was suitable was the purpose of the study. Participants consisted of 15 male and 35 female students with a total of 50 sociology students. Practical considerations, the materials' relevance to the course's goal and subject matter, linguistic skills and methods, the range of tasks and activities, and the materials' organization were among the evaluated qualities of the textbook with a 20-item questionnaire. According to the evaluation of respondents, the textbook was found inadequate concerning supplementary resources, motivational factors, attractive topics, the organization of the topics according to the learners' difficulty levels, pictures, and other visual aids. Surprisingly, the participants expressed satisfaction with the book in terms of its basic vocabulary and grammatical structures. Some suggestions were made regarding the weaknesses of the book.

In the same context with a large sample and mixed method design, Aghazadeh and Ajideh (2014) investigated the English textbooks being used in Iranian high schools from the perspectives of instructors and students. Nine distinct sections including forty-three close-ended items comprised the questionnaires used to collect the data and it was followed by semi-structured interviews conducted with 2 instructors and 6 learners. With a total of 350 participants, the findings showed that the high school English

textbooks were only beneficial for the vocabulary and grammatical points and were largely ineffective for the practical exercises, pronunciation practice, reading texts, speaking, and writing sections, according to both teachers and students.

With a large sample size consisting of 944 teachers working at primary and secondary schools in Malaysia, Mukundan and Kalajahi (2013) conducted a study to investigate the usefulness of the textbooks (Year 1 to Year 6, and Form 1 to Form 5) used in these schools regarding their general characteristics and the learning context. A questionnaire which was put forward by Mukundan and Nimchisalem (2011) was implemented by the researchers. The elements of the textbook that were evaluated through the questionnaire included appropriateness for students, courses and syllabus, methodology, essential and physical features, and four basic skills in English. After running the necessary tests, the findings revealed that while Form 1 to Form 5 teachers claimed that the textbooks were only "moderately useful," Year 1 to Year 6 teachers said that the existing textbooks were "highly useful" for the students (p. 42). The researchers concluded that the results of this study can be a road map to improve or change the textbooks for the Ministry of Education in Malaysia.

In a longitudinal study, Forman (2014) investigated the textbook, *Passages* (Cambridge), used in a Thai university concerning the presentation of the target language and its culture, the teachers' views about the content of the book, and how teachers handled the textbooks in the classroom. 9 teachers working in the English Department of the institution constituted the participants in this long-term study. The researcher applied data triangulation and to be able to answer the questions guiding this study, he observed some lessons, kept some field notes, and conducted some semi-structured interviews with each participant. After conducting the analyses, it was found that the textbook was not appropriate for Thai culture. This was clarified by one of the participants and he stated that he skipped pair and group work activities given in the book as these activities necessitated focusing on the individual, which was something against their cultural value, social harmony. The book was also criticized by participants as it did not provide grammar structures in an appropriate context, and they claimed that this could cause some problems in the meaning of the structures, and this could make learning more difficult. In the observations and interviews, the participants also realized that they accepted the book as the authority, and they were too stick to it. Moreover, the textbook misled students regarding accuracy in lexical items and semantics. Both the

professional responsibilities of teachers and the learning results of students were perceived to be negatively impacted by the textbook.

In another study conducted in the Iranian context, Mohammadi and Abdi (2014) aimed to evaluate Top Notch's (Pearson) overall instructional worth and fit for the needs of the students studying at secondary schools. The participants consisted of 32 teachers and 105 students who had intermediate and advanced language proficiency. Litz's (2001) questionnaires were adopted and used to collect data from teachers with 40 items and students with 25 items regarding activities, skills, language type, subject and content, practical issues, layout, and design, and conclusions included in the textbook. Moreover, a student needs analysis was also implemented to see the degree to which the perceived goals and objectives of this specific textbook align with the needs of the actual students. Despite its flaws such as the P-P-P method of imparting grammar and the absence of a glossary for vocabulary, the findings revealed that most of the participants found the textbook quite appropriate in terms of meeting the students' needs and serving the aim of the lessons with a clear layout and design, with many activities for all skills supported by additional resources such as a workbook added to the main book and CDs and appealing topics.

Conducting a study with teachers working in pre-university centers in Iran, Jamalvandi (2014) questioned the adequacy of textbooks prepared for pre-university courses. The data was gathered through a textbook evaluation questionnaire from 30 English teachers teaching English in these courses. The evaluation covered general characteristics of the book in addition to culture, communication, language elements, and gender representation. The findings showed that aside from the cultural component, this specifically created textbook managed to meet the requirements of the utilized criteria.

Trying to fill a gap in the literature, Siegel (2014) handled the textbook issue from a different perspective and investigated the textbook topics regarding their authenticity and usefulness. To shed light on this domain, the researcher analyzed the topics of the eleven Japanese EFL textbooks and examined the topics Japanese students talked about outside their classrooms with their friends. The aim was to find if there were differences between ELT textbook topics and the topics the students discussed outside the classroom. After the analysis of textbook topics, 162 topics were listed. What Japanese EFL students talked about was discovered through camera recordings in students'

dormitories and with 64 recordings 1339 topics were listed. In popular EFL textbooks, the most often discussed subject was the 'self' including likes and dislikes, family, and future ambitions. Topics about "money," "entertainment," and "places and travel" came next (p. 367). However, when it came to the students' actual conversation topics, the analysis revealed that subjects concerning "academic life" were the most common. Discussions regarding the participants' classes, homework, teachers, and upcoming tests were frequent topics of conversation. It may be argued that whereas textbook topics typically centered on general and sometimes superficial subjects, local topics which were the participants' immediate and shared environment of Japanese culture and university life were frequently brought up in the conversations. To this end, Siegel (2014) suggested that teachers might think about adding a few topics about "school life" to typical textbooks, depending on the age, experience, and interests of their students as well as the requirements of the course.

In a study conducted by Dang and Seals (2018), the existing primary English textbooks (Tieng Anh 3-4-5 for 3-4 and 5 Grades) were investigated in light of the 2008–2020 foreign language learning and teaching objectives put forth by Vietnam's Ministry of Education and Training. The examination centered on four basic sociolinguistic dimensions that are represented in the primary English textbooks: teaching methodology, bilingualism, language variations, and intercultural communication. The analyses showed that communicative language teaching was incorporated into the textbook's design. In addition to providing meaningful contexts, the book series presented grammar topics and activities in contexts instead of isolated ones. To illustrate, each dialogue's context was made explicit before it was introduced. In that way, the learners had the chance to visualize themselves in that specific situation and think about their reactions. However, the book series fell short of providing different English pronunciations such as Malaysian, British, and American English. Moreover, the books also incorporated some elements of foreign culture that are uncommon in tropical countries like Vietnam, such as ice skating. On the other hand, the textbook design still had some limitations regarding cross-cultural knowledge and English variances. While the teacher's guidebooks identified some indications of bilingualism, it was unclear if the authors of the textbooks supported bilingualism or double monolingualism.

In a recent study conducted in the Iranian context, Sedaghatgoftar (2022) examined the English textbooks utilized by adult learners studying at Iran English Language Institute. During this examination, a checklist, Nativized Checklist to Evaluate General English Course Books, which was prepared by Shatery and Azargoon was applied. The participants consisted of 60 English teachers working in the language institute with various experiences and degrees. It was expected of the participants to thoroughly read each item on the checklist and to confirm their thoughts about each one of them. The descriptive results of the study displayed that participants' opinions about the books' substance were, for the most part, negative. It was determined that the books required extensive revision and alteration. It was also noted that the books were supposed to adopt and incorporate more communicative language teaching components and become increasingly more in line with the needs of the learners in the actual world. In addition, additional cultural components must be offered in order to strengthen the students' comprehension of the target language and their awareness of culture.

In another recent study, Uddin (2021) investigated a widely used textbook, English for Today, in secondary schools in Bangladesh to determine the textbook's advantages and disadvantages. The data was collected through a checklist and semi-structured interviews conducted with 10 English teachers. The checklist consisted of two levels. While the first level was about contextual elements such as aims and objectives, student factors, and teacher factors, level two was predicated on the assessment kinds offered by McDonough, Shaw, and Mosahara (2013), which included several textbook internal and external criteria. As a result of the detailed checklist, nearly every component of the textbook was under investigation. While the book was not sufficient in terms of its illustrations, providing a vocabulary list, presenting vocabulary items logically, and objectives of the activities, equal distribution of the four main skills, pronunciation practices, grammar focus, it was also found effective regarding the inclusion of interesting and varied topics, the sequence of topics from familiar ones to unfamiliar ones, providing different speaking tasks and placing a strong emphasis on writing skill. The researcher shared some recommendations in hopes that they would be taken into account for upcoming textbook editions to optimize learning outcomes and meet curriculum goals.

In the Indian context, Anjaneyulu (2014) examined the current English language education system in Andhra Pradesh (AP) and textbooks to identify the flaws that were

preventing AP pupils from becoming competent in the language. The necessary data was gathered from 6th-class students through a questionnaire consisting of some multiple-choice and open-ended questions. The evaluation process followed a two-level analysis format in which the textbook's layout, lessons, content distribution, and design were checked at first glance, and a close examination was completed with a closer look at the assessment methods and main skills. The findings revealed that the textbook had some shortcomings in addition to its strengths. The attractive illustrations, extra activities serving the needs of learners with differences, and self-assessment parts in the book made the book effective. On the other hand, the textbook fell short in practicality for the teacher's book, its content, the use of real-life language, the integration of four main skills, task design, learning autonomy, and evaluation procedures.

In the literature, there are some evaluations of a popular textbook, Summit 2B (Pearson), used in the Iranian context. One of these evaluations was conducted by Ahour and Ahmadi (2012) and the purpose was to fill a gap in the literature regarding the appropriateness of the textbook for tertiary-level learners. For the mixed-method study design, the data was gathered through a checklist-based survey and semi-structured interviews with the participation of 10 lecturers and 140 learners from two different universities. The utilized checklist was the one created by Daoud and Celce-Murcia (1979), and five aspects, content, vocabulary, organization, activities, visuals, and physical appearance were evaluated. In addition to that, questions that were asked to the teachers in the semi-structured interviews questioned about various sections of the textbook in question. The results showed that the illustrations were the ones that both stakeholders found to be most satisfying. Moreover, even though the book was appropriate for the target learners, it was stated that there were some flaws regarding the vocabulary, structure, and layout as these dimensions fell short of the learners' expectations. Some of the pages were packed with content and had little space. The researchers also highlighted the need to investigate Summit 2B considering four main skills.

In the Iranian context, another study for Summit 2B (Pearson) was conducted by Samoudi and Mohammadi (2021), and they examined this textbook in terms of its strengths and weaknesses for the learners following a different evaluation procedure. During the evaluation, external and internal evaluation steps which were proposed by McDonough and Shaw (1993) were followed. External evaluation refers to what is

understood from the cover of the book according to details about the content, introduction, and cover shared by the authors. In the second step, which is internal evaluation, the focus is on a comparison between the textbooks and the description of the authors regarding the book and the purposes of an education program. The results displayed that Summit 2B was prepared for international learners and equally focused on four main skills. Moreover, listening tracks presented semi-authentic language for the learners. However, the book did not expose learners to the newly learned vocabulary items in the following units and this was stated as a weakness of the book. Overall, the book was found an effective one for the target students. Based on the findings, the researchers suggested that teachers ought to use it in a way that allows them to evaluate its advantages and disadvantages and they added that an essential component of training for English language teachers should be textbook evaluation.

2.5.1. Textbook Evaluation Studies in the Turkish Context

As in every study context, textbook evaluation studies have been conducted by many researchers in the Turkish context. One of the prominent studies in the field is the one carried out by Kırkgöz (2009). The aim of this study was to assess the three English language textbooks—Texture, Time for English, and Trip 1—that were adopted by Turkey's state primary schools for grade 4 taking teachers' and students' opinions. To collect the data, two different 37-item questionnaires for both stakeholders in which participants shared their ideas by coloring the matching smiley representing different answers for the Likert scale and focus group interviews were utilized. With the questionnaire items, the books' language, content and subject, design, skills in language, and the adapted methodology were investigated. A total of 406 students and 46 teachers took part in the questionnaire while 61 teachers and 160 learners participated in the focus group interviews. The results indicated that even though the Trip 1 textbook held the top spot for each evaluation aspect from both stakeholders' viewpoints, all three books were found adequate to satisfy the MNE's curriculum, goals, and objectives and these books catered to the requirements and interests of young students.

To provide a more detailed evaluation in the Turkish context, Dülger (2016) carried out a study to discover the opinions of teachers on the English language teaching textbooks utilized in state schools. A total of 118 teachers working at primary, secondary, and high schools participated in the study. "English Language Teaching Textbook Checklist" questioned various points regarding the textbooks and curriculum,

methodology, appropriateness for learners, outlay, extra resources, and skills. After collecting the data with a five-point Likert scale prepared by Mukundan and Nimehchisalem (2012), the necessary calculations were completed. The findings revealed that even though some aspects were above the average, there were some points such as speaking, grammar, listening, and pronunciation which required an overview and some modifications. An attention-grabbing point is that teachers thought the textbooks were "average" rather than "good" or "great", however, decision-makers assessed these books as adequate for learners. This highlights a discrepancy in opinions between educators and decision-makers on textbooks. To eliminate this gap, the researcher suggested that for textbooks there should be some pilot studies before publishing them.

In her master's thesis, Erkan (2007) conducted a study in the Turkish context to shed light on the textbooks used by fourth graders in state primary schools through a detailed comparison and how young learners felt about the textbooks. Additionally, the researcher tried to identify the features of young learners and the unique qualities of an excellent textbook. The chosen textbooks were the ones used before and after 2006. The textbooks were evaluated and the participating students completed a questionnaire. With the exception of Time for English 4, the course materials examined here typically fell short of offering students a motivating framework or a suitable skill balance. Upon completion of the textbook evaluation process, every course book—aside from Time for English 4—had certain shortcomings in terms of exercises, and grammar instruction. It was also stated that in an ideal textbook for young learners there should be activities involving art, writing and drama, games, songs, puzzles, pair and group works, and story-telling activities. When it came to both internal and external aspects, Time for English 4 was chosen as the perfect example of what a textbook should be.

In his Ph.D. dissertation, Gok (2019) conducted a very detailed mixed-methods case study to look into a textbook series prepared for Turkish young learners. The study aimed to understand the textbook's worth and efficacy from the viewpoints of its end users, to expose its design and development process from the viewpoints of its developers, and to investigate how teachers and students used it in the classroom. Using the data triangulation, the researcher collected the data through questionnaires, individual and focus group interviews, classroom observations, and video-stimulated recall interviews. The findings showed that the Level 3 textbook fulfilled the

requirements and preferences of both educators and learners in numerous ways. On the other hand, according to the results, end users believed that Level 3 of the textbook series was more effective than Level 4. Moreover, since teachers already had a lot of responsibilities, having to spend additional time and energy to make changes to the course materials in Level 4 made them more unpleasant. Compared to the teachers, the students stated more positive opinions about the Level 4 textbook.

Evaluating the textbook from a different perspective, Zabitgil Gülseren and Yazıcıoğlu (2021) tried to determine how much the learner-centered approach was reflected in the Interchange textbook. The study was conducted in the English Preparatory School of a foundation university. The data was collected through a questionnaire and interviews. The findings gathered from quantitative and qualitative data analysis revealed that to some extent, the textbook supported student-centered teaching methods; yet, it fell short of meeting all student-centeredness requirements. Moreover, the Interchange series promoted integrated skills, self-assessment, and communicative language education. Nonetheless, there were shortcomings in the textbook concerning learner autonomy, learner initiation, authenticity level, and motivation.

In a recent study, Yazıcı and Hayta (2021) carried out a study to investigate a textbook, Reading Explorer English Book (National Geographic), used in a private education institution in Turkey. As the researchers followed the “document analysis method” (p. 21), the 222-page textbook was examined considering the internal and external characteristics that MONE had specified for the course books. While external characteristics covered the features that can attract our attention at first sight such as the cover, colors, headings, and page design, the internal characteristics were more about deeper analysis regarding language proficiency and its alignment with the learning objectives. The findings revealed that in addition to some strengths, the book was not adequate to teach English as a foreign language. Excellent page layout, colors, and book cover design were all present in this book. On the other hand, regarding the distribution of the four main skills, the findings showed that the majority of the course book's skills were in reading; writing was not covered at all; speaking and listening were also scarce. Therefore, this imbalance made the teacher the primary source for learning new abilities aside from reading. Finally, it was discovered that although the course book contained

many cultural components from different civilizations, it lacked national qualities which was against the goals of the Ministry of Education.

Bringing the textbook evaluation issue another perspective through the investigation of cultural factors, Ulum and Bada (2016) looked into the degree to which nine state-recommended English as a Foreign Language (EFL) course materials authorized by the Ministry of Turkish National Education and prepared by outer circle writers incorporated cultural elements from the inner and outer circles (classified by Kachru as expanding circles). According to Kachru (1985), the outer circle denotes the areas where official non-native varieties of English are spoken because of their colonial heritage, while the inner circle indicates users whose native languages are English. Every book underwent review with an emphasis on cultural components that would reflect traits of either inner- or outer-circle culture. It was found that six categories which were social, economic, political, geographical, entertainment, and tourism made up all inner and outside circle factors. Turkish-authored EFL course books heavily incorporated outer circle cultural aspects, which were twice as common as inner circle features. The findings were unanticipated because they demonstrated the propensity of writers from the outer circle to include aspects of their native cultures in the textbooks they wrote.

To shed more light on the cultural elements given in the textbooks in the Turkish context, Uğurlu and Taş (2020) made a comparison among three English language instruction textbooks: one local, one localized, and one international in the framework of culture. moreover, the researchers also sought an answer for the Turkish English teachers' favored textbooks among these three types. Creating a checklist, the researchers examined the frequency of cultural characteristics and the culture to which they belonged in the reading passages of three textbooks. A total of 14 teachers took part in the interview part and they were supposed to state which category they chose and their recommendations considering the quantity of cultural aspects that should be incorporated in textbooks. While most teachers, 10 of them, gave a preference to international textbooks, the rest chose localized ones, which made the local textbooks unfavorable. Making learners open-ended, providing various information regarding the target language's culture with many different activities with authenticity focus and prepared by competent writers were among the justifications given by the global textbook teacher team. The other side, who chose localized textbooks, stated that being

more helpful in communicating the cultural codes, the flexibility for Turkish learners, and providing more support and information for learners regarding their own culture affected their choice and made the localized books their favorites. It can be inferred that English instructors and teachers in Turkey concurred that ELT textbooks ought to incorporate aspects of the students' native culture, and target culture in addition to other cultures. They disagreed on how much of these components there should be, though. Moreover, the findings showed that the local textbook did not carry local elements actually and the localized textbook was not truly localized. The home culture was rarely represented in the global textbook. Taking the participants' recommendations into consideration, the researchers ended the paper listing some ideas for textbook writers.

Instead of evaluating a specific textbook through a checklist, Hopa (2019) carried out a study to look into tertiary-level learner opinions of what, in terms of grammar and vocabulary, the four fundamental skills (speaking, writing, listening, and reading), and communicative content, makes up a good EFL textbook in general in the Turkish context. To shed light on the students' perspectives regarding an effective textbook, the researcher benefited from semi-structured interviews and a questionnaire that was developed by the researcher herself by taking into account the textbook evaluation checklists prepared by Mukundan et al and questions posed by Sheldon (1988) for the evaluation process. While 117 students answered the quantitative part, 12 students took part in the semi-structured interviews. The qualitative and quantitative data were analyzed in detail following the necessary steps. The findings showed that CDs, graded readers, games, and dictionaries were some of the extra resources suggested by the participant students. While students suggested some topics for the textbooks such as science, technology, social media, and movies, they also stated that authenticity and daily usage of the language were among the important issues in an effective textbook. In terms of communicative content, presenting accents from different regions, providing cultural elements, and natural pronunciation exercises were found important. For students, while speaking was the first most important skill, listening came second. Moreover, most of the participants favored inductive teaching for grammar, learning vocabulary in contexts, having a word list, interesting reading texts, creative writing activities, plenty of exercises, more speaking practices that focus on fluency, and textbooks with fair prices. Taking into consideration the results gathered at the end of this study, the researcher tried to create a series of yes/no questions that could serve as

proposed preliminary standards for learners to evaluate textbooks. However, before using this criterion, it was suggested that necessary modifications should be done according to the target context.

In another study, Öz (2019) followed a convergent parallel mixed-methods research design and conducted a study to do a post-use evaluation of the textbook *New Interchange Leader* (Pearson) including teachers and students of a state university. 202 students responded to a survey that was created by the researcher with some open-ended questions regarding the textbook and collected quantitative data on several textbook characteristics. The teacher version of the questionnaire was completed by 20 instructors and the teacher questionnaire included a few extra sections. In order to gather qualitative data, the teachers' survey also included a few open-ended questions. In addition to the surveys, both participant groups were interviewed using semi-structured interview techniques. The aim of the qualitative data was to learn about the participants' perceptions of the textbook's advantages and disadvantages as well as their suggestions for improving its efficacy. While some students and teachers found the textbook a good one in terms of carefully selected engaging topics, vocabulary recycling, providing a vocabulary list, and developing four language skills, topics, having an inadequate number of vocabulary exercises, the lack of exercises to improve pronunciation skills of the students were among the weaknesses of the evaluated textbook by both stakeholders.

In a recent study, a popular textbook, the *English File* (Oxford), was under investigation by Yüksel et al. (2023) in terms of its usefulness as a resource for tertiary-level EFL learners. Following a mixed-methods research design, the researchers conducted a questionnaire and semi-structured interviews with the teachers using the *English File* textbook for some time. The findings revealed that the textbook was found effective in terms of oral practices and communicative activities, its layout and colorful design, different task implementation styles such as individual, pair-work, or group work, the inclusion of different accents, pronunciation focus parts, the authentic material use, and its topic choice. On the other hand, there were some points the textbook could not be sufficient. These points were the inclusion of learners' related topics, giving place to games for grammar revision parts, the integration of different benefits of technology, the deficiencies in reading materials, and the presentation of grammar points and vocabulary activities in more meaningful situations.

2.6. Summary

Overall, nearly all the studies conducted in the field have tried to evaluate some commonly used textbooks preferred in different contexts for various target learners. While some of them collected the data only through checklists, some others aimed to get a deeper insight with the help of qualitative data collection tools such as focus group interviews and semi-structured interviews. However, there is a dearth of research examining the features of ideal textbooks from the perspectives of two crucial stakeholders who are heavily exposed to what textbooks provide for them.

In brief, nearly all of the studies mentioned in the literature review focused on evaluating textbooks in terms of their appropriacy for specific contexts or effectiveness in terms of teaching general English and language skills. However, during these investigations, checklists and some textbook evaluation criteria were followed. While most of the studies addressed the issue from teachers' perspectives, some of them collected data from both stakeholders to gain a deeper insight into the issue. By reversing this tendency, Hopa (2019) tried to shed light on the ideas of students about the features of an effective textbook. Without focusing on some specific textbooks and following pre-determined criteria and by delving into the ideas of students and teachers about the qualities of an ideal EFL textbook, this present study tried to enlarge the door in the literature that was cracked open.

3. METHODOLOGY

3.1. Research Design

In this study, a mixed-methods research design that combines aspects of qualitative and quantitative research designs was implemented to explore the tertiary-level EFL teachers' and students' opinions regarding an ideal EFL textbook thoroughly. For this current research, the mixed-methods research design was adopted because Creswell (2009) states that the complexity of the issues that social sciences try to handle requires a mixed-methods research design as it is nearly impossible for researchers to solve the issues in the field adequately on their own by the application of only quantitative or qualitative methods. Therefore, in the first step of this study, through a questionnaire prepared for both teachers and students, quantitative data was collected and analyzed. Then to gather a deeper understanding related to the points investigated in the first step and to expand upon them, qualitative data with semi-structured interviews was gathered and examined. After the separate analysis of two data sets, results coming from both data sets were combined to provide a thorough understanding of the two stakeholders' ideas regarding an ideal EFL textbook, and their ideas were compared with each other. In the research design literature, this approach of mixing methods is called the convergence model. It is a variety of the Triangulation Design which is a widely recognized way of combining methods (Creswell, et al., 2003). The classic triangulation design approach for mixed techniques is represented by the convergence model (Creswell, 1999). In this approach, as followed in the current study, the investigator gathers and examines both quantitative and qualitative data regarding the same phenomenon in isolation. During the interpretation process, the separate findings are then brought together by contrasting and comparing the disparate outcomes. Considering the purpose of this study, to explore the opinions of teachers and students about an ideal EFL textbook and to be able to compare them, the convergence model was followed.

3.2. Research Context

With the purpose of investigating teachers' and students' ideas about an ideal EFL textbook, the current study was conducted in the English program of a preparatory school in a state university in Turkey. The preparatory school offers intensive language teaching courses in four languages which are English, German, Russian, and French. In

the English program, target learners are comprised of students who are registered in the faculties of the fine arts, humanities, education, law, pharmacy, and economics. These students are exposed to intensive English courses for a minimum of one term. Students take a placement test at the beginning of the fall and spring terms so that according to their exam results they are assigned to the appropriate language proficiency level. In the institution, there are five language proficiency levels, namely, starter, elementary, pre-intermediate, intermediate, and upper-intermediate. While elementary, pre-intermediate, and intermediate-level learners constitute the majority of the students in the preparatory program, beginner and upper-intermediate level learners are in the minority. In each proficiency level, a total of 24 hours of English instruction is provided weekly.

To serve the purposes of the preparatory program and to help learners fulfill the outcomes of the curriculum, a series of textbooks with digital resources and additional activities on the books' mobile app is mainly used for each language proficiency level. Moreover, teachers taking part in the material preparation unit specifically prepare grammar teaching videos parallel with the textbook's content. Some other learning and practice platforms and websites are also presented in the syllabus followed by each proficiency level and the teachers in the classes or students outside the classes can use these materials. The institution provides English courses adopting an integrated approach. To this end, the chosen books and materials also follow the integrated approach and incorporate all four main skills, grammar, and vocabulary through the flow of the book. In the preparatory school, each proficiency level follows a pre-prepared syllabus, and teachers use these syllabuses to cover the related content that is provided in the book and other sources. To provide some extra practice for students, teachers can use some online tools that also present some grammar and vocabulary exercises prepared by the teachers working in the institution. The links for these tools are available in the syllabuses and therefore they are accessible to both teachers and students. The other source provided for language learners and teachers is the grammar videos. They are prepared by the video material unit, and they provide key points for each grammar topic with examples.

With regard to the assessment process, in addition to the two midterms and one final examination conducted in each term, which are prepared by the instructors taking part in the testing unit for each proficiency level, four quizzes and six in-class tasks are implemented during class hours as indicated in the syllabus. Each quiz includes a

minimum of one receptive skill in addition to some grammar and vocabulary questions. The content covered in the quizzes is in the same line with the syllabus and unit outcomes. The other assessment tools in the institution are the writing and speaking tasks. These tasks are conducted during class hours, and it is specified in the syllabus to help students get prepared for each one of them. Out of the six in-class tasks, while four of them assess students' writing skills, the remaining two assess their speaking skills. The content and aim of these tasks align with the outcomes of the books and learners' proficiency levels. As for the content of the midterm and final exams, test makers include all the skills covered in the lessons. The first midterm and final exam consist of a booklet exam that assesses learners' grammar, vocabulary, reading, and listening skills. Furthermore, in different sessions, learners' speaking and writing skills are also evaluated through level-appropriate tasks. The second midterm scores of the students are calculated by adding together 45% of the quiz average, 45% of the writing and speaking task average, and 10% of the active participation grade which is determined by the instructors based on the Active Participation Criteria.

In the preparatory program, different implementations are followed for different proficiency levels. At the end of the fall term, if the students who study at beginner, elementary, and pre-intermediate levels manage to get 60 and above as their final grade, they continue their preparatory education at the next higher level in the spring semester. They get the proficiency exam to prove that they are competent enough for their departments in the spring term. However, if the intermediate and upper-intermediate students get 60 and above as their final grade in the fall term, they can take the proficiency exam at the end of the term, and if they meet the requirements, students continue their education in their departments. Students are supposed to get 60 out of 100 which is the minimum score needed to pass the proficiency test. The test consists of various parts, and it covers all the skills studied in the preparatory program. As in the first midterm and final exam, while the booklet part assesses mainly students' listening, vocabulary, reading, and grammar skills and their strategy use, with the speaking and writing exams which are conducted as different sessions, students' speaking and writing performances are evaluated by teachers through evaluation criteria.

As regards instructors working in the institution, they have a weekly course load. In addition to that, the majority of the instructors voluntarily take part in some units that support the school system and help the school run well. These units are midterm exams,

educational technologies, proficiency exams, curriculum development, material support, professional development, and student activities units.

The system followed in the preparatory program is quite intensive and demanding for the students. Moreover, textbooks comprise the most crucial component of the teaching process and they are also heavily used to decide on the content and the coverage of the exams. Therefore, it could be wise to investigate what teachers and students expect from an ideal EFL textbook.

3.2.1. Participants

Participants for the present study were recruited from English language preparatory school students and instructors at a state university in Turkey. Following a convenience sampling procedure, a total of 384 students from each proficiency level and 115 instructors responded to the questionnaire. A total of 15 students, three students from each proficiency level, and ten instructors took part in the semi-structured interviews. Of the 384 students, 224 (58%) identified as female, 150 (39%) identified as male, and ten (3%) did not specify their gender. As shown in Figure 3.1. below, the student participant numbers for each proficiency level were 57 (15%), 119 (31%), 92 (24%), 76 (20%), and 40 (10%), respectively from low proficiency level to high. The number of students participating in this current study in each proficiency level was parallel with the actual distribution of the students studying in the preparatory program.

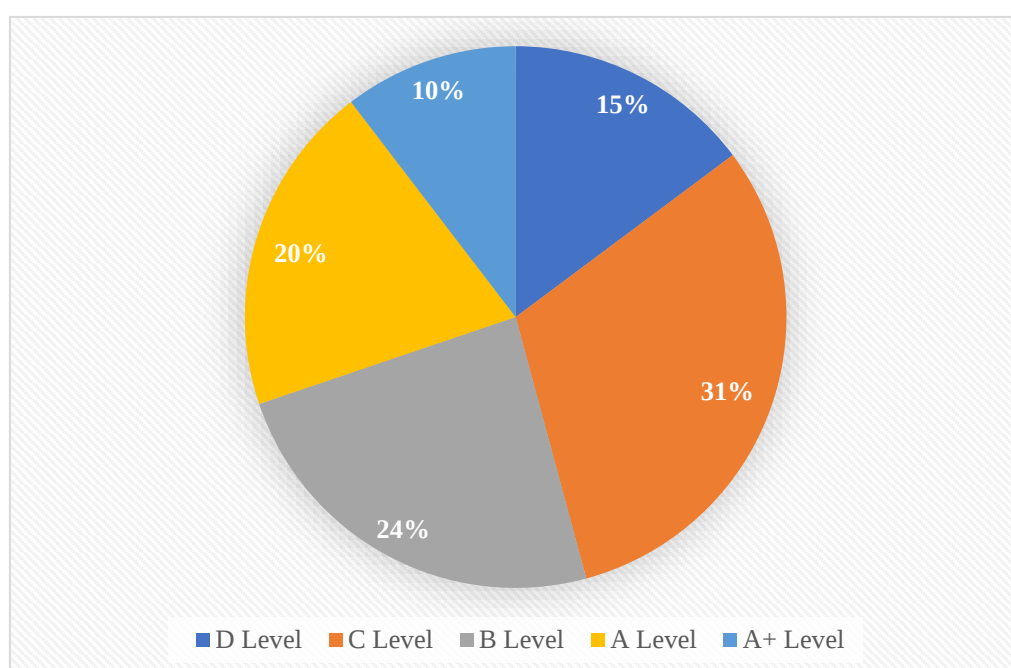


Figure 3.1. Proficiency level distribution of students

Among the instructor respondents, female instructors outnumbered male instructors (82 female, 33 male). Just over half of the instructors' ages (53,5%) ranged between 41 and 50, 35,1% of whom ranged between 31 and 40 and 11,4% of the instructors belonged to the 51 and 60 age range. Regarding teachers' educational background, it was found that 39% of the participants had their bachelor's degrees. While 48% of the instructors held a master's degree, 13% of the participant instructors held a doctoral degree.

Despite the wide range of teaching experiences among the participants, no participant teacher had fewer than six years of teaching experience. On the other hand, nearly half of the participant instructors fell into the category of 21 years and more of teaching experience, and instructors with 16-20 years of teaching experience followed them. While 22,8% of the participants had teaching experience between 11-15 years, only 5.3% of them had 6-10 years of experience as teachers.

3.3. Data Collection Tools

In the light of mixed-method approach requirements, two data collection tools were adopted, which were two questionnaires and semi-structured interviews to delve into the opinions of two important stakeholders, teachers, and students, about an ideal EFL textbook. While the questionnaires made up the quantitative part of the mixed-method approach, semi-structured interviews which were conducted with both teachers and students constituted the qualitative part of the approach.

3.3.1. Questionnaires

The first data collection tools which were utilized in the present study were a 37-item student questionnaire (Appendix 1 and 2) and a 37-item teacher questionnaire (Appendix 3 and 4). The student questionnaire was created by Hopa (2019) for her M.A. thesis to explore students' opinions about the features of an effective EFL textbook. While Hopa was developing the questionnaire, she benefited from 53 questions posed by Sheldon (1988) about how to choose a textbook, and a checklist which was created by Mukundan et al. (2011) to assess a textbook by educators. Taking some of these questions and the checklist as a framework, Hopa (2019) came up with a 39-item 4-point Likert scale student questionnaire.

For the present study, the teacher questionnaire was shaped by the researcher herself by making necessary adjustments for each item in the student questionnaire. To ensure the validity of the questionnaires, expert opinions were taken for each item in the questionnaires. Both of them were sent to three professors in ELT and five instructors who hold an M.A. degree in the field. In light of the expert opinions, some adjustments and alterations were made by the researcher. First of all, the number of items in the questionnaire was reduced to 37 items because of the overlapping concepts. Also, the questionnaire was designed as a 5-point Likert scale (1- strongly disagree, 5- strongly agree) as opposed to the original version which was a 4-point Likert scale to give the participants no idea/don't know option. The reason behind this adjustment was to avoid uninformed response error which is recognized as the main cause of bias in surveys (Dolnicar and Grün, 2014). Krosnick (1999) states that it is the aim of researchers that when people are questioned about an object they do not know anything about, they will react by saying they do not know how they feel about it, that is, they have no opinion. However, if the language of a question implies that respondents should have opinions, they might not want to be seen as ignorant and hence provide an arbitrary response (Schwarz, 2014). According to Krosnick (1999), another justification for including this option is that responses from respondents who are compelled to respond but who are unsure of their opinions are identical to informed responses, and the validity of the results is adversely affected by such answers. To reduce this, a 'don't know' option should be given.

To ensure the reliability of the questionnaires, the internal consistency of the items was calculated. Cronbach's alpha was found as .922 for the students' questionnaire and .917 for the teachers' questionnaire, which indicated that the questionnaire data gathered from both stakeholders had high reliability.

At the beginning of both questionnaires, demographic information parts were added. For students, these questions covered participants' gender, age, proficiency level at prep school, duration of preparatory school education, the type of preparatory education (compulsory/optional), and participants' English language learning duration. As for teachers, demographic information questions focused on teachers' age, gender, formal education levels, and teaching experiences.

Hopa (2019, p. 60-61) stated the questions utilized from Sheldon's work (1988) for the questionnaire and the item numbers in the questionnaire which were centered on

these questions. According to the expert opinions, some questionnaire items were modified, and their categories were changed. Those questions and item numbers are listed below:

Accessibility: “Does the material have a clear organization?” (items: 13, 17, 29, 37)

Suitability of language and topics: “Is the content engaging and substantial enough to attract student's attention, and raise cultural awareness?”

“Is it pitched at the appropriate intellectual, linguistic, and maturity level?”
(items: 11, 12, 27, 28, 32)

Availability: “Is it simple to get sample copies and extra materials for inspection?” (item: 19)

Flexibility: “Is there a wide range of additional resources available?” (items: 1, 3, 25, 36)

Affordability: “Is the textbook affordable?” (item: 10)

The other items in the questionnaire were shaped using the checklist developed by Mukundan et al. (2011). The categories and the corresponding item numbers are as follows (Hopa, 2019, p.61):

Communicative qualities: Items in this area center on how the language is presented and used as a practical communication tool. (items: 4, 6, 18, 20, 35)

Grammar: How the book presents the grammar and grammar activities in the book is questioned with the items belonging to this category. (items: 7, 15, 23)

Vocabulary: The items in this category are concerned with how vocabulary is given in the book and what exercises are provided for the practice. (items: 2, 21, 34)

Four Fundamental Skills: Examining how to apply the skills and sub-skills in the book is the focus of this area. (items: 5, 8, 9, 16)

Exercises and Activities: This part concentrated on the features of the exercises and activities that the book offered. (items: 14, 22, 24, 26, 30, 31, 33)

3.3.2. Interviews

To gain a deeper insight related to teachers' and students' opinions about the ideal EFL textbook, as the second step of the investigation, semi-structured interviews were conducted with both stakeholders. The interview questions which would be used for the

students were taken from the outline Hopa (2019) shared in her M.A. thesis and some new questions were created in light of the points mentioned in the questionnaire (Appendix 5 and 6). For the teachers' interview questions (Appendix 7 and 8), some adaptations and adjustments were made based on the questions that would be posed to the students. With the interview procedure, the aim was to explore participants' opinions more about the features of an ideal EFL textbook in general, topics and themes presented in the book, activities, and exercises, the frequency and the presentation of the four main skills, presentation of the new vocabulary items and grammar topics and the additional sources provided with the textbooks. To ensure the validity of the interview questions that would be posed to both stakeholders, expert opinion was taken from eight experts in the field regarding the questions' applicability. After that, certain adjustments were made in accordance with their feedback and suggestions.

3.4. Data Collection Procedure

At the beginning of the 2023-2024 Academic Year, the ethics committee application which included the topic and the main aim of the current research with the data collection tools that were planned to be utilized was submitted to Anadolu University Graduate School's Ethics committee for the approval (Appendix 9). Following the approval, to be able to collect the data from the target institution in the university, a research permission application was completed with the submission of the overall information regarding the thesis and the data collection tools. After getting the permission, two Google Forms were created for teachers' and students' questionnaires. The participants were informed that the participation was totally voluntary, and the consent of the participants was obtained through the consent form given before the questionnaire (Appendix 10).

Before participants started to answer the questionnaire on Google Forms, the purpose of the study, the content of the questionnaire, the average response time, and the researcher's information were provided to the respondents. In the first section, participants' demographic information was collected. Next, participants provided the most appropriate answer for themselves for each questionnaire item. In the last part of the questionnaire, participants were asked whether they wanted to take part in a short interview regarding this current issue. The respondents who were volunteers for the interview shared their contact information with the researcher for the next step.

For the student questionnaire, the researcher reached out to the classroom teachers from each proficiency level and asked them to share the Google Forms link with their students during the class hour. A total of 384 students responded to the questionnaire in three weeks in the fall term of the 2023-2024 Academic Year. At the same time, the researcher shared the teacher questionnaire with the instructors working in the institution, and in nearly three weeks 115 instructors provided answers to the questionnaire.

For the semi-structured interviews, the researcher reached out to the student participants who were volunteers for the interview part. A total of 15 students, three students from each proficiency level, took part in the interviews. Similarly, the researcher conducted interviews with ten participant instructors who volunteered for the second step. The interviews were conducted in the participants' native language, which was Turkish in this context, to make the participants feel more comfortable and to rule out the possibility that participants could not provide detailed answers because of their language competency. The time and the venue of the interviews were arranged according to the availability and weekly lesson program of the participants. They were carried out face to face. The interviews were audio-recorded, and consent of the participants was taken before starting the procedure. Interviews lasted between 30 minutes to an hour. The interviews conducted with both stakeholders took 13 hours in total. All the qualitative data gathered after the interviews was transcribed by the researcher.

3.5. Data Analysis

Due to the nature of the research method adopted in this current research, which was a mixed-methods design, two different data analysis procedures were followed. To answer the first research question that guided this study, the data obtained from the questionnaires was analyzed in terms of descriptive statistics with Statistical Package for the Social Sciences (SPSS) 26. The mean score, standard deviation, frequency, and percentage of all the items in both questionnaires were calculated and included in the descriptive analysis to find out how much importance respondents attached to each characteristic of an ideal textbook. Regarding the analysis of the qualitative data, which was intended to display the extent to which the questionnaire data aligned with the data obtained from interviews, as a first step the audio-recorded interviews were transcribed

and translated into English by the researcher. After that, qualitative content analysis was conducted for the data gathered through semi-structured interviews. The qualitative content analysis is defined by Mayring (2000) as a collection of methods for the methodical examination of texts of various genres, addressing not just the texts' apparent content but also their central concepts and topics (as cited in Drisko & Maschi, 2016). Schreiber (2014b) also highlights how qualitative content analysis uses a descriptive focus to classify certain text meanings (as cited in Drisko & Maschi, 2016). The researcher went through the entire data set to familiarize herself with the transcribed data. Following the qualitative content analysis steps, the interview data was used to support and elaborate more on the pre-determined themes to which the questionnaire items belonged.

To answer the second research question which investigated the differences and similarities between teachers' and students' ideas about the characteristics of an ideal textbook chi-square tests were run. Both stakeholders' percentage and frequency distributions were compared.

While qualitative data gathered from teachers and students was presented in the findings part, some pseudonyms for both participant groups were used. For students, Student 1 (S1) or (S2) was used and for teachers Teacher 1 or 2 as T1, or T2 was used.

4. FINDINGS

In this part, the analysis of the data collected from both teachers and students through questionnaires and semi-structured interviews is presented in accordance with the research questions guiding this current study. The quantitative data is followed by the relevant excerpts gathered from semi-structured interviews to reveal the consistency between the two different data collection tools. Regarding the general characteristics of the textbooks, students' and teachers' opinions were investigated only through interviews. However, for the other themes, the findings gathered through both questionnaires and interviews were presented.

4.1.What are the tertiary-level EFL students' opinions about an ideal EFL textbook?

4.1.1. General Characteristics

In the semi-structured interviews, students were asked what they think of the general qualities of an ideal EFL textbook. Students touched upon various features of it. The first one was that textbooks should provide enough vocabulary and vocabulary practice for the students. They highlighted its importance and suggested extra practice platforms not just in the books but on some online platforms. One of the participants also specifically described an effective method to learn and memorize new words which he used in his high school years. He suggested having similar or more developed versions of this word game in an ideal textbook and explained it as follows:

We had a teacher who used to give us a box for the words we didn't know in each unit we were studying, and he used to tell us to throw those words in it. Every week at the end of the lesson, he would ask us for that one word. You know, to remember it all the time, at least to improve vocabulary, vocabulary knowledge, we followed this kind of way in time. I think some activities can be developed on this (S7).

The second most important quality of an ideal textbook was enabling quite a lot of activities and exercises for students to help them integrate language into their daily lives. In addition to this, participants requested more speaking tasks in the textbooks as they find it difficult to get better at this and one of the most important ones for daily life, their future careers, and their plans. Even one of the participants suggested that there could be speaking games in an ideal textbook as they could be quite motivating and interesting for their learning procedures. As a piece of evidence, Student 6 shares the following words:

The emphasis of the book should be mostly on practice, as many things will be left up in the air if we don't incorporate English into our everyday lives. There can also be speaking activities because as I just said, I think speaking is the most important thing in terms of both communication and career in daily life. Because the more you can express yourself clearly, the more you can influence the other person. Speaking, in my opinion, is the most crucial component (S6).

Regarding speaking, one of the participants supported speaking activities but also suggested that it would be more effective if they were designed as pair or group work activities in the classroom. She clarifies her points as follows:

For speaking, group and pair work activities would be better so that we can talk to more people and have conversations with two people. It would be better because I think that the most important thing in our daily social life is speaking. After all, we are constantly in a state of conversation. Therefore, I think that there should be such activities for this to be more effective. Because, for example, when we write, we write by thinking, but when we speak, we cannot think and speak directly, so we need to be in a constant state of activity. Therefore, I think that such activities will help us develop this skill even more (S11).

In addition to the qualities mentioned so far, students also referred to the activities and different exercise types with some skills-related strategies they would like to have in the ideal. Students found games quite motivating and effective for their learning procedures and they suggested using some well-known applications and websites such as Kahoot and Quizzes for their language learning. Some students gave very specific examples regarding the exercise types an ideal textbook should include and these were fill-in-the-blanks exercises, inferencing, and rewriting. The reason behind this expectation was the question types that international language exams use, criticism against multiple choice questions, and how informative the expected ones could be. Students 3 and 4 supported the preceding issues by saying:

Fill in the blanks are good, I think they should be there. But maybe, there may be questions about what we can infer from the text. I mean, not questions that we can find the answer directly in the text, but questions that we will encounter when taking exams such as IELTS, and TOEFL. There should already be gap-filling activities for listening or the text (S3).

I think exercises like fill-in-the-blank, reconstructing sentences, and examples like that are good, because otherwise, when there are questions with choices or other kinds of questions, even if you have no idea, you can somehow find something. But I think that activities like filling in the blanks and reconstructing sentences are more instructive because someone who doesn't know can't do that. If you can't do these exercises, you are more likely to see your deficiency with these exercises and review that subject again (S4).

Participants emphasized that in an ideal textbook, topics should be gripping and should be chosen according to the students' age groups as this generation has a limited attention span. Student 15 clarifies this issue as follows:

First of all, there should be a certain subject and theme for each age group. I think there should be things that our age group especially needs, things that we hear more from the environment. Generations are constantly changing and it should be considered which generation the book will appeal to. I think every year, completely different things are added to our lives, technology and so on. Subjects should be considered according to students' interests, and age groups, and a little more integrity should be considered (S15).

Another quality that participants mentioned in the interviews was the inclusion of extra writing tasks with different genres and various topics. Students criticized writing about the same topics throughout the different units in the textbook. One of the students also felt a need to conduct writing tasks with the guidance of teachers. Students 8 and 15 supported this issue by saying:

Writing assignments, for instance, should not cover learning how to write an email. Instead, as I mentioned earlier, subjects that will grab students' attention should be preferred because students, and I, as a student, get bored after a certain period from writing the same thing as the units pass. Simply said, this causes a gap in the student's language acquisition (S8).

In writing, I think it should definitely be with a teacher, this is very important. I mean, at least one topic can be given under the related part that we can do with the teacher, but I think it should not be a single topic because sometimes people cannot think of anything about that topic. You can reinforce it with 1-2 topics and do an activity with the teacher (S15).

Regarding writing skills, one of the participants pointed out the use of artificial intelligence in teaching and practicing writing skills. As an ELT department student, he believed in the improving effect of artificial intelligence and he highlighted the time pressure teachers felt in the classroom and putting too much pressure on teachers' shoulders while practicing writing with crowded students to give corrective feedback to each one. He explained his thoughts with the following words:

Students can bring their laptops and phones to class and write integrated with artificial intelligence through an application or a website provided by the book. Because the teacher only has thirty or forty minutes to check over a paper in a class of thirty or forty students—a condition that is now prevalent in Turkey—it may go unnoticed in a class of ten pupils... The teacher won't be allowed to look at other students' papers or the lecture will be interrupted if he spends even a minute with me today. Three paragraphs of writing cannot be thoroughly examined in thirty seconds. Thus, in my opinion, it could make more sense

to utilize the benefits of technology a little more rather than placing all of the load on the teacher (S1).

4.1.2. Accessibility and Availability

Regarding the first research question, students' ideas about the accessibility and availability aspects of the textbooks were investigated. While accessibility signifies the clear organization of the content and materials, availability represents how easy it is to obtain sample copies and supporting materials for an evaluation. The descriptive statistics of the items representing accessibility and availability aspects for an ideal textbook from the students' perspective were displayed in the table below (Table 4.1.).

Based on Table 4.1., as to the accessibility of a textbook, it was unveiled that most of the students (91,1 % strongly agree and agree) found a layout that can easily be followed as an important quality of a textbook. Moreover, nearly all of the participants (54,9% strongly agree and 41,7% agree) agreed that unit objectives should be understandable and explicit. Regarding a detailed table that can present all the skills, vocabulary items, and grammar topics that will be covered in each unit, 31,5% of the students agreed and 52,3% of the students strongly agreed with it while 13,8% of the participant students stated no opinion about it. Item 37 revealed that the majority of the students give importance to a textbook content which is adjusted to students' needs, interests, and ages.

When it comes to item 19, which was the only item investigating learners' ideas regarding the availability aspect of a textbook, showed that nearly all of the students (96,6%) find it crucial that a textbook should have easy access through publishers or online platforms.

The interviews conducted with students from different proficiency levels revealed different opinions about the accessibility characteristics of textbooks. The first thing students emphasized about the layout of an ideal textbook was the importance of a colorful design to attract their attention and to make the learning process more enjoyable. Student 11 supported the importance of colors in the layout of an ideal EFL textbook by saying “Textbooks should be very colorful because that’s how they attract me. I don’t like a black-and-white book, and a black-and-white book would kill my desire to study. It will be more engaging and memorable if it is colorful”.

Table 4.1. *Descriptive statistics of accessibility and availability subsections for student questionnaire*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
13	In an ideal English textbook, it is important that the page layout (fonts, spacing, style of chapter headings, margins) is easy to follow.	1,3	7,6	91,1	4,42	,699
17	It is important that the objectives of each unit are clear and understandable in an ideal textbook.	0,8	2,6	96,6	4,51	,605
19	An ideal English textbook should be easily accessible (via publishers and/or online).	0,3	2,3	97,4	4,63	,559
29	In an ideal English textbook, it is important to include a detailed table at the beginning of the book about the skills/words/grammar to be taught in each unit.	2,3	13,8	83,9	4,33	,820
37	It is important that the content is designed to suit the age group, needs, and interests of the students in an ideal textbook.	2,9	8,1	89,1	4,39	,816

In relation to a colorful layout in an ideal textbook, one of the participant students put emphasis on the effects of colors in textbooks and criticized black and white designs in the workbooks. As evidence, the following excerpt displays the issue:

I mean, why [after all aren't] the books designed in a more appealing style? For instance, I have already noticed the black-and-white problem in the workbooks. I believe that more vibrant and stimulating exercises can be utilized to reinforce lessons (S8).

In addition to a colorful textbook and a workbook, participant students also made a suggestion about the size of an ideal textbook. Even though the EFL textbooks that students have been using so far have A4 size, two of the participant students found this quite demotivating and intimidating. They stated that the size should be smaller than A4. While Student 2 favored a smaller size with a ticker version, participant fifteen

preferred thin textbooks with more than one volume for each proficiency level. Moreover, Student 15 compared EFL textbooks to law books in terms of their thickness and mentioned the fear that EFL textbooks created in her. Regarding this point, Student 15 expressed the following notion:

I think the book should not be a standard A4 size. I think this is already daunting as English is very difficult to learn. For that reason, the pages can be a little bit smaller than usual. The size of the book is important. The student should not be intimidated, but I think the thickness is also important, that is, the number of pages. It can be 5 books, but those 5 books make you feel much better than one book. I mean, I think the horror of law books is that the books are not separated. It gives a whole subject in one volume. So even if the number of pages is high, the books can be divided, but at least if they are thin and the size is small, it can make the book look more attractive when you open it (S15).

Another layout dimension that was found crucial by students in an ideal EFL textbook was the different font types utilized in different sections of a textbook. Two participants specifically mentioned the positive effect of using different fonts. Student 4 supported this by saying:

In addition to the color of the writing when learning a phrase or an expression, I also think that the font is very important to attract students' attention. For example, writing important parts in bold fonts is very important in terms of teaching. I mean, when I read a text or when I am learning vocabulary, the words written in bold font are very interesting to me (S4).

Moreover, to make the textbooks more practical for writing tasks, one of the participants stated that the ideal textbook should have a different design with pull-off pages. The essays should be given on those pages and when students complete their essays, they could be able to pull it off and hand it in to the teacher.

Moreover, another fundamental feature of an ideal textbook according to the students was pictures and visual aids throughout the textbook. Interviewees underlined the importance of using pictures and visual aids designed by professional graphic designers specifically for the textbook to maintain visual quality in every part of it. Even one of the respondents gave children's books as an example of successful visuals and how catchy they could be as a result of meticulous designs. The following excerpts serve as evidence for the stated features of an ideal textbook:

For instance, it's crucial for a book's design to include images that complement the subject matter since, when we look at it, we make comments about the images. You are unable to provide insightful commentary on visuals that lack clarity. Perhaps you cannot notice

things accurately. But it's interesting when the correct images are used. You're able to say the correct things. You could discuss it for a very long time. (S4).

In many books, the designs followed in one part do not match the design in another because course writers or publishers use ready-made pictures that they find on the internet or buy from a certain firm... Therefore, a little more importance should be given to the artist and this art style should be maintained consistently (S1).

Participants also argued that using clear and relevant visuals with the topic given in the textbook was crucial in terms of facilitating the learning process and eliminating misleading effects. Student 14 explained it by saying “Previously, there was a matching activity of words and drawings in our textbook, but they were poorly sketched, and their sizes were not appropriately adjusted so they caused some misunderstandings.”

In addition to the abovementioned qualities that need to be found in an ideal textbook in terms of its layout, respondents also desired that the textbooks should provide some extra spaces in each chapter or part so that students can take some notes on their textbooks instead of using a separate notebook when their teachers give extra information or vocabulary related to the topic. Furthermore, instead of their usual shape students requested a spiral-bound textbook design and they claimed that this design could help them to use their textbooks as their notebooks with the provided note-taking spaces. The statement taken from Student 6 demonstrates the notion clearly:

In a certain corner of each page, there might be an area where you can take short notes, because there, for example, I learn a new word, but I write it down, but it looks a bit disorganized. Other than that, an extra space would be nice. I mean, to be honest, I'd prefer such a design (S6).

4.1.3. Flexibility

Another aspect of textbooks was its flexibility which questions the existence of extra materials provided with the textbook packages. The table below provides statistical information for the four items in the questionnaire that assess the degree of flexibility in textbooks (Table 4.2.).

Examining Table 4.2., it could be seen that while the majority of the participant students (50,5% strongly agree and 37,5% agree) supported the necessity of a dictionary that included the words given throughout the textbook, 7,3 % of the students did not consider a dictionary as a necessary component that should be in an ideal textbook. When it comes to item 3, most of the students (84,3%) found online supplementary

materials and resources a crucial component. However, 12,8 % of the students stated that they were unsure or had no opinion at all while very few students (2,8%) did not think that online materials were one of the necessary qualities of an ideal EFL textbook. The statistical analysis run for item 25, which measured students' ideas regarding workbook segments in an ideal textbook showed that more than half of the participants (28,6 % agree and 39,6% strongly agree) found it important. On the other hand, 14% disagreed that the workbook was a must and nearly 18% of the participants were undecided or had no opinion. As for item 36, the majority of the participants were in agreement with the inclusion of practice quizzes while 5,7% disagreed and nearly 10% were undecided or had no opinion.

Table 4.2. *Descriptive statistics of flexibility subsections for student questionnaire*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
1	An ideal English textbook should have a dictionary (a small glossary at the end of the book for the words that appear in the book).	7,3	4,7	88	4,30	,906
3	It is important that an ideal English textbook has available online supporting materials.	2,8	12,8	84,4	4,22	,795
25	It is important that there is a workbook in an ideal textbook.	14,1	17,7	68,2	3,91	1,134
36	In an ideal textbook, it is important to include a sufficient number of practice quizzes.	5,7	9,4	84,9	4,23	,906

Even though according to the quantitative data nearly two-thirds of the respondents found the workbook important, the analysis of interviews showed that most of the participants underlined the importance and necessity of workbooks in terms of reinforcement and providing extra practice chances for all the topics and content covered in the student's book. The following excerpt from Studentt 15 can be considered as a summary of what many participants mentioned regarding the necessity of the workbook:

I already believe it was beneficial. It was the exercise book that carried me a step further at the end of the semester. Because I made the subject permanent for me when I did it immediately after the lessons. No matter how simple the book is, reading something about it afterward or even just writing a simple word helped me a lot in certain situations. The workbook's existence is crucial, in my opinion (S15).

In addition to the value attributed to the workbooks, participants also shared some suggestions to make workbooks more effective and mentioned the need to make workbooks in an ideal textbook set a resource that could offer a more diverse range of activities touching upon different language skills including vocabulary and grammar. Referring to the inclusion of different activities, Student Twelve said “For example, there may be written assignments on other topics that are not covered in the book to prepare us for the exam. There may be essay topics”. Student 14 touched upon all the points mentioned so far about the activities:

I think there should be more exercises in the exercise books, especially in the grammar part. There are puzzles for vocabulary, but I believe that there should be more of them. Instead of just one practice book, there should be two and there should be an online platform. The activities finish quickly. It takes thirty minutes if we want to review that particular topic. Instead, it would be helpful if there was a book available with additional questions that we could answer, and if the questions were presented as multiple-choice tests rather than just fill-in-the-blanks, it would be more beneficial to us as that is how the school asks us (S14).

Moreover, the majority of the participants stated that the textbooks should have multiple-choice questions as the institution’s exams and global language proficiency exams generally assess test takers’ language proficiency level with those kinds of questions. They also shared some specific exercise types that they want to have in the workbooks. To this end, the students felt the need to expose themselves to multiple-choice questions more. To illustrate this, Student 15 stated that:

Listening texts are a crucial component of the exercise book. Reading passages should always be on every page, even if they are few. They can ask questions about the passage's meaning or there could also be a multiple-choice question. Upon completion of a lesson, students may get a well-chosen reading text that is both vocabulary-rich and related to the subject... I think filling in the blank questions is a bit easier, so we can be asked to construct sentences. In particular, every unit should include asking questions exercises. It's something I like a lot, but most students can't do it. I think it is very important because when we can't ask questions, even if we talk, it doesn't help (S15).

Student 14 also mentioned another deficiency he realized in the online materials. According to the participant, even though proper pronunciation is as crucial as grammar

and vocabulary knowledge, he stated that there were no activities to improve students' pronunciation skills in online resources. Therefore, he suggested that there should be some as without proper pronunciation communication problems can occur in the target language. Student 14 illustrates his perspective by saying:

Although pronunciation is crucial, there isn't a question related to it....For instance, its written version might be presented to us, and we can have choices. We can select the appropriate pronunciation and mark it. When we pronounce anything incorrectly, we'll also learn how to say it correctly. If we pronounce a word wrong in a foreign language, it can be confusing for the other person, regardless of how well we know the word or the language. Even though we know the grammar, the communication between us can be broken because of the wrong pronunciation. (S14).

While some of the participants agreed that the workbooks were essential, they touched upon the lack of usage of workbooks by students and teachers. They proposed making it mandatory to complete exercise books as a remedy for this. The following excerpt serves as evidence for this issue:

It would be good if the workbook was given homework all the time. I wish they were checked, and they were compulsory. Some scores should be given for it. This may or may not be in the online application, but if homework is given in general and points are given for it, this would be good. It would encourage them to work. I think these would give responsibility (S12).

Discussing the drawbacks of the workbooks from another point of view, one of the participants touched upon the limited focus of the workbooks. The participant stated that all activities given in the workbooks are individual activities or they can be completed in the classroom. However, there should be some activities like projects that students can complete outside the classroom and the project can focus on developing learners' speaking skills. Student 6 supported this notion by saying:

I don't remember any activity that forced us to talk to each other socially in middle and high school. At university, if we take it a little more outside the classroom, not for the classroom...I don't know. Outside the classroom, for example, there can be activities for speaking English. Of course, how can the book give this? There can be projects, there can be activities that are a little more fun. Because if we speak outside, it will be more memorable...I mean, we are always doing it in the classroom. I mean, activities that are a bit more sociable can be good (S6).

Supporting the questionnaire results, the majority of the participants found the online resources crucial in terms of improving learners' pronunciation and making the learning process more enjoyable. Yet still, participants made some suggestions for the

online materials that should be taken into consideration in the design of an ideal EFL textbook. Some students suggested having some apps to improve their speaking skills. Some other participants stated that the online materials and platforms should make a difference in terms of the integration of artificial intelligence, the feedback provided to the learners, and the improvement of learners' speaking skills. Otherwise, according to the participants, on the Internet, it is easy to find a lot of activities and exercises. To illustrate this issue, Students 1, and 14 stated that:

...personalized artificial intelligence can be used in online resources...the places where the student makes mistakes can be detected and feedback can be given to the student. The system examines the students' responses. Students may make a lot of mistakes where vocabulary is required. There may be none in grammar. Artificial intelligence can give the student some advice like focusing on vocabulary instead of grammar for a while. (S1).

I think speaking is the most difficult aspect of the language. Therefore, I think that speech-specific training should be taken. Since a book cannot accomplish this, I believe that there should be supportive materials in the virtual environment. Therefore, I think that practicing tasks like having conversations with artificial intelligence would be useful for me (S14).

In the same vein, some participants suggested that there should be some online activities similar to the ones on some websites designed to teach vocabulary such as Quizlet. Moreover, the activities provided on online platforms should promote working as a group with classmates or with friends studying in the preparatory program. Student Five stated “...it sounds a bit extreme, but there can be activities that you can do with your friends. I mean with the students in the class or with the students in the preparatory program”.

In line with the questionnaire results, respondents remarked that there should be a dictionary that covers the book content in an ideal EFL textbook. To justify this need, participants highlighted the importance of knowing various words to express themselves in the target language and possessing a dictionary that includes the words that are appropriate for the different proficiency levels. To this end, the learners will be able to know the must-known words in each language proficiency level. Students 13 and 14 exemplified this issue with the following excerpts:

If we buy a dictionary for ourselves, it's the same thing, in fact, the words that the book will give you will be in that dictionary, but the book can add the words it will give you to its dictionary. It would be smaller. I think it would be more effective than obtaining it from another random source (S13).

This is a book that comes as a set, and there are words according to language proficiency levels. It helps us more if the words are included in a particular dictionary that covers the whole vocabulary set. We can buy a dictionary, but there is nothing in it that determines the level in any way. In the end, it is something standalone, but if there is a special dictionary in this book, it will be the dictionary that is made in the best way to know the book. The best resource for learning the vocabulary in the books will be the dictionary. (S14).

In addition to the points mentioned so far, participants also touched on many other extra resources and materials that they think should be included in the textbook sets in an ideal one. All the ideas for extra materials offered by the participants are displayed in the figure below (Figure 4.1.).

As manifested in Figure 4.1., the most frequently suggested extra material was flashcards. Many students found them quite effective in learning a new language and they thought that textbooks and textbook publishers should include flashcards as an extra resource in the ideal textbook as textbooks in use nowadays do not provide enough details regarding the words students need to know at some certain proficiency level. To illustrate it, Student 4 states that:

It would be good if the vocabulary cards were included in the set because I think it teaches very well and it is very effective in teaching a new language. It's like the logic of a dictionary. It doesn't occur to most students to open a dictionary and read it because there are so many words. I don't think the words we need to learn at our level are given in a very detailed way in the book anyway. Therefore, when there are word cards, I think people who want to learn those words can learn them by looking at them (S4).

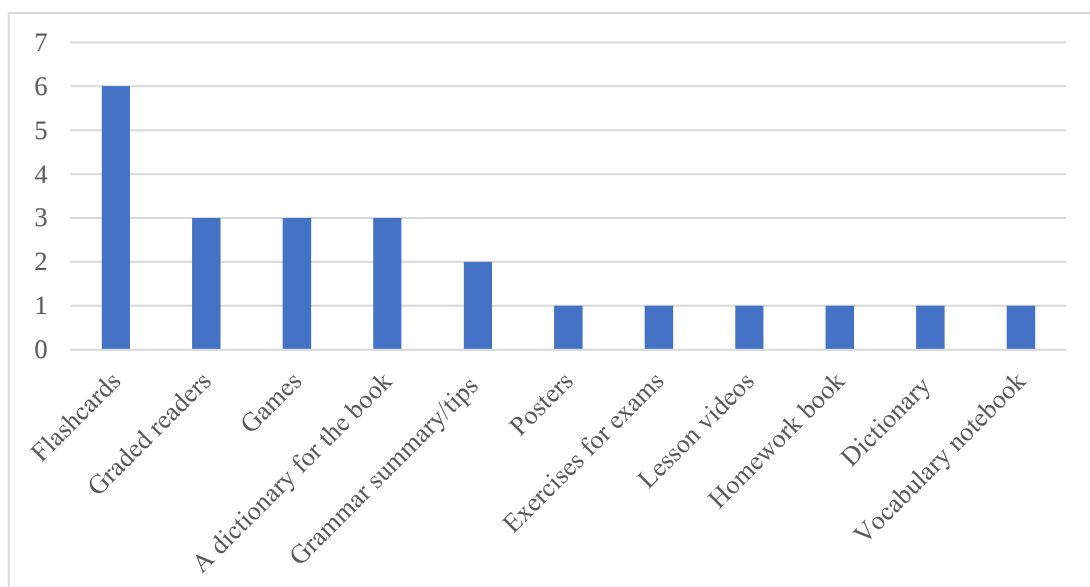


Figure 4.1. The frequencies of extra materials suggested by students

The other extra material that the students requested to see was graded readers. One of the participants exemplified his reason for choosing graded readers with the following words:

Storybooks can be added because we can learn by reading and I think it is difficult to find reading books according to our level. What the book shows, that is, the A1 level of the book is not the same as the A1 level of another source. The words we see in the book may not be the same as the things in the A1 book of another source. It can be given more precisely in the book (S13).

Among the additional resources offered by the textbooks, some students expressed an eagerness to see games. All students underlined the enjoyment factor games bring with them into the classroom. While some of the students provided instances of well-known online games such as Kahoot and Quizzes that are utilized in language education to make revisions, Student 6 also preferred taboo games to improve his vocabulary knowledge and speaking skills. In the following excerpt, he clarified his reasons for having more game-based activities in an ideal textbook:

There can be games that we can play inside and outside the classroom. When English becomes a little more enjoyable, as when we play Quizzes or Kahoot in class, I am thrilled. These are memorable and entertaining. Physical gaming materials that are educational and entertaining can be given to us in the classroom to help us learn English. For example, there may be difficult words that we are unfamiliar with, and we can learn them. For example, we played taboo during the year, it was really fun because you were trying to learn words (S6).

4.1.4. Four Fundamental Skills and Subskills

The next point that was examined through the questionnaire and interview questions was students' perspectives on four basic language skills, which are reading, speaking, writing, and listening, their presentation through an ideal textbook, the expected balance between these skills and the most important skill for learners. To measure students' ideas related to basic language skills, three questionnaire questions were posed in the quantitative data collection procedure. The table below (Table 4.3.) shows the results gathered through quantitative data analysis.

As illustrated in Table 4.3., most of the participants (36,7% agree and 58,9 strongly agree) supported that activities that allow the skills (reading, writing, speaking, and listening) to be used both separately and integrated should be included in the ideal English textbook. In addition to that, nearly ninety percent of the students (87,2%)

found a balanced distribution of the four skills crucial, while 6% of them did not agree and 6,8% of the respondents had no opinion or were undecided. Regarding item nine, which investigated the acquisition of sub-skills in an ideal textbook while nearly 6% of the respondents disagreed with it, almost 11% had no opinion or were unsure. However, the rest of the respondents (83,6%) supported learning sub-skills throughout an ideal textbook. For the last item which investigated students' ideas about the importance of the order for language skills, 87,5% of the students thought it as a crucial feature in an ideal textbook.

The data gathered through semi-structured interviews provided some details regarding the students' ideas for each language skill and their distribution throughout the textbook. Students tackled questions related to basic skills from different perspectives. They took their peers' and other students' department requirements into consideration and they stated that according to students' departments and deficiencies, skills that could be emphasized in an ideal textbook might differ. They claimed that as each skill could affect the other skill, all of them should be worked on equally. However, they also somehow, as it was expected, put more emphasis on speaking skill. At every opportunity, students explained how hard speaking could be for them and this approach proved it one more time.

While different participants took sides with different skills, reading, listening, and writing were considerably supported by the respondents in various ways. One of the interesting points that respondents mentioned for the leading distribution of reading skills was the vocabulary input and its effectiveness in preparing students for their preparatory school exams and some international language proficiency exams. Student 6 summarizes the points that students referred to in the interviews by saying:

I thought of speaking and reading as 30% because as I said, there are people from abroad that we need to talk to in daily life. Maybe in the future, we will go into business life. That's why I also prioritized reading as we can do many word-based exercises in reading. Because our teachers tell us to read a lot of books in my class. Because there are many words, we can learn many patterns from there. This improves our English a lot. On the other hand, speaking is important to impress the other person or to express yourself (S6).

Table 4.3. Descriptive statistics of four fundamental skills and subskills subsections for student questionnaire

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
5	An ideal English textbook should include activities that enable the skills (reading, writing, listening, speaking) to be used both separately and integrated.	0,5	3,9	95,6	4,54	,612
8	It is important that the distribution of the four skills (reading, writing, listening, speaking) is balanced in an ideal textbook.	6	6,8	87,2	4,28	,862
9	An ideal English textbook should put emphasis on the acquisition of sub-skills (finding the main idea, taking notes while listening, etc.).	5,7	10,7	83,6	4,11	,849
16	In an ideal English textbook, the sequence of language skills within the unit is important.	0,8	11,7	87,5	4,31	,716

Students who took sides with the writing focus in an ideal textbook stated that writing could help learners acquire language and thanks to it learning could be more lasting. As an explanation, Student 11 said “Reading and writing are similar, but I think learning by writing is more permanent. In fact, I put it in second place because we add something from ourselves and I think that writing in that way is more useful”. To this end, students thought that writing could be very effective in learning the language. Moreover, they wanted to have different writing tasks at the end of each unit.

Regarding the implementation of writing tasks in an ideal textbook, another respondent shared that there should be some writing tasks that could require students to do some research on the Internet so that they could write an essay or a text about it the following day. The following words provide support for these notions:

Writing themes can also be improved in terms of interest. For instance, today's class is four hours long. Students can be requested to conduct some online research for tomorrow's

writing assignment at the end of the fourth hour. They can then study the topic in the evening and either summarize it or use it as the basis for an article because no students are conducting research (S1).

When the ideas about listening skills were checked over, contrary to some participants who believed that students on their own could improve their listening skills, Student One suggested that an ideal textbook should create some podcasts to improve students' listening skills related to the textbook's themes and topics. He believed that listening should also be emphasized and these podcasts could be created like the ones created for online games. He requested to see some textbook universe including these podcasts. The following excerpt explains his whole design:

For instance, it can be a podcast covering the subjects in this book. Even such a universe can be created. For example, some games have this universe and there are free radio stations in these universes. From there, you can listen to the news in the game from the radio station, which gives the impression that it is real. Here, too, we can create this book as a universe and, for example, give an article about endangered animals at that moment and give a 10-15 minute speech about pandas. An academician or an official on this subject is invited as a guest and he speaks. I think this would be helpful (S1).

Surprisingly, one of the respondents insistently claimed that speaking should not be focused so much in a classroom environment as all students might not show similar enthusiasm to speak and share with their pairs. Another respondent stated that the classroom environment could not be enough to perform various speaking tasks under restricted time allocation. To this end, he suggested that an ideal textbook should have an online platform to perform extra speaking practices with some enthusiastic learners, and even with some native speakers. He summarized his thoughts with the following words:

If there is a class book for speaking, this book can enable the students in the class to talk to each other, but since there is a certain amount of class time in the class and if the number of students is high, not much efficiency can be obtained. Therefore, one-to-one work is necessary. For this, a virtual book can be created and speaking exercises can be practiced in the virtual book. There, conversations can be held with real native English speakers. We can answer the questions they ask ourselves. Apart from that, a platform can be created where students can speak English with each other in their free time. They can talk on the platform (S14).

One of the interview questions investigated students' ideas about how an ideal English textbook should teach four basic skills. Some of the students shared some order

and organization for this process. Student 3 shares a very detailed one with the following words:

I think the vocabulary part should come first. After the teacher has reinforced the meanings of the words or phrases, students should be given other exercises such as putting them in a sentence, filling in the blanks, or maybe finding their synonyms. Then I think there should be a speaking part where the students can utilize these words. In fact, the students should be careful to use them to get them in their heads, which I think is the most important thing in this vocabulary part. Then, there ought to be a reading that includes those terms and some related questions underneath the text. And the students should answer these questions with proper grammar. Of course, there should be grammar sections and I think they are also necessary. I find grammar important and I like grammar. So grammar should be at the end in order not to bore students so that the students can get all the information, learn the phrases, and then combine it with grammar. It is more self-motivating and of course, there should also be some speaking exercises (S3).

Finally, students were asked whether the four basic skills should be taught separately or integrated in the ideal book. While half of the students supported integrated design, the rest supported a skill-based system. Students who believed that the ideal book should follow integrated design stated various reasons. The first one was the challenge posed in a skills-based system in terms of the need to concentrate on one main thing. The other reason was the belief that all these skills were connected and integrated design could prepare students for real life. The other rationale was that the teacher would be more aware of students' deficiencies in the integrated system. The following excerpts can illustrate students' perspectives in a detailed way:

I think it is more reasonable to teach it in an integrated way because I think they are all interconnected. As I said, I have already put them all together in the flow. I think it will be more efficient because I think it is more logical to see them all as a whole and put them in our minds in that way rather than focusing directly on a single skill (S4).

I think it is much better if it is integrated because the teacher can see our deficiencies better, but when a lesson is writing-oriented, maybe students do not need to improve their writing skills. Maybe they have deficiencies in grammar. That's why the integrative approach is better here, and we don't think 'Oh, I'm going to do writing exercises, it's so bad' before going to class. The teacher already helps a little more in this regard. I think the integrative approach is much better (S15).

On the other hand, students who stated that an ideal textbook should follow a skill-based approach justified this need in terms of having more opportunities to focus on and develop each skill, teachers' expertise in different skills, and quick recognition of students' deficiencies by teachers.

4.1.5. Vocabulary

Another important quality that is crucial in textbooks was the presentation of the vocabulary items and the related exercises. In the questionnaire, respondents were asked three items to investigate their ideas about vocabulary. The table (Table 4.4.) below illustrates the quantitative data results. It can be seen from the table above that the majority of the participants (38,5% agree and 53,6% disagree) found presenting vocabulary items that are used in real life quite important. Also, 90,9% of the participants agreed that every unit should include examples of written and spoken phrases that demonstrate the vocabulary, pronunciation, and meanings of the words. Regarding the last item investigating learners' ideas about the inclusion of a vocabulary list in an ideal EFL textbook, 92,4% of the respondents supported it.

Table 4.4. *Descriptive statistics of vocabulary subsections for student questionnaire*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
2	In an ideal English textbook, it is important that the vocabulary taught is primarily presented in situations that reflect real-world language use.	2,6	5,2	92,2	4,43	,723
21	In an ideal English textbook, it is important that the words to be taught in each unit, their meanings, and pronunciations are presented in written/verbal example sentences.	2,6	6,5	90,9	4,38	,744
34	In an ideal English textbook, in each unit, it is important to include a vocabulary list showing the words taught in that unit.	3,1	4,4	92,4	4,48	,747

The interview questions' analysis displayed that the majority of the participants highlighted the importance of vocabulary knowledge, and they supported that new

vocabulary items should be presented mostly in context, which could be separate sentences as given in the dictionaries or some reading texts and stories including these target vocabulary phrases as it is an effective method. With the presentation of the words in context, they believed that new words could become ingrained in their visual memory and they could realize many details about the words such as their pronunciation and spellings. One of the participants illustrated the importance of providing the meaning of a word in context referring to her experiences learning her mother tongue. The following excerpt that was taken from Student 5 can serve as evidence for the preceding points:

Hocam, you mentioned listening, reading, writing. I think vocabulary can be considered as the fifth of these skills. ... New words can be given in sentences...these sentences should be sentences that genuinely explain that word. It might be a good idea to find the word we don't know by inferring it ourselves from the sentence. For example, sometimes you must have memorized a word. It's possible that while you can't recall the word, you can recall the sentence you wrote about it. (S5).

Some other participants also agreed that new words should be presented in reading texts as words have various meanings in different contexts. And Student 6 added that they should be designed in such a way that learners should be exposed to the new words more than once with different texts given successively. Emphasizing the recycling of the words, he believed that new words would be more memorable. To illustrate this, he stated that:

Words should be presented in the text because they can take on different meanings in a sentence. I think it would be nice if we were given a lot of vocabulary-oriented texts ... Words should repeat themselves a little more, for example, words can be given in the first text. In the fifth text, it would be nice if there was a text with those words again because when you encounter it again, it will be more difficult for you to forget the same word (S6).

In addition to supporting the presentation of new words in context, some students found providing pictures and visuals for the target words quite effective. Student 11 said “Sometimes the book gives a picture, and you match the words with it. It is more enduring. Even if a word fades from our memory, its picture does so more permanent”.

Moreover, one of the participants emphasized the correct pronunciation of the new words and elaborated on it. From a different perspective, he explained how crucial it could be to other skills that students need to perform. Student 14 said, “The pronunciation of new words can be important as the student will see them for the first

time. Because of the words he uses incorrectly, he or she is thus unable to speak. He is unwilling to speak”.

Additionally, most of the participants alleged that for new words in the book or suggested words in each proficiency level an ideal EFL textbook should create a vocabulary list. The list could be given in each unit or at the beginning or end of the textbook. Some also requested a box below the reading texts which includes the Turkish meanings of the new words. Contrary to the students who supported vocabulary lists and their meanings, two participants insistently defended that students should put a lot of effort into learning new words using dictionaries and other sources on their own as this will help them to learn new words while looking up them in the dictionaries.

4.1.6. Grammar

This study also addressed what students think about the presentation of grammar topics and grammar activities in an ideal textbook. Through posing three questions, students' ideas were investigated. The results obtained from the quantitative data analysis are shown in Table 4.5. below.

As Table 4.5. shows, that 85,4% of the respondents found clear and informative grammar explanations important. Surprisingly, 7% of the participants disagreed with item seven, and 7,6% of the participants were undecided or had no opinion about it. As to item fifteen, nearly 90% of the participants agreed with the importance of the sequencing of the grammar topics. Lastly, the majority of the participants (37% agree and 57,6% disagree) supported that grammar topics should be largely given in contexts that mirror real-life language use.

In semi-structured interviews, respondents touched upon the presentation of the grammar topics in an ideal textbook. While a minority supported presenting grammar topics in context, surprisingly the majority of interviewees stated that grammar points should be taught deductively with isolated sentences first and then some contexts that include the target structures should be given. The supporters of teaching grammar in contexts emphasized that to understand the meaning and function of the grammar structure, meaningful context is a must. On the other hand, the supporters of both isolated and contextualized teaching stated that what they are used to is learning the rules first with a couple of examples and this method is more effective and easier to

follow for them. With the excerpts given below Students 6 and 15 explained their perspectives on learning grammar in context and with both forms, respectively:

I think it should be in context because, for example, we see the word. But we must examine it in a sentence. Similar to this, it won't make much sense if we just learn grammar by itself because, okay, yes, we learn it, but how does it happen? We need to understand such meanings, such as what meanings it entails in the sentence, or rather, we need to understand it. (S6).

I think the subject should be explained by giving the rules first because the student should know where he/she is and what he/she is reading. We should accept this subject like mathematics and think that yes, this rule is like this and learn it with sentences. Then we can see its use in texts (S15).

Table 4.5. *Descriptive statistics of grammar subsections for student questionnaire*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
7	In an ideal textbook, it is important that grammar explanations are concise and descriptive.	7	7,6	85,4	4,27	,923
15	The order of grammar topics throughout the book is important.	2,6	7,6	89,8	4,44	,766
23	It is important that grammar topics are presented primarily in situations that reflect real-life use of the language in an ideal textbook.	1	4,4	94,6	4,51	,658

In addition to the points mentioned above, participants also stated that while presenting the grammar points in an ideal textbook, textbook writers should use mind maps and diagrams instead of detailed explanations and tables as visuals could save some time. To illustrate this, one of the participants stated that:

Instead of giving grammar linearly, it can be taught by written arrows and using mind maps. There are even diagrams, for example, the Venn diagram....It may be more useful to illustrate in the Venn diagram the situations in which past simple, present perfect, and other specific uses of these tenses are allowed and prohibited. Using a Venn diagram can be useful for the student to symbolize it more because reading tables can take a lot of time (S1).

Contrary to the preceding opinion given above, some students claimed that they need very detailed grammar explanations as grammar knowledge is fundamental to every skill. Student 14 said “Grammar is very important because we need to use it for a lifetime in all four skills. Therefore, if we are just learning that grammar, the book must provide comprehensive explanations”.

Respondents also referred to the order of the grammar topics given throughout the textbook. Participants addressed the issue from different perspectives. The first suggestion was to order the grammar topics from easy to difficult ones. The second perspective was teaching and presenting detailed and connected grammar topics at the same time because students pointed out that when these topics are taught at different times, they are easily forgotten. The following excerpt taken from Participant 5 can serve as an explanation:

Sometimes a grammar topic can be long. That's why they prefer to separate the topic. But when the other part of the long grammar topic comes, you actually kind of forget the beginning of the topic. I can give conditionals as an example. There are type 0-1-2-23232conditionals. We learned them all at very separate times, so when we covered the 3rd conditional, we forgot the 1st conditional so it was troublesome. In all major grammar topics, I recommend not to intervene too much (S5).

The most surprising point students touched upon was the importance of teachers who teach these grammar topics in the classrooms. Some students mentioned that in addition to grammar presentations in textbooks, teachers' teaching methods, strategies, experience, and materials make a difference in this process. At that point, students also put some of the responsibility on the shoulders of learners. As evidence, the following excerpt taken from Student 14:

When it comes to grammar, the instructor takes center stage since, in my opinion, if he teaches it effectively, the book will support it. With the help of the book's activities, we can retain the grammar after the teacher has taught it to us (S14).

4.1.7. Suitability of Topics and Language

Five items in the questionnaire investigated learners' perspectives about the suitability of topics and language. The items were about the existence of interesting, current, and various topics in addition to topics to raise cultural awareness. The results obtained from respondents' answers are given in the table below (Table 4.6.).

It can be seen from the table below that interesting textbook topics were found important by the majority of the participants (31,8% agree and 59,6% strongly agree). Moreover, 85,4% of the students found a book ideal if it is not too above their level. However, 6% of the participants disagreed with this item and 8,6% of them had no opinion or were undecided. Including various topics was another important quality in an ideal textbook according to the percentage of the students who supported it (38,5% agree and 55,2% strongly agree). Regarding the inclusion of activities and information that can promote cultural awareness in learners, surprisingly 12% of the students remained undecided or did not state any opinions. On the other hand, almost 85% of the participants found it a crucial quality. Lastly, 85,5% of the respondents expected to see current topics in an ideal textbook while nearly 13% of the participants were undecided or did not hold a viewpoint.

Table 4.6. *Descriptive statistics of suitability of topics and language subsections for student questionnaire*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
11	In an ideal English textbook, it is important that the topics of the units are interesting.	1,8	6,8	91,4	4,48	,737
12	It is important that the level of language used in an ideal English textbook is not too far above my level.	6	8,6	85,4	4,25	,903
27	It is important that there is a variety of topics in an ideal textbook.	1,1	5,2	93,7	4,48	,658
28	It is important for an ideal English textbook to include activities and information that promote cultural awareness.	4,4	12	83,6	4,28	,888
32	It is important that the topics in an ideal English textbook are mostly selected from current issues.	4,7	12,8	82,5	4,23	,873

Concerning the language level that needs to be adapted in an ideal textbook, nearly all of the students stated that it should be slightly beyond the students'

proficiency level so that students can realize that there is more to learn in the language not only about grammar but also about vocabulary. Moreover, they claimed that students can improve themselves better with a slightly challenging book.

The language level needs to be one point above the level of the student because I already know something at a parallel level. Of course, we learn something new from the book, but I think if it is a little bit higher, the person will push himself/herself. You know, he can see many new patterns, he can see new words. (S6).

One of the respondents considered the textbooks' language levels from a different angle. He mentioned the difficulty balance between sequential textbooks used for two different proficiency levels. According to him, textbook writers are supposed to consider it carefully. Otherwise, students can have difficulty adapting to the level. As a solution, he suggested that a summary of the previous textbook with target structures and vocabulary items could be given in the follow-up book. Student 14 explains this notion with the following words:

I think the balance between the two books is very important. If it is not well balanced, a student who is successful at the A1 level may find it very difficult when he/she moves to A2 if there is too much difference between the two [books] if there are too many new things... Consequently, a summary version of the previous book can be provided at the beginning of the second book...This enables the student to revise and also helps him/her a little bit when moving to the next level (S14).

Similar to the quantitative data results about choosing the topics from current issues, nearly all interviewees touched upon this notion. Furthermore, students gave many specific examples of the topics they would like to read and talk about and they justified asking for these specific ones. All these topics can be seen in the figure below (4.2.).

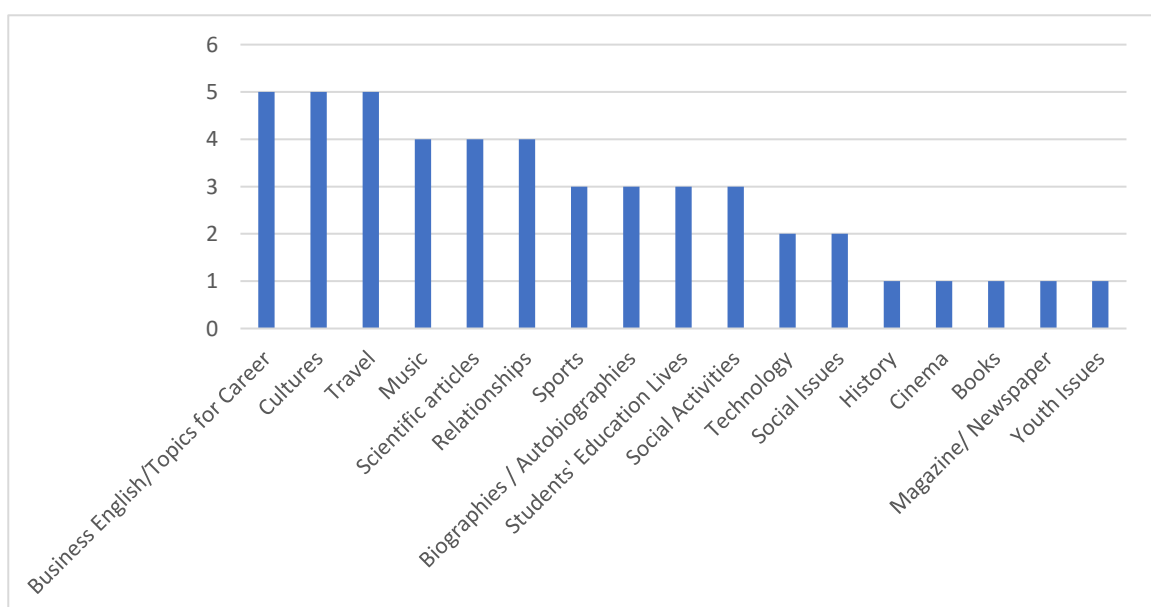


Figure 4.2. The frequencies of topics suggested by students

According to Figure 4.2., it can easily be seen that learners put more emphasis on travel, different cultures, Business English, and career topics. While they stated that traveling and culture-related topics were attractive and useful and could prepare them for abroad, students wanted to be exposed to Business English to equip themselves for their careers after graduation. Student 7 put it into words as follows:

Not today, but four to five years from now, we will be sending our resumes to different companies or attending a lot of interviews during the time after our graduation. We will write those texts that we call essays. I think there should be an extra focus on such things. There should also be culture and travel topics, in case our path falls abroad, we can have some basic information....You know, we can get preliminary information about cultures or that place (S7).

When it comes to the inclusion of scientific articles, students claimed that with their help, they can learn some academic jargon and formal language, which would prepare them for their careers after graduation.

In addition to academic articles, one of the participants wanted to have some parts taken from famous novels in their textbooks and highlighted the importance of exposing students to some authentic materials and novels that were written using the target language. Supporting this authenticity, Student 1 said “ I think it is more useful to use texts that are written using that language rather than the language itself because this is how I learned English.” He believed that these materials could teach the language and the culture. Most participants highlighted the importance of giving current issues in the textbooks as those are what they are generally exposed to in their daily lives and the following excerpt taken from Student 3 illustrates these issues:

It is more important for me to stay in the present, for example, there is social media language while browsing social media. So, it is more important for me to catch it.. Magazines and newspapers are among the materials that pupils will encounter more frequently as a result. So, I think it is more important for them to know these things than to know something about the past that I won't come across (S3).

4.1.8. Communicative Content

The other feature of an ideal textbook that was investigated in this current study was communicative content. The items in the questionnaire focused on the essential components of oral skills and how language can be used as a practical tool for

communication. Table 4.7. given below displays the statistical results gathered through the questionnaire.

As shown in Table 4.7., nearly all of the participants (32,6 % agree and 63,5% strongly agree) agreed that textbooks should provide the language utilized in daily life. They also found focusing on pronunciation through exercises crucial by agreeing with this item 90,4 %. Moreover, nearly all of the participants (20,8% agree and 76,6 % strongly agree) supported that activities should equip students for communication in real life. Regarding the students' ideas about the different accents given in the textbooks, surprisingly while half of the participants stated agreement (26,6% agree and 24,2% strongly agree), 22,4% of the participants stated disagreement and 26,8 % of the students had no opinion about it. The inclusion of language activities that promote accuracy and fluency was another item in which nearly all of the students stated agreement (35,2% agree and 62,5% strongly agree).

When it comes to qualitative data analysis, regarding the communicative qualities that should be included in an ideal textbook to prepare students to communicate in the target language, the first thing that students underlined was unsurprisingly adding more speaking tasks and activities that are related to the topics discussed throughout the unit. Students also explained the importance of adding various speaking tasks in an ideal textbook in terms of its strong relationship with other skills like writing and listening. Student 3 said “I think speaking is the most important thing for communication. Speaking also affects writing”.

Table 4.7. *Descriptive statistics of communicative content subsections for student questionnaire*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
4	The language used in an ideal English textbook should reflect the language used in real life.	1,3	2,6	96,1	4,48	,625
6	Pronunciation exercises should be highlighted in an ideal English textbook.	2,3	7,3	90,4	4,40	,768
18	In an ideal English textbook, it is important that the activities prepare students for	0,5	2,1	97,4	4,73	,534

	communication in real-life situations. It is important that the language used in an ideal English textbook contains accents from different regions.					
20	It is important to include activities that require the accurate and fluent use of English in an ideal textbook.	22,4	26,8	50,8	3,47	1,185
35		0,5	1,8	97,7	4,59	,584

Moreover, one of the participants criticized the textbooks in use as they force students to examine ready-made dialogues instead of offering more practice chances to make dialogues with people. Arguing that people should be more involved in the process, he suggested that artificial intelligence might be a useful tool at this point. The following excerpt can serve as evidence for this issue:

Instead of teaching you how to communicate with people, the majority of English books let you analyze existing dialogues; in this context, artificial intelligence can be useful because you can also upload a personality to artificial intelligence...you may upload some characters to artificial intelligence and have them interact with the student to accelerate the growth of dialogue. It would be highly beneficial, and technology use would rise as well (S1).

Regarding the speaking tasks that should be included in an ideal textbook for communicative content, some students specified the effectiveness of discussion tasks in the classroom. The following excerpt exemplifies the notion clearly:

For example, there can be activities like debates for communication. Debates are essential because you learn the other person's viewpoints. You use different words in a foreign language and distinct ideas and you hear different sentence patterns. That's why I believe that they have an effect on improving ourselves (S4).

Aligning with the questionnaire data results, students also found it important to include words, structures, and even proverbs and idioms that are commonly used in daily language. Student 13 found the inclusion of daily words and expressions quite important because of the various meanings they get. Students found speaking activities that reflect the language used in real life more effective and informative. One of the participants clarified this issue by making a distinction between academic English and daily language. To illustrate their perspectives, Student 6 highlighted that:

First of all, to prepare us for communication, it would be more important for us to learn the speech patterns in daily life rather than more formal ones. There are 2 different versions of

English for me right now, academic English and daily spoken English. Of course, for daily communication, it would be easier for us to learn the patterns used in everyday speech because many people abroad do not speak academically. So, they use daily expressions. It would be good for us to learn such patterns or to learn those words if we learn the words that are used very often in daily life (S6).

When it comes to exposing learners to real-life situations, in addition to presenting daily life expressions and phrases, one of the participants mentioned the need to use real-life materials and extracts in the textbooks. Criticizing the materials and videos provided in the textbook in terms of their inauthenticity, students requested real-life materials taken from original sources instead of using materials that were specifically prepared for the textbooks. To illustrate this, Student 1 argued that:

...our book has its news channel. Instead of that, for example, the speech of an American or British politician can be taken and put in, or a daily spontaneous speech of two students can be put in. With such things, these situations can be connected to real life a little more. What they are showing us in 2–3-minute segments from the news channel right now does not reflect reality. Alternatively, one may hire a news channel and incorporate actual news within the book (S1).

The last issue participants touched upon was the inclusion of different accents. Aligning with the quantitative data results, only three participants supported that an ideal textbook should equip learners with the most common accents in the target language, which are in this case English and American. Moreover, they stated that this information can be provided as tip boxes, when necessary, in an ideal textbook. Additionally, participants emphasized the different patterns both English users highly used and found mentioning these patterns in an ideal textbook crucial to prepare learners for these differences. In addition to different accents, students should also be informed about the different words utilized in different English versions. They mentioned the difficulties they had while writing and pronouncing those words. As evidence, Students 1 and 7 exemplified it by saying:

Learning American English and British English is something that confuses people a lot. When we write calories, are we going to put an e there or not? When we write armor, do we put u or not? How do we pronounce it? This confuses people a lot. That's why we can be in continuity and choose one accent and write most of the book with it, and the other accents can be given as tips. It would also allow people to recognize different accents (S1).

4.1.9. Exercises and Activities

Seven items in the questionnaire focused on investigating students' ideas about exercises and activities that need to be provided in an ideal textbook. The results obtained through statistical analysis can be found in the table given below (Table 4.8.).

95,3% of the participants believed that having a good amount of exercise was crucial in an ideal textbook. The majority of the participants (96,4%) believed that activities should emphasize the concepts that students have just learned. Similarly, most of the students (86,2%) expected that creative and independent thinking should be promoted, but 12% of the participants were undecided or stated no opinion. Covering some tips and strategies for the exams were also among the items most of the participants found vital. The majority of the participants also considered a balance between tasks that required the usage of the language in everyday situations and mechanical activities like matching and gap-filling in an ideal English textbook. Furthermore, revision parts at the end of each unit were found crucial by the majority of the participants. Even though students emphasized pair and group work activities in the interviews, nearly 86% of the students put it among the important qualities of an ideal textbook.

Regarding the activities that an ideal textbook is supposed to provide, nearly all of the participants touched upon each skill and some sub-skills in the language. The first point was to include more speaking activities such as debates and discussions as mentioned earlier. They believed that discussion tasks could improve their oral skills and could help them push their limits as they would try to explain their ideas properly to defend their stance while clashing with different ideas. Because of these reasons, they thought they would engage in speaking more.

Table 4.8. Descriptive statistics of exercises and activities subsections for student questionnaire

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
14	It is important that there are a sufficient number of exercises in an ideal textbook.	1,8	2,9	95,3	4,44	,667
22	It is important that the activities in an ideal English textbook reinforce newly learned topics.	1,3	2,3	96,4	4,51	,638
24	In an ideal English textbook, it is	1,8	12	86,2	4,30	,770

	important that the activities encourage creative and independent thinking.					
26	It is important that an ideal English textbook has tips to help you succeed in exams (IELTS, TOEFL, proficiency).	3,6	5,7	90,6	4,48	,805
30	In an ideal English textbook, it is important that there is a balance between mechanical exercises (such as gap-filling and matching) and exercises that require real-life use of the language.	2,4	5,7	91,9	4,38	,713
31	In an ideal English textbook, it is important that each unit includes a section of exercises that review what has been taught.	1,8	4,9	93,2	4,40	,694
33	In an ideal English textbook, it is important to include pair work and group work activities.	6,7	7,6	85,7	4,28	,908

Students also added that when there were pair and group work activities in the classroom, these could be more effective and could teach more. Students also laid equal emphasis on spontaneous speaking tasks as well as tasks with a certain amount of preparation time and they shared different perspectives. The reason behind supporting spontaneous speaking tasks was that these tasks reflected what students could encounter in real life and with that kind of speech students' real speaking skills could be seen. Student 11 supported it by saying “When we speak spontaneously, we realize our skills here. I think this is also where we understand our level, knowledge, and vocabulary”.

On the other hand, another participant mentioned how stressful it could be for some students if they were not given some time to think about the question. Another respondent pointed out the importance of the language proficiency level of the students in deciding on the design of these tasks. Therefore, in an ideal textbook, students

wanted to have both ways according to the level and the topic. As evidence for the preceding notions, students stated that:

For instance, when my teachers pose spontaneous questions, they rarely receive a direct response. However, when my friends are granted two to three minutes, they work miracles. Therefore, I think that planning their speech will make the students more self-confident. It is also important to be unplanned in order not to have problems in the future, but I think this can be overcome by getting used to doing unplanned ones (S3).

It should be both, actually. For example, for making an official speech in an official place, planning what we will say is a very logical thing, but it is better to develop spontaneously for more daily conversations or daily activities. Because when we speak English on the street, we will not speak by thinking or we need to think about everything instantly. (S2).

Considering the activities for listening skills, students pointed out that instead of some common activity types such as True-False, and filling in the blanks, there should be note-taking and summarizing activities. Podcasts and videos were also among the suggested listening materials of the students. Moreover, participants added that through listening practices, learners should be exposed to longer tracks as they have in exams and different speaking paces with various accents. Tips and tricks for listening tasks were among the students' ideas for an ideal textbook content. Student 6 summarizes the case by saying:

Some more practice can be done on listening tracks that are a bit faster. How can I improve them and how can I understand them?... You know, while listening, I was confused about whether to focus on the words or not, whether to focus on the whole event, etc. You know, they can practice on these. Teachers can tell us such small points while listening, there may even be techniques in the book. They can give little tips, saying that you need to pay attention to these things (S6).

Another point that was touched on about listening activities was the importance of authenticity. Students supported that an ideal textbook should include some authentic materials. Otherwise, they believed that it would fail in preparing learners for the things they would encounter in real life. Additionally, one of the participants specifically criticized that the tracks in the common textbooks sounded unnatural and how demotivating it could be. She mentioned that adding visual supports for these listening parts could make a difference in this process. Student 8 expressed students' desire to have authentic listening materials in the ideal one with the following words:

...The majority of students struggle with this...The listening passages in particular are highly distant from everyday life.... I don't think it's really helpful because of this. I mean, I think it would be different if we could see it performed out, like two people interacting in

front of us, rather than like it was opened on a computer. It feels unnatural, that is..., we are listening to the book so we can do something. And this frankly discourages me. I mean, I would like the listening parts to add something to me if I go abroad tomorrow or if I have to communicate with someone because I will be exposed to a very different way of speaking than what I listen to (S8).

When it comes to reading skills, while students were glad with common activity types such as multiple choice, True-False, and filling in the blanks, some students stated that to improve their reading skills the ideal textbook should share some reading strategies such as scanning and skimming, tips, and tricks. Also, participants believed that vocabulary and conjunction knowledge were of vital importance to grasp the meaning conveyed in reading texts. Finally, participants suggested that there could be reading hours in the schools.

As to writing skills, students pointed out that writing essays could be very helpful in improving students' writing skills as they could get some feedback related to the language and content from their teachers in a very short time. With the help of this feedback, they could have the chance to realize the problematic parts and they would work on them more.

In addition to essays, students wanted to write about different genres such as criticizing and graphic interpretation. They believed that mastering in writing various genres could be useful for their departments. Keeping diaries and writing short stories were also among their suggestions which could improve their skills. Another idea was to publish a preparatory school magazine or newspaper which could consist of the texts that volunteer students put down on paper. In this way, students not only improve their writing skills but also their grammar. The following excerpt can illustrate the student's perspective in a detailed way:

In the School of Foreign Languages, we can publish something like a magazine or a newspaper on a weekly or monthly basis, and if the texts written by the students were included in it, then there would be an effort to use grammar properly, and I thought that the students would take a lot of care because their work would be shown to other students (S5).

For the grammar, participants found mechanical practices quite effective in terms of reinforcing the target structure. In addition to filling in-the-blank activities, they found finding mistakes, putting the words into the correct order to make a meaningful sentence, and translation practices they could make with their teachers very effective. Contrary to the mechanical practices supporters, some of the participants pointed out

that grammar could be learned in students' study times, and writing some texts and making sentences using the target structures could be the best way to learn it. Student 5 supports this opinion with the following excerpt:

I believe that we learn grammar not at school, but in the activities we do after school, when we try to do something on our own. I mean, it may be more practical to write a paragraph or an event text on the subject where we can use that grammar, not more like fill-in-the-blank (S5).

Moreover, students needed some mixed grammar activities that covered all the grammar points taught in the units because of having some difficulties with them and preparing themselves for the school exams. Some participants wanted to have these mixed activities in the workbook or student's book but some of them also felt a need to have an extra book including these mixed practice parts. The excerpt given below explains the reasons for mixed grammar activities:

There should be a book with mixed exercises covering the whole of our book for grammar. Sequencing [grammar points] is the norm. However, books typically don't provide many mixed activities. After all, while learning something, other things can be forgotten, but if we have a book for those activities, the parts we have forgotten will be more visible. Consequently, we are unable to recognize it there if we have forgotten it (S14).

The last point they mentioned about grammar was to add more games and fun activities including some physical movement in the classroom as it could be more motivating and engaging for the learners.

Very few participants stated that speaking activities could be more effective with the teachers and they asked for more speaking exercises which could be carried out with the teachers. One of the reasons behind this desire was the discrepancy between students' language proficiency levels. They stated that there could be huge gaps between students' levels after some time and they had difficulties in performing the tasks together. Also, some students might not be so enthusiastic to talk. Therefore, student-teacher interaction was also favored by some. Moreover, students mostly focused on exercises for four fundamental skills and grammar. Only one participant touched upon vocabulary and she mentioned how entertaining puzzles could be while learning new vocabulary.

In the questionnaire, item 10 tried to investigate students' ideas regarding the affordability of textbooks. The table given below (Table 4.9.) displays the statistical results obtained through questionnaire analysis.

Table 4.9. *Descriptive statistics of the affordability*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
10	It is important that the price of an ideal English textbook is affordable.	2,9	5,7	91,4	4,59	,769

According to Table 4.9., more than 90% of the participants thought affordable prices as an important quality in an ideal textbook. In the interviews, some students also touched upon high prices for the textbooks used nowadays and stated that for the ideal one low-cost should be among the things taken into account by textbook publishers.

4.2. What are the tertiary-level EFL teachers' opinions about an ideal EFL textbook?

4.2.1. General Characteristics

General characteristics of an ideal textbook were among the interview questions posed to instructors. Instructors touched on various points that they found crucial in textbooks. The first point that almost all respondents mentioned was an up-to-date textbook with interesting and level-appropriate topics according to target learners. One of the participant instructors explained her perspective by referring to the topics some current textbooks included that she found difficult to cover in the lessons. Teacher 10 points out that:

First of all, I believe that an ideal English book should fit my student profile. In terms of subjects like job interviews, I find it a little exhausting to teach a unit to students who have never had a job interview in their lives (T10).

Teacher Ten also added that a textbook could be an ideal one if it is prepared for students whose native language is Turkish. The textbooks should take the Turkish learners' qualities and backgrounds into consideration. The second quality mentioned by many teachers was a book that would present skills integrated in addition to level-appropriate grammar and vocabulary points in an ideal one. However, two teachers stated that a skill-based textbook was closer to the ideal textbook that they had in mind. Teacher 6 believed that in this way he would know better what he was doing in the classroom. On the other hand, Teacher 3 emphasized the difficulty of finding materials

focusing on receptive and productive skills effectively with current topics. Therefore, she chose to sacrifice the integrated book for the sake of engaging, effective materials with a skill focus. The following excerpt clarifies this notion:

I think I like a more skills-based book that is not too involved with grammar topics, that makes you talk and write because you give grammar, but you can't find the text that the student will be eager to read everywhere or you can't find it quickly. But I think it is not so easy to find a book with well-compiled, well-collected texts, questions, or reading and listening texts. Because the themes get old very quickly (T3).

The other quality teachers shared was a textbook with everything in it. Teachers recommended that the ideal textbook would be a book that contained lectures, exercises, and homework assignments without requiring teachers to seek additional resources to support their students. One of the teachers pointed out that when textbooks provide various materials for teachers and teachers do not have to find materials for the related topic, this provides a standard for the materials used in the classroom in addition to facilitating teachers' work.

Teachers 9 and 10 stated that an ideal textbook should emphasize receptive skills, and they believed that there should be long and detailed reading texts to expose students to the language before expecting them to produce. Teacher 9 criticized the expectations we had from the students about producing the language. Hence, he highlighted the importance of providing necessary input for the production through reading texts. The following excerpt serves as evidence for the preceding notion:

I think a good textbook should provide a lot of material for receptive skills. There should be reading passages because we expect something from students without exposing them to too much language. So, for example, a material cannot offer too much in listening anyway, in limited numbers. The ideal thing it can offer can be a reading passage. I expect it to be very long like this (T9).

In addition to these points mentioned so far, some teachers found the online applications and resources crucial and motivating for learners especially the ones providing phone applications as they could provide some games and activities that could be very attractive even for teachers. Additionally for the general characteristics, one of the teachers put emphasis on the layout of the textbooks. The ideal layout that the teacher described was easy to follow and user-friendly. The following excerpt displays what she wanted in an ideal one:

It would be nice if it was user-friendly in appearance. I would prefer it to be useful and aesthetically pleasing, that is, when we look at it, we can see what is where, or it would be a

book that uses stickers or illustrations to highlight key points; in other words, I would prefer it to be a book that prioritizes both the content and the look (T2).

4.2.2 Accessibility and Availability

Through five items in the questionnaire, teachers' ideas about the accessibility and availability aspects of the textbooks were investigated. The textbook's organization and to what extent it is simple to obtain copies were the main focus of the items. The table below (Table 4.10.) shows the descriptive statistics obtained from the analysis of items for accessibility and availability.

As shown in Table 4.10., nearly all teachers (99,1%) agreed with the importance of an easy-to-follow layout in an ideal textbook. Similarly, 97,4% of teachers supported having clear objectives and easy access opportunities for the textbooks. Regarding item 29, while 5,2% of the teachers did not think a content table presenting the details of the topics that will be taught among a must-feature in an ideal textbook, 87% of the participants thought the opposite. Suitable content for students' ages, interests, and needs was also among the important qualities of an ideal textbook.

In semi-structured interviews, teacher participants depicted in a detailed way what they expected in an ideal textbook in terms of its layout and design and qualitative data aligned with the results of quantitative data. The first feature that all participants agreed on was the inclusion of attractive photos and visual aids with representative purposes for the vocabulary items or for the reading texts. Some teachers put forward that the visuals used in the textbook should look professional and be detailed such as comics and reflect some cultural elements of the target language. Some of the teachers also mentioned the need to be careful about the font size of the important parts of the book. Otherwise, it could be missed by teachers and students. The excerpt given below can explain teachers' perspectives:

First of all, there should be a lot of photographs and even an artistic style of drawing. ...You look at cultural photographs, family things and you say, oh, that's how they lived there. So I don't want to see a photo of Sultanahmet in an English book. I want to see photographs of the culture whose language I have learned, I want to see famous people from that culture. I want it to be interesting to me in terms of design and I want to see real photographs or artistic drawings or cartoons with lots of detail (T9).

Table 4.10. Descriptive statistics of accessibility and availability subsections for teacher questionnaire

No.	Items	Strongly	No opinion/	Agree/	Mean	Std.
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		Agree/ Disagree %	Undecided %	Strongly Agree %		Deviation
13	In an ideal English textbook, it is important that the page layout (fonts, spacing, style of chapter headings, margins) is easy to follow.	--	0,9	99,1	4,58	,513
17	It is important that the objectives of each unit are clear and understandable in an ideal textbook.	--	2,6	97,4	4,52	,552
19	An ideal English textbook should be easily accessible (via publishers and/or online).	--	2,6	97,4	4,41	,544
29	In an ideal English textbook, it is important to include a detailed table at the beginning of the book about the skills/words/grammar to be taught in each unit.	5,2	7,8	87	4,14	,771
37	It is important that the content is designed to suit the age group, needs, and interests of the students in an ideal textbook.	--	3,5	96,5	4,62	,555

The second element that instructors wished to have in an ideal textbook was to have some spaces left for students' notes. They pointed out that when they mentioned something extra about the target structure or specifically about a part in the textbook, students should be able to add that point on that page to be able to see the all details together. Similarly, the majority of teachers stressed the need to provide sufficient space for tasks requiring learners to write lengthy responses such as asking questions and putting the words in the correct order. Teacher 2 explains the preceding issues by saying:

In certain tasks, the student is required to write a three-word response; yet, the space provided is so little that the answer cannot fit. The students cannot view it as a whole when they are unable to write there... Especially visual students, like me, learn best visually and retain information much better when they see it as a whole. Indeed, a place for these

exercises should be given in addition to being aesthetically pleasing. When I give extra vocabulary, prepositions, and sentences, I want them to be able to write it there (T2).

Teacher 1 shared some different views regarding the design and layout of the ideal textbooks. The first point she mentioned was a textbook design that could be easily followed and have smooth transitions from one part to another that teachers can easily follow while planning their lessons. Moreover, she suggested that an ideal textbook does not have to be in a usual A4 size and they could be composed of separately organized chapters. She added that ideal textbooks should be opened vertically and sideways. Even it should have pull-off pages to facilitate the implementation of some activities. Finally, she pointed out that to ensure dynamic content, QR codes should be included. The following excerpt can serve as evidence:

... I want the design to be a bit more organized. It doesn't have to be a book in the traditional sense; it might be a file fascicle, open in both vertical and horizontal directions, and include pull-off sections. Some parts should be pulled out so that students can write on, change, and exhibit the content in the classroom. A QR code should be included...we should have a QR code in a specific part and it should direct us to a video or it can direct us to another part for another challenge. I believe it should be a little more dynamic otherwise this is boring for the students and teachers (T1).

Regarding the flow of the book content and the inclusion of some attractive parts, one of the teachers pointed out that an ideal textbook should not follow the same pattern in all chapters and units. Except that it goes from semi-controlled to uncontrolled practice parts, the ideal textbook should not repeat itself constantly. According to her, sometimes the textbooks should be able to start with a proverb or a video.

4.2.3. Flexibility

The flexibility of textbooks—which calls into question the existence of extra resources included with the textbook packages such as quizzes, dictionaries, and workbooks—was another feature of the books examined through the questionnaire and semi-structured interviews. The four questionnaire items that gauge how flexible textbooks are are shown statistically in the table below (Table 4.11.)

As shown in Table 4.11., the first item in the questionnaire tried to measure teachers' opinions about the inclusion of a small dictionary. Surprisingly, only 67% (58,3% agree and 8,7% strongly agree) of them found this a crucial feature in an ideal textbook. On the other hand, it can be seen that the majority of the participants (93%)

found online extra resources important. Similarly, having a workbook in an ideal textbook set was thought an important quality by the majority of participants while nearly 9% of them were undecided or had no opinion. Nearly 88% of the teachers thought that an ideal textbook should have an adequate amount of practice tests.

Table 4.11. *Descriptive statistics of the flexibility subsections for teacher questionnaire*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
1	An ideal English textbook should have a dictionary (a small glossary at the end of the book for the words that appear in the book).	20	13	67	4,00	,910
3	It is important that an ideal English textbook has available online supporting materials.	1,7	5,2	93	5,00	,676
25	It is important that there is a workbook in an ideal textbook.	--	8,7	91,3	4,00	,640
36	In an ideal textbook, it is important to include a sufficient number of practice quizzes.	0,9	11,3	87,8	4,00	,648

When teachers were asked their opinions about the efficiency of workbooks, their ideas aligned with the results of the questionnaire, and many of them stated that workbooks could be a roadmap for students who do not know what to study after classes. Teacher 3 said that “...it's beneficial for students to have access to a resource that follows the pattern and sequence of the book, is comfortable for them, and prevents them from wondering what step they should take next”. Most teachers found them quite important as activities and exercises in the workbooks are prepared in line with the topics and content covered in students’ books so that students could have the chance to revise. On the other hand, some participants believed that workbooks consist of very similar activities that are used in students’ books and cannot provide engaging and different activity types. Therefore, some teachers believe that textbooks are neglected.

...If they use it, it is useful, but it is not very useful because the publishers present almost the same exercise as in the book in the exercise book. For example, they change the subject of sentences that are still mechanical and similar to the ones in the book. There is no meaning there, that students have already done it, so the student can skip it because he/she has done a similar one (T2).

Teachers suggested various changes to be made in workbooks to make them more effective for learners. The first suggestion was to add new points that were not covered in students' books and more difficult activities and exercises than the ones in the students' books. The second idea was to include different question types that are used by international language exams so that students who have different aims to learn English could benefit from them. Adding group and pair work activities and game-based activities were among the other suggestions. Furthermore, some teachers found the number of activities too few and therefore they desired to have more in an ideal textbook that would cover each skill but especially reading, listening, and grammar. Teacher 2 stated that "... more free tasks that are a little more difficult, that include the learner, come in a variety of forms, and require more work from the student are what I would like to see".

Teachers also claimed that some parts of the workbook should be utilized in the classroom instead of the activities in the student's book. They believed that this would prove how important workbook activities were and students would possibly spend more on them. Moreover, this attempt could raise their awareness about workbooks. Teacher 3 pointed out that "it's important to provide some direction and explanation of what the workbook is, what's in it, and why students have it. Therefore, I occasionally assign them to complete the exercises in the workbook rather than the student's book". Even some teachers suggested grading students' workbook performances as one of the components of their final grades. One of the teachers added that in the quizzes some parts could be chosen from the workbook and could be used to evaluate students' success.

Regarding the online materials, some of the teachers found them useful, while others claimed otherwise. The teachers who found them useful justified it by highlighting online materials' immediate feedback function, practicality for both stakeholders, the variety they provide, and the novelty effect. On the other hand, teachers who found them useless took this side because of the repetitive activities in online resources. They also added that because of high prices, most learners cannot get the original copy of textbooks and they have no access to online resources. This also affected teachers' ideas about the online materials. The following excerpts summarize why teachers support online materials for the sake of students and teachers:

There are more interactive tasks in the online materials. Since students can view their answers immediately and don't need to open an answer key or ask an instructor to help them, it is more attractive than workbooks. They also facilitate learning through games. In other words, online exercises are more attractive for this generation because they are always on the phone, or the computer. They have easier access, they don't have to carry their workbooks with them (T2).

In online materials, I like the part of creating a test by selecting the create test feature from the computer and measuring students' knowledge after a topic is finished... Can't I prepare these questions myself? Of course, I can. I can find similar questions on the internet, but they are ready-made, and sometimes the balance of the thing you find differs because I only taught this particular output. I'll only test this output. When I find it elsewhere, the exercise can cover different details of that topic. (T3).

Teachers also shared various extra materials that they wanted to be included in an ideal textbook set. The figure given below (Figure 4.3) shows the frequencies of extra materials. While graded readers and forums are among the most popular ones, they are followed by videos, games, and some kinds of exercises. Only a handbook including study tips and some study videos were suggested by one teacher. The reason for the study tips handbook was to raise learners' awareness of some strategies for all skills and sub-skills covered in the textbook. Teacher 1 stated that mentioning them in one lesson at the beginning of the term was not enough for language learners. She claimed that learners could easily get lost in the process.

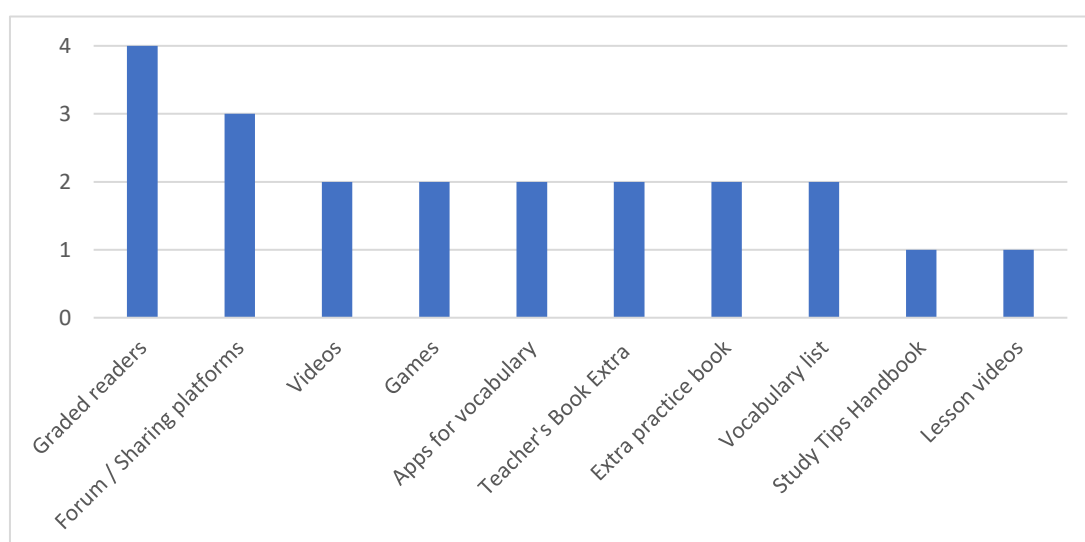


Figure 4.3. *The frequencies of extra materials suggested by teachers*

Teachers shared plenty of ideas to make online materials more effective for students. The most common idea was to design online resources which can provide

interaction among the students as seen in the figure above. Furthermore, they added that online materials should focus on productive skills and teaching vocabulary in addition to game-based activities. The incorporation of artificial intelligence into online resources was also among the suggestions. Teacher 1 stated that “Voice recording could be for speaking skill. With the help of artificial intelligence, students can get better feedback”. The teacher also exemplified the kind of feedback learners can get and she added that “...students should be able to get feedback like this: your hesitation is like this, you are making a lot of mistakes in pronunciation, and so on”. She claimed that this kind of feedback can help students improve themselves. The interaction feature teachers suggested is explained with the following excerpts:

It should be a design where students can interact with each other. It can be through a messaging platform or a forum with students anywhere in the world who are using the book, or it can be in the form of students commenting on something below after doing the exercise. This ideal book may also be used by other people in the world, and since they usually learn more enthusiastically abroad, their enthusiasm will affect our students. The perspective of our students will also add something to them... Production can be done by providing a space for speaking practice. Whoever is online at that moment who wants to speak can find each other (T2).

After a student has learned something about a topic, they can make a 2-minute audio recording. All the audio recordings made on that subject can be collected in a pool, edited and of course, some of them cannot be used, but some of them can be used. They should all be there. The student should be able to listen to other people's comments on the subject, this makes a difference (T7).

When it comes to writing skills, Teacher 1 suggested that students might upload their writings and an online platform which could be created by the textbook publishers could provide some feedback for the learners at least for the grammar and vocabulary mistakes.

For the design and content of the games, teachers also shared some ideas. Emphasizing the fun and educative factor of the games, the inclusion of some games that could be played with the whole class, as students like the competitive atmosphere, was suggested. Moreover, Teacher 5 believed in the effectiveness of the games and he suggested a general culture test related to the topics discussed in the textbook. He shared that:

... something like a general culture test related to the subject they have learned can be added. For example, the subject of food was covered. Game-based activities related to world food can be added and this can increase students' general knowledge of the world,

improve their understanding of that question and the language, and help them learn that word (T5).

One of the teachers stated that online resources should include various videos and these parts should be connected with group activities. She added that if online materials of an ideal EFL textbook had extra practice and exercises for international language exams and prepared students for them, it would be a great opportunity for students.

As to extra materials that will be provided in addition to the textbook, workbook, teacher's book, and online resources, the content of the teachers' books was the prioritized issue. Most teachers felt the need for a broader variety of resources given in the Teacher's Book that would include up-to-date materials with board and interactive games. Regarding the activities, one of the teachers shared his need for materials that would help teachers spend the last 5-10 minutes of the lessons effectively. He explained this notion by saying:

There are 5 minutes and 10 minutes left until the end of the class, but sometimes I'm at a loss for what to do. There may be fun activity suggestions for the teachers that could be done in 5-10 minutes. At least it would be a good idea to have something fun at hand. So I think publishing houses should pay attention to this. 5-10 minute activities with purely entertainment purposes and unrelated to the subject matter, lasting five or ten minutes, might be created to help learners retain the information and boost their moods (T5).

Teachers also emphasized the importance of experience sharing regarding the flow of the textbooks and material adaptations. To this end, they suggested that in an ideal textbook, there should be some worldwide platforms and forums on which teachers who have experience in using this specific textbook from all around the world could comment on some parts of the textbook and help each other with the material adaptation to make use of the textbook better. Teacher 2 found this implementation similar to what they already do unofficially with her colleagues. The following excerpt taken from Teacher 2 displays the teachers' opinions:

It is possible to construct a platform similar to a forum where teachers can share an activity that they have prepared for the textbook with anyone who wants to use it... We may formalize the informal sharing that takes place in our school globally with this platform (T2).

Teacher 1 claimed that in an ideal textbook set teacher's book should be rich in providing alternative teaching methods for teachers. She stated that current books generally supply just one way to teach and practice something. However, she believed

in providing some alternative ways to help teachers choose different methods according to the needs, backgrounds, and levels of the classrooms.

The other common suggestion among teachers was providing some applications for students that could be downloaded on their mobile phones and these apps could be mainly about vocabulary learning and some revision questions that could be prepared based on the target structures covered in each unit. Even some common applications were offered such as Kahoot to be included in the textbook sets in an ideal one.

In terms of vocabulary, what if there was an app tailored to this book's material that students could download to their phones and tablets instead of the classic old-fashioned vocabulary files? Let the application focus on certain words in the book, let it revise and present the content of the book to the student, even a team game. Not simply online, but also things that will appeal to pupils of this era a little more are what we need. As I said, there is a need for activities suitable for the present day that will actively involve them (T1).

Teachers already highlighted the importance of receptive skills and especially the role of reading in students' language improvements. Teachers supported that there should be an extra activity book that includes extra practice for all skills with various question types. Similarly, they stated that in an ideal textbook as extra material, there should be plenty of reading texts with vocabulary and reading exercises and graded readers which would give students a chance to read for fun instead of reading something to answer some questions. These extras could be distributed among the units of the textbooks or they could be given as graded readers. The following excerpt explains the reasons behind suggesting extra reading materials:

I've noticed in past years that students who read for pleasure have a better understanding of the language... It can even be comic books and manga because I think it is very important for the student to say "Oh, I saw this in the last lesson". In other words, something they recognize when they read something other than the course material is automatically a motivation, and secondly, it serves as feedback for them. I believe that if it were like this, class would be more enjoyable since everything we do has a purpose... They may split up a short story into each unit, for instance (T3).

The importance of vocabulary knowledge was also on the agenda of the teachers. Therefore, they suggested that an ideal textbook should have extra vocabulary parts and practices and should provide a list of the words like a dictionary actively taught in the textbook. One of the teachers even wanted to have an extra vocabulary booklet attached at the end of the textbook. Additionally, providing a list that includes the first ten

thousand words that students need to know according to their language proficiency level was found important to present a roadmap for students. Teacher 4 put forward that “Students can access these very easily on the internet, but how many students do it? They only know the verbs’ past and perfect forms at the end of the book. Maybe they don't think they need to know the others”.

Similar to Teacher 1’s ideas to make the classrooms more dynamic, Teacher 5 mentioned that in an ideal textbook, there should be further reference parts for extra readings, books, and videos related to the topics covered in the classroom. The reason behind this suggestion was to bring something new to the classroom other than the textbook. He explains his perspective with the following words:

Maybe like further reference, the textbook can direct to stories and novels. It might be something like linking to a YouTube video, directing to a storybook, or pointing to books and novels. A link can be given. At this point, it can only refer to an extracurricular activity since I believe the students may become overwhelmed (T5).

4.2.4. Four Fundamental Skills and Subskills

Teachers' opinions on the four fundamental language skills—reading, speaking, writing, and listening— and how best to present them in a textbook and achieve the appropriate balance between these skills were the next topics covered by the questionnaire and interview questions. The table below (Table 4.12.) displays the statistical results for the three questionnaire items that measure textbooks' degree of four fundamental skills.

Table 4.12. *Descriptive statistics of four fundamental skills and subskills subsections for teacher questionnaire*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
5	An ideal English textbook should include activities that enable the skills (reading, writing, listening, speaking) to be used both separately and integrated.	1,7	2,6	95,7	4,50	,640
8	It is important that the distribution of the four skills (reading,	3,5	6,1	90,4	4,30	,740

	writing, listening, speaking) is balanced in an ideal textbook. An ideal English textbook should put emphasis on the acquisition of sub-skills (finding the main idea, taking notes while listening, etc.).					
9		1,7	4,3	94	4,32	,643
16	In an ideal English textbook, the sequence of language skills within the unit is important.	0,9	13,9	85,2	4,17	6,92

As can be seen from the Table above, in response to item 5, most of those surveyed indicated that reading, writing, speaking, and listening exercises that can be used both independently and in combination are essential components of an ideal English textbook. Just 2,6% of the participants stated no opinion and 1,7% of them disagreed with this item. Moreover, most of the participants (90,4%) supported a balanced distribution of four fundamental skills in a textbook while a minority of participants (6,1%) were undecided and 3,5% of them were not in agreement with this. When we look at the last item in this category, it can be seen that 94% of the respondents found emphasizing sub-skills crucial while a minority of the respondents (1,7%) disagreed with it. Surprisingly, 4,3% of the participant teachers could not take any sides or had no opinion. The order in which language skills are taught in each unit of an ideal English textbook was also found crucial by 85,2% of the participants.

Regarding the four fundamental skills and their balance in an ideal textbook, teachers were asked what they think about it, and they shared different opinions. The most recurrent one was an equally balanced inclusion of these skills as students are exposed to all of them in daily life and knowing a language requires being able to perform components of it. Teacher 3 clarifies it by saying "...when you use a language you have to be able to read, write, speak, and listen. Otherwise, I think communication is at risk". Moreover, teachers added that with an equal balance, the importance of both receptive and productive skills would be emphasized and students could give them importance. As evidence, Teacher 5 explains the importance of this balance and states that:

These four fundamental skills should be equal, they are like a four-legged trivet. The balance will be thrown off if one of them is greater or less. Each of these skills is equally vital; there is no way to rank them higher than the others. They must all be developed, and pupils must be exposed to them all (T5).

As an alternative, some teachers believed that an ideal textbook should include four fundamental skills but speaking, listening and reading could stand out. Even some of the participants shared some percentages regarding each skill. Teacher 6 stated that “a ratio where writing is less common and reading and listening are far more common in actual life. If we divide this by four, the distribution may look like 30% for reading, speaking, and listening each and 10% for writing”. What Teacher 3 said that can serve as evidence for some focus on reading, listening, and speaking:

...The books ought to include reading materials. For instance, I believe that if the teacher encourages the students, they will write a little bit more and bring it back, but if we tell them to listen to this or that podcast, or anything similar and then come back to class by completing that task, I don't think they do that much. Therefore, it seemed to me that the book needed a little bit more speaking, reading, and listening (T3).

Similarly, Teacher 9 stated that writing should not be prioritized among the other skills as students could improve it through teacher feedback. However, he also disagreed with the priority of listening skills in an ideal textbook and mentioned that the listening tracks offered to the students at this point felt artificial and could not provide enough reasons for the students to listen to them. Teacher 9 supported this by saying:

A textbook cannot go too deep into writing skills. Writing is a bit like something that is learned through the feedback given by the instructor to the students. Therefore, in writing, a textbook can only provide small examples and models. The rest of it is a skill that can progress with the teacher's feedback on the students' tasks and assignments. Reading and speaking are not like that. Listening is also very artificial. We don't create enough reasons for students to listen (T9).

Another participant approached the issue from a different angle. She believed that regarding the distribution and the balance of these skills, students' language proficiency levels could also be a significant determinant. When beginner students started to learn English, inevitably grammar would dominate the classes because without building grammar knowledge, students wouldn't be able to produce the language. She also added that writing was like the basis of the language and when students focused on writing, this improvement would affect their vocabulary and grammar knowledge as well. In

terms of percentages, while she prioritized writing and speaking for higher proficiency level learners, and she thought reading would support students' language improvement. She explained her perspective by saying:

In the ideal world, I think that there should be a separate teaching for writing skills because I think that the feedback they receive is very useful for grammar and adding depth to the student in terms of vocabulary. I think that at lower levels, there should be more grammar and more rules. I mean, first, because we need to load it so that it can produce a little bit. As we move up in terms of language level, I would like to emphasize the skills that students produce, and I would like listening and reading to be used in terms of students' language mastery or increasing their vocabulary (T1).

The next question in semi-structured interviews tried to investigate teachers' opinions about the way these skills presentation; integrated or skill-based. Teachers came up with different opinions. While two participants supported the integrated system, another two found the skill-based system more effective. The skill-based system supporters thought that it could be easier to follow for students and teachers and teachers could be experts in one of the skills. One participant touched upon the unsuitableness of each topic for each skill in an integrated system and emphasized the potential high quality of skill-based textbooks thanks to the textbook writer's expertise. He tried to explain his thoughts using an athlete metaphor. He explained that "It's like an athlete who does 4 to 5 sports at the same time and becomes a professional in all of them, but a person becomes a professional in only one". The above-mentioned reasons were stated in the following excerpt:

I want it to be skill-based... I want the teacher to be an expert in writing skills and an expert in listening skills. Of course, I advocate that they should know them all, but they should be an expert in one or two skills. When it is integrated, no matter what you do, you cannot focus 100% on writing or reading or any other skill, you do it all. Then the students may get lost in the middle, wondering if I am talking or if I have learned vocabulary. In a skill-based approach, the student can open the grammar book and look at all the subjects they are missing. Now it doesn't make sense for students to open the integrated book (T6).

On the other hand, with the integrated system, according to the teachers students would be free from their prejudices regarding the skills they would study. Teacher 5 said, "...without knowing that it is a speaking or listening lesson, they try to learn that skill a little better during the lesson without prejudice". it was believed that the integrated system reflected real life.

Teachers also added that when students learn in an integrated system, they can grasp the connection between skills. However, the students had difficulties in doing this with the skill-based approach. Teacher 8 shared his experience related to this notion:

In skill-based learning, students had problems with integration. I took both reading and grammar lessons in the same class one semester. I remember the student objected to me after the exam, saying, “Teacher, this word was mentioned in the grammar lesson, why was it asked in the reading text? So the student thought those separate things were separate like math (T8).

On the other hand, some teachers supported the integrated approach and stated that there should be a main textbook with all the fundamental skills but they emphasized the need to focus on the skills. They desired some chapters and some parts in an ideal textbook that focuses on these skills in detail with rich content. Only one teacher shaped her thoughts according to the proficiency level of the students. She wanted such a system that the integrated approach would be used with lower-level students but with higher-level ones even if the approach was integrated, skills would be the main focus. She came up with this suggestion based on her previous teaching experience. Teacher 2 reported that:

For instance, reading passages at the reading lessons of lower levels invariably presented the past tense to students who were still working on their to-be-verb comprehension in a skills-based system. No matter how much the expert team prepares them, the student gets stuck there. Therefore, it may be necessary to explain grammar at lower levels or the reading deviates from its purpose because the student closes himself/herself off because he/she does not understand (T2).

As to the presentation and flow of these skills in an ideal textbook, the majority of the teachers described the same steps. According to it, the common start was activating students’ background knowledge about the topic through some pictures and speaking tasks. Then, receptive skills were preferred to contextualize the target structures and words. The guided discovery was preferred for the grammar presentation to make the students a part of the process and the class ended with productive skills which required to use of target structures and vocabulary. Teacher 1 shared her lesson flow in the upcoming excerpt:

I think I would start with something that would create a background in the student and I would probably start the lesson with speaking. And when I start with speaking, I can probably cover the deficiencies of the students there about the subject I will teach... After that, I would probably support it with reading or listening, and then if there is a structure, a word, or a function that I need to teach, I would probably make them discover it. After that,

I think it would probably be a speaking-related activity, and I would leave the writing skill at the end because I can also test what I teach in writing (T1).

4.2.5. Vocabulary

When teachers' ideas were investigated through three items regarding the presentation of vocabulary items in the questionnaire, based on teachers' answers, the table given below was obtained. Based on the table (4.13.) given below, it can be seen that nearly all of the participants gave importance to the presentations of words in contexts that mirror daily language use. For item 21, 80% of the participants found providing written and spoken examples for each unit's vocabulary, pronunciations, and definitions crucial. On the other hand, a quite high number of respondents (16,5%) were unsure or had no opinion. The last item investigating teachers' ideas about vocabulary showed that even more than half of the teachers (72,2%) supported a vocabulary list covering the words in a unit, 20% of them were unsure or did not state any opinion. Also, nearly 8% of them were in disagreement with the inclusion of a vocabulary list.

In the conducted interviews, it was revealed that all teachers supported the presentation of new words in context, which was in line with the results of quantitative data. The main reason for it was to help learners comprehend the meaning. One of the teachers stated that understanding the meaning from the context is what people do in real life. Therefore, he supported contextual introduction with a justification of people's minds and learning systems. To illustrate, Teacher 2 pointed out that:

It must be in context because a word can have 30 different meanings when it is not in context. The learner must understand the meaning of the word in that context or be able to deduce it from its context. When you count 20 words one after the other, the rate of retention in your mind is not the same as the rate of retention when you give it by storytelling. ..when you give such words in context, you can easily remember 10-15 of the same words, even if you hear them for the first time (T2).

Table 4.13. *Descriptive statistics of vocabulary subsections for teacher questionnaire*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
2	In an ideal English textbook, it is important that the vocabulary taught is primarily presented in situations that reflect real-world	0,9	1,7	97,4	4,45	,625

21	language use. In an ideal English textbook, it is important that the words to be taught in each unit, their meanings, and pronunciations are presented in written/verbal example sentences.	3,5	16,5	80	4,07	,780
34	In an ideal English textbook, in each unit, it is important to include a vocabulary list showing the words taught in that unit.	7,8	20	72,2	3,84	,833

In addition to context, some other teachers also supported presenting new words with the help of pictures and visuals, especially for low-level students. Moreover, teachers emphasized the other dimensions of vocabulary presentation such as collocations, fixed expressions, pronunciation, and spelling. They stated that to help learners use the words, they should be given in fixed expressions so that they would know how to use them in sentences. Teacher 1 mentioned learners' tendency to memorize things in how they are presented. Therefore, they cannot form a sentence if they are not given the correct preposition or verb to use the target vocabulary item.

Furthermore, one of the teachers touched upon the stage after vocabulary presentation. She stated that students should be encouraged to use these newly learned words. With this kind of practice, it was thought that students would realize the formal and informal usage of the words as well as their parts of speech. The following excerpt taken from Teacher 3 can illustrate the issue:

It must be in context and the word must be taken beyond filling in the blanks, that is, it must be used by the student. While using it, details such as parts of speech, appropriateness, formal and informal use, and synonyms, if any, should be given. It should be handled from every aspect (T3).

4.2.6. Grammar

Grammar which is the other component of the textbooks was investigated through three items in the questionnaire. The results are displayed in the table given below (Table 4.14.).

Table 4.14. reveals that most of the teachers found clear and informative grammar explanations important while nearly 8% of them were in disagreement. On the other hand, the majority of the participants (97,4%) found the sequence of grammar topics in the book crucial. For item 23, nearly all participants (99,1%) agreed that an ideal textbook should primarily explain grammar subjects in contexts that mirror how the language is used in everyday life.

All the teachers who participated in the semi-structured interviews were asked about the way to follow in the presentation of grammar topics in an ideal textbook and similar to the questionnaire results, all of them supported teaching them in context. The main reason behind this preference was to show the students the function and meaning of the target structures because teachers emphasized that without knowing the grammar structures' functions and meanings, there is no point in teaching the structure alone. The other reason to provide context was to make students realize that the target structure is different from the structure in their language. Therefore, providing contexts could raise students' awareness in terms of the differences between English and their native language, which was in this case Turkish. Teachers also added that when students were taught grammar in context, it would be more memorable. In addition to the points mentioned so far, teachers also shared the teaching steps with the researcher and they believed in the effectiveness of the guided discovery approach while teaching grammar. The following excerpts taken from Teachers 4 and 1 summarize the points mentioned so far and they share a very common problem observed in Turkish EFL learners:

It should be given in a context because students should understand the function of where that grammar topic is used. Why do we use it, what is its meaning and function? The biggest mistake our students make is to translate the structure into Turkish and try to use it where it is used in Turkish, but this is not the case with many grammar topics. The simplest one is simple present tense for example. When you translate it into Turkish, the student translates it as something different. And there the student immediately tries to use the ing structure (T4).

In contrast, the idea that students should take notes and apply what their teachers say persists, thus I am in favor of letting students make their discoveries. After the teacher explains things, the students take notes, but they are useless. Thus, I believe that this is the only way to eliminate it, to encourage people to wonder where this structure originated from, and how the transfer between structures would be ensured. There, it is useful for the person to try to discover where the structure comes from with some difficulty. (T1).

Table 4.14. *Descriptive statistics of grammar subsections for teacher questionnaire*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
7	In an ideal textbook, it is important that grammar explanations are concise and descriptive.	7,8	1,7	90,5	4,12	,785
15	The order of grammar topics throughout the book is important.	--	2,6	97,4	4,50	,552
23	It is important that grammar topics are presented primarily in situations that reflect real-life use of the language in an ideal textbook.	--	0,9	99,1	4,44	,516

For the contexts in which students are exposed to target language structures, one of the teachers emphasized the importance of these contexts' authenticity. He stated that when students are exposed to the grammar structures in some reading texts or listening tracks that could mirror daily life, he believed that this helps students change their approach to the importance of that structure. Teacher 7 gave an example about it "...when the student discovers that a speaker in a real video has used the past perfect, student's justification—what will it do for me—convinces him and students find a reason to learn it". Students become eager to learn that structure.

Regarding teaching grammar points to the students, some teachers shared the discomfort they felt when they had to teach grammar in a very detailed and explicit way. They believed that the level of the students, the difficulty of the target structure, and the cases in which grammar is very different from that of the learner's first language should be considered while planning a very detailed and explicit grammar teaching. Emphasizing the importance of students' levels while presenting the details of the grammar, Teacher 5 said "...there is no need to give them at very low levels, it is enough to create a simpler, more basic foundation that will enable the student to speak because the child cannot make sentences from thinking of rules". To illustrate the presentation of grammar points, the following excerpt states that:

I am not in favor of teaching grammar extensively. Except for the subjects that are very different from our mother tongue, such as past perfect and relative clauses, that is, Turkish, I support teaching the subjects that the students will associate with our mother tongue in a

very guided way, through a piece of context, by drawing the students' attention to examples and creating their own rules based on those examples. (T9).

4.2.7. Suitability of Topics and Language

The questionnaire consisted of five items that examined learners' opinions regarding the appropriateness of the language and themes. The topics covered in the items included issues to promote cultural understanding as well as appealing, trendy, and numerous topics. The statistical results obtained through quantitative results are shown in the table (Table 4.15.) below.

It can be seen from Table 4.15. that nearly all teachers (99,1%) supported having interesting topics. Also, teachers agreed that the language level of the textbooks should not be too difficult and not too easy for the students. Regarding the presentation of a variety of topics in the textbook, teachers' answers (41,7% agree and 57,4% strongly agree) showed that nearly all of them supported this issue. For Item 28, 94,8% of the teachers believed that there should be activities to raise cultural awareness in the students. However, 5,2% of the teachers stated no opinion about it or they were not sure. Finally, 96,5% of the teachers found having current topics important in an ideal textbook.

Table 4.15. Descriptive statistics of suitability of topics and language subsections for teacher questionnaire

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
11	In an ideal English textbook, it is important that the topics of the units are interesting.	0,9	--	99,1	4,77	,479
12	It is important that the level of language used in an ideal English textbook is not too far above the level of the students.	1,7	--	98,2	4,42	,592
27	It is important that there is a variety of topics in an ideal textbook.	0,9	--	99,1	4,57	,515
28	It is important for an ideal English textbook to include activities and information that	--	5,2	94,8	4,42	,592

	promote cultural awareness. It is important that the topics in an ideal English textbook are mostly selected from current issues.					
32		0,9	2,6	96,5	4,49	,598

When teachers were asked the interview questions about the suitability of topics and language, the main point teachers emphasized was that textbook writers should include current, attractive, and level-appropriate issues and topics throughout the whole textbook. In addition to that, most of the teachers stated that the topics should be chosen among the ones that could be multifaceted and offer different perspectives. Teacher 2 supports these expected qualities by saying “...I want it to be interesting and up-to-date and I want the student to be able to use it outside the classroom ”.

Regarding the level of the textbook, the majority of the teachers thought that it should be slightly beyond the students’ current language proficiency level, which aligned with the teachers’ ideas obtained through the questionnaire because of various reasons. The first reason was that with slightly more challenging content and materials students would be required to step outside of their comfort zone, which could be more beneficial for them in terms of their improvement. Otherwise, students would not feel the need to make an effort because everything is at their level. Furthermore, easy textbooks can cause students to lose interest in the subject. Emphasizing its importance, Teacher 1 also warns that:

...Of course, I'm not suggesting that the language should demoralize and frustrate them to the point where they give up, or that they think they are incapable of accomplishing it; rather, I'm suggesting that it should be slightly above their level to allow for some room for improvement (T1).

Additionally, Teacher 1 claimed that when everything is at students’ levels, it can also cause some problems for the teacher. Teachers may not know to what extent there should be extra points to mention during the flow of the classes. Teacher 1 explains this case with the following words:

[The content] should be in such a way that the students are supposed to research some points to understand what this is and the teacher can use this gap to teach more, but this could be problematic. When using the book, some leave it like that, some go slightly above it. Some present much more difficult content because they think it is too easy, which leads to great imbalances in teaching. (T1).

The second reason that some teachers alleged for a more challenging textbook was a sense of achievement arose. They believed that when students manage to complete a little bit of a difficult part, they have a feeling of accomplishment and this can motivate them more. Teacher 3 explained this issue by saying “Since the sense of achievement is a powerful incentive to keep studying the language, I believe that the textbook should be a little bit more difficult for the student. So, I think that some challenge is required”.

The last reason was that exposing students to something more challenging could arouse some curiosity for the students about the rest of the class. Teacher 9 explained it adding something extra subconsciously for students. He believed that when there are some new and undiscovered words or grammar parts in addition to the target words and structures, they would wonder what that structure is and they will try to learn it.

Contrary to most of the teachers who supported the $i+1$ perspective in the textbooks, one of the teachers stated that the difficulty of the textbook should be planned according to the level of the students. She meant that with both low-proficiency and high proficiency students first chapters should be precisely at the level of the learners. After making some progress, the challenge can be created for both levels. She clarified it by saying “...at first, it should be at a level so that learners can perceive it because they have to focus on too many things at the same time”.

Similarly, Teacher 3 also believed that extensive reading materials should be right at the level of the learners. Moreover, she claimed that when students read for pleasure, it should be below students’ own levels. She supports it by saying “If you are struggling and it bores you, it will prevent you from having a good time and using English, so students should read below their level”.

When teachers were asked their suggestions about the topics in an ideal textbook, they listed various ones, but the most common ones are given in the figure below (Figure 4.4).

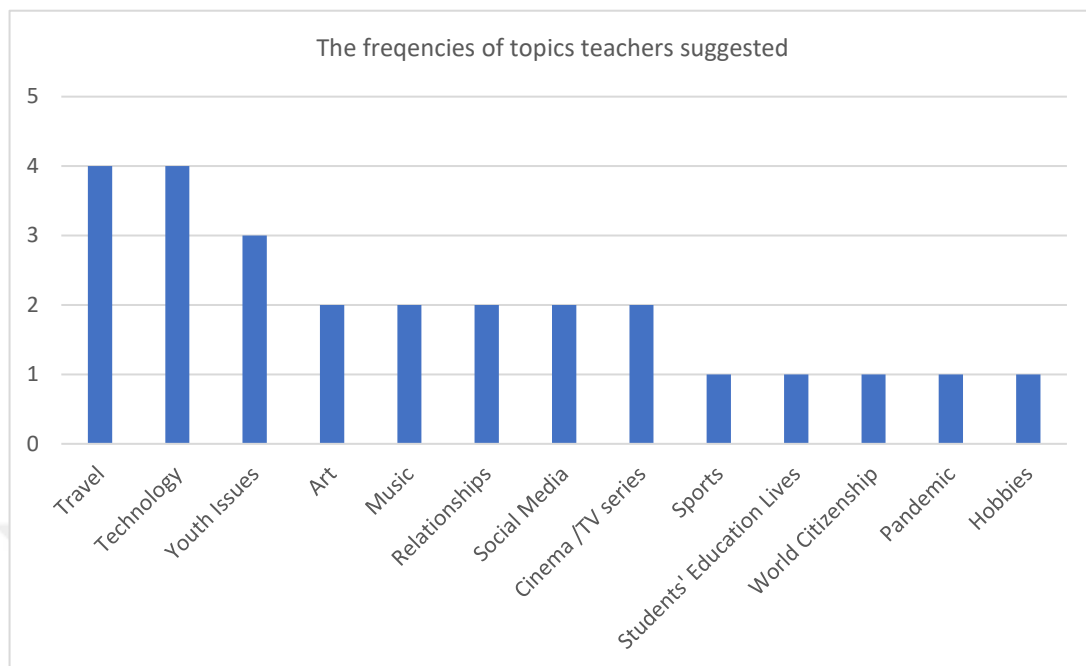


Figure 4.4. *The frequencies of topics suggested by teachers*

As can be seen in Figure 4.4., technology and travel were among the most popular topics suggested by teachers. They specifically stated that technology should be discussed in the classroom through various parts, but they made some suggestions to handle this issue from different perspectives in an ideal textbook. Contrary to the common textbooks, they felt uncomfortable about discussing the inventions made 200 or 300 years ago. Instead, they believed that the recent inventions and technological developments such as artificial intelligence, software, and the Internet should be the focus in the classes.

As teachers mentioned before, the topics chosen in an ideal textbook should be more about young people and about what they have been through. To this end, some teachers pointed out that youth issues should be among the focus of the textbooks and these topics should reflect the life of a person who is 18, the challenges they face in the 21st century, their expectations for the future, and future job opportunities. Moreover, one of the teachers asserted that as this generation has experienced pandemic and online education, which were life-changing events, these topics should be included in an ideal textbook.

As to TV series, movies, and music, one of the teachers stated that to keep pace with the youth, an ideal textbook should analyze the popular culture among them and Korean TV series and music bands should be given.

Regarding the relationships, teachers claimed that target students of the ideal textbook have changed a lot in terms of how they perceive some topics in society. Teachers exemplified this notion through the family topic and socialization process. Teacher 4 stated that “...because the socialization processes of current students and our socialization processes 20 years ago are very different”.

One of the teachers stated that she wanted to read about some sensitive issues that most textbooks never touch upon and most teachers keep away. She explained that this is because humans are social beings. She shared the change in her opinion about sensitive issues and the necessity of including them with the following excerpt:

You know my opinion has changed over the years! In the past I used to claim that I would avoid some things if they came up in class., but I don't look at it that way anymore. After all, we are a social community, so this is what happens somewhere. Therefore, I no longer hold the belief that certain subjects shouldn't be covered in novels... In one source, there were Paralympic Olympics in the reading text. A subject we had never seen before. To be honest, I thought it was great. Why not include such themes in the perfect book (T3).

Some all-time favorite topics such as fashion, sports, music, and hobbies were also suggested by teachers. They stated that even though these topics are very common, every student has something to say about them.

4.2.8. Communicative Content

The next point which was shed light on through the questionnaire and interviews was some components of speaking skills such as different accents, pronunciation practices, and real-life language usages. Regarding this theme, five questions were posed to teachers and the results obtained through teachers' answers are shown in the table below (Table. 4.16.). It can be seen from the table given above (4.16.) that the majority of the participants (33% agree and 62,6% strongly agree) thought that the language used in the ideal English textbooks should be representative of everyday speech. When it comes to giving priority to pronunciation exercises, very few participants (6,1%) were in disagreement with this statement. The statistical calculations conducted for item 18 showed that almost all participants (99,1%) believed that activities should get students ready for communicating in everyday settings.

Surprisingly, only 0,9% of the respondents were in disagreement with it. The answers for item 20 which measures teachers' perspectives on the inclusion of different accents in an ideal textbook showed different distributions. While 9,6% of the respondents disagreed with presenting different accents through activities in the textbook, 27% of them stated no opinion or were not sure about it. However, nearly 64% of the respondents supported exposing students to different accents. For the last questionnaire item in this theme, 97,4% of the participants agreed that an ideal textbook should include exercises requiring the precise and fluid use of the English language.

According to the collected interview data regarding the qualities of communicative content, teachers emphasized the importance of exposing students to authentic materials, especially in the listening and reading parts of the textbook. Teachers emphasized the importance of exposing learners to different accents with the help of more realistic listening tracks. The reason behind this request was the belief that authentic materials could help students relate what they practice, read, and listen to in the classroom with real life. They also believed in the motivating effect of this kind of materials when they were compared with the structured and inauthentic ones. Teacher 9 explains this notion with the following words:

Since the learner may have encountered these situations in real life and may relate to them, I believe that the reading and listening materials should unquestionably be real life. It somewhat simplifies things. He observes, after all, how the language is used in his actual setting. I believe that students are motivated even merely by understanding that a book or listening exercise is not created specifically for them. The student says, "I'm reading and comprehending this authentic text." (T9).

Table 4.16. *Descriptive statistics of communicative content subsections for teacher questionnaire*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
4	The language used in an ideal English textbook should reflect the language used in real life.	1,7	2,6	95,7	4,57	,637
6	Pronunciation exercises should be highlighted in an ideal English textbook.	6,1	10,4	83,5	4,00	,761
18	In an ideal English textbook, it is important that the activities prepare students for communication in real-life situations.	0,9	--	99,1	4,63	,535
20	It is important that the language used in an ideal English textbook contains accents from different regions.	9,6	27	63,5	3,70	,858
35	It is important to include activities that require the accurate and fluent use of English in an ideal textbook.	--	2,6	97,4	4,43	,548

On the other hand, regarding the authentic materials, most of the teachers stated that the students' language proficiency levels are an important factor. Teachers added that according to the language levels, different and level-appropriate authentic materials could be provided for students or these authentic texts could be simplified. Teacher 5 stated that "...for lower-level students, the authentic materials could be some leaflets and brochures and for higher-level learners even articles could be an authentic resource". Teacher 10 added that "... some short videos, lecture videos, and podcasts could be used as authentic materials for high proficiency students".

However, some teachers mentioned the possible difficulties for teachers and students and the intimidating effects of the authentic materials on students while using them with beginner-level language learners. Therefore, they emphasized the careful selection of these materials and some of them found it nearly impossible. Teacher 10

shared her authentic material experience and explained the difficulties of using authentic materials with the following words:

I don't think we can stick to very authentic material for the low level, because in the past, for example, I tried to use the corpus, I prepared a corpus-based lesson plan, but I can't do that for the low level because every sentence I took was way above their level. Therefore, I think that authenticity is very difficult at a low level, sometimes it can be, but it is usually book-based. It should be included at higher levels, especially now when there are so many internet resources (T10).

When teachers were asked to what extent authentic and inauthentic or structured materials should be used, some teachers claimed that there should be a balance between them. Teachers handled the issue from different perspectives especially in terms of the purposes of the students to learn the language. They believed that to prepare learners for their departments and academic lives, some structured materials would be necessary. However, for communication purposes in daily life or some outcomes of the speaking and reading classes, there would be a certain need for authentic materials.

Some teachers believed that authentic materials should be used more often and some believed that structured materials should be more dominant in the flow of an ideal textbook. While Teacher 1 supported the dominance of authentic materials, Teacher 2 supported the structured materials. Teacher 1 found structured materials very artificial and argued that to help learners use the language in real life the focus should be on the authentic materials. However, Teacher 2 emphasized the problematic part of the authentic materials. The following excerpt taken from Teacher 2 can serve as evidence for the preceding issue:

I think authentic materials should be kept to a minimum again because there may be too many things that we cannot control, there may be run-on sentences, non-target structures, or structures that the student cannot perceive. Therefore, it should be kept at a minimum level, but it should be given to the students so that they can get acquainted to give them the message that this is how it is used in the real world, it is enough for you to cover this much, but I cannot say at a rate of half and half. It should be less authentic (T2).

4.2.9. Exercises and Activities

The last category investigated through the questionnaire and interviews was the exercises and activities teachers expected to have in an ideal textbook. Table (4.17.) given below displays the statistical analysis results regarding the items under this category.

According to Table 4.17., 99,1% of the teachers thought that presenting an adequate number of exercises was a crucial feature of an ideal textbook. All teachers found presenting activities with reinforcement purposes for the newly learned concepts important. The majority of teachers (91,3%) also agreed that having activities that inspire students to think critically and independently is an important quality in an ideal textbook. However, 8,7% of the participants stated no opinion or were unsure about it. For item 26, it can be seen that providing tips for international language exams was among the important qualities of an ideal textbook only by 50,4% of the teachers. While 20,9% of them were in disagreement with this issue, 28,7% of them had no opinion or were not sure about which side to take. The balance between mechanical exercises and exercises with real-life language use, revision exercises covering the unit content, and presenting tasks with pair and group work were found important by more than 95% of the participant teachers.

When teachers were posed some questions about what kind of exercises and activities they wanted to have in an ideal textbook, they listed various activities for each language skill and sub-skill. The first point that they mentioned was mechanical exercises for grammar topics such as cloze tests, gap-filling exercises, and matching. Aligning with the quantitative data results, nearly all teachers believed that mechanical exercises were crucial for reinforcement. Teachers also added that after ensuring that the grammar structure was grasped, semi-controlled grammar exercises should be followed by more production-based and personalized exercises, which could be more meaningful. Teacher 3 explained the reason behind using personalized activities “...the more I can personalize the activity, the more I can make it relevant in a way that students can use it in their own lives, the more they can take that information with them and use them”. Teacher 2 explains the mechanical activities issue with the following words:

There have to be mechanical exercises; once a structure is acquired, it must be practiced mechanically in order for the eye and memory to retain it. But not always mechanical exercises; a mechanic needs to be there at first, followed by guided semi-mechanical exercises and then production-oriented activities. Providing this in the textbook is good for reinforcement (T2).

Table 4.17. *Descriptive statistics of exercises and activities subsections for teacher questionnaire*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
14	It is important that there are a sufficient number of exercises in an ideal textbook.	0,9	--	99,1	4,55	,550
22	It is important that the activities in an ideal English textbook reinforce newly learned topics.	--	--	100	4,53	,501
24	In an ideal English textbook, it is important that the activities encourage creative and independent thinking in students.	--	8,7	91,3	4,32	,629
26	It is important that an ideal English textbook has tips to help students succeed in exams (IELTS, TOEFL, proficiency).	20,9	28,7	50,4	3,45	,993
30	In an ideal English textbook, it is important that there is a balance between mechanical exercises (such as gap-filling and matching) and exercises that require real-life use of the language.	--	1,7	98,3	4,37	,519
31	In an ideal English textbook, it is important that each unit includes a section of exercises that review what has been taught.	--	3,5	96,5	4,36	,549
33	In an ideal English textbook, it is important to include pair work and group work activities.	--	0,9	99,1	4,56	,516

In addition to supporting the necessity of mechanical activities to help students reinforce target grammar structures, Teacher 4 also touched upon the importance of providing revision activities which could ease learners' understanding of all the topics covered so far. Moreover, she claimed that this so-called ideal textbook could be

designed taking the target learners' learning context into consideration and she suggested that there should be some exercises such as finding the mistakes activity which can focus on mistakes specific to that culture. She believed that these activities could have positive effects on learners. She explains the preceding points by saying:

Students can be provided mixed grammar exercises... For example, by mixing the grammar topics they have covered up to a particular unit. Maybe mistakes that are made a lot in that culture can be added, that is, grammatical mistakes. I think those parts can be presented to the students in the form of finding mistakes. This can be presented as an extra study or as an extra resource. Even if it is not in the book, maybe at the end of the unit or at the end of a few units, a grammar test such as a mid-course test, or more precisely, a grammar test related to the mistakes that students have made the most in that culture, can be sent to students to increase their awareness in terms of grammar (T4).

Some teachers mentioned activities an ideal textbook should include for reading skills. Some teachers supported that there should be plenty of reading texts and activities such as multiple choice, True/ False, open-ended questions, and paragraph and title matching and they supported having various kinds of exercises. Contrary to this common view, only one teacher objected to using True/False activities and he explained his reason by saying “ Instead of using a T/F format, questions should be asked with open-ended replies. I am not in favor of T/F because it is very simple. Students do not put a lot of effort into them”.

One of the teachers emphasized the importance of providing reading texts similar to the ones students encounter in real life. She referred to real-life texts in terms of different types of difficulties which could be difficult and easy from time to time. The reason behind this suggestion was to create an environment for learners to use some reading strategies. Teacher 1 clarifies her perspective with the following words:

What I see missing in the books is that there are no texts that are compatible with real life. In real life we come across very simple texts, sometimes very complex, sometimes more terminological. I think there should be a variety that can address this, because otherwise, it becomes very artificial. It's not what I desire. I also think that after these features of the texts, the exercises used should also be a little bit more varied, because when the student goes through the same type of exercise, after a while, he/she doesn't feel the need to use the strategy or skill in that reading, it becomes automatic. He or she gains nothing from that (T1).

Regarding listening skills, teachers believed that an ideal textbook should have a lot to help students improve themselves because students may not be at a level to find level-appropriate listening activities on the Internet. Moreover, an approach similar to

reading was observed in the listening skills. Teacher 1 gave importance to using listening tracks and activities that can align with the ones in real life. Teacher 2 shared that "...to improve listening skills, both tactics and different types of listening tracks should be provided".

Aligning with the quantitative data results, some teachers touched upon the necessity of similarity between listening activities and preparatory school and international language proficiency exams such as TOEFL. They pointed out that when students are exposed to listening activities similar to these proficiency exams, they can be familiar with them and they can be more successful. Additionally, one of the teachers gave importance to have similarities between the preparatory school exam question types and the textbook question types. He detected a problem about this issue, especially for listening skills, but for other skills, he believed that this should be considered. Furthermore, multiple choice, filling the blanks, matching, open-ended, and note-taking tasks were among the most suggested listening activities by teachers. While some teachers specifically emphasized the importance of note-taking tasks, some teachers criticized the intensive use of T/F activities for listening because of the difficulties they can cause teachers to observe students' language proficiency. To illustrate, Teachers 4 and 10 stated that:

I think there are deficiencies related to note-taking. In the listening we do, the student can see the questions beforehand. Additionally, I would want a listening format in which participants are limited to taking notes and viewing the questions only after listening. I make them do some parts of the book in this way, the ones that can be adapted. Of course, this can be more at higher levels, but at least at lower levels, this skill should be developed and gained. At higher levels, there could be lectures for listening (T10).

I think that T/F activities should not be so much, both in reading and listening, because sometimes the student may use 50% of the chances in that class due to teacher pressure or peer pressure. Therefore, I have a lot of difficulty in understanding the level of the student's listening skills and guiding the student correctly because I cannot see exactly where he/she is. Therefore, for example, I think these activities can be a little more suitable for the exam (T4).

For speaking skills, teachers stated that an ideal textbook should provide various topics and tasks such as role plays, debates, presentations, finding the differences between pictures and description tasks. They pointed out that with this diversity learners could be equipped with different skills they can use in their education and social lives. The other quality of the speaking tasks that were touched upon by the teachers was

spontaneous and pre-planned speaking tasks. Teachers stated that students' language proficiency levels and readiness were among the important factors to decide on. Also, some teachers pointed out that there should be a balance between these different processes as both could be used in different situations. What Teacher 4 said can be used as evidence:

Both should be given equal consideration because what is our goal and what is the goal of our students? For students to be able to use English in daily life. So, in fact, in daily life, students may have to make many planned or unplanned conversations. We also prepare them for an academic environment. What we teach is general English, but our aim is for them to be self-sufficient in academia, that is, to finish their departments. Therefore, I believe that scheduled talks are more crucial for the academic part of the language and that impromptu conversations are more important for daily English. As a result, each should be assigned the same weight (T4).

One of the teachers pointed out that pronunciation exercises should be given to help students improve their speaking skills as well. She explained the reason by saying:

Speaking requires more than just knowledge of grammar... I believe that in order to be able to communicate, you must also understand speech mechanics. How can I speak if I cannot create that sound? That's why I think there should also be phonetic activities. They are very short, but they are very important (T3).

As to vocabulary, teachers also pointed out how important it could be for a language learner and they supported having plenty of exercises that require learners to use the newly learned words in mechanical and production-based activities. One of the teachers shared her desire to have word formation practices not only in high proficiency books but also in pre-intermediate level learners' textbooks to raise students' awareness about them at an early stage. Furthermore, she added that prepositional word phrases should be included in the vocabulary content of the textbooks, and in addition to meaning-focused activities, there should be variety.

There are word formation exercises, for example, the verb form is given in parentheses, and we want the student to use the noun form. Our students don't have this part of speech fully established and they don't do such exercises.... I believe that if we begin teaching these pupils about the differences between parts of speech at the pre-intermediate level, I think this will be reflected in their productive skills because the students will be aware of this. In other words, they will know when and how to appropriately utilize the word. Therefore, I would love to see such exercises related to vocabulary... There are also relatively few exercises on prepositional word phrases or they focus only on meaning. There, in fact, the student should be able to match the correct preposition and the correct word (T4).

Moreover, one of the teachers attracted attention to the deficiency in adding newly-coined phrases and words with the influence of social media and streaming services used by young people in the textbooks. She stated “I also think that the year is 2024, there are a lot of newly coined words in the language after social media and Netflix. There are new phrases, I want us to include them in our dialogues (T1)”.

For the activities and exercises, the last skill that the teachers mentioned was writing. One of the teachers stated that as textbooks are generally prepared as a set and as she believed the ideal one would also be like that, she emphasized the necessity to provide different topics and tasks for writing. According to her, the repetition of the same topics throughout the textbook set has a demotivating effect on learners. Teacher 4 explains this issue with the following words:

We use the same series at every level. Therefore, when these students finish the starter book and start the elementary book, when they encounter the same subject they wrote in the starter book, their motivation decreases, they repeat themselves, and they write the same things. Unfortunately, the ability to put something on it does not develop much in students. Therefore, there should be different topics that require students to use the vocabulary and grammar structures they have just learned. So, yes, we should give students the chance to write in every unit (T4).

For writing skills, Teacher Two shared how her ideas changed as a result of her twenty-year teaching experience. She believed that teaching how to write many different genres could not be as effective as teachers thought. She added that instead of focusing on the structure of different genres, learners should be taught how to use conjunctions and provide various details regarding the topic. The following excerpt displays her ideas:

I have observed that it is not good to overwhelm students with too many text types in writing. Rather than being overwhelmed with detailed texts, if we show how to write an email, a complaint letter or a text to explain our problem will be enough. After teaching them, I think it should only be about texts like opinion paragraphs or essays that can explain such a problem with a certain introduction, development, and conclusion logic. It is more important to specialize in a particular genre rather than drowning in many texts. You need to focus on how to improve that text, how to elaborate it, which conjunctions to diversify because when you say learn the format of different types, you miss the part of how to write (T2).

Regarding this theme, teachers were also asked about their preferences for classroom activities in terms of conducting them as individual, pair, or group work. Even though teachers' preferences differed at some point, they all agreed on using these

individual, pair, and group work activities because they all have different advantages and disadvantages for students. The first factor they considered was the dynamics of the classrooms and students while choosing the type of implementation. The reason that they supported individual activities was to raise learners' awareness for their improvement in the language and to be able to observe learners' learning process. It was found important, especially at low proficiency levels. Teacher 2 explains the preceding notion by saying "I include all of them because some of them need to be individualized so that both the teacher and the student can see what they have learned and they need to be able to practice".

Teachers also found pair and group work activities crucial for some reasons. They believed that when students work in pairs and groups, they can feel less pressure and gain courage. Moreover, they can be exposed to different students' ideas and they can hear different voices except their deskmates. High proficiency and low proficiency level learners can help each other and can provide peer feedback. As evidence, the following excerpt taken from Teacher 4 can be used:

They should be given the opportunity for individual practice. On the other hand, for many of the exercises in the classroom, pair work or group work would be preferable, both to ensure the balance between weak students and strong students, for students to communicate with each other, and for the interaction in the classroom to continue because it is very difficult for students to sit still for four or six hours, and to pay attention to the lesson evenly during those 6 hours, but when there is pair work or group work, the students move around a little bit and they take on a sense of responsibility towards the people they talk to. Or if they don't understand something, they support each other. Or they get feedback from each other, especially if the students are conscious (T4).

Contrary to previous reasons for supporting group work activities, two teachers stated that group work activities could not be effective enough in terms of assigning equal responsibility for each learner and difficulties students could have in managing discussions. The following excerpt taken from Teacher 10 can serve as evidence for this notion:

Even in the simplest speaking exercises, pair work goes better than group work. Managing a discussion is very challenging for students. Students cannot manage it among themselves. When there are two of them, they can listen and respond to each other, but when there are 3 or 4 of them, someone either loses interest or cannot fully focus on it, they are not fully involved in that activity (T10).

When it comes to the affordability of an ideal textbook, item 10 in the questionnaire tried to measure teachers' opinions about it. Table (4.18.) given below shows the statistical analysis results for it. While 91,4% of the teachers found low cost crucial for an ideal textbook, 5,7% of the teachers were not sure and 2,8% of the teachers were in disagreement with this item.

Table 4.18. *Descriptive statistics of the affordability*

No.	Items	Strongly Agree/ Disagree %	No opinion/ Undecided %	Agree/ Strongly Agree %	Mean	Std. Deviation
10	It is important that the price of an ideal English textbook is affordable.	2,8	5,7	91,4	4,59	,769

One of the teachers, Teacher 9, touched upon the importance of affordable textbooks. He added that when the prices are up, students have great difficulties in getting the textbook. Therefore, according to him, in an ideal textbook, this should be considered carefully.

4.3. Are there any differences or similarities between students' and teachers' opinions about an ideal EFL textbook?

Students' and teachers' opinions regarding the ideal textbook were investigated through questionnaires. Both stakeholders' answers for each questionnaire item were analyzed. With the help of the categories the questionnaire items belong to, the results gathered through comparing teachers' and students' answers are displayed.

4.3.1. Accessibility and Availability

Table 4.19 below compares both stakeholders' answers for the items regarding accessibility and availability of a textbook. Regarding the easy-to-follow page layout in a textbook, the results of the conducted chi-square indicated a significant difference between teachers' and students' ideas ($X^2(2)=8.678$, $p=.013$). While 91,1% of the students found an easy-to-follow page layout important and 1,3 of them were in disagreement, 99,1%, nearly all of the teachers found a clear and easy-to-follow layout important. Similarly, most stakeholders thought that every unit's objectives should be understandable and obvious. 97,4% of both teachers and students agreed that an ideal

textbook can be easily obtained with the help of publishers or the Internet. While 83,9% of the students found a detailed content table important at the beginning of the book, 87% of the teachers found it important. The chi-square analysis also showed a significant difference between participants' opinions about the importance of tailored content according to the students' needs and age range ($X^2(2)=6.500$, $p=.039$). 89,1% of the students included content that is tailored to the learners' needs, interests, and age range among the expected qualities of an ideal textbook. On the other hand, 96,5% of the teachers supported it.



Table 4.19 *The comparison of teachers' and students' percentages and frequencies related to the accessibility and availability subsections*

Questionnaire Item	Students						Teachers								
	Strongly Disagree/Disagree			No opinion/Undecided			Strongly Disagree/Disagree			No opinion/Undecided			Strongly Agree		
	f	%		f	%		f	%		f	%		f	%	
13. In an ideal English textbook, it is important that the page layout (fonts, spacing, style of chapter headings, margins) is easy to follow.	5	1,3	29	7,6	350	91,1	--	--	1	0,9	114	99,1			
17. It is important that the objectives of each unit are clear and understandable in an ideal textbook.	3	0,8	10	2,6	371	96,6	--	--	3	2,6	112	97,4			
19. An ideal English textbook should be easily accessible (via publishers and/or online).	1	0,3	9	2,3	374	97,4	--	--	3	2,6	112	97,4			
29. In an ideal English textbook, it is important to include a detailed table at the beginning of the book about the skills/words/grammar to be taught in each unit.	9	2,3	53	13,8	322	83,9	6	5,2	9	7,8	100	87			
37. It is important that the content is designed to suit the age group, needs and interests of the students in an ideal textbook.	11	2,9	31	8,1	342	89,1	--	--	4	3,5	111	96,5			

4.3.2. Flexibility

The items about the flexibility of a textbook investigated teachers' and students' perspectives about the variety of additional resources provided with the textbook. The comparison of the statistical analysis of both participants is given in Table 4.20. below.

When it comes to item 1, the results of the conducted chi-square indicated a significant difference between teachers' and students' ideas related to providing a dictionary with an ideal textbook ($X^2(2)=28.049$, $p=.000$). While 88% of the students found it important only 67% of the teachers thought it as an important quality in an ideal textbook. On the other hand, 7,3% of the students were in disagreement with item 1, this percentage was 20% for the teachers For item 3, 84,4 of the students and 93% of the teachers supported having online materials with an ideal textbook set.

The chi-square analysis revealed a significant difference between the perspectives of educators and learners about having a workbook in an ideal textbook set. It was only supported by 68,2% of the learners, but nearly 92% of the teachers found it crucial. While 14,1% of the students did not agree that there should be workbooks in a textbook set, there was no teacher who disagreed with it. For the next item, almost 85% of the students and 87,8% of the teachers agreed with providing an adequate number of practice quizzes in an ideal textbook.

Table 4.20. *The comparison of teachers' and students' percentages and frequencies related to the flexibility subsections*

Questionnaire Item	Students						Teachers					
	Strongly Disagree/Disagree			No opinion/Undecided			Strongly Disagree/Disagree			No opinion/Undecided		
	f	%		f	%		f	%		f	%	
1. An ideal English textbook should have a dictionary (a small glossary at the end of the book for the words that appear in the book).	28	7,3		18	4,7		338	88		23	20	
										15	13	
												67
3. It is important that an ideal English textbook has available online supporting materials.	11	2,9		49	12,8		324	84,4		2	1,7	
										6	5,2	
												93
25. It is important that there is a workbook in an ideal textbook.	54	14,1		68	17,7		262	68,2		--	--	
										10	8,7	
												91,3
36. In an ideal textbook, it is important to include a sufficient number of practice quizzes.	22	5,7		36	9,4		326	84,9		1	0,9	
										13	11,3	
												87,8

4.3.3. Four Fundamental Skills and Subskills

Students' and teachers' ideas regarding each fundamental language skill in an ideal textbook were investigated through four items. The percentages for each item are presented in Table 4.21. given below. 95,6% of the students thought that reading, writing, speaking, and listening exercises that can be used both independently and in combination are essential components of an ideal English textbook. Similarly, this percentage was 95,7 with the teachers. For item 8, which investigated a balanced distribution of four fundamental skills 87,2% of the learners and 90,4 of the teachers found it crucial. For item 9, which was about to have a textbook emphasizing the development of subskills such as identifying the main concept and taking notes while listening, the chi-square analysis showed a significant difference between the perspectives of educators and learners ($X^2(2)=7.871$, $p= .020$). While 83,6% of the students supported having a textbook which can emphasize the percentage was 93,9 for the teachers. About the importance of the language skills order, 87,5% of students and 85,2% of teachers stated agreement.

Table 4.21. *The comparison of teachers' and students' percentages and frequencies related to the four fundamental skills and subskills subsections*

Questionnaire Item	Students						Teachers					
	Strongly Disagree/Disagree		No opinion/Undecided		Agree/Strongly Agree		Strongly Disagree/Disagree		No opinion/Undecided		Agree/Strongly Agree	
	f	%	f	%	f	%	f	%	f	%	f	%
5. An ideal English textbook should include activities that enable the skills (reading, writing, listening, speaking) to be used both separately and integrated.	2	0,5	15	3,9	367	95,6	2	1,7	3	2,6	110	95,7
8. It is important that the distribution of the four skills (reading, writing, listening, speaking) is balanced in an ideal textbook.	23	6	26	6,8	335	87,2	4	3,5	7	6,1	104	90,4
9. An ideal English textbook should put emphasis on the acquisition of sub-skills (finding the main idea, taking notes while listening, etc.).	22	5,7	41	10,7	321	83,6	2	1,7	5	4,3	108	93,9
16. In an ideal English textbook, the sequence of language skills within the unit is important.	3	0,8	45	11,7	336	87,5	1	0,9	16	13,9	98	85,2

4.3.4. Vocabulary

The items categorized under the vocabulary theme gathered participants' ideas related to the presentation of the vocabulary items and adding a word list in an ideal textbook set. The frequency and the percentages of vocabulary are presented in the table (Table 4.22.) given below.

The results gathered through the analysis of item 2 showed that more than 90% of the students and teachers, 92,2% and 97,4% respectively, agreed that words should be presented in contexts reflecting real life, which showed a non-significant difference between participants. On the other hand, the chi-square analysis was run for item 21 and it was revealed that there was a significant difference between the perspectives of teachers and learners about presenting the meaning and pronunciation of the new words through written and oral examples ($X^2(2)=11.487$, $p= .003$). While more than 90% of the students (90,9%) agreed with it, this percentage was 80 for the teachers. While 2,6% of the students disagreed, and 6,5% of them were unsure, 3,5% of the teachers were in disagreement with item 21, and 16,5% of them were not sure or did not state any opinions. The last item in this category was about creating a word list in an ideal textbook for the target words in each unit. The chi-square was performed to see whether there were any differences or similarities between these stakeholders' opinions about this issue and the results showed that there was a significant difference between teachers' and students' ideas ($X^2(2)=35.565$, $p=.000$). While 92,4% of the students thought having such a list was a crucial quality in an ideal textbook, this percentage was 72,2 for the teachers. Moreover, 20% of the teachers were unsure or did not state any opinions about it.

Table 4.22. *The comparison of teachers' and students' percentages and frequencies related to the vocabulary subsections*

Questionnaire Item	Students						Teachers					
	Strongly Disagree/Disagree			No opinion/Undecided			Strongly Disagree/Disagree			No opinion/Undecided		
	f	%		f	%		f	%		f	%	
2. In an ideal English textbook, it is important that the vocabulary taught is primarily presented in situations that reflect real-world language use.	10	2,6		20	5,2		354	92,2		1	0,9	
										2	1,7	
										112		97,4
21. In an ideal English textbook, it is important that the words to be taught in each unit, their meanings, and pronunciations are presented in written/verbal example sentences.	10	2,6		25	6,5		349	90,9		4	3,5	
										19	16,5	
										92		80
34. In an ideal English textbook, in each unit it is important to include a vocabulary list showing the words taught in that unit.	12	3,1		17	4,4		355	92,4		9	7,8	
										23	20	
										83		72,2

4.3.5. Grammar

Participants' ideas about the grammar explanations, the order, and the presentation of the grammar topics were investigated with the help of three questionnaire items. The frequency and percentages for each stakeholder are displayed in Table 4.23. given below. As shown in Table 4.23., while 85,4% of the students found clear and informative grammar explanations important, this percentage was 90,5 for the teachers. For item 15, 97,4% of the teachers and 89,8% of the students agreed that the order of the grammar topics was important. The chi-square results also showed that there was a significant difference between teachers' and students' opinions about the order of grammar topics ($X^2(2)=6.918$, $p= .031$). Regarding the presentation of grammar topics in contexts that can mirror their real-life usage, nearly all teachers (99,1%) supported it and 94,6% of the students thought it was an important quality.

Table 4.23. *The comparison of teachers' and students' percentages and frequencies related to the grammar subsections*

Questionnaire Item	Students						Teachers					
	Strongly Disagree/Disagree			No opinion/Undecided			Strongly Disagree/Disagree			No opinion/Undecided		
	f	%		f	%		f	%		f	%	
7. In an ideal textbook, it is important that grammar explanations are concise and descriptive.	27	7		29	7,6		328	85,4		9	7,8	
										2	1,7	
										104	90,5	
15. The order of grammar topics throughout the book is important.	10	2,6		29	7,6		345	89,8		3	2,6	
										112	97,4	
23. It is important that grammar topics are presented primarily in situations that reflect real-life use of the language in an ideal textbook.	4	1		17	4,4		363	94,6		1	0,9	
										114	99,1	

4.3.6. Communicative Content

Table 4.24. below presents the chi-square analysis for each item investigating the opinions of the participants related to communicative content. More than 95% of both stakeholders agreed that the language used in an ideal textbook should be similar to the one used in real life. 90,4% of the students and 82,5% of the teachers believed that pronunciation exercises should be emphasized in an ideal textbook. 99,1% of the teachers and 97,4% of the students thought exercises were needed to prepare students for communicating in real-life situations. Item 20 investigated participants' ideas about exposing learners to different accents from different regions. The chi-square analysis showed a significant difference between learners' and teachers' opinions about it ($\chi^2(2)=10.152$, $p=.006$). While 50,8% of the students found it important, 63,5% of the teachers found it crucial in an ideal textbook. Moreover, while 22,4% of the students disagreed with it and 26,8% did not state any thoughts or were unsure, these percentages were respectively 9,6 and 27 for teachers. 97,7% of the students and 97,4% of the teachers supported having activities that call for precise and fluid English usage.

Table 4.24. *The comparison of teachers' and students' percentages and frequencies related to the communicative content subsections*

Questionnaire Item	Students						Teachers					
	Strongly Disagree/Disagree	No opinion/Undecided	Agree/Strongly Agree	f	%		Strongly Disagree/Disagree	No opinion/Undecided	Agree/Strongly Agree	f	%	
4. The language used in an ideal English textbook should reflect the language used in real life.	5	10	369	5	1,3	2,6	2	3	110	2	2,6	95,7
6. Pronunciation exercises should be highlighted in an ideal English textbook.	9	28	347	9	2,3	7,3	7	12	96	7	10,4	83,5
18. In an ideal English textbook, it is important that the activities prepare students for communication in real-life situations.	2	8	374	2	0,5	2,1	1	--	114	1	0,9	99,1
20. It is important that the language used in an ideal English textbook contains accents from different regions.	86	103	195	86	22,4	26,8	11	31	73	11	27	63,5
35. It is important to include activities that require the accurate and fluent use of English in an ideal textbook.	2	7	375	2	0,5	1,8	--	3	112	--	2,6	97,4

4.3.7. Suitability of Topics and Language

The Table 4.25. given below displays the frequencies and percentages of the items related to the suitability of topics and language. The chi-square was carried out to find out the similarities and differences between participants' ideas about the items in this category. It was revealed that there was a significant difference between students' and teachers' thoughts about item 11 ($X^2(2)=8.855$, $p=.012$). 91,4% of the students found having interesting topics important while this percentage was 99,1 for the teachers. Similarly, a significant difference was obtained between stakeholders' ideas about the level of the language utilized in an ideal textbook ($X^2(2)=14.726$, $p=.001$). the majority of the teachers (98,3%) thought that the level of language should not be too difficult for the learners and this percentage was 85,4 for students. Moreover, 6% of the students disagreed with this item and 8,6% of them were unsure or did not state any opinions.

Regarding item 28, as a result of the chi-square analysis, results displayed that there was a significant difference between the students' and teachers' ideas about activities assisting cultural awareness ($X^2(2)=10.260$, $p=.006$). 83,6% of the students supported it while this percentage was 94,8 for the teachers. Also, 12% of the students were unsure or stated no opinion and 4,4% of them disagreed with this item. Students' and teachers' ideas about choosing current topics for the textbooks were significantly different ($X^2(2)=14.153$, $p=.001$). Based on the results, 82,6% of the students supported talking and reading about current topics. However, this percentage was found 96,5 for the teachers. Nearly 13% of the students (12,8%) were not sure or had no opinion about it.

Table 4.25. *The comparison of teachers' and students' percentages and frequencies related to the suitability of topics and language subsections*

Questionnaire Item	Students						Teachers					
	Strongly Disagree/Disagree	No opinion/Undecided	Agree/Strongly Agree	f	%		Strongly Disagree/Disagree	No opinion/Undecided	Agree/Strongly Agree	f	%	
11. In an ideal English textbook, it is important that the topics of the units are interesting.	7	26	351	7	1,8	91,4	1	--	114	114	0,9	99,1
12. It is important that the level of language used in an ideal English textbook is not too far above my level.	23	33	328	23	6	85,4	2	--	113	113	1,7	98,3
27..It is important that there is a variety of topics in an ideal textbook.	4	20	360	4	1	93,8	--	1	114	114	0,9	99,1
28. It is important for an ideal English textbook to include activities and information that promote cultural awareness.	17	46	321	17	4,4	83,6	--	6	109	109	5,2	94,8
32. It is important, that the topics in an ideal English textbook are mostly selected from current issues.	18	49	317	18	4,7	82,6	1	3	111	111	0,9	96,5

4.3.8. Exercises and Activities

Table 4.26. *The comparison of teachers' and students' percentages and frequencies related to the exercises and activities subsections*

Questionnaire Item	Students						Teachers					
	Strongly Disagree/Disagree			No opinion/Undecided			Strongly Disagree/Disagree			No opinion/Undecided		
	f	%		f	%		f	%		f	%	
14. It is important that there are a sufficient number of exercises in an ideal textbook.	7	1,8		11	2,9		366	95,3	1	0,9	--	
22. It is important that the activities in an ideal English textbook reinforce newly learned topics.	5	1,3		9	2,3		370	96,4	--	--	--	
24. In an ideal English textbook, it is important that the activities encourage creative and independent thinking.	7	1,8		46	12		331	86,2	--	10	8,7	
26. It is important that an ideal English textbook has tips to help you succeed in exams (IELTS, TOEFL, proficiency).	14	3,6		22	5,7		348	90,6	24	20,9	33	
30. In an ideal English textbook, it is important that there is a balance between mechanical exercises (such as gap-filling and matching) and exercises that require real-life use of the language.	9	2,4		22	5,7		353	91,9	--	2	1,7	
31. In an ideal English textbook, it is important that each unit includes a section of exercises that review what has been taught.	7	1,8		19	4,9		358	93,2	--	4	3,5	
33. In an ideal English textbook, it is important to include pair work and group work activities.	26	6,7		29	7,6		329	85,7	--	1	0,9	

The frequencies and percentages for the last category, exercises, and activities, are presented in Table 4.26. given above. There was not a significant difference between the participants' opinions. Nearly all of the teachers (99,1%) and 95,3% of the students believed that there should be enough exercises in an ideal textbook. 96,4% of the students agreed that an ideal textbook should support the topics that they have just learned. This percentage was 100 for the teachers. Without showing a significant difference between the participants, the analysis for item 24 showed that 86,2% of the students and 91,3% of the teachers supported having activities that could promote creative and independent thinking. 12% of the students did not take any sides or were not sure.

The performed chi-square analysis revealed that there was a significant difference between teachers' and students' views on the role of textbooks in providing clues for international proficiency exams ($X^2(2)=94.394$, $p<.05$). While 90,6% of the students agreed with this item, this percentage was only 50,4 for the teachers. 20,9% of the teachers were in disagreement with it and 28,7% of them stated no opinion or were not sure about this feature of an ideal textbook. For item 30, there was also a significant difference between stakeholders' opinions ($X^2(2)=6.005$, $p=.05$). It was revealed that 91,9% of the students agreed that an ideal textbook should have a balance between tasks that require the usage of the language in everyday situations and mechanical activities. This percentage was 98,3 for the teachers.

For the next item, the analysis revealed that there was no significant difference between the opinions of the stakeholders. While 93,2% of the students found having revision exercises in each unit important, 96,5% of the teachers agreed with it. More than 3% of the participants had no opinion or were unsure about this issue. Regarding the last item investigated under this category, the chi-square results indicated a significant difference between teachers' and students' ideas about pair and group work activities ($X^2(2)=16.164$, $p<.05$). Almost all teachers (99,1%) agreed that there should be pair and group work activities in an ideal textbook. On the other hand, 85,7 of the students supported this view while 7,6% of them were unsure and 6,7% of the students were in disagreement.

Table 4.27 *The comparison of teachers' and students' percentages and frequencies related to the affordability*

Questionnaire Item	Students				Teachers			
	Strongly Disagree/Disagree	No opinion/Undecided	Agree/Strongly Agree		Strongly Disagree/Disagree	No opinion/Undecided	Agree/Strongly Agree	
	f	f	f	%	f	f	f	%
10. It is important that the price of an ideal English textbook is affordable.	11	22	351	91,4	4	13	98	85,2
	2,9	5,7			3,5	11,3		

The frequencies and percentages related to the ideas of stakeholders about the price of a textbook are presented in Table 4.27. above. The chi-square analysis which was run to see whether there were any differences or similarities between the participants' opinions showed no significant difference. While 91,4% of the students emphasized the importance of it by agreeing with this item, this percentage was 85,2 for teachers.

This current study attempted to address two research questions that were aimed at discovering the ideas of EFL instructors and students regarding an ideal EFL textbook. The first research question was answered through the analysis of questionnaires carried out for both stakeholders and semi-structured interviews. The quantitative data was presented with the key findings gathered from qualitative data analysis. For the second research question, chi-square analysis was run to uncover whether there were any differences and similarities between the participants' opinions about an ideal EFL textbook, and the findings were displayed.

5. DISCUSSION

In this part, the findings gathered through quantitative and qualitative data analysis are discussed following the research questions and referring to the other related studies conducted in the field.

5.1. General Characteristics

Students and teachers were asked what they think of the general characteristics of an ideal textbook in semi-structured interviews. The first thing both teachers and students mentioned was having interesting, engaging, up-to-date, and age-appropriate topics in an ideal textbook. Students emphasized how fast our lives can change, and how many new things we encounter in our lives; therefore, they stated that an ideal textbook should take the current trends and issues into consideration and according to learners' interests and age ranges topics should be chosen. One of the teachers expected that topics in an ideal textbook should be in line with the students' profiles. Students should be familiar with the topics they are supposed to talk about in the lesson. The opinion of both stakeholders regarding the attractive, engaging, learner-appropriate topics that should be given in an ideal textbook aligns with the evaluation study conducted by Zohrabi et al. (2014). In their study, even though researchers evaluated a specific textbook with checklists, the lack of engaging topics made the textbook inadequate for the learners. To this end, it can be stated that current and engaging topics are among the qualities of an ideal textbook and what makes a textbook adequate for learners. Similarly, in the study conducted by Hopa (2019), it was also revealed that students suggested a variety of topics to have in a textbook and they stated that when there are topics that students have ideas about, they can easily talk about them and share their opinions.

Extra vocabulary practices and vocabulary presentations were among the general characteristics of a textbook for students because they shared some effective strategies for learning new vocabulary items. Similar to the results of this current study, Uddin (2021) also found that presenting vocabulary items in a logical way could be among the qualities teachers look for in a textbook evaluation.

The other quality that both stakeholders referred to was the activities to develop learners' oral skills as they learn the language to communicate with people in real life. Aligning with the results of this current study, Öz (2019) also discovered that students

and teachers found the textbook under evaluation good in terms of providing interesting and effective speaking activities. Therefore, one can conclude that effective and well-designed speaking tasks and activities could be among the characteristic features of an ideal EFL textbook. Moreover, another general characteristic students and teachers touched upon was the different activities and games. Both stakeholders found them quite engaging and efficient for language learning. One of the teachers stated that especially a phone application could be better for students because even teachers enjoy playing games and using these apps. He also believed that this is a necessary thing to encourage students to participate consistently (T10). Supporting the effectiveness of the games used in language classes Wright et al. (1984) listed some reasons for using games. One of the importance of using games in classes is the power of games to motivate learners to keep working and staying interested. Additionally, games assist teachers in establishing relevant and practical contexts for their language use. To express their own opinions, students must write or talk. Thus, using games to help learners experience language instead of just studying it. Reinders and White (2010) also highlighted the importance of games, especially computer-based ones and added that computer games may help with learning and the development of literacy. Additionally, they integrate students into the work at hand and engage them.

Teachers described an ideal textbook that emphasizes receptive skills, especially reading skills throughout the whole textbook. The teachers explained its reason as providing adequate input for learners before they start to produce the language. This expectation has a basis in the teaching literature. Harmer (2015) also states that what we see and hear has a big impact on what we write and say. This input provides us with the most significant language-related information. Therefore, we pick up, notice, or learn more English the more we watch and listen to (comprehensible) input. Both within and beyond the classroom, students are exposed to a diverse range of reading works too. In their recent textbook evaluation study, Yüksel et al., (2023) found that teachers felt a need to have extra reading materials given with the book even though overall they found it effective for the target learners.

The last point students mentioned was the importance of having various writing tasks that encourage learners to write about different topics following different genres. Cunningsworth (1995) states that in a textbook writing tasks should be varied and cover different genres such as making lists, reporting for a newspaper, and summarizing. In

addition, in the study conducted by Riasati and Zare (2010), the focus on writing skills and writing practices was found deficient in the textbook analyzed through checklists, and the importance of writing skills for an effective textbook was emphasized. Contrary to students, teachers described the qualities of an ideal textbook as one with various activities for each skill covered in the book. Tomlinson (2011) explained and supported the importance of providing a variety regarding activities in a textbook with the impact perspective. The researcher stated that impact is attained when learning resources cause an evident shift in the learners—that is when their curiosity, interest, and focus are piqued. If this is accomplished, there is a greater likelihood that some of the language in the documents will be processed. To make this happen, Tomlinson referred to variety and exemplified it as adding an unexpected activity to a unit routine to break up the monotony; utilizing a wide variety of text formats from a wide range of sources; and employing a CD with a variety of instructor voices.

5.2. Accessibility and Availability

Under this category, students' and teachers' ideas regarding the textbook's layout, the textbook's content's organization, and how reachable the textbooks are expected to be were uncovered. According to the results gathered from quantitative data analysis, both stakeholders (91,1% of the students and 99,1% of the teachers) stated that the clear layout of the textbook is important. The high percentage gathered for item 13 for the students aligned with the results gathered in the study conducted by Hopa (2019). When it comes to the qualitative data, participants shared some reasons regarding the layout of an ideal textbook. Teachers desired a textbook that could be easy to follow for students. Students stated that when textbooks have colorful designs, it could attract their attention more. Similar to this, teachers touched upon the importance of colorful visual aids and pictures to use at different stages of the lesson such as while teaching new words or improving learners' reading skills. Students also emphasized the importance of pictures in the textbooks and they mentioned the facilitator power of the clear pictures in their learning process. In his book, Tomlinson (2011) added an attractive presentation to the factors affecting the impact teachers can create in the classroom to facilitate the learning process. This attractive presentation covers the use of vibrant colors, empty spaces, and photos. McGrath (2013) also shared some benefits of the textbooks and being visually appealing was among them. Furthermore, in an evaluation study, the result Zohrabi

(2011) obtained was without necessary and adequate visuals and illustrations, a textbook may not serve its purpose. In another study conducted in the Iranian context, it was found that pictures and visual aids are among the factors that students look for to categorize a textbook as suitable and attractive for the target learners. Regarding the layout of the textbooks, some teachers mentioned the need to have some spaces in the textbooks that could be used by students to take notes. Also, they criticized the lack of enough space for activities that required long answers from students. Therefore, they put emphasis on the page layout of an ideal textbook.

Moreover, both teachers and students shared some ideas regarding the design and size of an ideal textbook in their minds. In the semi-structured interviews, some students shared how demotivating and daunting they found the usual A4 size of the textbooks. Instead, they wanted to have thinner books with smaller sizes. Similar to students' ideas, one teacher participant in the current study suggested having separate chapters instead of having the fixed, usual size of books and formats, it should enable users to open it vertically and sideways with pull-off pages. Aligning with the opinions gathered in the current study, a student participant in Hopa's (2019) work also criticized the A4 format of the books, and the participant found it bothering.

The quantitative data results showed that clear and understandable objectives were among the important qualities of a textbook, which was agreed by more than 95% of the students and teachers. Moreover, item 29 investigated teachers' and students' ideas regarding the importance of presenting a detailed table to show what the textbook would teach in each unit. More than 80% of the participants found it important. Similar ideas were generated in a recent study, conducted by Uddin (2021) to determine the advantages and disadvantages of a very common textbook. He found that logically presenting the objectives of activities taking part in a textbook is among the important features of an ideal textbook.

Both stakeholders found easy access to the textbooks crucial by agreeing 97,4% with item 19 in the questionnaire in the current study, which aligned with the results gathered in the questionnaire conducted by Öz (2019). In both studies, easy accessibility was found to be one of the key characteristics of textbooks.

The other quality investigated through interviews and questionnaires was a target-student-tailored textbook taking students' age groups, interests, and needs into consideration. 89,1% of the students and 96,5% of the teachers supported this opinion.

A quite similar quality was investigated by the researcher, Hopa (2019), and with 95,6% agreement, students supported effective organization in a textbook. Harmonious with this finding, Cunningsworth (1995) shared some guiding evaluation criteria and among them, the foremost criterion was choosing a textbook that could meet the learners' needs concerning language, skills, and oral competency strategies.

5.3. Flexibility

The questionnaire items concerning a textbook's flexibility investigated the opinions of both teachers and students regarding the range of extra resources that are included in the book. Also, some details were obtained through interviews.

The first quality that was questioned was the presence of a dictionary provided at the end of the textbook like a small glossary. While 88% of the students agreed with it, only 67% of the teachers found it important as an ideal textbook feature. Supporting the findings gathered in the students' qualitative data results, Öz (2019) also found that having a dictionary in a textbook set could be a great help for students' pronunciation improvement in her textbook evaluation study because students mentioned that they used dictionaries actively to check the pronunciation of the words. Instead of using a separate dictionary, providing one in the sets can be a solution for this issue and this can make the textbook an ideal one. In the interviews, some students requested to have a dictionary including the words that take place in the textbook and they explained the reason for this request by touching on the effectiveness of it. They stated that this would be small and level-appropriate as it includes the target words taught in that level of the textbook. Therefore, they believed that they would learn the language and meet the expectations of their levels. Producing similar ideas in the interviews, teachers emphasized how important vocabulary knowledge and they suggested providing a vocabulary list for the target words in each textbook in addition to the first 10.000 words students need to know at each proficiency level.

Related to the vocabulary items, students shared that the ideal textbook should provide some vocabulary cards that can help learners learn and memorize them easily. Students found these cards very effective. In the related literature, vocabulary cards and notebooks are among the suggested materials for students but it is stated that students should keep them (Cohen, 2014). On the other hand, Harmer (2015) states that to help students choose what to write in their notebooks and what kind of material to record,

teachers might need to step in in some way. In this case, textbooks are supposed to choose and decide the words to include in vocabulary cards.

Students' and teachers' ideas about online supporting materials were also investigated through the questionnaires. While 84,4% of the students agreed with this item, 12% of them were not sure and only 2,9% of them were in disagreement. The percentage of the agreeing teachers with this item was higher, and it was 93%. Hopa (2019) investigated students' ideas about online materials through two different questionnaire items. Contrary to the findings of the current study, only 66,6% of the participant students supported having online sources and study programs while 33,4 of them were in disagreement. Moreover, 76,1% of the students believed that the textbook should include CDs and extra practice. Adding more to the questionnaire items in the interviews, students believed that online resources are very important, and if they can provide some tasks, especially for pronunciation, their communication skills can improve in a better way. Also, students suggested some improvements for online materials such as integrating artificial intelligence and focusing more on students' oral competencies. While doing that the importance and usefulness of artificial intelligence were pointed out. To make the online materials better, teachers stated that there should be some interaction among learners with online resources. Creating some message platforms and forums for sharing some comments for the activities or practicing speaking were among the suggestions of teachers. As a support to these suggestions for the online resources, Yüksel et al. (2022) shared similar ideas in their study which aimed to assess the English File series' usefulness as a textbook resource for preparatory school students. For that specific textbook, one of the teachers stated that the series fell short in terms of incorporating digital technology into learning apart from the self-access platform, which is limited to computer-assisted learning. The participant recommended including additional digital elements, such as blogs and forums, to improve student autonomy in learning and facilitate interaction and communication with learners from various geographic regions. This can show us the importance of providing various technological supports and activities for learners to make a textbook ideal.

Supporting the importance of online resources, Tomlinson (2011) states that as classroom time is very limited, but there are plenty of things to cover, online tools and materials help teachers and students to be exposed to the language outside the

classroom. In addition to referring to blogs, some apps, and websites, he emphasizes the importance of the textbook's digital materials to practice more on the topics covered in the classes. Furthermore, he claims that with the help of the Internet, authentic materials such as videos on YouTube are quite easy to reach. Also, with the help of chat tools, the interaction could be carried out.

Students and teachers also stated their opinions about workbooks provided with the main textbook in a set. A huge difference between both stakeholders' ideas was seen as a result of the quantitative data analysis. While 68,2% of the students believed that there should be a workbook in the textbook set, 17,7% of the students were unsure or had no opinion and 14,1% of them were in disagreement. On the other hand, 91,3% of the teachers thought that workbooks should be included. Hopa (2019) also got similar results regarding students' ideas about workbooks. 77,2% of the participants in her study agreed with that item while the rest did not agree with it. In the interviews, learners also shared that workbooks help them to understand a topic in a better way with the extra practices provided in the workbooks. Moreover, teachers attached importance to the workbooks as they could be a roadmap for students who have no idea how to study and what to study after classroom learning and they are prepared according to the outcomes of the level. In a study conducted by Mohammadi and Abdi (2014), it was found that extra practices and activities provided with workbooks were among the criteria that made the textbook an ideal one for target learners' needs. Supporting the value of the workbooks in a textbook set, McGrath (2013) also pinpoints that in addition to student books, textbook sets include various extra materials, and workbooks are listed as one of them.

Participants of this current study also suggested various extra materials they would like to have in an ideal textbook set. While there were vocabulary flashcards, graded readers, games, dictionaries, posters, grammar tips, exam exercises, lesson videos, extra homework books, and vocabulary notebooks on students' lists, teachers wanted to have some videos connected to speaking activities, a handbook for study tips, experience sharing platform, forum, apps for vocabulary practice, extra resources for teacher's book, extensive reading materials, extra practice book, vocabulary lists, extra reading materials with activities and games. In the study carried out by Hopa (2019), students also suggested some supplementary materials, and some of them are common in both studies. Students suggested that there could be CDs, graded readers, games, TV

series and movies, an online LMS, comic books, dictionaries, and posters. It can be seen that games, graded readers, dictionaries, and posters are the common ones. Students touched upon the importance of reading by suggesting graded readers and comic books. Harmonious with these suggestions, Harmer (2015) states several advantages to reading extensively for learners' language development, particularly when reading level-appropriate books, like graded readers. Extensive reading also allows learners to read without having to stop all the time and improve word recognition (Day & Bamford, 1998, as cited in Harmer, 2015). Harmer adds that an effective comprehensive reading program will increase pupils' enthusiasm for reading and aid in the development of automaticity, which is the ability to recognize words on sight automatically.

5.4. Four Fundamental Skills and Subskills

With four items in the questionnaire, what teachers and students think about four fundamental language skills in an ideal textbook was tried to be uncovered. In this current study, 95,6% of the students supported that the activities should allow reading, writing, speaking, and listening to be used both independently and in an integrated way in an ideal textbook. Similarly, 95,7% of the teachers agreed with it. This finding is in agreement with Hopa's (2019) findings which showed an agreement of 96,6%. The other item investigated the issue from a different perspective and tried to find out the ideas of stakeholders about the distribution of all four skills in an ideal textbook. While 87,2% of the students were in agreement with it, this percentage was 90,4 for the teachers. Therefore, it can be said that this study produced results that corroborate the findings gathered in Hopa (2019). In her study, the students' agreement percentage was found 94,1, which is similar to the percentage in this current study. When interview results were analyzed, it was also seen that teachers and students favored equal distribution. They supported this because they believed that all these skills are used simultaneously in daily life and mastering them can affect each other. As a result of the evaluation of the New Interchange textbook series, teachers found the textbook inefficient because there was not enough focus on writing skills and tasks (Riasati & Zare, 2010). Moreover, Zohrabi (2011) aimed to shed light on the strengths and weaknesses of a textbook that focused on developing reading skills, vocabulary, and grammar knowledge. The textbook was found inadequate as there were not enough activities that encouraged students to communicate with each other. Also, one main

focus in the textbook caused some boredom in the students. All these findings obtained from the previous studies conducted in the field show that having activities that require the use of all skills in combination and separately and a textbook design with an equal distribution of these skills are what both stakeholders want to have.

Even though supporting the equal distribution of the fundamental skills, some participants put more emphasis on some skills, which were speaking, reading, and listening for teachers and it was reading, listening, and writing for students. The first point teachers highlighted for reading and listening was authenticity. Teachers stated that especially listening activities in textbooks felt artificial. To this end, in the ideal textbook, they desired to have more authentic materials considering the proficiency levels of the students. Teachers gave importance to the proficiency level of the students while supporting their presence because of the possible demotivating and daunting effects of authentic materials if not chosen carefully. When it comes to students, they also agreed to have authentic materials in an ideal textbook, such as podcasts, magazines, articles taken from some journals, and book excerpts. They stated that the language in these authentic materials would be the one that they would tackle outside the classroom. Therefore, they wanted to have more authentic materials. Similarly, underlining the importance of using authentic materials in the classrooms to prepare learners for the actual use of the language, Lightbown and Spada (2004) stated that if students are to be ready for language use outside of the classroom in the future, they must also engage with genuine or authentic material. They accomplish this independently after initially being guided by the teacher. Further emphasizing the value of relevant and authentic teaching materials Tornberg (2000) also notes an issue in schools when pupils are expected to gain knowledge that has been developed outside of the classroom. Students are then expected to be able to draw connections between what they learn in the classroom and the outside world through the mediation of this knowledge. Students run the risk of solely connecting language with what they hear in the English classroom and see on tests if this link is missing and their experience at school is limited to outdated textbooks and an outdated classroom. After that, they find themselves in a "no-man's-land" where they are isolated from native speakers and their environment (as cited in Johansson, 2006).

Moreover, in their study Zohrabi et al. (2014) evaluated two different textbooks and the adequate one had some authentic materials. The results of this current study

were also in line with Harmer's (2015) ideas. He stated that pupils must exert the most effort to comprehend when they come into contact with "real" language. Therefore, using authentic materials was supported. Strengthening Harmer's opinions in terms of listening skills, Field (2010) added that as much as possible teachers should expose their learners to authentic recordings to make them familiar with the natural speech elements such as rhythms and discourse features. Emphasizing the importance of choosing appropriate authentic material, Harmer (2015) warned teachers about the frustrating effect of authentic materials. To this end, he put the responsibility of exposing learners to the ones that they could have a chance to understand. Similarly, Field (2010) stated that as a stimulator which would help learners learn outside the class, learners should get familiar with authentic materials from an early age.

Regarding the reading skills, most participants found it crucial as they provide comprehensible input for the learners' language improvement. Students approached the importance of reading texts similarly and they categorized reading texts also as a tool for learning new words. This opinion is confirmed by Zimmerman (1997). In his study, he stated that students' vocabulary expanded when they received interactive vocabulary training combined with reasonable quantities of reading that were both self-selected and connected to the course material.

Moreover, for the implementation of reading tasks they suggested answering some comprehension questions and when necessary learning some reading strategies to master at reading. It is encouraging to see the different functions learners assigned to reading are in line with what Harmer (2015) mentioned in his book. He stated that learners' vocabulary knowledge, spelling, and writing skills can be improved by exposing them to reading texts. In the same vein, Hopa (2019) listed the effects of reading tasks as a way to revise newly learned words and grammar structures.

Participants also underlined the value of choosing reading texts among the ones with interesting and engaging topics. This was also observed among the strength of the textbook students mentioned while evaluating the textbook they use (Öz, 2019). They stated that when texts used in the textbook are interesting, this could motivate them more. McGrath (2013) also puts forward that the likelihood of stimulating communicative connection increases with the level of engagement of the topic. Therefore, engaging and gripping topics could be one of the aspects considered in an ideal textbook.

As to writing, students and teachers believed that it was helpful to acquire the language in terms of grammar and vocabulary. They also mentioned that sharing their ideas through writing tasks can make it more effective. The fact that students believed in the language acquisition power of writing skills is also supported by the writing activity type proposed by Harmer (2015) as writing for learning. This kind of writing task gives learners opportunities to practice what they have learned. In a textbook evaluation study conducted in the Turkish context, Yazıcı and Hayta (2021) revealed that the evaluated textbook was not appropriate to teach English as a foreign language as it did not cover writing skills.

The findings gathered from the item about emphasizing the subskills in an ideal textbook showed that 83,6% of the students agreed with it and this percentage was 93,9 for the teachers. The result shared in Hopa's (2019) study was quite similar to this current one and it was found that 87,1% of the students found it important in an ideal textbook. It is suggested that if a learner would like to be proficient in a target language, mastering subskills is a requirement (Nguyen, 2018).

Aligning with the quantitative data finding, in the interviews of this current study teachers and students pointed out the lack of note-taking practice, which is a sub-skill of listening. It was believed that note-taking is a sub-skill that needs to be improved even in low-level students. One of the teachers added that students are supposed to be exposed to note-taking tasks instead of letting them do the listening exercises in a way that they are used to, which is presenting them the questions before listening. Students also believed in the necessity of tackling new practice types instead of the usual ones in developing their listening skills. In addition, students referred to listening as one of the most important ones to focus on in an ideal textbook. The findings of the current study are consistent with the ideas of Field (2010) who looked under the bonnet of listening skills with all the components of it. Field underlined the importance of listening by stating that listening skills should be viewed as “a monolithic skill but as complex contributory abilities or sub-skills”(2010, p.98). Moreover, in his previous work Field (1998) pointed out that in terms of the language that non-native speakers are acquiring, subskills are considered as competencies that native speakers already possess and that non-native speakers must gain.

In the interviews, participants were also asked about their preferences for integrated and skill-based teaching systems. Even though the questionnaire results

showed a high agreement with a balanced distribution of four fundamental skills, both teaching systems were preferred in the interviews because of the different pros and cons they bring with them. Moreover, some teachers who supported the integrated system added that there should be some focus on the skills to improve them. The participant students in a previous study also put forward that providing many reading texts and some focus on it can make the textbook an effective one. (Öz, 2019).

Regarding the integrated system, it was thought that it would be easier for both stakeholders to follow the lesson. For teachers, this was more like being aware of the deficiencies and skills students need to develop. For the students, they could be free from their prejudices about skills that they are not good at or enjoy. Also, students will not feel compelled to focus on one skill for one class hour. It was also stated that an integrated system is like what people do in real life, therefore, it could be easy for students to connect the skills and sub-skills and to use them to overcome some obstacles they may encounter while learning the language. On the other hand, the supporters of a skill-based system claimed that teachers would be able to teach according to their expertise, which can make the teaching process more effective. Moreover, students believed that with that system, they could have more chances to improve one specific skill by spending more time on it. There are similarities between the attitudes expressed by participants in this study and those explained by Mohammadi and Abdi (2014). In their study, a textbook was evaluated using a checklist, and providing many activities covering all language skills was pointed out as one of the strengths of this textbook. Furthermore, one of the prominent researchers in the field, Hinkel (2006) underlined the importance of an integrated system referring to what people do in real life. She stated that according to widely held beliefs on language learning and education, people use incremental language abilities in tandem rather than separately while engaging in meaningful communication. For instance, speaking and understanding must be done simultaneously to participate in a conversation. A variety of L2 abilities must be addressed concurrently in integrated training to make language learning as realistic as possible. These skills are all necessary for communication. For example, teaching vocabulary and writing can be closely linked to teaching reading, and teaching pronunciation, listening comprehension, and cross-cultural pragmatics can be easily taught through oral skills. Harmer (2015) also supports Hinkel's opinions and the findings obtained in this study and adds how skills are used intricately. He explains that

both lecturers and attendees commonly take notes during lectures, with many even consulting previously prepared notes. Even reading, which is typically considered a quiet activity, frequently sparks discussion, note-taking, and commentary. Harmer (2015, p.298) summarizes it as “Receptive skills and productive skills feed off each other in a number of ways”.

The final point participant groups touched upon was the sequence and order that the lessons should follow. Teacher participants shared a flow that started with some speaking parts to activate the schemata which would be followed by the presentation of receptive skills such as listening and reading to expose learners to target structures. They ended the lesson flow with productive skills which would enable learners to use the target structures. This suggested flow was in line with Harmer’s (2015) suggestion for the integration of skills in the lesson flow. He suggested that teachers can use speaking at the beginning of the lesson to activate students’ background knowledge. He added that teachers can frequently employ spoken and written texts to encourage their students to work on different types of assignments.

5.5. Vocabulary

The vocabulary component of an ideal EFL textbook was investigated through questionnaire items number 2, 21 and 34. Item 2 tried to discover the ideas related to the presentation of the new words. The answers taken from 384 learners revealed that 92,2% of them supported being exposed to cases and situations that can mirror their daily use. Teachers' ideas aligned with the learners and 94,4% of them supported item 2. While 90,9% of the students gave importance to the display of newly-learned words’ pronunciation and meanings in inappropriate examples; written or verbal, a significant difference was observed for item 21 and this percentage was 80 for the teachers. For the last item, 34 which was about uncovering participants’ ideas about the addition of a word list for the target words in each unit, it was found that 355 learners which was equal to 92,4% desired to have such a list in an ideal textbook. On the other hand, showing a significant difference only 83 teachers out of 115 equaling 72,2% agreed with it. 20% of the teachers were not sure or stated no opinion and 7,8% of them were in disagreement. In a study whose aim was to discover students’ ideas about the qualities of an effective textbook, Hopa (2019) posed similar questions in her questionnaires and it was shown that the results gathered in both studies are in line. For

all these questionnaire items, more than 90% of the students in that study agreed with each one.

The first point emerging in the interviews in the light of the answers of both stakeholders was the importance of vocabulary. It is a universally acknowledged fact among scholars, educators, and students alike that expanding one's vocabulary is a crucial component of becoming proficient in a second language (Schmitt, 2008). In addition to mentioning its importance in general characteristics of textbooks, students also believed that the more they know the vocabulary, the better they will get at the language. Supporting the importance of vocabulary knowledge while learning a foreign language, Richards and Rodgers (2014, p.215) claimed that “the building blocks of language learning and communication are not grammar, functions, notions, or some other unit of planning and teaching but lexis, that is, words and particularly multi-word combinations”. Cunningsworth also added that students may communicate more successfully when they are competent in vocabulary than in grammar, especially when they are in lower grades.

Emphasizing its importance, participants shared some ideas about the presentation of vocabulary items in an ideal textbook. They put forward that presenting new words in a context makes the learning process easier, more effective, and more memorable. Students also stated that they could learn more words when the new ones are presented in contexts and as one word can have more than one meaning, presenting them in a context was favored by learners. Concerning the related context, in addition to individual sentences as in dictionaries, students claimed that even reading texts can be used. The reason why teachers supported the contextualized presentation was to provide learners a help to get the meaning from context. In light of these suggestions, the importance of context and reading texts was justified by Hsueh Chao and Nation (2000). They put forward that vocabulary knowledge and reading comprehension have a dynamic and intricate relationship. The relationship between vocabulary knowledge and reading comprehension has two main effects: reading comprehension has an impact on vocabulary knowledge and growth, and vocabulary knowledge has an impact on reading comprehension. Students in Öz's study (2019) also mentioned the importance of presenting new words in contexts as this way can teach students the different meanings of the words with concrete examples. Students also found this kind of vocabulary teaching more like a real-life. In his book, Harmer (2015) also explains the positive

effects of giving new words in contexts and he adds that a variety of writing formats can be used. Getting the learners to read texts or listen to audio tracks so they can see or hear the words in use may be the greatest way to introduce new vocabulary.

Taking the vocabulary knowledge a step further, students and teachers referred to the importance of acquainting students with the correct pronunciation of the words to be able to fulfill the requirements of knowing a word. Students also believed that knowing the correct pronunciation of a word could affect their speaking performances. If they do not know how to pronounce a new word correctly, they might avoid using it, which is in contrast to teachers' beliefs about mastering new words. Teachers believed that if students could use the new target words, they could be competent and familiar with the formal and informal usage of them. What teachers believed is parallel with Nations' ideas (2013). According to Nation (2013, p.4) "knowing a word is taken to include not only knowing the formal aspects of the word and knowing its meaning but also being able to use the word".

Apart from contextualized presentations of the vocabulary, students and teachers also favored pictures, especially for low-level learners. According to them, the employment of visuals was highly recommended as a means of conveying meaning and as much as possible it should be used as it can make words more memorable. In his book, Nation (2013) supported this idea and put forward that using pictures, objects, and activities helps reinforce concepts because they give students a visual representation of the material, which increases retention. Dual encoding, as defined by Paivio, is a possibility when this kind of meaning communication comes with a verbal definition. It can be seen that pictures will have positive effects on learners' vocabulary retention. In a recent study, Bates and Son (2020) tried to shed light on teaching words with pictures. The findings confirmed the participants' ideas in terms of a greater recall rate.

Surprisingly, students also stated that being exposed to the newly learned words in different texts at different times could be quite effective and could help them keep those words in their long-term memory. This suggestion matches the ones observed in earlier studies. In addition to the results obtained in the study carried out by Öz (2019), Samoudi and Mohammadi (2021) had similar findings in their study which aimed to evaluate a textbook in the Iranian context. The results showed that the textbook, Summit 2B, was not adequate in terms of vocabulary recycling dimension. Therefore, it was criticized. The rightful suggestion made by the participants of the current study was also

confirmed by Cunningsworth (1995). He put forward that presenting and practicing a language item just once and calling it solved is rarely enough. Therefore recycling is a crucial feature of textbooks. For items to become fully understood, get ingrained in memory, and become fluent in their use, encountering them multiple times—ideally in a variety of circumstances is thought as a must for learners. In contrast to grammar, vocabulary items—aside from the most common words—may appear once or twice before vanishing completely, unless textbook authors take great care to reuse them.

Another point shared by the teachers in the current study was while presenting the vocabulary items consider the possible prepositions used with those target words, their spelling, the fixed expressions including them, and some common collocations. One of the teachers stated that when words are presented in a way that shows what to write after, before, and with that word, this could make things easier for learners because they will master that word in that way and without having difficulties, they will use them in writing and speaking. Supporting the teachers' views and related to vocabulary and its dimensions, Nation (2013) stated that words fit within a variety of connected systems and levels inside the language; they are not separate units. As a result, there are numerous aspects and levels of understanding associated with each given word. Another proof for the preceding issue was the list Cunningsworth (1995, p.38) shared in his book which was about the activities to be applied for good lexical growth. In addition to “semantic relations including synonyms, opposites and hyponyms, situational relationships and relationships of form, he emphasized the value of collocations, noun+prepositions and phrasal verbs”.

The last point arising in the interviews aligning with the quantitative data results was to include a vocabulary list in textbooks. Students and some teachers believed that presenting a word list taught in the lessons and including the most common 10000 words could be helpful for them. This opinion is confirmed by the students participating in Hopa's study (2019). In her study, Öz (2019) also found that students find vocabulary lists for the target words in textbooks quite important as these lists can ease vocabulary revision after classes. Therefore, they mentioned it as a strength of the evaluated textbook. Besides, in the evaluation of the Top Notch textbook, participants included the lack of a word list for the words as a disadvantage. Similarly, Uddin (2021) also aimed to discover the advantages and disadvantages of a textbook called English for Today. The lack of a word list was among the weaknesses of the textbook. To this end,

in the ideal textbook, including a word list could be thought of as an important component.

5.6. Grammar

Students' ideas about grammar were investigated with three questions in the questionnaire. 85,4% of the participants which means 328 students out of 384 supported having short and informative grammar explanations in the book. On the other hand, this percentage was 90,4 for the teachers. Contrary to the results obtained in the current study, only 73,1% of the students showed agreement in Hopa's study (2019). For the next item, which investigated the sequence followed in the grammar topics, nearly 90% of students showed agreement while this was 97,4% for the teachers. The last questionnaire item, item number 23, questioned the importance of teaching grammar points with the help of real-life situations. Almost all teachers (99,1) were in agreement with it and this percentage was 95,4 for the students. The findings of both items corroborate the ideas of Hopa (2019) with more than 90% of agreement.

The first notion arising in the interviews was the teaching of grammar topics. While most students preferred deductive teaching, all teachers and some other students preferred inductive teaching presenting the grammar in a context. Teachers also emphasized the importance of the context chosen for that purpose. Students stated that learning the rules first and then tackling some reading texts and listening activities which include the target structure could be more effective and practical. They also believed that it might save time. On the other hand, supporters of inductive grammar teaching emphasized that this method could make the topic more memorable and learners have the opportunity to grasp the function and meaning of the target structure. As an inductive approach, teachers favored guided discovery in which teachers help learners discover the function and structure through examples. Regarding different approaches to teaching grammar, Harmer (2015) stated that students could have different tendencies. While some students believe that because of being cognitively active, the target structure could be learned more effectively. On the other hand, some feel the need to get some explanations because they feel uncomfortable. These results match the previous studies conducted in the field. Partly, aligning with the results of this study, in the Thai context, Forman (2014) pointed out that the evaluated textbook was not found appropriate because of its inappropriate contexts for the grammar structures.

Contrary to most students' thoughts in this current study, the investigation of Top Notch by Mohammadi and Abdi (2014) showed that the deductive approach was not favored by the participants. Among the strengths of some textbooks used in Vietnam, presenting grammar structures in context was included. In a recent study, bringing a new perspective, Öz (2019) found that teachers recommended the inclusion of variety in the grammar parts in addition to presenting grammar points in meaningful contexts.

Some students also desired to have concise grammar explanations with diagrams and mindmaps so that the provided information could be more memorable and to the point. Some teachers also were not so eager to conduct explicit grammar teaching all the time in classes. They believed that topics that are very different from learners' native language could be focused on. In a similar vein, Ellis (2006) put forward that instructors ought to prioritize teaching learners with recognized difficult grammatical structures instead of covering the entire grammar curriculum. On the other hand, some students in Öz's study (2019) stated that there should be more detailed grammar explanations with plenty of grammar activities as grammar is crucial for each skill.

Agreeing with the findings gathered from the quantitative data, students supported having grammar topics from easy to difficult considering the sequence of grammar topics. This suggestion aligns with some considerations proposed by Palmer (1921). He highlighted the importance of grading grammatical content. Therefore, he proposed prioritizing the more beneficial moods and tenses first since some of them could be more beneficial than others. He exemplified this notion by touching upon how people choose prepositions that they will master depending on their significance as they don't know every preposition along with all of their uses and rules.

5.7. Communicative Content

The findings coming from the quantitative data showed that both stakeholders showed a high agreement with the item investigating the importance of mirroring daily life language in an ideal textbook. In other words, teachers and students found it quite important. Similarly, students in Hopa's study (2019) showed full agreement with this item. For the next item, item 6, teachers' and students' ideas concerning the emphasis of pronunciation activities in textbooks were investigated and results revealed that while 90,4% of the students found it quite necessary in the flow of the textbook, this percentage was 83,5 for the teachers. Supporting these results, Hopa (2019) shared a

high degree of agreement with this item, which was 90,6. Equipping students for real-life interaction through some activities and providing exercises that required accurate and fluid use of language were for accurate use of language were also found quite important. However, exhibiting different accents in the flow of the book unveiled different opinions in the participants. Half of the students agreed with its necessity, which aligned with the results observed in Hopa's study (2019).

When participant groups were asked about the qualities of an ideal textbook in terms of communicative content, the common thing both stakeholders mentioned was using and integrating authentic materials. Teachers emphasized the importance of using authentic materials in reading and listening tasks to create an atmosphere for students to realize the connection of things with daily life. They also alleged that this could have a positive effect on learners in terms of high motivation as a result of understanding real-life material, which was also confirmed by Field (2010). The listening parts given in textbooks were found quite unnatural by the teachers as there were no signs of real-life speaking and listening components such as a person talking very fast or slowly with some accents, or a noisy place with background sounds. Moreover, one of the teachers mentioned his hesitations about playing the recording in each listening section as these parts fail to create some reasons to listen. In his article, Field (1998) supported the functions performed by the authentic materials and stated that they provide instances of hesitations, false starts, full and empty pauses, and other behaviors that make up conversational speech. Besides, he suggested revising the roles of teachers while tackling listening skills in the classroom. He reminded the importance of equipping learners to handle the target language instances they might come across outside the classroom and to benefit from them by adding these target language instances to their language knowledge store (Field, 2010). When this situation was handled from the students' perspectives in addition to listening activities, they preferred to be exposed to the structures and language features that native speakers use in daily life. In other words, they thought the ideal textbook should create speaking tasks and situations as in real life.

While supporting the use of authentic materials, teachers also were aware of the importance of considering learners' proficiency levels while deciding on what material to bring to the classroom. Teachers alleged simplifying the authentic materials as a solution for this problem, which was in rapport with the strategies mentioned in Field's

book (2010). He listed some ways to help learners handle this problem and in addition to grading the texts, simplification of the tasks was mentioned among the strategies to be able to authentic resources for low-level students.

Reflecting on the results gathered in the questionnaire, students also put forward some points to be included in an ideal textbook. These points are as follows:

- There should be some speakers using different accents as in reality.
- Learners should be exposed to daily life expressions, words, structures, proverbs, and idioms.
- There should be more communicative tasks to prepare learners for the situations they will possibly encounter in the real world.

The main reason for all these expectations but especially for more speaking practices is “rehearsal opportunities” (Harmer, 2007, p.123) students can have in the classrooms. Thanks to their safe classroom environment, students get the chance to activate all the input they are imposed to and start to use them automatically. Regarding oral practices, some students and teachers favored discussion tasks and found them quite effective as students need to support or object to some points. This also accords with ideas brought forward by Harmer (2007). Confirming the importance of communicative tasks and textbooks, Cunnisgworth (1995) underlined language instructors and textbooks run the risk of making foreign language instruction skill-based devoid of content, positioned on the very edge of the curriculum. This can happen if they cannot teach communication mechanics and foster meaningful interaction among users.

5.8. Suitability of Topics and Language

As another component of textbooks, the appropriacy of language level and topics was inquired through questionnaires and interviews. The results from the questionnaire analysis showed that most of the students and teachers (91,4% and 99,1, respectively) favored having attractive and interesting topics in an ideal textbook. The majority of the participants gave importance to using a textbook that is not too complex for target learners’ levels. The vast majority of respondents supported reading and listening about diverse topics. While more than 80% of the students found the inclusion of activities related to cultural awareness, this percentage was higher in teachers’ responses. Topics pertaining to recent issues were among the desired qualities of an ideal textbook. These

findings are in agreement with Hopa's (2019) findings which showed a high agreement for items investigating the degree of topic variety and attractiveness with language appropriacy.

The results obtained in quantitative data accord with the ideas shared in the interviews. The first common thing that was touched upon by both stakeholders was the selection of topics from current and interesting issues. In addition to being a motivation factor, most teachers believed that students could benefit from these topics outside the classroom and this might be more meaningful for students. Likewise, in a recent mixed-methods evaluation study, Yüksek et al. (2023) used a similar questionnaire utilized in this current one and tried to shed light on how effective the English File series were. The teachers felt a need to have more recent topics which can engage learners more. Moreover, adding appealing topics in a textbook was found so crucial that in his study, Uddin (2021) considered the inclusion of varied and interesting topics as a component of the criteria and revealed that the investigated textbook was inadequate in terms of it. Supporting the role of engaging topics in the flow of a textbook, Cunningsworth (1995) emphasized the method of learning a language as a process that can connect to and involve what students bring with themselves to the classroom such as abilities, expertise, interests, and experience to expand and deepen this process. He added that textbooks may assist in this process by providing content that is also educational, stimulating, entertaining, and occasionally thought-provoking. They can offer chances for students to broaden their horizons both in terms of general experience and language acquisition. He also asserted that when these kinds of topics which could be integrated into the real world are included in textbooks, they could be more motivating for them.

In addition to the inclusion of engaging and current topics, teachers and students shared some topics they would like to have in an ideal textbook in the interviews. Even though there were some different suggestions, similarities were also observed. Travel, music, and technology were among the most common topics suggested by both participant groups. While technology including artificial intelligence, youth issues, art, social media, and cinema were on the list shared by many teachers, culture, topics reflecting Business English, scientific articles, relationships, sports, social activities, and hobbies were suggested by students. Similarly, teachers participating in a study conducted by Yüksek et al. (2023) wanted to have technology and artificial intelligence-related topics in the textbooks. Supporting the topics suggested in the current study,

Hopa (2019) also found that students thought that travel, technology, different cultures, daily life, university life, music, and science should be included. In the same vein, shedding light on the common conversation topics among Japanese learners, Siegel (2014) proposed that including school life and academic life topics in textbooks could be a good idea.

Another common thing arising in the interviews was about the language level of the textbooks. Both stakeholders claimed that textbooks should be just a little bit difficult for the students. According to learners, if textbooks adopt a language that is slightly beyond their levels, they could realize how much more they need to know and they have the motivation to study hard. In other words, they can improve themselves better. Likewise, teachers were on the same page with the learners and they believed that with that little challenge created with the help of language level, students would have an opportunity to leave their comfort zone and they would enjoy a kind of achievement. In support of this finding, according to Krashen, there is only one method to learn a language: by being exposed to understandable material. Both comprehension and acquisition will take place if the input includes forms and structures that are somewhat more complex than the learner's present proficiency level—what Krashen refers to as "i+1" (Lightbown & Spada, 2004). Justifying the need for a textbook that has a language that is just a little bit up from students' current levels, Cunningsworth (1995) referred to the difficulty and complexity of a language. He defined language as a multifaceted phenomenon that functions on multiple levels at once. For speaking, speakers are supposed to control various things at the same time such as phonological, grammatical, and lexical systems that language has. Moreover, the best interaction methods should be chosen at the moment of speaking. To understand what is told to them in a conversation, they need to follow the same procedure backward. As can be seen from this complex process, the reason why teachers and students desire a textbook which is not too difficult in terms of language level can be understood.

5.9. Exercises and Activities

Another component investigated in this study was the activities and exercises provided in the flow of the textbooks. The majority of participants agreed that having an adequate number of activities and exercises was crucial. For item 22, which uncovered participants' ideas about activities prepared to reinforce the newly learned topics 96,4%

of the students found it important while this percentage was 100 for teachers. Creative and independent thinking were also found important by most participants. Regarding the scope of the textbooks, 90,6% of the students found a textbook ideal with a piece of advice for international exams and proficiency exams of the preparatory programs. On the other hand, this percentage was 50,4 for the teachers. In addition to supporting an equal number of exercises between mechanical exercises and activities involving the usage of language in everyday situations with a high participation rate, parts for reviewing the covered topics were also favored by most participants. Regarding the implementation of the tasks, which were pair work and group work, nearly all of the teachers were in agreement with it and 85,7% of the students favored it.

Complementing the quantitative results, both participant groups found pair work and group work activities effective in addition to individual ones. Considering it, teachers listed some advantages of pair and group work activities. Taking some peer feedback, feeling less pressure as pairs and group mates could support each other, and improving learners' self-confidence were among the advantages mentioned in the interviews. Likewise, in a textbook evaluation study, Samoudi and Mohammadi (2021) found that the textbook that was under investigation was found effective for Iranian learners, and the book utilized pair and group work activities quite a lot. Confirming the teachers' ideas in this study, Harmer (2015) listed some benefits of pairs and groups and he emphasized the cooperation that learners create. For pair works, he explained this cooperation with an old saying which was "two heads are better than one" (p.181). he believed that this supportive atmosphere could help create a friendlier classroom environment for learners. Students could share responsibility instead of having to shoulder it all alone when they work in pairs.

Some teachers also touched upon the disadvantages caused by pair and group work in the classroom. Teachers believed that learners might fail to share responsibilities while completing a task. Moreover, having difficulties and controlling problems experienced by students also made group work studies less popular for the teachers. In other words, some teachers were not so eager to implement pair and group work activities in the classroom. Showing consistency with these ideas, Harmer (2015) clarified this problem and he put forward that learners might get locked into rigid group roles that make some of them quiet and others dominant.

Regarding the speaking tasks, as mentioned earlier, students and teachers put forward that an ideal textbook should have plenty of speaking activities about different topics. In addition to students, teachers also supported the effectiveness of debates and discussions and they believed that there should be also role plays and presentation activities. With this variety, it was claimed that students could equip themselves with different skills and use them in different areas. In light of these activities, both participant groups chose between spontaneous speaking tasks and pre-planned speaking tasks. They supported having a balance between them and added that they would need both of them in different stages of their lives.

As for the reading skill, both participant groups wanted an ideal textbook to include reading texts about various topics with different activities. Similarly, Zohrabi et al. (2014) conducted a study to compare two textbooks, and the lack of engaging reading topics was among the weaknesses of one of the evaluated textbooks. Zohrabi (2011) tackled the weaknesses and strengths of a textbook that specifically focused on the improvement of learners' reading skills in addition to their grammar and vocabulary knowledge. The evaluation process revealed that interesting and engaging reading texts were among the positive qualities of the textbook. It can be seen from these studies and the current study that interesting and intriguing reading texts are among the important features of the textbooks.

Regarding the listening activities, teachers supported having materials that are parallel with the ones in real life. Likewise, as an example of authentic materials, some students wanted to have more podcasts and videos. They believed that podcasts could be more real-life and meaningful. With these podcasts, the usual exercise types such as True/False and filling in the blanks could be implemented. Confirming the suggestions of the students, Harmer (2015) touched upon the importance of pre-recorded materials' importance for the development of listening skills. In terms of podcasts, as a type of pre-recorded material, Harmer (2015) mentioned how practical they could be as students can be exposed to them outside the classroom. Regarding the videos, Harmer (2015) added that students could be supported to watch videos as they have the chance to witness "language in use"(p.343). They might also observe a variety of paralinguistic behaviors thanks to videos. Moreover, learners can spot a variety of cross-cultural cues. In his book, Field (2010) highlighted the importance of using audiovisual materials such as podcasts, radio shows, talks, announcements, or conversations with others. He stated

that in addition to reading, listening allows learners to improve themselves after the classroom. Adding more to Harmer's thoughts (2015), he found listening quite important and claimed that listening is perhaps more crucial since it provides learners with fresh syntactic, lexical, phonological, and pragmatic knowledge that enhances their spoken competency. The results of the previous studies accord with the suggestions shared by the students in this study. Nazim (2021) tried to evaluate a very popular textbook, 'Cutting Edge' and the textbook could not meet the needs of the learners in terms of video materials. In a current investigation, Yazıcı and Hayta (2021) conducted a study to shed light on the qualities of a textbook according to Turkish MONE, and the textbook was found inadequate as there was not much listening.

In addition to the points mentioned so far, one of the teachers highlighted the importance of evaluating students' language improvement with the question types that are parallel with the ones given in the textbook. The teacher touched upon this issue, especially for listening, but for other skills, this should be considered according to him. Otherwise, he believed that there could be some problems. A similar suggestion was made by the participant teachers in the process of textbook evaluation. The participant referred to differences in the reading text outcomes given in the textbook and in the exams. This difference was not acceptable for the teacher and this required further consideration for the textbook writers and language institutions utilizing that textbook (Yüksel et al., 2023).

As for grammar activities, both teachers and students believed in the importance of mechanical exercises in grammar to reinforce the target structures. Moreover, supporting the data gathered from quantitative data analysis, both participant groups emphasized the importance of grammar activities that revise three or more grammar topics in a mixed way covered so far. Students stated that after they learned a grammar topic, they easily can forget it in their current textbooks because in the following units and exercises the textbook never refers back to the previous grammar topics. Therefore, in an ideal one, they would like to have activities recycling the grammar points. Similarly, in her M.A. thesis, Hopa (2019) reached the same conclusion and the participant students in her study wanted to have recycling and mixed grammar activities in an effective textbook.

Moreover, in qualitative data, one of the students mentioned the importance of visualizing the grammar presentation parts using diagrams and mind maps instead of

long texts. Similarly, some students in Hopa's study (2019) touched upon the complex structures of grammar topics and supported the use of visuals and caricatures.

Games were among the suggested activities and exercises that an ideal textbook should have. Students drew attention to the long lesson hours during which they had to sit; therefore, games especially the ones that can require some physical movement in the classroom should be integrated into an ideal textbook. This current study's extra material suggestion also shows consistency with the additional resources shared by Lamie (1999). She listed some supplementary aids which were games, authentic materials, and passages taken from a number of textbooks (as cited in McGrath, 2013).

The last skill mentioned in the exercises and activities part was writing. Most teachers except one, supported presenting different topics and tasks to improve students' writing skills. Moreover, students also desired to be exposed to different genres in an ideal textbook. Similarly, Cunningsworth (1995) highlighted the importance of writing materials and he stated that they are supposed to acquaint students with the discourse structure of written text in addition to teaching sentence-level writing mechanics. Touching upon the various patterns for organizing and expressing different types of writing, he put forward the necessity of covering them in a textbook depending on the students' goals and level. Similarly, in a previous study, students suggested some ideas to improve the writing sections of the evaluated textbooks and they stated that there is a need for more stimulating and interesting tasks (Öz, 2019). To this end, one can claim that with the inclusion of more varied tasks with different genres, the ideal textbook can be shaped.

In this study, students also expressed the importance and effectiveness of the feedback they take from their teachers after writing tasks. Confirming the importance of feedback in writing tasks, Harmer (2015) listed some roles of the teachers while implementing writing tasks. Among being a motivator and resource, there is also being the feedback provider. He stated that teachers ought to react to student writing with encouragement and positivity, particularly regarding its topic. In this feedback process, depending on the needs of the students at this specific point in their studies and the assignments they have completed teachers decide on what and how much to mention in terms of corrective feedback.

Additionally, students also found writing tasks and activities crucial to improving their language and grammar skills. In accordance with the present result, Harmer (2015)

has made a distinction in terms of writing serving different purposes. He mentioned two terms, which were “writing-for-learning and writing-for-learning” (p.369). What students in this current study referred to was explained as writing-for-learning. It is explained as the type of writing teachers ask students to produce to aid in their students' language acquisition or to assess their proficiency in it. Aligning with this study's results, students in a previous study stated the need to have more writing tasks, and they added that involving recently acquired grammatical concepts in students' written work could be a good way for grammar structures as well. This could help learners to reinforce the grammar topics (Hopa, 2019).

Another variable in this current study was the affordability of the textbooks. The questionnaire data results showed that most teachers and students found it important in an ideal textbook. Confirming this result, Hopa (2019) also revealed the importance of the reasonable price of a textbook for students. In the interviews, one of the students touched upon the importance of the price. Similarly, in a recent study conducted by Öz (2019), the high price of textbooks was mentioned as a weakness of theirs and students added that this can cause a problem for all learners as the textbook set costs about half as much as Turkey's minimum salary, so it is overpriced. Affordable textbook price expectation in this study aligns with the factors Litz (2005) considered while evaluating a textbook. It was stated that in addition to its accessibility, durability, and appearance, its cost should be considered as well.

6. CONCLUSION

6.1. Summary of the Study

As an indispensable component of the language learning process, textbooks have proved how important they are for teachers and students. Adapting different teaching methods and approaches and considering the different features and qualities of the target learners, many textbooks have been written by writers. As time went by, with the integration of technological developments, the textbook sets have reached their prime version. To this end, choosing the most appropriate textbooks that can serve the purposes of teachers, learners, and education institutions gained importance. To help the textbook selection process, some checklists, evaluative criteria, and important factors for an effective textbook were shared by prominent researchers and experts in the field. Even though there were many studies conducted by researchers to delve into the qualities of some specific textbooks with the participation of students and teachers, there is a dearth of studies concerning uncovering the perspectives of stakeholders on the ideal textbook.

To fill this gap, this current study which followed a mixed-methods design was conducted with the aim of shedding light on the students' and teachers' perspectives regarding the qualities of an ideal EFL textbook, which was the first research question that guided this study. Additionally, whether there were similarities or differences between students' and teachers' ideas was tried to explore with the second research question. For the quantitative data collection procedures, a questionnaire that included 39 items that questioned different qualities of the textbooks and shaped by Hopa (2019) was adapted for this study's participants and research context in the light of the expert opinions. The final version of the questionnaire included 37 items and a teacher version of the questionnaire was created making some minor changes in the original student questionnaire. A quantitative data collection procedure was completed with the participation of 384 students and 115 teachers. For the qualitative part of the research design, semi-structured interviews were conducted with 15 students and 10 teachers to delve deeper into the participants' perspectives. Percentage analysis was run for the students' and teachers' answers in the questionnaires to address the first research question. To answer the second research question, one of the inferential statistics, chi-square tests were performed. The quantitative results were displayed under the category in which questionnaire items belonged. The recorded qualitative data was transcribed by

the researcher and it was used to support the findings obtained in the quantitative data. The relevant participants' insights were displayed under some pre-determined themes that represented the categorization of the questionnaire items.

6.2. General Conclusions

The findings of the present study showed that both participant groups described an ideal textbook with interesting, engaging, and current topics for each proficiency level. Teachers and students also shared some topics they wanted to have in the ideal one, such as travel, music, youth issues, academic life, and technology. The second major finding was the importance of the physical appearance and layout of the textbook sets. For the ideal textbook, both teachers and students wanted to have a textbook set including a workbook full of interesting and detailed pictures with colorful pages in addition to some arranged spaces for students' notes. Contrary to the usual textbook size, which is A4, they favored a smaller and thinner textbook consisting of different separate chapters with a design that could include pull-off pages for writing sections and could be opened in different directions. Moreover, regarding the flexibility of textbooks, both participant groups felt a necessity to include a vocabulary list that would cover all the words taught in the textbook set. A wide variety of activities for all skills and sub-skills taught in a textbook set was another major finding obtained in this study. Nearly all participants pictured an ideal textbook with a workbook including plenty of different types of activities and exercises. Teachers also stated the importance of providing more interactive and various activities in the Teacher's Book.

Apart from the usual digital materials, both stakeholders emphasized the recent developments in technology and desired an ideal textbook that would benefit from it in all steps of the lessons. The first one was to create a separate platform for teachers and students on which teachers could share experiences regarding the textbook and share materials and students could communicate with each other through some activities like a speaking platform. It was believed that this could provide interaction among students. Moreover, students put forward that there should be some online apps or games covering all skills, especially vocabulary. The last suggestions about the integration of technology were about artificial intelligence and QR codes. Artificial intelligence was favored for the development of writing and speaking skills and QR codes were found crucial for the variety.

Both participant groups stated the importance of reading skills and as additional material, they favored graded readers appropriate for each level. Authenticity was also on the agenda of both stakeholders. Different accents, pronunciation exercises, and the use of real-life materials were supported. In addition to usual activities for all skills such as gap filling, multiple choice, and matching, some activities that require more production, and challenge should be included in an ideal textbook such as note taking and mixed grammar activities. While an equal distribution of four fundamental skills was chosen in the questionnaires, the interviews showed that while half of the students preferred an integrated system, the other half preferred a skill-based system. On the contrary, most of the teachers supported an integrated system but they wanted to focus on the skills more.

For the implementation of the activities, individual, pair, and group work were equally important for both stakeholders. It was also revealed that speaking tasks should be designed in such a way that students' spontaneous and pre-planned speaking competence should be improved simultaneously. Discussions, debates, and presentations were found among some favorite speaking tasks. Furthermore, for the presentation of new vocabulary and grammar topics, while contexts and visuals were given prominence in vocabulary teaching, surprisingly deductive grammar teaching was favored by students contrary to teachers. The use of visualization such as diagrams and mindmaps was suggested for grammar presentation by some students. Both participant groups expected writing tasks about various topics in the ideal textbook and they found it important. The reasonable price was also among the important qualities of an ideal textbook set. Another finding was that both participant groups hoped to have a textbook which would be slightly above the students' language proficiency. Thus, there would be enough challenges to motivate learners to learn more.

Contrary to many common points students and teachers shared about the features of an ideal textbook, the chi-square analysis showed that there were also some differences between participant groups' ideas. While the majority of the students agreed to have a dictionary and some tips for the exams, most of the teachers were unsure or in disagreement with them. Moreover, there was a significant difference between the necessity of a workbook in an ideal textbook. While most teachers supported it, more than half of the students found it important.

6.3. Implications

This study's findings have several important implications for administrators, teachers, textbook developers, and publishers. Each learning institution chooses a textbook set to follow for a year or for some time. Taking into account the findings of this study, the first thing which should be done by the administrators could be the investigation of students' ideas in addition to teachers' ideas while choosing a textbook set for a language institution to understand the needs and perspectives of the possible and other active users of the textbook set. According to the opinions of both stakeholders, some textbook evaluation criteria can be created and the textbook sets could be evaluated using them. With the help of these criteria, the most effective textbook set that can meet teachers', students', and institutions' needs can be selected. Moreover, it should be noted that finding the ideal textbook is not the end of the road. Learners' needs and program requirements may differ as a result of the necessities of the age and learners' readiness. Therefore, after selecting an ideal textbook, under the leadership of the administrators, the ideal textbook should be subjected to evaluation at certain time intervals by students and teachers to see whether it can still serve the purposes and needs of the users. These evaluations could be carried out during use and post-use of the textbooks. Carrying out textbook evaluations during use can provide different perspectives on the quality of the material.

Another point which needs be thought about thoroughly by the administrators could be the students' preference for grammar teaching. Almost all students wanted to learn grammar deductively with isolated sentences first and then they wanted to see them in contexts as they find it more practical. At this point, it could be a good idea for the administrators to think about the reasons behind this preference because, in the Turkish context, it is known that students are generally assessed in terms of their grammar knowledge in preparatory school programs. Instead of grasping the functions and the meanings of the target structure, learning the grammar rules could be more useful for students in the exams. To this end, administrators could examine the exam components of the preparatory program. They may lessen or even exclude the parts assessing students' grammar knowledge. Instead, they may include some more context and parts to assess learners' understanding of the language. Organizing the content and coverage of the exams accordingly could be one thing to overcome this issue.

What this study has revealed regarding the qualities of an ideal textbook from both stakeholders' perspectives could be enlightening and guiding for teachers as well. Even if textbook sets are accepted as the main source to direct the learning process in the classrooms, benefiting from their observations, teachers can feel the need to prepare some supplementary materials to use in their classrooms considering the learners' weaknesses and emerging needs. At this point, knowing what students and teachers want in terms of the activities, materials, and exercises provided in the ideal textbook can help teachers effectively prepare these extra materials. Taking both stakeholders' perspectives into consideration can make the materials more process-oriented and beneficial for learners. Furthermore, considering the findings of this study teachers can make some changes and adaptations in the flow of their lessons. Most learners wanted to get some tips and tricks regarding the exams conducted in the preparatory school and internationally. They also wanted to do more exercises similar to the question types used in these exams. This shows how important exams can be for students. To this end, teachers can pay more attention to these parts in the classes and they can choose the extra materials among the activities which are similar to the ones in exams. Moreover, as learners find deductive grammar teaching more practical, teachers may organize their lessons taking the learners' needs and different learning styles into consideration. Teachers may follow deductive grammar teaching for grammar points which are quite different from the learners' mother tongue.

The findings of this study can be very enlightening for textbook writers and international textbook publishers as they are the number one who shapes the textbooks. As the textbooks are written and published for teachers and students, the writers and publishers can consider the opinions obtained in this study as a starting point to shape the general characteristics and the components of the textbooks. As this study reflects the ideal textbook on Turkish students' and teachers' minds, the findings can be used as a basis for writing a context-specific textbook. Among some major findings of this study, the changes and adaptations expected in an ideal textbook's online components are crucial ones. Both stakeholders want to benefit from technology more and they support the integration of artificial intelligence into the textbook's online platforms. When publishers and textbook designers make this kind of adaptation, they will not only catch the era but also create more need-oriented textbooks for the target learners. Furthermore, regarding the improvements in online components of ideal textbooks, both

stakeholders suggested having some online platforms. While the focus of the teachers' platform is on activity and experience sharing, for students it could be used more like a speaking practice platform. This suggestion can be put into practice by textbook publishers by creating a forum or an online platform, so teachers, students, and even publishers can benefit from it. Publishers can use the suggested activities and shared experiences as a guide to make some changes and adaptations in the textbook set.

The other adaptation that textbook writers and publishers could make is about the presentation of grammar points. As learners aim to have practicality in each part of the textbook, they want to have some diagrams and tables that will summarize the grammar points. The appropriate diagrams and tables can be added to the textbooks and also in the classware, so teachers can also refer to these parts while teaching the relevant parts. Both stakeholders also emphasized the importance of variety for the activities given in all components of the textbook sets. Moreover, students wanted to have some exam-specific question types in an ideal textbook. Considering these criteria, textbook writers can design some pages and chapters that specifically focus on exam question types.

Regarding the content of the classware system and online components of an ideal textbook, a vocabulary list that can cover all the words taught in each unit for all language proficiency levels can be included as students and teachers suggested in this current study. These lists can be designed in such a way that it could be more like a dictionary which gives the meaning of the word in a level-appropriate way in addition to its pronunciation and example sentence. Therefore, the users can learn and check the target words given in the textbook from all aspects.

Both stakeholders' opinions about the ideal textbooks also suggest some implications for the Ministry of National Education in Turkey. Textbooks are prepared by both the public sector (Ministry of National Education) and the private sector. The experts and textbook writers follow some criteria while preparing them such as compliance with the constitution and law, ensuring content's suitability for science, being sufficient to fulfill the objectives and scope of the training and education program, having sufficient language with visual and content design that can promote learning and can be suitable for the developmental stages of the students. While creating and designing a textbook for the different age groups, the findings and suggestions

revealed in this study can be used by the experts and textbook writers as a guide for a textbook's components.

6.4. Limitations and Suggestions for Further Research

This study provided some useful and valuable insights regarding the ideas of both stakeholders about an ideal EFL textbook. However, the generalisability of these results is subject to certain limitations. Therefore, this research has thrown up some questions in need of further investigation. The first limitation of this study is that it was conducted in the Turkish context with tertiary-level students and EFL instructors. Therefore, it reflected the perspectives of Turkish EFL learners' and teachers' opinions about the qualities of an ideal textbook. More research is required to shed light on stakeholders' ideas from different contexts such as Asian countries. Therefore, future studies can be carried out in various teaching contexts and this can help to make some cross-cultural comparisons regarding the ideal textbook issue.

The second limitation of this study is the target participants. While 384 students and 115 teachers took part in the questionnaire, semi-structured interviews were conducted with 15 students and 10 teachers. The findings may differ if the same study is conducted with a larger sample of participant teachers and students from different universities across the country. Moreover, future studies can be conducted with high school students and teachers working with high school learners. As textbooks are also an essential part of the language teaching and learning process in primary and secondary schools, teachers working at these education levels could also share some significant insights related to ideal textbook issues. To this end, future studies may be conducted not only with tertiary-level students and teachers but also with participants from different levels of education.

Future studies can also be conducted to evaluate the strengths and weaknesses of the textbooks which tertiary-level students currently use. The textbook evaluation process can be conducted with the participation of teachers, administrators, and students with the help of evaluative criteria created by experts in the field. After that, the questionnaires used in this current study may be used to investigate the participants' opinions about the qualities of an ideal textbook. Then, to get more insight into the weaknesses of the current textbook, the parts and components that need some adaptations, and the qualities of an ideal textbook, semi-structured interviews can be conducted with teachers, administrators, and students. The data gathered through two

different data collection methods can be compared and contrasted and this may provide some invaluable data regarding the qualities of an ideal textbook and the parts which need some change and adaptations of the current textbook. To take this investigation to the next step, with teachers and administrators some focus group interviews can be conducted. To this end, the objectives of the institutions and learners' needs can be explored thoroughly. Adopting the design mentioned above, future studies can also be conducted with participants from different education levels such as high school and secondary school students and teachers.

The ideal textbook investigation could also be carried out with some specific group of students and teachers from technical and vocational schools. There are some textbooks specifically prepared for these students. Therefore, future studies can be conducted to investigate what these students and teachers look for in an ideal textbook to serve their purposes.

The reader should also bear in mind that since students are not as knowledgeable about textbook evaluation as teachers are, we ought to be more cautious while gathering their thoughts related to the issue. Therefore, in future investigations, it might be wise to use some other data collection methods such as focus group interviews and open-ended surveys in which students' opinions can be gathered in more depth and this can be a way to overcome the limitations that students' lack of expertise might bring about.

In addition to the points mentioned so far, it can be added that this study followed a mixed-methods design, and the qualitative data was collected through semi-structured interviews. To create data triangulation and obtain more in-depth data, other qualitative data collection methods such as focus group interviews could also be followed in future studies.

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APPENDICES

Appendix 1 – The Student Questionnaire in Turkish

A. Demografik Bilgiler

1. Yaşınız: _____
2. Cinsiyetiniz:
☐ Kadın ☐ Erkek ☐ Belirtmek istemiyorum
3. Hazırlık sınıfında öğrenim görmekte olduğunuz düzey:
☐ D ☐ C ☐ B ☐ A ☐ A+
4. Sınıfınız / Grubunuz: _____
5. Hazırlıkta kaç dönemdir eğitim görüyorsunuz?
☐ 1 ☐ 2 ☐ 3 ☐ 4
6. Hazırlık eğitiminiz:
☐ Zorunlu ☐ İsteğe bağlı
7. Yaklaşık yıl ve/veya ay olarak İngilizce öğrenme süreniz: _____

B. İdeal bir İngilizce Ders Kitabını Değerlendirme Anketi

Aşağıdaki ankette genel İngilizce öğrenimine yönelik olarak ideal bir İngilizce ders kitabının genel özellikleri verilmiştir. Her madde ile ilgili düşüncenizi işaretleyerek belirtmeniz istenmektedir.

1. Kesinlikle katılmıyorum
2. Katılmıyorum
3. Fikrim yok /Kararsızım
4. Katılıyorum
5. Kesinlikle katılıyorum

	İdeal bir İngilizce ders kitabında...	Kesinlikle katılmıyorum 1	Katılmıyorum 2	Fikrim yok / Kararsızım 3	Katılıyorum 4	Kesinlikle katılıyorum 5
1.	sözlük olmalıdır (kitap sonunda kitapta geçen kelimelere yönelik küçük bir sözlük).	1	2	3	4	5
2.	öğretilen sözcüklerin, öncelikli olarak dilin gerçek kullanımını yansıtan durumlar içerisinde sunulması önemlidir.	1	2	3	4	5
3.	çevrimiçi kullanılabilir destekleyici materyallerin olması önemlidir.	1	2	3	4	5
4.	kullanılan dilin, gerçek hayatta kullanılan dili yansıtmaya önem verilmelidir.	1	2	3	4	5
5.	becerilerin (okuma, yazma, dinleme, konuşma) hem birbirlerinden ayrı hem de birbirleriyle bağlantılı olarak kullanılmasını sağlayan etkinliklerin bulunması önemlidir.	1	2	3	4	5
6.	sesletim (telaffuz) alıştırmalarına önem verilmelidir.	1	2	3	4	5

7.	gramer konu açıklamalarının kısa ve açıklayıcı olması önemlidir.	1	2	3	4	5
8.	dört becerinin (okuma, yazma, dinleme, konuşma) dağılımının dengeli olması önemlidir.	1	2	3	4	5
9.	alt becerilerin (ana fikri bulma, dinlerken not alma, vb.) kazandırılmasına önem verilmelidir.	1	2	3	4	5
10.	fiyatın uygun olması önemlidir.	1	2	3	4	5
11.	ünitelerin konularının ilgi çekici olması önemlidir.	1	2	3	4	5
12.	kullanılan dil düzeyinin benim seviyemin çok üzerinde olmaması önemlidir.	1	2	3	4	5
13.	sayfa düzenlemesinin (yazı tipleri, boşluklar, bölüm başlıklarının stili, kenar boşlukları) kolay takip edilebilir olması önemlidir.	1	2	3	4	5
14.	alıştırmaların yeterli sayıda olması önemlidir.	1	2	3	4	5
15.	gramer konularının kitap boyunca sıralanışı önemlidir.	1	2	3	4	5
16.	dil becerilerinin ünite içerisinde	1	2	3	4	5

	sıralanışı önemlidir.					
17.	her ünitenin hedeflerinin açık ve anlaşılır olması önemlidir.	1	2	3	4	5
18.	etkinliklerin, öğrenciyi gerçek hayatta karşılaşılan durumlarda iletişime hazırlaması önemlidir.	1	2	3	4	5
19.	kolay temin edilebilirlik önemlidir (yayınevleri ve/veya internet üzerinden).	1	2	3	4	5
20.	kullanılan dilin farklı bölgelerden aksanlar içermesi önemlidir.	1	2	3	4	5
21.	her ünite de öğretilecek sözcüklerin, anlamlarının ve telaffuzlarının yazılı/sözlü örnek cümleler içerisinde sunulması önemlidir.	1	2	3	4	5
22.	yer alan etkinliklerin, yeni öğrenilen konunun pekiştirilmesini sağlaması önemlidir.	1	2	3	4	5
23.	gramer konularının, öncelikli olarak dilin gerçek kullanımını yansıtan durumlar içerisinde sunulması önemlidir.	1	2	3	4	5
24.	etkinliklerin yaratıcı ve bağımsız düşünmeyi teşvik	1	2	3	4	5

	etmesi önemlidir.					
25.	ek olarak çalışma kitabı (workbook) olması önemlidir.	1	2	3	4	5
26.	sınavlarda (IELTS, TOEFL, proficiency) başarılı olmaya yardımcı olacak ipuçları bulunması önemlidir.	1	2	3	4	5
27.	konu çeşitliliği olması önemlidir.	1	2	3	4	5
28.	kültürel farkındalık yaratmaya yönelik aktiviteler/bilgiler olması önemlidir.	1	2	3	4	5
29.	kitabın başında, her üniteye öğretilecek beceri/kelime/gramer konuları ile ilgili detaylı bir tabloya yer verilmesi önemlidir.	1	2	3	4	5
30.	mekanik alıştırmalar (boşluk doldurma ve eşleştirme gibi) ve dilin gerçek hayatta kullanılmasını gerektiren alıştırmalar arasında denge olması önemlidir.	1	2	3	4	5
31.	her üniteye, öğretilenleri tekrar eden alıştırmalar bölümlerine yer verilmesi önemlidir.	1	2	3	4	5
32.	yer alan konuların büyük ölçüde güncel konular arasından	1	2	3	4	5

	seçilmesi önemlidir.					
33.	ikili (pair work) ve grup çalışma (group work) etkinliklerinin bulunması önemlidir.	1	2	3	4	5
34.	her bir ünitenin içinde o üniteye öğretilen kelimeleri gösteren bir kelime listesine yer verilmesi önemlidir.	1	2	3	4	5
35.	İngilizcenin doğru ve akıcı kullanımını gerektiren etkinlikler bulunması önemlidir.	1	2	3	4	5
36.	yeterli sayıda alıştırmaya amaçlı kısa sınavlara (quiz) yer verilmesi önemlidir.	1	2	3	4	5
37.	içeriğin, öğrencilerin yaş grubuna, ihtiyaçlarına ve ilgi alanlarına uygun şekilde hazırlanmış olması önemlidir.	1	2	3	4	5

Appendix 2 – The Student Questionnaire in English

A. Demographic Information

1. Your age _____

2. Your gender:

☐ Female ☐ Male ☐ I do not want to specify

3. The level at which you are studying in the preparatory class:

☐ D ☐ C ☐ B ☐ A ☐ A+

4. Your Class / Group: _____

5. How many semesters have you been studying in the preparatory program?

☐ 1 ☐ 2 ☐ 3 ☐ 4

6. Your preparatory education:

☐ Compulsory ☐ Optional

7. Approximate length of time you have been learning English in years and/or months: _____

B. Questionnaire for Evaluating an Ideal English Textbook

In the following questionnaire, the general characteristics of an ideal English textbook for general English language learning are given. You are asked to indicate your opinion about each item by marking it.

1. Strongly disagree

2. Disagree

3. No opinion /Undecided

4. Agree

5. Strongly agree

		Strongly Disagree 1	Disagree 2	No opinion/ Undecided 3	Agree 4	Strongly Agree 5
1.	An ideal English textbook should have a dictionary (a small glossary at the end of the book for the words that appear in the book).	1	2	3	4	5
2.	In an ideal English textbook, it is important that the vocabulary taught is primarily presented in situations that reflect real-world language use.	1	2	3	4	5
3.	It is important that an ideal English textbook has available online supporting materials.	1	2	3	4	5
4.	The language used in an ideal English textbook should reflect the language used in real life.	1	2	3	4	5
5.	An ideal English textbook should include activities that enable the skills (reading, writing, listening, speaking) to be used both separately and integrated.	1	2	3	4	5
6.	Pronunciation exercises should be highlighted in an ideal English textbook.	1	2	3	4	5
7.	In an ideal textbook, it is important that grammar explanations are concise and descriptive.	1	2	3	4	5
8.	It is important that the distribution of the four skills (reading, writing, listening, speaking) is balanced in an ideal textbook.	1	2	3	4	5

9.	An ideal English textbook should put emphasis on the acquisition of sub-skills (finding the main idea, taking notes while listening, etc.).	1	2	3	4	5
10.	It is important that the price of an ideal English textbook is affordable.	1	2	3	4	5
11.	In an ideal English textbook, it is important that the topics of the units are interesting.	1	2	3	4	5
12.	It is important that the level of language used in an ideal English textbook is not too far above my level.	1	2	3	4	5
13.	In an ideal English textbook, it is important that the page layout (fonts, spacing, style of chapter headings, margins) is easy to follow.	1	2	3	4	5
14.	It is important that there are a sufficient number of exercises in an ideal textbook.	1	2	3	4	5
15.	The order of grammar topics throughout the book is important.	1	2	3	4	5
16.	In an ideal English textbook, the sequence of language skills within the unit is important.	1	2	3	4	5
17.	It is important that the objectives of each unit are clear and understandable in an ideal textbook.	1	2	3	4	5
18.	In an ideal English textbook, it is important that the activities prepare students for communication in real-life situations.	1	2	3	4	5
19.	An ideal English textbook should be easily accessible (via publishers and/or online).	1	2	3	4	5

20.	It is important that the language used in an ideal English textbook contains accents from different regions.	1	2	3	4	5
21.	In an ideal English textbook, it is important that the words to be taught in each unit, their meanings, and pronunciations are presented in written/verbal example sentences.	1	2	3	4	5
22.	It is important that the activities in an ideal English textbook reinforce newly learned topics.	1	2	3	4	5
23.	It is important that grammar topics are presented primarily in situations that reflect real-life use of the language in an ideal textbook.	1	2	3	4	5
24.	In an ideal English textbook, it is important that the activities encourage creative and independent thinking.	1	2	3	4	5
25.	It is important that there is a workbook in an ideal textbook.	1	2	3	4	5
26.	It is important that an ideal English textbook has tips to help you succeed in exams (IELTS, TOEFL, proficiency).	1	2	3	4	5
27.	It is important that there is a variety of topics in an ideal textbook.	1	2	3	4	5
28.	It is important for an ideal English textbook to include activities and information that promote cultural awareness.	1	2	3	4	5
29.	In an ideal English textbook, it is important to include a detailed table at the beginning	1	2	3	4	5

	of the book about the skills/words/grammar to be taught in each unit.					
30.	In an ideal English textbook, it is important that there is a balance between mechanical exercises (such as gap-filling and matching) and exercises that require real-life use of the language.	1	2	3	4	5
31.	In an ideal English textbook, it is important that each unit includes a section of exercises that review what has been taught.	1	2	3	4	5
32.	It is important that the topics in an ideal English textbook are mostly selected from current issues.	1	2	3	4	5
33.	In an ideal English textbook, it is important to include pair work and group work activities	1	2	3	4	5
34.	In an ideal English textbook, in each unit it is important to include a vocabulary list showing the words taught in that unit.	1	2	3	4	5
35.	It is important to include activities that require the accurate and fluent use of English in an ideal textbook.	1	2	3	4	5
36.	In an ideal textbook, it is important to include a sufficient number of practice quizzes.	1	2	3	4	5
37.	It is important that the content is designed to suit the age group, needs, and interests of the students in an ideal textbook.	1	2	3	4	5

Appendix 3 – The Teacher Questionnaire in Turkish

A. Demografik Bilgiler

1. Yaşınız:

() 20-30 () 31-40 () 41-50 () 51-60 () 61-67

2. Cinsiyetiniz:

() Kadın () Erkek () Belirtmek istemiyorum

3. Öğrenim düzeyiniz:

() Lisans () Yüksek lisans () Doktora

4. Öğretmenlik mesleğini kaç yıldır yürütüyorsunuz?

() 1-5 () 6-10 () 11-15 () 16-20 () 21 yıl ve üstü

B. İdeal bir İngilizce Ders Kitabını Değerlendirme Anketi

Aşağıdaki ankette genel İngilizce öğrenimine yönelik olarak ideal bir İngilizce ders kitabının genel özellikleri verilmiştir. Her madde ile ilgili düşüncenizi işaretleyerek belirtmeniz istenmektedir.

1. Kesinlikle katılmıyorum
2. Katılmıyorum
3. Fikrim yok /Kararsızım
4. Katılıyorum
5. Kesinlikle katılıyorum

	İdeal bir İngilizce ders kitabında...	Kesinlikle katılmıyorum 1	Katılmıyorum 2	Fikrim yok / Kararsızım 3	Katılıyorum 4	Kesinlikle katılıyorum 5
1.	sözlük olmalıdır (kitap sonunda kitapta geçen kelimelere yönelik küçük bir sözlük).	1	2	3	4	5
2.	öğretilen sözcüklerin, öncelikli olarak dilin gerçek kullanımını yansıtan durumlar içerisinde sunulması önemlidir.	1	2	3	4	5
3.	çevrimiçi kullanılabilir destekleyici materyallerin olması önemlidir.	1	2	3	4	5
4.	kullanılan dilin, gerçek hayatta kullanılan dili yansıtmasına önem verilmelidir.	1	2	3	4	5
5.	becerilerin (okuma, yazma, dinleme, konuşma) hem birbirlerinden ayrı hem de birbirleriyle bağlantılı olarak kullanılmasını sağlayan etkinliklerin bulunması önemlidir.	1	2	3	4	5
6.	sesletim (telaffuz) alıştırmalarına önem verilmelidir.	1	2	3	4	5
7.	gramer konu açıklamalarının kısa ve açıklayıcı olması önemlidir.	1	2	3	4	5
8.	dört becerinin (okuma, yazma, dinleme, konuşma) dağılımının	1	2	3	4	5

	dengeli olması önemlidir.					
9.	alt becerilerin (ana fikri bulma, dinlerken not alma, vb.) kazandırılmasına önem verilmelidir.	1	2	3	4	5
10.	fıyatın uygun olması önemlidir.	1	2	3	4	5
11.	ünitelerin konularının ilgi çekici olması önemlidir.	1	2	3	4	5
12.	kullanılan dil düzeyinin öğrencilerin seviyesinin çok üzerinde olmaması önemlidir.	1	2	3	4	5
13.	sayfa düzenlemesinin (yazı tipleri, boşluklar, bölüm başlıklarının stili, kenar boşlukları) kolay takip edilebilir olması önemlidir.	1	2	3	4	5
14.	alıştırmaların yeterli sayıda olması önemlidir.	1	2	3	4	5
15.	gramer konularının kitap boyunca sıralanışı önemlidir.	1	2	3	4	5
16.	dil becerilerinin ünite içerisinde sıralanışı önemlidir.	1	2	3	4	5
17.	her ünitenin hedeflerinin açık ve anlaşılır olması önemlidir.	1	2	3	4	5
18.	etkinliklerin, öğrenciyi gerçek hayatta karşılaşılan durumlarda iletişime hazırlaması önemlidir.	1	2	3	4	5
19.	kolay temin edilebilirlik önemlidir (yayınevleri ve/veya internet üzerinden).	1	2	3	4	5

20.	kullanılan dilin farklı bölgelerden aksanlar içermesi önemlidir.	1	2	3	4	5
21.	her ünite de öğretilecek sözcüklerin, anlamlarının ve telaffuzlarının yazılı/sözlü örnek cümleler içerisinde sunulması önemlidir.	1	2	3	4	5
22.	yer alan etkinliklerin, yeni öğrenilen konunun pekiştirilmesini sağlaması önemlidir.	1	2	3	4	5
23.	gramer konularının, öncelikli olarak dilin gerçek kullanımını yansıtan durumlar içerisinde sunulması önemlidir.	1	2	3	4	5
24.	etkinliklerin öğrencilerde yaratıcı ve bağımsız düşünmeyi teşvik etmesi önemlidir.	1	2	3	4	5
25.	ek olarak çalışma kitabı (workbook) olması önemlidir.	1	2	3	4	5
26.	öğrencilerin sınavlarda (IELTS, TOEFL, proficiency) başarılı olmasına yardımcı olacak ipuçları bulunması önemlidir.	1	2	3	4	5
27.	konu çeşitliliği olması önemlidir.	1	2	3	4	5
28.	öğrencilerde kültürel farkındalık yaratmaya yönelik aktiviteler/bilgiler olması önemlidir.	1	2	3	4	5

29.	kitabın başında, her ünite de öğretilecek beceri/kelime/gramer konuları ile ilgili detaylı bir tabloya yer verilmesi önemlidir.	1	2	3	4	5
30.	mekanik alıştırmalar (boşluk doldurma ve eşleştirme gibi) ve dilin gerçek hayatta kullanılmasını gerektiren alıştırmalar arasında denge olması önemlidir.	1	2	3	4	5
31.	her ünite de, öğretilenleri tekrar eden alıştırma bölümlerine yer verilmesi önemlidir.	1	2	3	4	5
32.	yer alan konuların büyük ölçü de güncel konular arasından seçilmesi önemlidir.	1	2	3	4	5
33.	ikili (pair work) ve grup çalışma (group work) etkinliklerinin bulunması önemlidir.	1	2	3	4	5
34.	her bir ünitenin içinde o ünite de öğretilen kelimeleri gösteren bir kelime listesine yer verilmesi önemlidir.	1	2	3	4	5
35.	İngilizcenin doğru ve akıcı kullanımını gerektiren etkinlikler bulunması önemlidir.	1	2	3	4	5
36.	yeterli sayıda alıştırma amaçlı kısa sınavlara (quiz) yer verilmesi önemlidir.	1	2	3	4	5
37.	içeriğin, öğrencilerin yaş grubuna, ihtiyaçlarına ve ilgi	1	2	3	4	5

	alanlarına uygun şekilde hazırlanmış olması önemlidir.					
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Appendix 4 – The Teacher Questionnaire in English

A. Demographic Information

1. Your age:

☐ 20-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ 61-67

2. Your gender:

☐ Female ☐ Male ☐ I do not want to specify

3. Your level of education:

☐ Bachelor's ☐ Master's ☐ Doctorate

4. How many years have you been working as a teacher?

☐ 1-5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ 21 years and above

B. Questionnaire for Evaluating an Ideal English Textbook

In the following questionnaire, the general characteristics of an ideal English textbook for general English language learning are given. You are asked to indicate your opinion about each item by marking it.

1. Strongly disagree

2. Disagree

3. No opinion /Undecided

4. Agree

5. Strongly agree

		Strongly Disagree 1	Disagree 2	No opinion/ Undecided 3	Agree 4	Strongly Agree 5
1.	An ideal English textbook should have a dictionary (a small glossary at the end of the book for the words that appear in the book).	1	2	3	4	5
2.	In an ideal English textbook, it is important that the vocabulary taught is primarily presented in situations that reflect real-world language use.	1	2	3	4	5
3.	It is important that an ideal English textbook has available online supporting materials.	1	2	3	4	5
4.	The language used in an ideal English textbook should reflect the language used in real life.	1	2	3	4	5
5.	An ideal English textbook should include activities that enable the skills (reading, writing, listening, speaking) to be used both separately and integrated.	1	2	3	4	5
6.	Pronunciation exercises should be highlighted in an ideal English textbook.	1	2	3	4	5
7.	In an ideal textbook, it is important that grammar explanations are concise and descriptive.	1	2	3	4	5
8.	It is important that the distribution of the four skills (reading, writing, listening, speaking) is balanced in an ideal textbook.	1	2	3	4	5
9.	An ideal English textbook should put emphasis on the acquisition of sub-skills (finding	1	2	3	4	5

	the main idea, taking notes while listening, etc.).					
10.	It is important that the price of an ideal English textbook is affordable.	1	2	3	4	5
11.	In an ideal English textbook, it is important that the topics of the units are interesting.	1	2	3	4	5
12.	It is important that the level of language used in an ideal English textbook is not too far above the level of the students.	1	2	3	4	5
13.	In an ideal English textbook, it is important that the page layout (fonts, spacing, style of chapter headings, margins) is easy to follow.	1	2	3	4	5
14.	It is important that there are a sufficient number of exercises in an ideal textbook.	1	2	3	4	5
15.	The order of grammar topics throughout the book is important.	1	2	3	4	5
16.	In an ideal English textbook, the sequence of language skills within the unit is important.	1	2	3	4	5
17.	It is important that the objectives of each unit are clear and understandable in an ideal textbook.	1	2	3	4	5
18.	In an ideal English textbook, it is important that the activities prepare students for communication in real-life situations.	1	2	3	4	5
19.	An ideal English textbook should be easily accessible (via publishers and/or online).	1	2	3	4	5
20.	It is important that the language used in an ideal English textbook contains accents from different regions.	1	2	3	4	5

21.	In an ideal English textbook, it is important that the words to be taught in each unit, their meanings, and pronunciations are presented in written/verbal example sentences.	1	2	3	4	5
22.	It is important that the activities in an ideal English textbook reinforce newly learned topics.	1	2	3	4	5
23.	It is important that grammar topics are presented primarily in situations that reflect real-life use of the language in an ideal textbook.	1	2	3	4	5
24.	In an ideal English textbook, it is important that the activities encourage creative and independent thinking in students.	1	2	3	4	5
25.	It is important that there is a workbook in an ideal textbook.	1	2	3	4	5
26.	It is important that an ideal English textbook has tips to help students succeed in exams (IELTS, TOEFL, proficiency).	1	2	3	4	5
27.	It is important that there is a variety of topics in an ideal textbook.	1	2	3	4	5
28.	It is important for an ideal English textbook to include activities and information that promote cultural awareness in students.	1	2	3	4	5
29.	In an ideal English textbook, it is important to include a detailed table at the beginning of the book about the skills/words/grammar to be taught in each unit.	1	2	3	4	5
30.	In an ideal English textbook, it is important that there is a balance between mechanical	1	2	3	4	5

	exercises (such as gap-filling and matching) and exercises that require real-life use of the language.					
31.	In an ideal English textbook, it is important that each unit includes a section of exercises that review what has been taught.	1	2	3	4	5
32.	It is important that the topics in an ideal English textbook are mostly selected from current issues.	1	2	3	4	5
33.	In an ideal English textbook, it is important to include pair work and group work activities.	1	2	3	4	5
34.	In an ideal English textbook, in each unit, it is important to include a vocabulary list showing the words taught in that unit.	1	2	3	4	5
35.	It is important to include activities that require the accurate and fluent use of English in an ideal textbook..	1	2	3	4	5
36.	In an ideal textbook, it is important to include a sufficient number of practice quizzes.	1	2	3	4	5
37.	It is important that the content is designed to suit the age group, needs, and interests of the students in an ideal textbook.	1	2	3	4	5

Appendix 5 – Questions for Students' Semi-structured Interviews in Turkish

- İngilizce öğrenme amacınız nedir? İngilizce öğrenmeyi kendi bağlamınızda ne kadar önemli buluyorsunuz?
- Bahsettiğiniz amaçlar ve ihtiyaçlarınıza yönelik olarak ideal bir İngilizce ders kitabında bulunması önemli olan temel özellikler nelerdir?
- İngilizce ders kitabında ilgi alanlarınız ve yaşınız doğrultusunda hangi konulara yer verilmesini istersiniz (spor, seyahat, vb.)?
- İngilizce ders kitabında ne tür aktivitelere daha sık yer verilmesini istersiniz?
- İngilizce ders kitabında sizi yabancı dilde iletişime hazırlaması için nelerin bulunması gerektiğini düşünüyorsunuz?
- Okuma, yazma, dinleme ve konuşma becerilerinin ders kitabında ağırlığı nasıl olmalıdır?
- Dört temel beceri olarak kabul edilen okuma, yazma, dinleme ve konuşma becerilerinden hangisi sizin için daha önemlidir? Bu becerilerin ders kitabında nasıl verilmesi gerektiğini örnekleyerek açıklayabilir misiniz?
- Bu beceriler (okuma, yazma, dinleme ve konuşma) ayrı ayrı mı yoksa bütünleşik bir şekilde mi öğretilmelidir?
- İngilizce ders kitabında yeni kelimeler nasıl sunulmalıdır?
- İngilizce ders kitabının dil seviyesi nasıl olmalıdır?
- İngilizce ders kitabındaki konular / temalar nasıl olmalıdır (güncellik, yaşa uygunluk, vb.)?
- İngilizce ders kitabında gramer konuları nasıl sunulmalıdır?
- Dil kitapları genel olarak set halinde satılıyor ve bu sette öğrenci kitabının yanı sıra bir adet alıştırma kitabı bulunuyor. Alıştırma kitaplarının faydalı olduğunu düşünüyor musunuz? Buna ek olarak, bu alıştırma kitapları öğrencilerin öğrenme sürecinde nasıl daha faydalı olabilir?
- Dil kitapları setinde bulunan öğrenci kitabı ve alıştırma kitabına ek olarak sunulan çevrimiçi materyaller ve alıştırmalar sizce faydalı mı? Bu çevrimiçi materyaller ve alıştırmalar nasıl daha faydalı hale getirilebilir?
- Dil kitabı setlerine dahil edilen öğrenci kitabı, alıştırma kitabı ve çevrimiçi materyaller dışında, sizce bu sete başka neler dahil edilmelidir?
- İngilizce ders kitabının tasarımı (görsel özellikleri) nasıl olmalıdır? Tasarımda sizin için önemli noktalar nelerdir?

- Özetle, İngilizce Hazırlık programında kullanmak için kitap seçerken hangi noktaları göz önünde bulundurmamızı önerirsiniz?



Appendix 6 – Questions for Students' Semi-structured Interviews in English

- What is your purpose for learning English? How important do you consider learning English in your context?
- Regarding the goals and requirements you stated, what are the essential components of the perfect English textbook?
- Considering your age and interests, what subjects (sports, travel, etc.) would you like to see included in the English textbook?
- What kind of activities would you like to see in the English textbook more often?
- What do you think should be included in an English textbook to prepare you for communication in a foreign language?
- How should the textbook assign weights to the skills of speaking, writing, listening, and reading?
- Which of the four basic skills of reading, writing, listening, and speaking is more important for you? Can you explain how these skills should be taught in the textbook by giving examples?
- Should these skills (reading, writing, listening, and speaking) be taught separately or in an integrated way?
- How should new vocabulary be presented in an English textbook?
- What should be the language level of an English textbook?
- How should the topics/themes in the English textbook be (currentness, age-appropriateness, etc.)?
- How should grammar topics be presented in an English textbook?
- Language books are typically offered in sets that comprise both a workbook and the student's book. Do you consider the workbooks to be beneficial? Furthermore, how might the students' learning process benefit more from these workbooks?
- Do you think the online materials and exercises provided in addition to the student book and workbook in the language books set are useful? How can these online materials and exercises be made more useful?
- Apart from the student book, workbook, and online materials included in language book sets, what else do you think should be included in this set?

- What should an English textbook's layout and graphic components look like?
What aspects of design are most important to you?
- In summary, what aspects would you advise us to take into account while selecting textbooks for the English Preparatory program?



Appendix 7 – Questions for Teachers' Semi-structured Interviews in

Turkish

- İdeal bir İngilizce ders kitabını genel hatlarıyla nasıl tanımlarsınız? Ders kitabında bulunması gereken en önemli özellikler nelerdir?
- İngilizce ders kitabında hangi tür aktivitelere daha sık yer verilmesini istersiniz?
- İngilizce ders kitabında yer alan aktiviteler öğrencileri bireysel çalışmaya mı yoksa ikili ya da grup olarak çalışmaya mı yönlendirmelidir? Neden?
- Dört temel becerinin İngilizce ders kitabındaki ağırlığı / dağılımı nasıl olmalıdır?
- Bu beceriler (okuma, yazma, dinleme ve konuşma) ayrı ayrı mı yoksa bütünleşik bir şekilde mi öğretilmelidir?
- Dört temel beceri olarak kabul edilen okuma, yazma, dinleme ve konuşma becerilerinden hangisi daha önemlidir? Bu becerilerin İngilizce ders kitabında nasıl verilmesi gerektiğini örnekleyerek açıklayabilir misiniz?
- İngilizce ders kitabında yeni kelimeler nasıl sunulmalıdır?
- İngilizce ders kitabında kullanılan dil nasıl olmalıdır? Sadece dil öğrenenlere yönelik hazırlanmış mı olmalı yoksa gerçek örnekler (authentic) mi olmalıdır? Birlikte kullanıldığında dağılımının nasıl olması gerektiğini düşünüyorsunuz? Neden?
- İngilizce ders kitabının dil seviyesi nasıl olmalıdır?
- İngilizce ders kitabında gramer konuları nasıl sunulmalıdır?
- İngilizce ders kitabında yer alan konular / temalar nasıl olmalıdır?
- Dil kitapları genel olarak set halinde satılıyor ve bu sette öğrenci kitabının yanı sıra bir adet alıştırmaya kitabı bulunuyor. Alıştırma kitaplarının öğrenciler için

faydalı olduđunu düşünüyör musunuz? Buna ek olarak, bu alıştıırma kitapları öğrencilerin öğrenme sürecinde nasıl daha faydalı olabilir?

- Dil kitapları setinde bulunan öğrenci kitabı ve alıştıırma kitabına ek olarak sunulan çevrimiçi materyaller ve alıştıırmalar sizce faydalı mı? Bu çevrimiçi materyaller ve alıştıırmalar nasıl daha faydalı hale getirilebilir?
- Dil kitabı setlerine dahil edilen öğrenci kitabı, alıştıırma kitabı, çevrimiçi materyaller ve sizlere sağlanan öğretmen kitabı dışında, sizce bu sete başka neler dahil edilmelidir?
- İngilizce ders kitabının tasarımı (görsel özellikleri) nasıl olmalıdır? Tasarımda sizin için önemli olan noktalar nelerdir?
- Özetle, İngilizce Hazırlık programında kullanmak için kitap seçerken hangi noktalar göz önünde bulundurulmalıdır?

Appendix 8 – Questions for Teachers' Semi-structured Interviews in

English

- How would you describe an ideal English textbook in general terms? What are the most important features of a textbook?
- Which kind of activities would you like to see in the English textbook more often?
- Should the activities in the English textbook encourage students to work individually or in pairs or groups? Why?
- How should the four fundamental skills be weighted/distributed in an English textbook?
- Should these skills (reading, writing, listening, and speaking) be taught separately or in an integrated way?
- Which of the four basic skills of reading, writing, listening, and speaking is more important for you? Can you explain how these skills should be taught in the textbook by giving examples?
- How should new vocabulary be presented in an English textbook?
- How should the language used in an English textbook be? Should it be authentic or should it just be designed for language learners? How do you think it should be distributed when used together and why?
- What should be the language level of an English textbook?
- How should grammar topics be presented in an English textbook?
- What should be the topics/themes in an English textbook?
- Language books are typically offered in sets that comprise both a workbook and the student's book. Do you consider the workbooks to be beneficial? Furthermore, how might the students' learning process benefit more from these workbooks?
- Do you think the online materials and exercises provided in addition to the student book and workbook in the language books set are useful? How can these online materials and exercises be made more useful?
- Apart from the student book, workbook, online materials, and the teacher's book provided, what else do you think should be included in the language book sets?
- What should an English textbook's layout and graphic components look like? What aspects of design are most important to you?

- In summary, which points should be taken into consideration when choosing a textbook to use in the English Preparatory program?



Appendix 9- Ethics Committee Approval

Evrak Kayıt Tarihi: 15.11.2023

Protokol No: 649674

Tarih: 04.12.2023



ANADOLU ÜNİVERSİTESİ
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Yükseköğretim Seviyesindeki İngilizce Öğretmenlerinin ve Öğrencilerinin İdeal Bir İngilizce Ders Kitabı Hakkındaki Görüşleri
PROJE/TEZ YÜRÜTÜCÜSÜ:	Prof. Dr. Özgür YILDIRIM
TEZ YAZARI:	Nuray Pelin İLKİYAZ
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

Appendix 10- Consent Form

ARAŞTIRMA GÖNÜLLÜ KATILIM FORMU

Bu çalışma, “ Yükseköğretim Seviyesindeki İngilizce Öğretmenlerinin ve Öğrencilerinin İdeal bir İngilizce Ders Kitabı Hakkındaki Görüşleri” başlıklı bir araştırma çalışması olup üniversitede İngilizce Hazırlık bölümünde çalışan İngilizce öğretmenlerinin ve İngilizce Hazırlık programında okuyan üniversite öğrencilerinin ideal bir İngilizce ders kitabı hakkındaki görüşlerini ortaya çıkarma amacını taşımaktadır. Çalışma, Prof. Dr. Özgür YILDIRIM danışmanlığında, Nuray Pelin İlkyaz tarafından yürütülmekte ve ideal bir İngilizce ders kitabına dair, eğitim-öğretim sürecinde iki önemli paydaş olan öğretmen ve öğrencilerin görüşlerini orta amacını taşımaktadır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, anket ve sözlü görüşmeler yapılarak sizden veriler toplanacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Veri toplama sürecinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabilirsiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Gönüllü katılım formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı Anadolu Üniversitesi Yabancı Diller Yüksekokulu İngilizce Hazırlık Bölümünden Nuray Pelin İlkyaz’a yöneltebilirsiniz.

Araştırmacı Adı:

Adres:

Cep Tel:

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

CURRICULUM VITAE

Name Surname:

Foreign Languages:

Place and Year of Birth:

E-mail:

Educational Background

Work Experience