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**TEACHERS' VIEWS ON "YES YOU CAN", THE NINTH GRADE ENGLISH
COURSEBOOK FOR PUBLIC SCHOOLS**

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ABSTRACT

Teaching English does not automatically mean teaching from a course book, though employing a course book is possibly the most accepted way of teaching a foreign language today. It is good to specify what the role of course books is or should be in the learning and teaching process. However, it is important to grasp that a course book is just sustenance, not a holy material. Course books must be at the service of teachers and students; they must not rule the teachers and the students. That's to say, ELT course books have a big importance in language classrooms, though there are contradictory disputes about the actual role of these course books. This study evaluated "Yes You Can", the ninth grade English course book for public schools, which was implemented in 2014 by the Ministry of Education, Turkey. The point of the study derives from the fact that it can affirm the strengths and weaknesses of the course book, and conclude whether it is applicable, or needs supplementation or modification for optimal learning. Accordingly, this study aims to identify the views of EFL teachers pertaining to the English course book for the 9th grade. A questionnaire for teachers was administered in high schools selected randomly from the Seyhan district of Adana. The data obtained were analyzed through SPSS, a Statistical Programme for Social Sciences. The analysis of the data shed significant light on the evaluation of the present course book through teachers' views. In the first place, the responses by a total of seven out of thirty-eight criteria concerning the course book were disapproved while the rest of the items by a number of thirty-one were approved by teachers. That's to say, teachers have designated an approval regarding the overall appreciation for "Yes You Can", the ninth grade English course book.

Key Words: Course book, Course book evaluation, Material, Materials evaluation, Evaluation.

DOKUZUNCU SINIF DEVLET OKULLARI "YES YOU CAN" İNGİLİZCE DERS KİTABI HAKKINDA ÖĞRETMEN GÖRÜŞLERİ

ÖZET

İngilizce öğretimi direk olarak bir ders kitabından öğretmek anlamına gelmez. Yine de ders kitabı kullanımı muhtemelen bugün yabancı dil öğretiminde en kabul edilen yoldur. Ders kitaplarının rolünün öğrenme öğretme sürecinde ne olduğunu belirlemek yararlıdır. Ama ders kitabının kutsal bir materyal olmadığı sadece bir yardımcı materyal olduğunu algılamak önemlidir. Ders kitapları öğretmenlerin ve öğrencilerin hizmetinde olmalı; öğretmen ve öğrencileri yönetmemeli. Demek istenen, İngiliz Dili Eğitimi ders kitaplarının bu kitapların gerçek rolü hakkında karşı atıflar olmasına rağmen dil sınıflarında büyük bir önemi vardır. Bu çalışma 2014 yılında Türkiye’de Milli Eğitim bakanlığına bağlı devlet okullarında kullanılan dokuzuncu sınıf "Yes You Can" İngilizce ders kitabını değerlendirmiştir. Çalışmanın amacı ders kitabının güçlü ve zayıf yönlerinin tespit edilmesi, ders kitabının uygulanabilirliğinin belirlenmesi, etkili öğrenme için ekleme veya değişimin gerekliliğinin ortaya çıkarılmasıdır. Buna göre, bu çalışma dokuzuncu sınıf İngilizce ders kitabına dair İngilizce öğretmenlerinin görüşlerini belirlemeyi amaçlar. Adana'nın Seyhan ilçesinden rastgele seçilmiş liselerdeki öğretmenlere bir anket uygulanmıştır. Elde edilen veriler Sosyal Bilimler için bir istatistik programı olan SPSS aracılığıyla analiz edilmiştir. Veri sonuçları, öğretmenlerin görüşleri aracılığıyla şu anki ders kitabının değerlendirmesine önemli ölçüde ışık tutmuştur. İlk olarak, kitapla ilgili kriterlerden otuz sekiz madde içerisinde yedi madde onaylanmazken, otuz bir madde öğretmenler tarafından onaylanmıştır. Aynı şekilde, öğretmenler 9. sınıf "Yes You Can" İngilizce ders kitabı hakkında genel olarak olumlu görüş bildirmişlerdir.

Anahtar Kelimeler: Ders kitabı, Ders kitabı değerlendirme, Materyal, Materyal değerlendirme, Değerlendirme.

1. Introduction

A great deal has been dedicated to teach English as a foreign language all around the world. Tomlinson (2012) puts forward that 'materials for language learning' will be taken to be anything that can be used to facilitate the learning of a language, including course books, videos, graded readers, flash cards, games, websites and mobile phone interactions, though, inevitably, much of the literature focuses on printed materials. (p. 143) Language teaching materials have different functions. Tomlinson (2012, p. 143) also mentions that materials can be informative (informing the learner about the target language), instructional (guiding the learner in practising the language), experiential (providing the learner with experience of the language in use), eliciting (encouraging the learner to use the language) and exploratory (helping the learner to make discoveries about the language). There are a great number of course books written to promote the process of learning English. Supplementary teaching materials have been developed to support those course books, as well.

Thus, the selection of a course book has become one of the most significant preferences a teacher will employ in formatting the content and ground of teaching and learning processes. It includes not only following the aims of the teaching program, but also corresponding the personal methodology of the teacher. Choosing the proper materials for teaching and learning process affects the quality of language learning very much. Ellis (1997, p.36) points out that teachers are frequently faced with the issue of selecting what teaching materials to employ and in effect, they are needed to perform a predictive evaluation of the materials available to them in order to decide which are best suited to their aims. He also states that once the teachers have used the tools, then they might feel the requirement to tackle a further evaluation to decide whether the tools have worked for them. In learning a foreign language, course books have a vital function if the most proper ones are chosen. Hutchinson and Torres (1994) suggest the course book is an almost universal element of [English language] teaching. Millions of copies are sold every year, and numerous aid projects have been set up to produce them in [various] countries... No teaching-learning situation, it seems, is complete until it has its relevant course book. " (p.315).

D. D. Zujev (1986, p.56) considered a course book to be 'a final project in the application of the content of learning...' but Prucha (1984) considered a course book as inseparable from the teaching-learning process as it is a means of classroom management for the teacher and self-direction of learner's own learning. (p. 18) Most of the countries have been reforming the materials and methods used in language classrooms. There are various certain reasons as to why curriculum reform is so often at the gist of education improvement programmes currently. The most fundamental reason is that the information age has brought technology to the lives of people in our society. The most impressed side of this process is the course book, the extensively employed material for the curriculum implementation. Course books are the leading teaching and learning materials employed in schools. Kayapınar (2009, p.69) states that the use of course books in ELT is more popular than ever before, especially after innumerable ELT preparatory classes have been established for a large number of departments at universities, private schools, and some state schools. Moreover, he adds that the school administrations and circles of English teachers choose ready course books as they likely contribute ready-made syllabi to be followed by teachers. Because of this, the course books have continuously become the most pervasive material for language teaching.

Every teacher knows it should be the best course book possible for those students. Psinos (2012) makes it clear that in the changing world, foreign language instruction remains faithfully devoted to teaching through course books, the design of which is grounded mainly on the skills or the structural syllabus paradigm that arranges language according to complexity of grammatical phenomena. (p. 117) What exactly is the best course book? Related to the consumption of course books, Meddings (2004, p.2) states that we've gone materials mad. We consume published materials like McDonalds' breakfasts, all too readily.

Both have their place in the grand scheme of things, but neither can be enjoyed every day without things eventually seizing up. We use course books because they make it easy to get from 9 o'clock to 10 o'clock, not because they are a good way to promote learning."

In order to analyze and evaluate course book in the right way, specifying its characteristics and giving a good definition about the course book are all essential. The concept of 'course book' means, a published text of which the teacher and each student have a copy and which is in principle to be followed systematically as the basis for a language course, Nemati (2009, p. 91). It would seem that a course book is an essential element in any course, at any age. Nemati (2009) also adds that students and teachers must have at least a course book available, and use it in a planned way in the course of study. He states the trouble comes out when we mention choosing the course book, a book that must be employed in a homogeneous group or in the worst situation for a heterogeneous group at a lesson. He asks about what features that book must sustain for the needs of each student and whether it is needed to use a course book. Certainly, responding the last stated question refers to some other aspects such as teaching style and accustomed way of teaching at the school.

Material developers are against employing a course book for one of the probable following reasons. A student without a course book is more teacher-dependent. As developing materials for a group of students is a tiring job, with even several course books available on the course book market each with a divergent methodology and syllabus, it can be harder to select the most proper course book for a specific teaching situation. Because of this, in this situation the use of course book evaluation is clear. An analysis of a course book paves the way for teachers of every school and policy makers to select the best course book among all the current course books in the book market, while considering weak and strong points of each of them. To sum up, choosing the proper course book is of great importance.

Jones (2009, p.4) states that education tools are a component of language teaching and learning that support or block the needs of teachers and students. Therefore course books become a main pedagogic classroom tool and the decision of which course book to use is important. Evaluating a course book necessitates judging its 'fitness' to a specific class of students, Jones (2009, p. 4) adds. According to him, course books consider different students and learning situations in order to generalize up to date curriculum viewpoints and course books are biased; materials have a hidden curriculum. Many researchers have compiled checklists and guidelines for choosing appropriate course books for different students. In their study, analyzing the course book "Let's Speak English 7" Tekin and Arikan (2007, p. 1) state that

" It is known that English language course books written by Turkish writers is widely used in Turkey although much research is needed to assess their quality as educational materials. The results suggest that both teachers and the students have rather negative feelings about Let's Speak English 7, the teachers having more negative feelings towards it. The disconcerting problems with Let's Speak English 7 demonstrated that in order to minimize the negative effects of the course book, a series of support materials were needed."

As Bedir (2011) states in his study Turkey has experienced different English Language Teaching policies which resulted from political and socio effective factors since it was first

introduced into Turkish education system. Choosing an appropriate course book to be used in language classroom has become one of the important features of language teaching in Turkey. Chambers (1997, p. 34) states that choosing the education tools to be employed jointly in an ELT classroom had better be chosen by many different users as possible and this is probable to high up the wisdom related to the selection and increase the sense of 'ownership' of the decision. He adds that the issue mentioned has various advantages over other less structured ways of choosing the material and over other evaluation texts. Nowadays there are many course books so it is hard for teachers and students to select a suitable one. Chambers (1997, p. 34) puts forward that it causes the decision makers to reflect upon their criteria. Second, having identified criteria, it enables them to be prioritized. Third, having described criteria, it enables them to be prioritized and afterwards it can support in the decision-making duration by reducing the 'fuzziness' of the logic.

Purpose of the Study

This study aims to reveal the views of EFL teachers to the overall evaluation criteria regarding the present course book *Yes You Can, Grade 9*. In order to find out the EFL teachers' perceptions on the course book, the answer was sought to the following research question:

What are the views of the 9th grade EFL teachers about their present English course book *Yes You Can* in terms of pre-determined criteria and questions involved in the questionnaire?

More specifically,

What are the views of the 9th grade EFL teachers about their present English course book *Yes You Can* in terms of

- a. the activities of the course book?
- b. the skills of the course book?
- c. the language type of the course book?
- d. the subject and content of the course book?

2. Method

A descriptive research design was employed since we intent to produce statistical information about the views of teachers on a course book presently used. We also intend to raise the interests of policy makers and educators on the results.

2. 1. Participants

The teachers in this study were selected from the most convenient and accessible schools located in Seyhan district of Adana. The sample consisted of 40 ninth grade EFL state school teachers who were volunteers to participate in the study. Care was taken to select urban, suburban and rural schools from diverse populations that represent the composition of

teachers in Seyhan. In selecting the participants, the convenience sampling method was used as the target population was too large, and therefore, not accessible.

2.2. Data Collection Tools

In this study, views of EFL state school teachers on the course book *Yes You Can, Grade 9* were measured by means of a questionnaire adapted from the course book evaluation tool for teachers of Cunningsworth (1995). This study was conducted having resource to the descriptive research design with a view to identifying the views of EFL state school teachers pertaining to the course book *Yes You Can, Grade 9*. Oppenheim (1992) suggests that research design ensures the problem to be researchable by formatting the study in a way that will find correct responses to specific problems. Besides, a survey is not only a number of questions or a questionnaire to be filled in; it is clearly a tool for the collection of specific kind of data. The data were collected from a group of EFL state school teachers working in Seyhan district of Adana by means of an adapted questionnaire designed by Cunningsworth (1995). The questionnaire was directly administered to the target group by the researcher. Based upon a descriptive research design, this study involved the data analysis of descriptive statistics by means of analyzing the percentages related to the views of EFL state school teachers pertaining to the course book *Yes You Can, Grade 9*.

3. Data Analysis and Results

In this section, the results of the study and the findings are described based on the data obtained from the participants by means of the instruments. The results and the findings are described based on the related research question and tabulated and depicted.. They are grouped under the titles of the categories from the questionnaire. When the findings of the study were assessed the answers *I totally agree* and *I agree* were jointly analyzed while the answers *I do not agree* and *I do not agree at all* were analyzed jointly as well.

3.1. Findings from the Teacher Questionnaire

There are 11 items related to the views of the 9th grade EFL teachers about their present English course book *Yes You Can* in terms of the layout and design of the course book. Table 1 clarifies the results pertaining to the views of the 9th grade EFL teachers about their present English course book *Yes You Can* in terms of the layout and design of the course book.

Table 1. Teachers' Views on the Layout and Design of the Course book

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
1	6	15	24	60	4	10	4	10	2	5

2	4	10	22	55	8	20	4	10	2	5
3	8	20	14	35	6	15	8	20	4	10
4	8	20	16	40	6	15	8	20	2	5
5	12	30	14	35	8	20	6	15	0	0
6	4	10	6	15	2	5	12	30	16	40
7	8	20	16	40	8	20	8	20	0	0
8	8	20	14	35	6	15	8	20	4	10
9	6	15	14	35	8	20	6	15	6	15
10	8	20	16	40	8	20	4	10	4	10
11	2	5	4	10	8	20	22	55	4	10

N= 40

Item 1: *The course book includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit.*

Item 2: *The layout and design is appropriate and clear.*

Item 3: *The course book is organized effectively.*

Item 4: *An adequate vocabulary list or glossary is included.*

Item 5: *Adequate review sections and exercises are included.*

Item 6: *An adequate set of evaluation quizzes or testing suggestions is included.*

Item 7: *The teacher's book contains guidance about how the course book can be used to the utmost advantage.*

Item 8: *The materials' objectives are apparent to both the teacher and student.*

Item 9: *The course book meets the long and short term goals specific to my learners.*

Item 10: *The workbook includes appropriate supplementary activities.*

Item 11: *There is an adequate explanation to enable teachers to understand the cultural differences of the target language.*

As observed in Table 1, the Item 1, regarding *the course book includes a detailed overview of the functions, structures and vocabulary that will be taught in each unit*, % 75 indicated that they agreed with the item. It seems, on the other hand, to be problematic for % 10 indicated

that they aren't sure with the item, and % 15 indicated that they do not agree with the item. As it is shown in Table 1, for Item 2, concerning *the appropriateness and clearness of the layout and design of the course book*, % 65 indicated that they agreed with the item. It seems, on the other hand, to be problematic for % 20 indicated that they aren't sure with the item, and % 15 indicated that they do not agree with the item.

For Item 3, with regard to *the course book is organized effectively*, % 55 indicated that they agreed with the item, % 15 indicated that they aren't sure with the item, and % 30 indicated that they do not agree with the item.

For Item 4, respecting *an adequate vocabulary list or glossary is included*, % 60 indicated that they agreed with the item, % 15 indicated that they aren't sure with the item, and % 25 indicated that they do not agree with the item.

For Item 5, as to *adequate review sections and exercises are included*, % 65 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, and % 15 indicated that they do not agree with the item.

For Item 6, in order to find a solution for *an adequate set of evaluation quizzes or testing suggestions is included*, % 70 indicated that they do not agree with the item, % 25 indicated that they agreed with the item, and % 5 indicated that they aren't sure with the item.

For Item 7, as for *the teacher's book contains guidance about how the course book can be used to the utmost advantage*, % 60 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, and % 20 indicated that they do not agree with the item.

For Item 8, as regards *the materials' objectives are apparent to both the teacher and student*, % 55 indicated that they agreed with the item, % 15 indicated that they aren't sure with the item, and % 30 indicated that they do not agree with the item.

For Item 9, with reference to *the course book meets the long and short term goals specific to my learners*, % 50 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, and % 30 indicated that they do not agree with the item.

For Item 10, on the subject of *the workbook includes appropriate supplementary activities*, % 60 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, and % 20 indicated that they do not agree with the item.

For Item 11, referring to *there is an adequate explanation to enable teachers to understand the cultural differences of the target language*, % 65 indicated that they do not agree with the item, % 20 indicated that they aren't sure with the item, and % 15 indicated that they agreed with the item.

Table 2. Teachers' Views on the Activities of the Course book

Items	I totally agree		I agree		I am notsure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
12	6	15	20	50	8	20	6	15	0	0
13	2	5	8	20	16	40	8	20	6	15

14	12	30	18	45	2	5	4	10	4	10
15	2	5	14	35	14	35	6	15	4	10
16	6	15	8	20	12	30	8	20	6	15
17	8	20	12	30	6	15	6	15	8	20
18	6	15	12	30	8	20	10	25	4	10

N= 40

Item 12: *The activities encourage sufficient communicative and meaningful practice.*

Item 13: *The activities incorporate individual, pair and group work.*

Item 14: *The grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs and storytelling.*

Item 15: *The activities promote creative, original and independent responses.*

Item 16: *The tasks are conducive to discovery learning and to the internalization of newly introduced language.*

Item 17: *The course book's activities can be modified or supplemented easily.*

Item 18: *There are interactive and task-based activities that require students to use new vocabulary to communicate.*

As observed in Table 2, for Item 12, concerning *the activities encourage sufficient communicative and meaningful practice*, % 65 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, and % 15 indicated that they do not agree with the item.

As it is shown in Table 2, for Item 13, regarding *the activities incorporate individual, pair and group work*, % 13 indicated that they agreed with the item, % 40 indicated that they aren't sure with the item, and % 35 indicated that they do not agree with the item.

For Item 14, with regard to *the grammar points and vocabulary items are introduced in motivating and realistic contexts through games, songs and storytelling*, % 75 indicated that they agreed with the item, % 5 indicated that they aren't sure with the item, and % 20 indicated that they do not agree with the item.

For Item 15, respecting *the activities promote creative, original and independent responses*, % 40 indicated that they agreed with the item, % 35 indicated that they aren't sure with the item, and % 25 indicated that they do not agree with the item.

For Item 16, as to *the tasks are conducive to discovery learning and to the internalization of newly introduced language*, % 35 indicated that they agreed with the item, % 30 indicated that they aren't sure with the item, and % 35 indicated that they do not agree with the item.

For Item 17, in order to find a solution for *the course book's activities can be modified or*

supplemented easily, % 50 indicated that they agreed with the item, % 15 indicated that they aren't sure with the item, and % 35 indicated that they do not agree with the item.

For Item 18, as for *there are interactive and task-based activities that require students to use new vocabulary to communicate*, % 45 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, and 35 indicated that they do not agree with the item.

Table 3. Teachers' Views on the Skills of the Course book

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
19	8	20	12	30	14	35	6	15	0	0
20	8	20	14	35	12	30	2	5	4	10
21	2	5	2	5	16	40	12	30	8	20
22	2	5	14	35	16	40	6	15	2	5

N= 40

Item 19: *The materials include and focus on the skills that I/my students need to practice*

Item 20: *The materials provide an appropriate balance of the four language skills.*

Item 21: *The course book highlights and practices natural pronunciation (i.e.- stress and intonation).*

Item 22: *The practice of individual skills is integrated into the practice of other skills.*

As observed in Table 3, for Item 19, as regards *the materials include and focus on the skills that I/my students need to practice*, % 50 indicated that they agreed with the item, % 35 indicated that they aren't sure with the item, and % 15 indicated that they do not agree with the item.

As it is shown in Table 3, for Item 20, with reference to *the materials provide an appropriate balance of the four language skills*, % 50 indicated that they agreed with the item, % 30 indicated that they aren't sure with the item, and % 15 indicated that they do not agree with the item.

For Item 21, on the subject of *the course book highlights and practices natural pronunciation (i.e.- stress and intonation)*, % 50 indicated that they do not agree with the item, % 40

indicated that they aren't sure with the item, and % 10 indicated that they agreed with the item.

For Item 22, referring *the practice of individual skills is integrated into the practice of other skills*, % 40 indicated that they agreed with the item, % 40 indicated that they aren't sure with the item, and % 20 indicated that they do not agree with the item.

Table 4. Teachers' Views on the Language Type of the Course book

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
23	8	20	12	30	8	20	6	15	6	15
24	2	5	14	35	12	30	4	10	8	20
25	8	20	10	25	8	20	8	20	6	15
26	6	15	16	40	6	15	8	20	4	10
27	8	20	14	35	12	30	4	10	2	5
28	2	5	12	30	8	20	16	40	2	5
29	6	15	14	35	6	15	6	15	8	20

N= 40

Item 23: *The language used in the course book is authentic - i.e. like real-life English.*

Item 24: *The language used is at the right level for my (students') current English ability.*

Item 25: *The progression of grammar points and vocabulary items is appropriate.*

Item 26: *The grammar points are presented with brief and easy examples and explanations.*

Item 27: *The language functions exemplify English that I/my students will be likely to use.*

Item 28: *The language represents a diverse range of registers and accents.*

Item 29: *The new vocabulary words and language structures are repeated in subsequent lessons to reinforce their meaning and use.*

As observed in Table 4, for Item 23, as for *The language used in the course book is authentic - i.e. like real-life English*, % 50 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, and % 30 indicated that they do not agree with the item.

As it is shown in Table 4, for Item 24, with regard to *The language used is at the right level for my (students') current English ability*, % 40 indicated that they agreed with the item, % 30

indicated that they aren't sure with the item, and % 30 indicated that they do not agree with the item.

For Item 25, respecting *the progression of grammar points and vocabulary items is appropriate*, % 45 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, and % 35 indicated that they do not agree with the item.

For Item 26, in order to find a solution for *the grammar points are presented with brief and easy examples and explanations*, % 55 indicated that they agreed with the item, % 15 indicated that they aren't sure with the item, and % 30 indicated that they do not agree with the item.

For Item 27, with reference to *the language functions exemplify English that I/my students will be likely to use*, % 55 indicated that they agreed with the item, % 30 indicated that they aren't sure with the item, and % 15 indicated that they do not agree with the item.

For Item 28, on the subject of *the language represents a diverse range of registers and accents*, % 45 indicated that they do not agree with the item, % 35 indicated that they agreed with the item, and % 20 indicated that they aren't sure with the item.

For Item 29, as for *the new vocabulary words and language structures are repeated in subsequent lessons to reinforce their meaning and use*, % 50 indicated that they agreed with the item, % 15 indicated that they aren't sure with the item, and % 35 indicated that they do not agree with the item.

Table 5. Teachers' Views on the Subject and Content of the Course book

Items	I totally agree		I agree		I am not sure		I do not agree		I do not agree at all	
	f	%	f	%	f	%	f	%	f	%
30	8	20	8	20	10	25	10	25	4	10
31	8	20	12	30	4	10	8	20	8	20
32	6	15	14	35	8	20	6	15	6	15
33	8	20	12	30	10	25	6	15	4	10
34	6	15	18	45	6	15	6	15	4	10
35	4	10	6	15	12	30	16	40	2	5
36	10	25	12	30	8	20	4	10	6	15
37	4	10	14	35	16	40	4	10	2	5

38	4	10	18	45	6	15	8	20	4	10
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N= 40

Item 30: *The subject and content of the course book is relevant to my (students') needs as an English language learner(s).*

Item 31: *The subject and content of the course book is generally realistic.*

Item 32: *The subject and content of the course book is interesting, challenging and motivating.* Item 33: *There is sufficient variety in the subject and content of the course book.*

Item 34: *The materials are not culturally biased and they do not portray any negative stereotypes.*

Item 35: *Students learn about the customs and cultures of English-speaking countries.*

Item 36: *The course book is methodologically in line with the current worldwide theories and practices of language learning.*

Item 37: *Compared to texts for native speakers, the content includes real-life issues that challenge the reader to think critically about his /her worldview.*

Item 38: *The subject and content of the course book is designed in accordance with the theory of Multiple Intelligences.*

As observed in Table 5, for Item 30, as for *the subject and content of the course book is relevant to my (students') needs as an English language learner(s)*, % 40 indicated that they agreed with the item, % 25 indicated that they aren't sure with the item, and % 35 indicated that they do not agree with the item.

As it is shown in Table 5, for Item 31, with regard to *the subject and content of the course book is generally realistic*, % 50 indicated that they agreed with the item, % 10 indicated that they aren't sure with the item, and % 40 indicated that they do not agree with the item.

For Item 32, respecting *the subject and content of the course book is interesting, challenging and motivating*, % 50 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, and % 30 indicated that they do not agree with the item.

For Item 33, as to *there is sufficient variety in the subject and content of the course book*, % 50 indicated that they agreed with the item, % 25 indicated that they aren't sure with the item, and % 25 indicated that they do not agree with the item.

For Item 34, with reference to *the materials are not culturally biased and they do not portray any negative stereotypes*, % 60 indicated that they agreed with the item, % 15 indicated that they aren't sure with the item, and % 25 indicated that they do not agree with the item.

For Item 35, on the subject of *students learn about the customs and cultures of English-speaking countries*, % 25 indicated that they agreed with the item, % 30 indicated that they aren't sure with the item, and % 45 indicated that they do not agree with the item.

For Item 36, referring to *the course book is methodologically in line with the current worldwide theories and practices of language learning*, % 55 indicated that they agreed with the item, % 20 indicated that they aren't sure with the item, and % 25 indicated that they do not agree with the item.

For Item 37, with regard to *compared to texts for native speakers, the content include real-life issues that challenge the reader to think critically about his /her worldview*, % 45 indicated

that they agreed with the item, % 40 indicated that they aren't sure with the item, and % 15 indicated that they do not agree with the item.

For Item 38, as to *the subject and content of the course book is designed in accordance with the theory of Multiple Intelligences*, % 55 indicated that they agreed with the item, % 15 indicated that they aren't sure with the item, and % 30 indicated that they do not agree with the item.

4. Discussion and Conclusion

This research focuses on the views of EFL teachers to the overall evaluation criteria regarding the present course book *Yes You Can, Grade 9*. In order to find out the EFL teachers' perceptions on the course book, the answer was sought to the following research question:

What are the views of the 9th grade EFL teachers about their present English course book *Yes You Can* in terms of pre-determined criteria and questions involved in the questionnaire?

More specifically,

What are the views of the 9th grade EFL teachers about their present English course book *Yes You Can* in terms of

- a. the activities of the course book?
- b. the skills of the course book?
- c. the language type of the course book?
- d. the subject and content of the course book?

That's to say this particular study was conducted in order to identify and to shed illustrative lights on the views of 9th grade EFL teachers to the overall evaluation criteria in relation to the present language course book –*Yes You Can, Grade 9*– they have been using.

The main concern of this research was to reveal whether the course book, with components like layout and design, activities, skills, language type, subject and content, and overall evaluation criteria, meets the expectations of 9th grade EFL teachers.

Choosing a course book is one of the most critical determinations a teacher will achieve in shaping the content and nature of teaching and learning. It contains engaging the material with the context in which it will be employed. Halliwell (1992) states that choosing a course book is one of the most important selections which teachers can make. She also states that teachers cannot affect their working lives in many ways; they cannot decide upon their teaching hours, their holiday duration, the classes they teach, the students who are in those classes, or the classrooms they use, but they can choose their course book. Evaluating a course book is a useful task as it identifies the strengths and weaknesses of the book. Tomlinson (2006) states that there is no flawless course book as every course book is used in unlike circumstances by different pupils with different objectives, needs, wishes, level, and

background. Thus, it is very occasional that a course book could satisfy all the needs of the pupils or teachers. Nevertheless, each course book should be evaluated occasionally to specify its weaknesses and develop them. The results of the survey conducted for this research have set the stage for arguments of which the teachers are in favor and against related to the features of the course book.

Concerning the weaknesses of the course book *Yes You Can, Grade 9*, it is seen to be problematic that *the activities incorporate individual, pair and group work, the activities promote creative, original and independent responses, the tasks are conducive to discovery learning and to the internalization of newly introduced language, the language represents a diverse range of registers and accents, students learn about the customs and cultures of English-speaking countries.*

When analyzing course books, as Cunningsworth (1995:15-6) states, course books should correspond to students' needs, as well as going parallel with the objectives of the program. He also proposes that the course books should be opting for equipping learners to use language efficiently. In terms of the language type, skills, activities, and subject and content of the questionnaire, the criteria stated have taken high rankings from most of the teachers.

Sarıçoban and Can (2012, p.15) explain that the course books should be designed in terms of not only product-oriented approach but also process-oriented ones as well as including such problem solving and group work activities to stimulate pupils to use language innovatively. They also mention that there should be an organized system in the course books. In terms of evaluation, they should contain on-going assessment through various tools such as quizzes, midterms, achievement, etc. given in specific intervals during their studies each term, they add. Meanwhile, Sarıçoban and Can (2012, p.15) state that the activities should be arranged in such a way that they support pupils improve their speaking competence, causing them to be autonomous learners.

In the study, affirmative views have been put forward by the teachers upon some of the objectives in terms of some aspects of criteria as the course books should respond to *Turkish Ministry of National Education, English Language Curriculum for High Schools* which aims students to achieve the followings by means of students' using the language as a communication tool and as a result fulfilling their needs as well as developing themselves socially through meeting different cultures:

- . having the necessary knowledge, skills and approaches,
- . associating learning with the subject area,
- . applying learning in real life situations,
- . being capable of reading, writing, speaking and listening,
- . establishing cause and result relation, making decisions and solving problems by applying thinking skills.

The progression and presentation of grammar points, vocabulary items and the language functions in the course book stand as related criteria to the aims of the course book. The

responds of most of the teachers in this context denote an approval in course book's efficiency in providing a connection between the pupils' competency and those linguistic competence levels. Disapproval, on the other hand, has emerged about the practice of natural pronunciation.

In consequence of the findings here, this study has outstanding useful implications in several dimensions. From a research perspective, it highlights the need of doing further research on course book evaluation to illuminate a number of practical issues involved in language course books. Bedir (2011) implies that using just the same methods and materials available is likely to lose the interest of young learners, and even it would cause discouragement and boredom. From the perspective of methodology, this study points to the strengths and weaknesses of the current course book evaluated.

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