THE "SIX-STEP SELECTION" (SSS) PROCESS FOR THE ELT MATERIALS

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Abstract: There are important actors in teaching. One of these actors is material. In this study an example selection process is handled. The process' name is "Six-Step Selection" and can shorten as SSS. One optional totally six steps are included as can be understood by its name. All the stages were tested in a high school chief of department, teachers and students. SSS process is open to be developed.

Key words: Foreign language teaching, material, material selection, material evaluation and the Six-Step Selection process.

İNGİLİZCE EĞİTİMİ MALZEMELERİNDE ALTI ADIMDA SEÇİM SÜRECİ

Öz: Eğitimde önemli elemanlar bulunmaktadır. Bu elemanlardan bir tanesi kullanılan malzemedir. Bu çalışmada örnek bir seçim süreci ele alınmıştır. Sürecin adı "Altı Aşamalı Seçim Süreci"dir ve İngilizce isminin baş harfleri kullanılarak SSS şeklinde kısaltılmıştır. Birisi isteğe bağlı olmak üzere süreç adından da anlaşılacağı gibi altı aşamadan oluşmaktadır. Tüm aşamalar bir lisenin yabancı diller bölümü öğretmenleri ve öğrencileri tarafından test edilmiştir. SSS süreci geliştirilmeye açıktır.

Anahtar Kelimeler: Yabancı dil eğitimi, malzeme, malzeme seçimi, malzeme geliştirme ve Altı Adımda Seçim süreci

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Introduction

The aim of this study is to give a path for selection. Teaching has some vital elements such as learner, teacher, method or material. One of the elements' qualities shows parallelism with the quality of teaching. Such as teachers, students, directors are standing on one side of teaching era while methods, materials, technology are being on another side. Both sides change in time in mutually influencing each other. In fact all elements are drifted each other in the teaching process. In this study, English Language Teaching (ELT) material selection process is exemplified with a practical study which is called "Six-Step Selection" (SSS).

Material selection process is important for various reasons. First it is decided at the beginning and hard to change in middle of the education period. It is sure that it can be developed if it is necessary. When an unsuitable material converts into a good material, it will be easier to convert suitable material into a perfect one. Energy spending on the developing on the materials may be useful in lots of different areas in teaching. A school may have all of the latest technology and the best physical environment. Without the right material to follow it is hard to achieve the goals.

There are many resources for language teaching besides the numbers in this field still growing. It is easy to realize that there is an industry has been built up around changing ELT resources prepared via different methodologies. When the selection time comes up, outnumbered materials and the differences in them may make the selection process hard. Organized and clear process will help to pick up the most suitable material in a proper way. Otherwise the extended bazaar of the resources will flow the selection process to a disadvantageous arrival.

It is believed that no selection is perfect. Besides poor selection process may lead to various unnecessary costs in the education period both for teachers or students. The material requires responsibility for the ones who take part in the selection process. Faith Schullstrom defines the responsibility for selection in these words (www.ncte.org/: 2013):

> *"Selecting materials requires in-depth knowledge: not just of students' backgrounds and learning experiences, but also of their abilities, interests, and learning styles; not just of educational objectives, but of the best practices and range and quality of materials for meeting them; not just of the particular work being considered, but of its place within the medium, genre, epoch, etc., it represents. In short, responsible selection demands not only the*

experience and education needed to make sound choices but also the ability to defend the choices made."

Pardo and Téllez from Universidad Externado de Colombia point out the importance of material selection among the rich and updated materials in the market (Pardo and Téllez: 2009):

"For many decades, materials development was merely the production accompanying a wide range of learning resources to illustrate methods. However, things have started to change due to teachers' awareness of two issues: first, the huge production in the interest of methodologies and materials used for teaching; and second, the importance of including students' voices in order to update teaching materials in terms of the way learners would like to learn and what they need to learn in today's increasingly globalized world."

According to the Teaching English as a Foreign Language (TEFL) Glossary, English Language Teaching "(ELT) materials means" (http://www.tefl.net/ref/glossary.htm: 2013):

"Educational resources for teachers and/or learners, including things such as books, tests, websites, handouts and audiovisual materials"

Trujillo, Torrecillas and Salvadores from University of Granada, dividing the material and sources into three sections, they give first place to the textbook with other traditional elements (Trujillo, Torrecillas and Salvadores: 2010):

"Materials and resources have been divided into three sections: the old, the new and the newest. The first one includes the most traditional elements in a language classroom: the blackboard, the textbook, visual aids and hand-made materials. The second comprises the over-head projector, the audio player and the video camera and video player. Finally the latter section deals with the information and communication technologies which represent the brand-new present and the future of our profession."

Different types of materials may serve in the teaching process. Cunningsworth describes two types of teaching materials: teacher-made and commercially prepared materials. Following purposes can be mentioned in using these teaching materials (Cunningsworth, 1995, p. 7):

- A source for presentation material (written or spoken)
- A source of activities for learner practice and communicative interaction
- A reference source for learners on grammar, vocabulary, pronunciation, and so on
- A source of stimulation and ideas for classroom activities
- A syllabus (where they reflect learning objectives that have already been determined)

There are some examples of ELT materials selection in the literature. Quintero's and Shave's works are outlined in this study. The first example is Quintero's work.   Quintero's paper (www.britishcouncil.org) may be thought as another example for the material selection. Quintero organizes the selection two main parts: theoretical issues and the CATALYST test. In the first part, schedule, teachers and students need are being discussed. In the second part the material is asked in some ways:

- (C) Communicative?
- (A) Aims?
- (T) Teachability?
- (A) Available Add-ons?
- (L) Level?
- (Y) Your impression
- (S) Student interest?
- (T) Tried and tested?

The second example, Shave's work, gives a five-step-selection containing (http://iteslj.org):

- Who Will Use the Course book? In What Situation?
- Analysis of the Methodology and Syllabus
- A Closer Look at Individual Units
- Evaluation Strengths and Weaknesses of each Unit
- Trialing
- Selection

Garinger states the selection of the materials for ELT classes as one of the most important decisions facing ESL teachers. Garinger describes the decisions to selection process will affect teachers and the overall classroom dynamic (http://www.cal.org). In recent years there has been a lot of debate throughout the ELT profession on the actual role of materials in teaching English as a Second/Foreign Language. This role has been illustrated better by Richards. The use of commercial textbooks in teaching has both advantages and disadvantages. The following list shows both of them (Jodai: 2012, 23):

- Advantages
- They provide structure and syllabus for a program.
- They help standardized instruction.
- They maintain quality.
- They provide a variety of learning resources.
- They are efficient.
- They can train teachers.
- Disadvantages
- They may contain inauthentic language.
- They may distort content.
- They can dislike teachers.
- They are expensive.

The material for an ELT classes should have lots of qualities. For instance the material should be sensitive, practical, interesting and also useful on different issues. The difficulty and the importance of choosing make the selection process critical. Teachers know their students' ages, their objectives and the curriculum. They also know if they are teaching a standard test course or not. They are aware of syllabus and approach they follow. Kenneth states these issues help to find the right course books and supplementary materials for the course (http://esl.about.com/: 2014).

Method

As can be understood from its name there are six steps in the method. All the steps may be glanced before detailing:

- First step is the time when the teachers meet the books' representatives or the books themselves. It is called "Meeting with the publisher/ consulter".

- In the second step teachers choose one of the books to study on it. This step is called "Borrowing the materials"
- Teachers take the book into the class in the third step which is called as "Classroom application".
- In the fourth step all the teachers come into together to talk about their experiences and they fill in a form to score their books. That step is called "Meeting for the last decision".
- Fifth step can be thought as an optional step. This is the step that will be implemented if necessary an it is called "Last meeting with the publisher's consulter".
- Last step or decision making part is called as "Last decision".

In the study all the English teachers took part in the application of SSS in a high school in İzmir - Turkey. Totally 29 teachers, 13 of them have more ten-year experiment. Class applications were done in the classroom full of 24-28 students with the grades from prep to 12 under 11 different teachers' control.

Major publishers have representatives in major cities. 11 books from 4 major publishers were practiced, examined, searched, analyzed, observed, scanned and studied. The Book's List (Table 1) shows the books (Aim High, Face to Face, Gateway, New Inspiration, Interactive, Interchange, Laser, Network, Network, Solutions, Speak Out and Touchstone) applied grades (prep, 9th, 10th, 11th and 12th grades of Maltepe Military High School and publishers (Cambridge, Macmillan, Oxford and Pearson/Longman). They are all in the alphabetical order to books' title in the table:

Table 1

Books' List

Number	Book's title	Publisher	Applied grade
1	Aim High	Oxford	11th
2	Face to Face	Cambridge	12th
3	Gateway	Macmillan	10th
4	New Inspiration	Macmillan	9th
5	Interactive	Cambridge	10th
6	Interchange	Cambridge	Prep and 12th
7	Laser	Macmillan	9th
8	Network	Oxford	10th
9	Solutions	Oxford	9th
10	Speak Out	Pearson/Longman	Prep and 12th
11	Touchstone	Cambridge	11th

The Six-Step Selection

First step "Meeting with the publisher/ consulter"

A meeting will be arranged with the publisher. All major publishers have representatives in major cities. Communication data can be found online. The latest versions of the materials are submitted in Reference (1).

Before the meeting familiarizing with what is available by checking out the online catalogues is also possible. They are eager to gather into together with the schools/ directors or teachers. They arrange such a

meeting enthusiastically. They of course may have mainly financial reasons to do that however teachers can get books in financial ways!

Writer describes his/her own work with the reasons why and how s/he had chosen the way or method that he followed in writing his/her book. In the lack of writer, the publisher may arrange a meeting with a consulter who has studied the text book in details.

Meeting with the publisher/ consulter may help to state the name of the book or books titles to study. Some materials may be omitted for some reasons or some wrong selections may be done according to the schedule or student age etc. publisher consulters may be a good helper to find the most suitable title to be studied on it/them.

In some cases a meeting may not be arranged with the publisher. Books have short definitions on their own catalogues. Reading all these definitions will be useful for the managers and teachers or the ones who have a role in the book selection progress. As an example all the books which are studied in this article can be found in their internet addresses below in the alphabetical order:

- Aim High

 "Aim High is a five-level course that develops language learning through carefully chosen vocabulary (including words from the Oxford 3000™), texts which are interesting, and essential study skills. The iTools digital material adds variety to class teaching and the Student CD-ROM is great for home study. Online Practice provides extra homework activities that can be automatically marked and that teachers can track. Revision and self-assessment sections help learners towards exam success and there is extensive testing material too." The internet address is submitted in Reference (2).

- Face to Face

 "Face2face is a six-level general English course for adults and young adults. Nobody is more qualified than our authors to tell you about *face2face*. You can watch the video where course author Gillie Cunningham answers the question 'How does *face2face* reflect the needs of adult learners in the real world?'. You can visit the resources pages for UK ESOL and CEF maps, a guide to using the CD-ROM, wordlists in 13 languages, and a placement test." The internet address is submitted in Reference (2).

- Gateway

 "Accompanying the five level-series designed to lead teenage students to success in school-leaving / university entrance examinations, Gateway Practice Online courses offer supplementary resources explicitly focusses towards exam preparation. They are the ideal solution to boost your students' confidence and help them prepare for their general school leaving exam, as well as for KET, PET and FCE." The internet address is submitted in Reference (2).

- New Inspiration

 "New Inspiration takes all the best elements of the original course and adds some exciting new characteristics perfect for motivating and challenging teenage students. The four-level course takes teenagers from beginner to intermediate level, evolving with the students, reflecting their changing needs and interests." The internet address is submitted in Reference (2).

- Interactive

 "Interactive is an inspiring new four-level course for teenagers. It contains a wealth of content to motivate your students to communicate confidently in English, stimulate discussion about culture throughout the English-speaking world, and engage them with new technology and a fresh approach to learning." The internet address is submitted in Reference (2).

- Interchange

 "Interchange's well-known communicative and functional methodology has been tried and tested by millions of students around the world, and it has become the world's most trusted brand among English language teachers. Better integration of course components makes planning and teaching lessons easier than ever before. Everything you need to make your class come to life is now even more accessible and easier to find. As with earlier editions, Interchange Fourth Edition provides teachers and students with a wide range of course components for use inside or outside of the classroom. *Interchange Fourth Edition* now offers greater flexibility of use that adapts to any type of class size, any teaching situation, and to any student learning style. A wide range of new print and digital components provide a full solutions package for institutions who are looking for a course that offers multiple components in print and digital format, and for teachers and students who want multiple options for teaching and learning." The internet address is submitted in Reference (2).

- Laser

 "Laser is a five-level course, designed to cater to younger exam students, and now covering the entire span of secondary education. It is the perfect preparation for students still at school and working towards school-leaving exams and the Cambridge ESOL, KET, PET and FCE exams. The topic-based units cover the lexical and grammatical syllabus of the Elementary to Upper Intermediate levels of the Council of Europe's Common European Framework. The course integrates development of all the language skills: reading, writing, listening and speaking, and regular revisions sections check continuous progress." The internet address is submitted in Reference (2).

- Network

 "Five-level general English course that harnesses the power of social networking to help students learn English. Network uses social networking to link learners for common goals – shared language success and professional growth. Social networking themes are incorporated through a variety of classroom-based and online tasks. These provide an authentic and meaningful context for language learning. Network is easy to teach and easy to learn from – the one-page, one-lesson, one-learning outcome approach requires minimum preparation and helps you to track your students' progress. Additional resources include authentic video from the BBC Motion Gallery, iTools digital resources for interactive whiteboards, and Online Practice that you can assign as homework and track." The internet address is submitted in Reference (2).

- Solutions

 "A five-level general English course for 14-19 year-olds, who are also preparing for the school-leaving exam. Lesson-per-page structure which is easy to use and saves valuable preparation time. Teen-interest topics and personalized activities appeal to young learners. Every lesson has an outcome: 'I CAN' statements at the top of each page build confidence by showing students what they will progressively achieve. Speaking is

integrated into all lessons to give students constant opportunities to speak. Students get masses of practice from the Student's Book, Workbook, MultiROM, photocopiables, and the Student's website. Build your students' confidence and improve their exam grades through an exam page at the end of every unit, and an interactive practice test on oxfordenglishtesting.com." The internet address is submitted in Reference (2).

- Speakout

 "Speakout is a comprehensive six level general English course that helps adult learners gain confidence in all skill areas using authentic materials from the BBC. It has a wide range of support material for a variety of teaching situations." The internet address is submitted in Reference (2).

- Touchstone

 "Touchstone Blended Learning is a completely customizable suite of print and digital course components that can be delivered 100% online, 100% in print, or anywhere in between. It is the first fully blended English language course from Cambridge University Press. Aimed at adult and young adult learners of English, Touchstone is a unique combination of book-based and online learning… with both using the same syllabus and teaching techniques to deliver the same learning outcomes. It lets you adjust how much book-based and online learning you use… to 'blend' the course based on your needs and resources." The internet address is submitted in Reference (2).

A quick reading for the short definitions in the publishers' catalogues will be enough confusing. It is clear that deciding or choosing the best one by reading only. On the other hand it will be useful to recognize or be familiar with the materials.

At the end of the meeting step teachers gets some knowledge about the materials. Since teachers should thoroughly examine the curriculum this will help them to decide which materials may be thought as suitable with the goals and the curriculum.

It should be noted that during the implementation of some step there may be some disadvantages besides advantages. The advantages and disadvantages of the second step are listed in following lines:

The advantages:

- To get all the advantageous sides of the book in a short time.
- To get well-prepared background for the book in a short time.
- To realize the reasons for organizing the book by the first hand.
- To understand the structure/method/approach via listening the creator.
- To get some advices to schedule.
- To lessen the risk of overlooking all the components/additional materials.
- To get the syllabus links in a short time.
- Giving the school and learner group's profile and facing to all the appropriate material in the beginning of the meeting.

- To have the chance asking and getting the weakest point/s of the material in the publisher's side.

The disadvantages:

- To hear only the positive sides.
- Financial anxiety.

Second step "Borrowing the materials"

Specimens of the materials will be borrowed by the teachers. Teacher may check all materials him/herself. A evaluation checklist prepared using the materials by Mukundan, J., Nimehchisalem, V., & Hajimohammadi, R. (2011) and Masoud Khalili & Hojat Jodai (2012):

- Layout and design
- Aims and approaches
- Methodology of the book
- Skills; Activities and Tasks
- Language Type and Content
- Practical consideration
- Periodic review and test section
- Authentic language
- Cultural and social factors
- The course components

The following course book content is given below to exemplify to create similar content pages in the mind. The book (Interchange; Cambridge University Press, 2013) contains 16 main units and 8 progress checks. Each of the main units follows a format consisting of the following sections (Interchange Intro Teacher's Edition 2013: xii-xv):

- Cycle 1 with a topic
o Snapshot
▪ Introduces the unit and cycle topic
▪ Present vocabulary for discussion the topic
▪ Uses real-world personalized guided discussion questions
o Conversation
▪ Provides structured listening and speaking practice
▪ Introduces the meaning and the use of Cycle 1 grammar in context
▪ Uses pictures to set the scene and illustrate new vocabulary
▪ Provides follow-up listening task
o Grammar focus
▪ Summarizes the Cycle 1 grammar

- Includes audio recordings of the grammar practice in realistic contexts, such as short conversations
- Provides controlled grammar practice in realistic contexts, such as short conversations
- Provides freer, more personalized speaking practice
- Cycle 2 with another topic
o Word power
- Presents vocabulary related to the unit topic
- Provides practice with collocations and categorizing vocabulary
- Promotes freer, more personalized practice
o Discussion
- Provides communicative tasks that help develop oral fluency
- Recycles grammar and vocabulary in the cycle
- Includes pair work, group work, and class activities
o Conversation
- Provides structured listening and speaking practice
- Introduces the meaning and the use of Cycle 2 grammar in context
- Uses pictures to set the scene and illustrate new vocabulary
- Introduces useful expressions and discourse features
o Grammar focus
- Summarizes the Cycle 2 grammar
- Uses pictures to set the scene and illustrate new vocabulary
- Provides controlled grammar practice in realistic contexts, such as short conversations
o Reading
- Presents a variety text types
- Introduces the text with a pre-reading task
- Develops a variety of reading skills, such as reading for main ideas reading for details, and inference
- Promotes discussion that involves personalization and analysis

In the following lines the advantages and disadvantages of the second step can be found:

- The advantages:
o To test convenience having the background of the knowledge on the school/student and syllabus.
o To check the level/method/approach him/herself.
- The disadvantages:
o Having bias for some reasons.
o The risk of lack of eagerness, experience or knowledge.
o

Third step "Classroom application"

The appropriate level/unit will be done in the classroom. The most appropriate thinking the students' level is vital point. Whole unit should be studied from the beginning till the end including exercises/homework part(s). It will be meaningful to explain to the class the purpose of doing such an experimental work before the application. After the class application the following results may be graded by the teacher:

- Students' interest/fun
- Four skills variety
- Unit's suitability/workability
- Duration
- The level of teacher friendliness
- Updated content
- Technology usage
- Organization/pictures

The advantages of the third step may be:

- To test convenience in progress
- To observe students' interest
- To face the problems in advance

The disadvantages may be listed as in the following lines:

- Having current program/syllabus
- Being unfamiliar to the book
- Teacher's/students' eagerness

Fourth step "Meeting for the last decision"

All the teachers will discuss their ideas/experiments on the book. As the criteria items; CEFR suitability, updated vocabulary/content/pictures, ready exams, teacher friendly, software, video program, online support, online classroom support, national syllabus suitability, four skills, optional studies and additional materials can be evaluated. Evaluation may be assured filling in the boxes by plus (+) and minus (-). The material(s) or book(s) with the highest score(s) is winner.

The following **Table 2** named **SSS Grading Checklist** may be used to grade the book out of 12:

Table 2

SSS Grading Checklist

Criteria items	Book No.1	Book No.2	Book No.3	Book No.4	Book No 5	Book No.6	Book No.7	Book No…
CEFR Suitability								
Updated vocabulary/ content/ pictures								
Ready exams								
Teacher friendly								
Software								
Video program								
Online support								
Online classroom support								
National syllabus suitability								
Four skills								
Optional studies								
Additional materials								
Total *Out of 12*								

The advantages of the fourth step may be:

- To state the standards
- To evaluate all the books equally
- To see the differences on one sheet
- To make the evaluation by counting the checks
- To see the result in a simple way
- To decide the winner looking at the total
- To be fair during the step
- To be away from bias in final phase

The disadvantages of the fourth step may be limited within the criteria items:

- Criteria items
o may be too much/less for the school
o may be useless or extra
o may be overlooked
o my be commended wrongly or differently

Fifth step "Last meeting with the publisher's consulter"

One or a group teacher may meet with the publisher's consulter(s) in the case of necessity. This step is optional. It depends on the necessity to get the answers to if there are any final questions or requests about the materials. If it occurs this will be at least second meeting with the consulter or consulters. The necessity for this meeting will clear if there are some unclear points or questions to ask. In the first meeting some points may be missed. The missing is valid for both teachers and consulters. It is important to give all the requests to the consulter before the meeting. Getting all the requests in advance will help the consulter to be equipped well for the meeting. This will make the meeting as an extremely productive one for both sides.

There may be satisfactory or unsatisfactory answers to the teachers' questions. That point is not important. All types of responses will contribute some help to the selection process in a way. Thinking of the reaching to the last stages all types of responses to the questions have vital importance. They will shape the title of the material in the last stage making decision making step easier.

The advantages of the fifth step may be:

- To fill in the knowledge gaps for the materials using the professionals

- To catch the opportunity to get unexpected knowledge if there were some missing points in the first meeting

The only disadvantage of the fifth step may be:

- The difficulties to arrange another meeting
- To lose time if there are no extra useful knowledge to meet requests

Sixth step "Last decision"

One or a group teacher may decide. This step finalize the decision making process having the support/experiment/knowledge/grades/statistics/ideas of the previous stages. Besides **SSS Grading Checklist** which was given in **Table 2**, some studied scales such as **Book Evaluation Scale** (Işık and Altmışdört; 2010) may also be used in the last stage if the decision makers wish.

The sixth or final step will be easer thinking the previous ones. Numbers take decision making easier. The only difficulty in this step may be in the case of catching the chance of equity in the scores. In the case of coming face to face such a situation, the good point will be the number of the books to be decided should be lesser than the starting point. SSS Grading Checklist may be applied for the remaining materials by the teachers who scored before.

Conclusion

This paper was finished in the sixth stage of SSS. It is proven that SSS process takes time and energy. It needs cooperation and enthusiasm. An organization and huge number of inputs are needed. All the questions for the material should be answered before the last decision step. All the things should be clear for the material and all of them should have contained positive results.

The selection of the most suitable material has vital importance. It is no doubt that there will be some undesirable results after the selection process. Issues that are practiced in all the stages can be called as minimal risk studies. Thinking the complexity of teaching, a selection process takes all the teachers to a complex and huge-sized problem. The complexity or size of the study adds additional importance to the selection process. Having minimal risks at the end of the selection process is important.

In the SSS process teachers and students rate the material in some stages. This will give the chance to find out the best and special material for own interests or the school's/classroom's technical abilities. This can be stated as an advantage of this approach. In other words, same materials are taken into

consideration through the SSS process as the best one for one school however another material can be chosen in another school.

The SSS process gives a chance all current materials' checking or testing. Every day brings a new technological application for classrooms. Even the wall itself may convert into a smart board. A book's software may give uncountable input for each student. Teachers may use programs that are given with the book without spending any extra time. No doubt those students will appreciate the convenience, choice and flexibility that the material offers. Technology may not be thought as a subject that can easily be ignored in the schools. Selection method will help to stay closer to the technology by using current materials in the selection process. Considering the power or the impact of technology this chance can be called as an opportunity both for teachers and students.

In the "Meeting with the publisher/ consulter" (first) step teachers can get all the good sides of the material in a quick way. Meeting form makes the step interactive. "Borrowing the materials" (second) step is the beginning of the practice time. "Classroom application" (third) step is a follow-up part for the practice time. It is useful for to check the material in the classroom. "Meeting for the last decision" (fourth) step is another interactive part which brings the step to conclusion. "Last meeting with the publisher's consulter" (fifth) step is only optional stage in the SSS Process. The necessity of this stage will be clear during the process. "Last decision" (sixth and the last) step is final part. Using the experiment through the steps will make easier that part and also the selection process.

As it can be seen in the summary in the previous paragraph, the SSS process needs energy. Selected material will be used, employed, handled, run, applied, accounted, disposed, engaged, exerted, exploited, operate and utilized in the year or years. Therefore all the efforts will be faced during that time maybe many times. Output or the right choice's bonus and advantages cannot be calculated.

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- Face to Face. http://www.cambridge.org/us/esl/catalog/subject/project/item404363/?site_l ocale=en_US (February 22, 2013).

- Gateway. http://www.macmillanpracticeonline.com/gateway (February 22, 2013).

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- http://www.oxfordjournals.org/our_journals/eltj/for_authors/index.html (February 22, 2013).

- http://www.scielo.org.co/pdf/prf/v11n2/v11n2a12.pdf (February 22, 2013).

- Interactive. http://www.cambridge.org/gb/elt/catalogue/subject/project/item5759502/Int eractive-Product-Home/?site_locale=en_GB&currentSubjectID=382415 (February 22, 2013).

- Interchange. http://www.cambridge.org/gb/elt/catalogue/subject/project/item6969252/int erchange-4th-edition/?site_locale=en_GB (February 22, 2013).

- Laser. http://www.macmillanenglish.com/courses/laser-third-edition/ (February 22, 2013).

- Network.
  https://elt.oup.com/catalogue/items/global/adult_courses/network/?cc=tr&selLanguage=en (February 22, 2013).
- New Inspiration. http://www.macmillaninspiration.com/new/ (February 22, 2013).
- Solutions.
  https://elt.oup.com/catalogue/items/global/teenagers/solutions/elementary/?cc=global&selLanguage=en (February 22, 2013).
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  http://www.cambridge.org/us/esl/catalog/subject/project/item404931/Touchstone-Product-Home/?site_locale=en_US&currentSubjectID=2489422 (February 22, 2013).

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- Cambridge University Press: www.cambridge.org/elt
- For Face to Face:
  http://www.cambridge.org/tr/elt/catalogue/subject/project/item6622297/?site_locale=tr_TR&currentSubjectID=2701617
- For Interactive:
  http://www.cambridge.org/tr/elt/catalogue/subject/project/item5759502/?site_locale=tr_TR&currentSubjectID=382415
- For Interchange:
  http://www.cambridge.org/tr/elt/catalogue/subject/project/item6969252/?site_locale=tr_TR&currentSubjectID=382379
- For Touchstone:
  http://www.cambridge.org/tr/elt/catalogue/subject/project/item7395757/?site_locale=tr_TR&currentSubjectID=382379
- Macmillan: www.macmillanenglish.com/
- For Gateway:
  http://www.macmillanenglish.com/courses/gateway/
- For New Inspiration:
  http://www.macmillanenglish.com/courses/new-inspiration/
- For Laser:
  http://www.macmillanenglish.com/courses/laser-third-edition/
- Oxford University Press: elt.oup.com/
- For Aim High:
  https://elt.oup.com/catalogue/items/global/teenagers/aim_high/?cc=tr&selLanguage=en&mode=hub
- For Network:

https://elt.oup.com/catalogue/items/global/adult_courses/network/?cc=tr&selLanguage=en&mode=hub

o For Solutions:
https://elt.oup.com/catalogue/items/global/teenagers/solutions_second_edition/?cc=tr&selLanguage=en&mode=hub

• Pearson/Longman: www.pearsonelt.com/

o For Speak Out:
http://www.pearsonelt.com/products/Speakout%20Starter%20Students%20Book%20with%20DVD/Active%20Book%20Multi%20Rom%20Pack/9781408291818

(2) (2) The internet addresses for examples of the books which are studied in this article:

• https://elt.oup.com/catalogue/items/global/teenagers/aim_high/?cc=tr&selLanguage=en.

• http://www.cambridge.org/us/esl/catalog/subject/project/item404363/?site_locale=en_US.

• http://www.macmillanpracticeonline.com/gateway.

• http://www.macmillaninspiration.com/new/.

• http://www.cambridge.org/gb/elt/catalogue/subject/project/item5759502/Interactive-Product-Home/?site_locale=en_GB&currentSubjectID=382415.

• http://www.cambridge.org/gb/elt/catalogue/subject/project/item6969252/interchange-4th-edition/?site_locale=en_GB.

• http://www.macmillanenglish.com/courses/laser-third-edition/.

• https://elt.oup.com/catalogue/items/global/adult_courses/network/?cc=tr&selLanguage=en.

• https://elt.oup.com/catalogue/items/global/teenagers/solutions/elementary/?cc=global&selLanguage=en.

• http://www.pearsonlongman.com/speakout/.

• http://www.cambridge.org/us/esl/catalog/subject/project/item404931/Touchstone-Product-Home/?site_locale=en_US&currentSubjectID=2489422.

Genişletilmiş Özet

Eğitimde önemli elemanlar bulunmaktadır. Bu elemanlardan bir tanesi kullanılan malzemedir. Yabancı dil eğitiminde kullanılan malzemeler içinde en önemlisi tüm eğitim-öğretim yılı boyunca okutulan ders kitabıdır. Bu derece önemli malzemenin seçiminde gösterilecek titizlik eğitim süresince ve sonrasında karşılık bulacaktır. Bu nedenle seçim sürecinin detaylı bir şekilde planlanarak, titizlikle uygulanması son derece önemlidir. Bu çalışmada özgün bir seçim süreci ortaya konulmakta ve süreç, "Altı Aşamalı Seçim Süreci" olarak adlandırılmaktadır. Süreçte, ilk aşamadan itibaren seçim sürecini yöneten veya uygulayan kişilerin önce yayıncı kuruluş temsilcileriyle başlayan etkileşimli çalışmaları son adıma kadar ders içi ve dışı etkinliklerle sürdürülmektedir. Çalışmada anlatılan adımların tamamı, kitapların kullanılabileceği bir lisede aşama aşama ele alınmış ve uygulamaları yapılmıştır. Bu test süreci sonunda sürecin tamamı değerlendirilmek suretiyle kitap seçimi tamamlanmıştır.

Birinci adım; öğretmenlerin kitap ve yayın kuruluşlarıyla seçim aşamasıdır. Seçim sürecinin hemen başında yayıncı temsilcileriyle işbirliğinin, çalışmanın hızlandırılması ve gözden kaçabilecek materyallerin değerlendirilme şansının yakalanması gibi nedenlerle önemli olduğu düşünülmektedir. Bu çalışmanın test sürecinde henüz basım aşamasında olan materyallerden haberdar olma gibi akılda olmayan yararların ortaya çıkabileceği görülmüştür.

İkinci adımda her öğretmenin çalışma için bir kitap seçimi söz konusudur. Birinci aşamada kitapla tanışmanın ardından yapılacak seçimin kitabın daha iyi tanınmasına katkı sağlayacağı düşünülmüştür. Zamanı ve ilgisi olduğunu düşünen öğretmenlerin bu sayıyı arttırabilmesi çalışmanın geliştirilebilir bir yönü olarak değerlendirilebilir.

Üçüncü adımda öğretmenin sınıf içi uygulaması için materyali sınıfa götürmesi söz konudur. Bu süreçte en az bir ünite, tüm çalışmalarıyla olmak üzere, öğrencilerle birlikte tamamlanacaktır. Üçüncü adım, kitabın seçilmesi durumunda karşılaşılabilecek pek çok durumdan çok önceden haberdar olma fırsatı sağlaması açısından süreçte son derece önemli bir yere sahiptir. Bu sayede olumlu veya olumsuz yönlerin yakalanma fırsatı doğacak ve bu durum doğrudan seçimi etkileyecektir. Bu ve benzeri durumlar üst üste konulduğunda ve ilk izlenimin önemli olduğu düşünüldüğünde sürecin bu adımının seçime ne derece yüksek katkı sağlayacağı kolayca değerlendirilebilir.

Dördüncü adım, seçim sürecinde görevli öğretmenler bir toplantıyla bir araya gelmesi aşamasıdır. Çalışmada verilen bir formun da yardımıyla

üzerinde çalışılan malzemenin artı ve eksilerinin koşulduğu bu toplantı, materyallerin daha iyi ve daha çok öğretmen tarafından tanınmasına olanak sağlayan bir aşama olarak değerlendirilmektedir.

Beşinci aşama isteğe bağlı olarak yapılması düşünülen tek adımdır. Bu adımda çalışmaya katılan öğretmenlerin, sürecin bu aşamasına kadar herhangi bir soru işaretine sahip olması veya son bir değerlendirme gereksinim duyması durumunda yayınevi temsilci veya temsilcileriyle bir görüşme daha yapılması söz konusudur.

Altıncı adım olan son adımda, doldurulan tablo dâhil tüm çalışmalar gözden geçirilecektir. En sağlıklı kararın verilebilmesi için süreçte yer alan tüm öğretmenlerin birlikte karar vermelerinin en doğru yol olacağı düşünülmektedir. Sonuçta bazı kitapların daha iyi veya kötü olduğu şeklinde farklı fikirlerin ulaşılması söz konudur. Karşılaşılabilecek bu türde anlaşmazlıkların somut verilerle kolayca aşılabileceği düşünülmektedir. Süreç sırasında doldurulacak tablolardan elde edilecek veriler özellikle anlaşmazlık veya kararsızlık gibi durumlarda etkin rol oynayacaktır. Bu nedenle değerlendirmeler sonucunda elde edilecek rakamların karşılaştırılması, tüm öğretmenlerce ortak karar alınmasına yardım edecek önemli bir unsur olarak değerlendirilmektedir.

Çalışmanın en önemli yararları arasında süreç boyunca görev öğretmenlerin sürekli uygulama ve iletişim içinde olmaları ile malzemenin kullanılacağı öğrenci, ortam ve müfredatın denenme şansının olması sayılabilir.

"Altı Aşamalı Seçim Süreci" yabancı dil eğitiminde son derece önemli olan materyal seçiminin planlı ve titiz bir şekilde yapılmasına katkı sağlaması açısından önemli bir çalışma olarak değerlendirilmektir.