



AN EFL Coursebook evaluation in terms of design and language: private school sample in SINOP

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Abstract

In this study, it is aimed to evaluate the English language course book at a private school sample in Sinop. Private schools are considered better than public schools in general. One of the differences between the two schools is the preference of course books. This study examined the English Language course book in terms of design elements under the title of external evaluation and educational elements under the title of internal evaluation. The research design is a qualitative one and the process is carried by two different researchers. The results show that although the course book preference is suitable and effective in terms of external evaluation, graphic design, and printing quality; the presentation of four skills in the course book is found weak. The reading skill is the most dominant skill and writing skill is the weakest skill. The course book needs supportive materials to present other skills effectively. It can be said that the course book in this study is not appropriate to teach the four skills in language effectively and it is not suitable for the aims of the English language content defined by MONE.

Keywords: Graphic Design, Course book Evaluation, EFL, language teaching, book analysis

1. Introduction

One of the main and supportive materials of the education is the course book selected for the specific lesson. Course books are important both for the teacher to conduct the lesson process more effectively and for the students to have a more productive academic period. Educational technology studies targeting the development of these materials used in education are greatly affected by social and technological developments. When the materials are

examined in this context, it is seen that the materials used in education have changed since the first concept of education. Education systems, which are predominantly using printed, written materials, are more inclined towards the use of interactive boards, internet-based teaching materials with new developments. When the opinions of teachers about the function of teaching materials are examined, it is seen that printed materials are still among the most preferred materials despite the items such as; technological developments and the use of interactive online environments (Şahin, 2014). The main printed material in education is the course books and workbooks.

The course books are evaluated and selected for many lessons and foreign languages are one of them. In Turkish education periods, English language has been in the national education along with other languages such as German and French. It has been taught at schools since 1983 (Mevzuat Bilgi Sistemi, 1983) and the lesson hours changed but it is at least two hours' mandatory at schools. These lessons mainly use lesson books and until recently the schools had to find their books and had their own terms of evaluation while selecting one among many. The government schools take lesson books from the Turkish Ministry of Education (MONE), but they are free to choose supplementary materials and the private schools have a list of books for each lesson.

The schoolteachers have many items starting from the printing quality to content while selecting a good course book for the education period. In terms of printing elements, the things to be considered are printing quality, illustrations, color and text font (Cerit & Gökçearslan, 2016) etc. On the other hand, the skills and the way of their presentation, the quality and originality of the exercises, the method of the teaching target language and so many others need to be evaluated under the headline of the content of the course book. In order to carry this process, there is a need for checklist to decide which book is the best. That's why, lesson books, how to evaluate them and how to define an effective, fruitful book for the teaching-learning activities are subject to many studies. There are many different checklists for examining the content and the cover of a course book from many different perspectives. (Eğitim ve Bilim İş Görenleri Sendikası, 2018) (Radic-Bojanic & Topalov, 2016) (Coşkun, 2018) (Oruç & Yavuz, 2013). Solak, Eken and Bayar (2015) has developed a scale in order to examine second grade English course books. Tekir and Arıkan (2007) conducted a study on course books by Turkish writers on the 'Let's speak English 7' sample. They conducted a survey study with 130 participants. They examine the attitudes of teachers and students towards the course book and they found that not only teachers but also students have negative feelings. Majority of the topics and the activities are found boring. The activities for teaching skills are considered insufficient. Grammar focus is found as not supportive for the target course book. It can be said that there should be equal share for each skill along

with intriguing activities. Haznedar (2008) published an analysis on elementary level course books. It is aimed to make a critical evaluation and the course book is examined in terms of design, organization, methodology, activity types, language content and topics. At the end of the study it is found that the subject is not appropriate for cognitive development of the students. The books are supposed to have communicative exercises, and the books are lack of acquiring language skills. Genç (2002) defined some criteria for a good course book and these are: appropriateness to the school type and lesson hours, being harmony with the teaching plan, being friendly to the student budget, useful in the teaching-learning environment and having a student friendly working plan. Başaranol (2017) added a criterion to the examination of values in English course books in his study and conducted a content analysis on the course books. The course book was found insufficient in terms of having universal values in the presented units and it is suggested to enrich the course book with the integration of values such as honesty, equality, hospitality and humanity.

Şimşek and Dündar (2017) investigate EFL course book research trends in Turkey by the help of graduate thesis between the years 2001 and 2013. It was found that there were 54 graduate theses between these years. The research revealed many factors related with course books; the tendency of course books evaluation mainly based on qualitative research design. The books were grouped as local and global books. Local book's content and publishing process are carried at local markets while global books have international brands at these stages. The local course book is found effective, but they are defined as poor at design, methodology and skills while the global books are considered to have integrated skills, authenticity and cultural context. The need of a depth, long-term and document analysis-based researches are mentioned in the study. Some of the studies preferred to consult the opinions of the teachers after they use the target course book and then discuss whether it is a good choice or not, along with possible suggestions. (Yaşar, 2015) (Kılıçkaya, 2019). Kazazoğlu (2010) conducted a study among teachers and their preferences of course books. The study suggests that teacher give importance to genuineness at most. Another study being carried on the best seller English course books, revealed that teachers are not content with the course books in general (Kayapınar, 2009). Some studies on the other hand, focus on the opinions of the students. Hopa (2019) tried to find the elements making an EFL Textbook effective from the perspectives of students. The students attended a semi-structured interview and the data showed that they give importance to have global and local issues in a course book. The course book should present a content helping not only skill development but also personal development on the way of becoming a world-citizen.

Ertürk (2013) examined EFL course book titled 'Unique 6' from the perspectives of teachers and students. The students have positive attitudes towards activities and language type, on the other hand teachers have positive attitudes towards language type and skills. Uçkun and Onat (2008) conducted a study on the significance of authentic tasks in English course books. They revealed that course books should be adjustable and give freedom to teachers to adapt the content they need. Some other studies have focused on the cultural elements and their places in the course books (Ulum & Bada, 2016). Cultural elements are considered important because they are considered to have positive effects on the teaching-learning process. (Dimici, Yıldız, & Başbay, 2018) (Çelik & Erbay, 2013) (Özcan, 2019).

Aytuğ (2017) examined the course book of Anatolian high schools at her master thesis. She carried her study with 60 English teachers with conducted interviews in June 2006. The participants of the study mentioned that a course book should have colorful, motivating and attractive color. Illustrations are found important along with the headings, letterings and placement of the texts. These elements result with high cost as mentioned by the participants. The other important finding is that majority of the participants choose a communicative methodology and a skill-balanced content course book. For the ELT teachers on the study, a book should give equal importance to four skills of language (listening, reading, speaking and writing). The study also supports the variety of cultural elements in course book. The skills in the course books are also examined by many researchers in terms of effectiveness over the language development of the students (Korkmaz & Mede, 2017), (Uçkun & Onat, 2008), (Telemeci & Er, 2018). For reading skill it is important to be authentic, to have different reading skills, to have a word recycle exercise routine and to be appropriate for the pedagogical development of the target students. For speaking skills, it is suggested that there is a need to integrate spoken grammar into the textbooks in context of Turkey (Karaata & Soruç, 2012).

All of these studies suggest that the course book is a continuous and also an important element of the language teaching activities. The government's policy on delivering books to the students free of charge does not affect the private schools and they demand course books which are expensive for many parents. In this study it is aimed to examine the English course book selected for a known and prestigious private school in Sinop. The harmony of the content and skills along with the education program is tried to be evaluated besides an external evaluation of the book.

2. Methods

This study is designed in a qualitative method. It depends on technics such as observation, interview and document analysis and it follows a process which puts the whole picture of the researched item. Qualitative research model is preferred in order to have a detailed and clear examination of the current experiences and changing relations.

In this study, 'document analysis' method is preferred. This method enables to reach the target points without observations and interviews. It covers the analysis of the printed materials which contain the related information on the target subject. Lesson books can be classified as text-based, secondary and institutional documents. (Kıral, 2020). The process of the analysis was carried by following these steps: 1. Selection of the document, understanding it with a deeper analysis, content analysis, if available transform the texts into numeric settings, evaluation of the results.

In this study the answers for the following research questions are examined:

1. Is the course book effective in terms of integration of design, graphic elements and content?
2. Is the course book present the subjects and skills in harmony with the program outcomes?
3. What are the proportions of the language skills in the course book?

Data Source

In this study 'Reading Power English Book' is preferred. It has twelve units and 222 pages. It is used for eleventh grade students at private schools in Turkey. In each unit there are four parts which of each consist of two different contents. The course book is printed by the National Geographic in 2015.

Data Collection Process

Due to the qualitative design of the study the student book is analyzed according to the document analysis criteria. It is aimed to define the skills which are presented in the lesson book and the way of conveying the skills in the book besides their harmony with the aims and targets of the curriculum. Two different researchers are examined the course book in terms of internal and external qualities defined for the course books by MONE (Millî Eğitim Bakanlığı, 2012)

Data Analysis Process

The lesson book is subjected to internal and external evaluation. The criteria for the following questions are tried to be examined in terms of external evaluation: book cover, page layout, colors, symbols and directions headlines. The internal evaluation on the other hand is examined in terms of language skills and their harmony with the learning outcomes. The external and internal evaluation processes are carried by two different researchers who are experienced in their fields more than ten years and still active in teaching system.

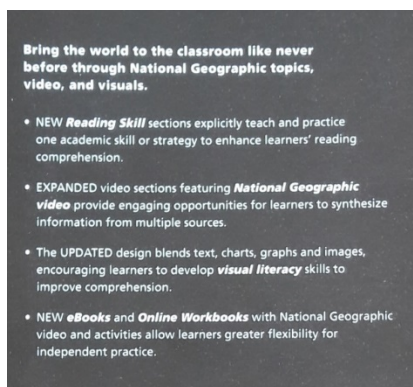
3. Findings

The first research question is related with the external evaluation of the book. The back and front cover of the book is a photographic one. Photographic images are visual languages that help communication with senses, culture and facts (Başal, 2015) The subject course book includes geographic, cultural and art elements on the cover. The 'Cloud Gate' is presented in the book. There is a logo of National Geographic on the cover. These supports that the teaching process is carried with the help of international, geographic and cultural elements. On the back cover there is a space for publisher information and barcode. The literary space is in harmony with the image. Black color is dominant in the cover of the book. The color on the page design helps the organization of the content of the book (UNESCO) but the function of the color is more important than the color itself (Ritchey, 2016). The color is essential in terms of having harmony and guiding the user. The subject course book gives the user a visual control over the pages. The information on the pages helps users to convey the message easily.



Picture1. The front and back cover of the course book

Typographic features of the book are examined, and the text quality is good to read, and the color is also helping the user. The white color on the black floor is helpful in reading. The name of the book, 'Reading Explorer', catch the attention of the students with its Sans Serif and non-Sans Serif fonts. At the back cover there are bold characters among the normal characters and it also gets attention of the students. The passages are written without Sans Serif and it is sometimes hard to read for long a time (Gavin Ambrose, The Fundamentals of Creative Design, 2013).



Picture 2. The written text area of the back cover

The text and images are important compounds and they should be presented in a way to engage a communication (Gavin Ambrose, Layout, 2013). When the inner pages are examined it is seen that there are high resolution photographs that present a background story for the units. The headlines of the units are written on the right side of the page and the text form is preferred without Sans and at different font size. The studies show that Serif formed texts are directive and help the reader to read easily (Gavin Ambrose, The Fundamentals of Creative Design, 2013). The long texts are hard for the reader without Sans Serif in the subject course books. The headlines of the units are written in white and yellow colors on black background and the attention of the reader directed to the written texts. The photographs are combined with the headlines and it is tried to have a more spacious area on the pages. Also, the text style and the page layout make the text and the page more readable.



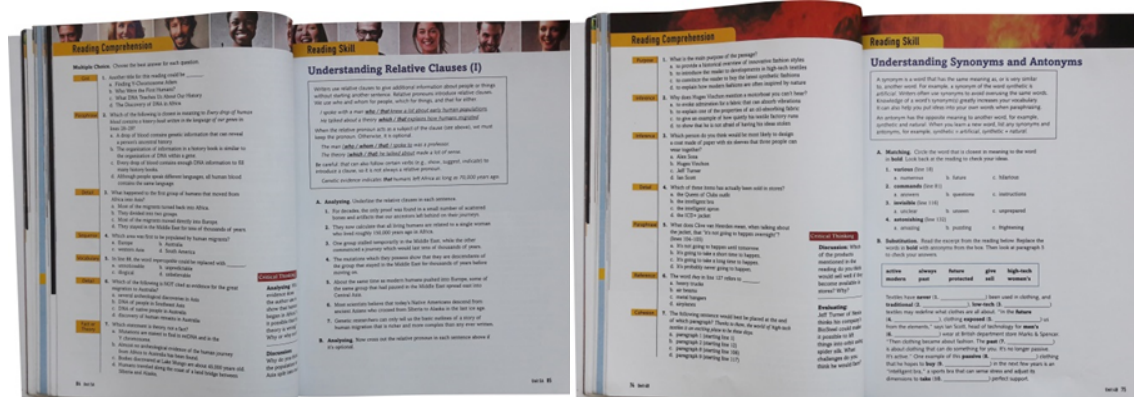
Picture 3. Inner pages of the course books (Introduction to the subject)

The pages of the inner units can be seen in Picture 4. The pictures are given at left sides and the texts are given alongside the pictures in two columns and it is left aligned. This situation gives a disorganized view to the pages and the page numbers are given at bottom right as in the traditional style.



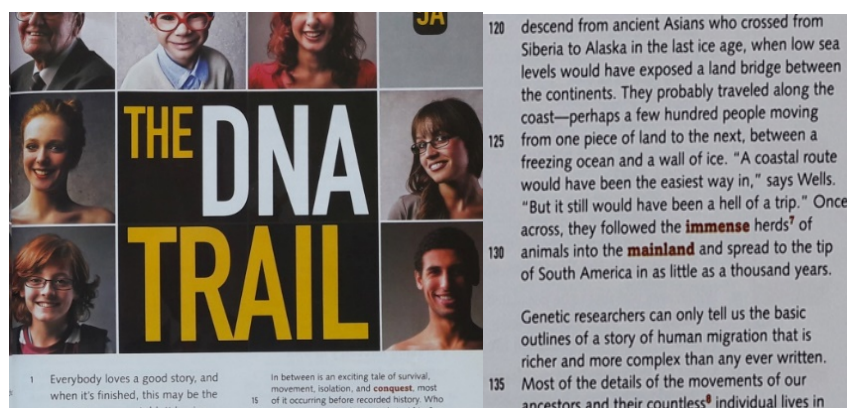
Picture 4. Inner page layout and design of the NG course book

The exercises are given in separate parts and there are parts to repeat the subject. The page layout is the same as in the inner pages where the subject is given. There are enough spaces for taking notes on the exercise pages. The fonts and the style are easy to read and are not eye tiring.



Picture 5. Samples of inner pages of the NG course books (the exercises of the subject)

The other element for the external evaluation is colors. Colors are important to take attention, add animation and present a unified picture. Colors are also important in order to organize the elements on the pages, grouping the defined information and being able to code the target information (Visual Design, 2005). The pages of the target book show that the colors are yellow and white, the texts are black, and the important words are given in red colors. Yellow colors are especially selected in order to appeal the senses and take attention. They are also stimulant and easy to code and break the monotony of the reading text.



Picture 6. Sample pages for the unit headlines and the important words in red

The red color emphasizes the importance of the word and it gets attention of the reader. It helps reader to memorize the word easily and symbolizes that the word is important for the target subject.

The other two elements are symbols and directions. The book mainly uses photographs as symbols for the target unit and the directions are mainly given in the texts in a traditional manner either in the right or left side of the related visual.



Picture 7. Samples for main directions and symbols

The external evaluation is done, and it is seen that the book has good quality for the book cover, page layout and colors. But the course book is found weak in terms of symbols and infographics. Infographics given in the textbooks, are found motivating and effective in teaching a foreign language (Bozovalı, 2016). Graphics and pictures are found effective at %65 rate in learning a foreign language (Kargı, 2017). The course book do not pay attention on the symbols and infographics.

Other focus point of the study is the internal quality of the book and it is examined in terms of language skills and their way of presentation.

The English Language Outcomes for the eleventh-grade students are defined for each skill (Milli Eğitim Bakanlığı, 2018). The outcomes for listening skills are: the students will be able to detect information about related topics, build relationship between the conversations, recognize vocabulary indicating the sequence of events, identify expressions related to unreal past events, find out the speakers' intention, mood and purposes, recognize information about the description of monument or a historic site, identify the lexis and jargon on the conversation and identify the topic and the main idea of the conversations, recorded text/video.

The outcomes to be mastered at speaking skill are to be able to talk about future plans and predictions, take part in a dialogue about likes dislikes, interests and preferences, to be able to talk about past habits, share their personal

experiences in the past, to talk about their regrets and wishes about past events, criticize an action in the past, exchange opinions about outdoor/extreme sports and will be able to clarify a well-known/common person or a place.

The reading skills to be mastered are; the students will be able to analyze different texts from newspapers/websites, identify lexis and expressions related to past abilities, analyze a short story, identify thesis statement, topic sentences, supporting points and examples in a given sample essay about a challenge. The students will be able to order events, analyze a text to distinguish the expressions used to express wishes, regrets and unreal past. The students will be able to find out specific information in a text, to distinguish the main idea from supporting details in a text about the effects of values on societies.

The writing skills are these; to be able to write CVs/letters of intent for different contexts, to write a paragraph about their interests and abilities, to be able to complete the missing information, to write their opinions and regrets according to given context, write a letter to criticize an event/organization. The students will be able to write blogs, posts recommending places, to write a report on the interview they have made, write a text about their environments.

Number of the Unit	Reading Skill	Listening Skill	Speaking Skill	Writing Skill	Grammar Corner
1 Power of Image	8	3	3	-	-
2 Love and Attraction	8	3	2	-	-
3 Food and Health	10	3	2	-	-
4 Design and Engineering	13	3	2	-	-
5 Human Journey	11	3	3	-	-
6 Conservation Challenge	12	3	3	-	-
7 Ritual Lives	14	3	1	-	-
8 Investigations	13	3	2	-	-
9 Rediscovering the Past	14	3	4	-	-
10 Earth and Beyond	12	3	3	-	-
11 Green Concerns	11	3	5	-	-
12 Living Longer	13	3	5	-	-

Table 1. The numbers of the skill related exercises in total and write an essay about the importance and effects of values and norms in society.

The course books present acquisitions at each unit. These are: at Unit 1 The Power of Image: being able to understand the word with multiple meanings, scan for specific details. At Unit 2- Love and Attraction: the students can distinguish facts from theories, recognize figurative language. At Unit 3-Food and Health: understanding cause and effect relationships, arguments for and against an issue; recognizing collocations and understanding synonyms and antonyms are the acquisitions of Unit 4. Students will be able to understand relative clauses and synthesize information at unit 5, besides recognizing conditional relationship and sequencing information are acquisitions of Unit 6- Conservation Challenges. At Unit 7 titled as Ritual Lives students will be able to understand the words from context and know the word roots and affixes. At Unit 8 and 9 the students will be able to understand the structure of relative clauses. At Unit 10 and 11 the aim is to teach the references to people and to things beyond the text. At Unit 12 the students are to understand the quantitative and qualitative data at the passages.

The internal evaluation is also carried in detail. The lesson book is to present the language skills equally and the activities should be designed with this aim (Genç, 2002). The subjected book has listening exercises at each unit.

These exercises are presented in video activities. The exercise is divided into three parts; before, during and after watching. The before part is mostly focused on vocabulary activities and warm-up exercises for listening part. The students also do exercise while watching and they mainly focus on comprehension types. While watching exercises consists of fill-in-the-blanks, true or false and sequencing. These activities are designed for B1-B2 level students. The level of Turkish students at eleventh grade is generally A2 level so these exercises are suitable for the students.

VIEWING Singing Mice

Before You Watch

A. Definitions. Look at the picture and read the caption. Then match each word in **bold** with its definition.



During **courtship**, living creatures do all sorts of things to impress the opposite sex. Some even **break into song**. Researchers have discovered that the **vocalizations** of mice sound like songs. In the lab, these **ultrasonic** mice **tunes** are recorded and played back in **frequencies** that can be detected by the human ear.

- _____ musical notes in a series
- _____ sound vibrations per unit of time
- _____ to suddenly start to sing
- _____ sounds made by voice
- _____ too high for the human ear to hear
- _____ behavior that leads to mating

B. Discussion. Discuss these questions with a partner.

- Do you think that male mice sing to females, or females sing to males?
- What other animals can sing?
- Besides singing, what other ways do animals use to court the opposite sex?

While You Watch

A. Fact or Theory. Watch the video. Mark if these statements are fact or theory.

	Fact	Theory
1. Older humpback whales teach popular tunes to younger whales.	☐	☐
2. Singing is most often a masculine pursuit in the natural world.	☐	☐
3. A male mouse sings because it is courting a female mouse.	☐	☐
4. When a male mouse sings, it enhances its mating success with a female.	☐	☐

B. Completion. Complete each caption with the correct words from the box.

holder	complex	future	genes
mammals	mate	opposite	researchers



Many species of birds sing to attract a
1. _____ but only a handful of
2. _____ have been known to sing.



Gibbons make loud, long, and 3. _____ vocalizations during mating season. This is considered singing by 4. _____.



It's usually the female that gets to choose a mate, and the male must demonstrate that his 5. _____ are worth passing along to 6. _____ offspring.



When it comes to pursuing the 7. _____ sex, a timid creature may be 8. _____ than we ever imagined.

After You Watch

A. Discussion. In addition to singing, some other human traits have been observed in the animal world. Read the information below. Which information surprises you? What are some other examples of humanlike behavior in other species?

Naming their young

Dolphins, monkeys, and parrots use unique calls to get the attention of their offspring. This shows that some animals have the equivalent of their own names.

Playing with dolls

Female chimps take sticks, bark, and vines and hold them as if they are dolls. They have been observed putting their "dolls" to bed and even building separate nests for them.

Using correct grammar

Some birds have grammar rules when it comes to songs. When a song is played back out of order, the birds get very annoyed. Is it the equivalent of a *there/their/they're* mistake?

Picture 8. Sample of listening skill

Speaking skill is another skill is to be mastered in English. The book has one part for speaking skills under the discussion headline. The discussion part encourages students to compare, analyze and share their ideas. From Unit 1 to Unit 12 the students practice speaking skill either by making comparisons and defining the related problem or by sharing their experiences and ideas. Some of the exercises demand students to speak mutually via directions like; explain your reasons, share your experiences and discuss with a group.



Picture 9. Sample of speaking skill

Speaking activities should have cultural features and elements in it in order to give a solid and effective learning-teaching process (Kaya, 2017). Speaking activities are important to develop the teaching practices of the teaching-learning environment (Elmalı, 2019). The level of the students and the level of the exercises do not match because the students need to be more qualified to carry the given exercises. There is not a definite or systematic symbol for speaking parts and it is mainly based on the teacher directions and questions. The speaking skills have a general pattern and it does not have an approach as step by step or form basic to complicated ones. Some exercises are based on cultural elements and some are on personal experiences. The target population however consists of students living in a small city and the main connection or experience can be achieved via online environments.

The other language skill is reading, and it is seen that the book is mainly based on this skill. All units are arranged based on reading skill and have a very detailed exercise pattern to develop it. All units have warm-up exercises. The reading passages have the order before reading, reading comprehension and vocabulary practices. When warm-up exercises are examined, it is seen that at the beginning of each unit there is a question part.

LOVE: A CHEMICAL REACTION?

Before You Read

A. Discussion. Check (✓) whether you agree or disagree with the following statements about love. Then explain your answers to a partner.

	Agree	Disagree
1. The idea of romantic love is a modern one.		
2. The feeling of love is caused by chemicals in the brain.		
3. Attitudes about love are basically the same in all cultures.		
4. The feeling of romantic love usually only lasts a short time.		
5. Arranged marriages are likely to last longer than ones started in romance.		

B. Scan. You are going to read about some specialists' beliefs about love. Quickly scan the reading on pages 27–28. Then match the people on the left with their professions on the right.

1. _____ Thomas Lewis	a. Swiss university professor
2. _____ Claus Wedekind	b. Italian university professor
3. _____ Donatella Marazziti	c. American anthropologist
4. _____ Helen Fisher	d. American psychiatrist

1 SOME ANTHROPOLOGISTS¹ ONCE THOUGHT that **romance** was a Western idea, developed in the Middle Ages.² Non-Western societies, they thought, were too occupied with social and family relationships for romance. Today, scientists believe that romance has existed in human brains in all societies since prehistoric³ times. In one study, for example, men and women from Europe, Japan, and the Philippines were asked to fill out a survey to measure their experiences of passionate love. All three groups said that they felt passion with the same extreme intensity.

But though romantic love may be universal, its cultural expression is not. To the Fulbe people of northern Cameroon, men who spend too much time with their wives are insulted⁴ and looked down on. Those who fall deeply in love are thought to have fallen under a dangerous spell. For the Fulbe, to be controlled by love is seen as shameful.

In India, marriages have traditionally been arranged, usually by the bride's and groom's parents, but today love marriages appear to be on the rise, often in **defiance** of parents' wishes. The victory of romantic love is celebrated in Bollywood films. However, most Indians still believe arranged marriages are more likely to succeed than love marriages. In one survey of Indian college students, 76 percent said they would marry someone with all the right qualities even if they weren't in love with the person. Marriage is considered too important a step to leave to **chance**.

1 An anthropologist studies people, society, and culture.
2 The Middle Ages was the period in European history between about 500 A.D. and about 1500 A.D.
3 Prehistoric people and things existed at a time before information was written down.
4 If someone insults you, they say or do something that is rude or offensive.

Unit 2A 27

Picture 10. Sample of reading skill

For example, at Unit 1 the students are prepared for the reading passage with 'Wh- questions. At Unit 1B pre-reading activity is a vocabulary matching activity and a discussion part. Besides the vocabulary activities there are skimming and scanning activities to prepare students for the reading passages. At every unit the professional and related photographs give clues about the related subject. These pictures take attention of the students and help them to understand the general information or the main frame of the reading text. Reading passages are relatively long for the allotted lesson time. They include the target words in different colors, and they are also written in bold letters. The lines are numbered, and these numbers help students to find the related lines and answer the questions for the reading comprehension questions. The multiple-choice questions are labelled as purpose, vocabulary, sequence, detail, reference, interference, cohesion, gist and paraphrase, etc. These different types of questions help student to get a better understanding and also help teacher to control the level of comprehension of the students (Dinçer, 2014). The reading skill is also developed with scanning, contemplation, analyzing and matching exercises for the after reading part. It is clearly seen that the book is focused on reading skills.

The last language skill is writing skill. The book does not have any part or exercise which is related to writing skill. The book has activities mainly for reading skills, the number of activities for reading skill is 139 the listening skill has 36 activities and the speaking skill has 38 activities.

The themes of the book are presented with reading skills and the book focuses on teaching vocabulary, scanning and skimming, understanding words from the context etc. Themes and the content are found in harmony and the

themes are supported by the content. For example, in Unit 3 the theme is defined as 'Food and Health' and it is conveyed by two different reading passages and their headlines are 'How Safe is Our Food?'. Under this headline the students are supposed to understand the cause and effect relationships. The second reading passage is about 'genetically modified food' and at this part the students are to understand arguments for and against an issue. This type of exercises is also given at other units.

4 Discussion

The course books are important elements to carry out the teaching activities and most of the teaching activity is based on course books. The studies show that there is not a perfect course book for every term or people, but the target is to meet the most of the outcomes by the help of fruitful methods. This analysis showed that the private schools which are considered good in teaching a foreign language (Yaman, 2018) is not successful in selecting a good course book. The subject course book do not meet the requirements to teach four skills. Reading skills are in majority. The length of the passages however is too long for the lesson time. It is inevitable having gaps between the texts. The teacher should organize activities to help the students remember the subject. The writing skill is not given at all and speaking and listening skills are also few. In order to teach other skills, the teacher should adapt them into lesson by themselves.

The course book is found good in terms of printing quality and graphic elements. It has pictures related to the subject and the relation is clear to understand. The organization of the pictures and the page is good for eye quality. It is easy to read and follow the text and subject. The colors and directive symbols are understandable and strategically placed to make the most of the page. The infographics are consistent with the general design and the content.

The course book does not have national features but there are plenty of cultural elements of other cultures. The units have an international tendency rather than giving a national feature or cultural element of the Turkish nation. It can be considered as useful in terms of learning more about the other nations but it is not suitable for the national aims of the English language program defined by Ministry of Education. The outcomes of language education are defined to have national elements in it and the course book is found weak under this item. In conclusion, private schools 'course book selection in Sinop is found weak and not effective to teach the target language but the book is effective in terms of graphic design and graphical elements.

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