

**DESIGN AND EVALUATION OF A CBI-ORIENTED TEXTBOOK FOR  
TURKISH STUDENTS OF ARCHITECTURE AT TERTIARY LEVEL:  
A CASE STUDY**



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**JUNE 2018**

**DESIGN AND EVALUATION OF A CBI-ORIENTED TEXTBOOK FOR  
TURKISH STUDENTS OF ARCHITECTURE AT TERTIARY LEVEL:  
A CASE STUDY**

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Approval of the Graduate School of Educational Sciences



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I certify that this thesis satisfies all requirements as a thesis for the degree of Master of Arts



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This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts.



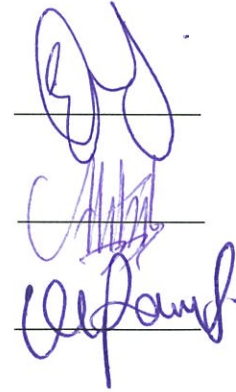
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## **ABSTRACT**

### **DESIGN AND EVALUATION OF A CBI-ORIENTED TEXTBOOK FOR TURKISH STUDENTS OF ARCHITECTURE AT TERTIARY LEVEL: A CASE STUDY**

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Master's Thesis, Master's Program in English Language Education

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The purpose of this study is to assess the effectiveness of a CBI-oriented textbook designed for Architecture students in Turkish EFL context. Specifically, this study attempts to find out students' and their instructor's perceptions about the CBI-oriented textbook and in-class implementation of the textbook. Moreover, it aims to investigate the effect of CBI-oriented textbook on students' language skills and content knowledge. For the purposes of the study, the quantitative data were obtained through a questionnaire, midterm and final exam and the pre- and post-placement test scores of participating students. The qualitative data were gathered from teacher reflective journal and semi-structured interviews. The findings revealed that participants mostly have positive perceptions towards the CBI-oriented textbook. Furthermore, content knowledge and language skills of students increased after studying the CBI-oriented textbook.

Keywords: Content-Based Instruction, Textbook Evaluation, CBI Materials.

## ÖZ

### ÜNİVERSİTE SEVİYESİNDEKİ TÜRK MİMARLIK ÖĞRENCİLERİ İÇİN İÇERİK ODAKLI İNGİLİZCE DERS KİTABI GELİŞTİRME VE DEĞERLENDİRME: ÖRNEK OLAY İNCELEMESİ

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Bu çalışmanın amacı, Türk Mimarlık öğrencileri için geliştirilmiş İçerik Odaklı İngilizce eğitiminin etkililiğini değerlendirmektir. Spesifik olarak bu çalışma, öğrencilerin ve öğretim görevlisinin dersin materyallerine karşı tutumlarını ve dersin uygulanması ile ilgili düşüncelerini tespit etmeyi amaçlar. Aynı zamanda bu çalışma, ders materyallerinin öğrencilerin dil becerileri ve alan bilgileri üzerindeki etkisini araştırır. Bu çalışma için, nicel veriler bir anket, vize ve final sınavları ve öğrencilerin düzey belirme sınavından aldıkları ön ve son-test sonuçlarından elde edilmiştir. Nitel veriler ise dersi veren öğretim görevlisi tarafından tutulan yansıtıcı metinler ve yarı yapılandırılmış görüşmelerden toplanmıştır. Bulgular, katılımcıların çoğunlukla pozitif duygular hissettiğini göstermiştir. Ek olarak, İçerik Odaklı İngilizce dersinden sonra öğrencilerin alan bilgisi ve dil becerilerinin arttığı görülmüştür.

Anahtar Kelimeler: İçerik Odaklı Eğitim, Ders Kitabı Değerlendirme, İçerik Odaklı ders materyalleri.



To my fiancé  
for his love, patience and support

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## **Chapter 1**

### **Introduction**

English is recognized as a global lingua franca enabling people all over the world to communicate with each other as well as do business and establish diplomacy, irrespective of any political systems, races and religions (Nunan, 2003). As a matter of fact, it has become the means of communication and medium of instruction in educational settings such as universities, public schools and private colleges. Thanks to the growing importance of English, there have been various approaches for choosing the most suitable instructional approach thus; there are many instruction types in language teaching. One of the instruction types which is considered to be better than other instruction types is Content-Based Instruction.

According to Grabe and Stoller (1997), Content-Based Instruction (CBI) is the term applied to English Language teaching approach based on the subject matter or material that students have to study at school. Valeo (2013) defines CBI as “an umbrella term used to describe a wide range of teaching materials in which second languages are taught via subject matter other than language itself for example mathematics, social studies, psychology and other subject matters”. This model of language teaching is based on the idea that language and content are inseparable in communication and that integrating the two enhances the learning of both (Valeo, 2013, p. 25). Indeed, learners do not learn the language and then use it; they acquire the target language by using it (Genesee & Lindholm-Leary, 2013).

Briton, Snow and Welsche (2003) claim that CBI eliminates the separation between language instruction and subject matter classes. Pally (1999) argues that students practice English language skills such as reading, writing, speaking, listening and grammatical forms in the process of studying one subject area over time. The main aim of this process is to teach these skills to students by comprehending the subject matter. Regarding the content in CBI, Met (n.d.) states that it is a material which is demanding, challenging and engaging and which is more than the target language and culture. Through content-based instruction in which the focus is on the content rather than language itself, students gain effective language skills as well as

new subject matter. Therefore, CBI is an effective approach to teach a foreign language.

To create curriculum in CBI for effective language teaching, 4 challenges has been presented by Brooks (2004) namely, students, teachers, external factors and materials. One of these challenges which is the cornerstone of teaching and learning process is language materials or textbooks. In ELT settings, classroom materials or textbooks are the road maps of the language teaching which aims at meeting the needs of learners and providing source for instructors to teach English language efficiently. Hence, textbooks have a vital role in second language learning as a key pedagogic device. Instructors base their instruction on textbooks to provide effective language instruction and in some cases, textbooks even define the curriculum. In CBI, textbooks are also unavoidable component of curriculum and indeed, textbooks define the curriculum in many cases.

Textbook has been defined by many researchers in literature (Ur, 1996; Průcha, 1997; Tomlinson, 1998). To start with, Ur (1996) defined textbook as the effective tool which allows for carefully planned, balanced and systematic presentation of the syllabus of an ELT program. According to Průcha (1997), textbook is a source of knowledge and curricular object for students and teaching material for the students. On the other hand, Tomlinson (1998) defined textbook is a tool which provides students with the basic necessary knowledge and covers the specific aspects of the language such as grammar, vocabulary, pronunciation and functions integrating four skills.

Textbooks along with instructors, students and external elements are the core elements of language teaching programs. Although instructors and students were examined many times in detail, textbooks were paid less attention (Aytuğ, 2007). In fact, textbooks represent the hidden curriculum of a language program in most cases. Therefore, they have a significant role for obtaining information about the language learning and teaching practices of a certain school or language program (Richards, 1998).

Regarding the role of textbooks in ELT settings, textbooks have an essential role in instructional settings to many professionals. In order to clarify the role of textbooks, Sheldon (1988) claims that “coursebooks are perceived by many to be the route map of any ELT programme.” In addition to these, Litz (2005) points out to the gravity of coursebooks by stating that the importance of textbooks in EFL

classrooms is so extensive that it is a universal element in learning and teaching and it is crucial to any language program.

When all these premises above are taken into account, systematic and detailed evaluation of textbooks and materials is crucial for any language program. Educators, instructors and practitioners need to evaluate the textbooks and materials that they use or will use in order to see whether the textbook meets the needs of the learners and instructors and whether they complement the objectives of the course (Brown, 1995; Byrd, 2001; Pakkan, 1997). Instructors need to be able to determine the appropriateness of textbooks for the language program in terms of learner needs, instructor needs, institutional constraints, physical characteristics of the institution, logical characteristics of the textbook, supplementary materials and editorial qualities of the textbook (Uslu, 2003).

Furthermore, finding or creating language materials or textbooks which provide content-specific knowledge is necessary as the number of materials appropriate for content-related language courses is too scarce (Coyle, Hood & Marsh, 2010). Besides, Most CBI materials do not provide either comprehensible and detailed input regarding a subject matter or language skills. Lai and Aksornjarung (2018) also add that the proficiency level of the materials should also be suitable for a specific group of learners.

For this reason, language teachers should evaluate the existing CBI materials to find a textbook that best fits in their contexts or they should create their own materials. When designing materials for a group of learners, language teachers need to take linguistic points and content knowledge into account and specify what is going to be taught and how. Cañado (2016) emphasizes the need for pre- and in-service teacher training programs to adapt teachers to content-oriented courses and the development of language materials for CBI classes.

In conclusion, CBI is a method in which language skills and content knowledge are integrated to foster the acquisition of the target language. As one of the core elements of language teaching process, textbooks have a huge role in CBI as in whole ELT contexts. Textbooks are evaluated by many educators and researchers around the world (Aytuğ, 2007). Textbook evaluation is a very challenging process since it requires attention to many criteria such as appropriateness for students and instructors' needs; meeting of course objectives and integration of language skills. When these factors are examined in detail, it is possible for instructors to find the



most suited textbook for a particular group of students. However, locating language textbooks for CBI courses is very difficult as research on this area is too scarce.

### **1.1 Theoretical Framework**

When evaluating a language material, the ultimate goal is to decide on the effectiveness and appropriateness of the particular textbook, to help developers revise and reflect, help them develop effective materials in the future. In the theoretical framework of this particular study, the focus is on the CBI textbook developed specially for a language program with the aim of providing learners with Content-Based Instruction (CBI) and therefore, it is essential to mention the theory of CBI, the rationale of textbook evaluation and specifically, the role of CBI-oriented materials.

To begin with, CBI is an approach towards language teaching which is considered to be quite effective. The main tenets on CBI are based on the premise that learners can acquire a new language whilst focusing on a particular content area. CBI uses the principles of immersive language teaching by providing opportunities to use language in meaningful ways thanks to non-language related content (Snow, 2001). Grabe and Stoller (1997) claim that Input Hypothesis by Krashen is a very useful support for Content-Based Instruction in English language programs. According to Krashen (1985), comprehensible input facilitates students' learning in foreign language classes. Similarly, CBI provides students with comprehensible input in the form of content which takes their attention and provides meaning. Through the content of subject matters that they have study at school, CBI presents a tool for learners to learn English and have a goal for learning the target language thanks to content.

Briton, Snow and Wesche (2003) claims that the use of content in foreign language classes increase motivation of the students to learn the target language and it also promotes effective learning. In this point, Stoller (1997) suggests that motivation of the students is related to the ability of acquiring challenging materials, recall learned information and elaborate. Thus, motivated students understand the ultimate goal of language learning better. Thanks to the increased motivation, students are eager to pursue their English education and they are not afraid of asking questions.

Similarly, the content in content-based instruction increase students' motivation familiarizing them with academic and specialized terms that they would not learn in an ordinary ESL/EFL class. Students can read materials using their background knowledge, vocabulary and experiences even though they are worried at first about how to read articles and texts. They also learn from presentations and speeches based on the content that they learn. Therefore, their attitudes gradually change towards learning content in English classes (Ebata, 2008).

In addition, Ebata (2008) asserts that content has also an effective impact on the brain since students need to think, doubt, solve and use background knowledge when they are learning a particular subject or topic. Through utilizing intellectual skills, they reflect critically on the content. This helps them store new information easily. Similarly, Kennedy (2006) states that "enriched experiences neural growth and thus enhance learning, indicating that brains construct themselves through life experiences". Therefore, learning is promoted when there is more simulation.

Therefore, CBI provides learners with the opportunity to acquire language skills through particular themes or topics. Learners need to acquire all necessary language skills by grasping the content and storing the newly learned knowledge. Moreover, CBI is associated with the increased motivation level of the students familiarizing them with the knowledge of terminology that they need to learn in other subject matters. It also fosters learning by providing comprehensible input in the form of content or topic. Nevertheless, finding appropriate materials, which provide meaningful and comprehensible input through motivating and interesting tasks for a specific group of learners, is crucial and thereby, it is essential to carry out materials evaluation or textbook evaluation to find the most suitable book for particular contexts.

Research has revealed that many language professionals integrate the use of textbooks with the daily teaching purposes and there are possibly a few instructors who would not use published materials to teach a foreign language (McDonough & Shaw, 2003; Lawrence, 2011; Littlejohn, 2011). Educators prefer textbooks to use in the classroom due to many reasons. To start with, professionals who are experienced in the field of language education and practices write textbooks and they pilot the materials in real classrooms before they are published. In addition, textbooks help

institutions maintain consistency among courses with different instructors teaching the same course. Moreover, textbooks provide learners with real life practices in the classroom, which helps them to relate language to actual usage. Finally, textbooks provide learners with the chance of autonomy, practice, review and monitoring of progress rather than depending on the instructor (McDonough & Shaw, 2003). According to Çakıt (2006), textbooks help learners find their path and they help instructors interact with students as well as giving directions to the lesson. Additionally, it helps instructors gain confidence and be secure.

Sheldon (1988) emphasizes that textbook or material selection is an important decision for language teaching since factors such as professional, financial and political investment should be taken into account during this process. According to Chambers (1997) selecting an appropriate textbook is not an easy process since different opinions make it difficult to find the most suitable material for a specific language course. He suggests including all instructors and educators in the selection process.

According to Uslu (2003), when evaluating a textbook, there are seven criteria to be addressed. First of all, a textbook should fit the curriculum of the language program. Secondly, the textbook should meet the learner needs and thirdly; it needs to meet the needs of instructors. Additionally, the background of the author and publisher should be taken into consideration. Another factor is that a textbook should also be evaluated according to its physicals features and logistics. Finally, the setting in which the textbook will be used should be paid attention during selection process.

The main concern for textbook selection is to look for the appropriateness of the textbook for a certain teaching context (Aytuğ, 2007). A textbook may seem suitable for a particular group of students at first glance. However, there may be disadvantages and deficiencies of the textbook that can be realized after using it. Regarding this situation, instructors' opinions are important about the effectiveness of the textbook since they are the only professionals who can evaluate the textbook in detail. Likewise, Cunningsworth (1995) states that there is no perfect book for a particular group of learners. Therefore, the aim of textbook selection should be finding the best book among several options that will fit into the teaching context better than others. Before selecting the textbook, aims and objectives of the course should be clarified. In addition, the context in which a particular textbook will be

used should be examined.

Furthermore, Tomlinson (1998) states that textbooks or language materials should raise learners' curiosity, interest and attention. This can be achieved through attractive colors, photographs, pictures and engaging colors. Therefore, he suggests that language courses can be more interesting and engaging with attractive and careful design. He also recommends that learners feel at ease when materials include white space rather than they are loaded with lots of activities on the same page. Besides, learners gain confidence about different language skills and themselves thanks to language materials or textbooks. This can be achieved through the exercises and activities in the textbook which push the learners and make them aware of their learning. Therefore, the aim of a textbook should be to meet the needs of learners by providing meaningful activities as much as possible in order to reach achievement.

Textbook evaluation can be carried out in two stages: external evaluation and internal evaluation. In external evaluation stage, the content and organization of the textbook along with explanations and exercises are examined. It is possible to carry out external evaluation in two ways: initial evaluation and detailed evaluation. In initial evaluation, preface, contents and the back cover the textbook are evaluated. In detailed evaluation, a more objective evaluation with checklists and forms is carried out. On the other hand, in internal evaluation stage, the effectiveness of the textbook is investigated when instructors are using it in the classroom. Internal evaluation can also be carried out in two ways: macro evaluation and micro evaluation. Macro evaluation determines whether the textbook works in the classroom. Micro evaluation determines the usefulness and appropriateness of a certain unit in detail (Ellis, 1997; McDonough & Shaw, 1993; Pakkan, 1997).

As mentioned above, materials evaluation or textbook evaluation is a crucial process for any language program. Specifically, the design and evaluation CBI materials is highly important with the increasing number of CBI classes. CBI materials is different form regular textbooks as they teach content and language simultaneously. For this reason, finding CBI materials suitable to language teaching contexts is challenging (Zaparucha, 2009). As López-Medina (2016) expresses, it is quite difficult find readily available materials as there are not many studies focusing on this area. Therefore, language teachers are expected to create their own materials which is linguistically and cognitively suitable for a specific group of learners.

When designing materials, as Ebata (2010) suggests, CBI materials is supposed to increase student motivation to foster their learning. The materials need to arouse interest among students thorough natural and up-to-date topics. Moreover, CBI materials should enhance the relation between the materials and students' life. Thus, CBI materials should be authentic and they are intended to create links between real life and classroom activities. Eventually, it is essential to consider these criteria when designing CBI materials

When taking these into consideration, it can be concluded that CBI is regarded as the dual focus on content knowledge and language skills and it is considered to be an effective approach to foreign language teaching. Furthermore, when designing courses, textbook selection and evaluation should be kept in mind as it is an undeniable fact that textbooks are inseparable aspect of target language teaching and learning to provide an efficient foreign language instruction. For this reason, in order to select the textbook that best fits into our curriculum, material evaluation is an unavoidable process. Since there is a lack of CBI materials as previous research suggested, developing CBI materials designed specially for a particular CBI program and evaluating them is quite significant. In this study, a textbook developed for a CBI course is assessed in terms of students' and their instructor's perceptions. Specifically, the affect of the CBI textbook on students' content knowledge and language skills is investigated.

## **1.2 Statement of the Problem**

The students of all majors need to have enough English knowledge since large amount of academic courses around the world and professional journal articles and books are written in English (Poorhadi, 2017). For this reason, in order to meet the language needs of students, the level coordinator and the program administrator decided to adopt a more effective language teaching approach than general English instruction and CBI is decided to be adopted. CBI is considered to be an effective language teaching approach integrating the content knowledge and language skills to foster the acquisition of language learning. To provide students with a language instruction related to their fields through CBI, feasible, appropriate and effective language materials were decided to be developed by the administrators and the instructors.

It is an undeniable fact that designing a textbook is an extremely crucial task. It requires a very systematic and organized process. It should be taken into consideration that there are great deal of factors consisting of instructors' thoughts and experiences when preparing a textbook. The same conditions are applicable while designing a foreign language textbook. Therefore, language instructors' observation and thoughts about foreign language learners' progress also need to be taken into consideration while designing a foreign language textbook. Moreover, the textbooks need to be evaluated after they are done preparing since better textbooks and materials can provide better conditions for teaching and learning as Pakkan (1997) stated. Most of the textbooks cannot probably cater all the needs of the students and they may not be preferred or enjoyed by all the learners (O'Neill, 1993). In order for learners to have intrinsic motivation to study a textbook, students need the feeling that they are learning something useful from them. Therefore, evaluating textbook and locating the most suitable one is crucial. In addition to this, there are not many studies in Turkey on instructors' designing CBI-oriented textbook which is developed particularly for a CBI program.

Considering these stated facts, this study aims to designate and evaluate the CBI-oriented textbook developed for architecture students studying at a foundation university in İstanbul. The aim of the book designed by the researcher is to provide students Content-Based Instruction (CBI). The students will have had comprehensive knowledge of the target language through the content that they study at college by the time they have finished the textbook.

This study, therefore, aims to explore the effectiveness of the CBI-oriented textbook developed for Architecture students enrolled in an English Language Program at a private university. Specifically, the study aims to find out the perceptions of students and their instructor towards CBI-oriented textbook and the in-class implementation of the textbook and lastly, it examines the affect of the CBI-oriented textbook on content knowledge and language skills of the students.

### **1.3 Purpose of the Study**

The purpose of this thesis is to assess the effectiveness of the CBI-oriented textbook developed for the Architecture students who are currently studying at the Faculty of Architecture at a non-foundation university in İstanbul. Specifically, it aims to find out the perceptions of students and their instructor towards CBI-oriented

textbook, *English for Architecture Students*, developed by the researcher who is also the instructor of the course. In addition, the present study intends to identify the perceptions of the students and their instructor towards the in-class implementation of the CBI-oriented textbook. Lastly, it aims to examine the affect of CBI-oriented textbook on students' content knowledge and language skills.

#### **1.4 Research Questions**

The following constitutes the research questions addressed in this study:

1. What are the overall perceptions of the Architecture students about the CBI-oriented English course?
2. What are the overall perceptions of the instructor about the CBI-oriented textbook?
3. What are the perceptions of the students and the instructor towards in-class implementation of CBI-oriented textbook?
4. How does CBI-oriented textbook affect language skills of the students?
5. How does CBI-oriented textbook affect content knowledge of the students?

#### **1.5 Significance of the Study**

Textbooks are commonly used language materials in EFL classrooms. They provide a framework for language instructors to achieve the aims and objectives of the course. Textbooks also affect students' attitudes towards the course and performance in the target language. If the students like the textbook, they actively participate in the lesson. On the other hand, they are great sources of input for EFL learners and they provide an opportunity to communicate in the target language which can only be realized in classroom setting in Turkey (Çakıt, 2006).

In the context of the present study, CBI-oriented textbook was designed and implemented to equip learners with the necessary field knowledge and language skills. The CBI plays a significant role in EFL settings since it provides learners with a conducive environment to learn relevant content through language (Blanton, 1992). Therefore, developing a textbook addressing the interests and needs of particular group of learners is a unique experience for most EFL instructors. In connection with that, it is quite significant to examine the perspectives of the instructors and students who will use the textbook.

Additionally, the CBI-oriented textbook will be evaluated and revised based

on the obtained findings. The necessary changes and modifications will be put into practice after a careful analysis and assessment at the end of the study to make the textbook more suitable and effective for the learners who will study it in the following years. Hence, the findings of this study will shed light on the revision of the textbook.

Moreover, the findings of this study will reveal how much students have achieved their language aims by the time they finish the textbook. The main concern, at this point, is to see whether the textbook meets objectives set in the beginning. Therefore, the study will show whether students acquire necessary content knowledge and language skills. Finally, the present study is expected to contribute to the evaluation and revision of the textbook for the following academic years.

### **1.6 Definitions**

**CBI:** CBI is an approach in which language proficiency is achieved by focusing on learning curricular subject matter through the language to be learnt (Stryke & Leaver, 1997, p. 270)

**EFL:** EFL is the teaching of English to people whose first language is not English. EFL is an abbreviation for 'English as a Foreign Language'. (Collins Dictionary, 2017)

**ELT:** English Language Teaching: the teaching of English to students whose first language is not English. (Online Macmillan Dictionary, 2017)

**ESL:** Abbreviation for English as a Second Language: the teaching of English to speakers of other languages who live in a country where English is an official or important language. (Online Cambridge Dictionary, 2017)

**External Evaluation:** The process whereby a specialized agency collects data, information, and evidence about an institution, a particular unit of a given institution, or a core activity of an institution, in order to make a statement about its quality. External evaluation is carried out by a team of external experts, peers, or inspectors, and usually requires three distinct operations namely analysis of the self-study report, a site visit, the drafting of an evaluation report (Vlăsceanu, 2004).

**Immersion Programs:** Immersion programs are used for language immersion which is basically a method developed to teach people a second language, in which the language being taught is used specifically for instruction purposes. (Online Technology Journal, 2016)



**Input Hypothesis:** It is the hypothesis claiming that humans acquire language in only one way – by understanding messages, or by receiving ‘comprehensible input’. Learners show progress along the natural order (Krashen’s second hypothesis) by comprehending the input that includes structures at our next stage - “structures that are a bit beyond our current level” (Krashen, 1985).

**Internal Evaluation:** Internal evaluation is a process of quality review undertaken within an institution for its own ends (with or without the involvement of external peers)(Harvey, 2004-17)

**Macro Evaluation:** It is the evaluation of an overall project or programme (Glenn, 2007).

**Materials Evaluation:** Materials evaluation is considered a procedure that involves examining learning materials to establish their value, “materials development refers to anything which is done by writer, teachers or learners to provide sources of language input” (Tomlinson, 1998, p.2).

**Micro Evaluation:** It is the evaluation of an element that is part of a larger programme (Glenn, 2007).

**Textbook:** A book that contains detailed information about a subject for people who are studying that subject (Online Cambridge Dictionary, 2017)

## **Chapter 2**

### **Literature Review**

#### **2.1 Introduction**

This chapter is the review of background information on CBI, textbook evaluation, and the role textbooks in CBI. It starts with the existing research on CBI including the definition of CBI, special issues in CBI, models of CBI, Content Integrated Language Learning (CLIL), the history of CBI, empirical studies on CBI CBI programs implemented in Turkey, The first part is then followed by textbook evaluation including the role of textbooks, pros and cons, justification for textbook evaluation, material evaluation criteria, empirical studies on textbook evaluation. Finally the third part includes CBI materials and empirical studies on CBI-oriented materials.

#### **2.2 Content Based Instruction (CBI)**

Content Based Instruction is an effective foreign language teaching method of improving language skills and academic knowledge of learners simultaneously (Dupuy, 2010). This method combines language points with subject knowledge. Brinton, Snow & Wesche (2010) manifest that CBI is the combination of language learning and particular content area in order to foster learning of the target language in the academic ground.

According to Hernandez (2003), CBI can be an effective approach to provide students access to academic knowledge in connection with a specific subject matter. Stoller (2008, p.59) regards CBI as an umbrella term for language teaching approaches of combining language and content learning goals despite of the different emphasis given to each. Furthermore, CBI is perceived as “the concurrent study of language and subject matter, with the form and sequence of language presentation dictated by content material”. Furthermore, Wesche and Skehan (2002) describe CBI as “two for one” that is, it is an effective and desirable approach for learning a foreign language.

Interest in CBI is gradually increasing as new English medium programs are developed and it has been applied to design English curriculum and programs in school and higher education institutions in EFL countries (Chalapati, 2007). There are a great number of benefits of learning a foreign language through academic knowledge. To begin with, Mart (2014) contends that learning language through content fosters language development thanks to natural language learning environment created by CBI. Moreover, Genesee and Lindholm-Leary (2013) argue that CBI also facilitates cognitive, social and academic development of the learners. Since content knowledge is relevant to students' academic field, it is cognitively challenging and demanding and it aims to extend beyond the target language and culture (Met, n.d.).

In addition, attitude and motivation are essential factors in acquisition of foreign languages and learners with high motivation and positive perceptions is likely to acquire higher language proficiency than students with low motivation and negative perceptions (Gao & Lamb, 2011; Murray, 2011). In this regard, CBI is believed to increase student motivation, which is vital for language learning, to learn the target language through academic knowledge. High motivation and positive attitudes towards language learning tend to facilitate second language acquisition (Eshghinejad, 2016). Similarly, Ebata (2010) points out a strong relationship between student motivation and the use of content in language courses. Motivation provides students with the opportunity to engage in the class without being afraid to ask questions and make mistakes. Thus, motivated students understand the ultimate goal of language learning better. Lai and Aksornjarung (2018) posit that students show their interest in the class and put more effort when they understand the goal better and have positive attitudes and thus, they are more likely to succeed in acquiring a foreign language.

Apart from learning a foreign language, learners' cognitive and social development are facilitated along with language development (Genesee & Lindholm-Leary, 2013). Language behaves as a means for learners to understand the world and become a member of their social-cultural communities. From cognitive perspective, new subject matter knowledge or academic content provides learners with cognitive opportunities to synthesize new and complex linguistic systems. Moreover, learners learn the target language as a tool to communicate with other people outside of

school as in school, language learning lacks purposeful communication and thus, it improves them socially.

Therefore, CBI is a foreign language teaching approach of integrating language points with content knowledge with the aim of developing both. It is intended to improve learners' language skills though using their subject matter which is interesting and engaging. The CBI is an effective approach motivating students to take part in learning process through authentic materials. Thus, it is highly suggested to use CBI in EFL contexts to foster the learning of the target language.

### **2.2.1 What is special about CBI?**

CBI operates on the premise that language learners can effectively learn a foreign language subconsciously while they are exploring the content-based lesson consciously that arouses interest (Özçelik, Kent & Arman, 2014). The role of content has been a central issue for researchers. The notion of CBI is an approach in which a study of the target language is organized around a subject area rather than the language itself (Er, 2011). Th Nunan (2004) eby, CBI suggests that a language is best learned when it is used as a means of acquiring a content area.

In this vein, content in CBI has a paramount role to provide context for the acquisition of a foreign language while it is a means of access to content area. Content can range from subjects in official state curriculum to educational project topics (Coyle et al., 2010). They comment that the content can be thematic such as sports or environment, cross-curricular such as economy or agriculture and interdisciplinary such as design of a bicycle.

In addition, integration of language has also significant role in CBI courses along with the content. As Nunan (2004) states, the integration of language takes place when working with CBI as students need to communicate their ideas in oral or written forms when learners attend a content-oriented course. Besides, students are expected to read and listen to texts. Thus, acquisition of necessary language skills is also one of the premises of CBI.

As mentioned above, what is crucial in this approach is the dual focus on language and content (Smet et al., 2018). Coyle (1999, as cited in Coyle, 2007) conceptualizes this with the 4Cs framework in order to provide a base supporting

CBI. The framework consists of four constructs: content, communication, cognition and culture which respectively refer to subject knowledge, language pragmatics, learning and thinking processes, and enhancing intercultural awareness. The 4Cs framework aims to increase students' talking time and decrease teachers' talking time and it is intended to include further skills such as reasoning, creative thinking and evaluating. According to Smet et al. (2018), this framework represents four goals of CBI namely, the mastery of content, language proficiency, cognitive ability and cross-cultural understanding. Specifically, an effective CBI course should include the following principles:

**Content:** The improvement of subject matter knowledge, skills and comprehension of specific components of a curriculum.

**Communication/Language:** The use of language to learn while learning to use language.

**Cognition/Learning:** The development of thinking skills that combine concept formation, comprehension and language.

**Culture:** The exposure to alternative perspectives and shared understandings to improve awareness of others and self.

According to this framework, CBI courses require learners to be active participants to improve their potential of acquiring language skills and developing content knowledge. Thus, students are intended to be aware of their own learning in CBI courses as they are cognitively engaged.

Briefly, CBI operates on the premise of the dual focus on the content and language. Content is defined as a means of access to subject matter knowledge whereas language refers to the acquisition of four skills: reading, writing, listening and speaking. The dual focus on language and content is conceptualized by 4Cs framework which supports CBI including four goals such as content, communication, cognition and culture. This framework allows language learners to beware of their learning of the target language.

### 2.2.2 CBI Models

As the popularity of CBI programs has risen, different models were developed to fit in different educational contexts. Each type of CBI is associated with different objectives with regard to content knowledge mastery and language skills

development (Lai & Aksornjarung, 2018). CBI has five models in total even though three of them are more common in language education especially at tertiary level: theme-based, adjunct and sheltered model (Unirow, 2012). The differences among each model are depicted below.

### ***2.2.2.1 Theme-based Model***

According to Satılmış, Yakup, Selim and Arbarsha (2015), theme-based instruction is the most popular and widely used CBI model in educational contexts in which it takes place due to its lack of complexity for implementation. The major principle of theme-based language instruction is that the content and language skills are shaped around particular themes and topics (Tsai & Shang, 2010). The ultimate goal of theme-based language course is to improve students' second language competence through particular topic areas. Interesting topics that are based on student needs and cognitive and academic interests especially about social issues are included in course content and around these topics; various language tasks are implemented (Siqi, 2017). Thus, theme-based language instruction emphasizes student-centered teaching by forming the course content according to students' needs and experiences which can satisfy both their language competence and tastes. In student-centered teaching, students are expected to actively participate in classroom activities to explore the knowledge. In student-centered teaching, the role of language teachers has also shifted towards a facilitator or coordinator to integrate topics related to a specific content area (Kızıltan & Ersan, 2007).

### ***2.2.2.2 Adjunct Model***

The aim of adjunct based language instruction model is to integrate specially designed language course and regular academic course (Blandon, 2015). Indeed, adjunct based instruction refers to two-coordinated courses and it includes both a language subject and a content course (Kızıltan & Ersan, 2007). Parallel with this, Dellicarpini and Alonso (2014) state that the syllabus of both courses should go through reciprocal consultation process. This instruction model aims at improving language expression and comprehending content knowledge simultaneously (Siqi, 2017). It helps learners who lack language competences communicate effectively in content courses. In order to acquire necessary language proficiency, students are expected to carry out a number of tasks. This also increases their self-confidence as

they will be able deliver speeches and express themselves actively by use knowledge learned from the courses. As grammar is not the at the center of language classes anymore, adjunct instruction is not concerned with linguistic form; indeed, its main concern is to apply language communications and convey opinions in practice (Bielak & Pawlak, 2013). Moreover, Baecher, Farnsworth and Ediger (2014) suggest that language teacher should be familiar with the content of specialized courses and it is, unavoidably, a huge challenge for language teachers. It is crucial that language teachers and content teachers should work collaboratively to choose different techniques to teach new concepts, terms and words.

### ***2.2.2.3 Sheltered Model***

Sheltered content instruction is an approach in which students grasp content knowledge rather than language skills through speaking, listening, writing, reading and translating activities (Echevarria & Short, 2010). The core of curriculum in adjunct model is content mastery and the language focus is restricted to comprehension and skills to master subject matter (Moriyoshi, 2010). Hung and Hai (2016) claim that language teachers need to adjust teaching materials to the proficiency level of students in sheltered content instruction. In this regard, students' language skills can be improved through appropriate materials along with a detailed training on the content. Davies (2003) asserts that this requires expertise of language teachers in different fields and they also should be able to combine this expertise with integration of language skills such as reading, writing, listening, speaking and translating. Language teachers aim to teach content knowledge instead of English proficiency as they are regarded as content teachers, not language teachers (Hung & Hai, 2016). They further contends that this is one of the biggest challenge to implement adjust content instruction since finding instructors with sufficient content background is to teach specific content discipline is difficult at tertiary level.

### ***2.2.2.4 Immersion programs***

Immersion programs are one of CBI models regardless of its name, which involves learning subject matter knowledge through language (Lyster, 2007). It started in the 1960s for the language students in Canada. Immersion programs as a variant of CBI in which content area is acquired via language is characterized by complex and abstract content and complex and context-reduced language

(Schleppegrell, 2004). Furthermore, compared to other models of CBI, which may focus on the acquisition of language through content, immersion programs focus on the learning of content through language in contexts where the content is crucial part of the curriculum (Hoare & Kong, 2008). Immersion program is a method of teaching bilinguals by using a second language as a medium of instruction (Alsulami, 2017). Similarly, according to Swain and Lapkin (2013), the goal in immersion programs is to learn content and target language. In this vein, bilinguals study subject matters such as math, science and social studies and the main aim of these programs is to enhance bilingualism. Baker (2011) asserts that immersion programs may differ in different context depending on two factors: age and the amount of time in immersion. According to age factor, there are three types: early, middle and late immersion. The former one can be during infancy or at kindergarten. The middle immersion can be at the age of 9 or 10. The late immersion can be at the secondary level. According to the amount of time spent, there 2 types: total and partial immersion. Total immersion refers to teaching with 100% in the second language and partial immersion refers to 50% immersion in the second language.

#### ***2.2.2.5 Cognitive Academic Language Learning Approach (CALLA)***

Among CBI models, Cognitive Academic Language Learning Approach (CALLA) was developed in the United States in 1986 developed by Chamot and O'Malley with the aim of improving not only students' language success but their also academic knowledge (Adıgüzel & Gürses, 2013). Chamot and O'Malley (1994) claim that CALLA focuses on learning rather than teaching and teachers learn how to teach better by understanding how learners learn. This model involves 3 major principles: content topics, academic language skills and language learning strategies. According to Kumral (2013), CALLA is a comprehensive approach which helps language teachers combine language, content and leaning strategies in the curriculum. The 3 salient elements of CALLA builds the environment which is necessary to teach student strategies in line with their needs. In this model, students' prior knowledge and the evaluation of their own learning are the main principles. Chamot (2009) expressed that CALLA is instructional approach in language teaching to meet the learners' needs to learn English through 5 phases: preparation, presentation, practice, evaluation and expansion. Preparation refers to the activation



of learners' background knowledge. Presentation is associated with introducing new learning strategies and explaining how to use them. In the third phase, students practice language using the strategy with regular classroom activities. Self-evaluation is the assessment of strategies and lastly, expansion refers to the application of the strategy to new situations.

### **2.2.3 Content and Language Integrated Learning (CLIL)**

The origins of CLIL (Content and Language Integrated Learning) was launched in Europe as a descendant of French immersion programs and it is an educational approach which involves the use of an additional language to teach non-language subject matters to students (Coyle, Hood, & Marsh, 2010; Dalton-Puffer, Nikula, & Smit, 2010). CBI is mostly used term in North American contexts whereas CLIL is widely used in Europe (Ruiz de Zarobe & Jiménez Catalán, 2009). CBI is known as CLIL in Europe which emphasize mastering the content knowledge along with foreign languages (Juan-Garau & Salazar-Noguera, 2015).

The term CLIL was first used in 1994 in connection with European Commission with educational and political aim (Lasagabaster & Sierra, 2009). As European Union has expanded with new member states, interaction among cultures has become compulsory. PMehisto, Marsh and Frigols (2008) define CLIL as an umbrella term for immersion programs, bilingual education and enriched language programs. Moreover, it synthesizes and applies knowledge learned from these approaches.

CLIL takes its roots from immersion method and but, it certainly has its own characteristics compared to immersion. As Lasagabaster and Sierra (2009) contend that the language spoken in CLIL is a foreign language which majority of students have no or limited access outside the classroom. Yet, in immersion programs, the language spoken in class is at the same a language spoken locally. For this reason, CLIL teachers are non-native speakers and teachers in immersion programs are native speakers of the medium of instruction.

Coyle, Hood and Marsh (2010) define CLIL as 'a dual focused educational approach in which an additional language is used for the learning and teaching of both content and language'. CLIL refers to the language programs in which students are the speakers of a majority language and learn subject matter knowledge via the medium of an additional language (Cenoz & Zarobe, 2015). Similar to CBI, CLIL

has also dual focus: language learning is integrated with content classes by using content from subjects and language (Ger & Bahar, 2018).

CLIL has been regarded as an effective approach to facilitate students' language skills and content knowledge as it is now becoming more common in many parts of the world such as Latin America (Doiz, Lasagabaster, & Sierra, 2013) Asia (Iyobe & Lia, 2013; Yang, 2016) and Australia (Smala, 2014; Turner, 2013a; Turner, 2013b). There have been many studies for the last 2 decades which reveal that CLIL has a positive impact on students' language skills and content knowledge (Heras & Lasagabaster, 2015; Whittaker, Llinares and McCabe, 2011). CLIL learners are more motivated to learn a foreign language than students who take regular content classes and they also develop complex concepts in the target language (Wolf, 2007). In addition, Dalton-Puffer et al. (2010) state that teachers also benefit from the additional language as a medium of instruction as they practice the language like students. In this sense, previous research emphasized that CLIL teachers need to be competent in more than one language and they need to have knowledge of teaching content through an additional language (Klimova, 2012; Madrid Fernández, 2006; Marsh et al., 2010).

In the light of the information given above, CLIL is a language teaching approach which makes use of an additional language to teach a subject matter area. CLIL is an educational approach in which the target language is used as a medium of instruction to teach the content knowledge (Nikula, Dalton-Puffer and Llinares (2013). It is regarded as the European version of CBI descending from French immersion programs. As mentioned above, many studies have focused on the effectiveness of CLIL with the growing importance of English as the medium of instruction.

#### **2.2.4 The history of CBI**

Content-based instruction as the integration of language and content learning objectives dates back to the Canadian immersion programs in 1960s (Ramos, 2009). In 1960s, Canada applied a French immersion project in order to teach English speakers French as a foreign language through studying subject matters in French (Banegas, 2013). Since then, Canadian language instructors and educators have started to teach content in French to English mother-tongue students in various forms (Stoller, 2008). For instance, immersion programs were designed and implemented

in St. Lambert, Quebec aiming at exposing language learners to the target language by focusing on the content instruction (Işık, 1995). All courses except for the English language art course were taught in the target language in an intensive way. This notion of teaching subject matter using the language as a means of instruction became the driving force of the development of CBI programs.

CBI programs have been implemented in many countries around the world since then. Alternative forms of CBI have been put into practice at all levels of education such as preschool, elementary, secondary and postsecondary as a part of an entire program or particular courses (Genesee & Lindholm-Leary, 2013). In countries such as Canada and USA, the popularity of CBI has risen dramatically due to the growing population of non-English-speaking migrants into English speaking countries (Dalton & Puffer, 2007). It has been very successful in the contexts where it has been implemented such as Canada and the United States (Genesee, 1998). Cummins & Swain (1986) reported on the findings of 1979 French immersion programs. The participants were 6 and 8 grade students and the same grades formed experimental and control groups. According to the findings, they found out that the immersion students in Canada perform well as much as English-only students do. Genesee (1987) carried out a study on the language results of French immersion programs and reported that immersion students gained necessary language skills in the target language and achieved native-like proficiency. Similarly, research on the evaluation of French immersion programs in different parts of Canada resulted in the acquisition of the academic knowledge and skills and high-level of proficiency in the target language (Wesche, Morrison, Ready & Pawley, 1990; Swain & Lapkin, 1990; Harley et al. (1990); Van der Keilen (1995).

Likewise, results of Culver City, Montgomery County, Cincinnati and San Diego projects in USA revealed that learners acquired high level of language proficiency in the target language and academic knowledge and necessary skills thanks to content instruction in the target language (Genesee, 1987). Similar results were found out in terms of improvement of target language and progress in subject matter thanks to CBI in studies conducted in many parts of USA (Krashen & Biber, 1988; Snow & Brinton, 1988; Willburn, 1992; Hickman, 1992).

CBI programs have been implemented and evaluated in many other parts of the world such as Australia, Finland, Hong Kong and Singapore. In Australia, Salomone (1992) observed the effectiveness of French immersion programs and

found that learners improved their receptive and productive language skills. Berthold (1992) reported that learners achieved high level of language proficiency in the target language in Benowa high school in Australia. Björklund (1997) assessed the Swedish immersion program in Finland and the findings revealed that the immersion program improved students' linguistic skills. In Hong Kong, Johnson evaluated the English immersion program and the results showed that immersion students acquired high level proficiency in English and they performed as well as students who took Chinese instruction. Similarly, Eng, Gan and Sharpe (1997) investigated English immersion program in Singapore preschools and the findings were not conclusive due to non-linguistic factors for example, students from lower socio-economic backgrounds did not perform as well as the students who attended private schools.

Language across the curriculum movement as another early antecedents of CBI started in England in 1975 (Işık, 1995). According to this movement, the language is supposed to be a part of all subject matters. That is, language should act as a tool for learning as well as the main focus of language classes. As a consequence of this movement, “writing across curriculum” and “reading through content” became popular in England and North America. The ultimate goal of this movement is to provide learners with various activities across all subject courses by grasping language and subject matter and it contributed to the development of CBI a lot.

These experiences have revealed that Content-based Instruction has positive impact on students' learning since they learn faster in language programs in which CBI or immersion activities are applied (Ramírez, Yuen, Ramey & Pasta, 1991). In short, research revealed that integrating language and content instruction has positive outcomes in terms of language skills and knowledge of content (Işık, 1995). EFL learners who take subject-matter instruction improved their subject matter knowledge as well as EFL skills more effectively. Therefore, the integration of language and content paves the way for effective language learning conditions.

### **2.2.5 Empirical Studies on CBI**

There have been many studies investigating the effectiveness of programs which employ teaching English through Content-based Instruction or Content Integrated Language Learning (Lai & Aksornjarung, 2018; Ngan, 2011; Satılmış, Yakup, Selim & Aybarsha, 2015; Heras and Lasagabaster, 2014; Tseng, 2017; Lai & Aksornjarung, 2018).

To start with, Ngan (2011) assessed the effectiveness of CBI in the teaching of English for Accounting in Vietnamese EFL context. He conducted a study of incorporating CBI in ESP context in order to improve the present ESP syllabus. To see the effects of CBI application, the data was obtained from a survey including the post-test and the questionnaire. According to the results, student motivation, involvement in the class and the ability to get better scores increased thanks to CBI. Thus, CBI application in the ESP course was proved to be effective in the ESP course.

Moreover, Heras and Lasagabaster (2014) assessed the effectiveness of CLIL on affective factors such as motivation and self-esteem and it tested the effect of CLIL on gender differences. 42 students in the fourth grade of secondary education were administered a background questionnaire, a questionnaire on motivation and self-esteem, and vocabulary test. The knowledge of vocabulary was tested on a pre-test, immediate-post and delayed-post test. According to the findings, CLIL was effective in terms of reducing the gender differences in motivation. Parallel with this, vocabulary tests indicated that CLIL had a positive impact on both male and female students' acquisition of technical content-related vocabulary.

Asomoza (2015) also examined the perceptions of students towards the effectiveness of CLIL in Mexican BA program. The perceptions of 11 BA students were investigated through interviews. According to the results, students had overall positive perceptions towards CLIL courses in the BA in foreign languages. Moreover, they suggested improvement of certain areas such as teachers, materials design, administrators and institutions.

Furthermore, Sylvén and Thompson (2015) explored the second language learning motivation and its effect on language acquisition within the context of Content and Language Integrated Learning (CLIL). The study took place at a high school in Sweden and the participants were 109 CLIL students and 68 non-CLIL students. The study was a longitudinal study and the researchers collected data for 3 years. Motivational Factors Questionnaire (MFQ) was developed and administered in the beginning of the first year and at the end of the third year. As a result of this study, it was found that there are differences between the attitudes and motivation of CLIL and non-CLIL students. CLIL students were more motivated on a number of factors such as interest in foreign languages, willingness to communicate in L2 and ideal L2 self.

Tseng (2017) investigated EFL learners' perspectives about the effectiveness of CBI in cross-cultural communication course. 60 EFL students from a university in Taiwan took part in this study and the data were obtained through questionnaire and semi-structured interviews. The results obtained from students showed their positive outcomes in the areas of content knowledge and language skills. The findings also pointed out the boosted confidence of students, enhanced critical thinking skills and cooperative learning even though there were some perceived difficulties such as inability to fully understand the input and produce efficient output.

Lai and Aksornjarung (2018) examined the EFL learners' attitudes and motivation towards learning English through CBI at tertiary level in Thailand. The data were collected through questionnaire administered to 71 students, classroom observations and midterm and final exam scores. The findings showed that the students held positive attitudes towards the CBI-based course and their motivation was at moderate level. The findings also pointed out a significant difference between the attitudes of Faculty of Medicine and Faculty of Nursing. It can be concluded from this findings that different attitudes may lead to different outcomes. Also, it was found that there is no correlation between attitude and motivation.

To summarize, previous research has mainly focused on the effectiveness of CBI in terms of student motivation, student engagement, self-confidence, the acquisition of content knowledge and language skills, and content-related vocabulary acquisition.

### **2.2.6 CBI Programs Implemented in Turkey**

CBI programs have been implemented in many countries in the world as mentioned above. However, most language programs in Turkey focus on general language skills ignoring the academic knowledge and skills that the students need to acquire and thereby the students lack essential subject matter knowledge in the target language. Therefore, there are not many studies in Turkey which have implemented CBI aiming at providing students English language instruction related to their field. The studies related CBI in Turkey can be summarized as follows.

To begin with, Işık (1995) investigated which type of instruction has more positive impact on Turkish EFL learners' language skills, teaching English through content or through general English activities. The findings revealed that CBI students were more successful than students who took regular English instruction in terms of

speaking and listening skills. Also cumulative scores of both groups showed that CBI students obtained higher results compared to other group. Therefore, Işık (1995) reported that CBI is an effective program to help Turkish EFL learners to acquire necessary language skills.

Additionally, Pehlivan (2003) examined the effectiveness of ELT program of Turkish Air Force Academy (TAFA) from CBI perspective. The results of the study showed that ELT program at TAFA was in need of reorganization. For this reason, CBI program was suggested as appropriate to teach English at TAFA. Alptekin, Bayyurt & Erçetin (2007) explored the effectiveness of a theme-based syllabus on young L2 learners. They stated that students who follow theme-based syllabus model are more successful in listening, reading and writing skills than the students who follow regular syllabus. They also found that there was an increase in the motivation of students who follow theme-based syllabus and they reported that theme-based instruction is suitable for Turkish learners of English in Turkey.

Moreover, Arslan & Saka (2010) investigated the effect of CBI on a group of science students at a preparatory school. They found that students feel positive towards CBI since it increased their motivation as they improved their academic knowledge. They reported that CBI is appropriate for preparatory school students as it meets their language needs providing them with necessary academic language skills.

Er (2011) investigated the perceptions of instructors' towards CBI in a state university in Turkey in which CBI is used by some instructors. The results showed controversy in the answers' of instructors with reasons behind each. İlhan & Kayabaşı (2014) also carried out a study in order to examine the effect of CBI on students' academic success in language skills and knowledge related to their subject area. According to the results, there was an increase in the students' academic success in language skills and content knowledge. Additionally, CBI resulted in the important differences in the achievement scores of students. Likewise, Satılmış, Yakup, Selim & Aybarsha (2015) conducted a study to see whether CBI is an effective strategy to teach students required language skills and content knowledge of academic subject. According to the results, content knowledge and language skills can be effectively taught to students through CBI.

In conclusion, there have been many studies which investigate the effectiveness of CBI in the world especially in USA and Canada. However, to the knowledge of the researcher, the research related to CBI is too scarce in Turkey.

## **2.3 Textbook Evaluation**

### **2.3.1 The Role of Textbooks in English Language Teaching**

Instruction in EFL classrooms has many components but textbooks are the most essential and unavoidable components used by the instructors (Litz, 2005). Regarding the role of ELT textbooks, Sheldon (1988) states that textbooks are seen in the center of ELT programs. They are regarded as the best source of achieving aims and objectives specified in the very beginning of teaching and learning process by taking learners' needs into account (Cunningsworth, 1995). Additionally, textbooks are the great source of exposure to the foreign language and they provide the opportunity to determine learner success in EFL classrooms (Hutchinson & Torres, 1994; Cunningsworth, 1995; Nunan, 1999; McGrath, 2006; Richards, 2007; Wang & Lee, 2011).

To begin with, Hutchinson and Torres, (1994) state that textbooks play a vital role in teaching of foreign language since they provide the necessary input to convey the knowledge to language learners via various activities, tasks and explanations. Textbooks make the existing knowledge available and apparent to the learners in a very simple and organized way. Therefore, they are the main agents of conveying the substantial knowledge to learners in a more visible and structural way. For this reason, they will maintain its importance as they meet the requirements.

In a similar study, (Ruiz de Zarobe & Jiménez Catalán, 2009). (1999) states that textbook facilitates the learning process since they mediate between instructors and learners. Hutchinson and Torres (1994) also see the textbook as an important agent for the long-lasting change. As well as detailed instructors' guide, textbook provides learning suggestions for learners. Besides, textbooks free the instructor to deal with new content and procedure as well as satisfying the needs of the learners. Therefore, they make the learning and teaching easier and more productive for both instructors and learners.

In addition, Nunan (1999) views the textbook as the cornerstone of curriculum and it is not possible to think of a foreign language class without textbooks. Textbook offers a structured and well-organized syllabus and suitable



language control which fosters learning. McGrath (2006) also argues that textbook is the basic element of EFL classes since they affirm what is taught, how it is taught and in what order it is taught. Richards (2001) suggests that textbook offers a structural path for foreign language program by providing syllabus. Furthermore, it provides standardized instruction and assessment for learners in different classes. Ur (1996) also emphasizes that textbook serves as a framework that guides learners about what they are doing and where they are going.

As another role of textbook, Cunningsworth (1995) sees the textbook as a source in practicing language and doing activities for learners. Textbook includes practices for grammar, vocabulary and pronunciation as well as written and spoken materials. According to him, textbook is a grammatical and functional guideline serving for students' needs. Richards (2001) also claims that textbook provides necessary content, skills and language practice that the learner needs. Moreover, it provides workbooks, CDs, videos etc., which is quite engaging and interesting for learners. On the other hand, textbook is a tool for training inexperienced instructors as it gives them time to train themselves on teaching skills rather than producing materials. Therefore, textbook meets both the learners and instructors' needs. Ur (1996) also identifies textbook as a syllabus which saves the time of instructors, especially inexperienced instructors, because they include ready-made activities and tasks.

In brief, the textbooks play a vital role in EFL settings as they provide the necessary input including content knowledge and language skills. They are regarded as the best source of exposure to the target language and they include various activities and tasks. Textbooks behave as the road map of language teaching showing the aims and goals of a particular foreign language class. Thus, it is obvious that the role of the textbook in an EFL classroom is crucial for the language development of the learners.

### **2.3.2 Using Textbooks: Pros and Cons**

In instructional language education settings, textbooks play an essential role. They act as a guideline for the instructors to follow and in most cases textbooks are based on to develop syllabuses and curriculums. Despite few limitations, many notable linguists and researchers emphasize on the idea that textbook is prerequisite to language teaching and learning and it has many advantages for both instructors

and learners (Hutchinson & Torres, 1994; Cunningsworth, 1995; Ur, 1996; Haycroft, 1998; Cortazzi & Jin, 1999; Harmer, 2001; Lawrence, 2011; Nahrkhalaji, 2012).

To begin with, Sheldon (1988) contends that a published textbook requires little time to prepare and it saves learning material from the lack of quality. Therefore, published materials have more credibility than instructor-created materials. Even if they are not suitable for specific learning situations, they give instructors the opportunity to adapt or improvise.

In addition, Harmer (2001) claims that textbooks are engaging and interesting materials which includes a sensible presentation of language. It demonstrates what the learners need to learn and how they need to learn. It also summarizes and revises what has been learnt and in some cases, it allows students to study outside the class on their own. Similarly, Nahrkhalaji (2012) states that a textbook provides security for the learners since they have a sort of road map in their hands about what they will learn, what they expect and what is expected of them. Lawrence (2011) also highlights that students can make use of textbook as a revision tool of what has been learnt previously. Besides, it helps students to keep the track of their own learning and progress.

On the other hand, textbook helps instructors as well as students giving the feeling of security for using textbooks as a basis for the lessons (Bojanic & Topalov, 2016). Instructors see textbook as a teaching aid which gives them an idea about what they are going to teach. It also serves as a guide or framework which helps novice instructors gain confidence, test different techniques and they gain awareness of pedagogical issues. Novice instructors may pay more attention to individual needs in time as they use more methods and techniques.

Ur (1996) identifies textbook as a good monitor to assess students' learning. Textbooks are effective materials in terms of measuring the effectiveness of the teaching and learning process. In addition, Haycroft (1998) suggests that textbook is essential in order to see students' progress and measure their achievement. Some textbooks even have their own tests and assignments. On the other hand, textbooks represent the systematic and structured design of language teaching program and it allows instructors to see whether there is a need for curriculum change or not. Parallel with this, Hutchinson and Torres (1994) also state that textbook serve as a tool for making the necessary changes and modifications in the curriculum.

Whereas many aforementioned theorists point out to the advantages of using

textbooks in EFL environment, there are a number of theorists who point out to the disadvantages of using textbooks. For instance, Graves and Rice (1994) express that there may be too much focus on some aspects of language, which is more than necessary and there may be less focus on other aspects than you expect. That is, there may not be right mix of activities. Each textbook has its own strengths and weaknesses and so, no textbook can be suitable for a specific group of learners. Depending on the needs of students, some instructors may see something in a textbook as advantageous and some instructors may see it as disadvantageous.

Another disadvantage of using textbooks in EFL classrooms is that they tend to be socially and culturally biased as they contain examples of stereotyping, sexism and gender bias (Clarke and Clarke, 1990; Carrell and Korwitz, 1994; Renner, 1997). Many EFL textbooks misrepresent the role of men and women characters regarding occupations, relationships, actions and roles. Alptekin (1993) see the target language culture as a tool for teaching the language but it is not possible to think of language class without embedding its culture in the textbook. He also claims that many textbook writers are possibly affected by the values, beliefs and attitudes of their own cultures when writing textbooks.

Cathcart (1989) argues that many textbooks contain unauthentic and unnatural representation of the target language as well as cultural and social biases. Therefore, such representation of the target language does not necessarily prepare learners for real life situations and learners who interact with native speakers of the target language regularly have difficulty in such encounters. Richards (2001) also argues that many textbooks do not portray real life situations since they do not contain authentic materials and as a result of this, students' needs are not met.

In conclusion, it is without doubt that every textbook has its own disadvantages and negative effects. To avoid the potential shortfalls, systematic analysis of each textbook alternative should be carried out based on well-designed textbook evaluation criteria. Eliminating as many limitations as possible, combined with all the advantages mentioned above, will constitute a near-perfect textbook.

### **2.3.3 Justification for Textbook Evaluation**

The variety of textbooks on the market has been increasing gradually and many of them lack language acquisition principles. This situation requires institutions or instructors to make the right choice when selecting textbooks. A

number of studies have revealed that many textbooks are developed mostly for commercial purposes and they are not based on language acquisition principles (Cunningsworth, 1995; Tomlinson, 2003, 2008 & 2010; Litz, 2005; Awasthi, 2006).

Litz (2005) and Tomlinson (2005) for example, argue that the shortcomings and pedagogical flaws of many textbooks on market lead to learners' failure in acquiring the language instead of leading to learners' success in the acquisition of language. Hence, selecting a suitable textbook for classroom use is so significant that it can determine the success or failure of the lesson (Mukundan, 2007).

Furthermore, Litz (2005) emphasizes that there has been a shift from instructor-centered approach to learner-centered one since 1970s and learners are now in the heart of any teaching and learning process. In that sense, he suggests regarding the textbook as a tool to achieve aims and objectives in terms of learner needs that have been set in the beginning of this process.

Similar to these, Awasthi (2006) claims that language learner needs should be taken into consideration mainly when selecting a textbook with the movement of center to learners in 1970s. Cunningsworth (1995) also asserts that selected materials should reflect the needs of learners, the aims, methods and values of the program. Therefore, he suggests that contextually appropriate and relevant textbook evaluation criteria should be established to select materials for classroom use.

One additional reason for textbook evaluation is that it contributes a lot to instructors' professional development and growth (Cunningsworth, 1995 & Ellis, 1997). They state that the evaluation of textbook allows instructors to acquire useful, accurate, systematic and contextual insights into the nature of textbook moving beyond impressionistic assessments.

Consequently, textbook evaluation is a type of professional empowerment and development. It can be seen as a form of teaching training with the aim of creating awareness among instructors about fingerprints to look for in a textbook as well as familiarizing instructors with language materials so that they learn the strengths and weaknesses of the textbook, the content of it or the style in which it is written.

#### **2.3.4 Material Evaluation Criteria**

Textbook evaluation is a complex and tough process since there are plenty of variables which affect the success or failure of a textbook (Korkmaz, 2016). For

these reasons, it must be done with a great care that the textbook should be acceptable on the level of quality, usefulness and appropriateness for the context and for the learners (Litz, 2005). Therefore, many theorists have come up with possible textbook evaluation criteria portraying several variables which have vital importance for evaluation of a textbook (Brown, 2001; Richards, 2001; McDonough & Shaw, 2011).

To start with, Littlejohn (1998) believes that a framework is to separate the premises about what is suitable from the analysis of the textbook. His framework analyzes the textbook as it is so the aim of his framework is to analyse the textbook regardless of how it is used in the classroom environment because a textbook can be used for different purposes based on the knowledge and abilities it includes. Therefore, his framework allows evaluators to arrive at their own conclusions rather than deciding on the desirable characteristics of a textbook. His textbook evaluation checklist consists of three levels: what is there, what is required and what is implied. At the first level, physical qualities are examined such as layout, print and durability. At the second level, language related activities and content is investigated. Lastly, at the third level, concepts such as teaching philosophy, approach taken and overall goals are evaluated. From the first level to the third level, focus moves from objective analysis to subjective analysis.

Brown (2001) proposed a detailed checklist to choose a textbook or to evaluate a currently used one. The categories in the checklist, which basically evaluates the content of the textbook, are goals of the course, background of the learners, theoretical approach, four language skills, quality of exercises and explanations, sequencing of language (in terms of linguistic structures and skills), vocabulary, format, supporting materials and instructor's guide.

Richards (2001) offered three types of evaluation, namely formative, illuminative and summative. In formative evaluation stage, what is working and what is not working is determined. Illuminative evaluation focuses on whether different aspects of the program work and how they work and how they are implemented. Illuminative evaluation is carried out during teaching learning process and at the end of this evaluation stage, adaptation or modification is not necessary. Summative evaluation, which is done at the end of the course, determines the effectiveness of the textbook.

McDonough and Shaw (2011) suggested two phased evaluation criteria: external evaluation and summative evaluation. External evaluation includes brief overview of textbook in terms of cover page, table of contents, introduction and it is followed by internal evaluation, which is examining the textbook thoroughly. However, they proposed that the success or failure of a textbook can only be determined after it has been used for some time even if it is found as suitable in the preliminary evaluation. This evaluation process is called summative evaluation.

In summary, many evaluation models and criteria have been taken into consideration in order to come up with an efficient tool for evaluating materials. Considering this review, the researcher developed macro evaluation study so as to explore overall aspects of the textbook. During the process of evaluation, the researcher gave surveys to students who studied this textbook, and analysed the experiences and suggestions of the instructor using the textbook in the lesson. The classroom practices were also taken into account through this macro evaluation process.

### **2.3.5 Empirical Studies on Textbook and Material Evaluation**

There are many studies in literature which were carried out to evaluate textbooks and assess their effectiveness (Zohrabi, Sabouri & Behroozian, 2010; Azarnoosh, 2014; Bermudez, 2014; Sabzalipour & Kooshato, 2014).

Zohrabi, Sabouri and Behroozian (2012) carried out a study to evaluate an English textbook taught in Iran for the 9<sup>th</sup> graders regarding its strengths and weaknesses on the basis of 13 criteria such as physical appearance, content, vocabulary, grammar activities, integration of language skills, pronunciation activities, language function and social and cultural activities. The data were collected through questionnaires and interviews administered to 126 students and 10 instructors. The results revealed that instructors and students were not satisfied with the textbook in terms of their needs and wants. The textbook was based on grammatical explanations and exercises so integration of more communicative tasks was recommended.

Parallel with this, Azarnoosh (2014) evaluated the textbook “Select Reading” for Upper-Intermediate students in terms of language content, selecting and grading of language items, presentation and practice of language items, language skills, communicative abilities, supporting materials, the motivation and the learner. The

data were obtained through Cunningsworth's (1984) textbook evaluation checklist. It was found that the topics of the reading text were engaging for the students and appropriate for their age and proficiency level. Also, the presentation of linguistic structures and vocabulary items were implicit. However, both instructors and students argued that the textbook does not include enough practices, revision and listening activities.

In a similar study, Bermudez (2014) carried out a study in order to check the appropriateness of the popular general English book "New English File: Elementary" in a specific context. He discussed the suitability of the book at macro and micro level and carried out a qualitative study in order to create a set of principles by examining various theoretical perspectives. It was observed in the instructor resources that the book had a solid curriculum and syllabus. It was also found that the book's aims meet the CEFR's standards for proficiency levels for foreign language learners. Nevertheless, the book's efficiency is reduced by the convenience and the authenticity of its contextual content. Due to aforementioned reasons, even though *New English File* is an efficient book, it might not be counted as suitable for young learners completely.

Sabzalipour and Kooshato (2014) examined the effectiveness of the textbook "English book for high school" for high school students which were prepared by Ministry of Education. They investigated the perspectives of 271 instructors by administering 40 items questionnaire and interview. The findings revealed that instructors felt positive about the content, physical appearance, exercises and activities, clarity of instructions, level, vocabulary, grammar and differences in learning styles of the learners.

Nevertheless, to the knowledge of the researcher, the research on materials evaluation in Turkey has been abandoned. Yet, there are some studies which investigated the effectiveness of textbooks in Turkish EFL context used in foreign language classes (Aytuğ, 2007; Özdemir, 2007; Tok, 2010; Korkmaz, 2016; Işık, 2018) which can be summarized as follows. To begin with, Kanik (2002) conducted an evaluation study and investigated the effectiveness of in-house ESP reading materials "English for Law Courses" from the perspectives of instructors and students on the basis of nine criteria: the development of reading skills, appropriateness of content, activity and task selection, development of vocabulary through reading, the level of reading passages and activities, clarity of instructions,

differences in learning styles, learner autonomy and layout of the materials. The data were obtained through questionnaires and interviews administered to 2 instructors and 105 students. The findings revealed that instructors and students found the materials effective in terms of the development of reading skills, appropriateness of content, activity and task selection, clarity of instructions and layout of the materials. However, the materials were found weak in terms of differences in learning styles and learner autonomy. The students also found the interest level of the materials weak regarding content, activities and layout.

Aytuğ (2007) conducted a study to explore the instructors' perceptions on the textbook "New Bridge to Success for 9<sup>th</sup> Grade New Beginners (NBS)" regarding its main characteristics. 60 English instructors were administered questionnaires and interviews were carried out with 12 of them. The results showed that the instructors agree on the efficiency of many features of the textbook such as efficacy of workbook and physical appearance of the book. However, in terms of many other textbook characteristics such as representation of target language culture, integration of communicative activities, interest level of visuals, they felt negative.

Özdemir (2007) assessed the textbook "Time for English 4" for fourth graders regarding the purpose, approach, visual design, presentation of language and vocabulary, exercises, supporting materials and supplementary sources. The participants were 102 students and 15 instructors. The data were gathered from questionnaires administered to students and interviews conducted with the instructors. According to the results, instructors and students had positive feelings towards the textbook. Both instructors and students stated that the physical appearance, design, colour, printing and publishing qualities were efficient. Instructors also claimed that the book is appropriate for the age and proficiency level of the students and in terms of methods and techniques used in the book is suitable. Yet, they recommended that communicative skills of the book should be emphasized.

Işık and Altmışdört (2010) attempted to create a blueprint for "material design, development and evaluation." To achieve their goal, the researchers cooperated with 21 instructors at a higher school education. At the first step, the researchers developed a detailed scale which was, then, used by the instructors while scoring their perceptions towards their own material. With the data provided, Işık and Altmışdört concluded that the materials were not qualified as a mean to fulfil the



course needs and objectives. The researchers further argued that in order for the materials to overlap with needs and objectives, developers and designers should be highly trained in the field, put in extra time and effort and conduct a deeper needs analysis.

Tok (2010) examined the advantages and disadvantages of the textbook “Spot on” for primary school students from the perspectives of instructors. The data were collected from 46 English instructors through questionnaires. The textbook evaluation criteria were based on physical appearance and design, activities and exercises, type of language, subject, content, language skills and whole aspect. According to the results, instructors stated that the textbook had some disadvantageous features in terms of layout and design and the type of activities and exercises. Moreover, it did not comply with the language learning aims of the learners. Also, more communicative activities should be added to the book.

Korkmaz (2016) evaluated the reading materials in the textbook “Speakout” for intermediate level preparatory school students from the perspectives and experiences of instructor in terms of text appropriateness, the purpose, learner needs and vocabulary development. The data were collected through questionnaires, reflective essays and stimulated recall protocols carried out by 60 EFL instructors. Findings revealed that instructors were satisfied with the length and level of the reading passages as well as authenticity and introduction of the target culture. On the other hand, they were not satisfied with the topics and content, genre, visuals, strategies, activities and vocabulary. The instructors suggested certain modifications regarding these issues.

In a similar study, Işık (2018) explored the position of ELT materials to be used in classroom atmosphere in order to support foreign language teaching. A questionnaire and interviews given to instructors and students were used as data collection tools. The researcher examined the gathered data by using t-test, post-hoc Scheffe test and ANOVA statistics. The findings demonstrated that neither instructors nor students except the participants from regular state high school found the ELT materials developed by international publishers useful and thought that these materials are quite problematic.

In conclusion, there have been many studies which investigate the effectiveness of textbooks in EFL contexts. The data were collected from students and the teachers and it mainly focused on the perceptions of the participants towards

the textbooks. However, as shown in the studies summarized above, the textbooks are commonly commercial textbooks developed by international publishers. Therefore, locally-produced textbooks should be included in the future research.

## **2.4 CBI materials**

### **2.4.1 The role of textbooks in CBI**

CBI is frequently used at tertiary level as a result of growing importance given to English as a lingua franca and thus, learning a second or foreign language (Bozdoğan & Karlıdağ, 2012). Parallel with this, Coleman (2012) also asserts that the use of English as the medium of instruction in educational curricula has become prevalent in the last fifteen years. When creating curriculum for a content-based course, Brooks (2004) presents 4 challenges prior to curriculum development: students, teachers, external factors and materials. Locating a textbook which is suitable for the language level of the learners and which covers content related to a specific field is one of the most difficult phase of designing curriculums (Brooks & Sandkamp, 2007).

López-Medina (2016) asserts that content-based classes keep increasing and, as a result, specific content related material is necessary at all educational level. It is constant dilemma that there is a lack of relevant and appropriate materials for CBI courses (Coyle, Hood & Marsh, 2010; Horn, 2011). Concerning this issue, Zaparucha (2009, p.94) comments that how to obtain resources including textbooks is one of the most difficult issues regarding CLIL style teaching. In addition, the textbooks that seem to be content-based or theme-based mostly do not provide sustained input and treat a subject area in depth. Besides, subject-area course books that are designed for native-speaker students do not provide language scaffolding to second language learners (Horn, 2011).

Besides, another challenge posed by finding a suitable material is that it may be difficult to find a textbook appropriate to students' proficiency level depending on the content (Sandkamp, 2007). The difficulty of content should match to the level of learner proficiency level and it should be neither too difficult nor too easy.

To address this issue, language teachers either need to adapt authentic materials (Evans, Hartshorn & Anderson, 2010) or when they cannot find appropriate authentic materials, they need to create their own materials (Swales, 2009; López-Medina, 2016) as readily available CBI materials are too scarce (Coyle

et al., 2010; Moore, & Lorenzo, 2007). When designing content-oriented language materials, teachers' responsibility is huge in the sense of finding and evaluating suitable written or oral texts including relevant information, creating meaningful activities and tasks, and prioritizing language and content (Zhyrun, 2016). Language teachers need to combine content and language goals to select and prioritize what will be taught and how in particular contexts and they need to create an environment which is linguistically accessible and cognitively demanding (Coyle et al., 2010, p.65).

In this vein, Işık (2011) points out the significance of materials development issue which requires special training as it is crucial to consider certain requirements prior to and following the development of language materials. Zhyrun (2016) also expresses that creating content-oriented materials requires a great amount of expertise from teachers in terms of content knowledge, language skills knowledge and key issue of CBI.

Language materials, as Tomlinson (2012) states, materials that includes any texts and media make English language learning happen. Thus, they play a crucial role in foreign language classes. Considering their role, learning materials taught in content-based courses are supposed to create enriched learning environment in which students can learn both content and language simultaneously and become adept learners of both (Mehisto, 2012).

Ebata (2010) suggests that content-based material is to motivate students to acquire both necessary language skills and content knowledge. It is generally accepted that the topics and materials in CBI classes are to be interesting so that the learned can enjoy learning in the content-based English course (Lai & Aksornjarung, 2018). Lin (2017) argues that the natural and original topics in CBI materials should draw students' attention and arouse their interest.

Furthermore, CBI gives students many opportunities to learn the target language with meaningful activities as well as scaffolding on account of authentic materials (Bozdoğan & Karlıdağ, 2012). As for the authenticity, Mehisto (2012) suggests that learning materials in CBI should foster the creation of relational links among the intended learning, learners' lives and different school subjects. He further suggests that language learners should "recognize themselves in the materials". Thus, CBI materials should seek ways of integrating authentic language and the use of authentic language. Pinner (2013b) claims that it is easier to get students motivated

and make them engaged in the class with the help of authentic materials. Thereby, it is essential to consider authenticity when selecting content as it should meet learners' needs, activate their schemata and relate to their lives.

All in all, textbooks or language materials are the major components of language teaching curricula in CBI. Yet, finding an appropriate material suitable for learning objectives and proficiency level of students is challenging. At this point, teachers either need to adapt existing material or they need to create their own material. When designing language materials, it is crucial to consider the enhancement of student motivation, relevant content and topics, authentic materials and language proficiency of the material.

#### **2.4.2 Empirical studies on CBI materials**

The research on the design and evaluation of CBI materials is too scarce. Yet, there has been a couple of studies which investigate the development of materials for CBI classes and assessed their effectiveness (Barón, 2013; Dávila & Vela, 2011; Arifani, 2016; Siekmann, Webster, Samson & Moses, 2017).

Barón (2013) investigated whether the implementation of content-based materials founded on CALLA promoted reading comprehension of the participating students. To gather data, students' self-evaluation reports and two surveys were used and the findings showed that students improved their reading comprehension by consciously applying learning strategies and self-evaluating their progress. In other words, content-based materials was effective in terms of the development of reading comprehension of the students.

Dávila and Vela (2011) tested CBI materials developed by a group of professors for primary school children to promote language learning through subject matter contents and to increase their motivation to learn English. The stages of materials development and implementation were reported in detail in the study. According to the results, in terms of motivation, it was observed that students were highly motivated to learn English thanks to the materials used in class. Therefore, it was suggested that CBI materials can be motivating and long-lasting to teach students English.

Arifani (2016) developed a local content-based textbook to penetrate the gap between authentic and non-authentic reading materials in EFL context. He developed a content-based textbook within four stages: planning, development, try-out and

textbook revision by adopting research and development paradigm. Eventually, he produced 15 chapters consisting of 15 local reading texts from various sources such as famous figures, music and local cuisine. The validity of textbook was found to be good with a score of 3.76. He further suggested an experimental study to measure the improvement of reading comprehension of learners.

Siekmann, Webster, Samson and Moses (2017) reported on a project designed to develop Yup'ik language and cultural materials for elementary level students in Indigenous immersion education in Alaska. In this study, they reviewed the elements contributing to the strong and sustainable immersion programs and then, they presented the process of materials development project along with the tensions and collaboration. Lastly, they presented the two books as a consequence of this process.

Having these in mind, CBI is an effective approach to foreign language teaching aiming at integrating content knowledge and language skills of learners and improving both simultaneously. Moreover, materials evaluation is a crucial process of finding the most appropriate material for a specific group of learners that best fits in their educational context. There has been many studies investigating the effectiveness of CBI courses and evaluating language materials. As CBI materials development is a recent area of research and the production of CBI materials is also in progress, the design and evaluation of CBI materials is an area which needs to be developed (López-Medina, 2016). Specifically, there has no research on designing and evaluating CBI materials which is specially developed for a CBI program. For the very reason, this study aims at filling the gap in designing and evaluating CBI materials developed for a specific CBI program. Specifically, this study examines the perceptions of students and their instructor towards a locally produced CBI-oriented textbook and in-class implementation of the textbook. Finally, it tries to find out the affect of CBI-oriented textbook on students language skills and content knowledge.

## **Chapter 3: Methodology**

The present study aims to investigate the efficiency of CBI-oriented textbook developed for the Architecture students in Turkish EFL context. Specifically, it aims at finding out the perceptions of Architecture students and their instructor towards CBI-oriented textbook. Another aim of this study is to examine the perceptions of students and their instructor towards in-class implementation of the CBI-oriented textbook. In addition, it aims to see how CBI-oriented textbook affects their language skills and content knowledge. The following chapter describes the fundamental components of methodology such as research design, setting, participants, data collection instruments and data analysis procedures.

### **3.1 Research Design**

Mixed-method research is defined as “a method which focuses on collecting, analyzing and mixing both quantitative and qualitative data in a single study or series of studies” (Creswell & Clark, 2011). It focuses on the research questions which requires multi-level perspectives and real life understandings (Korkmaz, 2016). The main assumption of mixed-method approach is that the use of qualitative and quantitative approaches, in combination, provides a better understanding of constructs and research problems than either approach alone (Creswell & Clark, 2011). Moreover, it frames the study within theoretical and philosophical perspectives (Johnson, Onwuegbuzie, & Turner, 2007).

According to Creswell & Clark (2011), mixed-method research has six design strategies: the convergent parallel design, explanatory sequential design, exploratory sequential design, embedded design, transformative design and multiphase design. The convergent parallel design collect and analyse two independent strands of qualitative and quantitative data at the same time prioritizing the methods equally and mixing the results during the overall interpretation. Explanatory sequential design collects quantitative and qualitative data at different time prioritizing quantitative data and using qualitative data to explain quantitative data. On the other hand, the exploratory design uses qualitative phase to develop or

inform the quantitative study. Embedded design aims to answer different questions that require different types of data. Quantitative and qualitative data collection and analysis may occur before, during or after the first data collection. Transformative design is a framework in which all decisions about interaction, priority, timing and mixing are made within transformative framework. Multiphase design is the combination of sequential and concurrent aspects that is used for program evaluation where quantitative and qualitative methods are used over time to support the development and assessment of particular programs.

The present study adopts a mixed method research, convergent parallel design in order to gather data on the same topic from quantitative and qualitative methods prioritizing each method equally. The quantitative data were gathered from material evaluation questionnaire and placement exam whereas qualitative data were obtained from interviews, teacher reflective journals, syllabus, blueprints and the textbook. The methods were triangulated by comparing and contrasting the findings of quantitative and qualitative data. In the end, the results were interpreted to see to what extent and in what ways they converge or diverge from each other.

### **3.2 Participants and Setting**

**3.2.1 Setting.** This study was conducted at a foundation university in İstanbul, Turkey. The university does not have preparatory school program since the medium of instruction is Turkish. However, students take English compulsorily as a foreign language. In the beginning of 2017-2018 academic year, students were assessed in a proficiency exam at first and the students who got 75 from proficiency exam were exempt from English course. Then, they were assessed in a placement exam and according to the results, they were placed in a classroom appropriate to their levels: beginner, elementary, pre-intermediate and intermediate. The fall term of the academic year lasted 15 weeks and the spring term lasted 15 weeks, too.

**3.2.2 Participants.** For the purposes of this study, the data were gathered from 62 first grade students currently studying architecture and interior design at the Faculty of Architecture at a foundation university. 27 of the participants were male while 35 of them female. Their age range was 17 to 30. 24 of them graduated from private high schools and 25 of them graduated from Anatolian high school. Moreover, 2 of them graduated from regular high school and 4 of them graduated

from vocational high school. Lastly, 3 of the students are graduate of basic high school while 1 one of them is a graduate of fine arts high school and 1 of them is a graduate of science high school. In addition, 1 of the participants is a graduate of military high school and 1 of them is a graduate of Anatolian Teacher high school.

Moreover, 14 of these students were volunteers to be interviewed to take a deeper look at their views. 7 of the interviewees were male whereas 7 of them were female. Their ages range from 18 to 30 years old. 6 of the participants are graduates of Anatolian high school while 4 of them are graduates of private high schools. Moreover, 1 of the students is a graduate of science high school and 1 of them is a graduate of Anatolian instructor high school. Additionally, 1 of them is a graduate of military high school and 1 of them is a graduate of fine arts high school. The interviewees have been learning English as a foreign language for 8 to 10 years. They have been taking English classes since 4<sup>th</sup> grade compulsorily as a policy of Ministry of Education in Turkey.

Apart from the students, for the purposes of this study, the data was also obtained from a reflective journal kept by the course instructor, who developed and implemented the textbook. The instructor, who is also the researcher in this study, is a 24 years old female English instructor. She is a graduate of Foreign Language Education Department. She has 2 years of teaching experience at English language programs offered by foundation universities in Turkey.

**3.2.3 Materials.** In this course, 2 textbooks were used to teach the target language to students. The first textbook was a CBI-oriented textbook developed by the instructor. It had 5 modules in total consisting of 18 units. Each unit in this textbook starts with a warm-up activity which helps to set the scene. This activity warms students up by preparing them for the lesson through different types of tasks such as guessing, brainstorming, mind-mapping, discussion, short video activities etc. Also, students are informed about the content of the lesson thanks to the warm-up activity. Following the warm up activity, the content is presented through reading, listening or video activities and each unit has at least two of them. In addition, after each activity, the comprehension of students is checked through different exercises such as matching, completing a chart, true-false, grouping items etc. Besides, each comprehension check activity is followed by a follow-up activity which requires personalization of the previous content. Follow-up activities usually include real-life



like examples from students life related to the content. Students are expected to relate the content to their life. For instance, students were presented different examples of iconic buildings from Turkey and asked to guess which trend they belong to after they learned about architectural trends and saw different examples of buildings from all around the world for each trend. Following reading, listening and video activities, each unit includes a real-life task in which students need to put the theory into practice through different activities such as drawing sketches, making models, preparing presentations etc. At the very end of each unit, the language and vocabulary of the unit is presented under language focus section. Students focus on the linguistic feature and the main vocabulary items of the unit and they reinforce them through some exercises. The underlying reason behind developing this textbook is to familiarize students with the concepts and topics of their department and teach the target language using this content knowledge. Students' interests and needs were taken into account when developing the textbook. The content of their departmental courses was used as a base.

Moreover, another textbook developed by an international publisher were used for 2 hours in General English classes. This textbook had 12 different units and the content of each was different. It was a grammar-based textbook which taught different grammar topics in each unit. Each unit starts with short vocabulary activity and it is followed by listening, speaking, grammar, reading, viewing and presenting parts. Each of these activities includes structural exercises such as true-false and fill in the blanks. One of the quizzes that students took during the term was based on this textbook. In addition, the midterm and final exam included grammar and vocabulary exercises from this textbook.

**3.2.4 Treatment.** The course mentioned in this study aimed to provide students with English instruction and the idea behind the design of this course was to develop students' language skills as well as content language. It aimed to teach the target language through students' field. In the very beginning of the academic year, students were oriented to the design of the course by the program administrators. They were informed about the philosophy of the course and its requirements. The students took 6 hours of English each week and in the first 2 weeks, 4 units from a textbook called *Listen First* were taught to students to make a brief introduction to

English course. These units included colours, numbers, directions and introducing activities. Starting from the 3<sup>rd</sup> week, the textbook, *English For Architecture Students*, prepared by the instructor was taught to students 3 hours each week for the aim of providing CBI. On the other hand, another textbook developed by an international publisher was taught 2 hours. They also had 1 hour pleasure reading in which they carried out self-selected pleasure reading in English. As a requirement for pleasure reading hours, students were expected to complete a book report for each material that they read. The book report asked students a short summary of the material, new vocabulary items that they learned from this material and their comments about the material like whether they liked the book and what they liked about it etc. At the end of the semester, they were supposed to hand these book reports to their instructor through a portfolio. Concerning course requirements, assessment criteria were divided into two: Pen and Paper Assessment and Alternative Assessment. Pen and Paper Assessment consists of one midterm (20%), one final (20%) and two quizzes (10%) which makes 50% of overall assessment. The exams cover content-related language in the locally produced textbook and language & vocabulary in the general English textbook. On the other hand, Alternative Assessment, which makes 40% of overall assessment, consists of class participation, task completion and portfolio including self-evaluation checklist, book reports, the total number of pages read, the total number of listening/watching hours, and assignments. At the end of the semester, students expected to hand a portfolio to their instructor. This portfolio includes self-evaluation checklists which students need to complete on weekly basis about what they have done in a particular week. Self-evaluation checklist is a weekly schedule in which students state how many pages they have read, how many hours they have watched English movies/series or listened to music and how many hours they have studied English at home. Moreover, students also complete book reports for each book they have finished and put these reports in their portfolio. Book reports include some general questions to check students' understanding about the book they have read. Assignments include all homework, projects and tasks given by the instructor throughout the whole semester. Task completion in the assessment criteria refers to the importance given to the tasks in class and homework outside class such as completion of real-life projects such as making models, drawing structures and preparing presentations. Lastly, class participation refers to the active participation of students in every in class activity. In

conclusion, Alternative Assessment and Pen and Paper Assessment make 90% and thereby, attendance makes 10% of the overall assessment. The passing grade for the course is 60. That is, students who reach 60 out of 100 from all assessment criteria pass the course and the students who cannot reach 60 out of 100 fail.

Before the preparation of the CBI-oriented textbook, a complete and detailed course syllabus was prepared to specify course information mentioned above and to define expectations and objectives. A well-prepared course plan helps instructors plan and structure the course to achieve the desired goals. It also informs students about the main issues of the course. In this particular context, the course syllabus provided information about the weekly schedule, course hours, course requirements and some important notes (See Appendix D).

As the next stage of materials development, the blueprint templates were prepared by the instructor (See Appendix E). Blueprints specify the topics, activities and tasks which will be taught in the units. The reason behind specifying these aspects is to determine the route of the course. First of all, before preparing a blueprint, instructor did a great deal of research on the recent literature about the subject matter. The reliable websites were used to get information. Additionally, the instructor also consulted the head of the Faculty of Architecture when necessary. Moreover, two architects were consulted throughout the whole process. After meticulous investigations on a topic, the instructor met the program administrator and discussed about the unit. The instructor shared the results of her research while the program administrator shared his experiences and knowledge on the particular topic. They decided on the topic and sub-topics of the unit as well as activities and tasks, which would be included in the unit. For the third step, the instructor prepared a blueprint on what has been decided as for the content of the unit. The blueprint is the cornerstone of developing a unit. It is a road map which shows what will be the content, what skills will be improved and what language focus will be presented throughout the unit in a very systematic way. Moreover, the instructor and the program administrator came together again and discussed on the blueprint and the instructor as a result of this discussion made necessary changes.

Following the preparation of the blueprints, the instructor started to develop the units based on the blueprints. During this step, the content was created by instructor most of the time. In addition, the information obtained from Internet was adapted accordingly. As mentioned above, the head of the Faculty of Architecture

and two architects were consulted regularly to get help. At the end of developing the unit, the instructor and the program administrator examined and revised the unit. The instructor made necessary changes based on this revision and discussion. After the last touches were put on, the unit was handed to the graphic designers to design the general appearance and layout. This cycle was repeated for each unit in the textbook.

The above cycle for developing a unit was repeated until there would be enough units to cover throughout 2017-2018 academic year. The instructor developed 5 modules consisting of 18 units in total. The length of each unit was sufficient to cover in two weeks. A unit was 10 pages on average. Therefore, the number and the intensity of the units were suitable for the whole academic year. The topics included architectural trends, architectural project, interior design, architect's tool bag etc. As for the content of the units, each unit starts with a brief warm-up activity, which prepares students for the upcoming content. Most of warm-up activities include guessing, brainstorming, watching or short writing activities. Based on the content, a reading activity follows the warm-up activity and it is presented in different ways. Reading texts are taken from various sources such as news, tweets, magazines, articles, architecture course books etc. Sometimes the instructor herself develops the reading texts. Following the reading text, students are expected to carry out a comprehension check task. This task may have different forms as well such as true-false, matching, multiple choice, filling in the blanks, cloze test, completing a chart etc. Comprehension check activity is followed by a follow-up activity. A follow-up activity mostly includes a discussion question related to the content of reading text and it often relates the content to students' life. Then, one or two listening and watching activities or listening activities take place based on the convenience to the content. Sometimes another reading activity may take place. These activities are also followed by a comprehension check and a follow-up activity. At the end of each unit, a real-life task needs to be carried out by the students. The real-life task provides students with the chance to put the theory into practice. It includes authentic tasks such as making models, designing or drawing structures, preparing projects depending on the overall content of the unit. This is the part of the lesson where students have fun. Lastly, each unit includes a language focus section at the end of the unit, which presents the grammar and vocabulary focus of the unit including some exercises (See Appendix F).

### 3.3 Procedures

**3.3.1 Types of sampling.** A sample is a finite part of a statistical population whose properties are studied to gain information about the whole (Webster, 1985). The most important feature of sampling is the degree of representativeness of the whole.

Kothari (2004) mentions eight types of sampling. However, Doherty (1994) categorizes them as probability and non-probability samples. Probability sampling is based on random selection in which each sample from the population of interest has a known probability to be selected under a given sampling scheme. There are four types of probability sampling: simple random sampling, systematic sampling, stratified sampling and cluster sampling. Nevertheless, in non-probability sampling, the sample is chosen in non-random ways and there four types of non-probability sampling: convenience sampling, quota sampling, purposive sampling and snowball sampling.

The present study employs purposive sampling to obtain data from participants to take a deeper look at the instructor's and the students' perceptions into CBI-oriented course materials.

**3.3.2 Sources of data.** The present study used quantitative and qualitative data gathered from materials evaluation questionnaire, placement exam, semi-structured interview, teacher reflective journal, syllabus, blueprints and the textbook.

**3.3.2.1 Questionnaire.** In order to evaluate the perceptions of students regarding English language teaching materials, "Material Evaluation Questionnaire" developed by Işık & Altıışdört (2010) was used (See Appendix A). The statistical analysis revealed that the Cronbach Alpha reliability co-efficient of the questionnaire was over .70 which pointed out to high internal consistency of the items.

The questionnaire consisted of 10 parts. Part 1 attempted to find out demographic information of the participants based on the following criteria: age, gender, educational background. Part 2 included seven items in order to find out about the appearance of the textbook and language materials. Part 3 included eleven items to examine the factors related to students such as student-centeredness and

self-evaluation opportunity. Part 4 consisted of two items to examine students' perspectives towards course length.

Moreover, part 5 includes five items to evaluate the design of the materials such as the flow of the lessons and the transition between units. Part 6 asked students nine items about language teaching methods. Part 7 included eight items in order to find out factors related to syllabus such as the appropriateness for the program and the realization of learning goals. Part 8 included three items about the factors related to the instructor. Lastly, part 9 included fifty four items about content of the materials. The questionnaire included ninety nine items in total on a four point Likert type scale from "Insufficient" to "Sufficient".

**3.3.2.2 *Semi-structured interview.*** Semi-structured interviews attempt to bring different perspectives into focus and they provide the opportunity to examine the ideas of students in a deeper way and gain valuable insight into their perceptions towards the CBI-oriented textbook. For the purposes of this study, 16 questions semi-structured interviews were conducted with 14 volunteer students and their instructor at their convenience. Interview questions were formed based on the "Material Evaluation Questionnaire" by grouping some items under the same theme (See Appendix B). The questions tried to find out the perceptions of the students towards the content, design, implementation and the appearance of the textbook.

Specifically, the first question in the interview asked the participating students how many years they have been learning English. Moreover, the second question aimed to gather general information about the needs and purpose of the students to learn English whereas the third one asked them whether the current English class that they are taking meets these needs and purpose. In addition, fourth question was about the duration of the course. That is, while the fifth one was about physical appearance of the textbook. In question six, students were asked students what they think about the level of the textbook. Furthermore, seventh question was related to the internal layout of the textbook.

Moreover, with question eight, the researcher tried to find out the students' perceptions towards the content of the textbook followed by the ninth question which investigated whether the textbook increased the content knowledge of the students. The tenth question in the interview was about the sufficiency of textbook to improve language skills and the eleventh question asked students how they evaluate the

textbook in terms of vocabulary and grammar teaching. In addition, the twelfth question was about the instructions whereas the thirteenth one attempted to investigate how the textbook addresses the learners with different learning styles. Improvement of learner autonomy was the fourteenth question in the interview. Furthermore, the fifteenth question asked students about their perceptions towards the exercise and activity variety. As for the sixteenth question, the relation of activities to real life was asked to students and as seventeenth question, the exploitation of the Internet was asked. Besides, the eighteenth question tried to find out whether the textbook guides learners to do research and nineteenth question tried to figure out the positive and negative sides of textbook. Finally, the last question asked the participants about their overall perceptions related to the evaluation of the textbook.

**3.3.2.3 Teacher reflective journal.** Instructors put their thoughts, ideas, feelings and reflections in reflective journal by observing what is happening in the classroom and taking notes in either dialogue journals, learning logs, personal narratives or diaries (Goker, 2016). These notes provide instructors with the chance to go back and do a critical analysis of what they have done in classroom and opportunity to develop a reflective framework. Keeping reflective journals gives direction and autonomy to the instructors and it promotes reflective thinking.

In this study, the instructor took notes during and after the class about the strong and weak aspects of the textbook and the materials used. Then, she reflected on the challenges and experiences she had while using the textbook in her classroom practices (See Appendix C).

**3.3.2.4 Placement exam.** A placement exam developed by the instructor was administered in the very beginning of the academic to place students in a classroom appropriate to their level. Moreover, the same placement exam was administered to students at end of the first semester to see how CBI-oriented textbook affects their language skills. In total, the placement exam consisted of 50 questions along with 1 writing task. 30 of the questions checked their linguistic knowledge and 20 of them checked their comprehension through reading questions. The writing part of the exam asked students to write a paragraph about a given topic. In order to find out how CBI-oriented textbook affects students' language skills, the

mean scores obtained from pre- and post-placement exam were compared through SPSS ((Statistical Package for the Social Sciences) 17.00.

**3.3.2.5 Midterm and final exam.** To investigate the affect of CBI-oriented textbook on students' content knowledge, the mean scores obtained from content section in midterm and final exam were analysed through SPSS ((Statistical Package for the Social Sciences) 17.00. The content section of midterm and final exams included questions parallel to the content that was studied in the textbook. For instance, one of the units in textbook taught students different architectural trends such as Gothic Architecture, Greek Architecture and Renaissance Architecture. In the midterm exam, students were expected to match the architectural trends to their explanations. The content section of these exam formed 30% of the whole exam.

#### **3.4 Data Collection Procedure**

The data for this thesis study were collected at a foundation university in İstanbul, Turkey. The necessary permission so as to carry out this study was taken from the head of the Foreign Languages Department at the foundation university. In order to gather data, the following data collection instruments were used; materials evaluation questionnaire, semi-structured interview, reflective teacher journal, the placement exam, syllabus, blueprints and textbook. The Material Evaluation Questionnaire developed by Işık and Altmışdört (2010) was given to 62 students studying at the architecture or interior architecture department at the same foundation university. As for the semi-structured interviews developed by the researcher by adopting the same themes from the Material Evaluation Questionnaire. 15 students answered 20 questions in the semi-structured interview. Moreover, a reflective journal in which the researcher wrote about her observations, the weak and strong features, the most effective and the least efficient parts of the material was kept. Moreover, the pre- and post-test scores of the placement exam results were analysed to see how CBI-oriented textbook affects students' language skills. Lastly, the mean scores obtained from content section of midterm and final exams were analysed to explore how CBI-oriented textbook affects their content knowledge.

The following figure demonstrates an overview of the research questions and corresponding method:



Table 1

*Research Questions and Corresponding Methods*

Research Questions	Data Collection Tools	Participants	Data Analysis
1. What are the overall perceptions of Architecture students about the CBI-oriented textbook?	<ul style="list-style-type: none"> <li>• Questionnaire</li> <li>• Student Interviews</li> </ul>	Students	<ul style="list-style-type: none"> <li>• SPSS</li> <li>• Content Analysis</li> </ul>
2. What are the overall perceptions of the instructor about the CBI-oriented textbook?	<ul style="list-style-type: none"> <li>• Teacher Reflective Journal</li> </ul>	Instructor	<ul style="list-style-type: none"> <li>• Content Analysis</li> </ul>
3. What are the perceptions of the students and their instructor about the in-class implementation of CBI-oriented textbook?	<ul style="list-style-type: none"> <li>• Teacher Reflective Journal</li> <li>• Student Interviews</li> </ul>	Students Instructor	<ul style="list-style-type: none"> <li>• Content Analysis</li> </ul>
4. How does CBI-oriented textbook affect language skills of the students?	<ul style="list-style-type: none"> <li>• Pre- and post-placement test scores of the participating students</li> </ul>	Students	<ul style="list-style-type: none"> <li>• SPSS</li> </ul>
5. How does CBI-oriented textbook affect content knowledge of the students?	<ul style="list-style-type: none"> <li>• Midterm and Final Exam</li> <li>• Student Interviews</li> <li>• Teacher Reflective Journal</li> </ul>	Students Instructor	<ul style="list-style-type: none"> <li>• SPSS</li> <li>• Content Analysis</li> </ul>

### **3.5 Data Analysis Procedure**

The data in this study were collected and interpreted through both qualitative and quantitative methods. The quantitative data gathered from the questionnaire was analysed via SPSS (Statistical Package for the Social Sciences) 17.00 to find out how the architecture students perceived the CBI-oriented textbook. In addition, the pre- and post- placement exam scores were also compared via SPSS to see whether there is a significant difference between both scores.

In addition, to complement the quantitative data, the qualitative collected through semi-structured interviews and teacher reflective journal were analysed using content analysis. The process of qualitative data gathered from students' semi-structured interviews was analysed through content analysis to create the codes of pre-set divisions. Then, to investigate perceptions of the students, these categories were listed under conceptual themes by two experts in the field of English Language Teaching (ELT) parallel to the sub-titles in the material evaluation questionnaire. To diagnose the degree of inter-rater reliability of this analysis, themes were analysed by the ELT experts and their analysis was then compared. The inter-rater reliability was found to be .82, which signified a close agreement on main themes apart from the different verbalizations of similar concepts (Creswell, 2012).

In addition, document analysis was used in this study to gather data from the course components namely, blueprint, units and syllabus. Analyzing documents included coding content into themes similar to how the semi-structured student interviews and teacher reflective journals were analyzed.

Lastly, as for the instructor's reflective teaching journal, the data were coded by hand as there was only one participant. Firstly, the findings were listed according to different sorts of information found and different major and minor categories are compared and contrasted. When all the data is categorized into appropriate themes, they were sorted and coded to be illustrated in the qualitative results part of this study.

### **3.7 Trustworthiness**

Positivists are reluctant to accept the trustworthiness of qualitative research perhaps because reliability and validity cannot be addressed in the same way in naturalistic studies (Shenton, 2004). Nevertheless, frameworks to ensure rigour in this form of work exist for many years and in particular, Guba's four criteria have

gained considerable favour of researchers in search of trustworthy studies. They are namely, credibility, transferability, dependability and conformability (Shenton, 2004).

Credibility in preference to internal validity seeks to ensure that the study measures what it is intended to measure. Several factors played a prominent role in order to ensure that this study is credible. Firstly, triangulation method was used to gather data from different sources. On the other hand, participants were all willing to participate and they had the opportunity to refuse to contribute the study. Moreover, in order to ensure the honesty, participants were encouraged to be frank and give honest answers. Lastly, the findings of the study were related to the existing studies after a rigorous examination of previous research findings in order to see whether the results are compatible with the results of past studies.

Another criterion is transferability which is concerned with “the extent to which the findings of one study can be applied to other situations” (Shenton, 2004). Erlandson (1993) states that typical generalizability is not possible since all observations are defined in particular context they occur. However, critics suggested that the researcher is responsible for giving sufficient contextual information about the fieldwork sites to give the reader the opportunity to make transfer. This study took place at a foundation university in which all students at the Faculty of Architecture exposed to the same hours of English during the academic year.

The concept of dependability is ensured if the work is repeated, in the same context, with the same methods with the same participants and the similar results were obtained. As for this study, a future researcher can repeat this study taking it as a model since it was reported in detail and overlapping methods were used to ensure dependability.

Last criterion, conformability, is associated with the concept that findings are the results of experiences and ideas of the informants rather than preferences of the researcher (Shenton, 2004). For the sake of this study, triangulation method was used to reduce the effect of researcher bias.

### **3.8 Limitations**

This thesis study has some certain limitations to be taken into consideration. To start with, the instructor was the researcher of this study which could have affected the objectivity of the obtained findings. Additionally, the present study is

quasi-experimental since the class was not randomly selected from the population since it was already formed.

Furthermore, the needs analysis of this study was based on in-class observations and face to face discussions among the level coordinator, program administrator and instructors. Therefore, a detailed needs analysis was not carried out for the purposes of this study. A more detailed needs analysis could have led more reliable results.

Moreover, the placement exam, which was administered in the beginning and at end of the academic year, was not an international exam and its validity was not tested. Therefore, a nonstandard exam might have affected the results.

Another limitation is that there was no criteria to test the effect of materials regarding the content. Since there was not any control group, the test of content knowledge was based on the data obtained from teacher observations and students interviews.

In addition, as mentioned above, a general English textbook was taught to students along with the CBI-oriented textbook. Besides, students carried out self-selected pleasure reading for 1 hour each week. Therefore, general English textbook and pleasure reading hour might have affected the difference between students' language skills.

Lastly, this study is not an end-course evaluation of the CBI-oriented textbook. Indeed, it is an interim evaluation study carried out at the end of first semester.

## Chapter 4: Results

This chapter presents the results of all data gathered from students, the instructor, placement test scores, mean scores obtained from midterm and final exams in order to investigate the effectiveness of a locally produced textbook '*English for Architecture Students*'. The first research question aimed to find out the perceptions of students the CBI-oriented textbook. The second research question also examined the perceptions of the instructor towards the CBI-oriented textbook. Furthermore, the third research question aimed to examine the perceptions of the students and their instructor towards the in-class implementation of CBI-oriented textbook. In addition, the fourth research question investigated how CBI-oriented textbook affects the language skills of the students and the last research question attempted to find out how CBI-oriented textbook affected their content knowledge. The evaluation is carried out at micro level focusing on the appearance, supporting materials, factors related to students, instructors and syllabus, course period, the structure of the textbook, language teaching approach and content.

### **4.1 The findings of overall perceptions of architecture students about the CBI oriented textbook**

In order to answer the first research question, which aimed to find out the overall perceptions of architecture students about the CBI-oriented textbook, the data were obtained through a material evaluation questionnaire and semi-structured interview. In this sense, the following part provides quantitative and qualitative results regarding the perceptions of students towards the CBI-oriented textbook. The results are reported under each sub-themes of the questionnaire namely; Coursebook and General Appearance, Student-related Factors, Course Duration, Textbook Structure, Language Teaching Approach and Method of the Lesson Material, Factors-related to Syllabus, Instructor-focused Factors and Content. Under each sub-title, the percentages of answers for each item in the questionnaire are depicted below. Then, the sum of partially sufficient (PS) and sufficient answers (S) is taken to identify the percentages of items which are found to be adequate.

**4.1.1 Coursebook and general appearance.** To begin with, the students were asked to evaluate the textbook and general appearance. The percentages are presented in the table as follows:

Table 2

*Valid Percent of Items Related to the Coursebook and General Appearance*

Item No	Items	I	PI	PS	S
1.	Information on the front cover	3.2	8	33.8	54.8
2.	Information on the back cover	4.8	11.2	43.5	40.3
3.	Page context and layout	3.2	3.2	27.4	66.1
4.	Table of contents	11.2	16.1	14.5	58
5.	Font size and type	-	3.2	11.2	85.4
6.	Pictures, graphs and tables used	-	6.4	37	56.4
7.	Included authentic texts	-	4.8	37	58

*Note:* I: Insufficient, PI: Partially Insufficient, PS: Partially Sufficient, S: Sufficient

As indicated in the table above, more than half of the students (88.6%) said that information on the front cover of the book is sufficient. Additionally, more than half of the students (83.8%) stated that the information on the back cover of the textbook was sufficient. As for the page context and layout, the results showed that 93.5% of the students found them adequate. 72.5% of the students believed that the table of contents was enough. On the other hand, 96.6% of the students found the font size and type of the letters sufficient. The results also showed that 93.4% of the students found the pictures, graphics and tables used adequate; and 95% of the students found the authentic texts in the book enough.

Apart from the quantitative results, the qualitative data obtained from student interviews showed similar results. 7 students commented that appearance was crucial for them as they are architecture students. First of all, the appearance of cover page and information on it was adequate to inform students beforehand about what to learn. Considering this issue, a student said:

[...] “Cover pages of each unit draw attention thanks to interesting and colourful visuals. Besides, the information given on cover pages prepares us for the lesson.” (Student 3, Interview Data, March 12<sup>th</sup>, 2018) [...]

In addition, 3 students expressed that they found the visuals in the textbook sufficient and the pictures enabled them to remember what had been learnt and gave them an idea about the subject. Specifically, two of the students said:

[...] “The graphs, tables and especially pictures remind us of what we have covered in a particular unit. Visuals also give the opportunity to relate what is learnt to a real schema in our mind.” (Student 7, Interview Data, March 15<sup>th</sup>, 2018) [...]

However, 4 students added that the textbook has some problems in terms of physical appearance. For instance, the page layout could be more attractive whereas more visuals, colourful pictures and architectural works could be added. They also agreed that the size could be bigger. Likewise, the CBI instructor also supported this finding. The following are two examples from a student and his instructor:

[...] ”Although the appearance of textbook seems sufficient, design of the pages could have been more attractive. The number of visuals can be increased to make it more appealing. Also, it is better to have bigger font size.” (Student 2, Interview Data, March 13<sup>th</sup>, 2018) [...]

[...] “The lesson would be more effective if the physical appearance of the textbook were more attractive. Colorful pictures and a better page design would take more attention by students.” (Instructor, Reflective Data, October 12<sup>th</sup>, 2017) [...]

In brief, the results obtained from the questionnaire and student interviews with regard to the course book and general appearance implied that most of the students felt negative about the general appearance of the materials and they recommended improving the design of the units to make them more attractive. In addition, the information on the back cover and front cover was believed to be sufficient to present the objectives of each unit. What is more, font type and size along with visuals in the textbook was adequate to take attention. Also, the use of

authentic texts captured students' attention and made the language learning more interesting.

**4.1.2 Student-related factors.** With reference to the Student-related Factors, the feelings of the participants were explored under the second sub-title. The following table shows the findings:

Table 3

*Valid Percent of Items Related to Student Related Factors*

Item No	Items	I	PI	PS	S
1.	Material ability to provide student-centred teaching	3.2	8	41.9	46.7
2.	Contribution to students' cognitive ability	4.8	9.6	45.1	40.3
3.	Student background appropriateness of the material content	4.8	14.5	41.9	38.7
4.	Ease of use of the material by students	6.4	16.1	25.8	51.6
5.	Short and long-term effects of the material on student motivation	8	25.8	45.1	20.9
6.	Material ability to target students with different interests	11.2	25.8	38.7	24.1
7.	Material compatibility of the textbook with the students' foreign language proficiency	9.6	20.9	37	32.2
8.	Material ability to guide students on how to study the foreign language	17.7	24.1	20.9	37
9.	Encouraging students to do research	17.7	14.5	37	30.6
10.	Charging students with a learning responsibility	9.6	17.7	35.4	37
11.	Giving students the opportunity to self-evaluate on the topics covered in class.	9.6	17.7	40.3	32.2

*Note:* I: Insufficient, PI: Partially Insufficient, PS: Partially Sufficient, S: Sufficient

As shown in the above table, the results of the questionnaire showed that 88.6% of the students explained the textbook provided student-centered teaching. 85.4% of the students admitted that the textbook cognitively contributed to their learning. Moreover, 80.6% of the students added that the content of the textbook was suitable for student background. Also, 77.4% of the students found the ease of use sufficient.



Furthermore, 66% of the students claimed that the textbook was adequate to motivate students in short and long term. In addition, 62.8% of the students thought that the textbook was suitable for students with different interests. 69.2% of the students said that the textbook was compatible with the students' foreign language proficiency level.

Additionally, 57.9% of the students implied that the textbook guided students about how to study the foreign language. 67.6% of the students informed that the textbook motivates students to do research. As for the responsibility of learning, 72.4% of the students believed that the textbook gave them the responsibility of learning. 72.5% of the students mentioned that the textbook provides them with the opportunity to do self-evaluation.

Furthermore, the results of the interview revealed that 13 students believe that the fact that the textbook and the course are about their department motivates them to learn, draws their attention and makes the course interesting and fun. The following excerpts provide examples from student interviews:

[...] "The fact that English class and its textbook is about our field encourages me to attend the class and learn. There is a significant difference between my motivation in general English classes and content-based English classes. The reason for this is that what we are doing is more interesting, new and entertaining." (Student 11, Interview Data, March 14<sup>th</sup>, 2018) [...]

[...] "I have been learning English for years but I still have problems about English. Yet, now I have the chance to learn English through my department and it takes my attention a lot." (Student 6, Interview Data, March 12<sup>th</sup>, 2018) [...]

Additionally, 6 students observed that the textbook provided opportunities to learn through reading, listening, watching, drawing, applying and playing. They remarked that there were a lot of activity types to address learners with different learning styles as shown below:

[...] “The textbook includes many activities. For instance, we sometimes draw, make model, watch interesting videos in addition to reading, listening activities.” (Student 13, Interview Data, March 13<sup>th</sup>, 2018) [...]

On the other hand, 3 students said that the activity types were not enough to address everyone so they suggested including different activities such as discussions, interviews and presentations:

[...] “There are various activities to reinforce what we have learned. However, I believe it would be more effective if some discussions and presentations were included as well.” (Student 7, Interview Data, March 14<sup>th</sup>, 2018) [...]

In addition, 7 students pointed out that the textbook is suitable to their level, which was highlighted in the following excerpt:

[...] “The level of the textbook is suitable for me. I can understand most of what I have read and listened.” (Student 3, Interview Data, March 12<sup>th</sup>, 2018) [...]

On the other hand, 7 students argued that the level of the textbook was a little bit higher than their level with regard to some vocabulary items and reading texts. An example is shown below:

[...] “I have difficulties in understanding the reading texts so I wish the level could be a little bit lower than the current one.” (Student 14, Interview Data, March 13<sup>th</sup>, 2018) [...]

Furthermore, 4 students found this effective to be challenged in order to learn. They argued that they would not learned anything if the level of the textbook was the same as their level or it was even lower as shown below:

[...] “The level of the textbook is higher than my level but I think we cannot make progress without some challenges.” (Student 1, Interview Data, March 15<sup>th</sup>, 2018) [...]

Moreover, 8 students contended that the textbook guided them to do research thanks to the activities and exercises which required to get help from other sources. Moreover, students defended that the topics aroused interest and this motivated them to do research. One of the participants made following comment regarding this issue:

[...] “Since the textbook is about our field, there are many interesting topics. Therefore, I sometimes need to do research about these topics after the class. For instance, after we talked about architectural trends, I did some research on other trends.” (Student 8, Interview Data, March 13<sup>th</sup>, 2018) [...]

In conclusion, according to the findings of quantitative and qualitative data, meaningful input provided through the content drew students’ attention to class. Moreover, student motivation increased as the content of the textbook was about their department. Moreover, the textbook addressed the needs of learners with different interests through various tasks and activities. What is more, students also emphasized that the textbook behaved as a guide for them to encourage to learn more, do research and self-evaluate. Lastly, although some students found the proficiency level of the textbook compatible, more than half of the students suggested simplification of the materials.

**4.1.3 Course duration.** Regarding the third sub-title on course duration, the results are presented in Table 4:

Table 4

*Valid Percent of Items Related to Course Duration*

Item No	Items	I	PI	PS	S
1.	Material suitability according to course duration	1.6	4.8	32.2	61.2
2.	Duration of using the material outside of classroom	14.5	19.3	33.3	33.8

*Note:* I: Insufficient, PI: Partially Insufficient, PS: Partially Sufficient, S: Sufficient

As for the course duration, 93.4% of the students claimed that the textbook was suitable for the course duration and 67.1% of the students asserted that the time to use the textbook outside of the classroom was sufficient.

Interview results revealed that all of the students found the course duration enough to cover all the topics and subjects. According to the comments of 9 students, it was obvious that the materials were planned accordingly in advance. Since it was planned accordingly, they did not have any problems during the year. The following excerpts highlight example remarks:

[...] “The duration of the course is sufficient to cover what was planned to teach. It is obvious that the design of the course and the materials are the product of a careful plan.” (Student 8, Interview Data, March 15<sup>th</sup>, 2018)  
[...]

To summarize, the students were satisfied with the suitability of the textbook according to the course duration sufficient and they contended that the duration of using the textbook outside of the class was also adequate.

**4.1.4 Textbook structure.** For the fourth sub-title, the percentages for the attitudes of the participants towards textbook structure are displayed in Table 5 below.

Table 5

*Valid Percent of Items Related to Textbook Structure*

Item No	Items	I	PI	PS	S
1.	Lesson flow and teaching of the textbook	-	4.8	22.5	72.5
2.	Content and order of tasks	-	6.4	29	64.5
3.	Layout of lesson units	-	8	25.8	66.1
4.	Transition between the parts of a unit	-	14.5	24.1	61.2
5.	Intensity of the textbook	-	9.6	29	61.2

*Note:* I: Insufficient, PI: Partially Insufficient, PS: Partially Sufficient, S: Sufficient

Considering the textbook structure, 95% students found the flow of lesson and teaching of the course book sufficient and 93.5% of them said that the content

and order of tasks were adequate. Moreover, 91.9% of the students asserted that the layout of lesson units was enough. Also, 85.3% of the students reassured that the transition between the parts of a unit was sufficient and 90.2% of the students claimed that the intensity of the textbook was sufficient.

The results of interview indicated that 11 students explained that the structure of textbook and internal layout of the units were effective. They stated that the topics were studied from easy to difficult and the topics were inter-related. In this regard, some students made following comments:

[...] “The content of textbook moves from easy to difficult. The first units were relatively easy and they got more challenging towards the end of the semester. Also, the content moves from easy to difficult within each unit.” (Student 2, Interview Data, March 13<sup>th</sup>, 2018) [...]

According to 9 students, the content of the textbook was suitable whereas the layout of the units lacked attractive appearance. In order to capture the students’ attention, they suggested having more appealing layout and physical appearance. An example is shown below:

[...] “The topics and tasks are very engaging. Nevertheless, the appearance of the units is not very effective. The design of the units needs to be developed.” (Student 9, Interview Data, March 14<sup>th</sup>, 2018) [...]

In addition, according to 6 students, the textbook enabled the learners to interact constantly through pair-work and group work activities. The following excerpt provides support for this issue:

[...] “We are constantly required to work in pairs or groups throughout the units. Pair work and group work activities increase our understanding about the content.” (Student 11, Interview Data, March 15<sup>th</sup>, 2018) [...]

All in all, according to the findings of obtained data, the majority of the students felt positive towards textbook structure. With regard to the structure of the textbook, the flow of the lesson was found to be fluent thanks to the engaging

activities. Also, the transition between the units as well as the transition between parts of a unit flowed smoothly from easy to difficult. Lastly, the students suggested improvement of the layout of the units to attract attention.

#### 4.1.5 Language teaching approach and method of the lesson material.

The findings of the fifth sub-title, which examined the perceptions of the participants towards Language Teaching Approach and Method of the Lesson Material, are portrayed in Table 6 below:

Table 6

*Valid Percent of Items Related to Language Teaching Approach and Method of the Lesson Material*

Item No	Items	I	PI	PS	S
1.	Language teaching approach	6.4	6.4	40.3	37
2.	Language teaching method	8	9.6	32.2	40.
3.	Holistic approach content	1.6	12.9	25.8	50
4.	Ability to support linguistic, cultural, methodological perspective	1.6	14.5	24.1	50
5.	Embracing the difference in individual learning strategies	3.2	20.9	38.7	27.4
6.	Ability to include skill-based approach	11.2	16.1	30.6	30.6
7.	Ability to include sub-skills	14.5	19.3	25.8	29
8.	Approach towards grammar	8	16.1	37	29
9.	Ability to teach the foreign language while relating to other subjects taught at the school	11.2	6.4	16.1	56.4

*Note:* I: Insufficient, PI: Partially Insufficient, PS: Partially Sufficient, S: Sufficient

In an attempt to evaluate the perceptions of students towards the language teaching approach and method of the textbook, the findings demonstrated that 77.3% of the students found the language teaching approach adequate and 72.5% of the students found the language teaching method sufficient. In addition, 75.8% of the students claimed that the holistic approach content of the textbook was sufficient.

Moreover, the results clarified that according to 74.1% of the students, the textbook supported linguistic, cultural and methodological perspective. Also, 66%1

of the students expressed that the textbook embraced differences in individual learning styles among students.

As for including skill-based approach, 61.2% of the students agreed that the textbook was adequate. 54.8% of the students commented that the textbook is adequate to include sub-skills. Additionally, 66% of the students discussed that the approach towards grammar was sufficient. Lastly, 72.5% of the students argued that the textbook is sufficient to teach the foreign language while relating to other subjects taught at the school.

According to interview results, 8 students argued that the language skills are presented in such way that all skills support each other and it improves all language skills at the same time. An example from semi-structured interviews is shown below:

[...] “The textbook allows practicing all language skills specifically, reading and listening. The textbook is planned such a way that all language skills are inter-related.” (Student 6, Interview Data, March 14<sup>th</sup>, 2018) [...]

As for the approach towards grammar, 6 students contented that grammar presentation in the textbook was sufficient while 7 students found it insufficient. The following excerpts highlights remarks on this issue:

[...] “We learn grammar at the end of each unit in the language focus part. I find such an approach towards grammar sufficient because thanks to our past experiences, we understood that teaching grammar is not an effective way to learn English.” (Student 14, Interview Data, March 14<sup>th</sup>, 2018) [...]

[...] “I believe there could have been more grammar practices. We learn many things throughout the unit but we also need to learn some grammar.” (Student 2, Interview Data, March 13<sup>th</sup>, 2018) [...]

In summary, the students found the language teaching approach and method of the textbook successful. They commented that integration of language and content knowledge was an effective way to teach English. Additionally, the results showed that the textbook was sufficient to include linguistic, cultural and methodological perspective as well as skill-based approach. Finally, the students revealed that they

are satisfied with the textbook regarding the ability of it to embrace differences in learning styles.

**4.1.6 Factors related to syllabus.** In the sixth part, feelings of the students on the Factors Related to Syllabus was investigated; the percentages are illustrated in Table 7 below:

Table 7

*Valid Percent of Items Related to Syllabus*

Item No	Items	I	PI	PS	S
1.	Accordance with educational vision	-	3.2	25.8	70.9
2.	Accordance with program mission	1.6	3.2	25.8	69.3
3.	Ability to meet language teaching demands	3.2	11.2	35.4	50
4.	Ability to achieve learning objectives	-	14.5	46.7	38.7
5.	Ability to meet student needs	-	16.1	40.3	43.5
6.	Material suitability to teach a foreign language for specific purposes	4.8	16.1	32.2	46.7
7.	Ability to meet institution expectations and needs	4.8	12.9	37	45.1
8.	Connection with needs analysis	8	11.2	40.3	40.3

*Note:* I: Insufficient, PI: Partially Insufficient, PS: Partially Sufficient, S: Sufficient

The results showed that 96.7% of the students acknowledged that the textbook was suitable for the educational vision while 95.1% of the students asserted that the textbook was suitable for the program mission. In addition, 85.4% of the students confirmed that the textbook had the ability to meet language demands whereas 85.4% of the students reassured that the textbook had the ability to achieve learning objectives. Moreover, 83.8% of the students commented that the textbook was able to meet student needs. 78.9% of the students pointed out that the textbook was suitable to teach foreign language for specific purposes. Lastly, 82.1% of the students found the ability of the textbook to meet institution expectations and needs sufficient and 80.6% of the students argued that the connection of the textbook with needs analysis was adequate.



Parallel to questionnaire results, qualitative analysis of interview results indicated that all students claimed that English course they were taking met their needs and purpose completely. Students emphasized that English lessons that they had taken up to that time were based on grammar teaching but it was never permanent. The following excerpt is an example for remarks highlighted by students:

[...] “We are trying to learn English for many years but it was not very effective because I still lack of many aspects of English language. I really learn many things in English classes.” (Student 10, Interview Data, March 13<sup>th</sup>, 2018) [...]

Furthermore, 12 students claimed that the English course they were taking was very effective in terms of the textbook itself and the teaching of the textbook. They defended that they learn a lot about their fields thanks to content related English course and materials. The following provides examples for this:

[...] “English course that I am taking provides me with opportunity to learn English through my department. I learn English and at the same time, I learn information on my field. I think it will help me a lot during my career when I graduate. Therefore, it definitely meets my needs.” (Student 9, Interview Data, March 12<sup>th</sup>, 2018) [...]

On the other hand, 2 students compared the textbook with the other textbook that they used in general English classes by explaining that this textbook did not meet their professional and daily needs. An example from student interviews concerning this issue is shown in this excerpt:

[...] “The textbook that we use in general English classes is quite artificial. In addition, it does not take attention. However, learning about our department takes our attention and encourages us to take part in the process.” (Student 4, Interview Data, March 12<sup>th</sup>, 2018) [...]

Additionally, one of the students expressed that she was quite satisfied with the English course because she was very well aware that it would not have

contributed to her learning even if she had studied one-year preparatory school as displayed below:

[...] “If I had studied at a preparatory school for a year, it wouldn’t have contributed a lot to me regarding my future career goals because I wouldn’t use what I learnt even if I could remember them.” (Student 13, Interview Data, March 12<sup>th</sup>, 2018) [...]

Lastly, in the following excerpt, a student added that he was aware of the fact that it was a privilege to learn English related to their fields because other universities did not provide such an opportunity:

[...] “I have never heard of such an English education at any university in Turkey. I was surprised and then, I realized what a great opportunity to have such an English instruction”. (Student 4, Interview Data, March 14<sup>th</sup>, 2018) [...]

In brief, the findings of qualitative and quantitative data presented that the textbook was in accordance with the educational vision and program mission as it met students’ needs and objectives of the course. Moreover, it was suitable to teach English language for specific purposes that is, for providing content knowledge as well as language skills knowledge. Thus, it was clear that the textbook achieved its aim by meeting the expectations of the students.

**4.1.7 Instructor-focused factors.** For the eighth sub-title, participants were asked to evaluate instructor-focused factors and the results are presented in Table 8 below:

Table 8

*Valid Percent of Items Related to Instructor-Focused Factors*

Item No	Items	I	PI	PS	S
1.	Role of the instructor on how to choose and use the material	3.2	4.8	16.1	75.8
2.	Contribution of instructors during the preparation of the materials	-	3.2	6.4	90.3

Table 8 (cont.d)

Item No	Items	I	PI	PS	S
3.	Material ability to help the instructor prepare for and cover the lesson	1.6	3.2	17.7	77.4

*Note:* I: Insufficient, PI: Partially Insufficient, PS: Partially Sufficient, S: Sufficient

In terms of instructor-focused factors, almost all of the students (91.9%) defended that the role of the instructor on how to choose and use the material was sufficient. Also, 96.7% of the students admitted the contribution of instructors during the preparation of the materials. As for the ability of the textbook to help the instructor prepare for and cover the lesson, 95.1% of the students suggested that it was sufficient.

Furthermore, the interview results also showed that all of the students found the role of the instructor to prepare and use the material important. The following excerpts reveal the remarks of the students:

[...] “It is obvious that the instructor prepares the materials herself. The content of the book reflects her own choices regarding the preparation of the book.” (Student 5, Interview Data, March 15<sup>th</sup>, 2018) [...]

[...] “The instructor has a huge role to prepare these authentic materials and she does a great job for the sake of providing content-related information to us. It is quite clear that the textbook is the product of a great job.” (Student 8, Interview Data, March 13<sup>th</sup>, 2018) [...]

In conclusion, the findings demonstrated that the instructor had an undeniably important role to prepare language materials as she herself developed the textbook. She was the one of the decision makers to choose the content and activities in this process. The students seemed that they were aware of the instructors’ contribution to plan and design the course as well. It was obvious that the textbook was a product of meticulous and dedicated work. Hence, the role of the instructor for planning and implementing the lesson along with developing its textbook was undoubtedly crucial for the students.

**4.1.8 Content.** The Table 9 illustrates the findings related to the course content:

Table 9

*Valid Percent of Items Related to Content*

Item No	Items	I	PI	PS	S
<b>1.</b>	<b>Ability to inform students and instructors by revealing the textbook content</b>	<b>4.8</b>	<b>6.4</b>	<b>38.7</b>	<b>50</b>
<b>2.</b>	<b>Textbook ability to help students prepare for upcoming lessons.</b>	<b>8</b>	<b>16.1</b>	<b>40.3</b>	<b>35.4</b>
<b>3.</b>	<b>Offering adequate, comprehensible input</b>	<b>1.6</b>	<b>9.6</b>	<b>37</b>	<b>38</b>
<b>4.</b>	<b>Accordance with lesson objectives</b>	<b>-</b>	<b>-</b>	<b>29</b>	<b>59.6</b>
<b>5.</b>	<b>Accordance with lesson duration</b>	<b>-</b>	<b>3.2</b>	<b>25.8</b>	<b>61.2</b>
<b>6.</b>	<b>Connection between aims and topics covered</b>	<b>1.6</b>	<b>3.2</b>	<b>29</b>	<b>56.4</b>
<b>7.</b>	<b>Attractiveness of the material</b>	<b>12.9</b>	<b>25.8</b>	<b>30.6</b>	<b>20.9</b>
<b>8.</b>	<b>Functionality of the material</b>	<b>3.2</b>	<b>11.2</b>	<b>32.2</b>	<b>45.1</b>
<b>9.</b>	<b>Topic-based content</b>	<b>-</b>	<b>3.2</b>	<b>29</b>	<b>59.6</b>
<b>10.</b>	<b>Topic variety</b>	<b>1.6</b>	<b>11.2</b>	<b>27.4</b>	<b>51.6</b>
<b>11.</b>	<b>Sufficiency of number of texts</b>	<b>4.8</b>	<b>8</b>	<b>20.9</b>	<b>58</b>
<b>12.</b>	<b>Text variety</b>	<b>4.8</b>	<b>6.4</b>	<b>29</b>	<b>50</b>
13.	Presentation of references and websites about the topic at the end of each unit	12.9	17.7	24.1	33.8
14.	Presentation of language	3.2	16.1	25.8	43.5
15.	Grammar activities	9.6	12.9	33.8	32.2
16.	Appropriateness of grammar and vocabulary considering student proficiency level	6.4	11.2	40.3	29
17.	Including communication skills	11.2	11.2	30.6	37
18.	Ability to offer all language skills equally	4.8	19.3	38.7	24.1
<b>19.</b>	<b>Offering writing skills</b>	<b>16.1</b>	<b>24.1</b>	<b>30.6</b>	<b>19.3</b>
<b>20.</b>	<b>Offering speaking skills</b>	<b>14.5</b>	<b>25.8</b>	<b>22.5</b>	<b>29</b>
<b>21.</b>	<b>Offering reading skills</b>	<b>6.4</b>	<b>6.4</b>	<b>30.6</b>	<b>48.3</b>
<b>22.</b>	<b>Offering listening skills</b>	<b>4.8</b>	<b>9.6</b>	<b>32.2</b>	<b>43.5</b>
23.	Application of listening, reading, writing and speaking activities in daily life	8	22.5	32.2	27.4

Table 9 (cont.d)

Item No	Items	I	PI	PS	S
24.	Importance given to reading and writing follow-up	3.2	16.1	37	33.8
25.	Guidance to extensive reading	4.8	19.3	25.8	38.7
<b>26.</b>	<b>Importance given to vocabulary teaching</b>	<b>4.8</b>	<b>8</b>	<b>27.4</b>	<b>48.3</b>
<b>27.</b>	<b>Offering students with meaningful language activities</b>	<b>4.8</b>	<b>8</b>	<b>35.4</b>	<b>41.9</b>
28.	Use of authentic material	4.8	9.6	25.8	50
29.	Appropriateness of authentic text considering student proficiency level	11.2	11.2	24.1	43.5
30.	Ability to teach symbols, signs and abbreviations related to professional field	9.6	12.9	30.6	38.7
<b>31.</b>	<b>Offering the terminology of different fields</b>	<b>14.5</b>	<b>14.5</b>	<b>27.4</b>	<b>35.4</b>
<b>32.</b>	<b>Providing understandable input by creating content-based tasks</b>	<b>3.2</b>	<b>6.4</b>	<b>38.7</b>	<b>41.9</b>
33.	Relevance of topics covered to real life	1.6	6.4	17.7	66.1
<b>34.</b>	<b>Meeting foreign language needs in daily life</b>	<b>11.2</b>	<b>30.6</b>	<b>19.3</b>	<b>29</b>
35.	Offering activities which will improve critical thinking skills	8	19.3	29	35.4
36.	Encouraging student participation cognitively and affectively	4.8	12.9	30.6	43.5
37.	Natural use of language	6.4	12.9	33.8	37
<b>38.</b>	<b>Number of structure-based exercises</b>	<b>1.6</b>	<b>14.5</b>	<b>38.7</b>	<b>45.1</b>
39.	Ability to present daily speech patterns in a meaningful way	4.8	24.1	35.4	33.8
<b>40.</b>	<b>Offering entertaining and attractive activities</b>	<b>9.6</b>	<b>11.2</b>	<b>27.4</b>	<b>51.6</b>
<b>41.</b>	<b>Number of exercises and activities</b>	<b>4.8</b>	<b>11.2</b>	<b>27.4</b>	<b>56.4</b>
<b>42.</b>	<b>Ability to give clear instructions</b>	<b>3.2</b>	<b>12.9</b>	<b>37</b>	<b>46.7</b>
43.	Offering assessment and evaluation tools	16.1	16.1	19.3	46.7
44.	Tests and their appropriateness	25.8	14.5	22.5	37
<b>45.</b>	<b>Revision units</b>	<b>32.2</b>	<b>19.3</b>	<b>16.1</b>	<b>30.6</b>
<b>46.</b>	<b>Covering all details about the lesson during class time</b>	<b>3.2</b>	<b>8</b>	<b>30.6</b>	<b>56</b>

Table 9 (cont.d)

Item No	Items	I	PI	PS	S
47.	Textbook ability to direct students on where to go, what to do, like a map.	9.6	14.5	37	37
48.	Amount of difficulties faced when working with the course book	9.6	14.5	41.9	30.6
<b>49.</b>	<b>Offering physical activities in the classroom</b>	<b>8</b>	<b>12.9</b>	<b>30.6</b>	<b>45.1</b>
<b>50.</b>	<b>Appropriateness of activities considering classroom size</b>	<b>8</b>	<b>1.6</b>	<b>30.6</b>	<b>58</b>
<b>51.</b>	<b>Ability to support individual participation</b>	<b>1.6</b>	<b>11.2</b>	<b>27.4</b>	<b>56.4</b>
<b>52.</b>	<b>Offering group and peer work activities</b>	<b>8</b>	<b>6.4</b>	<b>27.4</b>	<b>58</b>
<b>53.</b>	<b>Materials being prepared for a specific group</b>	<b>4.8</b>	<b>11.2</b>	<b>30.6</b>	<b>50</b>
54.	Ability to motivate students for out-of-class learning	14.5	22.5	25.8	35.4

*Note:* I: Insufficient, PI: Partially Insufficient, PS: Partially Sufficient, S: Sufficient

As the table above included, the items related to the content (N=54) and the percentages of each item are reported. Specifically, the most striking results (i.e. the most sufficient and insufficient items) gathered from the students' responses are bolded in the table above. To begin with, based on the table above, 88.7% of the students shared the view that the textbook was sufficient inform students and instructors by revealing the textbook content. 75.7% of the students confirmed that ability of the textbook to prepare students for the following lessons was adequate. Moreover, 75.7% of the students felt that the textbook offered adequate and comprehensible input. 88.6% of the students stressed that the accordance of the textbook with lesson objective was sufficient and 87% of the students found the accordance of the textbook with the lesson duration adequate.

Furthermore, 85.4% of the students argued the connection between aims and topics covered in the textbook sufficient. As for the attractiveness, 51.5% of the students asserted that the textbook was appealing and 77.3% of the students pointed out that the textbook was functional. 88.6% of the students shared the same opinion concerning the fact that content of the textbook was topic-based and 79% of the students claimed that the topic variety was sufficient. Additionally, 78.9% of the

students mentioned that the number of the texts in the book was sufficient and 79% of them agreed that the text variety was adequate.

As for writing skills, only half of the students (49.9%) thought that the book offered writing skills and similarly, slightly more than half of the students 51.5% agreed that the textbook offered sufficient speaking skills. In comparison to the writing and speaking skills, 78.9% of the student defended that the textbook was able to provide sufficient reading skills. Listening skills were also found to be sufficient by 75.7% of the participating students. 77.3% of the students commented that the textbook gave importance to vocabulary teaching as well. Regarding meaningful language activities, 75.8% of the students emphasized that the textbook offered sufficient meaningful language activities.

With regard to the teaching of the terminology about different fields was found sufficient by 80.6% of the students. Besides, majority of the students (83.8%) agreed that the textbook provided comprehensible input by creating content-based tasks. However, only 48.3% of the students said that the topics covered in the textbook was relevant to their real life. With reference to exercises, 83.8% of the students emphasized that the textbook provided sufficient structure-based exercises.

As the Table 9 demonstrates, 79% of the students agreed with the statement that the textbook presented entertaining and attractive activities. A great majority of the students (83.8%) are in favor of the number of the activities and exercises. Concerning the instructions, 83.7% of the students mentioned that the textbook provided clear instructions for the activities and tasks. Nevertheless, nearly half of the students 46.7% pointed out the insufficiency of revision units. Their comments also supported the findings in that 86.6% of the students highlighted that the textbook covered all lesson details during lesson duration.

As for the physical activities, the majority of the students (75.7%) found the physical activities offered in the textbook sufficient. Similarly, 88.6 of the students seemed satisfied with the activities regarding classroom size. Also, 83.8% of the students implied that the textbook supported individual participation of the learners. Peer and group work activities were found to be adequate by 85.4% of the students. Lastly, 80.6% of the students were aware of the fact that the textbook was prepared for a particular group of learners.

Apart from quantitative data, the findings of qualitative data showed that 5 students found the grammar explanations and exercises insufficient in the textbook. Following excerpt from student interviews supports this issue:

[...] “The textbook does not focus on grammar so it includes a few grammar exercises. In my opinion, we should focus on the grammar more.” (Student 12, Interview Data, March 15<sup>th</sup>, 2018) [...]

However, 6 students mentioned that they had been learning grammar for years but they still did not have enough grammar knowledge so they did not give importance to grammar teaching. Therefore, these students found the grammar activities at the end of each unit adequate as shown in the excerpts below:

[...] “We have been learning grammar since 4<sup>th</sup> grade but we do not even remember many grammar topics. I do not think focusing on grammar is an effective way to learn English.” (Student 9, Interview Data, March 14<sup>th</sup>, 2018) [...]

[...] “Grammar presentation and exercises in the textbook is sufficient. Each unit already teaches a grammar topic throughout the unit implicitly. Some explicit exercises take place at the end of units as well. Therefore, it quite sufficient.” (Student 2, Interview Data, March 12<sup>th</sup>, 2018) [...]

On the other hand, 13 students inferred that the vocabulary load in the textbook was sufficient since the textbook includes many vocabulary items related to their field. Therefore, the students reported that the textbook provided them with enough vocabulary exposition. The next extract supports this idea:

[...] “The vocabulary load is sufficient in the textbook. We learn a lot of vocabulary items related to our department. We need to know these words for our future career.” (Student 5, Interview Data, March 12<sup>th</sup>, 2018) [...]

Nevertheless, 3 students want the important vocabulary items to be highlighted and they suggested repeating some vocabulary items in the following



units in order to make the learning of these items more permanent. The following excerpts emphasize on these concerns:

[...] “In terms of vocabulary items, the textbook is able to present a lot of terminology about architecture. Yet, important vocabulary items can be highlighted or underlined. It makes it easier to know which items are more important.” (Student 12, Interview Data, March 13<sup>th</sup>, 2018) [...]

[...] “The textbook is effective in terms of vocabulary teaching. However, it could be better if we reinforced them in the following units.” (Student 3, Interview Data, March 12<sup>th</sup>, 2018) [...]

When asked about the efficiency of reading and listening skills, all students indicated that the textbook has adequate source in terms of improving receptive skills. They also stated that the activities were engaging and entertaining. Some of the participants shared the following quotes on this issue:

[...] “We have the chance to improve our reading and listening skills through various activities. We learn a lot from reading and listening activities and we enjoy these activities.” (Student 6, Interview Data, March 13<sup>th</sup>, 2018) [...]

On the other hand, 5 students claimed that the textbook is not adequate to improve writing and speaking skills. Some students suggested including more writing and speaking activities as shown below:

[...] “Unlike reading and listening, we do not practice speaking and writing a lot. We have some writing and speaking exercises but it is not sufficient.” (Student 13, Interview Data, March 14<sup>th</sup>, 2018) [...]

As for relation to other subjects, all students commented that the topics in the textbook is relevant to their field. In other words, they pointed out they learnt not only English but also other subjects in class:

[...] “The course is based on architecture and the textbook provides content about it. Relating English to our field makes the course even more effective.” (Student 14, Interview Data, March 14<sup>th</sup>, 2018) [...]

In addition, all of the students shared the same idea that the textbook is quite linked to real life. Since architecture and daily life is interrelated, the textbook and the lessons provide authentic input to learners. As shown in the excerpts below, two groups of subjects made these statements:

[...] “The course makes use of authentic topics and materials. For instance, making models with real materials at the end of “Structure Types” unit was very authentic.” (Student 1, Interview Data, March 15<sup>th</sup>, 2018) [...]

[...] “We use real life topics in class a lot. The collapse of Tacoma Bridge activity is as example for relation to a real life event. There are also activities taken from news as authentic materials. We learned about famous buildings and famous architects from real life as well.” (Student 7, Interview Data, March 12<sup>th</sup>, 2018) [...]

Moreover, qualitative data announced that all the students were on the same page about textbook contribution to their content knowledge. In addition, the textbook is quite related to their field and teaches them a lot of departmental knowledge as indicated below:

[...] “Our departmental knowledge increases thanks to English class and the materials. We sometimes learn things that we have not learned in departmental classes yet.” (Student 2, Interview Data, March 12<sup>th</sup>, 2018) [...]

According to students, the content of the textbook moves from easy to difficult. 12 students stated that they learned easier topics in the first units and they moved to more difficult ones. An example is shown below:

[...] “At first, we learned easier topics such as the definition of architecture, sub-branches of architecture or famous buildings in the world. Afterwards,

we learned more difficult topics such as architectural projects and structure types. Also, the topics move from easy to difficult within a unit. Therefore, I can say that the textbook moves from easy to difficult.” (Student 2, Interview Data, March 15<sup>th</sup>, 2018) [...]

As for the ability to give clear instructions, interview results presented an undisputable consensus among students about the instructions and explanations being very clear and understandable. The following excerpt provides an example:

[...] “The textbook was able to give clear instructions. What we were expected to do was very clear and the tasks were very understandable.” (Student 4, Interview Data, March 13<sup>th</sup>, 2018) [...]

Besides, students stated that even though they sometimes had difficulties to understand the instructions; the instructor assisted them to make it clearer:

[...] “Sometimes I had difficulties in understanding the instructions. In these cases, the instructor helped us to understand what was needed.” (Student 7, Interview Data, March 12<sup>th</sup>, 2018) [...]

Likewise, the interview results also showed that the textbook guided them to make use of the Internet efficiently. 5 students expressed their interest on doing additional research and elaborate more on the teachings learned in class. The following excerpts are the indicators of their enthusiasm:

[...] “Especially some activities and exercises require the use of Internet. The topics also prompt us to do research and learn from Internet since the textbook is related to our field and we want to know more.” (Student 5, Interview Data, March 14<sup>th</sup>, 2018) [...]

[...] “Thanks to English course and its textbook, we exploit the Internet to search for more information. For instance, I wanted to learn more about “Architectural Trends” after we studied this topic in class. I also did research

on futuristic structure types to build a structure for the real life task of that unit.” (Student 2, Interview Data, March 15<sup>th</sup>, 2018) [...]

Moreover, interview results revealed that all students were satisfied with the content of the textbook since the topics relates to their academic field. The following comments are examples of their appreciation:

[...] “I feel happy when I learn the content of my departmental courses in English. I find it useful to learn the necessary knowledge for my department in English as well as Turkish.” (Student 10, Interview Data, March 13<sup>th</sup>, 2018) [...]

In addition, 3 students stated that they feel like the content of the course complete what they are missing in their departmental courses. An example is shown below:

[...] “It is not only an English class for me, but also a departmental course or a general culture course since I learn new things as well. We learn foreign language and departmental knowledge at the same time.” (Student 9, Interview Data, March 14<sup>th</sup>, 2018) [...]

Additionally, according to 5 students, the topics are presented in such a way that simplifies heavy architectural terminology and adjust the balance so rightly that while students are learning about architecture, they are not distracted from the main course objective which is the foreign language itself:

[...] “Thanks to the fact that the topics are studied in a simplified way, I can participate in the class. If there had been more details, I could have lost. We learn each topic in general terms so we can focus on the lesson more.” (Student 3, Interview Data, March 14<sup>th</sup>, 2018) [...]

In addition, 11 students found the content amusing and enjoyable as well as being useful. They enjoyed the course while learning English. The following example from interviews provides support for this issue:

[...] “I enjoy English classes because the topics are enjoyable and interesting. It is very difficult from a normal English class. We learn a lot from the courses as well as having fun.” (Student 5, Interview Data, March 14<sup>th</sup>, 2018)  
[...]

In conclusion, majority of the students are happy about the content of the textbook. They find the tasks, activities, texts and overall topics sufficient. They expressed gratitude about instructions, evaluation tools, group work and peer work activities. However, they pointed out the lack of revision units of the textbook as being partially insufficient. Moreover, nearly half of the students believe that writing and speaking activities were insufficient, too. Other than these issues, students have positive perspectives towards the content of the textbook.

**4.2 What are the overall perceptions of the instructor about CBI-oriented textbook?** For the second research question of this study, the perceptions of the instructor towards CBI-oriented textbook were explored. In order to answer this question, the data was obtained through teacher reflective journal. The following part reports the findings of qualitative data with regard to the perceptions of the teacher towards CBI-oriented textbook.

According to the data gathered from reflective journals, the instructor noted that the content-based activities and exercises provided comprehensible input and thereby increased students’ motivation. Examples from reflective journals are shown below:

[...] “Students became more interested in the lesson when we talked about different types of architecture students. They started to place themselves in a category. Hence, I realized that students seem to get more excited when we talk about a topic related to their department. I guess this motivates them.” (Instructor, Reflective Data, October 12<sup>th</sup>, 2017) [...]

[...] “Each week when I explain the topic of the current unit, the students listen to me carefully and I realize that the content connects them to the class.

It is obvious that the content takes their attention.” (Instructor, Reflective Data, January 11<sup>th</sup>, 2018) [...]

Furthermore, as for addressing learners with different interests, the instructor reported that in her journals that there were several types of activity in the textbook to address different learners with different interests. An example from teacher reflective journals is shown below:

[...] “The textbook actually covers many tasks for the sake of activity variety. Students have chance to improve all language skills. Moreover, they have the chance to apply the theory into practice thanks to real-life tasks. I think this is a great experience for students.” (Instructor, Reflective Data, October 30<sup>th</sup>, 2017) [...]

Regarding the level of the textbook, the instructor observed that the level of the textbook is higher for most of the students since they had difficulties in understanding certain tasks. Yet, it was quite suitable for some students since they could comprehend what was expected of them. Considering this issue, the instructor said:

[...] “Some students have difficulties in understanding reading texts and vocabulary items while some of them have no problems regarding comprehension. I realized that simplification would be better.” (Instructor, Reflective Data, December 14<sup>th</sup>, 2017) [...]

On the other hand, teacher reflective journals highlighted that the course duration was not sufficient to cover what is intended. The instructor suggested having more class hours to cover a unit since 3 hours was not enough to provide students with effective instruction. An example is shown below:

[...] “If the course duration were longer, the lessons would be more effective. We would have the chance to reinforce what we have studied.” (Instructor, Reflective Data, September 28<sup>th</sup>, 2017) [...]

Regarding this group work and pair work activities, the instructor supported the use of pair work and group work activities in order to make students learn from each other. The instructor commented on this issue as follows:

[...] “Pair work and group work activities guide students to learn from each other by interacting. It seems that students enjoy such activities and they make practice in this way.” (Instructor, Reflective Data, March 5<sup>th</sup>, 2018)  
[...]

Furthermore, the instructor mentioned the textbook provides students with opportunities to practice all language skills. An example from reflective journals is shown below:

[...] “The textbook includes activities and tasks to improve all language skills so it is effective to present language skills in an integrated way.” (Instructor, Reflective Data, January 18<sup>th</sup>, 2018) [...]

With regard to approach towards grammar, reflective journals revealed that according to the instructor, the presentation of grammar was sufficient as illustrated in this example:

[...] “Grammar presentation takes place at the end of each unit. It is determined by the grammar topic presented throughout the unit. I find such an approach towards grammar sufficient. The main of this book is not to teach grammar so it is quite sufficient.” (Instructor, Reflective Data, October 12<sup>th</sup>, 2017) [...]

In addition, the instructor remarked that the English course and the materials provided an effective language learning opportunity by integrating English with the department of the students. The following excerpt provides an example:

[...] “The main aim of designing such a class was to provide English instruction through content knowledge about students’ department. The content of the textbook is quite suitable for achieving the intended aims set at

the beginning of this process.” (Instructor, Reflective Data, February 19<sup>th</sup>, 2018) [...]

Moreover, teacher reflective journals also showed that the instructor’s responsibility for preparing, choosing and using the textbook was undeniable. The following excerpt is an example for this:

[...] “The instructor is in the heart of this process since she herself goes through every part of textbook preparing, choosing and administering. Therefore, her contribution to design and implementation of such an instruction is tremendous.” (Instructor, Reflective Data, December 21<sup>st</sup>, 2017) [...]

Taking the presentation of grammar into consideration, teacher reflective journals revealed that the instructor finds the grammar explanations and activities sufficient. The instructor reported that the focus is on the content rather than grammar. To illustrate this, the following quote sheds light on this issue:

[...] “The main aim of English class is to provide students with English instruction through content knowledge. Therefore, the focus is not on the grammar and presenting grammar at the end of each unit is enough.” (Instructor, Reflective Data, November 9<sup>th</sup>, 2017) [...]

Concerning vocabulary teaching, reflective journals demonstrated that the instructor finds the vocabulary load in the textbook sufficient. The textbook is very effective in terms of vocabulary teaching. Related to this issue, the students made the following comment:

[...] “The textbook provides a great amount of terminology related to students’ department. All of the vocabulary items will be necessary for students in their future career.” (Instructor, Reflective Data, January 4<sup>th</sup>, 2018) [...]



What is more, the instructor found the presentation of language skills satisfactory. Reading and listening skills are more common than writing and speaking skills. Yet, the main aim is to provide comprehensible input for students rather than asking for production. The following example retrieved from teacher reflective journal clarifies this issue:

[...] “The textbook is sufficient in terms of offering for language skills. Nevertheless, the textbook includes reading and listening skills more than speaking and writing. The reason for this is that the focus is on providing meaningful input rather than production of meaning sentences.” (Instructor, Reflective Data, December 21<sup>st</sup>, 2017) [...]

With regard to the use of authentic materials, reflective journals revealed that the textbook is rich in authentic materials. The textbook consists of authentic topics, activities and tasks. A notation from reflective journals is as follows:

[...] “English course and the textbook are based on students’ department. For this reason, whole textbook depends on real life content. Every topic, every exercise and every activity provide authenticity.” (Instructor, Reflective Data, February 7<sup>th</sup>, 2018) [...]

According to the instructor, the textbook requires the use of the Internet. Occasionally, students must, inevitably, have access to the Internet as a part of lesson activities and tasks. The following excerpt from reflective journals is on point for the issue:

[...] “The exploitation of Internet is necessary to carry out some tasks. Besides, students are in need of doing research because they are curious about the topics that we study. Therefore, the textbook makes use of the Internet.” (Instructor, Reflective Data, November 14<sup>th</sup>, 2017) [...]

Concerning this issue, reflective journals revealed a parallel result that the instructor also held the same belief as students that the content is presented in a

simplified way to provide students with the utmost understanding. The example below is taken from reflective journal as an example:

[...] “The content was given to the students in a simplified way not to overload students with detailed input. The students are able to acquire what is presented. If there were more information and details, the students might have problems.” (Instructor, Reflective Data, October 2<sup>th</sup>, 2017) [...]

In conclusion, the data gathered from teacher reflective journal revealed that the instructor was satisfied with the textbook in terms of presentation of language skills, approach towards grammar, the role of the instructor to prepare the materials, the use of authentic materials, the use of authentic materials, group work and pair work activities. The instructor expressed that the textbook was able to provide comprehensible input through content- based activities. However, she suggested certain improvements regarding the simplification of particular activities and course duration.

**4.3 What are the perceptions of the students and their instructor towards in-class implementation of CBI-oriented textbook?** The third research question aimed to examine the perceptions of the students and their instructor towards in-class implementation of CBI-oriented textbook. To answer this research question, the data obtained from teacher reflective journals and semi-structured interviews. The following part provides the qualitative regarding the perceptions of the students and their instructor towards in-class implementation of CBI-oriented textbook.

To begin with, the instructor explained that students were highly motivated to study CBI-oriented textbook and they were enthusiastic to take part in classroom activities. Considering this issue, she made the following comments:

[...] “I have realized that students are more engaged in CBI oriented English course. The reason for this is that they learn English related to their life. Students are more open to input in CBI courses. Unlike general English classes, students seem to be more motivated and they seem more interested to learn.” (Instructor, Reflective Data, November 30<sup>th</sup>, 2017) [...]

[...] “Today, in general English class, I asked one of my students why she was not interested in class. She told me that she was waiting for the CBI-oriented English course in which we studied CBI-oriented textbook. She implied that she liked that class more. I have understood that students are more enthusiastic about CBI-oriented course” (Instructor, Reflective Data, November 23<sup>th</sup>, 2017) [...]

Besides, 9 of the students stated that major positive aspect about the implementation of CBI-oriented textbook is that it arouses interest in them and motivates them to attend classes. Two students explained their opinions on this issue as follows:

[...] “Learning English through our department makes English classes interesting. Since it is about field, it takes attention and English classes become engaging.” (Student 9, Interview Data, March 15<sup>th</sup>, 2018) [...]

[...] “The textbook is rich in terms of content and it is motivating. I have never seen such an English course before so I am happy to learn English through my field. It also increases our general culture while enjoying the class.” (Student 4, Interview Data, March 12<sup>th</sup>, 2018) [...]

The instructor added that students also enjoy authentic materials used in the classroom. Regarding the use of authentic topics and authentic materials, the instructor said:

[...] “Students seem to enjoy the lesson when we talk about real people, real events and real issues. The use of authentic topics immediately takes their attention.” (Instructor, Reflective Data, November 30<sup>th</sup>, 2017) [...]

[...] “Providing authentic and up-to-date topics draws the attention of students. I can observe that they are more motivated to participate in the class in which we deal with real life topics.” (Instructor, Reflective Data, December 7<sup>th</sup>, 2017) [...]

Furthermore, 8 students stated that the topics are up-to-date and authentic. Authenticity of the materials makes the course more informative and productive. An example from student interviews is shown below:

[...] “The textbook includes real-life sources for activities and tasks. When the source is authentic, the course takes our attention and we get more curious. At the same time, I think I understand and learn better when a real life activity is used.” (Student 6, Interview Data, March 15<sup>th</sup>, 2018) [...]

Moreover, 7 students expressed that the visuals such as images, photographs and videos make the course more engaging. In other words, they like the visuals provided by the CBI-oriented textbook. With regard to the visuals, one of the students expressed the following opinion:

[...] “There are many visuals supporting what we are studying. Having these visuals make our understanding clearer and they make us remember what we have studied easily. Besides, the textbook becomes more entertaining thanks to them” (Student 3, Interview Data, March 13<sup>th</sup>, 2018) [...]

Despite strong aspects of the in-class implementation of CBI-oriented textbook, the findings pointed out some challenges as well. To start with, the results of the student interviews showed that 5 students found writing and speaking activities insufficient. Students argued that the CBI-oriented textbook improves their reading and listening skills. However, it does not provide enough opportunities to improve writing and speaking skills. A student commented on this issue:

[...] “The textbook offers reading, listening and watching activities. Nevertheless, it does not offer many writing and speaking activities.” (Student 8, Interview Data, March 15<sup>th</sup>, 2018) [...]

In addition to lack of speaking and writing activities, two of the students suggested having more vocabulary and grammar exercises to reinforce acquired vocabulary items and grammar topics. In relation to this subject, one of the students said:

[...] “We learn many words related to our field in each unit and we learn a grammar topic at the end of each lesson but we forget them easily. It would be more permanent in terms of learning vocabulary items and grammar if we had more vocabulary and grammar exercises.” (Student 4, Interview Data, March 13<sup>th</sup>, 2018) [...]

As for the challenges of the textbook, teacher reflective journals revealed that the level of the textbook is a little bit higher than students’ level and thereby it needs simplification. Regarding the level of the textbook, a student said:

[...] “Students have difficulties in understanding some reading texts and videos. To make it more understandable, these texts should be simplified and videos should be replaced with easier ones.” (Instructor, Reflective Data, March 19<sup>th</sup>, 2018) (Student 10, Interview Data, March 15<sup>th</sup>, 2018) [...]

Parallel to the comments made by the students, the instructor also found the appearance of the textbook inadequate to attract students’ attention. Therefore, she believed that more appealing appearance and layout make the lesson more effective. Specifically, she made a comment about the general appearance of the materials as follows:

[...] “The appearance of the textbook does not take students’ attention and some pictures are not very clear to see because of the quality. Therefore, the design of the textbook could be better” (Instructor, Reflective Data, January 4<sup>th</sup>, 2018) [...]

In conclusion, the instructor and the students had positive perceptions towards the in-class implementation of the CBI-oriented textbook. Specifically, they agreed with the fact that the textbook provided meaningful and contextualized input through students’ department. This created a more meaningful and effective English class and made the course more encouraging and engaging. Students and the instructor believed that the textbook included authentic materials and it increased their general culture as well as their content knowledge. Besides, they had the opportunity to practice all language skills while they were improving their content

knowledge. Despite some insufficiencies such as the lack of attractive layout and speaking and writing activities, the course and the textbook offered students efficient English instruction. Overall, both the students and their instructor were satisfied with the course and the textbook used in the existing program.

**4.4 The findings of how the CBI-oriented textbook affects students' language skills.** In order to answer the third research question, the placement test, which was administered to students in the beginning of the first semester for the sake of placing them in a class appropriate to their level, was administered to the students again at the end of the second semester. The reason behind this was to see whether there is a difference between the pre-test and post-test scores. In other words, the researcher wanted to find out whether there was a change between the language skills knowledge of the students after CBI course. The results can be seen from Table 10, which summarizes the mean, standard deviation, t-values and the significance of the placement test for pre and post groups.

**Table 10:** The Difference Between Pre- and Post-Placement Exam

	Test groups	<i>n</i>	$\bar{X}$	<i>s.d</i>	<i>t</i>	<i>p</i>
CBI-oriented textbook	Pre-test	59	30,17	13,487	-6,827	0,000
	Post-test	59	41,66	13,404		

H<sub>0</sub>: Shows a difference between pre-test and post-test grades.

H<sub>1</sub>: Shows a difference between pre-test and post-test grades.

According to the results of the paired sample t-test, the mean score of the pre-test results was 30,17 and the standard deviation of pre-test scores was 13,487. On the other hand, the mean of post-test results was 41.66 and the standard deviation of post-test scores was 13,404. These results suggested a high confidence level with -6,827 t-value and 0.000 p value. The statistical analysis revealed that there is a significant difference between the groups with a statistically %95 confidence level (t= -6,827, p=0,000, p<0,05). According to the results, post-test group performed better ( $\bar{x}$ =41,66) than the pre-test group ( $\bar{x}$ =30,17). Specifically, there is a significant

difference between the pre and post results of placement test. These findings suggest that the CBI course does really have an effect on students' language skills knowledge. Therefore, it can be concluded that the language skills knowledge of the students increased after the CBI course.

**4.5 The findings of how the CBI-oriented textbook affects students' content knowledge.** The fifth research question in this study investigated the difference between the content knowledge of the participating students after the CBI course. In order to answer this research question, the data were gathered from students' scores from the content part of the midterm and final exam. The mean scores obtained from the content section of these exams were used to see whether there is a difference between their content knowledge after studying CBI-oriented textbook.

The content knowledge was asked to student as a part of their midterm and final exam. Both of these exams had 30% content section in which students were expected to answer questions about the content that they studied throughout the CBI-oriented textbook. The type of questions was similar to the activities in the textbook such as matching, true-false, multiple choice etc. In the midterm exam, the mean of students' content scores was 19 out 30. The mean score of the content part in final exam was, on the other hand, 24 out of 30. These scores suggested that the CBI-oriented textbook has a significant impact on their content knowledge since they did not have any knowledge on the content before taking this course.

Besides, students' perceptions regarding the difference between their content knowledge after studying CBI-oriented textbook were investigated through semi-structured interview. All of the students explained that their content knowledge increased thanks to CBI-oriented textbook. With regard to this issue some of the students made the following comments:

[...] "I learn departmental knowledge as well as a foreign language and I believe this is very useful for us. My departmental knowledge definitely increased." (Student 2, Interview Data, March 14<sup>th</sup>, 2018) [...]

[...] "Learning English through our department is the best thing about English classes. We not only learn English but also our field. Indeed, we

learned many things before we learned them in departmental courses.”  
(Student 7, Student Interview Data, March 12<sup>th</sup>, 2018) [...]

[...] “The textbook contributes to my field knowledge and English at the same time. I believe my content knowledge increased thanks to English classes.” (Student 14, Interview Data, March 14<sup>th</sup>, 2018) [...]

Moreover, the instructor shared the same opinions with the students on the improvement of students’ content knowledge through CBI-oriented textbook. Considering the difference between students’ content knowledge, she explained her opinions as follows:

[...] “Students got good results from content in the first midterm exam and but, they got better grades from this part in the final exam. Therefore, I assume that their content knowledge increases gradually.” (Instructor, Reflective Data, January 19<sup>th</sup>, 2018) [...]

[...] “Students sometimes express that their field knowledge has increased after taking this course. These comments are like evidence for us showing that we are on the right track.” (Instructor, Reflective Data, January 26<sup>th</sup>, 2018) [...]

In the light of this information, the findings obtained from student interviews, teacher reflective journals and the mean scores of content part in the midterm and final exam showed that CBI-oriented textbook has positive impact on students’ content knowledge. The content knowledge of participating students increased thanks to the field knowledge presented throughout the CBI-oriented textbook.



## **Chapter 5**

### **Discussion and Conclusions**

#### **5.1 Discussion of Findings for Research Questions**

The purpose of this study was to investigate the efficiency of the CBI-oriented textbook designed and developed for the Architecture students at a foundation university. Specifically, this study attempted to find out the perceptions of the students and the instructor towards the CBI oriented course. In addition, it investigates how in-class implementation of CBI-oriented textbook affects the students and their instructor's perceptions. The study also aims to see how CBI-oriented textbook affects their content knowledge and language skills. For the purposes of the study, data were obtained from both qualitative and quantitative tools; and a mixed method research design was adopted for the analysis of data. This chapter discusses the major findings of this study referring to each research question. Then, theoretical and pedagogical implications are provided by offering recommendations for further research and practice.

**5.1.1 Discussion about the overall perceptions of the Architecture students about the CBI-oriented textbook.** The first research question attempted to assess the overall perceptions of architecture students towards the efficiency of the CBI-oriented textbook. The following section discusses the findings related to each sub component of the materials evaluation questionnaire about the efficiency of the CBI-oriented textbook. They are namely, coursebook and general appearance, student-related factors, course duration, textbook structure, language teaching approach and method of the lesson material, factors-related syllabus, instructor-focused factors and content.

To begin with, regarding coursebook and general appearance, the results revealed that the information on cover pages was sufficient for architecture students and the table of contents was also suitable to provide information about what would be studied. The results also demonstrated that the textbook was also effective in terms of visuals such as pictures, graphs and tables. As it is understood from

questionnaire and semi-structured interview, the physical appearance of the textbook was not appealing to the students; and they failed to attract attention of the readers. Moreover, the textbook was distributed to students unit by unit as black and white printouts. This can be reason why students found the appearance of the materials unattractive. However, it may be suggested that the general appearance and layout of the units should be revised and renewed to develop a better design. Similarly, the appearance can be improved by adding more visuals such as pictures, tables and graphs. As Tomlinson (1998) states, attractive colours, photographs, pictures and engaging colours raise learners' curiosity, interest and attention and foreign language courses can be more engaging with attractive and careful design. Related to this issue, Sarem et al. (2013) argues that students make their first impression of every textbook based on its physical appearance before its content. Therefore, the design of the textbook is a crucial factor to be considered.

Considering student-related factors, the results assured that the textbook motivates students to learn the target language. As Briton, Snow and Wesche (2003) mentioned previously in literature, the use of content in foreign language classes increase student motivation and it promotes effective learning. Furthermore, the findings revealed that the textbook also includes cognitively challenging tasks and in this way, it contributes to students' cognitive ability. Besides, the results of questionnaire and semi-structured interview also showed that the textbook includes a great amount of activity types to address learners with different interests. On the other hand, according to the results, the level of the textbook is slightly higher than students' level of proficiency. Thus, this could be overcome by simplifying reading texts, listening texts and activities which require simplification.

Moreover, with regard to course duration, the results of quantitative and qualitative data revealed that students seem satisfied with the course duration. The reason why students find this duration sufficient is that the lesson is not conducted in a hectic way and enough time spent for each unit. Considering this issue, Işık's (1995) study, in which he draws a road map for materials development, argues that the relationship between the language materials and course duration needs careful planning for learning to take place. Moreover, the findings highlighted that the duration of using the textbook outside of classroom is also sufficient. Parallel to this issue, Harmer (2001) contends that a systematic textbook should allow learners to study on their own outside the classroom.

Concerning textbook structure, one can conclude from the findings that the flow of the lesson and the teaching of the textbook meet students' needs and content of and order of the tasks are studied from easy to difficult. The flow of the lesson and transition between tasks and units are based on cognitive and linguistic difficulty of content. Both qualitative and quantitative results revealed that the topics and activities included in the textbook move from easy to difficult within units by making preparations beforehand to warm students up for more challenging content and activities. These findings are accordance with Yumuk (1988), previously mentioned in literature review, which examined the effectiveness an EFL textbook for Bureau Management and Secretarial Studies. In this study, the results revealed that the textbook was successful to provide an effective organization and transition of content which moves from easy to difficult.

With respect to language teaching approach and method of the lesson material, the qualitative and quantitative results revealed that the approach and the method English course and its textbook adopted was effective to provide students an English instruction through the content of their department. Students seemed satisfied with learning English using their departmental knowledge and the results assured that CBI instruction facilitated their learning. As Krashen (1985) argued, providing comprehensible input in the form content promotes language learning by taking attention of students and creating meaning. Based on the excerpts from student interviews, it is possible to conclude that the textbook and English course expand students' linguistic, cultural and methodological perspective. Furthermore, according to the results, the textbook provides sufficient number of language skills and but, students do not find the grammar approach of the textbook effective in terms of presentation of grammar and reinforcing practices. The reason why students find the presentation of grammar insufficient may be because they are used to learning foreign language through the presentation of linguistic rules and explanations and they have been exposed to the common belief that language is best learned through grammar teaching.

Furthermore, considering factors related to syllabus, the results assured that the design of English language and its textbook are in accordance with educational vision and program mission. Additionally, as for learner needs, students seemed satisfied since the textbook and the course meets their expectations and needs. As Tomlinson (1998) stated, a textbook should meet students' needs by making them

aware of their learning. Besides, excerpts from student interviews showed that content-based English instruction promotes learning of the target language by motivating students and taking their attention to the meaningful input provided through students' department. As Stoller (1997) suggested, motivated students understand the purpose of language learning better and thereby, the language learning is facilitated.

In addition, with regard to instructor-focused factors, the results revealed that the instructor had a crucial role on choosing and using the language materials. The instructor herself designed and developed the textbook integrating the content knowledge of students' department with English language skills. Based on excerpts from student interviews, it is quite obvious that the course and its textbook were developed as a result of great plan and detailed preparation. Therefore, the textbook has the ability to help the instructor prepare for and cover the lesson.

Regarding content, the findings assured that the textbook, in the first place, was successful to inform students by revealing the content and the objectives through cover pages. Furthermore, the percentages of students who agreed on the ability of textbook to offer adequate and comprehensible input were remarkably high, so it is possible to say the textbook and the course provided students with comprehensible and meaningful input and thereby, fostered the language learning of students. These findings echo in Işık's (1995) study which aimed at investigating which type of instruction affects false-beginner Turkish EFL learners' skills more positively, teaching EFL through English or content. In this study, the researcher found that content-based instruction is an effective program to help students improve their English language skills.

As for the presentation of language, grammar activities are not sufficient according to the students, but as mentioned above; the reason for this can be the approach that the course and the textbook adopted. As for the skills presentation, students agreed on the idea that the textbook offers sufficient number of reading and listening skills. However, majority of students did not find the writing and speaking activities adequate. The reason for this may be that the focus of the course was not on the production of language and indeed, the focus was on improving receptive skills of the students. These findings are in accord with previous research which noted greater improvement in receptive skills of the students thanks to the CBI course rather than expressive skills (Ready & Wesche, 1992; Moriyoshi, 2010).

Regarding vocabulary teaching, it is understood from the findings that the textbook offers a great amount of vocabulary items related to students field. In this respect, this study produced results which corroborate with the findings of Spencer and Guillaume's study (2006) in which they clarify that the sufficient provision of vocabulary items in CBI courses provide students with vocabulary development.

One can also conclude from the findings that the textbook made use of authentic materials to motivate students. Specifically, authentic topics, tasks and materials were used to promote real-life language use. These results are in accordance with Korkmaz's (2016) study, which evaluated the effectiveness of an EFL textbook for intermediate level students. Her study also showed that the textbook provided examples of many authentic materials portraying the introduction of the target culture and daily use of language. Furthermore, the textbook offers terminology related to different fields, especially sub-branches of architecture. Related to this, Brown (2001) suggested that vocabulary teaching is one of the most important goals of an effective EFL textbook. It is also good at providing symbols, signs and abbreviations about their field. However, student questionnaires and interviews revealed that the textbook did not meet their needs in daily life. The reason for this statement can be the fact that the textbook did not necessarily provide daily use of the language; it rather focused on the use of language in their profession.

Additionally, students' participation was encouraged cognitively and affectively through activities which improved their critical thinking skills. As Ebata (2008) asserted, content has an effective impact on students' cognitive abilities when they are learning a language. On the other hand, the excerpts from student interviews and questionnaire results revealed that the textbook also provided a number of entertaining and attractive activities. In this respect, the results are echoed in research which suggested having stimulating and interesting activities in the textbook which encourage students to learn (Hutchinson & Torres, 1994; Tomlinson, 1998). Moreover, the results indicated that the textbook had the ability to offer clear and understandable instructions. Sabzalipour and Kooshato (2014) point out the clarity of instructions in their study in which they examined the instructions as one of the textbook evaluation criteria. Regarding assessment, the textbook failed to provide revision units and thus, developing revision exercises and practices are suggested to reinforce what has been learned. By contrast, it can be concluded that the textbook

provides sufficient number of evaluation tools such as quizzes, midterm and final exams.

Lastly, according to these findings, it is possible to say that the textbook acted as a road map guiding students on where to go and what to do. Nevertheless, the students agreed on the idea that they had difficulties while studying the textbook. The reason for this can be the level of reading texts and the need of simplification. Moreover, it is concluded that pair and group works were used effectively to guide students to learn from each other by interacting.

To summarize, it is possible to conclude that the perceptions of students towards the coursebook and general appearance, student-related factors, course duration, textbook structure, language teaching approach and method of the lesson material, factors-related syllabus, instructor-focused factors and content are parallel in many ways. Regarding the coursebook and its general appearance, they seem satisfied with the visuals, information of the cover pages, font size and type. Nevertheless, they have some serious concerns about the page context and layout.

With regard to student-related factors, the textbook is sufficient in terms of student motivation, guidance to do research, activity variety for learners with different interest and contribution to cognitive ability. However, they seem dissatisfied with the compatibility of the textbook with students' foreign language proficiency.

Concerning course duration, students are satisfied with the duration of the course. With regard to textbook structure, students feel positive towards the flow of the lesson, order of tasks and transition between parts of a unit. Furthermore, regarding language teaching approach and method of the lesson material, they seem satisfied with the language teaching approach and the method that the textbook adopted and ability to include skill-based approach. Yet, students have some concerns regarding the approach towards grammar whereas their instructors seem satisfied with this approach.

Moreover, with regard to factors related to syllabus, the students have positive perceptions towards the textbook ability to meet student and institution needs and objectives as well as accordance with educational vision and program mission. Considering instructor-focused factors, it is obvious that the instructor has a huge role in the preparation of the textbook and the design of the course.

Lastly, regarding the course content, students and the instructor are satisfied with the ability of textbook which offers meaningful input, topic variety, text variety, integration of language skills, authenticity of the materials, vocabulary teaching, number of activities, pair and group works. However, students suggested more writing and speaking activities as well as grammar exercises to be added. Finally, from the findings, it is also concluded that the textbook lacks revision units which should be addressed while revising the textbook.

**5.1.2 Discussion about the overall perceptions of the instructor about the CBI-oriented textbook.** The second research question aimed to investigate the perceptions of the instructor towards CBI-oriented textbook. The following part discusses the findings regarding the perceptions of the instructor towards CBI-oriented textbook.

First of all, with respect to the general appearance of the textbook, the textbook lacked an attractive physical appearance to take students' attention. It was successful to provide sufficient number of visuals. However, the design of the CBI-oriented textbook can be improved. The underlying reason behind this can be the used of black and white copies instead of colourful ones. As Skierso (1991) expresses, an attractive layout and physical make up enhance student motivation and thereby, participation to the class. He further recommends that evaluation of general appearance of materials should include motivation, attractiveness, simplicity and illustrative clarity.

Furthermore, the instructor is quite satisfied with the language teaching approach of the CBI-oriented textbook. As excerpts from reflective journals supported, the aim of designing such a course and language materials was to create the most suitable conditions for language learning thanks to content knowledge of students' field. The CBI-oriented textbook was able to create the optimal conditions for learners to learn English in a very efficient way.

Parallel to this, excerpts from teacher reflective journals also assured that overall objectives of the course set in the very beginning were met. The aim of designing CBI-oriented course and developing language materials was to create an effective and motivating environment for language learners in order to acquire the target language by providing content knowledge. According to the results, the

expectations of the institution and the instructor were achieved based on her observations.

In addition, the results showed that there is a high connection between the aim of the course and topics covered throughout the textbook. Therefore, the aims and objectives set in the designing and developing the textbook stage accommodate with topics and content of the course. Likewise, Cunningsworth (1995) discusses that the textbook evaluation criteria should include the representation of various topics that match up to course objectives and students' needs and interests. It can also be understood from the findings that the textbook is based on different topics and the variety of this content is sufficient. Moreover, the textbook provides sufficient number of texts and variety of texts is also adequate to provide meaningful input.

Similarly, since the CBI-oriented textbook provides relevant content to students' field, the instructor believed that the CBI-oriented textbook fosters student motivation and engagement in the class through comprehensible input. With the help of content-based activities and authentic tasks, students' attention is taken to the class. Therefore, as excerpts from teacher reflective journal suggested, the major strength of the course is its' content along with motivating activities and authentic topics. With regard to student motivation and engagement, Crandall (1987) and Blanton (1992) argued that the CBI course creates optimal conditions for learners to learn the target language thanks to the meaningful input.

Unlike students' comments on the approach towards grammar, teacher reflective journal supported that the instructor found the presentation of the grammar sufficient. She further explained that students are exposed to the idea that English is best learned through grammar-based exercises. She opposed this notion and claimed that the presentation of language implicitly throughout the unit and revealing the grammar focus of each unit at the very end of the unit is sufficient to cover necessary linguistic knowledge. Regarding this issue, Moriyoshi (2010) emphasizes that the CBI does not necessarily increase the grammatical improvement as it focuses exclusively on course content rather than grammatical teaching.

In addition, compared to students' perceptions, the instructor finds the course duration insufficient. The reason why the instructor finds this duration insufficient is that more time is always needed for further practice and reinforcement. She suggested increasing the class hours spent on CBI-oriented textbook.



**5.1.3 Discussion about the perceptions of the students and their instructor about in-class implementation of the CBI-oriented textbook.** The third research question in this study explored how CBI-oriented textbook affects students' and their instructor's perceptions. The results obtained from reflective journals and student interviews showed that students' and their instructor's find many aspects of in-class implementation of CBI oriented textbook useful.

First, the results pointed out a number of positive aspects of the implementation of CBI-oriented textbook. The major strength of this textbook was its content, which was based on the integration of English language and students' departmental knowledge. Thus, the textbook created an effective language learning environment by increasing student motivation and facilitating student participation (Briton, Snow & Wesche, 2003; Stoller, 1997). Learning English through architecture aroused interest of the students and encouraged them to participate in the class. Thereby, the results supported the idea that language learning takes place more effectively where students are exposed to comprehensible and meaningful input. As Crandall (1987) and Blanton (1992) argued, CBI course creates optimal conditions for learners to learn the target language thanks to the meaningful input.

Additionally, the results showed that CBI-oriented textbook increased students' general culture knowledge as well as content knowledge and language skills. These results are parallel with Genesee' (1987) results in which he investigated the effectiveness of the CBI projects in USA. This study also revealed that the learners acquired high level of academic knowledge and language skills. Additionally, teacher reflective journals revealed that the instructor herself found the course informative since she learned new subject matter knowledge which made her participate in the class eagerly.

Furthermore, students and their instructor reported that another positive aspect of in-class implementation of CBI-oriented textbook was its authenticity. The results showed that the textbook made use of real life like materials and so, it achieved to draw students' attention. Students claimed that they enjoyed English classes especially the ones which included authentic materials such as making models and designing buildings. Moreover, they were also happy with using up-to-date topics and texts such as the story of famous buildings or famous architects. Parallel to these findings, Işık (1995) claimed that rich authentic materials ease comprehension and provide relevant input. He further contended that associating the

target language with authentic materials and contexts provide immediate motivation for the students.

Furthermore, supporting the content with various interesting visuals such as pictures, tables, graphs or videos helped students form prerequisite schemata which made the content and the tasks more comprehensible and easier. The use of attractive colors, pictures, photographs and other visuals raised student curiosity and language learning was more interesting thanks to these visuals. Tomlinson (1998) also recommend the use of engaging and appealing visuals to draw students' attention to the lesson.

Second, the results obtained from student interviews and teacher reflective journals pointed out some deficiencies of the CBI-oriented textbook despite several positive aspects mentioned above. To begin with, student interviews revealed that the textbook lack of writing, speaking and grammar activities. They reported that there could have been more practices to improve these skills. These results are similar to the findings of Bozdoğan and Karlıdağ's study (2012) in which they observed that students made use of receptive skills but they did not make use of productive skills in a CBI course. The reason for this may be that students are accustomed to learning foreign language through grammar and learning language through subject matter is new for them. Therefore, this novelty effect may have an impact on their perception towards content-focused instruction. Nevertheless, the instructor implied that the focus of the English lessons was to provide meaningful input to the students rather than asking them to produce language or practicing grammar. Hence, the instructor found the integration of these skills into the course sufficient and the significance given to content knowledge was of more importance for their career purposes.

The results of the interviews carried out with students indicated that some students were unsatisfied with the proficiency level of the textbook since it included texts and videos higher to their level. They complained that they had difficulties to understand some reading texts and listening tasks. Likewise, the findings of teacher reflective journals emphasized that the level of the course and the textbook was challenging for the students since many of them lack necessary language skills to understand certain readings and tasks and students vary in terms of their proficiency level. Thereby, she suggested simplifying particular terminology and reading texts to make it easier and comprehensible and to improve the quality of language learning. Regarding the proficiency level of the students, Butler (2005) also questioned in his

study whether the content in the target language was difficult for students since they had difficulties to understand the content. Fujii (2000) found in this study that students with higher proficiency levels reacted more positively towards the CBI since they had necessary skills and learning strategies to handle the cognitive load of the CBI course.

To summarize, with the light of this information above, it can be concluded that according to the students and their instructor, the CBI course and its textbook have a number of positive side effects. The major positive experiences that they have had during this process was the use of content knowledge of their department to teach English, the increase of student motivation, providing comprehensible input, effective language learning environment, making use of authentic and up-to-date materials and the use of attractive visuals. All these positive aspects of the textbook and the course created efficient language learning opportunities for students and facilitated their learning of the target language.

On the other hand, the findings also revealed some weak aspects of the CBI course and its textbook such as the lack of attractive appearance and layout of the materials, the insufficiency of speaking, writing and grammar activities and the difficulty of language materials compared to students' level. To improve the efficiency of the language learning, the instructor and the students suggested the improvement of these weak aspects of the textbook and the course.

**5.1.4 Discussion about how the CBI-oriented textbook affects students' language skills.** The fourth research question of this study aimed to find out how CBI-oriented textbook affects students' language skills. In order to answer this research question, the pre-test and post-test scores of the placement exam, which administered to the students in the beginning and at the end of the academic year, was compared to determine the difference between the two scores.

The findings obtained through mean comparison of pre-test and post-test scores of the placement exam indicated that the mean score of the post-test results outweighed the pre-test scores supporting the idea that the CBI-oriented textbook has a positive impact on students' language skills. These results suggested that the CBI-oriented textbook helped students acquire necessary language skills leading to the increase in the placement test scores. The students showed higher performance in the post-test scores compared to the pre-test scores and this strengthened the idea that

there is a significant difference between the language skills of the students. It is obvious that the students got benefit from effective language learning environment created by the CBI-oriented textbook. These results were echoed in research on the evaluation of French immersion programs in different parts of Canada (Wesche, Morrison, Ready & Pawley, 1990; Swain & Lapkin, 1990; Harley et al., 1990; Van der Keilen; 1995). These studies asserted that learners acquired necessary language skills thanks to language instruction through content.

To conclude, the results highlighted that there is a significant difference between the language skills of the participating students after studying CBI-oriented textbook. Considering the increase in the students' linguistic skills, CBI-oriented textbook had positive outcomes. Therefore, the CBI-oriented textbook is an effective material to learn and teach the target language.

**5.1.5 Discussion about of how the CBI-oriented textbook affects students' content knowledge.** The last research question in this study aimed to see how CBI-oriented textbook affects students' content knowledge. The following part discusses the findings about the mean scores obtained from the content section of midterm and final exams, semi-structured interviews and teacher reflective journal.

The mean scores obtained from the content section of midterm and final exams suggested that students' content knowledge increased thanks to CBI-oriented course textbook. Since they had no or limited content knowledge before they studied this textbook, it can be concluded from these scores that students acquired necessary academic knowledge thanks to CBI-oriented textbook. Their content scores obtained from final exam were higher than the midterm exam, which suggests their content knowledge improves gradually. Moreover, according to the results gathered from semi-structured interviews, students believed that their content knowledge was affected positively thanks to CBI-oriented textbook. The textbook contributed to their academic knowledge and developed their understanding of filed knowledge. they commented that they learned a lot of new knowledge that they had not even learned in departmental courses. With regard to this issue, the instructor also agreed with students that their academic knowledge increased with the help of CBI-oriented textbook which is rich in terms of content. She observed that students were able to use what they learned in the following classes.

Thus, the findings supported the idea that CBI-oriented textbook fostered the acquisition of content-specific knowledge. The mean scores obtained from midterm and final exam suggested that students content knowledge developed since they started to textbook. According to student interviews, the content knowledge of the students increased thanks to the content presented in the textbook. Teacher data also pointed out the increase of subject matter knowledge.

## **5.2 Pedagogical Implications**

This study has noticeable implications for foreign language teaching. First and foremost, as previously mentioned, there is limited quantity of research on CBI oriented course design and the development of language materials within EFL context in Turkey. Thus, this study is intended to contribute to the insufficient literature within this particular context. As mentioned previously, the CBI programs have been implemented in many countries around the world since 1960s but the research on this issue carried out in Turkish EFL context is too scarce. Given this fact, this study will fill this gap to go beyond and expand the understanding of the locally produced language materials and the design of CBI oriented course.

To begin with, the instructors gain expertise on designing and developing language materials for particular teaching context. They empower themselves with necessary skills for materials development by combining content and language teaching techniques and pedagogy. Instructors as material developers frequently have to make decisions about materials development, evaluation and adaptation by revising current theoretical methodologies leading to the development of their professional skills and expertise on this notion. In this way, they can gain closer insights into developing materials for different contexts. Moreover, the design of CBI course and producing local materials promote and support professional development of the instructors.

In addition, another notable implication for instructors is that the instructors expand their content-area knowledge through the development and implementation of the CBI course. As the integration of the language with subject matter requires content-specific knowledge, the instructors learn a new subject matter and improve their knowledge regarding this new field. Therefore, the design of such a course and its materials creates opportunities to increase content-specific knowledge in collaboration with academicians offering these courses.

In this context, the study has significant implications for administrators as well. First of all, it is obvious that CBI is an effective approach towards language learning as it fosters the learning of the target language. In addition to the language learning, it increases content knowledge of the participating students. Thus, students improve their cognitive, academic and language skills simultaneously. As this is the case, it might not be wrong to assume that the students who learn English through CBI are advantageous over students who study 1 year preparatory school. The students might prefer CBI courses over studying general English at preparatory schools before they study their departments. That is, the institution might attract more students by providing the economy with respect to time.

Furthermore, integrating content knowledge and language skills make the language learning more realistic and meaningful. Associating the target language with students' field leads to relevance of content which provides immediate student motivation. Instead of focusing only artificial aspects of the language, they actually carry out real life like tasks and activities, which results in increased motivation. Thanks to the increased motivation and engagement of students, language learning becomes more efficient and productive.

This study has also practical implications for every stakeholder with regard to course evaluation and post-use textbook evaluation. The evaluation of the course and the textbook provides data about the perceptions of both students and their instructors towards the effectiveness of this language teaching approach and materials. In addition, the strong and weak aspects of the course and the textbook can be drawn from this data depending on real classroom practices. Indeed, this evaluation is crucial for the revision of the materials and the course design depending on the reflections from student and instructor data. Thereby, every stakeholder becomes more aware of the strengths and weaknesses of the course design and the textbook. In this sense, they may decide to make adaptations by adding or omitting some parts based on the suggested modifications and observations.

Having all these in mind, the findings of the present study are unique and crucial for creating awareness on the importance of the CBI course and the development of language materials at tertiary level. Thus, this study may serve as a model study for future studies which aims to investigate the design of CBI oriented course and development of language materials.

### 5.3 Conclusions

The preeminent purpose of the present study was to investigate the efficiency of the CBI-oriented textbook developed locally to provide an English instruction for Turkish EFL learners, who are currently studying architecture at a private university in Turkish EFL context. Findings of this study indicated that an in-depth analysis of the textbook has made a great contribution to examine the effectiveness of the CBI oriented course and its textbook in its local context. Although the study has the limitations mentioned above, the following conclusions can be drawn from the findings.

To begin with, the results revealed that all students and their instructor are quite satisfied with the English course and its textbook with regard to certain components such as the student-related factors, course duration, textbook structure, language teaching approach, factors-related to syllabus, instructor-focused factors and content. However, certain modifications considering the general appearance of the textbook, the proficiency level of particular tasks and addition of more writing and speaking activities are suggested to be closely addressed.

In addition, the results have shown that students who learned the target language through the subject matter, namely architecture improved their content and language skills knowledge after the CBI course. Statistically significant gains were obtained from the analysis of pre-test and post-test results of the placement exam administered in the beginning and at the end of first semester. When the mean scores of both exams were compared, the results showed that there was a significant difference between both scores with high confidence level. Therefore, it can be concluded that the CBI oriented course design and its textbook had a positive impact on students' language skills and content knowledge.

The results have emphasized that the integration of language and content is an efficient approach towards English language teaching. The students are exposed to meaningful and comprehensible input of the target language thanks to the tasks and activities based on the subject matter. Whilst they are focused on the meaningful samples of the target language, they also learn the linguistic properties of the language as well as terminology. The language is used as a medium of instruction and thereby, the content determines the language. Students learn the language implicitly thanks to the meaningful message provided by content-based activities.

The present study supports the idea that the CBI appears to satisfy the language skills of the students that the students think they will need especially after graduation. In other words, learning English through content-focused activities will meet the demands at work. Thus, CBI is a powerful tool to provide necessary language skills as well as content knowledge of their department. To put it another way, it can be claimed that CBI is a powerful alternative to general English classes which heavily depend on the linguistic structures, functions and concepts. With this respect, it is obvious that CBI is an effective approach towards language instruction to improve the quality and efficiency of foreign language teaching not only in ESL contexts but also in EFL contexts like Turkey.

Similarly, one of the most noteworthy aspects of the results is that CBI provides an effective language learning environment by motivating students to take part in authentic and meaningful activities within foreign language context. Since the content of the CBI-oriented textbook, their already existing schemata is activated with the help of relevant information. Thus, the motivation of the students is likely to increase thanks to the relevance of the content of the CBI-oriented textbook. That is, the learning efficiency increases with the help of demanding, challenging and engaging tasks based on their subject matter and in this way; the learning of the target language is facilitated. Thanks to the increased motivation, students become eager to pursue their English education and their attitudes towards English classes change in a positive way.

Furthermore, creating such a meaningful foreign language learning context within the classroom is a great source of exposition to the target language for students especially if there is no or little contact with the target language outside the classroom in EFL contexts like Turkey. Nevertheless, the CBI provides them with enough experience through purposeful and meaningful input to meet their language skills as well as content knowledge in the target language.

As a consequence, the purpose of this thesis was to evaluate the effectiveness of the CBI oriented course design and its textbook developed as an instructional material to be used in Turkish EFL context for the Architecture students at a private (non-profit foundation) university in Turkey. Specifically, the study aimed to find out the perceptions of students' and their instructor towards the effectiveness of the course and its textbook; the difference between content knowledge and language skills of the students after the CBI course, the design and implementation of the



course and lastly, strengths and weaknesses of the course and the textbook. With the obtained findings, the study revealed that the students and their instructor are mostly satisfied with the CBI oriented course and its textbook with certain suggested modifications. Moreover, the results point out to the significant difference between the content knowledge and language skills after the CBI course supporting the idea that students develop professionally and linguistically thanks to the CBI. Last but not least, the findings highlight that integrating content with language motivates students and fosters learning of the target language thanks to meaningful and relevant activities carried out in the classroom.

#### **5.4 Recommendations for Further Research**

This study has some important recommendations for further research. First of all, students' perceived language needs is likely to vary across contexts and thereby, the results may not be generalized to other contexts and settings in Turkey or in other countries. Therefore, it is recommended to replicate and verify this study to obtain more reliable and valid findings with more participants from different universities and different contexts.

Furthermore, there should be more experimental and longitudinal studies to investigate the effectiveness of CBI course design and materials development in different contexts. As the previous studies primarily focused on either the design of CBI course or materials development, future studies need to integrate both and investigate their effectiveness simultaneously.

In addition, further research should also examine the students' different type of needs such as communicative, objective and subjective, which will provide insights into the design and evaluation of CBI oriented course and its textbook.

In the light of this information above, the present study is expected to contribute to the literature with regard to the design of CBI course and the development of language materials locally at tertiary level.

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## APPENDICES

### A. Material Evaluation Questionnaire Sample

Dear Participants,

I am studying on my master's degree in English Language Teaching Program at Graduate School of Educational Sciences at a private university in İstanbul, Turkey. The main purpose of this study is to evaluate the perceptions of students' and their instructor towards the design of CBI-oriented course and language materials. This questionnaire serves as a data collection instrument for the study and it includes nine sections. The first section collects demographic information of the participants, while the remaining sections aims to gain your perceptions towards the design of CBI-oriented course and language materials.

It is preferred that you complete the questionnaire in your work environment or in a quiet place in order to avoid distractions. Your sincere responses will provide me with valuable data.

I assure you that the information you provided will be kept confidential by the researcher and will be used for research purposes only. If you have any further question about the study, you can contact me through the e-mail address below.

Thank you for your contribution and participation.

Hatice Uğurer

The Department of English Language Teaching

MA Student at Bahçeşehir University

E-mail: hatice.ugurer@gmail.com

## MATERIALS EVALUATION QUESTIONNAIRE

### Part 1: Background Information

Age	17-18	18-20	20-25	25-30	Over 30
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Gender	Male	Female
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Graduated from	
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Department	
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### Part 2: Course book and General Appearance

Items	Insufficient	Partially Insufficient	Partially Sufficient	Sufficient
Information on the front cover				
Information on the back cover				
Page context and layout				
Table of contents				
Font size and type				
Pictures, graphs and tables used				
Included authentic texts				

### Part 3: Student-Related Factors

Items	Insufficient	Partially Insufficient	Partially Sufficient	Sufficient
Material ability to provide student-centered teaching				
Contribution to students' cognitive ability				
Student background appropriateness of the material content				
Ease of use of the material by students				
Short and long-term effects of the material on student motivation				
Material ability to target students with different interest				

Material compatibility of the textbook with the students' foreign language proficiency				
Material ability to guide students on how to study the foreign language				
Encouraging students to do research				
Charging students with a learning responsibility				
Giving students the opportunity to self-evaluate on the topics covered in class				

#### Part 4: Course Duration

Items	Insufficient	Partially Insufficient	Partially Sufficient	Sufficient
Material suitability according to course duration				
Duration of using the material outside of classroom				

#### Part 5: Textbook Structure

Items	Insufficient	Partially Insufficient	Partially Sufficient	Sufficient
Lesson flow and teaching of the textbook				
Content and order of tasks				
Layout of lesson units				
Transition between the parts of a unit				
Intensity of the textbook				

#### Part 6: Language Teaching Approach and Method of the Lesson Material

Maddeler	Insufficient	Partially Insufficient	Partially Sufficient	Sufficient
Language teaching approach				
Language teaching method				
Holistic approach content				

Ability to support linguistic, cultural, methodological perspective				
Embracing the difference in individual learning strategies				
Ability to include skills-based approach				
Ability to include sub-skills				
Approach towards grammar				
Ability to teach the foreign language while relating to other subjects taught at the school.				

**Part 7: Factors Related to Syllabus**

<b>Items</b>	<b>Insufficient</b>	<b>Partially Insufficient</b>	<b>Partially Sufficient</b>	<b>Sufficient</b>
Accordance with educational vision				
Accordance with program mission				
Ability to meet language teaching demands				
Ability to achieve learning objectives				
Ability to meet student needs				
Material suitability to teach a foreign language for specific purposes				
Ability to meet institution expectations and needs				
Connection with need analysis				



**Part 8: Instructor-Focused Factors**

Items	Insufficient	Partially Insufficient	Partially Sufficient	Sufficient
Role of the instructor on how to choose and use the material				
Contribution of instructors during the preparation of the materials				
Material ability to help the instructor prepare for and cover the lesson				

**Part 9: Content**

Items	Insufficient	Partially Insufficient	Partially Sufficient	Sufficient
Ability to inform students and instructors by revealing the course book content				
Course book ability to help students prepare for upcoming lessons.				
Offering adequate, comprehensible input				
Accordance with lesson objectives				
Accordance with lesson duration				
Connection between aims and topics covered				
Attractiveness of the material				
Functionality of the material				
Topic-based content				
Topic variety				
Sufficiency of number of texts				
Text variety				
Presentation of references and websites about the topic at the end of each unit				
Presentation of language				
Grammar activities				
Appropriateness of grammar and vocabulary considering student proficiency level				
Including communication skills				
Ability to offer all language skills equally				
Offering writing skills				
Offering speaking skills				
Offering reading skills				

Offering listening skills				
Application of listening, reading, writing, speaking activities in daily life				
Importance given to reading and writing follow-up				
Guidance to extensive reading				
Importance given to vocabulary teaching				
Offering students with meaningful language activities				
Use of authentic material				
Appropriateness of authentic text considering student proficiency level				
Ability to teach symbols, signs and abbreviations related to professional field				
Offering the terminology of different professions				
Providing understandable input by creating content-based tasks				
Relevance of topics covered to real life				
Meeting foreign language needs in daily life				
Offering activities which will improve critical thinking skills				
Encouraging student participation cognitively and affectively				
Natural use of language				
Number of structure-based exercises				
Ability to present daily speech patterns in a meaningful way				
Offering entertaining and attractive activities				
Number of exercises and activities				
Ability to give clear instructions				
Offering assessment and evaluation tools				
Tests and their appropriateness				
Revision units				
Covering all lesson details during class time				
Course book ability to direct students on where to go, what to do, like a map				

Amount of difficulties faced when working with the course book				
Offering physical activities in the classroom				
Appropriateness of activities considering classroom size				
Ability to support individual participation				
Offering group and peer work activities				
Materials being prepared for a specific group				
Ability to motivate students for out-of-class learning				



## B. Semi-Structured Student Interview Questions

**Age:**

**Gender:**

**High School:**

**Department:**

**Did you study at a preparatory school when you were at high school?**

1. How long have you been studying English?
2. What are your needs and purposes in studying English?
3. Do your current English class and materials meet your needs and purposes?
4. Are the topics in the course book prepared to be completed in one academic year? Why/why not?
5. How would you judge the general appearance of the course book? (Visuals, fonts, layout, design etc.) What can be done to make it better?
6. How do compare your proficiency level with the coursebook's?
7. What do you think about the course book structure (relationship of subskills, topics moving from easy to difficult etc.)? What can be done to make it better?
8. How do you judge the content? Is it adequate to provide the desired language skill? Why? What can be done to make it better?
9. How do you judge the ability to teach vocabulary and grammar (grammar presentation and vocabulary exercises)? What can be done to make it better?
10. Are the instructions clear and understandable? If not, why?
11. Does the coursebook offer enough activities to address different learning styles?
12. Does the coursebook offer activities which support student autonomy?
13. What do you think about the activities and exercises in the book (their variety, connection with real life, their contribution to language skills)? What can be done to make them better?
14. Which aspects of the book, do you think, are good and which parts need to be improved?
15. How do you think a textbook should be like for an English class?
16. What are your other comments and recommendations?

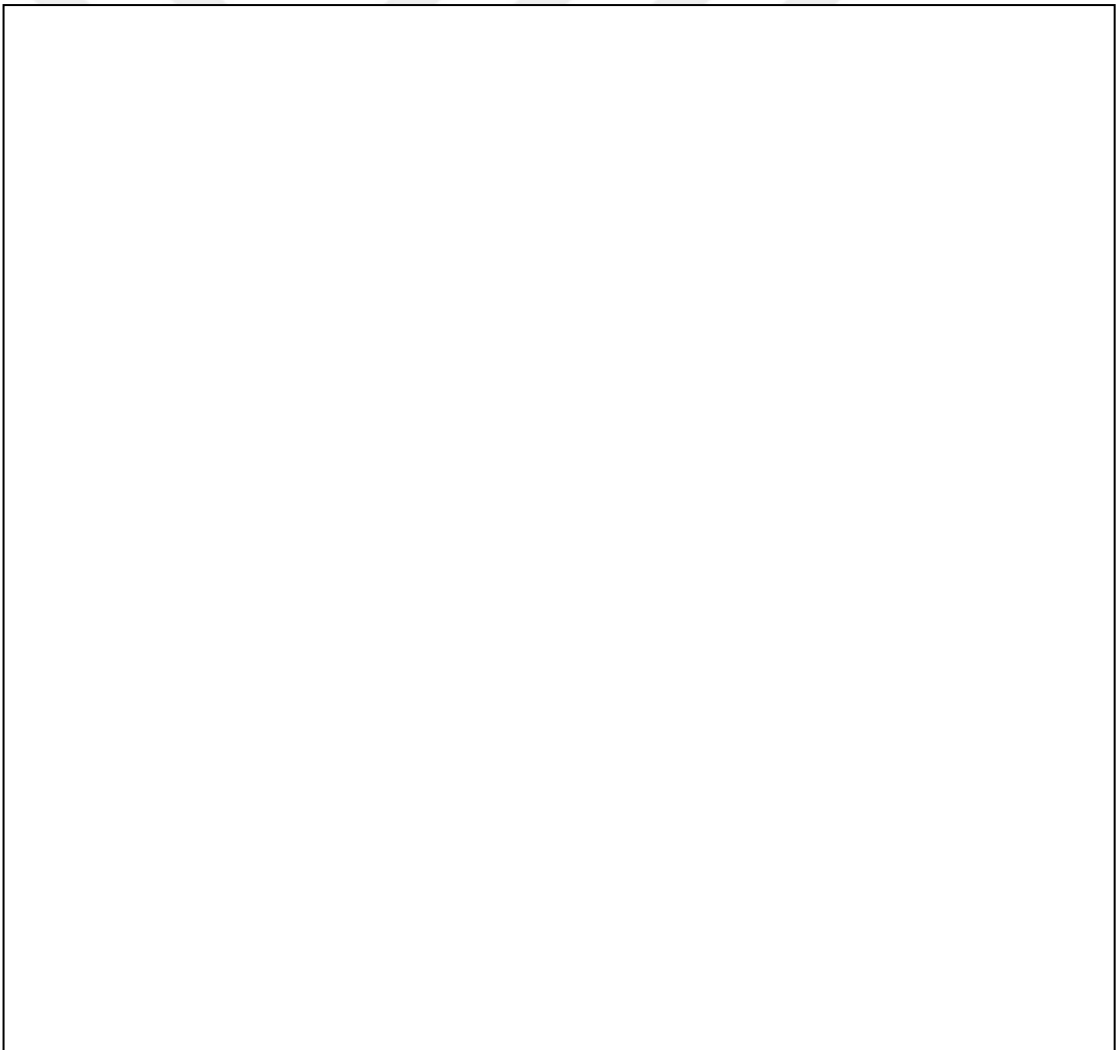
### C. Teacher Reflective Journal Template

Please write your reflections on the CBI course while keeping in mind the following criteria;

- *Teaching of the Textbook*
- *Student Motivation*
- *Student Participation*
- *Authenticity*
- *Activities and Tasks*
- *Lesson Flow*

Class: ..... Date:

.../.../...



**D. 2017/2018 Academic Year Fall Term Course Syllabus**

**İSTİNYE UNIVERSITY  
FOREIGN LANGUAGES DEPARTMENT  
ENGLISH COURSE SYLLABUS  
2017-2018 FALL TERM**

<b>FACULTY</b>	<b>DEPARTMENT</b>	<b>WEEKLY CLASS HOURS</b>	<b>SECTION</b>	<b>ADVISOR</b>
<b>Faculty of Architecture</b>	<b>Architecture Interior Design</b>	<b>6</b>	<b>MIM 01</b>	<b>HATİCE UĞURER</b> hatice.ugurer@istinye.edu.tr <b>Office 316</b>

<b>WEEK</b>	<b>MODULES/UNITS</b>
<b>1<sup>ST</sup> Week</b> <i>October 9<sup>th</sup> – 13<sup>th</sup></i>	Module 1: Architecture Unit 1: What is Architecture? STRETCH 1 UNIT 1 Pleasure Reading
<b>2<sup>nd</sup> Week</b> <i>October 16<sup>th</sup> – 20<sup>th</sup></i>	Module 1: Architecture Unit 2: Architectural Trends STRETCH 1 UNIT 2 Pleasure Reading
<b>3<sup>rd</sup> Week</b> <i>October 23<sup>rd</sup> – 27<sup>th</sup></i>	Module 1: Architecture Unit 3: Famous Buildings STRETCH 1 Unit 3 Pleasure Reading

## E. Sample Blueprint

### ARCHITECTURE MODULE 1 BLUEPRINT

#### MODULE: WHAT IS ARCHITECTURE?

	WARM UP	READING PAST TRENDS		LISTENING MODERN TRENDS		PROJECT FUTURE TRENDS		LANGUAGE FOCUS
<b>UNIT 3</b>  <b>Architectural Trends</b>	<b>MATERIAL</b> : examples of architectural trends.  <b>ACTIVITY:</b>  1. Which ones below are examples of architectural trends?  Sts choose the architectural trends.	<b>MATERIAL:</b> Short reading text on 'Past Trends in Architecture'/ 2 examples of different trend from Turkey.  <b>ACTIVITY 1:</b> Sts read the texts and learn about the past trends. Then, they match the pictures of old buildings inspired by past trends with the name of the trends.  They look at the buildings and try to find which trend they belong to.  <b>SUBSKILL:</b> reading for comprehension	<b>MATERIAL:</b> L: A table consisting of different characteristics of past architectural trends.  <b>ACTIVITY 2:</b> With the help of the reading text, they will complete the table. They will find the answers and write under the right category.  <b>SUBSKILL</b> : reading and writing	<b>MATERIAL:</b> Listening text on present architectural trends  <b>ACTIVITY 1:</b> Sts listen and tick the trends that they have heard. There are some extras.  <b>SUBSKILL:</b> listening for specific information	<b>MATERIAL</b> : Pictures of different trends  <b>ACTIVITY 2:</b> Sts are given different examples of trends. They try to match the trends with their pictures.  <b>SUBSKILL:</b> Reading for comprehension	<b>MATERIAL</b> : A video on the future architectural trends  <b>ACTIVITY 1:</b> Sts watch the video and they complete activity 2.  <b>SUBSKILL:</b>  listening for comprehension	<b>MATERIAL</b> : Sts will create their own materials. They will draw a picture.  <b>ACTIVITY 2:</b> Sts work in pairs and create their own future architectural trend. They find a name for it. They draw a picture of it.	Simple Past and Future Tense  Vocabulary

## F. The First Two Pages of Sample Unit

UNIT 3

ARCHITECTURAL TRENDS



1



We defined architecture in Unit 2. Architecture is the art and science of designing and constructing buildings. We talked about the sub branches and functions of architecture. Now let's learn about the trends of architecture.

### READING

Exercise 1. Can you find examples of architectural trends below?



**BAROQUE**



*Renaissance*



**Gothic**



**FUNCTIONALISM**



**Roman**  
CUCINA I



**HUMANISM**



**POSITIVISM**



**behaviorism**



**GREEK**



**Exercise 2. Good Job!** Let's learn about the past trends in architecture.

#### PAST TRENDS IN ARCHITECTURE

##### Greek Architecture

Greeks were great architects. They loved columns. They carved flowers, battles and mythological creatures on columns. They built temples, theatres, tombs, meeting places and houses. The buildings were rectangular. They used marble and limestone.

##### Roman Architecture

After Greeks, Romans constructed great buildings. They built basilicas, baths, temples, and theatres. They used travertine and stone as material. They carved eyeballs and mythological creatures on buildings.

##### Gothic Architecture

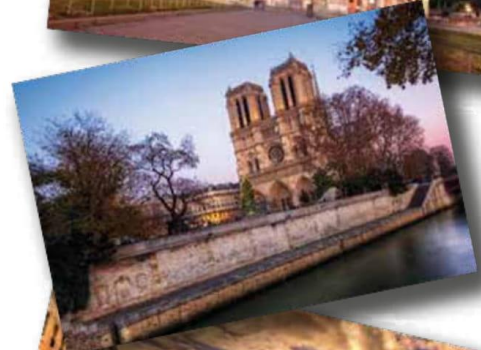
Architects built big and tall buildings. They constructed cathedrals, castles, palaces and churches. They used stone as material.

##### Renaissance Architecture

Architects used columns as well. They built square and rectangular buildings. Arches and domes were famous. They used stone and marble. They carved sculptures on the buildings.

##### Baroque Architecture

Baroque Architecture began in Italy after Renaissance. Then, it spread to Europe. Architects used marble, bronze and gold. They built churches, mansions and gardens. They used religious paintings.



## G. Curriculum Vitae

### PERSONAL INFORMATION

Surname, Name: Uğurer, Hatice  
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### EDUCATION

Degree	Institution	Year of Graduation
MA	Bahçeşehir University	2018
BA	Boğaziçi University	2016
High School	Salihli Anatolian Teacher Training High School	2011

### WORK EXPERIENCE

Year	Institution	Enrollment
2017 – present	İstinye University	English Instructor for Architecture Students
2016 – 2017	Üsküdar University	English Preparatory Program Instructor

### FOREIGN LANGUAGES

Advanced English, Intermediate German

### CERTIFICATES

- Certificate of Honor, Boğaziçi University
- Completion Certificate of Improving Teacher's Learning and Classroom Practices Workshop by Perceptum Education
- Imece Circles Training Completion Certificate by Dr. Hayal Köksal, Boğaziçi University

### HOBBIES

Books, Literature, Foreign Languages, Language Acquisition