



(ISSN: 2602-4047)

Gün, S. (2023). Textbook Preferences and Epistemological Beliefs of English Language Learners, *International Journal of Eurasian Education and Culture*, 8(22), 1771-1783.

DOI: <http://dx.doi.org/10.35826/ijoecc.724>

Article Type (Makale Türü): Research Article

TEXTBOOK PREFERENCES AND EPISTEMOLOGICAL BELIEFS OF ENGLISH LANGUAGE LEARNERS

Süleyman GÜN

Dr., Burdur Mehmet Akif Ersoy University, Burdur, Turkey, sgun@mehmetakif.edu.tr

ORCID: 0000-0002-0388-7263

Received: 11.10.2022

Accepted: 10.08.2023

Published: 01.09.2023

ABSTRACT

Since textbooks are the main reference material in English language teaching, they are considered to be an important element of this process, so the selection of the right and effective textbook is equally important. However, in most cases textbooks are defined and prescribed by the main authority of the education system, school administrators, a responsible teacher or similar stakeholders, and students' preferences are not included in the process. This study aimed at examining the ideas of English language learners toward textbooks and their epistemological beliefs. The questionnaire on textbook preference in foreign language teaching (Oruç & Yavuz, 2013) and the central epistemological beliefs scale (Oksal et al., 2006) were administered to determine the participants' textbook preferences and epistemological beliefs in 2017. The findings of the study showed that students attached great importance to the preference for textbooks and scored medium or high on the administered instrument. It was reported that most of the participants regarded the ideal textbook as "an activity source for students to practice and communicate" and considered the student book as the main component of the textbook package. Similarly, most of the participants stated that the content of textbooks should be function-based, and speaking was emphasized as the main language skill that should be addressed in textbooks, followed by reading, listening and writing skills according to the average scores. The findings on epistemological beliefs showed that students had epistemological beliefs at medium level and that the "belief in supernatural powers" dimension was the primary source of knowledge. In light of these findings and the existing studies in the literature, it was stated that student participation in textbook preference is important and necessary and that there may be a bidirectional relationship between textbook preference and students' epistemological beliefs that can affect each other.

Keywords: Textbook, epistemological belief, English language teaching, university students.

INTRODUCTION

Textbooks as teaching materials are important elements of English Language Teaching (ELT) classes and they play a significant role in the English language teaching-learning context (Richards, 2001; Kirkgöz, 2009; Azizifar et al., 2010). Textbooks are essential tools for transmitting linguistic and cultural knowledge and they play a key role in shaping the curriculum and guiding pedagogical efforts. Textbooks enrich the learning process and help students learn better while textbooks as main learning aid help teachers actualize the teaching and reach the aims of the course. Tomlinson (2012) emphasizes the important role that textbooks play in shaping the teaching process, motivating students, and helping teachers choose learning materials. In the realm of English language instruction, textbooks stand as fundamental pillars and play a critical role in shaping the language learning process, providing guidance to students, and presenting the content systematically. ELT textbooks bring positive and facilitating effects for learners, teachers and the aims and outcomes of the syllabus.

The effective use of textbooks in English language teaching can support a variety of learning objectives, including enhancing language skills, acquiring grammar proficiency, and improving communication abilities. Textbooks can provide students with exposure to new vocabulary and grammar structures, as well as opportunities to practice their reading, writing, speaking, and listening skills, briefly all basic language skills. Additionally, they can help learners of English in gaining a deeper comprehension of the content they are studying. Richards and Rodgers (2001) provide a significant contribution to the field of language teaching by discussing the important role that textbooks play in language learning and how they can be used effectively in student-centered learning environments. Similarly, Özkan and Dal (2017) emphasize the substantial impact of textbooks on language learning outcomes in the Turkish EFL (English as a Foreign Language) context, highlighting their role in fostering language acquisition and cultural competence. Thus, textbooks are described as an essential tool in English language instruction, holding the potential to enrich and optimize the teaching processes.

The significance of textbooks in language instruction extends beyond mere instructional materials; they assume a multifaceted role as comprehensive sources of knowledge, instructional guides, and cognitive scaffolds. Therefore, the process of choosing appropriate textbooks and taking the advantage of textbooks at a maximum level possess great importance. Textbooks can be defined and recommended by a main authority of the education system, a responsible teacher, or with the participation of all stakeholders. However, this cannot be always possible to integrate all the stakeholders and as the learners are not integrated in the process of textbook selection, a textbook defined by an authority turns out to be a compulsory option for all students. Instead of ignoring students' preferences in textbook selection processes, students should be included in the process. Students' preferences and epistemological beliefs toward textbooks are important for understanding the impact of textbooks and using them effectively. For this reason, this research tries to take the general ideas of Turkish university students about their preferences related to their ideal textbooks, collect information about their epistemological beliefs, and look for any possible connection.

Literature Review

A general description of the textbook is stated by Hutchinson and Torres (1994: 315):

“The textbook 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 textbook.”

There exist several studies about the place and importance of textbooks in the language learning context. To comprehend the studies in a systematic way, Amiryousefi and Ketabi (2011) examined the debates about practicality and essentiality in two groups. The debates in the first group are about the psychological aspects of textbooks on teachers and students.

As an example of the first group, Haycroft (1998) utters that students think that their development and success can be observed more clearly if they use a textbook in lessons. Sheldon (1988) agreed with the idea that the textbook is at the center of the ELT program and stated that it brings great advantage for students and teachers if it is used in ELT classes. To illustrate, the textbook is a psychological aid for students as it shows the content and progress, and achievement can be monitored explicitly. Additionally, Sheldon (1988) lays emphasis on the credibility aspect of the textbooks by comparing them with the material at home or produced by teachers. Another positive effect of the textbook is its practicality (O'Neill, 1982). Generally, textbooks are designed according to learner needs although they are designed for general use not specifically for a teacher's class. The textbook gives advantages of money and time. One other positive effect of the textbook is that it is a logical investment (O'Neill, 1982; Sheldon, 1988). A textbook is not so expensive and can be afforded by most of the students and it is cheaper than specially prepared materials. It hinders a long time of preparation before the lesson, and it is a well-organized material. Similarly, Cunningsworth (1995) attaches several roles to the textbook and states that it is an efficient resource for self-learning, presentation, sharing ideas, and doing activities. It is also a reference source of syllabus with previously defined aims and outcomes which make the teaching-learning process clearer and more implicit, especially for teachers with less experience.

The second group of debates by Amiryousefi and Ketabi (2011) is about the idea that textbooks play an essential role as they are collections of exercises, activities and materials; related sources designed for students and their needs, and syllabus. The important aspects of textbooks are that they are designed systematically by one or more material developers and examined and controlled before the lesson. It is possible to organize the content of textbooks and prepare lesson plans according to the academic year and course hours owing to their systematic organization. Throughout the academic year teachers and students will have the chance to control their progress and will see the next topic (Swales, 1980; O'Neill, 1982; Hutchinson & Torres, 1994; Harmer, 2001). Textbooks offer various activities and techniques that bring variety to class and better fulfill students' needs and help teachers' professional development (Hutchinson & Torres, 1994; Harmer, 2001).

While the positive effects of textbooks in the ELT context are under investigation, some researchers examined the possible disadvantages of textbooks which are labeled as “the anti-textbook views” by Amiryousefi and Ketabi (2011). They again examine the debates about the disadvantages of textbooks in two groups; negative debates in the first group are about the inefficiency and inconvenience of textbooks while the negative debates in the second group are about socio-cultural elements of textbooks.

For the first group, one of the debates is that textbooks fail to cater to all the needs of students who have various individual differences and changing expectations (Allwright, 1981). Although textbooks are prepared by experts, it is not so possible to produce one single perfect textbook for everybody in a classroom. Also, textbooks may give extra confidence to teachers, and they may start to produce fewer materials. Similarly, Tomlinson (2008) asserts that textbooks focus mainly on linguistic aspects of language therefore less attention is given to communicative skills. Textbooks are produced by publishing houses, and they always possess commercial concerns, and this may sometimes cause them to move away from pedagogical aims and aspects (Sheldon, 1988). In a similar manner, Ur (1996) states that textbooks limit teachers’ creativity. Richards (2006) shows the problem that there is quite limited contact and collaboration between the individuals who are using textbooks and the individuals who are preparing and producing textbooks, so the needs, required strategies and learning styles cannot be covered in a fulfilling manner.

The second group focuses on socio-cultural elements in textbooks. The culture of the target language is seen as a tool for language teaching and students need to learn the target culture and use this culture to express themselves (Prodromou, 1988; Alptekin, 1993). Gray (2000) indicates that textbooks are under the control of responsible departments and governments, and they are related to economic and ideological concerns.

Research Problem

Although there are several language learning materials, textbooks are accepted as one of the most important elements of the language learning process. Textbooks bring several advantages and facilities even though there are studies about the disadvantages of them. Textbooks are produced by publishers with economic concerns, decided by administrators with ideological concerns, taught by teachers with their methods and techniques, and lastly, textbooks are basically used by students in an insisting manner. Therefore, a study about the ideas and beliefs of learners toward textbooks may give effective findings and implications. Also, there are several studies about textbook analysis and teacher beliefs but there are limited studies about students’ beliefs. While studies exploring the impact of instructional materials on language learning abound, an underexplored connection exists between students' preferences for coursebooks and their underlying epistemological stances.

Taking this into account, this research attempts to bridge this gap by investigating the coursebook preferences and epistemological beliefs of English language learners and seeks to enrich the pedagogical discourse surrounding language learning methodologies and the role of instructional materials therein. With these

requirements, the following research questions are produced about student ideas toward textbooks and students' epistemological beliefs:

RQ 1: What are the ideas of English language learners toward textbooks?

RQ 2: What are the epistemological beliefs of English language learners?

METHOD

Model of the Study

The study was designed in a small-scale descriptive survey model, a quantitative research method, with convenience sampling. The study mainly depends on quantitative data obtained from related questionnaires. The goal of a descriptive study is to describe a situation, event, or object in its current or previous context, exactly as it is (Karasar, 2006).

Study Group of the Research

The participants of the study were 55 undergraduate second-grade students of Faculty of Theology studying English as a foreign language at a state university in the Mediterranean region of Turkey in 2017. The participants of the study have a wide experience of learning new languages as they are studying English, Turkish, Arabic and Ottoman Turkish in fall and spring academic terms of first and second grades. The participants have taken four hours of English course for four semesters in fall and spring terms of both first and second grades. They have taken two hours of Turkish language course in fall and spring terms of first grade. They have taken six hours of Arabic course for four semesters in fall and spring terms of first and second grades. They have the opportunity of taking an Ottoman Turkish course. That is to say, they have experienced the process of studying and learning different languages and they have intensively studied English when compared with students of other majors. Of all the participants 33 were female (%60) and 22 were male (%40).

Data Collection Tools

The data collection tools were two questionnaires to collect data about the preferences of participants toward textbooks and their epistemological beliefs. The questionnaire about the preferences of participants toward textbooks was developed by Oruç and Yavuz (2013) and is composed of two parts. In the first part, there are four items asking students to choose their ideal definition of textbook and make an order of importance for items of textbook components, contents and skills comprised by a textbook. The second part consists of 20 items in 5-likert type. The Cronbach alpha reliability coefficient of the questionnaire was calculated as .658 by the developers of the questionnaire and they stated that the ratio was acceptable for a questionnaire with 20 items.

The second questionnaire was the central epistemological beliefs scale developed by Oksal et al. (2006) to collect information about learners' central epistemological beliefs in the teaching-learning process. It includes

23 items in 5-likert type. The questionnaire consists of four components; “Belief in Science as Source of Knowledge”, “Belief in a Rational Society”, “Belief in Superstitious Rituals” and “Belief in Supernatural Powers.” As there are four components of the questionnaire, the alpha reliability coefficients were calculated for each component and stated as “Belief in Science as Source of Knowledge” component is calculated as .85, “Belief in a Rational Society” component as .77, “Belief in Superstitious Rituals” component as .75, and “Belief in Supernatural Powers” component as .66. Oksal et al. (2006) found the reliability of components to be on acceptable levels.

Data Collection

In 2017, when the data required for the study were collected, the participants in the study took the intensive English course given by the researcher. Before collecting the data, the participants were interviewed and the purpose of the study and the research tools to be used were introduced. It was stated that participation in the study was completely voluntary, that personal information would not be used at any stage of the study, and that participation in the study would not have any positive or negative effects on the participants. The necessary data for the study were collected with the students who voluntarily participated in the study by excluding the participants who did not agree to participate in the study. The participants were informed that there was no single correct or incorrect answer for the items in the research tools, instead, it would be appropriate for them to give only the answers they thought were correct about the statements specified. The forms were filled in online by the students for about 10 minutes anonymously. Since the names of the students were not included in the forms, the collected data were used by numerical coding. At every stage of this study, ethical rules were followed, and personal information was kept confidential.

Data Analysis

Two questionnaires were administered online, and ideas and perceptions of participants were collected and analyzed by using the SPSS 25 software program. After checking the requirements of statistical assumptions of quantitative data analysis on statistical analysis programs, descriptive analysis was performed to reveal frequency (n), percentage (%), arithmetic mean (X), standard deviation (SD), minimum score (Min) and maximum score (Max) results obtained from the questionnaire about the preferences of participants toward textbooks and the central epistemological beliefs scale together with their components (Büyükoztürk et al., 2017).

FINDINGS

Students’ reflections on textbooks

As one of the research questions of this study, the ideas of students about textbooks were examined with the questionnaire of textbook preference in foreign language teaching by Oruç and Yavuz (2013) and the findings were presented in two parts. The first part consists of four questions; one question for choosing the ideal

definition of the textbook and three questions for content, context and skills in textbooks and they are schematized below.

Table 1. Definition of Textbooks

Definitions	n	%
a. An activity source for students to practice and communicate	33	%58.93
b. A reference source for students to study grammar, vocabulary and pronunciation	13	%23.21
c. A source for in-class language activities and/or individual training	4	%7.14
d. A presentation tool	2	%3.57
e. A source for individual learning and/or individual training	2	%3.57
f. An assistance for teachers with less experience to gain confidence	2	%3.57
Total	56	%100

As illustrated in Table 1, most of the students; 33 participants (%58.93); preferred to define a textbook as “an activity source for students to practice and communicate”, 13 participants (%23.21) as “a reference source for students to study grammar, vocabulary and pronunciation.” The other definitions were under %10 and reported as “a source for in-class language activities and/or individual training”, “a presentation tool”, “a source for individual learning and/or individual training” and “an assistance for teachers with less experience to gain confidence.”

Table 2: Textbook Components in Order of Importance

Component	1	2	3	4	5	Total Score
Teacher’s book	%35.71 20	%17.86 10	%19.64 11	%12.50 7	%14.29 8	3.48
Student’s book	%41.07 23	%32.14 18	%8.93 5	%14.29 8	%3.57 2	3.93
Student’s workbook	%7.14 4	%32.14 18	%44.64 25	%14.29 8	%1.79 1	3.29
Cassettes/CDs	%12.50 7	%10.71 6	%25 14	%42.86 24	%8.93 5	2.75
Other materials	%3.57 2	%7.14 4	%1.79 1	%16.07 9	%71.43 40	1.55

Table 2 shows the preferences of students for the ideal components of a textbook packet. The components were offered as “Teacher’s book”, “Student’s book”, “Student’s workbook”, “Cassettes/CDs” and “Other materials” and participants were asked to make an order of importance by giving number 1 to most important and number 5 to least important. Most of the students marked “Student’s book” as the most important component (\bar{x} = 3.93), “Teacher’s book” as the second most important (\bar{x} = 3.48) “Student’s workbook” as the third most important (\bar{x} = 3.29), “Cassettes/CDs” as the fourth most important (\bar{x} = 2.75), “Other materials” as the least important component (\bar{x} = 1.55).

Table 3: Textbook Contents in Order of Importance

Content types	1	2	3	4	Total Score
Construct	%12.50 7	%14.29 8	%32.14 18	%41.07 23	1.98
Function	%32.14 18	%37.50 21	%23.21 13	%7.14 4	2.95
Subject	%26.79 15	%19.64 11	%26.79 15	%26.79 15	2.46
Skill	%28.57 16	%28.57 16	%17.86 10	%25.00 14	2.61

Table 3 indicates the preferences of students for the ideal content of the textbook. Students were asked to make an order with content types of construct, function, subject and skill. Most of the students stated that the content of the textbook should be organized according to Function-based content ($\bar{x} = 2.95$). The other contents are given sequentially; Skill-based content ($\bar{x} = 2.61$), Subject-based content ($\bar{x} = 2.46$), and Construct-based content ($\bar{x} = 1.98$).

Table 4: Skills That Textbooks Should Highlight in Order of Importance

Skills	1	2	3	4	Total Score
Writing skills	%10.71 6	%17.86 10	%16.07 9	%55.36 31	1.84
Reading skills	%19.64 11	%23.21 13	%50.00 28	%7.14 4	2.55
Speaking skills	%64.29 36	%16.07 9	%12.50 7	%7.14 4	3.38
Listening skills	%5.36 3	%42.86 24	%21.43 12	%30.36 17	2.23

Table 4 displays students' preferences for the ideal order of skills that the textbook should highlight. Four skills of writing, reading, speaking and listening were put in order of importance according to mean scores out of five. Most of the students stated that textbooks should highlight Speaking skills ($\bar{x} = 3.38$). The other skills are given sequentially, reading skills ($\bar{x} = 2.55$), listening skills ($\bar{x} = 2.23$), and writing skills ($\bar{x} = 1.84$).

The second part of the questionnaire of textbook preference in foreign language teaching is composed of 20 items in 5-likert type and students were asked to give scores for each item between 1 for "Totally Disagree" and 5 for "Totally Agree."

Table 5: Frequency of Items for Textbook Preference

Items	N	Min	Max	Mean	SD
T1	55	1.00	5.00	3.98	1.16
T2	55	4.00	5.00	4.67	.47
T3	55	3.00	5.00	4.64	.52
T4	55	3.00	5.00	4.60	.53

T5	55	2.00	5.00	4.60	.66
T6	55	1.00	5.00	3.40	1.12
T7	55	2.00	5.00	4.35	.67
T8	55	1.00	5.00	4.18	.80
T9	55	1.00	5.00	3.78	1.01
T10	55	1.00	5.00	3.22	1.21
T11	55	3.00	5.00	4.20	.70
T12	55	1.00	5.00	3.53	1.18
T13	55	3.00	5.00	4.25	.62
T14	55	1.00	5.00	3.51	1.27
T15	55	4.00	5.00	4.62	.49
T16	55	3.00	5.00	4.49	.57
T17	55	3.00	5.00	4.11	.69
T18	55	1.00	5.00	3.47	1.02
T19	55	3.00	5.00	4.53	.54
T20	55	1.00	5.00	4.67	.67

Table 5 indicates that of 20 items of the questionnaire, 13 items (Items 2, 3, 4, 5, 7, 8, 11, 13, 15, 16, 17, 19 and 20) gained high scores ($\bar{x} \geq 4$), while the other 7 items (1, 6, 9, 10, 12, 14, 18) gained moderate scores ($3 \leq \bar{x} < 4$). Among the items, item 2 (The textbook should match the needs of the students.) and item 20 (Students should be encouraged to be active.) have the highest mean score ($\bar{x} = 4.67$). On the other hand, item 10 (The textbook is indispensable for foreign language teachers.) has the lowest mean score ($\bar{x} = 3.22$).

Students' Central Epistemological Beliefs

The second research question of the study aims to define the epistemological beliefs of students and the central epistemological beliefs scale developed by Oksal et al. (2006) was used to collect information. As the scale consists of 23 items with four components; "belief in science as source of knowledge", "belief in a rational society", "belief in superstitious rituals" and "belief in supernatural powers", the collected data were analyzed according to these four dimensions. A single total score is not obtained from the central epistemological beliefs scale, so each subscale is scored independently. In each dimension, a high score may represent a student's high belief in the statement in that dimension, while a low score may represent a student's low belief in the statement in that dimension. The first factor (*belief in science as source of knowledge*) is composed of 7 items and in this subscale, the possible scores range between 7 and 35. The second factor (*belief in a rational society*) includes 6 items and the possible scores range between 6 and 30. The third factor (*belief in superstitious rituals*) again includes 6 items, and the possible scores range again between 6 and 30. The fourth factor (*belief in supernatural powers*) is composed of 4 items and the possible scores range between 4 and 20. In each dimension, a high score may represent a student's high belief in the statements in that dimension, while a low score may represent a student's low belief in the statements in that dimension. In addition, the scoring groups obtained by dividing the total scores into three equal parts indicate low, medium and high level epistemological beliefs (Demir, 2012). Therefore, according to the maximum and minimum scores, the scores between 23-53 may indicate low level epistemological beliefs, the scores between 54-84 may indicate medium level epistemological beliefs, and the scores between 85-115 may indicate high level epistemological beliefs.

Table 6: Total Scores in the Central Epistemological Beliefs Scale

Description	Score
Mean	65.43
SD	10.07
Minimum Point Available	23
Minimum Point Received	42
Maximum Point Available	115
Maximum Point Received	99

As shown in Table 6, the minimum and maximum scores that can be obtained from the central epistemological beliefs scale are between 23 and 115 points. The minimum score obtained by the participants was 42 and the maximum score was 99. When the total scores of the participants were analyzed, it was stated that they had an average score of 65.43 and this score corresponds to medium level epistemological beliefs. As the central epistemological beliefs scale was composed of four components, the obtained mean scores were reported in Table 7 below concerning all components.

Table 7: Central Epistemological Beliefs of Students with Four Components

Components	N	Min	Max	Mean	SD
Component 1	55	1.00	5.00	2.51	.82
Component 2	55	1.00	5.00	3.34	.68
Component 3	55	1.00	3.00	1.96	.60
Component 4	55	2.00	5.00	4.04	.76
Total	55	1.83	4.30	2.85	.44

According to Table 7, it is seen that component 4; “belief in supernatural powers” received the highest attention ($\bar{x} = 4.04$). Component 2; “belief in a rational society” received the second highest score ($\bar{x} = 3.34$). Component 1; “belief in science as source of knowledge” was the third highest score ($\bar{x} = 2.51$). Component 3; “belief in superstitious rituals” received the lowest mean score ($\bar{x} = 1.96$).

CONCLUSION and DISCUSSION

This research aimed at defining the preferences of learners of English as a foreign language toward the ideal textbook and their central epistemological beliefs. Most of the participants regarded the ideal textbook as “an activity source for students to practice and communicate” and accepted the student’s book as the main component of the textbook packet before the teacher’s book, student workbook, cassettes/CDs and other materials. Similarly, most of the participants advised that the content of textbooks should be function-based. The main language skill that should be covered in textbooks was speaking skill, and then came the reading, listening and writing skills according to mean scores. Students gave importance to most of the items in the questionnaire of textbook preference and marked moderate or high scores.

When the students’ central epistemological beliefs were examined, they were reported to have medium level epistemological beliefs in general, and the component with the highest mean score was “belief in supernatural powers” and then came “belief in a rational society” and “belief in science as source of knowledge” in order.

Lastly, the component with the lowest mean score was “*belief in superstitious rituals.*” As stated by Schommer (1994), it is normal to have differences in the scores obtained from the sub-dimensions that construct the epistemological belief system. It is stated that students with developed epistemological beliefs in the learning process are more advantageous than students with undeveloped epistemological beliefs (Demir, 2012). The rationale behind this view is that some students are more unsuccessful in learning-teaching processes because of their beliefs about knowledge and learning, not because of low intelligence, lack of ability or not working hard enough (Deryakulu, 2004).

Since the participants in this study were found to have medium level epistemological beliefs, it is seen that there is no negative situation that would affect the choice of the textbook. Moreover, participants preferred the dimension “belief in supernatural powers” as the primary source of information and “belief in a rational society” as the secondary. This finding shows us that the participants make more supernatural (creative) and socially based analyses as the source of knowledge. This finding was not so surprising as the participants were students in the faculty of theology, and they had a similar conservative worldview. The central epistemological beliefs of students may be affecting the textbook preferences of students.

Related studies in the literature show that students' epistemological belief levels can be improved by some teaching methods (Bendixen & Rule, 2004; Kienhues, Bromme, & Stahl, 2008). Therefore, while epistemological beliefs are thought to be effective in perceptions of textbooks, it is expected that selected and used textbooks will also contribute to students' epistemological levels. This situation points to a bidirectional interaction between textbooks and epistemological beliefs.

In addition, it was observed that students with developed epistemological beliefs preferred deeper approaches to learning, while students with underdeveloped epistemological beliefs preferred more superficial approaches such as memorization (Chan & Elliott, 2000). In a similar way to these findings, in the present study, medium or high levels of epistemological beliefs may help students identify more effective course materials.

SUGGESTIONS

By unveiling the ideas and perceptions of English language learners toward textbooks and epistemological beliefs, this study contributes to a deeper comprehension of the intricate cognitive, psychological, and pedagogical underpinnings of language learning. The findings hold practical implications for educators, curriculum designers, and policymakers by informing decisions related to the selection and design, of course, materials that resonate with students' cognitive orientations and perceptions. In sum, this research endeavors to elucidate the complex interaction between English coursebook preferences and epistemological beliefs. Through a rigorous examination of this interaction depending on the reflections of English learners, this study seeks to enrich pedagogical implications, optimize curriculum design, revise materials development processes, and foster a further study on the effect of textbooks, language materials and epistemological beliefs in different language teaching and learning settings with various stakeholders.

ETHICAL TEXT

In this article, journal writing rules, publication principles, research and publication ethics rules and journal ethics rules were followed. Responsibility for any violations that may arise regarding the article belongs to the author. This study is mainly based on data collected in 2017 with relevant participants based on voluntary participation.

Author(s) Contribution Rate: The author's contribution rate is %100 in this study.

REFERENCES

- Allwright, R. L. (1981). What do we want teaching materials for? *ELT Journal*, 36(1), 5–18. <https://doi.org/10.1093/elt/36.1.5>
- Alptekin, C. (1993). Target-language culture in EFL materials. *ELT Journal*, 47(2), 136-143. <https://doi.org/10.1093/elt/47.2.136>
- Amiryousefi, M., & Ketabi, S. (2011). Anti-textbook arguments revisited: A case study from Iran. *Procedia-Social and Behavioral Sciences*, 15, 215-220. <https://doi.org/10.1016/j.sbspro.2011.03.0>
- Azizfar, A., Kossha, M., & Lotfi, A. R. (2010). An analytical evaluation of Iranian high school ELT textbooks from 1970 to the present. *Procedia Social and Behavioral Sciences*, 3, 36–44. <https://doi.org/10.1016/j.sbspro.2010.07.010>
- Bendixen, L. D., & Rule, D. C. (2004). An integrative approach to personal epistemology: A guiding model. *Educational Psychologist*, 39(1), 69–80. https://doi.org/10.1207/s15326985ep3901_7
- Büyüköztürk, Ş., Çakmak, E. K., Akgün, Ö. E., Karadeniz, Ş., & Demirel, F. (2016). *Bilimsel araştırma yöntemleri*. Pegem Akademi.
- Chan, K. W., & Elliott, R. G. (2000). Exploratory study of epistemological beliefs of Hong Kong teacher education students: Resolving conceptual and empirical issues. *Asia Pacific Journal of Teacher Education*, 28(3), 225-234. <https://doi.org/10.1080/713650691>
- Cunningsworth, A. (1995). *Choosing your coursebook*. Heinemann. <http://create.canterbury.ac.uk/8079/>
- Demir, M. K. (2012). İlköğretim bölümü öğretmen adaylarının epistemolojik inançlarının incelenmesi. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 25(2), 343-358. <https://doi.org/10.19171/uuefd.24636>
- Deryakulu, D. (2004). Epistemolojik İnançlar. Y. Kuzgun ve D. Deryakulu (Ed.), *Eğitimde bireysel farklılıklar içinde* (259-287), Nobel Yayın Dağıtım.
- Gray, J. (2000). The ELT course book as cultural artifact. *ELT Journal*, 54(3), 274–283. <https://doi.org/10.1093/elt/54.3.274>
- Harmer, J. (2001). Coursebooks: A human, cultural and linguistic disaster? *Modern English Teacher*, 10(3), 5–10.
- Haycroft, J. (1998). *An introduction to English language teaching*. Longman. <http://ci.nii.ac.jp/ncid/BA07403712>
- Hutchinson, T. & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48(4), 315-3285. <https://doi.org/10.1093/elt/48.4.315>

- Karasar, N. (2006). *Bilimsel araştırma yöntemi*. Nobel Yayın Dağıtım.
- Kienhues, D., Bromme, R. & Stahl, E. (2008). Changing epistemological beliefs: The unexpected impact of a short-term intervention. *British Journal of Educational Psychology*, 78, 545-565. <https://doi.org/10.1348/000709907x268589>
- Kirkgöz, Y. (2009). Evaluating the English textbooks for young learners of English at Turkish primary education. *Procedia Social and Behavioral Sciences*, 1(1), 79–83. <https://doi.org/10.1016/j.sbspro.2009.01.016>
- Oksal, A., Şenşekerci, E., & Bilgin, A. (2006). Merkezi epistemolojik inançlar ölçeğinin geliştirilmesi: Geçerlik ve güvenirlik. *Uludağ Üniversitesi Eğitim Fakültesi Dergisi*, 19(2), 371-381. <https://doi.org/10.19171/uuefd.96350>
- O'Neill, R. (1982). Why use textbooks? *ELT Journal*. 36(2), 104-111. <https://doi.org/10.1093/elt/36.2.104>
- Oruç, N. & Yavuz, B. (2013). Yabancı dil öğretiminde ders kitabı seçimi. *Uluslararası Sosyal Araştırmalar Dergisi*, 6(27), 398-407.
- Özkan, Y., & Dal, M. (2017). Investigating the effectiveness of English coursebooks through content analysis. *Çukurova University Faculty of Education Journal*, 46(1), 150-175.
- Prodromou, L. (1988). English as cultural action. *ELT Journal*, 42(2), 73-83. <https://doi.org/10.1093/elt/42.2.73>
- Richards, J. C. (2001). *The role of textbooks in a language program*. Retrieved November 12, 2, 2008, from <http://www.professorjackrichards.com/pdfs/role-of-textbooks.pdf>
- Richards, J. C. (2006). Materials development and research—Making the connection. *RELC Journal*, 37(1), 5–26. <https://doi.org/10.1177/0033688206063470>
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge University Press. <https://doi.org/10.1017/cbo9780511667305>
- Schommer, M. (1994). Synthesizing epistemological belief research: Tentative understandings and provocative confusions, *Educational Psychology Review*, 6(4), 293–319. <https://doi.org/10.1007/BF02213418>
- Sheldon, L. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42(2), 237–246. <https://doi.org/10.1093/elt/42.4.237>
- Swales, J. M. (1980). ESP: The textbook problem. *English for Specific Purposes*, 1(1), 11–23.
- Tomlinson, B. (2008). *English language learning materials: A critical review*. Bloomsbury Academic. <https://doi.org/10.5040/9781474212182>
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45(2), 143–179. <https://doi.org/10.1017/s0261444811000528>
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge University Press. <http://ci.nii.ac.jp/ncid/BA27561374>