

**REPUBLIC OF TURKEY
ISTANBUL SABAHATTIN ZAIM UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE INVESTIGATION OF THE EFFICIENCY OF
“INTERCHANGE” COURSE BOOK SERIES IN TERMS
OF CLT ELEMENTS**

MA THESIS

Tuğçe KOÇ GÖÇMEN

**Istanbul
August-2019**

**REPUBLIC OF TURKEY
ISTANBUL SABAHATTIN ZAIM UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE INVESTIGATION OF THE EFFICIENCY OF
“INTERCHANGE” COURSE BOOK SERIES IN TERMS OF CLT
ELEMENTS**

MA THESIS

Tuğçe KOÇ GÖÇMEN

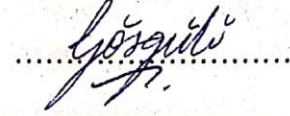
**Supervisor
Asst. Prof. Dr. Emrah GÖRGÜLÜ**

**Istanbul
August-2019**

Sosyal Bilimler Enstitüsü Müdürlüğüne,

Bu çalışma, jürimiz tarafından Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi (İngilizce) Bilim Dalında YÜKSEK LİSAN TEZİ olarak kabul edilmiştir.

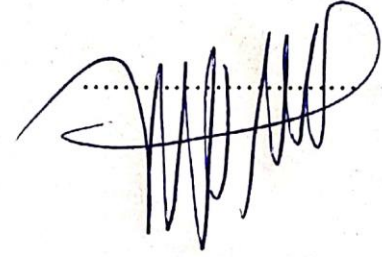
Danışman Dr. Öğr. Üyesi Emrah GÖRGÜLÜ



Üye Dr. Öğr. Üyesi Özlem ZABİTGİL GÜLSEREN




Üye Dr. Öğr. Üyesi Akbar Rahimi ALISHAH



Onay

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.



Prof. Dr. Ömer ÇAHA
Enstitü Müdürü

DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis titled **“The Investigation Of The Efficiency Of “Interchange” Course book Series In Terms Of CLT Elements”** is my own work and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing of Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.



Tuğçe KOÇ GÖÇMEN

ACKNOWLEDGEMENTS

Writing a thesis was more challenging and demanding task than I anticipated. It always requires planning and organizing so as to progress smoothly and not to lose your way. Since it is a time-consuming task, it is vital to be able to balance work life and study life. During this path, I had some ups and downs. I sometimes could not find the way out. Luckily, I used some help to back me up every time I lost the track.

Firstly, I would like to thank my supervisor Asst. Prof. Dr. Emrah Grgl for his immediate feedback and guidance during this process. He was always kind and supportive and never skipped a question without answering. Secondly, I would like to thank my office mate Sinem Bayındır who went through the same process with me this year. She always listened to me patiently and tried to answer all my questions.

I would like to thank my dear husband Haluk Erkin Gçmen for his endless support and many pep talks he gave me until the end of the process. Whenever I got the feeling that I could not go any further or felt stuck, he always gave me motivation and cheered me up. I also would like to thank my brothers, Emre Koç and Ertuğrul Koç, for the support that they gave for their big sister. I would like to thank my dear uncle Bahadır Sezegen for his support and lead during all my education life.

My final and special thanks are for my beloved mother Zeynep Koç. She always believed in me and made me believe in myself. Whenever I was so close to quitting, she pushed me right back. She was always patient and bore the long phone calls since we live in different cities.

Without these precious people in my life, I could not come close to the finish line.

Tuğçe KOÇ GÇMEN

Istanbul-2019

ABSTRACT

THE INVESTIGATION OF THE EFFICIENCY OF “INTERCHANGE” COURSE BOOK SERIES IN TERMS OF CLT ELEMENTS

Tuğçe KOÇ GÖÇMEN

M.A., Department of English Language Teaching

Supervisor: Asst. Prof. Dr. Emrah GÖRGÜLÜ

August, 2019 – Page 133

This study aims to evaluate the efficiency of Interchange Fifth Edition course book series which is used at a prep school of a foundation university in Istanbul, Turkey. The study specifically aims to investigate how effective the four skills activities and CLT implementation in the series are from the point of the students and teachers in an EFL setting. In order to obtain ideas, two separate questionnaires were prepared for teachers and students. 13 teachers and 118 students participated in this study. The quantitative data obtained from the questionnaires was analyzed on SPSS (Statistical Packages for Social Sciences) Windows 22.0. The data is analyzed by descriptive statistical methods, t-test to compare the quantitative continuous data between two independent groups, and a one-way ANOVA test to compare the quantitative continuous data between more than two independent groups. The results demonstrate that a majority of teachers and students show satisfaction of using the series. As the results reveal, the course book series provides four skills balanced and integrated together with communicative activities. However, there are some issues need to be considered. Teachers think that the series has a lack of sufficient number of reading texts and authentic materials. Moreover, both teachers and students think that the course book series has some weaknesses in implementing writing skills and activities. To conclude, this study shows that in general, Interchange Fifth Edition course book series meets the expectations of teachers and students in spite of some issues mentioned above.

Key terms: Course book, Communicative Language Teaching (CLT), English as a Foreign Language (EFL).

ÖZET

“INTERCHANGE” İNGİLİZCE DERS KİTABININ İLETİŞİMSEL ÖGELER AÇISINDAN VERİMLİLİĞİNİN İNCELENMESİ

Tuğçe KOÇ GÖÇMEN

Yüksek Lisans, İngiliz Dili Eğitimi

Tez danışmanı: Dr. Emrah GÖRGÜLÜ

Ağustos, 2019 – Sayfa 133

Bu çalışma, özel bir üniversitenin hazırlık okulunda okutulan Interchange Fifth Edition ders kitabı serisinin verimliliğinin incelemesini amaçlamaktadır. Çalışmanın asıl amacı ders kitabı serisinin, İngilizce'nin yabancı dil olarak öğretildiği sınıf ortamında, dört beceri alıştırmalarının ve iletişimsel dil öğretimi metodunun kullanımının ne kadar etkili olduğunu araştırmaktır. Bu amaç doğrultusunda, öğretmenler ve öğrenciler için iki farklı anket hazırlanmıştır. Çalışmaya 13 öğretmen ve 118 öğrenci katılmıştır. Anketlerden elde edilen nicel veriler SPSS (Statistical Packages for Social Sciences) Windows 22.0 üzerinde analiz edilmiştir. Veriler değerlendirilirken betimleyici istatistik metotları, iki bağımsız grup arasında niceliksel sürekli verilerin karşılaştırılmasında t-testi, ikiden fazla bağımsız grup arasında niceliksel sürekli verilerin karşılaştırılmasında tek yönlü (One way) Anova testi kullanılmıştır. Sonuçlar, öğretmen ve öğrencilerin büyük çoğunluğunun kullandıkları ders kitabı serisinden memnun olduklarını göstermiştir. Ders kitabı serisinin dört beceri alıştırmalarını dengeli ve entegre olarak, iletişimsel aktivitelerle birlikte sunduğu görülmüştür. Bununla beraber, çalışma sonucunda bazı konularda ders kitabı serisinde eksiklikler olduğu öğrenciler ve öğretmenler tarafından tespit edilmiştir. Öğretmenlerin büyük çoğunluğu, ders kitabı serisinde yeterli okuma parçasının olmadığını ve gerçek materyalin kaynak olarak kullanılmadığını savunmaktadır. Ayrıca hem öğrenciler hem öğretmenler, ders kitabı serisinin yazma becerisi ve aktiviteleri ile ilgili eksiği olduğunu düşünmektedir. Sonuç olarak, bu çalışma, Interchange Fifth Edition ders kitabı serisinin birkaç zayıf noktası dışında hem öğretmen hem öğrenciler açısından beklentilerin çoğunu karşıladığını göstermiştir.

Anahtar kelimeler: Ders kitabı, İletişimsel Dil Öğretimi, Yabancı dil olarak İngilizce.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	iii
ABSTRACT	iv
ÖZET	v
TABLE OF CONTENTS	vi
LIST OF TABLES	ix
LIST OF ABBREVIATIONS	xii
CHAPTER I	1
INTRODUCTION	1
1.1 The Theoretical Background of the Study	1
1.2. The Purpose of the Study	3
1.3. The significance of the Study.....	3
1.4. The Limitations of the Study.....	4
1.5. The Structure of the Study	4
1.6. The Definition of Terms.....	5
CHAPTER II	6
LITERATURE REVIEW	6
2.1 Introduction.....	6
2.2. Course book	6
2.3. Course book Evaluation	9
2.4. Communicative Language Teaching.....	12
2.5. Teaching Language Skills	15
2.5.1. Teaching Listening Skill.....	16
2.5.2. Teaching Reading Skill	21
2.5.3. Teaching Writing Skill	25
2.5.4 Teaching Speaking Skill.....	31

2.6. Studies on Course book Analysis.....	37
2.7. Conclusion	40
CHAPTER III	41
METHODOLOGY.....	41
3.1. Introduction.....	41
3.2 Research Design.....	41
3.3. Context and participants.....	41
3.3.1 Structure of the textbook.....	42
3.3.2. Participants.....	44
3.4. Method of the Data Collection and Analysis.....	45
3.4.1. The Teacher and Student Questionnaire.....	45
3.4.2. Pilot Study.....	45
3.4.2. Data Analysis	46
3.5. Conclusion	46
CHAPTER IV.....	48
FINDINGS AND RESULTS.....	48
4.1. Introduction.....	48
4.2. Results.....	48
4.2.1. The findings in the student questionnaire	49
4.2.2. The findings of the teachers	70
4.3. Conclusion	83
CHAPTER V	84
DISCUSSION AND CONCLUSION.....	84
5.1. Introduction.....	84
5.2. Discussion of the study	84
5.3. Suggestion for further studies	87
5.4. Conclusion	88

REFERENCES	90
APPENDICES	96
APPENDIX A: Teacher Questionnaire	96
APPENDIX B: Teacher Questionnaire (Turkish)	100
APPENDIX C: Student Questionnaire	105
APPENDIX D: Student Questionnaire (Turkish)	110
APPENDIX E: Sample unit	116



LIST OF TABLES

Table 3.3.1.1: Interchange Fifth Edition and the Common European Framework of Reference	44
Table 4.2.1.1.2: Gender	49
Table 4.2.1.1.3: English language learning time	49
Table 4.2.1.1.4: Where do you expect to use English in the future?	49
Table 4.2.1.1.5: Which one of the four skills is the most important in language learning?	50
Table 4.2.1.1.6: Learning type	50
Table 4.2.1.1.7: How important is the course book in language learning?	51
Table 4.2.1.1.8: Are you satisfied with using this course book?	51
Table 4.2.1.2.9: Frequency distribution of the students for S.1	52
Table 4.2.1.2.10: Frequency distribution of the students for S.2	52
Table 4.2.1.2.11: Frequency distribution of the students for S.3	53
Table 4.2.1.2.12: Frequency distribution of the students for S.4	54
Table 4.2.1.2.13: Frequency distribution of the students for S.5	54
Table 4.2.1.2.14: Frequency distribution of the students for S.6	55
Table 4.2.1.2.15: Frequency distribution of the students for S.7	55
Table 4.2.1.2.16: Frequency distribution of the students for S.8	56
Table 4.2.1.2.17: Frequency distribution of the students for S.9	57
Table 4.2.1.2.18: Frequency distribution of the students for S.10	57
Table 4.2.1.2.19: Frequency distribution of the students for S.11	58
Table 4.2.1.2.20: Frequency distribution of the students for S.12	59
Table 4.2.1.2.21: Frequency distribution of the students for S.13	59
Table 4.2.1.2.22: Frequency distribution of the students for S.14	60
Table 4.2.1.2.23: Frequency distribution of the students for S.15	61
Table 4.2.1.2.24: Frequency distribution of the students for S.16	61
Table 4.2.1.2.25: Frequency distribution of the students for S.17	62
Table 4.2.1.2.26: Frequency distribution of the students for S.18	63
Table 4.2.1.2.27: Frequency distribution of the students for S.19	63
Table 4.2.1.2.28: Frequency distribution of the students for S.20	64
Table 4.2.1.2.29: Frequency distribution of the students for S.21	64

Table 4.2.1.2.30: Frequency distribution of the students for S.22	65
Table 4.2.1.2.31: Frequency distribution of the students for S.23	65
Table 4.2.1.2.32: Frequency distribution of the students for S.24	66
Table 4.2.1.2.33: Frequency distribution of the students for S.25	67
Table 4.2.1.2.34: Frequency distribution of the students for S.26	67
Table 4.2.1.2.35: Frequency distribution of the students for S.27	68
Table 4.2.1.3.36: The differentiation of the course book evaluation scores by the duration of English language learning	68
Table 4.2.1.3.37: The differentiation of the course book evaluation scores by the preference of English language learning	69
Table 4.2.1.4.38: The differentiation of the course book evaluation scores by gender	69
Table 4.2.1.4.39: The differentiation of the course book evaluation scores by the importance of course book	69
Table 4.2.1.4.40: The differentiation of the course book evaluation scores by the satisfaction of course book	70
Table 4.2.2.1.41: Gender	70
Table 4.2.2.1.42: Education level	71
Table 4.2.2.1.43: Where do you expect your student will use English in the future?	71
Table 4.2.2.1.44: Which one of the language skills do you think is the most important?	71
Table 4.2.2.1.45: Which one of them do your students prefer to learn?	72
Table 4.2.2.1.46: What do you think about the importance of course books in language learning?	72
Table 4.2.2.2.47: Frequency distribution of the teachers for S.1	73
Table 4.2.2.2.48: Frequency distribution of the teachers for S.2	74
Table 4.2.2.2.49: Frequency distribution of the teachers for S.3	74
Table 4.2.2.2.50: Frequency distribution of the teachers for S.4	75
Table 4.2.2.2.51: Frequency distribution of the teachers for S.5	76
Table 4.2.2.2.52: Frequency distribution of the teachers for S.6	76
Table 4.2.2.2.53: Frequency distribution of the teachers for S.7	77
Table 4.2.2.2.54: Frequency distribution of the teachers for S.8	77
Table 4.2.2.2.55: Frequency distribution of the teachers for S.9	78
Table 4.2.2.2.56: Frequency distribution of the teachers for S.10	79

Table 4.2.2.2.57: Frequency distribution of the teachers for S.11	79
Table 4.2.2.2.58: Frequency distribution of the teachers for S.12	80
Table 4.2.2.2.59: Frequency distribution of the teachers for S.13	80
Table 4.2.2.2.60: Frequency distribution of the teachers for S.14	81
Table 4.2.2.2.61: Frequency distribution of the teachers for S.15	82
Table 4.2.2.2.62: Frequency distribution of the teachers for S.16	82



LIST OF ABBREVIATIONS

CLT: Communicative language teaching

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language Teaching

ELL: English Language Learners

L1: First Language

L2: Second Language

SPSS: Statistic Packets for Social Sciences

NES: Native English Speakers



Dedicated to my beloved mother



CHAPTER I

INTRODUCTION

This study aims to investigate the efficiency of Interchange Fifth Edition course book series in terms of how the series handles four skills and CLT elements. Firstly, the theoretical background will be discussed. Next, the purpose, the significance, and the limitations of the study will be mentioned, respectively. Finally, the definition of terms will be presented.

1.1 The Theoretical Background of the Study

English is one of the languages that have been taught for almost over a century in history. Officials and linguists, time to time, were given the duty to search and find the best methods to teach English effectively and get satisfactory results. During the researches, some applicable and effective methods and approaches had been developed. With trial and error, the best results were expected. Unfortunately, these outcomes could not live up to the expectations the researchers had (Richards and Rodgers, 2001:153-154). Even though the learners were capable of knowing the accurate grammar rules, they frequently failed when it came to communicating accurately and fluently with the former methods and approaches (Widdowson, 1978, cited in Larsen-Freeman 2000:121). So, they had continued to search. In the late 1960s, the roots of the very idea of Communicative Language Teaching had been planted with the adjustments in British language teaching tradition. (Richards and Rodgers, 2001:153).

From the early 1960s up to this day, Communicative Language Teaching (CLT) has had a huge reputation. The main goal of CLT is to implement the Communicative approach by understanding that the main objective of language teaching is achieving communicate competence and by endorsing the interrelatedness of language and communication (Larsen-Freeman, 2000:121).

In the early days of the communicative approach, some got the wrong idea that the new approach is totally against the structural view and believed there is a polarization between function and grammar in favor of function (McDonough and Shaw, 1993:25). Supporting such an idea would be all wrong when the nature of CLT is considered. As McDonough and Shaw (1993:25) state, to take part in meaningful communication, it

is obviously necessary to have a thoughtful consideration of all the structures of language at issue.

While this new approach had begun to be used eagerly and swiftly all around the world, it took a long time to introduce it to the Turkish education system. CLT started to be used in Turkey with a “major curriculum innovation project in ELT in 1997” (Kırkgöz, 2008:311). With this new curriculum, students began to be taught English in the fourth and fifth grade. The curriculum suggests that the new formation of the classroom settings have games, dialogues, and contextualized learning activities which help learners to enjoy learning process (Kocaoluk & Kocaoluk, 2001 cited in Kırkgöz, 2008:311).

Since there was a new approach, the publication business had faced a huge demand for CLT related material. This new approach led to a great amount of publication needed to teach by following the communicative principles (McDonough and Shaw, 1993:22). Despite the fact that there are so many different kinds of course book materials based on CLT today, they all should have some common features. As McDonough and Shaw (1993:22-23) stated there are some typical features in CLT books. These materials encourage learners to use the language for meaningful communication and for real-life interactions by paying attention to both form and functions.

With all these features in mind, there are many publications in the market for the purpose of being used. Albeit the efforts, the rate of success of the book inevitably depends on the learner profile, the school environment, the teacher and the equipment or material.

CLT began to be applied not only in the primary school levels but also in college education levels in Turkey since the newly graduated students need to be able to speak and write in English very well when they start to look for a good job. Although the ministry of education decides the course book selection for English lessons in state schools, the universities are let free to select the course book materials on their own. For that reason, the prep school committees in universities try to pick up the best course book for their students. However; when there are many options, it might be difficult to be able to select the most appropriate book for one’s purpose or goal. It should never be forgotten that a course book is not a magic wand. It is impossible to achieve all the goals with just one book. It is only a help that is needed by teachers and students together. Therefore, some questions need to be asked to evaluate the selection beforehand. McGrath (2002:10) advises that when choosing a course book, it should

be asked “Which would be more suitable?” for what purpose, for whom, in what situation and judges by what criteria?”. Selected course book inevitably affects what is taught and what and how much is learned (McGrath, 2002:12). For that reason, it is important to make a sound decision about which course book to choose for learners’ success and to gain actual results.

1.2. The Purpose of the Study

This study aims to investigate Interchange Fifth Edition course book series used at a prep school at one of the foundation universities in Istanbul in terms of its effectiveness of four skills and CLT activities on the students' progress and success by gathering students and teachers ideas. With these research questions, some important answers are sought:

1. How effective is the course book Interchange 5th Edition series in reaching its aims in general according to the students?

Specifically,

- a. How suitable and successful are the four skill exercises and activities to reach the goals of CLT in Interchange 5th Edition series according to the students?

2. How effective is the course book Interchange 5th Edition series in reaching its aims in general according to the teachers?

Specifically,

- a. How effective is the course book Interchange 5th Edition series in terms of its approach to foreign language teaching and learning?

- b. How suitable and successful are the four skill activities and exercises in the course book Interchange 5th Edition series in terms of CLT according to the teachers?

1.3. The significance of the Study

Choosing a course book for learners is a serious job that has to be done. After the selection, the course book becomes a big component of the learning process. However, the selection needs to be evaluated by considering its consequences to see whether it is successful and effective as it is claimed. This study intends to find out whether Interchange Fifth Edition course book series is an effective course book series and meets the expectations of both students and teachers.

Despite the fact that there is a lot of research about course book evaluation in general, this study has one central point. It is based on the CLT approach and aims to focus on mainly four-skill success of the books and how effective they are in terms of student progress.

1.4. The Limitations of the Study

This study includes several limitations regarding the number of participants and the age of participants. The current study was implemented on teachers and students at a prep school of a foundation university to investigate Interchange Fifth Edition course book series in the 2018-2019 academic year. Two separate questionnaires were prepared to gather the ideas of teachers and students about the course book series.

For the sake of the study, the teachers to participate in this study, they have to work at the same institution, and they have to use all the books in the series. These necessities clearly decrease the number of teachers who can participate in the study. Thirteen teachers, eight females and five males, were attended the study. Furthermore, the participants mostly consist of young teachers. The average age is found 28,6. Therefore, this is also an indicator that the teachers who participated in this study do not have much experience. Having more participants from different age groups would have affected the results of the study.

The number of students who participated in this study is one hundred eighteen. Not all students of the prep school attended the study since there are different level for each book. For this study, the students study at least two course books of the series. So, A1 and A2 level were omitted. The participants should be at B1 level or B1+ level. B2 level also could not be included since this level uses another course book. The findings of the study may show differences if a greater number of students are included in the study.

1.5. The Structure of the Study

In this study, Chapter 2 will present the related literature and studies of the course book analysis and CLT implementations. The chapter will discuss the course book evaluation types and methods accompanied by four skills applications and studies. Chapter 3 will present the research design, the context, and participants, the method of data collection and analysis. Chapter 4 will discuss the findings of the study gathered from the data of the questionnaires. Chapter 5 will present a conclusion and offer some suggestions for further studies.

1.6. The Definition of Terms

There are some terms used in the study. Below, the corresponding meanings of these terms are given:

Communicative approach: It is, also known as Communicative Language Teaching, an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence and which seeks to make meaningful communication and language use a focus of all classroom activities.

Communicative Competence: knowledge of not only if something is formally possible in a language, but also whether it is feasible, appropriate, or done in a particular speech community.

ELT: It stands for English Language Teaching.

EFL: It stands for English as a Foreign Language

ESL: It stands for English as a Second language.

L1: It stands for a first language, a person's mother tongue or the language they acquired first.

L2: It is another term for target language or second language.

CHAPTER II

LITERATURE REVIEW

2.1 Introduction

This chapter firstly introduces the related literature of the course books and the evaluation of course books. Later, the history of Communicative language teaching and its principles are discussed. After that, the literature of the approaches of teaching four skills in CLT which is the focus of this study and some common techniques used in language classes while teaching four skills are presented. Finally, the related studies in Turkey and around the world are presented.

2.2. Course book

McGrath (2002) suggests some terms in his book *Materials Evaluation and Design for Language Teaching* to describe what a course book might mean for teachers. He lists some metaphors to be able to finish the sentence “A course book is...”. He offers some options as “a recipe, a holy book, a springboard, a compass, a straitjacket, a survival kit, a supermarket and a crutch” to complete the sentence (McGrath, 2002:8). To be able to finish that sentence is up to teachers’ beliefs and views on course books. One might think that a course book is a holy book, on the other hand, the other might consider that a course book is a straitjacket. However; the meanings depend on not only teachers’ beliefs and views but also the course book they use, the institution and its aims, the curriculum and so on. Since it is more of a subjective topic, it cannot be reduced to one single definition.

While it seems difficult to define what a course book is, when its roles and the reasons to use it are described, there are several ideas. Robert O’Neill explains in his article *Why use textbooks?* his motives to use a course book when he was teaching English to German technicians in a German shipyard or at all other times. O’Neill (1982) lists four reasons why he used course books. First, the course books responded to learners’ needs even though they were not specifically designed for them. Secondly, the course books assisted the learners to go further to see what they are going to do and go back to revise what they have learned so far. Next, thanks to the course books, there was a ready, well-designed, and not costly material available for both teachers and learners.

Lastly, the course books allowed to improvise and adapt for the sake of spontaneous interaction (O'Neill,1982:105).

Sheldon (1988:238) states that course books are considered as the main road of an English Language Teaching program by establishing the boundaries, form and target and the success of program and teacher is evaluated by the learners from unit to unit.

While a course book might have numerous possible meanings, Cunningsworth (1995:7) sees course book as a source to accomplish goals and purposes. He claims that course books are not our primary goals nor should they decide the goals as well. We essentially teach the language, not the course book. (Cunningsworth, 1995:7).

In an ELT context, a course book has multiple functions. Cunningsworth (1995:7) states that course books supply materials, exercises for skills, grammar, vocabulary, etc., present a syllabus to see the aims clearly and assist novice teachers.

In a teaching and learning environment, one might hope to see that there is a course book which teaching is based on and is used by teachers and learners (McGrath, 2002:7). Although teachers and learners are considered to be the foremost users of course books, there are also others who have interests in course books (McGrath, 2002:9). Officials from the Ministry of Education, parents, training officers, teacher trainers, and educational researchers can be listed here although each one might hold different purposes to have an interest (ibid).

With the presence of course books, it is foreseeable to encounter arguments for and against them. While there are some who strongly advocate course book use, the others approach the issue suspiciously. Brumfit (1979:30, as cited in McGrath, 2002:10) believes that the course books even the ones claimed to be the best suggest that they are the proficient ones to deal with troubles by eliminating teachers. Allwright (1981:9, as cited in McGrath, 2002:10) claims that administration of language learning is a complicated process for teaching materials to handle properly. On the other hand, O'Neill (1993, as cited in McGrath, 2002) and some other critics advocate that course books are beneficial.

Richards (1993) draws attention to both the benefits and drawbacks of course books use in his article. He claims that there are some practical factors in using course books such as time and cost-benefit. He also adds that with the course book, there are enough, well-designed materials available for the teacher. Furthermore, course book saves teachers the trouble to create original materials. However, Richards (1993) vigorously believes that there are also some significant drawbacks in using a course book. He lists

these undesirable effects like lack of focus on student needs, lack of local content and reification of course books. According to Richards (1993), one of the most important drawbacks among the many is the effect of deskilling. He states that deskilling is that the skills which are essential to teach are decreased and lowered and as a result teachers become dependent on textbooks and manuals when they need to decide (Richards, 1993:7). According to Apple and Jungck (1990:230) deskilling is that losing control over a job leads to skills that are improved in years become weaker. Richards (1993:13) argues that the impact of deskilling can be prevented by supplying teacher the knowledge of how to evaluate and adopt the course books and use them as a source for original adaptation.

Grant (1987), O'Neill (1982, 1993) Hutchinson and Torres (1994) and Ur (1996) summarized some viewpoints to answer why teachers and learners need a course book (as cited in McGrath, 2002:10-11). According to them, course books are necessary for many reasons for learners and teachers. Some of the reasons are that course book shows the learning path, supplies various materials and examples, and provides reinforcement for learning.

Course books are important tools in the classroom environment for both teachers and learners for several reasons as mentioned above. The question is how much dependence on course books is proper and suitable when it comes to teaching and learners' needs. In some cases, heavy dependence on course books might be observed. In these situations, the course book is followed strictly, unit by unit, by allowing almost no omission, no adaptation. When this is the case, there are some drawbacks of using course books so closely. With strict obedience to course book, it is inevitable to see losing creativity, variety in teaching and spontaneity in the classroom environment. Also, being able to respond to individual needs and troubles might be a real challenge (Cunningsworth, 1995:10). With all these downsides, it needs to be considered that so much emphasis on the course book, "...is far from ideal..." (ibid).

On the other hand, in some situations, course books are used in harmony with the teacher choice and supplementary materials. When there is flexibility as this is, there are many benefits to the situation. For starters, less experienced teachers can use the course books as much as they need to develop themselves. In addition, there is a possibility to strengthen the weaker parts in the course book. Finally, more variety of classroom activities and more flexible responses to individual needs are possible (Cunningsworth, 1995:10).

Cunningsworth (1995:11) listed some factors that affect the reliance or independence in course book use:

- *Type of educational system/environment*
- *Syllabus/materials constraints imposed by education authorities*
- *Culture and expectations of learners*
- *Nature and amount of training for teachers*
- *Teachers experience and confidence*
- *Teachers' command of English (if non-native speakers)*
- *Availability of alternative course books and resources for material production*

Course book use depends on many factors as mentioned above. Educational and cultural settings or constraints, the understanding of education, teachers' experience and knowledge, students' anticipation, shape it and so on. In some cases, while certain syllabus is used, no set course book is available. Some may think that designing own material means many responsibilities, others may enjoy the freedom. It is worth to keep in mind that each condition has own unique qualities and that affect the choice of course book use (Cunningsworth, 1995: 10-11).

2.3. Course book Evaluation

In today's world, there is a massive choice of ELT materials available in markets. Among the lots of options, to be able to choose the proper one for one's purpose is a tricky job these days. Many questions and criteria should be asked before the selection. Choosing the appropriate course book demands many steps and it is more challenging than it is thought. McDonough and Shaw (1993:64) state that it is a quite a stressful job to choose a textbook financially and professionally for authorities since the chosen textbook might be used for years. Evaluation and selection processes need to be approached carefully since an inappropriate selection might cause a waste of time and money and might demoralize not only students but also teachers, as well (McDonough and Shaw, 1993:64-65).

While it is a challenging job to select the course book in the first place, the mission is not completed here. After choosing the material, it needs to be assessed in terms of its weaknesses and strengths. In addition, the selected material is needed to be evaluated whether it reaches its aims and claims as it is said. To evaluate materials and course books there are some methods and techniques in the literature. Cunningsworth (1995:14) lists three steps as pre-use evaluation, in-use evaluation and post-use

evaluation in a material evaluation process. Pre-evaluation is the first step in which the course book is selected. According to Cunningsworth (1995:14), pre-use evaluation is the most challenging stage of evaluation since there is no evidence of experience of the course book. When the decision is finalized, the next step is in- use evaluation. In this stage, the course book is observed or assessed whether it needs replacement or adjustment (Cunningsworth,1993:14). McGrath (2002:15) advises that some questions such as “What worked well? What difficulties did learners have? What forms of additional help might be needed?” should be asked in the in-use evaluation step to check whether it needs adaptation or supplementation. The final step in the evaluation process is the post-use evaluation. Cunningsworth (1993:14) claims that with the help of post-use evaluation, a reflective evaluation of a textbook’s accomplishment is gained and the strong and weak parts of the textbook which appear during the use can be easy to spot. By means of post-use evaluation, it can be also decided if the course book continues to be used (Cunningsworth, 1993:14).

McDonough and Shaw (1993) propose an evaluation method that includes two stages: the external evaluation and the internal evaluation. The external stage consists of investigating the organization of material by analyzing the blurbs, the introduction, and table of contents (McDonough and Shaw, 1993:67). Namely, this stage is all about ‘what the books say about themselves’ (Cunningsworth, 1984:2, as cited in McDonough and Shaw,1993). There are certain questions which are required to be asked in this stage. These questions are about teacher’s book, vocabulary list/index, layout, and print, culturally biased or specific material presence, the involvement of audio/video material, the involvement of tests in the teaching materials (McDonough and Shaw, 1993). As a second step, McDonough and Shaw (1993) provide the internal evaluation. In essence, the aim of this step is to investigate whether the factors in external evaluation live up to their promises in terms of internal uniformity and organization of the materials as they are claimed (McDonough and Shaw, 1993:75). In the internal evaluation stage, according to McDonough and Shaw, at least two units need to be investigated to be able to obtain adequate and valid evidence in this evaluation stage (ibid). Evaluators are profoundly required to investigate certain criteria such as ‘the treatment and presentation of the skills, the sequencing, and grading of the materials, the type of reading, listening, speaking and writing materials, appropriacy of tests and exercises’ ...etc. in the internal evaluation stage (McDonough and Shaw, 1993:77).

McGrath (2002) identifies three evaluation methods for course book evaluation. These are the impressionistic method, the checklist method, and the in-depth method. It can be supposed that the impressionistic method is similar to the external evaluation of McDonough and Shaw's which is explained above. Similarly, the blurb of the course book, the content page, organization, topics, layout, and visuals are glimpsed in this evaluation method (McGrath, 2002:25). It is also feasible that the course book can be examined rigorously to obtain an impression of the book in the impressionistic method. Mainly, the design of a unit or lesson or the treatment of a particular language can be assessed (Cunningsworth, 1995:2, as cited in McGrath, 2002:26). The second method that McGrath lists is the checklist method. A checklist is defined as "a list of items, facts, names, etc., to be checked or referred to for comparison, identification, or verification" (www.collinsdictionary.com, 2019). In this method, a list of items is ticked when their existence is affirmed (McGrath, 2002:26). According to McGrath (2002:26-27), the checklist method has four main benefits. The checklist method is orderly, fruitful, and accurate and has a handy format in terms of recorded information (ibid). On the other hand, there might be some drawback of the checklist method. Checklists are designed at a certain time, for a particular context and inevitably reflect their creators' views. Therefore, it should be noted that the checklists need to be altered in order to fit into a certain context where they will be used. The in-depth method, on the other hand, is a more detailed technique. In this evaluation method, the evaluator spots the type of language definition, fundamental acceptance about learning or principles which the materials are formed on to complete the assessment (McGrath, 2002:27). Even though it can be obtained more specific data with the help of in-depth method, some disadvantages are worth mentioning. McGrath (2002:28). First, when the in-depth method is practiced, a specific part of the material is analyzed. However, the result might not represent the whole. Secondly, this method is able to analyze only certain parts of the materials in a detailed way. Thus, a limited judgment can be gained. Thirdly, the in-depth method sometimes might require a great amount of time and expert analysis which are not always available (ibid).

As mentioned above, there are numerous methods and techniques to evaluate materials and course books. With the help of the evaluation, one can find whether the learners and teachers are on the right track by using particular materials. Even though the desire is to find the objective and definite results by assessing the materials, this might not be the conclusion after all. As Sheldon (1998:245) states "it is clear that course book

assessment is fundamentally a subjective, rule-of-thumb activity, and that no neat formula, grid or system will ever provide a definite yardstick”. Aside from its subjectivity, it can also be concluded that the evaluation process is not “a once only activity” (Sheldon, 1988:245). It also requires going further by analyzing during and after a period of classroom use to get responses that are more comprehensible (ibid).

2.4. Communicative Language Teaching

Throughout history, people have had an impulse to learn another language for several reasons such as education, religion, government, commerce, etc. Around 500 years ago, the prominent language was Latin for the same reasons (Richards and Rodgers, 2001:3). However, it is safe to say that today, English has been one of the languages that have been taught and used widely all around the world (ibid).

When there was such a need and desire to learn English, inevitably there has been such a need to teach the language effectively. Many techniques and approaches had been developed to seek the most efficient one over the years. The 1970s was the period when the ‘communicative approach’ had appeared in Britain (McDonough and Shaw, 2001:20). There are some reasons why the communicative approach had made an appearance in the first place.

Firstly, in the late 1960s, Situational Language Teaching was mostly in-use to teach English. In Situational Language Teaching, the new language items were thought situationally (Richards and Rodgers, 2001:39). In this approach, while the speech was considered as the base of language, the structure was deemed as the core of the speaking skill (ibid, 40). However, the hypotheses underlying the Situational Language started to be questioned by the British applied linguists (Richards and Rodgers, 2001:153). Towards the end of the 1960s, there was increasing disapproval of the emphasis on the mastery of language structure among the language teaching practitioners and applied linguists (McDonough and Shaw,1993:21). The main goal was to teach the grammatical forms accurately and the learners’ competence was measured by whether they used the forms correctly (ibid). However, this view was disputed widely because of the fact that even though the students were structurally competent, they were frequently communicatively incompetent (Johnson,1981 as cited in McDonough and Shaw,2001:21). Also, Chomsky argued that the creativity and uniqueness of individual sentences were missing in the current language teaching methods (Richards and Rodgers,2001:153). In addition to that, some British applied

linguists underlined that the language teaching methods used during that time also lacked the functional and communicative potential of language (ibid).

Secondly, some dramatic educational alterations had occurred in Europe. As Richards and Rodgers (2001:154) state that since the interdependence of European countries rose dramatically, the need to teach European languages to adults required more endeavors. The Council of Europe had investigated the problem since its main goal was education and came to the conclusion that a new alternative approach of language teaching needed to be developed (ibid).

In 1972, Wilkins proposed notional-functional syllabus that was based on communicative criteria (McDonough and Shaw, 1993:21). In this syllabus design, instead of defining the essence of language through grammar and vocabulary, the focus was to show the systems of meanings behind the communicative uses of language (Richards and Rodgers, 2001:154).

With all these studies and researches, a new approach, known as Communicative Approach or Communicative Language Teaching, has appeared. As a matter of fact, now it is regarded as an approach not a method by both American and British proponents (Richards and Rodgers, 2001:155). The main purpose of this new approach is to gain communicative competence and to improve techniques to teach four skills that recognize the interdependence of language and communication (ibid). Richards and Rodgers (2001:161) presented the principles of Communicative language teaching as:

1. *Language is a system for the expression of meaning.*
2. *The primary function of language is to allow interaction and communication.*
3. *The structure of language reflects its functional and communicative uses.*
4. *The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.*

In 1972, Hymes opposed to the idea of a linguistic theory that was characterized by Chomsky. Chomsky defines linguistic theory as the abstract abilities that speakers need to have in order to create grammatically correct sentences (Richards and Rogers, 2001:159). However, Hymes (1972:269) argues that this certain definition looks like 'a declaration of irrelevance'. Hymes states that despite the fact that the existing statement of linguistic theory has its own status, it fails when it comes to identifying the differences between the pictured child who is mastering and fluent and the real

child who is in our schools (1972:271). He believes that the theory should include the sociocultural factors since they have obvious and fundamental aspects of communication (ibid). Even though Hymes agrees with the division of performance and competence that was made by Chomsky, he proposed a new term called communicative competence which is about being able to use the language properly in a social context and observe the sociolinguistic forms of appropriateness (Savignon, 2002:2).

Canale and Swain (1980) proposed a theoretical framework for communicative competence in their study. According to them, communicative competence entails four main dimensions that are grammatical competence, sociolinguistic competence, strategic competence, and discourse competence (Canale and Swain, 1980). Grammatical competence consists of lexical items, morphology, syntax, semantics, and phonology. (Canale and Swain, 1980:29). Sociolinguistic competence is concerned with understanding the social context, the participant roles and their shared knowledge and purpose of the communication (Richards and Rodgers, 2001:160). Strategic competence includes verbal or nonverbal communication strategies that a speaker might need to use in situations where communication failures occur (Canale and Swain, 1980:30). Discourse competence does not concentrate on the isolated forms in a language; however, the focus of it is the interconnectedness of utterances or written words to create a whole (Savignon, 2002:9).

According to Larsen-Freeman, in order to obtain to the main purpose of communicative language teaching which is to be able to communicate in the target language; functions, meanings, and some linguistic forms require to be taught to the learners (2000:128). In communicative language teaching, the meaning has supreme importance rather than structure and form (Richards and Rodgers, 2001:156). The language functions are also highlighted over the form (Larsen-Freeman,2000:131). The learners study Suprasentential or discourse level (ibid). Coherence and cohesion are other concepts that the learners need to be familiar with in CLT (ibid). All four skills are begun to be studied at the first level (ibid). Since the intent of CLT is principally communicative, this can be achieved by games, role-plays or problem-solving tasks (Larsen-Freeman, 2000:129). For communicative activities, authentic materials are sought because the learners need to understand the language as it is used in real life situations (Larsen-Freeman, 2000:130). Unlike some approaches and methods, teachers are not at the center of learning in Communicative Language

Teaching. The facilitator, co-communicator, adviser or observer can be counted as the teachers' roles in the classroom (Larsen-Freeman, 2000:128-129). Their foremost duty is to encourage communication in the classroom environment (ibid). Students, on the other hand, are in charge of their own learning and they are mostly communicators (ibid). They communicate with their teacher or another student (s) by pair works, triads, small groups or whole class activities (Larsen-Freeman, 2000: 130).

According to Richards and Rodgers, even though there has not been enough written material about the learning theory of CLT, three basic principles can be distinguished from the CLT practices (2002:161). These are communication principle, task principle and meaningfulness principle (ibid).

The noteworthy shift from morphosyntactical features to the focus on meaning in Communicative Language Teaching has led some discussions about the presence and the amount of grammar usage in CLT (Savignon, 2002:6). Putting the communicative purpose in the center had been understood, as grammar is unimportant (ibid). However, Savignon states that without structure or grammar, communication cannot exist (2002:6). Canale and Swain (1980) defined grammatical competence as one of the four main dimensions of communicative competence. The lack of any dimensions of communicative competence causes not to be able to achieve the goals of CLT. Furthermore, CLT is not entirely regarding oral communication. The principles of CLT cover all four skills activities as long as they involve interpretation, expression, and negotiation of meaning (Savignon, 2002:20).

2.5. Teaching Language Skills

There are numerous methods and ways to teach four skills that are listening, reading, writing, and speaking. Each language skill has to be treated by considering its unique features. Depending on the methods that are implemented, the techniques applied to teach language skills may demonstrate a variety.

In this study, the course book Interchange Series Fifth Edition is investigated by analyzing how four skills presented in the course book in terms of the aims of Communicative Language Teaching (CLT). In CLT, the materials are considered having a significant role since their main aim is to enhance the communicative language use (Richards and Rodgers, 2001:168). Furthermore, one of the main goals of CLT is to improve some methods in order to teach four skills that recognize the interconnection of language and communication (Richard and Rodgers, 2001:155). Therefore, teaching four skills is a quite significant task one has to accomplish in

language learning in CLT. When there is a course book to follow, it is vital to identify how the course book handles the four skill in terms of the goals of CLT. That way, the effectiveness of the course books and how close the goals are achieved can be obtained with the CLT in mind.

2.5.1. Teaching Listening Skill

In daily life, we listen for different purposes which can be listed as listening to the radio, news, a program; watching TV; conversations with neighbors, friends; answering the phone; overhearing other people, attending a lecture (McDonough and Shaw, 1993:127). These various reasons can be categorized under some titles. Brown and Yule (1983:1) adopt two terms to describe language functions which are transactional and interactional. The language role in expressing of content is described as transactional while the language role that expresses social relations and personal attitudes is described as interactional (ibid). Similarly, Morley (2001:75) divides the psychosocial dimensions of listening into two: transactional listening and interactional listening. The transactional language function is defined as message-oriented and considered as business-type talk (Morley,2001:73). This language function is used for explaining, giving directions, inquiring, relating, or verifying (ibid). On the other hand, interactional language function is illustrated as person-oriented and thought as social-type talk (ibid).

Like reading, listening was once regarded as a passive skill which is confusing and untrue since the listener is actively engaged in predicting, expecting, examining, inferring, and forming (McDonough and Shaw,1993:128). Furthermore, listening was considered as only a way to teach new grammar (Field, 2003:242). Considering there is much cognitive processing occurs in listening, it would be more appropriate to concentrate on processing rather than a completed product (McDonough and Shaw, 1993:131).

To McDonough and Shaw (1993), listening has three main components. These are processing sound, processing meaning and context and knowledge. To be able to process the sound, learners need to have some certain characteristics in order to understand which language is spoken. Listeners must identify word boundaries, contracted forms, vocabulary, stress patterns and speech rhythm, intonation, pitch, tone, and speed delivery. In processing meaning, however; learners need to form received talking into purposeful parts to achieve meaningful listening (ibid). McDonough and Shaw (1993:135) summarize these two components by classifying

them. According to McDonough and Shaw (1993:135), processing sound is about the phonological features, identification of sounds or words, understanding what it is said, perception and localized since there is an immediate text, whereas processing meaning is related to the semantic features, comprehension, re-construction, global meaning, and cognition (ibid). The last component of listening is context and knowledge. Context refers to the psychical settings, listeners/speakers, their roles, their relationship to each other without which the listening cannot be completed properly (McDonough and Shaw, 1993:136). Knowledge, on the other hand, is something that the listeners carry such as knowledge of a topic, experience, general expectations for a certain situation, etc. McDonough and Shaw (1993:136-137) claim that listening comprehension is not all about the process between the brain and the language; the activation of contextual information and earlier knowledge are vital to be able to accomplish, as well.

From the 1970s to 1990s, the position of listening in language learning had changed quite dramatically (Morley, 2001:69). Once listening was neglected and thought as a passive skill, the importance and attention given to listening have increased with the appearance of communicative approaches and functional language in the 1990s (ibid). Although to understand the real reasons why listening was neglected for so many years is still a dilemma, it should be noted that listening is used more than any other language skills in everyday life (Morley, 2001:70).

Morley (2001:70-71) claims that not enough attention had been given to listening skills not only by the British Situational Approach but also by the American Audiolingual Approach during the 1940s,1950s, 1960s. The main focus was mainly grammar, pronunciation, and imitations. However; today, there are four different models that can be used in the second or foreign Language curriculum (Morley, 2001:72). These are listening and repeating, listening and answering comprehension questions, task listening, and interactive listening. Listening and repeating model basically asks students to listen, repeat or imitate sometimes memorize the dialogues, pattern drills, and the patterns. Listening and answering comprehension questions model asks students to listen to an oral text in order to answer some comprehension questions. While this model helps students to enlarge their vocabulary knowledge and boost their grammar structure, no real communication purpose exists here. Task listening, on the other hand; requires learners to complete some real tasks by using the information they gain. Learners listen, process the information, and then carry out the tasks that are

asked. This model is regarding 'task oriented, not question oriented'. The main goal of the interactive listening model is to have a communicative/competency-based instruction in which learners improve their aural/oral skills as well as critical listening and critical thinking (Morley, 2001:71-72).

Morley (2001:72-73) identifies three specific communicative modes of listening which are bidirectional, unidirectional, and auto-directional. While bidirectional listening mode defines a two-way communicative listening as in face-to-face or telephone verbal interaction, unidirectional listening mode describes one-way listening as in overheard conversations, recorded messages, the media, etc. in which we hear but cannot communicate (ibid). Autodirectional listening mode, on the other hand, is defined as self-dialogue communication in which we are both speaker and listener in our thought processes (ibid).

In the nature of listening, there are two different processes that cooperate to grasp the spoken discourse (Morley, 2001:74). These are bottom-up processing and top-down processing. Nunan (2007:239) defines bottom-up processing as a procedure of understanding the sounds that one hears sequentially. Namely, phonemic units constitute words, words constitute phrases, phrases constitute utterances, and utterances constitute meaningful texts (ibid). While Morley (2001:74) explains bottom-up processing as an externally based mode of the listening process, she describes top-down processing as internally based on listening mode. Top-down processing requires learners' previous knowledge and global anticipations to achieve the understanding of spoken language (ibid). Nunan (2007:239) states that with the top-down processing, learners 'reconstruct' the meaning of the spoken language by using his/her prior knowledge, context, and situations.

From the 1960s up to now, there have been great alterations in a standard listening lesson format (Field, 2003:242). A listening lesson has mainly three steps which are pre-listening, listening and post-listening. In pre-listening, the main goal is to make the learners be familiar with listening beforehand by creating a background (McDonough and Shaw, 1993:141). To be able to achieve this, there is a range of activities which can be applied. Reading a brief text about a similar topic, guessing the content from the title, making a comment on a picture are some of them that can be listed (ibid). Field (2003:243) also suggests brainstorming vocabulary and reviewing of certain grammar topics in advance might be fruitful. Pre-teaching vocabulary was very widespread as a pre-listening activity back then, however; since it is not a real-

life situation, it has not been used widely now (Field, 2003:243). In listening, learners are required to comprehend the listening and then complete some tasks or answer the questions (McDonough and Shaw, 1993:142). There are two types of listening: intensive listening and extensive listening. Extensive listening is mainly about obtaining a general comprehension while it boosts the learners that it is perfectly normal if they do not understand every word (ibid). Depending on the learners' level, there is a huge variety of activities including putting pictures in the exact order, following instructions on a map, completing timetable or an application, answering true/false or multiple-choice questions, deducing ideas from the text, etc. (McDonough and Shaw, 1993:142). Intensive listening, on the other hand, is concerned with detecting the details such as language items, sound, etc. Filling the gaps, recognizing some details, detecting certain information can be considered as intensive listening activities (ibid). To Field (2003:243), presetting the comprehension questions beforehand is vital since the learners can have a 'clear purpose' while listening. However, according to Field (2003:244), the activities which learners need to complete a task such as labeling, selecting, drawing, form filling or completing a grid with the information they gain from listening is more powerful than traditional comprehension questions. In post-listening, there are many alternatives for follow-up activities to apply such as thematic, lexical, grammatical, skills improvement, etc. (McDonough and Shaw, 1993:143). To Field (2003:245), however, instead of analyzing grammar points of the listening, identifying and detecting the functions of the language is way more advantageous. In addition, learners can focus on inferring the meaning of new vocabulary from the context as a post-listening activity, as well.

The materials used in listening tasks is a significant matter which must be thought thoroughly. Field (2003: 244) states that no matter what the level of the learners, authentic materials should be presented as early as possible in a language class because of its elements of naturalness of language and real-life listening experience. Learners ought to be informed that understanding everything in listening is not likely all the time just to prevent them to feel discouraged or intimidated. The attitude should be followed here is that making the task less complicated which is required from learners are preferred instead of making the language less complicated (Field, 2003:244).

Lam (2002:248) claims that learners should be taught the unique features of spoken discourse in listening course since speaking and listening go hand in hand in language learning. To Lam (2002), real-world listening has three main characteristics which

learners should gain: the use of time-creating devices, the use of facilitation devices, and the use of compensation devices. When speakers produce a speech, they tend to use time-creating devices such as pause fillers. This device aids the speakers to get more time to generate and allows the listeners to have more time for processing. In a speech, speakers should also be familiar with the facilitation devices in order not to comprehend the meaning. The first device under this topic is the use of less complex structures such as ellipses. Speakers use this device very commonly to cut short needless elements in a speech. Another device is the use of fixed and conventional phrases such as speech formulas. By using these formulaic utterances, speed and fluency are enhanced. In a natural spoken discourse, repetition for clarification is not always the case. However, luckily, natural speech has the redundancy which permits the listener more time to process. Repetition, reformulation, and rephrasing are the three ways to construct the redundancy (Lam, 2002:248-249).

Ma (2009: 126-127) lists some common problems that students may face in listening classes as having trouble with sounds, trying to understand every word, not understanding native speech, needing to hear things more than once, having trouble to keep up, having not enough vocabulary knowledge, and concentration problems with the long listening. Ma (2009:127) states that these problems are mainly concerned with bottom-up and top-down processes and the main cause of these problems is the teaching method which does not present any background knowledge, strategy training, or skill integration tasks, and in which the activities are tedious. According to Harmer (1991, cited in Ma, 2009:127), there are five steps to follow in order to improve communicative listening ability. These are a lead-in, explaining the comprehension tasks, having students listen for the task, giving feedback, and then continuing with task-related tasks. Furthermore, to enhance the communicative listening ability, students should have the background knowledge to be able to respond the question what is the purpose of the speaker to accomplish by using language (ibid, 128). For strategy training, Nunan (1999, cited in Ma, 2009:128-129) suggests some strategies as listening for gist, for purpose, for the main idea, for inference, for specific information, for phonemic distinction, for tone, pitch or stress.

In China, Ma (2009) conducted an empirical study on teaching listening in CLT with the aim of investigating the relationship between the instruction and the listening comprehension performance. To make listening teaching more efficient in CLT classes, Ma (2009) used background knowledge introduction, strategy training and

skills-integration tasks (BST). One control group and one experimental group were used. There were 89 participants who share similar family and education background. Both groups met twice a week, in 50 minutes class, for eighteen weeks. While the same course book and the same syllabus were used in both groups, the BST instruction was only given the experimental. The results show that the participants in the experimental group have shown a significant development in the listening comprehension performance by including the BST instruction in the listening courses (Ma, 2009).

2.5.2. Teaching Reading Skill

A second language learner may want to read to gain information because of curiosity, to get instruction about a task, to know what is happening, to know when and where something is happening, or just to enjoy or to excite (Rivers and Temperly, 1978:187, cited in McDonough and Shaw, 1993:102-103).

In a traditional reading class, a written material is given first to be read, and then learners study its grammar and vocabulary; however, this technique is evidently not sufficient to teach reading since learners do not engage with abundant and different types of reading materials (McDonough and Shaw, 1993:103). When reading materials are designed as artificial resources in order to get learners attention on specific grammar or vocabulary topic, learners inevitably face with some problems in the nature of texts such as being awkward or inauthentic, or encounter some troubles about topics as overfamiliarity or being inconsequential (ibid,104). In the traditional methods, the reader was considered as the 'empty vessel' whose job was to be a recipient only of the knowledge and do not engage with the text. Since this method, called 'text as object', assigned the reader as a passive role, it is now degraded by many (ibid). As opposed to this view, 'text as process' is embraced widely now since it allows the reader to engage with the writer and brings their previous and global knowledge to the text (ibid, 105).

According to Ediger (2001:153), the acknowledgment of the importance of reading, the necessity of basic literacy instruction in public schools and making English language instruction mandatory in some countries such as Korea or Taiwan are the three main reasons why a big focus has been diverted to teaching reading recently.

There are various reading styles that a reader can use and switch from one to another regarding the nature of the text. Readers scan to get detailed information or skim to obtain general knowledge about the text. In addition, they read the questions before reading the text to be aware of what they are looking for in. Also, readers have a

dialogue with the writer to make the reading activity more attractive and to feel more included by foreseeing the questions, presenting their expectations, and expecting what is next (McDonough and Shaw, 1993:106-107). Another reading style that readers can use is the Schema theory which was first used as a term by Bartlett in 1932 (McDonough and Shaw, 1993:107). According to the Schema theory, competent readers can associate their global knowledge with the text that they are reading (ibid). While reading, readers use top-down and bottom-up strategies which have a different but supplementary role for each other. Readers try to understand lexical items, from letters to utterances by using bottom-up strategies. Top-down strategies, however, is used by the readers to comprehend the text by using previous knowledge and experiences (McDonough and Shaw, 1993:109).

To improve reading skills, McDonough and Shaw (1993:114) suggest some activities which can be used by readers. The information gap activity, which is often used in communicative language teaching, get each reader to have a different part of the information and require them to communicate to exchange the knowledge in order to complete a task or answer the questions. Text scrambling is another way of improving reading skills. To raise the awareness of readers about discourse patterns and markers, readers are asked to put the parts of scrambled texts in the correct order. A different way of boosting reading skills is to use the expressivity in reading activities. Expressivity with the text requires readers to use their previous knowledge and experiences and also triggers them to be able to give their effective replies about their feelings to the texts (McDonough and Shaw, 1993:114).

In a reading class, five different types of question are used (Nutall, 1982, cited in McDonough and Shaw, 1993:123). These are literal comprehension questions, reorganizing/putting the information into the order, inferring or reading between the lines which might be considered as an intellectual skill rather reading by some, measuring of personal response and assessing how efficiently the writer has transmitted the meaning. The last type is not necessary for all learners since it is more advanced than the others are.

Having different L1, education background, and level of language proficiency, culture or experience may cause variabilities of learners' understanding of and approach to the reading tasks (Ediger, 2001:156). That is why, firstly, teachers need to be resourceful about teaching techniques when they address to answer all learners' types. Secondly, it is considered favorable if teachers are aware of learners' culture and experiences. In

addition, it is vital to awake the learners' schemata by using different techniques during the reading activities. Lastly, letting learners choose the material they are going to read according to their interest or familiarity with the topic may help learners (Ediger, 2001:156).

The investigation for finding an optimal method to teach reading has resulted in two main approaches to teaching reading: part-centered (also known as code-emphasis or bottom-up) approach which concentrates on reading from part to whole and socio-psycholinguistic (also known as meaning-emphasis or top-down) approach which focuses on global understanding by using learners' schemata and knowledge (Ediger, 2001:157).

Linguistic (also known as phonics) approach, sight word approach and a basal reader approach belong to the part-centered approach. In the linguistic approach, the main focus is first to teach individual sounds to children and then to expect from them to be able to create words. With the sight word approach, children are thought most commonly used vocabulary by using flashcards or various techniques. It is considered that if children are familiar with the most frequently used words, reading will be easier for them. A basal reader approach teaches reading by controlling and combining the language and the sound together (Ediger, 2001:158).

The Language Experience Approach (LEA), a literature-based approach and the Whole Language approach are included in the socio-psycholinguistic approach. The Language Experience Approach advocates that providing resources to children they are familiar with will ease to learn reading. A literature-based approach allows the children to select their books to read according to their interests or likes, and then the teachers assess children's understanding or feelings about the book by holding a conference or simply asking some questions. Ediger (2001:159) states that 'the Whole language approach is a philosophy of learning' of which main aim is not only to teach reading but also enhance learners' other skills as well.

According to the research findings, the techniques, or strategies the learners choose to use during the reading activities differ as to being L1 or L2 (Janzen, 2002:287). Strategy instruction, also known as Transactional teaching approach, which is a comprehensive approach to teaching reading has several features that are worth to mention. Janzen (2002:288) explains the four main characteristics of strategy instruction. The first characteristic is that learners learn the strategies while they are doing their reading since the strategies are fixed in the content. Also, learners are taught

the strategies by explanation, teacher modeling, and feedback. Moreover, it is considered vital to reuse strategies through individual and group work activities to make the learners understand the importance of strategies. The last feature of all is that to be capable of using the strategies takes a long time (Janzen, 2002:288).

In strategic reading, there are five steps that are applied. These are general strategy discussion, teacher modeling, student reading, and some analysis of strategies used by the teacher or the students when thinking aloud and explanation/discussion of individual strategies. In general, strategy discussion step, students discuss why learning and using strategies are crucial. In teacher modeling step, the teacher demonstrates and exemplifies the expert behavior by reading and thinking aloud at the same time. In the next step, which is student reading, students try to practice what they learn from teacher modeling step. In an analysis of strategy use, students are asked to examine the text that is read by students or teachers by asking questions such as what the reader did, when the reader did it, what strategies the reader used during the reading activity. In the last step, students are simply asked to identify the strategies and repetitive descriptions and discuss their importance (Janzen, 2001:289-291).

Extensive reading (ER) is a method, which is worth to mention, to improve reading skill. Carrell and Carson (1997: 49-40, cited in Renandya and Jacobs, 2002:295) state that the main aim in extensive reading is to emphasize the meaning of the text rather than the language by reading entire books for comprehending or doing a fast reading of big quantities of materials. Extensive reading is different from intensive reading. Intensive reading requires teachers to guide and control the students closely. In addition, intensive reading concentrates on getting details from the text, boosting vocabulary and grammar, and improving reading skills. However, extensive reading and intensive reading should not be considered as opposed to each other, on the contrary, even though they are different in their intention, they are supplementary for each other (Renandya and Jacobs, 2001:295-296). In intensive reading, it is believed that the levels of materials should be higher than learners' linguistic level, however; in extensive reading, the materials should be close to learners' present level (Renandya and Jacobs, 2001:297).

According to Renandya and Jacobs (2001:296-297), in extensive reading, the purpose is to expose the students as many materials as possible. Also, students are allowed to select what materials they want to read with various topics and genres as much as possible. For post-reading activities, instead of writing a summary, Renandya and

Jacobs (2001:297) offer more beneficial and less time-consuming activities such as role-playing the story, creating a poster to promote the book, writing a letter to the writer, sharing their ideas in small groups, etc.

Extensive reading helps the learners to improve their language learning in spelling, vocabulary, grammar, reading and also their reading and writing skills, lets them enjoy more of reading and have more positive attitude toward reading, and increases global knowledge and the possibility of creating a reading habit (Day & Bamford, 1998; Krashen, 1993; Nation, 1997; cited in Renandya and Jacobs, 2001:298).

In 2014, Rana has conducted research at a private college in Karachi, Pakistan to investigate the usefulness of Communicative Language Teaching Method (CLTM) to improve reading comprehension skills (Rana, 2014). A control group and a treatment group have been used in this study. The study started by giving pre-tests to both control and treatment groups. The Grammar Translation Method (GTM) was used in the control group whereas, in the treatment group, Communicative Language Teaching Method (CLTM) was employed for sixteen weeks. In the treatment group, the Six Step Strategy (SSS) was introduced while using CLTM. The Six Step Strategy (SSS) consists of 'reading aloud, vocabulary (target and native language), problem-solving activities, group activities, feedback, and exercise' (Rana, 2014:16). After sixteen weeks, both groups were given a post-test. The results of the study indicate that the CLTM is a better teaching method than GTM in this particular context. Also, the students who were taught through CLTM performed better than the students who were taught GTM. Furthermore, the researcher concluded that the students have a better knowledge of vocabulary, comprehend the text and respond to the questions better with the help of the CLTM. GTM, on the other hand, assists the students with memorization; however, it is unable to improve the reading comprehension skills.

2.5.3. Teaching Writing Skill

Frequently, a great deal of people tends to talk and listen more than they tend to write (McDonough and Shaw, 1993:175). When they write, however, it is largely in formal education settings (McDonough and Shaw, 1993:176). To Olshtain (2001:207), varied messages can be delivered to a certain or uncertain audience with the help of writing and a different way of communication can be accomplished. Olshtain (2001:207) believes that writing as a communicative activity should be enhanced and strengthened in a language course. There are various reasons to write in both formal and informal settings such as writing shopping list, letter, birthday card, invitations, official forms,

an essay, diary, etc. (McDonough and Shaw, 1993:175). During a writing task, students should keep in mind that every piece of writing needs to have a clear message and a certain audience (Olshtain, 2001:207).

McDonough and Shaw (1993:178-179) summarize the traditional writing methods in the literature as in three big titles: controlled sentence construction, free composition and the 'homework' function. Controlled sentence construction mainly concentrates on accuracy by demonstrating an example sentence and then asking students to create a similar sentence, filling in the missing forms, adding sentences to make a paragraph, etc. Free composition, on the other hand, asks students to write an essay, sometimes, by using their experiences, hobbies, and interests as a part of an investigation of the language. The 'homework' function is usually what is found at the end of units in the course books as an additional class writing activity or homework which is later received by the teacher for feedback (McDonough and Shaw, 1993:178-179). If it is needed to summarize the common points of the traditional writing activities, the focus on accuracy and the completed product, the role of teachers as a critic and strengthening function of writing are the center of them (McDonough and Shaw, 1993:179).

Kroll (2001:219-219-220) states that during the mid-1960s, the product approach, also known as the traditional paradigm (Hairston, 1982 cited in Kroll, 2001:220), was being used at high schools for native English speakers (NES). The product approach mainly focused on the finished written work rather than the strategies or processes (ibid). For an English as a second language (ESL) setting, however, controlled composition model which also concentrated on not only product and but also the consolidation of language rules was widely in use (Kroll, 2001:220). As its name indicates the concern of this method to control the writing task firmly to avoid errors (ibid).

Today's frequently used method for teaching writing both in NES and ELL (English Language Learners) classrooms is the process approach or known as a process classroom (Kroll, 2001:220). The process approach is seen as a cyclical approach rather than a linear approach (ibid). With this approach, students are expected to plan, draft, revise and edit their writing work before they complete it (Seow, 2002:315). The stages of process approach are applied neither sequentially nor orderly (ibid).

To Seow (2002:316), there are four main stages which are planning, drafting (writing), revising (redrafting) and editing with the three external stages which are responding (sharing), evaluating and post-writing.

Planning (pre-writing) stage helps the students to gather their ideas to initiate the writing. Seow (2002:316) suggests some techniques assist the students. These are group brainstorming, clustering, rapid free writing, and wh-questions. Group brainstorming allows students to talk about the topic spontaneously. With the clustering, the words created by students are circled and linked by lines to identify noticeable clusters. Rapid free writing has the students write down within a limited time of one or two minutes about a topic which helps them to think fast and freely. The wh-questions who, why, what, where, when and how are produced by the students to ask about the topic (Seow, 2002:316).

The drafting stage is the action of writing stage. Students are expected to write fluently by not focusing on the accuracy or the organization of the draft (Seow, 2001:317). The realization of the audience of the writing is vital, though. If the students know their audience, they also know their style to use in writing (Seow, 2002:317).

Responding takes place between drafting and revising. Students get quick feedback from their teachers or peers in writing or oral just before they go on to revising stage (Seow, 2002:317).

In revising stage, students go through the feedback they get from their teachers or peers to examine not only their language errors but also overall content and the organization of ideas (Seow:2002:317).

Editing stage gets students to neaten their work in terms of grammar, spelling, punctuation, diction, sentence structure, etc. before they submit their final draft to the teacher for evaluation (Seow, 2002:318).

In evaluating stage, students work is assessed by the teacher and may be given score either analytical or holistic. It should be noted that students should be aware of the evaluation criteria before the evaluation process in order to make the evaluation effective (Seow, 2002:319).

Post-writing activities which can be done after writing work are completed grant that the students work is significant and worthy and advocate them by suggesting different activities such as publishing, sharing, reading aloud, using texts to perform, etc. (Seow, 2002:319).

Using reading materials in writing classes is not something uncommon. Kroll (2001: 224-225) mentions three reasons why reading materials are used in ELL writing classes. Firstly, reading materials serve as a model for learners to understand the English text structure. Reading materials are also considered as input to improve the

awareness of the prose style of English language. Finally, it is important to use reading materials to help students to be aware of different genres in writing. As Kroll (2001:225) claims that expecting an incompetent reader growing into a competent writer is quite improbable, using reading materials are quite noteworthy in ESL/ELL writing classes.

According to Kroll (2001:225), in order for the teachers to be aware of the purpose of writing and the student's achievement, the design, sequence, and structure of the writing assignments and the writing topics are highly important. There are two types of approach in writing: rhetorical patterns approach and discovery approach. Rhetorical patterns approach asks the students to write in a certain form such as, compare and contrast or cause and effect (Kroll, 2001:226). However, this approach has been criticized for not reflecting real-world writing (ibid). The discovery approach, on the other hand, allows the students to write by using their personal experiences (Kroll, 2001:226). While the proponents of this approach claim that personal writing will lead to developing necessary writing skills, the opponents of this approach argue that sharing personal beliefs or experiences are considered wrong or inappropriate in some cultures (ibid).

To Olshtain (2001: 211), to be able to achieve challenging writing tasks in ESL/EFL classrooms, a set of requirements include task description, content description, audience description, format cues, linguistic cues, and spelling and punctuation cues must be advanced and used to ease the tasks for both the teachers and the students.

In the beginning levels, students can work with practical writing tasks, emotive writing tasks and school-oriented writing tasks (Olshtain, 2001:211). Practical writing tasks are procedural which mainly concentrate on spelling and morphology. Students can work with the notes, shortlists, simple instructions, etc. Emotive writing tasks are regarding personal writings such as letters, journal, diaries, etc. The main focus of this kind of writing tasks is spelling, format, punctuation, and expressions. School-oriented tasks include assignments, summaries, essays, answering the questions, etc. in which the audience most of the time is the teacher. However, it should be noted that the linguistic accuracy level and the message transmission level are the two crucial matters that need to be paid attention in writing ESL/EFL environment (Olshtain, 2001:212-213).

Reppen (2001:321) claims that having students write abundantly does not simply make them proficient in academic writing. To Reppen (2001:322), students need to be

encouraged to talk about the texts in terms of their effectiveness and appropriateness for communication purposes to advance their writing skills. Reppen has conducted a study to understand if it is likely to increase content knowledge and awareness of the different type of genre. The students were given and studied with the materials with a variety of genre for five weeks. The students were introduced to the content and given the genre information. According to the results of the study, the students were found eager to learn by using this method. Also, they have become aware of that various tasks require various texts (Reppen, 2001).

Having in mind a certain audience is an essential component of writing since it is definitely indicative of a particular style of writing. Students usually write for their teachers at school, but this does not provide enough practice to be able to understand that the different styles require a different audience. McDonough and Shaw (1993:184) propose some alternative audience for students. They can write to their peers in the classrooms or at the different schools, to their pen friends, to people and organizations outside the school, etc.

Teachers are considered as the judge of the completed product, however, as the process approach proposes, the evaluation should not only be limited to the end of writing work (McDonough and Shaw, 1993:189). Students can receive comments or suggestions from the teachers as in summative or formative feedback forms. When feedbacks are given, it should be taken into account that not only accuracy but also appropriacy, purpose, audience, topics, and content criteria should be looked into (ibid).

Giving feedback in writing is usually considered as a time-consuming process for the teachers. Instead of giving feedback in writing, it can always be an alternative to give it orally to the students. Kroll (200:228) suggests that teachers can hold short conferences with their students to talk about feedback. One of the advantages of oral feedback is that the potential misinterpretations about written feedback can be prevented. Also, it is believed that students can learn face-to-face better than written comments (ibid). In addition, teachers can record their voice while giving feedbacks, so that, the students can have the opportunity to listen to them repeatedly when necessary (Kroll:2001:228).

Giving feedback is not the job for only the teachers, students can also be included in the process of feedback. Students should be taught to use the feedback effectively (Kroll, 2001:227). Therefore, students need to be trained to be able to evaluate their

peers' work appropriately. Kroll (2001:228) suggests that students first can be given a list of questions about what the foremost aim of the paper is, what students have discovered mostly effective in the paper, whether they think the writer has stuck to his or her objectives while they read to check their own writing. Later, students can be trained to read and react to their peers' writing as a whole class by reviewing a writing work completed by a student. A peer response paper which asks for a general response to the paper along with some specific suggestions can be submitted by the students. Ferris (2002) suggests an editing process approach for students to self-edit their writings. This approach is based on three principles which are correcting the major errors instead of correcting every single error, to individualize the editing instruction, and categorizing the errors as frequent, global, and stigmatizing (Ferris, 2002:329). The editing process approach has three stages which are focusing on form, recognizing major error types, and self-editing practice (Ferris,2002). In focusing on forms stage, students are given a writing work and asked to not only find and correct the errors, but they are also asked in what ways these errors hinder the comprehending of the text. Recognizing major error type is a stage where students learn to identify error patterns since it is more significant than to simply reveal the individual patterns. At the last stage, which is the self-editing practice stage, the students are ready to check their own errors or their peers' errors (Ferris, 2002:329-332). Ferris (2002:332) claims that the more autonomy the students gain while editing, the less amount of editing feedback from the teacher will be necessary.

Fatima (2012) has conducted research at a university in Lahore, Pakistan. The aim of the researcher is to investigate the effectiveness of the Communicative Approach in teaching Report Writing Skill. The participants were one hundred students of the Bachelor of Business Administration at COMSATS University of Science and Technology. There were one control group and one experimental group, and each consists of fifty students. For the data collection tools, the researcher used pretest, while test and posttest. The teaching setting in the experimental group was based on the communicative approach. For six months, the students in the experimental group had the access to the visual/audio materials, visited the library with the teacher to discover and use the related materials, worked with the computer laboratory which is for language learning, studied in pair and group work regularly. In addition, the students were assigned to hand over three assignments and three quizzes at the end of the term. However, none of these opportunities was available in the control group. One

project was demanded to submit by the students in the control group at the end of the term. The pretest, while test and posttest were implemented in the determined time intervals. According to the results, the students in the experimental group showed greater success comparing to the students in the control group. The communicative approach helped the students to be more creative, autonomous, and competent in writing. Also, the total performance of the students increases with the communicative approach. While there are some failed in the control group, all of the students in the experimental group passed the class. Furthermore, the marks received by the students in the experimental group were higher than the marks in the control group (Fatima, 2012).

2.5.4 Teaching Speaking Skill

In any language, people may want to communicate for several reasons such as asking for help, advice, or directions, expressing an idea, a wish, or a desire, discussing, negotiating, establishing and maintaining a social relationship, etc. (McDonough and Shaw, 1993:152).

English is a desirable language that is wished to be spoken by many people in today's world for several reasons including travel, business, education (McDonough and Shaw, 1993:151). To be able to speak in another language, however, is not an easy job. There are various reasons to demonstrate why speaking in another language is a demanding task. Brown (1994, cited in Lazaraton, 2001:103) states that, if the reduced forms, slangs, and idioms, in a speech are not studied enough, learners might tend to sound more formal in a communication. Also, learners need to be familiar with the concept of rhythm, intonation, and stress of English. Another difficulty that learners may face is that to carry out a speaking activity, another speaker is also required. So, a speaker should listen to and understand another speaker, think, produce, and observe the effects. Lastly, a speaker is usually not ready for a real conversation and its demands. When all challenges mentioned are taken into considerations to understand why speaking in another language is such hard work, it can be concluded that speaking does not mean the oral form of written language, however it requires learners to become proficient at a variety of skills and subskills which then generate proficiency in the spoken language (McDonough and Shaw, 1993:151).

A language has a transactional function and interactional function (Brown and Yule, 1983). Written language is considered as transactional since it is basically message-oriented, however, a spoken language which holds mainly social activities is regarded

interactional (McDonough and Shaw, 1993:155). Considering all of these, learners need to be given sufficient meaningful communicative behavior to teach language for communication (Shumin, 2002:208). Furthermore, it should be understood that spoken language is not the oral form of written language (McDonough and Shaw, 1993:151). Spoken language has its own unique features. Some of the features of speaking are incomplete sentences, very few passives, replacing or refining phrases, generalized vocabulary, pauses, and fillers turns which are to interrupt, predict, infer, or change the topic in a conversation, etc. (McDonough and Shaw, 1993:156).

Until the communication language teaching (CLT), the methods which are production-based such as Silent Way and audiolingualism, concentrate basically on the controlling of the speech structure and reinforcing correct habit formations in the speech production, respectively (Lazaraton, 2001:103). Communicative language teaching, on the other hand, puts teaching speaking skills in the core of ESL classrooms. According to CLT, to be able to speak in a language, a learner should have the communicative competence which contains grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale and Swain, 1980).

In CLT, accuracy is not overlooked, on the contrary, the harmony between accuracy and fluency is sought to be constituted (Lazaraton, 2001: 104). In addition, teaching multiple skills such as using reading and writing activities after speaking, has been given high importance in CLT (ibid).

There is a variety of ways to teach speaking skills in the ESL/EFL classrooms. Lazaraton (2001) lists the foremost types of speaking activities like discussions, speeches, role-plays, conversations, and audiotaped oral dialogue journals.

Discussions are not usually so much preferred activities in speaking classes because of various reasons such as large classes, proficiency levels of the students or time restrictions (Green, Christopher, and Lam, 2002:225). Generally, for discussion activities, after the students are given the topic through reading or listening, they get together to discuss. Students are first grouped randomly, and then they are assigned some duties such as keeping time, taking notes, reporting results in the discussion. In addition to that, informing the students about what they discuss, why they discuss and what the expected results might be is also essential (Lazaraton, 2001:106). However, just grouping the students and giving them a topic to discuss without guidance is not a desirable way. The students need to be guided before and after the activity (Lazaraton,

2001:106). However, Green, Christopher, and Lam (2002: 225) are not in the favor of guided or structured discussions since they believe that even though this kind of discussions might prevent the communication breakdowns, guided or structured discussions do not allow the students to select the topic, to monitor or assess themselves or their peers. So, Green, Christopher, and Lam (2002) suggest a heuristic approach for the discussion activities.

In their approach (Green, Christopher, and Lam, 2002) the discussion activities have three steps: pre-discussion, discussion, and post discussion. In the pre-discussion step, it is advocated that homogenous groups of four should be formed in terms of linguistic ability and personality type. Furthermore, a partner group of observer-evaluators whose job is to observe, describe and evaluate is created. The topics are also identified and organized by the students in the pre-discussion step by using brainstorming and mind-mapping techniques. The discussion step is the place where peer observation and peer evaluation take place. The teachers' job is, however, to walk by from group to group just to prevent probable troubles in communications. In the post-discussion step, the strong points and the weak points of the discussion are revised and discussed by peers and the teachers together. Also, a great deal of adjustments and enhancement of grammar and vocabulary are done in this stage (Green, Christopher, and Lam, 2002:226-231).

Speeches can be practiced in two different ways. In a prepared speech, while the teachers give the speech structure and time limitation to the students, the students' choice of the topics that they want to talk about is strongly recommended. Some responsibilities such as evaluating the speech should be assigned to the students during the activity. Impromptu speech, however, has the students speak without any preparations and it is a more real-like language activity (Lazaraton, 2001:106-107).

Role-plays which can be obtained from prepared scripts, instruction, or discussions of speech act, etc. help the learners to understand the social interactions and its diversity in speech acts such as inviting, complaining, regretting, apologizing, etc. (Lazaraton, 2001:107-108).

Conversations allow the students to investigate and assess the language which is generated around them. EFL/ESL students rarely have the chance or as a matter of fact, the confidence to be able to communicate with the native speakers. Lazaraton (2001:108) suggests that a native speaker can be found by the students and the dialogue between the native speaker and the student can be recorded and then transcribed by

not changing any mistakes including grammar and pronunciation mistakes, hesitations, false starts, or pauses just to make the students understand that native speakers are not perfect. Transcriptions can be also used for several other activities such as identifying communication difficulties (Lazaraton, 2001:108). Tsang and Wong (2002) offer an interactive, collaborative, and reflective approach for conversational English. Tsang and Wong (2002:212) criticize that in a traditional conversation class in Hong Kong, the main focus is the formal characteristics of the language and the processes of the conversational interaction such as collaborative features, negotiation of meaning, etc. are ignored. The teacher is the person who controls the students, gives the input, corrects the errors, and is the only source of input and feedback. In addition to these, not enough attention to paralinguistic is given. However, in Tsang and Wong's approach (2002:213), the students firstly brainstorm about the vocabulary beforehand as a source of input. To provoke a realistic communication, the students are handed over conversation starters of which job is to explain an idea, to propose or to describe detail. Also, in order to diminish the threat and exploit the learner's involvement, the students are filmed in the absence of the teacher. And then, the videotapes are evaluated by the students by completing worksheets for themselves or their peers (Tsang and Wong, 2002:13).

Audiotaped oral dialogue journals which are similar to written journals in writing classes go hand in hand with accuracy and fluency. This kind of journal starts with first the teacher giving some instructions or a topic to the students by audiotaping it, and then the students respond it and return it to the teacher again for evaluation or suggestion. The students should be aware of the fact that the main emphasis of the oral dialogue journals is to study on 'unplanned speaking', so the students should react spontaneously (Lazaraton, 2001:109).

McDonough and Shaw (1993: 163-165) also suggest communication games and problem-solving activities for speaking classes. In communication games, the students need to cooperate with their peers to get the information and to complete the tasks via communicating. Problem-solving activities provide the learners with a communication purpose with the help of information gap activities. In these kinds of activities, each student or each student groups have a different piece of information and they need to communicate to share the information in order to complete the information gap (McDonough and Shaw, 1993:163-165).

To evaluate the students' oral skills, the teachers should follow some steps. Brown and Yule (1983, cited in Lazaraton, 2001) suggest that firstly, any purposeful, structured, or organized speeches should be obtained. Secondly, it is important to provide reliable input to all the students. And lastly, the outcomes of the evaluation should be clear and comprehensible so the student can understand.

Knowing only grammatical or semantic rules does not necessarily suffice to be able to speak in a foreign language. A learner also needs to be aware of the verbal communication along with paralinguistic components such as stress, pitch, intonation, and nonlinguistic components such as gestures, body language, facial expression, etc. (Shumin, 2002:204). That is why speaking in a foreign language is a thought-provoking job, especially for adult EFL learners. The various factors that can affect adult learners' speaking ability are age constraints, aural medium, sociocultural factors, and affective factors (Shumin, 2002:205:206). It is now a well-known fact that adult learners do not seem to achieve as high proficiency as the young learners do by means of natural exposure (Krashen, Long, and Scarcella, 1982, cited in Shumin, 2002:205) since their progress in learning seems to stop permanently at one point which is called fossilization (Shumin, 2002:205). Moreover, the role of listening in developing speaking ability cannot be disregarded. To keep a conversation going, one has to understand what is said and answer accordingly. Therefore, the shortness of speeches along with the characteristics of spoken language such as incomplete forms, false starts, fillers, etc. might slow down the progress of oral communication (Shumin, 2002:205). Furthermore, sociocultural factors have a profound influence on oral communication. It is vital to know the social settings to be able to speak appropriately in a foreign language (Shumin, 2002:206). In addition, not knowing the nonverbal communication system or which nonverbal cues to choose might lead to misinterpretations (ibid). Lastly, it is worth mentioning that the affective factors which are emotions, self-esteem, empathy, anxiety, attitude, and motivation affect the learners' failure or success (Shumin, 2002:206). The fear of making mistakes, especially in front of the audience, make adult learners more concerned in comparison to the young learners (ibid).

Shumin (2002) suggests some oral activities which can help to improve EFL learners' speaking ability such as aural activities, visual activities, material-aided activities, and cultural awareness activities. For aural activities, Shumin (2002:209) states that aural materials such as news reports on the radio can be listened first and then the students

can act out some parts of it or some comprehension questions or information-gap activity can be followed. In visual activities, since the students do not have enough interaction with the native speakers, appropriate films, soap operas can be used; so that the students can be exposed to a variety of authentic language, language use in real situations, levels of formality, nonverbal behavior, and types of exclamations. Material-aided activities allow the students to communicate by using the appropriate reading materials such as hotel brochures to make a reservation, menus to order, articles to give an oral report, etc. (Shumin, 2002:210). With the culture awareness activities, the students have presented the situations in which some cultural misunderstandings take place and lead to people to become offended or angry. The students might be asked to investigate and identify what the problem is and why it occurs. By doing so, the students can gain perception about the target culture and this helps to raise cultural awareness (Shumin, 2002:210).

Aliakbari and Jamalvandi (2010) conducted research in Ilam, Iran to investigate to what extent the task-based language teaching (TBLT) oriented role plays to improve the EFL learners' speaking ability. Ellis (2003, cited in Aliakbari and Jamalvandi, 2010:18) states that task-based language teaching is a robust spin-off of CLT. The researchers selected sixty EFL sophomores in various universities. IELTS examination was used to determine the learners' level and then every other learner was distributed to the control and experimental group. Both the control and the experimental group have thirty students. Pretest and posttest were administered to both groups. While the experimental group was given the role play cards, the control group was not given role-play cards. Both groups attended twice a week, for two months. IELTS test which consists of three sections was implemented in both pretest and posttest. In the first section, the candidate is asked general questions for 4-5 minutes, in the second part, the candidate is asked to speak on a certain topic for 2-3 minutes and in the third section the candidate and the examiner talk about a particular topic which is mainly related to the topic in the second section. The study indicates that the learners in the experimental group have shown higher achievement than the learners in the control group. According to the results, the researchers strongly believe that the task-based language learning has a positive impact on improving learners' speaking ability and role play activities are effective and useful tools in EFL classes (Aliakbari and Jamalvandi, 2010).

Above, the related history and literature of teaching four skills which are listening, reading, writing, and speaking in CLT are presented, respectively. Also, some related studies are included in each skill. Since one of the aims of CLT is to improve techniques to teach four language skills to promote the communication (Richards and Rodgers, 2001:155), it is undoubtedly crucial to examine the course books which are claimed to follow CLT to understand how four skills are presented and taught for the sake of CLT.

2.6. Studies on Course book Analysis

With the advent of Communicative Language Teaching (CLT), the face of the course book design had been completely changed in order to fulfill the necessities of the new approach. The main emphasis of CLT is to improve communication by using four skills altogether. Presently, there are abundant course books which claim that they are designed in accordance with the principles of CLT at the markets. When there are materials in abundance, it is essential and significant to study these claimed to be communicative course books. Many studies have been conducted to investigate the course books in terms of various categories in different countries. Here, some of the course book studies with different aims are presented.

In 2013, Taylan investigated the course book *Breeze 9* which is published by the Ministry of National Education and is studied in 9th grades in public high schools in terms of its effectiveness in the categories such as aims, teaching grammar, communicative activities, its presentation, needs, and interests. The researcher aims to obtain the opinions of the 9th-grade high school students and 9th-grade high school teachers through the questionnaires. According to the results, Taylan (2013) states that even though the course book *Breeze 9* is considered highly effective by the students, the teachers believe that the effectiveness of the course book is low.

Karakılıç (2014) conducted a study to evaluate the course book *Language Leader* studied at a foundation university by receiving the students' ideas through the questionnaires. The researcher found that the students' perspectives vary extensively. A considerable number of students are satisfied with the physical appearance, layout, design, and methodology of the course book, however, the students tend to think that the course book does not match with their proficiency level and language learning purpose. In addition, the reading and writing materials in the course book are found to be quite difficult by the students.

Avşar (2017) evaluated the course book *Fun with Teddy* which is used in public primary school for the 2nd graders in terms of its compatibility to the needs and the purposes of the current curriculum, the appropriateness of the approach of the course book, the design, the activities and the organization of the course book. The researcher interviewed twenty 2nd grade teachers and five ELT academicians. The results demonstrate that whereas the academicians find the course book suitable to teach the young learners, the course book is considered insufficient and ineffective by the teachers.

Boyras (2018) analyzed the course book *Moonlight* which is suggested by the Ministry of National Education to 8th-grade students for five years. The researcher aims to investigate the effectiveness of the course book in terms of its layout, design, content, aims, methodology, activities, and language skills. According to the results, some of the problems about the course book stated by the students and the teachers are that there is too much emphasis on vocabulary, not enough pronunciation practices, complex reading materials, grammar-based teaching, unrelated topics, weaknesses on the integration of the language skills. However, some of the assets of the course book are also indicated. It is stated that the course book has useful workbook activities, and appealing cover page.

In 2016, Gözgenç conducted a study at one of the state universities to analyze the reading materials of the course book *Speakout* in terms of the intercultural communicative competence. The researcher used a checklist to examine the reading materials in the course book. The results of the study show that the reading activities of the course book are unable to boost the learners' intercultural communicative competence.

In Spain, Criado and Sánchez (2009) examined seven different course books in different educational settings to find out the communicative potential of the activities and the communicative nature of the implemented methodologies. According to the results, they state that 50-80% of the activities in the course books are real communicative activities.

In Oslo, Norway, Heim (2006) compares and contrasts two different course books, *Passage* and *Across*, by receiving the students' ideas and experiences about the books. She finds that the course books provide sufficient communicative activities which are also encouraged to use in the course books.

In 2014, Co analyzes several course books in Malaysia and Hong Kong to find out how the Communicative language teaching impact teaching grammar. He finds that the grammar activities in course books still follow the structural method and the CLT practices are limited.

Ebadi and Hasan (2016) aim to elicit and categorize the tasks in the course book, *Sunrise 12*, which is used in the Kurdistan Region of Iraq. The results demonstrate that while the cognitive tasks are not so common in the course book, linguistic and creative tasks seem to be used more often and they show more affective and intrapersonal features.

Ander (2015) investigates *New Bridge to Success* course book that is designed for Anatolian High Schools in Turkey to analyze that to what extent the course book is compatible with the principles of Communicative language teaching by studying the tasks and recognizing the sub-skills the course book has. The results show that the course book has sub-skills of four skills. However, the presence of various productive skills in the course book outweighs the receptive skills. In total, the course book includes vocabulary, pronunciation, and grammar at 27.5 %, and receptive and productive skills at 72.5 % that shows that *New Bridge to Success* furnishes a skill-based syllabus.

In South Korea, Litz (2005) studies the instructional worth and the appropriateness of the course book, *English Firsthand 2*. According to the results, Litz states that the teachers agree that the course book is substantially in line with the goals of the language-learning program. In addition, it is discovered that the course book encourages the students for further language study by raising their interest.

The interchange course books that were examined in this study are also used by many institutions in Iran (Riasati and Zare, 2010). The New Interchange series has been studied in various viewpoints. In their study, Riasati and Zare (2010) examine the pedagogical value and the suitability of the New Interchange series by receiving teachers' perspectives. According to the results, the teachers are satisfied with the price, accessibility, the teacher's guide, audio tape, layout, and design, along with the well-balanced activities and communicative activities.

In 2012, Soleimani and Dabbaghi assess the presence of adequate comprehensible pragmatic input in the New Interchange 3rd Edition series along with the EFL learners' ability to achieve various speech situations. Their findings indicate that the learners

are provided with the sufficient pragmatic input in order to carry out their basic communicative needs by the series.

In another study, Sahragard, Rahimi, and Zaremoayyedi (2010) attempt to discover and examine how the communicative and task-based approaches are applied in the Interchange Series 3rd Edition course books by asking four rates who were ELT experts and had taught the series at least one year. The results show that the intended aims of the series are not entirely covered. Moreover, they claim that the supra sentential level is not taken care of adequately for the learners' anticipated input and output.

2.7. Conclusion

In this chapter, the literature related to course book, the course book evaluation, and its importance are discussed. The history of Communicative language teaching and its principles are presented. Teaching four language skills, listening skill, reading skill, writing skill, and speaking skill are mentioned, respectively. A variety of methods and techniques to teach each language skill in literature are explained. Also, some studies in CLT field related to the four skills and course book evaluation which will later be borne in mind for the current study are discussed. In the next chapter, the methodology of the study will be presented.

CHAPTER III

METHODOLOGY

3.1. Introduction

This chapter begins with a presentation of the research design. Next, the context of the study, the participants, and the structure of the course book investigated in this research are discussed. After that, the methodology of the study is explained by discussing the data collection tools, the pilot study, and the data analysis.

3.2 Research Design

In this study, a descriptive quantitative design is used. Grove, Burns, and Gray (2013:215) state that descriptive designs can be used for improving a theory, finding difficulties with the study, validate the study, expressing opinions, or discovering what is happening in similar circumstances. Isaac and Micheal (1977:18, cited in Ekmekçi, 1999:5) explain the reason why the descriptive design is used is to identify the evidence of a certain population factually and exactly.

In this study, the opinions of the students' and teachers' are collected by means of questionnaires to investigate to what extent the Interchange Series (5th Edition) follows the principles of Communicative language teaching and implement the four skills in the series. The participants, both the students and the teachers, were chosen randomly. By asking two different groups of course book users their opinions, the researcher intends to obtain a wider and clearer understanding of the course book.

3.3. Context and participants

The Interchange 5th Edition course books series is used at the preparatory school at one of the foundation universities in Turkey in the 2018-2019 academic year. The university in which the study was conducted is an international research university with many departments in which medium of instruction is mainly English. That is why the School of Foreign languages holds an examination at the beginning of the semester. The students whose departments' medium of instruction is English are obliged to take an online placement test to determine their level. According to the level, which is ascertained by the online placement test, the students are placed into different classes. The Interchange 5th Edition series includes four main books: Intro, Level 1, Level 2, and Level 3. Each learner is provided with a student book which includes a workbook

and a video book along with the digital source like online self-study, online workbook, and worksheets of four skills in various formats such as audio, PDF, text document, video, a zip file, etc. The series is used at each level, from A1 to B1+, for sixteen hours each week. The intro is used at A1, Level 1 is used at A2, Level 2 is used at B1, and Level 3 is used at B1+. However, another course book that is not included in this study is used at the B2 level. Each book is supposed to be completed in seven weeks. Interchange 5th Edition course book series is used for main course classes supported with the skill classes, reading and writing, and listening and speaking. The students need to complete the B2 level successfully to be able to start studying in their respective programs.

This study aims to investigate the Interchange 5th Edition series in terms of four skill use in the light of CLT. The reason why the researcher decided to examine the Interchange 5th series is that she has been using the series for five and a half years now at this university and she would like to discover how effective the course book is from the points of view of both student and teachers.

3.3.1 Structure of the textbook

Interchange 5th Edition is a four-level course book series which promotes communicative approach with adaptable units and digital support for students and also useful tools for teachers (www.cambridge.org, 2019).

Each Interchange 5th Edition course book has sixteen units. The content page of each textbook demonstrates sixteen units with various topics, interchange activities, grammar plus, grammar plus answer key with additional resources which are an appendix, language summaries, workbook answer key, and credits. The plan of each course book indicates that speaking, grammar, pronunciation, listening, writing, and reading are studied in each unit. Each unit has two cycles and the sequence of these cycles has similar patterns. In the first cycle, each unit starts with the *Snapshot* section in which the topic and the unit vocabulary are introduced. It is usually followed by the *Conversation* section which provides listening and speaking activities. Then, the grammar of the unit is presented in the *Grammar Focus* section that also includes audio recording, controlled grammar practice, and speaking practice. The *Pronunciation* section offers controlled practice and promotes the extended or personalized practice. The *Perspective* section provides listening and speaking practice along with some useful expressions and discourse. The *Word power* is the section where the related vocabulary is studied with the practices. The *Discussion* section includes pair work,

group work, and class activities for communicative tasks to develop oral fluency. The *Listening* section has pre and post-listening tasks and also listening for main ideas or details is aimed to develop. The second cycle starts with the *Conversation* and then is followed by the *Grammar focus*, *Writing*, *Listening* and *Reading*. Unlike the first cycle, the second cycle has the *Writing* and *Reading* sections. In the *Writing* section, model writing samples are provided with various genres and is aimed to strengthen the vocabulary and the grammar in the cycles. The *Reading* section provides a different kind of texts by including pre- and post-reading activities.

The Council of Europe defines six levels of communicative ability: A1 (Breakthrough), A2 (Waystage), B1 (Threshold), B2 (Vantage), C1 (Effective Operational Proficiency), and C2 (Mastery). The correlation between Interchange 5th Edition and the Council of Europe's levels presented in the Interchange Fifth Edition Level 1 (2017: xxi) is shown in the table below.

Table 3.3.1.1: Interchange Fifth Edition and the Common European Framework of Reference

	CEFR	Council of Europe	Cambridge ESOL	IELTS	TOEFL IBT	TOEIC
Interchange						
Level Intro	A1	Breakthrough				120+
Level 1	A2	Waystage				225+
Level 2	B1	Threshold	KET (Key English Test)	4.0-5.0	57-86	550+
Level 3			PET (Preliminary English Test)			
Passages						
Level 1	B2	Vantage	FCE (First Certificate in English)	5.5-6.5	87-109	785+
Level 2	C1	Effective Operational Efficiency	CAE (Certificate in Advanced English)	7.0-8.0	110-120	490+ (Listening) 445+ (Reading)

3.3.2. Participants

This study was applied to randomly chosen 118 prep school students and 13 lecturers who work at the same institution in the 2018-2019 academic year. All the books included in Interchange Fifth Edition series have been used by each lecturer. Five male lecturers and eight female lecturers participated in this study. The students were using the Interchange Fifth Edition series for one year. 62 female and 56 male students attended to the study. All the books in the series are used by the students.

3.4. Method of the Data Collection and Analysis

The communicative elements of Interchange Fifth Edition series in terms of four skills were investigated in this study. Two questionnaires were used to receive the data from the teachers and the students. As Ekmekçi (1997:2-3) points out, questionnaires are used in survey research for several reasons. Questionnaires can help the researchers to diagnose the problems, to ascertain some possible solutions to the current problems, and to receive the respondents' ideas and opinions on a particular topic (Ekmekçi, 1997:2-3). In this study, Statistical Packages for Social Sciences (SPSS) Windows 22.0 was used to analyze the data obtained from the questionnaires.

3.4.1. The Teacher and Student Questionnaire

In this study, a student questionnaire and a teacher questionnaire were used (See Appendix A and B). The questionnaires were delivered to the students and the teachers through google forms. The items in both questionnaires are adapted from the textbook evaluation checklist of Cunningsworth (1995) and Litz (2000). Both the teacher and the student questionnaire have several parts in them. The teacher questionnaire has two parts. Some demographic questions were asked in the first part. The second part has the evaluation questions. The student questionnaire; on the other hand, has three parts. The first part has demographic questions, the second part presents some questions for the need analysis. The third part has the evaluation questions. The student questionnaire consists of 28 items. The teacher questionnaire covers 18 items. In both questionnaires, the students and the teachers are asked to respond to the items by using a 5-point Likert scale type scale as "1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree". Both the teacher questionnaire and the student questionnaire are prepared in Turkish to avoid any misunderstanding and confusion for the sake of the study.

3.4.2. Pilot Study

Before the questionnaires were implemented, a pilot study was conducted to check the items in the questionnaires whether they are understood properly by both the students and the teachers and to detect any possible problems, so the researcher can make any necessary adjustments before the real implementation. For the pilot study, randomly chosen five students and three lecturers took part. The participants were informed that attending this study is voluntary and their information in the questionnaires will not be used in the real study. While no problem was found with the students' questionnaire,

the lecturers pointed out that the items in the questionnaire are a bit longer to understand. The teacher questionnaire was reviewed and readjusted in accordance with the comments of the lecturers. Some items were shortened just to make them easy to understand.

3.4.2. Data Analysis

The data gained from the questionnaires were analyzed by using Statistical Packages for Social Sciences (SPSS) Windows 22.0. The data obtained from the google forms were extracted into Excel files and these data were used in Statistical Packages for Social Sciences (SPSS) Windows 22.0 to analyze and receive statistical results. The number, percentage, mean, and standard deviation were used as descriptive statistical methods in the evaluation of the data. In this study, the reliability of the course book evaluation scale was found to be high as Cronbach's Alpha = 0.951 according to the student's perceptions and the reliability of the course book evaluation scale was found to be high as Cronbach's Alpha = 0.857 according to teachers perceptions.

The scores of the scale dimensions were evaluated between 1 and 5. In order to calculate the distribution range, the formula $\text{Distribution range} = \text{Maximum value} - \text{Minimum value} / \text{Number of degrees}$ is used. This range has a width of 4 points. This width was divided into five equal widths. The limit values were determined as "very low" between 1.00 and 1.79, "low" between 1.80 and 2.59, "medium" between 2.60 and 3.39, "high" between 3.40-4.19, "very high" between 4.20 and 5.00. Then, the findings were interpreted accordingly (Sümbüloğlu,1993:9).

The t-test was used to compare quantitative continuous data between two independent groups, and an one-way ANOVA test was used to compare quantitative continuous data between more than two independent groups. After the ANOVA test, the Scheffe test was used as a complementary post-hoc analysis to determine the differences. The findings were evaluated in a 95% confidence interval and a 5% significance level.

3.5. Conclusion

In this chapter, the methodology of the current study was introduced. Firstly, the design of the study was discussed. Later, some details were given about the context and the profile of the participants of the study. It is followed by data collection and analysis. The structure of the questionnaires, how and why they were implemented were explained. Later, the implementation of the pilot study was described. Finally, the data

analysis process was presented. The following chapter will present the findings and the results.



CHAPTER IV

FINDINGS AND RESULTS

4.1. Introduction

In this study, the data received from the questionnaires were analyzed in SPSS (Statistical Package for Social Sciences) for Windows 22.0. By analyzing the items in the questionnaires, the research questions of this current study are aimed to be answered. The data is analyzed by using the number, percentage, average, and standard deviation as descriptive statistical methods. Moreover, while t-test was used to compare the quantitative continuous data between two independent groups, a one-way ANOVA test was used to compare the quantitative continuous data between more than two independent groups. In order to determine the differences after the one-way ANOVA test, Scheffe was preferred as a supplementary post-hoc analysis.

The research questions are desired to be answered in the current investigation are:

1. To what extent is the course book Interchange 5th Edition series effective in reaching its aims in general according to the students?
 - a. To what extent are the four skill exercises and activities suitable and successful to reach the goals of CLT in Interchange 5th Edition series according to the students?
2. To what extent is the course book Interchange 5th Edition series effective in reaching its aims in general according to the teachers?
 - a. To what extent is the course book Interchange 5th Edition series effective in terms of its approach to foreign language teaching and learning?
 - b. To what extent are the four skill activities and exercises suitable and successful in the course book Interchange 5th Edition series in terms of CLT according to the teachers?

4.2. Results

Some demographic information of both students and teachers, the results of the need analysis in the student questionnaire, and the results of the data from the students' perception questionnaire and the teachers' perception questionnaire are presented below.

4.2.1. The findings in the student questionnaire

4.2.1.1. The students' answers about demographic questions and need analysis

Before starting to respond to the research questions, it is important to give some of the descriptive findings relating to the students who participated in this research. The mean age of the students is $18,850 \pm 1,196$ (Min=18, Max=28).

Table 4.2.1.1.2: Gender

	Frequency (N)	Percentage (%)
Female	62	52,5
Male	56	47,5

According to gender, 62 students (52.5%) are female and 56 of them (47.5%) are male.

Table 4.2.1.1.3: English language learning time

	Frequency (N)	Percentage (%)
During university	15	12,7
About 10 years	52	44,1
More than 10 years	51	43,2

12,7 % of the students (N=15) state that they have been learning English since they started the university, 44,1 % of the students (N=52) for about 10 years, and 43,2 % of the students (N=51) for more than 10 years.

Table 4.2.1.1.4: Where do you expect to use English in the future?

	Frequency (N)	Percentage (%)
Education and Academic field	28	23,7
Travel	43	36,4
Daily life and socializing	38	32,2
Business life and career	86	72,9

The table 4.2.1.1.4 shows that the students answer the question variously. 23,7% of the students (N=28) said they expect to use English for education and academic field, 36,4% of students (N=43) said for traveling, and 32,2% of the students (N=38) said for daily life and socializing. On the other hand, 72,9% of the students (N=86) said they expect to use English in business life and for career in the future. The results indicate that the majority of the students have a belief that they use English mostly in business and for career-motivated reasons in the future.

Table 4.2.1.1.5: Which one of the four skills is the most important in language learning?

	Frequency (N)	Percentage (%)
Listening	8	6,8
Speaking	95	80,5
Reading	4	3,4
Writing	11	9,3

According to the students, the most important skill is speaking for 80,5% (N=95), writing for 9,3% (N=11), listening for 6,8% (N=8), and reading for 3,4% (N=4). This table clearly demonstrates that the vast majority of the students consider that speaking is the most significant skill among the four skills.

Table 4.2.1.1.6: Learning type

	Frequency (N)	Percentage (%)
Individually	40	33,9
In pairs	37	31,4
In groups	41	34,7

33,9 % of the students(N=40) prefer to learn individually, 31,4% in pairs (N=37), and 34,7% in groups (N=41).

Table 4.2.1.1.7: How important is the course book in language learning?

	Frequency (N)	Percentage (%)
Very important	76	64,4
Not much important	42	35,6
Not important	0	0

It is shown in the table 4.2.1.1.7 that while 35,6 % of the student (N=42) believe that course book is not much important, 64,4% of the student (N=76) think course book is particularly important in language learning.

Table 4.2.1.1.8: Are you satisfied with using this course book?

	Frequency (N)	Percentage (%)
Yes	102	86,4
No	16	13,6

The table 4.2.1.1.8 shows that 86,4% of the students (N=102) like using the course book, however only 13,6% of the student (N=16) state that they do not like using the course book.

4.2.1.2. The students' perception of the course books

1. How effective is the course book Interchange 5th Edition series in reaching its aims in general according to the students?

Specifically,

- a. How suitable and successful are the four skill exercises and activities to reach the goals of CLT in Interchange 5th Edition series according to the students?

To be able to answer the first research question of the study, the students were asked to complete a questionnaire about the course books they have used. The results of the data are shown below.

S.1. Practice in all four skills is included and balanced.

Table 4.2.1.2.9: Frequency distribution of the students for S.1

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	1	0,8		
disagree	4	3,4		
neutral	29	24,6	3,890	0,825
agree	57	48,3		
strongly agree	27	22,9		

As the table 4.2.1.2.9 shows, 71,2% of the students (N=84) strongly agree and agree that the practice in all four skills is included and balanced in the course books; however, only 4,2% of the students (N=5) strongly disagree and disagree with that statement. On the other hand, 24,6% of the students (N=29) did not express any thought. As a result, it can be concluded that a vast majority of students think that practice in all four skill is included and balanced ($\bar{x}=3,890$).

S.2. The presentation and practice activities include the integration of skills in a realistic context.

Table 4.2.1.2.10: Frequency distribution of the students for S.2

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	6	5,1		
disagree	7	5,9		
neutral	35	29,7	3,661	1,056
agree	43	36,4		
Strongly agree	27	22,9		

The table 4.2.1.2.10 shows that 59,3 % of the students (N=70) strongly agree and agree that the presentation and practice activities include the integration of skills in a realistic context. 11% of the students (N=13) strongly disagree and disagree with the same

statement. However, 29,7% of the students (N=35) did not give any remark about this item. Therefore, it can be said that the students considerably think the presentation and the practices in the course books are presented in a realistic context with the skill integration ($\bar{x}=3,661$).

S.3. The course book uses authentic material at an appropriate level.

Table 4.2.1.2.11: Frequency distribution of the students for S.3

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	3	2,5		
disagree	2	1,7		
neutral	23	19,5	3,983	0,887
agree	56	47,5		
strongly agree	34	28,8		

As the table 4.2.1.2.11 shows, 76,3% of the students (N=90) strongly agree and agree that the course book uses authentic material at an appropriate level. However, only 4,2% of the students (N=5) strongly disagree and disagree with this item. 19,5% of the students (N=23) did not declare any idea. This clearly shows that a great majority of the students think the course books have authentic materials at appropriate levels ($\bar{x}=3,983$).

S.4. The course books pay attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.

Table 4.2.1.2.12: Frequency distribution of the students for S.4

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	2	1,7		
disagree	11	9,3		
neutral	25	21,2	3,856	1,015
agree	44	37,3		
strongly agree	36	30,5		

The table 4.2.1.2.12 demonstrates that 67,8% of the students (N=80) strongly agree and agree that the course books pay attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc. 11% of the students (N=13) strongly disagree and disagree with the same statement. On the other hand, 21,2% of the students did not point out any thought for this item. It can be concluded that the students think that the course books give importance to the subskills ($\bar{x}=3,856$).

S.5. The activities in the course books encourage sufficient communicative and meaningful practice.

Table 4.2.1.2.13: Frequency distribution of the students for S.5

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	3	2,5		
disagree	6	5,1		
neutral	41	34,7	3,720	0,969
agree	28	23,7		
strongly agree	34	28,8		

As it is shown in the table 4.2.1.2.13, 58,4% of the students (N=62) strongly agree and agree that the activities in the course books encourage sufficient communicative and meaningful practice. 7,6% of the students (N=9) strongly disagree and disagree with

this item. However, 34,7% of the students (N= 41) did not state any thought for this item Therefore, it can be concluded that more than half of the participants think the course books provide enough communicative and meaningful practice ($\bar{x}=3,720$).

S.6. The activities incorporate individual, pair and group work.

Table 4.2.1.2.14: Frequency distribution of the students for S.6

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	2	1,7		
disagree	4	3,4		
neutral	3	2,5	4,508	0,845
agree	32	27,1		
strongly agree	77	65,3		

The table 4.2.1.2.14 shows that 92,4% of the students (N=109) strongly agree and agree that the activities incorporate individual, pair and group work. However, only 5,1% of the students (N=6) strongly disagree and disagree with the same statement. Also, 2,5% of the students (N=3) did not express any idea. Therefore, it can be said that the majority of the student highly think that the course books allow the students to work individually, in pair and in groups ($\bar{x}=4,508$).

S.7. The listening materials form part of formal and informal speech.

Table 4.2.1.2.15: Frequency distribution of the students for S.7

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	7	5,9		
disagree	10	8,5		
neutral	21	17,8	3,797	1,159
agree	42	35,6		
strongly agree	38	32,2		

The table 4.2.1.2.15 shows that 67,8% of the student (N=80) strongly agree and agree that the listening materials form part of formal and informal speech. 14,4% of the students (N=17) strongly disagree and disagree with this item. 17,8% of the students (N=21) did not point out any thought regarding this item. So, it can be concluded that the students think the listening materials in the course books consist of formal and informal speeches ($\bar{x}=3,797$).

S.8 The listening material is set in a meaningful context.

Table 4.2.1.2.16: Frequency distribution of the students for S.8

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	4	3,4		
disagree	7	5,9		
neutral	21	17,8	3,907	1,013
agree	50	42,4		
strongly agree	36	30,5		

As it is indicated in the table 4.2.1.2.16, 72,9% of the students (N=86) strongly agree and agree that the listening material is set in a meaningful context. 9,3% of the students (N=11) strongly disagree and disagree with the same statement. 17,8% of the students (N=21) did not express any thought. Therefore, it can be said that the students think the materials in the course books are presented in a meaningful setting ($\bar{x}=3,907$).

S.9. The listening materials are suitable in terms of their sound quality, speed delivery, and authenticity.

Table 4.2.1.2.17: Frequency distribution of the students for S.9

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	5	4,2		
disagree	14	11,9		
neutral	28	23,7	3,661	1,119
agree	40	33,9		
strongly agree	31	26,3		

The table 4.2.1.2.17 shows that 60,2% of the students (N=71) strongly agree and agree that the listening materials are suitable in terms of its sound quality, speed delivery, and authenticity. 16,1% of the students (N=19) strongly disagree and disagree with this item. %23,7 of the students (N=28) did not give any remark. Consequently, it can be claimed that the students find the listening materials in the course books appropriate in terms of their speed, quality, and authenticity ($\bar{x}=3,661$).

S.10. The video material is provided in a meaningful context and shows facial expression, gesture, etc.

Table 4.2.1.2.18: Frequency distribution of the students for S.10

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	6	5,1		
disagree	10	8,5		
neutral	18	15,3	3,881	1,141
agree	42	35,6		
strongly agree	42	35,6		

The table 4.2.1.2.18 shows that 71,2% of the students (N=84) strongly agree and agree that the video material is provided in a meaningful context and shows facial expression, gesture, etc. 13,6% of the students (N=16) strongly disagree and disagree with this statement. On the other hand, 15,3% of the students (N=18) did not state any

thought. Thus, it can be concluded that the students think the video materials in the course book are presented in meaningful contexts and they include facial expression, gestures, etc. ($\bar{x}=3,881$).

S.11. The listening activities are supported by comprehension questions, extracting specific information, etc.

Table 4.2.1.2.19: Frequency distribution of the students for S.11

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	3	2,5		
disagree	8	6,8		
neutral	27	22,9	3,847	1,001
agree	46	39,0		
strongly agree	34	28,8		

As it is demonstrated in the table 4.2.1.2.19 , 67,8% of the students (N=80) strongly agree and agree that the listening activities are supported by comprehension questions, extracting specific information, etc. 9,3% of the students (N=11) strongly disagree and disagree with this item. However, 22,9% of the students (N=27) did not point out any opinion. Therefore, it can be claimed that most of the students think the comprehension question, extracting specific information, etc. are some kind of practices which support the listening activities ($\bar{x}=3,847$).

S.12. Materials for spoken English are well-designed to equip learners for real-life interactions.

Table 4.2.1.2.20: Frequency distribution of the students for S.12

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	4	3,4		
disagree	7	5,9		
neutral	36	30,5	3,703	0,998
agree	44	37,3		
strongly agree	27	22,9		

The table 4.2.1.2.20 indicates that 60,2% of the students (N=71) strongly agree and agree that materials for spoken English are well-designed to equip learners for real-life interactions. 9,3% of the students (N=11) strongly disagree and disagree with the same statement. On the other hand, 30,5% of the students (N=36) did not give any remark about this item. As a result, it can be claimed that the students mainly find the materials in the course books designed well for realistic communications ($\bar{x}=3,703$).

S.13. There is an emphasis on spoken English in the course book.

Table 4.2.1.2.21: Frequency distribution of the students for S.13

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	3	2,5		
disagree	8	6,8		
neutral	25	21,2	3,831	0,972
agree	52	44,1		
strongly agree	30	25,4		

As it is shown in the table 4.2.1.2.21, 69,5% of the students (N=82) strongly agree and agree that there is an emphasis on spoken English in the course book. 9,3% of the students (N=11) strongly disagree and disagree with the same item. 21,2% of the

students (N=25) did not express any thought. So, it can be concluded that the students substantially think that spoken English is emphasized in the course books ($\bar{x}=3,831$).

S.14. The materials for speaking which are such as dialogues, roleplay, communication activities are contained in the course books.

Table 4.2.1.2.22: Frequency distribution of the students for S.14

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	3	2,5		
disagree	7	5,9		
neutral	32	27,1	3,805	0,989
agree	44	37,3		
strongly agree	32	27,1		

The table 4.2.1.2.22 indicates that 64,4% of the students (N=76) strongly agree and agree that the materials for speaking such as dialogues, role-play, communication activities are contained in the course books. 8,4% of the students (N=10) strongly disagree and disagree with this statement. However, 27,1% of the students (N=32) did not express any idea about this item. Therefore, it can be concluded that the students noticeably think that there are various materials for speaking activities in the course books ($\bar{x}=3,805$).

S.15. There are specific strategies for conversation or other spoken activities, e.g. debating, giving talks.

Table 4.2.1.2.23: Frequency distribution of the students for S.15

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	9	7,6		
disagree	12	10,2		
neutral	41	34,7	3,398	1,126
agree	35	29,7		
strongly agree	21	17,8		

The table 4.2.1.2.23 demonstrates that 47,5% of the students (N=56) strongly agree and agree that there are specific strategies for conversation or other spoken activities, e.g. debating, giving talks. However, 17,8% of the students (N=21) strongly disagree and disagree with the same item. 34,7% of the students (N=41); on the other hand, did not point out any thought. Consequently, it can be said that the students think that course books include some strategies for speaking activities; such as debating, giving talks, etc. (\bar{x} =3,398).

S.16. The practice material is included to help learners to cope with unpredictability in spoken discourse.

Table 4.2.1.2.24: Frequency distribution of the students for S.16

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	3	2,5		
disagree	11	9,3		
neutral	43	36,4	3,568	0,991
agree	38	32,2		
strongly agree	23	19,5		

As it is indicated in the table 4.2.1.2.24, 51,7% of the students (N=61) strongly agree and agree that practice material is included to help learners to cope with unpredictability in spoken discourse. 11,8% of the students (N=14) strongly disagree

and disagree with this item. However, 36,4% of the students (N=43) did not give any remark about this item. As a result, it can be said that the students mostly think that the course books provide materials in order to deal with the unpredictability in communication ($\bar{x}=3,568$).

S.17. Reading passages and associated activities suitable for students' levels, interests, etc.

Table 4.2.1.2.25: Frequency distribution of the students for S.17

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	5	4,2		
disagree	2	1,7		
neutral	26	22,0	3,864	0,951
agree	56	47,5		
strongly agree	29	24,6		

The table 4.2.1.2.25 shows that 72,1% of the students (N=85) strongly agree and agree that reading passages and associated activities suitable for students' levels, interests, etc. 5,9% of the students (N=7) strongly disagree and disagree with this item. The percentage of the students who did not point out any thought is 22,0% (N=26). So, it can be claimed that the students are largely satisfied with the reading materials in terms of level, interests, etc. ($\bar{x}=3,864$).

S.18. There is sufficient reading material.

Table 4.2.1.2.26: Frequency distribution of the students for S.18

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	6	5,1		
disagree	4	3,4		
neutral	16	13,6	3,932	1,010
agree	58	49,2		
strongly agree	34	28,8		

As it is shown in the table 4.2.1.2.26, 78,0% of the students (N=92) strongly agree and agree that there is sufficient reading material. 8,5% of the students (N=10) strongly disagree and agree with this statement. 13,6% of the students (N=16) did not express and idea about this statement. Therefore, it can be said that the students significantly think that course books have enough reading materials ($\bar{x}=3,932$).

S.19. There is a focus on the development of reading skills and strategies.

Table 4.2.1.2.27: Frequency distribution of the students for S.19

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	2	1,7		
disagree	10	8,5		
neutral	36	30,5	3,712	0,979
agree	42	35,6		
strongly agree	28	23,7		

The table 4.2.1.2.27 demonstrates that 59,3% of the students (N=70) strongly agree and agree that there is a focus on the development of reading skills and strategies. 10,2% of the students (N=12) strongly disagree and disagree with the same statement. However, the percentage of the students who did not give any remark about this item is 30,5% (N=36). As a result, it can be claimed that the students mostly think that the

course books emphasize the enhancement of the reading skill and reading strategy ($\bar{x}=3,712$).

S.20. Reading materials are linked to other skills work.

Table 4.2.1.2.28: Frequency distribution of the students for S.20

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	5	4,2		
disagree	7	5,9		
neutral	20	16,9	3,890	1,044
agree	50	42,4		
strongly agree	36	30,5		

The table 4.2.1.2.28 demonstrates that 72,9% of the students (N=86) strongly agree and agree that reading materials are linked to other skills work. 10,1% of the students (N=12) strongly disagree and disagree with this item. 16,9% of the students (N=20) did not state any idea. Therefore, it can be said that the students considerably think that the reading materials are presented with the integration of other skills ($\bar{x}=3,890$).

S.21. The reading texts are authentic.

Table 4.2.1.2.29: Frequency distribution of the students for S.21

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	5	4,2		
disagree	4	3,4		
neutral	21	17,8	3,983	1,029
agree	46	39,0		
strongly agree	42	35,6		

As it is indicated in the table 4.2.1.2.29, 74,6% of the students (N=88) strongly agree and agree that the reading texts are authentic. 7,6% of the students (N=9) strongly

disagree and disagree with this statement. 17,8% of the students (N=21) did not state any thought. Therefore, it can be said that the students substantially think that the reading materials are authentic ($\bar{x}=3,983$).

S.22. Different types of texts (genres) are used as reading materials.

Table 4.2.1.2.30: Frequency distribution of the students for S.22

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	5	4,2		
disagree	13	11,0		
neutral	32	27,1	3,585	1,065
agree	24	20,3		
strongly agree	42	35,6		

As it is shown in the table 4.2.1.2.30, 55,9% of the students (N=66) strongly agree and agree that different types of texts (genres) are used as reading materials. 15,2% of the students (N=18) strongly disagree and disagree with this item. 27,1% of the students (N=32) did not express any idea. Therefore, it can be claimed that the students think that course books use different kinds of genres for reading ($\bar{x}=3,585$).

S.23. Writing activities are suitable in terms of the amount of guidance/control, degree of accuracy, organization of longer pieces of writing and use of appropriate styles.

Table 4.2.1.2.31: Frequency distribution of the students for S.23

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	3	2,5		
disagree	10	8,5		
neutral	32	27,1	3,695	0,983
agree	48	40,7		
strongly agree	25	21,2		

As the table 4.2.1.2.31 shows, 61,9% of the students (N=73) strongly agree or agree that writing activities are suitable in terms of the amount of guidance/control, degree of accuracy, organization of longer pieces of writing and use of appropriate styles. 11,0% of the students (N=13) strongly disagree and disagree with this item. On the other hand, the percentage of the students who did not declare any opinion about this item is 27,1% (N=32). Consequently, it can be said that students think that writing activities are suitable in terms of many respects ($\bar{x}=3,695$).

S.24. The course books handle different types of writings; such as controlled writing, guided writing, free writing.

Table 4.2.1.2.32: Frequency distribution of the students for S.24

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	6	5,1		
disagree	16	13,6		
neutral	38	32,2	3,500	1,153
agree	29	24,6		
strongly agree	29	24,6		

The table 4.2.1.2.32 demonstrates that 49,2% of the students (N=58) strongly agree and agree that the course books handle different types of writings; such as controlled writing, guided writing, free writing. 18,7% of the students (N=22) strongly disagree and disagree with this statement. However, 32,2% of the students (N=38) did not express any thought about this item. Therefore, it can be claimed that the students think that there are different kinds of writing practices available in the course books ($\bar{x}=3,500$).

S.25. There are an appropriate progression and variety of task for improving writing skill.

Table 4.2.1.2.33: Frequency distribution of the students for S.25

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	5	4,2		
disagree	10	8,5		
neutral	40	33,9	3,568	1,042
agree	39	33,1		
strongly agree	24	20,3		

As it is shown in the table 4.2.1.2.33, 53,4% of the students (N=63) strongly agree and agree that there are appropriate progression and variety of task for improving writing skill.12,7% of the students (N=15) strongly disagree and disagree with this item. On the other hand, 33,9% of the students (N=40) did not give any remark about this item. Consequently, it can be said that the students think that the development and the diversity of the writing tasks are suitable ($\bar{x}=3,568$).

S.26. Different sorts of writings, such as writing letter, comment, diary, filling an application, are taught.

Table 4.2.1.2.34: Frequency distribution of the students for S.26

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	10	8,5		
disagree	17	14,4		
neutral	32	27,1	3,390	1,206
agree	35	29,7		
strongly agree	24	20,3		

The table 4.2.1.2.34 indicates that 50,0% of the students (N=59) strongly agree and agree that different sorts of writings, such as writing letter, comment, diary, filling an application, are taught. 22,9% of the students (N=27) strongly disagree and disagree with this statement. However, 27,1% of the students (N=32) did not express any

thought. So, it can be concluded that the students think that course books teach the various type of writing ($\bar{x}=3,390$).

S.27. The learners are encouraged to review and edit their work.

Table 4.2.1.2.35: Frequency distribution of the students for S.27

	Frequency	Percentage	Mean	Standard deviation
strongly disagree	6	5,1		
disagree	4	3,4		
neutral	44	37,3	3,686	1,076
agree	31	26,3		
strongly agree	33	28,0		

As it is shown in the table 4.2.1.2.35, 54,3% of the students (N=64) strongly agree and agree that the learners are encouraged to review and edit their work. 8,5% of the students (N=10) strongly disagree and disagree with this item. However, 37,3% of the students (N=44) did not state any opinion about this statement. Therefore, it can be said that the students think that they are encouraged to revisit their work to evaluate and edit ($\bar{x}=3,686$).

4.2.1.3. One-way ANOVA test results

Table 4.2.1.3.36: The differentiation of the course book evaluation scores by the duration of English language learning

	Group	N	M	Sd	F	p
General Course book evaluation	During university	15	3,677	0,508		
	More than 10 years	52	3,927	0,570	2,511	0,086
	Less than 10 years	51	3,640	0,801		

The table 4.2.1.3.36 shows that the score of differentiation of the course book evaluation by the duration of English language learning does not show a significant difference ($p>0,05$).

Table 4.2.1.3.37: The differentiation of the course book evaluation scores by the preference of English language learning

	Group	N	M	Sd	F	p
General	Individually	40	3,610	0,741		
Course book evaluation	Pair work	37	3,843	0,708	1,711	0,185
	Groupwork	41	3,864	0,581		

N = Number of participants, M = Mean, SD = Standard Deviation, F=Frequency, p=Significance level

As the table 4.2.1.3.37 demonstrates, the score of differentiation of the course book evaluation by the preference of English language learning does not show a significant difference ($p>0,05$).

4.2.1.4. Independent groups T-tests results

Table 4.2.1.4.38: The differentiation of the course book evaluation scores by gender

	Group	N	M	Sd	t	df	p
General	female	62	3,854	0,617			
Course book Evaluation	male	56	3,680	0,744	1,385	116	0,169

df=degrees of freedom

The table 4.2.1.4.38 indicates that the general course book evaluation score of the students does not show a significant difference according to gender ($p>0,05$).

Table 4.2.1.4.39: The differentiation of the course book evaluation scores by the importance of course book

	Group	N	M	Sd	t	df	p
General	Very important	76	3,899	0,654			
Course book Evaluation		42	3,541	0,681	2,806	116	0,006
	Not much						

The table 4.2.1.4.39 demonstrates that the general course book evaluation score of the students shows a significant difference in terms of how important the students find the course book ($t_{(116)}=2,806$, $p=0.006<0,05$). The general course book evaluation score of the participants who believe the course book is very important in language learning is $\bar{x}=3,899$; on the other hand, the general course book evaluation score of the participants who believe the course book is not much important in language learning is $\bar{x}=3,541$. The first score is found higher than the second score.

Table 4.2.1.4.40: The differentiation of the course book evaluation scores by the satisfaction of course book

	Group	N	Mean	Sd	t	df	p
General Course book Evaluation	Yes	102	3,874	0,608	4,448	116	0,000
	No	16	3,116	0,785			

The table 4.2.1.4.40 shows that the general course book evaluation score of the students shows a significant difference in terms of course book satisfaction ($t_{(116)}=4,448$, $p=0.000<0,05$). The general course book evaluation score of the participants who are satisfied with the course book is $\bar{x}=3,874$; however, the general course book evaluation score of the participants who are not satisfied with the course book is $\bar{x}=3,116$. The first score is higher than the second score.

4.2.2. The findings of the teachers

4.2.2.1. The findings of the teachers' answers on demographic questions

The tables below indicate some descriptive qualities of the teachers who participated in this study.

The average age of the teachers in this study is found $28,615\pm 5,009$ (min=24, max=39).

Table 4.2.2.1.41: Gender

	Frequency (N)	Percentage (%)
Female	8	61,5
Male	5	38,5

The table 4.2.2.1.41 shows that 61,5% of the teachers (N=8) who participated in this study are female, 38,5% of them (N=5) is male.

Table 4.2.2.1.42: Education level

	Frequency (N)	Percentage (%)
Bachelor's degree	5	38,5
Master	8	61,5

As the table 4.2.2.1.42 shows, 38,5% of the teachers (N=5) who participated in this study only a have a bachelor's degree. However, 61,5% of them (N=8) have also a master's degree.

Table 4.2.2.1.43: Where do you expect your student will use English in the future?

	Frequency (N)	Percentage (%)
Business life	10	76,9
Travel	5	38,5
Education and academic life	7	53,8

The table 4.2.2.1.43 shows that 76,9% of the teachers (N=10) believe that students will use English for business-life purposes in the future. 38,5% of them (N=5) think that students will use English for traveling, and 53,8% of the teachers (N=7) think that students will use English for their education in academic life in the future.

Table 4.2.2.1.44: Which one of the language skills do you think is the most important?

	Frequency (N)	Percentage (%)
Speaking	10	76,9
Reading	1	7,7
Writing	2	15,4

The table 4.2.2.1.44 demonstrates that 76,9% of the teachers (N=10) answer the question “Which one of the language skills do you think is the most important?” as speaking. Only one participant (7,7%) answered as reading and two participants (15,4%) answered as writing.

Table 4.2.2.1.45: Which one of them do your students prefer to learn?

	Frequency (N)	Percentage (%)
Pair work	10	76,9
Group work	2	15,4
Individually	1	7,7

As the table 4.2.2.1.45 shows, 76,9% of the teachers (N=10) answer pair work to the question “Which one of them do your students prefer to learn?”. On the other hand, 15,4% of the teachers (N=2) answer group work and 7,7% of the teachers (N=1) answer individually.

Table 4.2.2.1.46: What do you think about the importance of course books in language learning?

	Frequency (N)	Percentage (%)
Very important	3	23,1
Important	10	76,9

The table 4.2.2.1.46 shows that 23,1% of the teachers (N=3) think that course book is very important in language learning. However, 76,9% of them (N=10) think that course books are important.

4.2.2.2. The teachers’ perception of the course book

1. How effective is the course book Interchange 5th Edition series in reaching its aims in general according to the teachers?

Specifically,

- a. How effective is the course book Interchange 5th Edition series in terms of its approach to foreign language teaching and learning through CLT?

- b. How successful are the four skill activities and exercises in the course book Interchange 5th Edition series in terms of four skills according to the teachers?

In order to answer the second research question of the study, teachers were asked to complete a questionnaire about the course book they have been using. The results of the data received from the questionnaire are shown below.

S.1. All four skills are adequately covered, bearing in mind your course aim and syllabus requirements.

Table 4.2.2.2.47: Frequency distribution of the teachers for S.1

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	0	0,0		
Disagree	1	7,7	3,769	0,832
Neutral	3	23,1		
Agree	7	53,8		
Strongly agree	2	15,4		

The table 4.2.2.2.47 indicates that 69,2% of the teachers (N=9) strongly agree and agree that all four skills are adequately covered, bearing in mind the course aim and syllabus requirements. 7,7% of the teachers (N=1) disagree with this item. The percentage of the teacher who did not state any idea on this item is 23,1% (N=3). Therefore, it can be said that a great majority of the teachers think the course book covers all four skills sufficiently ($\bar{x}=3,769$).

S.2. There is material for integrated skills work.

Table 4.2.2.2.48: Frequency distribution of the teachers for S.2

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	1	7,7		
Disagree	2	15,4	3,692	1,316
Neutral	1	7,7		
Agree	5	38,5		
Strongly agree	4	30,8		

As the table 4.2.2.2.48 shows, 69,3% of the teachers (N=9) strongly agree and agree that there is material for integrated skills work. 23,1% of the teachers (N=3) strongly disagree and disagree with this statement. However, 38,5% of the teachers (N=5) did not make a remark about this item. As a result, the teachers mainly think that integrated skills work are included in the course book ($\bar{x}=3,692$).

S.3. The skills work progresses in terms of complexity and difficulty, in line with the grammatical and lexical progression of the course.

Table 4.2.2.2.49: Frequency distribution of the teachers for S.3

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	0	0,0		
Disagree	3	23,1	3,615	1,121
Neutral	2	15,4		
Agree	5	38,5		
Strongly agree	3	23,1		

As the table 4.2.2.2.49 shows, 61,6% of the teachers (N=8) strongly agree and agree that the skills work progresses in terms of complexity and difficulty, in line with the grammatical and lexical progression of the course. 23,1% of the teachers (N=3) disagree with this item. The percentage of the teacher who did not point out any idea on this item is 23,1% (N=3). So, it can be concluded that the teachers think highly that

the skills works are developed together with the grammatical and lexical progress ($\bar{x}=3,615$).

S.4. The presentation and practice activities include the integration of skills in realistic contexts.

Table 4.2.2.2.50: Frequency distribution of the teachers for S.4

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	0	0,0		
Disagree	4	30,8	3,308	0,947
Neutral	1	7,7		
Agree	8	61,5		
Strongly agree	0	0,0		

The table 4.2.2.2.50 shows that 61,5% of the teachers (N=8) agree that the presentation and practice activities include the integration of skills in realistic contexts. 30,8% of the teachers (N=4) disagree with this item. 7,7% of the teachers (N=1) did not state any thoughts about the same item. As a result, it can be said that the teachers think there is an integration of skills in the presentations and practices of the course book ($\bar{x}=3,308$).

S.5. The course book uses authentic material at an appropriate level.

Table 4.2.2.2.51: Frequency distribution of the teachers for S.5

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	0	0,0		
Disagree	6	46,2	2,923	0,954
Neutral	2	15,4		
Agree	5	38,5		
Strongly agree	0	0,0		

As the table 4.2.2.2.51 demonstrates, 38,5% of the teachers (N=5) agree that the course book uses authentic material at an appropriate level. 46,2% of the teachers (N=6) disagree with this statement. 15,4% of the teachers (N=2) did not state any idea on this item. So, it can be concluded that the teachers think that authentic material is not used at an appropriate level in the course book ($\bar{x}=2,923$).

S.6. Reading passages and associated activities are suitable for students' levels, interests, etc.

Table 4.2.2.2.52: Frequency distribution of the teachers for S.6

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	0	0,0		
Disagree	1	7,7	3,615	0,768
Neutral	4	30,8		
Agree	7	53,8		
Strongly agree	1	7,7		

The table 4.2.2.2.52 shows that 61,5% of the teachers (N=8) strongly agree and agree that reading passages and associated activities are suitable for students' levels, interests, etc. 7,7% of the teachers (N=1) disagree with this item. However, 30,8% of the teachers (N=4) did not make a remark about this item. So, it can be said that

teachers mainly think that reading-related activities in the course book are suitable for the students ($\bar{x}=3,615$).

S.7. There is sufficient reading material in the course book.

Table 4.2.2.2.53: Frequency distribution of the teachers for S.7

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	1	7,7		
Disagree	5	38,5	2,769	1,092
Neutral	4	30,8		
Agree	2	15,4		
Strongly agree	1	7,7		

As the table 4.2.2.2.53 indicates, 23,1% of the teachers (N=3) strongly agree and agree that there is sufficient reading material in the course book. 46,2% of the teachers (N=6) strongly disagree and disagree with this statement. The percentage of teachers who did not state any thought is 30,8% (N=4). Therefore, it can be said that teachers think there is not enough reading material in the course book ($\bar{x}=2,769$).

S.8. Listening material is well recorded, as authentic as possible, accompanied by background information, questions, and activities which help comprehension.

Table 4.2.2.2.54: Frequency distribution of the teachers for S.8

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	1	7,7		
Disagree	3	23,1	3,385	1,261
Neutral	1	7,7		
Agree	6	46,2		
Strongly agree	2	15,4		

As it is shown in the table 4.2.2.2.54, 61,6% of the teachers (N=8) strongly agree and agree that listening material is well recorded, as authentic as possible, accompanied by background information, questions and activities which help comprehension.30,8% of the teachers (N=4) strongly disagree and disagree with this item. 7,7% of the teachers (N=1) did not make a remark about this item. Therefore, it can be said that teachers are mainly satisfied with the listening material quality and features ($\bar{x}=3,385$).

S.9. Material for spoken English (dialogues, roleplays, etc.) is well designed to equip learners for real-life interactions.

Table 4.2.2.2.55: Frequency distribution of the teachers for S.9

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	1	7,7		
Disagree	3	23,1	3,385	1,193
Neutral	0	0,0		
Agree	8	61,5		
Strongly agree	1	7,7		

As it is indicated in the table 4.2.2.2.55, 69,2% of the teachers (N=9) strongly agree and agree that material for spoken English (dialogues, role-plays, etc.) is well designed to equip learners for real-life interactions. 30,8% of the teachers (N=4) strongly disagree and disagree with this item. Therefore, it can be said that teachers mainly find the materials for spoken English well designed for learners ($\bar{x}=3,385$).

S.10. Writing activities are suitable in terms of the amount of guidance/control, degree of accuracy, organization of longer pieces of writing and use of appropriate styles.

Table 4.2.2.2.56: Frequency distribution of the teachers for S.10

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	4	30,8		
Disagree	7	53,8	1,846	0,689
Neutral	2	15,4		
Agree	0	0,0		
Strongly agree	0	0,0		

As the table 4.2.2.2.56 shows, 84,6% of the teachers (N=11) strongly disagree and disagree that writing activities are suitable in terms of the amount of guidance/control, degree of accuracy, organization of longer pieces of writing and use of appropriate styles. There is no one who agrees with this statement among the participants. However, 15,4% of the teachers (N=2) did not state any thought about this item. So, it can be concluded that teachers vastly think that writing activities are not efficient in terms of many aspects ($\bar{x}=1,846$).

S.11. The course book claims to be communicative in its aims.

Table 4.2.2.2.57: Frequency distribution of the teachers for S.11

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	1	7,7		
Disagree	0	0,0	4,000	1,000
Neutral	0	0,0		
Agree	9	69,2		
Strongly agree	3	23,1		

As it is demonstrated in the table 4.2.2.2.57, 92,3% of the teachers (N=12) strongly agree and agree that the course book claims to be communicative in its aims. 7,7% of the teachers (N=1) strongly disagree with this statement. Therefore, it can be said that

a great majority of the teachers highly think that the course book claims to be communicative ($\bar{x}=4,000$).

S.12. The syllabus of the course book is primarily communicative.

Table 4.2.2.2.58: Frequency distribution of the teachers for S.12

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	1	7,7		
Disagree	1	7,7	3,769	1,092
Neutral	0	0,0		
Agree	9	69,2		
Strongly agree	2	15,4		

As it is shown in the table 4.2.2.2.58, 84,6% of the teachers (N=11) strongly agree and agree that the syllabus of the course book is primarily communicative. 15,4% of the teachers (N=2) strongly disagree and disagree with this item. Thus, it can be said that the teachers substantially think that the syllabus of the course book is communicative ($\bar{x}=3,769$).

S.13. The design of the course book is influenced by communicative considerations, such as emphasis given to communicative activities, use of authentic materials and realistic task.

Table 4.2.2.2.59: Frequency distribution of the teachers for S.13

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	0	0,0		
Disagree	3	23,1	3,462	0,967
Neutral	2	15,4		
Agree	7	53,8		
Strongly agree	1	7,7		

The table 4.2.2.2.59 shows that 61,5 % of the teachers (N=8) strongly agree and agree that the design of the course book is influenced by communicative considerations, such as emphasis given to communicative activities, use of authentic materials and realistic task. 23,1% of the teachers (N=3) disagree with this item. However, 15,4% of the teachers (N=2) did not make any remark about this statement. So, it can be said that the teachers significantly think that the design of the course book has communicative elements ($\bar{x}=3,462$).

S.14. Realistic activities promote the learning of communicative skills and strategies which are transferrable to real-life communication.

Table 4.2.2.2.60: Frequency distribution of the teachers for S.14

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	1	7,7		
Disagree	1	7,7	3,846	1,144
Neutral	0	0,0		
Agree	8	61,5		
Strongly agree	3	23,1		

As it is indicated in the table 4.2.2.2.60, 84,6% of the teachers (N=11) strongly agree and agree that realistic activities promote the learning of communicative skills and strategies which are transferrable to real-life communication. 15,4% of the teachers (N=2) strongly disagree and disagree with this item. So, it can be concluded that teachers considerably think that communicative skills and strategies can be promoted by realistic activities ($\bar{x}=3,346$).

S.15. The elements of genuine communication, such as unpredictability, opportunities to express real information, feelings, opinions, etc., opportunities for learners to structure their own discourse, need to formulate and use communication strategies are present in the course book.

Table 4.2.2.2.61: Frequency distribution of the teachers for S.15

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	2	15,4		
Disagree	4	30,8	3,077	1,441
Neutral	0	0,0		
Agree	5	38,5		
Strongly agree	2	15,4		

As it is shown in the table 4.2.2.2.61, 53,9% of the teachers (N=7) strongly agree and agree that the elements of genuine communication, such as unpredictability, opportunities to express real information, feelings, opinions, etc., opportunities for learners to structure their own discourse, need to formulate and use communication strategies are present in the course book. However, 46,2% of the teachers (N=6) strongly disagree and disagree with this item. So, it can be concluded that the teachers think the course book has genuine communication elements ($\bar{x}=3,077$).

S.16. The course book includes material that reflects the nature of communicative interaction, in respect of the structure of discourse in interactions, the complexity of structure, range of appropriate lexis, features such as fillers and incomplete sentences at the appropriate level.

Table 4.2.2.2.62: Frequency distribution of the teachers for S.16

	Frequency	Percentage	Mean	Standard deviation
Strongly disagree	1	7,7		
Disagree	1	7,7	3,692	1,251
Neutral	3	23,1		
Agree	4	30,8		
Strongly agree	4	30,8		

As it is indicated in the table 4.2.2.2.62, 61,6% of the teachers (N=8) strongly agree and agree that the course book includes material that reflects the nature of communicative interaction, in respect of structure of discourse in interactions, complexity of structure, range of appropriate lexis, features such as fillers and incomplete sentences at the appropriate level. 15,4% of the teachers (N=2) strongly disagree and disagree with this statement. The percentage of the teachers who did not make a remark about this item is 23,1%, (N=3). Thus, it can be concluded that a great majority of the teachers vastly think that the materials which reflect the nature of communicative interaction are included in the course book ($\bar{x}=3,692$).

4.3. Conclusion

In this chapter, the discussion of the findings gathered from SPSS for Windows 22.0 is presented. This study aims to investigate two research questions by using quantitative analysis of the findings collected from two questionnaires. The first research question that aims to reveal students' perspective about the course book is analyzed with frequency analysis as a descriptive statistic method. The results show that the students think the course book they use presents four skills in a balanced way and follows the CLT principles. Furthermore, a substantial majority of the students have expressed their satisfaction with the course book they use. The second research question aims to seek opinions from the teachers' perspective. The data is again analyzed by using frequency analysis. The results indicate that the teachers think that the course book they use substantially an effective CLT course book which presents suitable four skills exercises and activities. In the next chapter, a discussion of the study, suggestions for further studies and a conclusion will be given.

CHAPTER V

DISCUSSION AND CONCLUSION

5.1. Introduction

This chapter firstly presents a discussion of the findings of the current study with the related literature and similar studies. Next, the limitations of the study will be mentioned, and some suggestions will be given for further studies accordingly. Lastly, a conclusion of the current study will be presented.

5.2. Discussion of the study

Course book is a significant component of foreign language learning. Having abundant course books at markets necessitates selecting the appropriate one for certain goals. As McDonough and Shaw (2002:64) state, course book evaluation deserves a crucial consideration since choosing and using inappropriate one for specific purposes may cause some financial troubles, waste of time, demotivation, etc. affecting on students and teachers. Up until today, many kinds of research have been conducted about course book analysis or evaluation for several reasons. The results of the researches may lead the teachers, institutions, or even Ministry of education to act in order to improve, alter or replace the materials, as necessary.

In the light of previous studies, this research intends to investigate the efficiency of Interchange Fifth Edition course book series used at a foundation university. The study mainly focuses on the efficiency of four skills and CLT elements in the course books from the points of students and teachers. For this aim, two separate questionnaires were adapted from the textbook evaluation checklist Cunningsworth (1997) and Litz (2000) prepared for both students and teachers to gather their opinions of the course books they use. The questionnaires were implemented through Google forms for both students and teachers. The data collected from the questionnaires were analyzed in SPSS Windows 22.0. with descriptive statistic methods. The results of the study will be presented below.

This study firstly aims to investigate the efficiency of Interchange Fifth Edition course book series from the students' point of view. It was sought to determine how suitable and successful the four skill exercises and activities are to reach the goals of CLT in Interchange 5th Edition series. The results show that students are highly satisfied with

the course book they use. The students think the course books present four skills in a balanced way and includes skill integration, as well. In addition, authentic materials and realistic contexts are present in the course book. These findings are in line with the findings of a similar study of Riasati and Zare (2010). They studied the pedagogical value and suitability of New Interchange Series from the teachers' perspective. They found out that New Interchange Series provides four skills balanced and integrated together with communicative exercises. Furthermore, the results of the current study indicate that course books provide enough communicative and meaningful practice for learners. Contrary to this finding, Sahragard, Rahimi and Zaremoayyedi (2010) found that even though it was claimed that improving the speaking ability of the learners and encouraging them to be communicatively competent are stated as the main objectives of Interchange course book series, it may not be achieved according to their findings. On a similar study; however, Heim (2006) studied two different course books, *Passages and Across*, to compare and contrast some features, especially pre-reading activities, by gathering students' ideas. The results indicate that pre-reading activities employ communicative activities for meaningful interaction. The participants also agree that pair work and group work during the activities are encouraged by the course books. This result is also in line with Sahragard, Rahimi and Zaremoayyedi 2010; Hajar and Azizollah, 2012. As Cunningsworth (1997:64) states it is essential to check if a course book provides four skills sufficiently, and in a balanced way considering level and objectives. Therefore, to able to investigate the use of four skills of the course book, the students were asked to respond to some items in the questionnaire. For listening skill, a vast number of students are pleased with the features of listening and audio materials, such as quality, authenticity, speed delivery, etc. and supporting activities. The findings for the speaking skill part does not show the same satisfaction as the listening skill. Even though nearly half of the students agree with the statements of the speaking skill part, a considerable amount of them did not state any thought. Especially, the participants seem not so sure about the use of speaking strategies such as debating, giving talks, etc. in the course books. In addition, the presence of activities or exercises for unpredictability which is the inherent features of genuine communication (Cunningsworth, 1997:118) is not quite confirmed by the students. In the reading skill part, the participants again demonstrate satisfaction with the book, except for some issues. Although more than half of the students agree that the course books improve reading skill and strategies, there is a big number of students who could

not make any remarks about this topic. Moreover, the participants do not seem so sure about that different genres are presented in the course books. For the writing part, despite the fact that many students mostly agree with the items, a substantial number of students could not point out any idea for most of the items. Nearly half of the students agree that there are different types of writing in the course book, a large number of the students are not certain about this. Furthermore, the participants seem not so sure about the presence of suitable development and diversity of task to improve their writing skill. In addition to that, a large number of students could not state any thought about whether they are encouraged for process writing.

Secondly, this study needs to identify the efficiency of Interchange Fifth Edition course book series from the teachers' point of view. The aim is namely to find out how effective Interchange Fifth Edition course book series is considering its approach to language learning and how suitable and successful the four skills activities are in terms of CLT according to the teachers. The results show that the teachers are generally satisfied with the use, integration, and progression of skills presenting in realistic contexts. On the other hand, the teachers think that the course books do not use authentic material at appropriate level. Moreover, even though the teachers agree that reading text and related activities are suitable for the students' level, interests, etc., they believe the number of the reading material is not sufficient. This finding is similar to the findings of Gözgenç (2016). In her study, she found out that textbook series of *Speakout* does not achieve to improve the learners' intercultural communicative competence (ICC) since the number of the reading materials that have the elements of ICC is not sufficient. In general, the teachers are satisfied with the listening material, its quality and features, and supporting activities. They also agree that speaking materials are well equipped for learners to prepare them for real-life interactions. However, almost all of the teachers think that writing activities are not suitable in terms of the amount of guidance/control, degree of accuracy, organization of longer pieces of writing and use of appropriate styles. Furthermore, a great majority of teachers think that the syllabus, design, and activities of the course book are mainly communicative. This finding is not in line with the findings of a similar study conducted by Taylan (2013) in Turkey. In his study, he found out that teachers think that the communicative activities and the presentation of the *Breeze 9* published by the Ministry of National Education for 9th-grade high school students are ineffective. In addition, the number

of teachers who agree that there are elements of genuine communication in the course book is almost the same as the number of teachers who disagree about the same topic. It seems there is not a consensus about the presence of elements of genuine communication in the course book. Overall, it can be concluded that the teachers think that Interchange Fifth Edition course book series provides balanced four skills activities and skill integration together with meeting communicative needs.

5.3. Suggestion for further studies

This research was implemented to investigate the efficiency of Interchange Fifth Edition course book series studied at a foundation university. Inevitably, there were some limitations while conducting the study. Here, some suggestions bearing in mind the results and the limitations of the study will be given for further studies and researchers who want to study similar subjects.

The first limitation might be the number of participants. For this study, two separate questionnaires were prepared to implement for students and teachers. The number of teachers who participated in this study seemed low. The main feature of the teachers to participate in this study is to teach all the four books of Interchange Fifth Edition course book series at the same institution. Because of this condition, it was challenging to find a sufficient number of the teachers for this study. Also, the age factor can be counted as another limitation since the teacher participants' age range is found between minimum 24 and maximum 39, and their experience average is 5,690. It seems this study mainly have younger teachers in the field. To have older and more experienced teachers might alter the results of the study. Therefore, to be able to gather a wider perspective from teachers, it might be useful to consider working with a greater number of teachers from different age groups from various institutions.

The number of students, on the other hand, might be found reasonable. However, not all of the students at the prep school could participate in this study because of some institutional reasons. For the sake of the study, the students should finish at least the first two-level (A1, A2) just to have enough knowledge and experience about the course books, and should be at least B1 or B1+. Since the B2 students use another course book rather than Interchange Fifth Edition course book series, they are not included in the study. These circumstances obviously lower the number of students

who can participate in this study. Nevertheless, it might be recommended for further researches to include more students to get a wider perspective.

5.4. Conclusion

In a language learning setting, a course book is indeed needed by teachers and learners since it can act as a map, supply materials, and present multiplicity (McGrath, 2002:10). A course book has many roles such as a source for materials and activities, a syllabus, or support for novice teachers (Cunningsworth, 1995:7). Evaluating a course book is as vital as selecting a course book in the first place. Cunningsworth (1995:14) states that one of the reasons to evaluate material is to determine its strong and weak parts, so as to improve weak parts and maintain strong parts. When assessing a material, it is important to determine the priorities of the measures and then limit the number of measures (Cunningsworth, 1995:5). In this study, Interchange Fifth Edition course book series was investigated in terms of its efficiency regarding four skills and CLT elements by gathering opinions of students and teachers. To obtain students' and teacher' perspectives about the course book they use, two separate questionnaires were adapted from the textbook evaluation checklist of Cunningsworth (1995) and Litz (2000). The data collected from the questionnaires was analyzed with descriptive statistics and the results were gathered.

The descriptive analysis shows that the majority of both teachers and students participated in this study show satisfaction of using Interchange Fifth Edition course book series. The findings demonstrate that both teachers and students think that the course books provide four skills balanced and integrated. While the students think the course books use authentic materials at appropriate levels, the teachers do not agree with that. The percentage of the teachers who thinks there is sufficient use of authentic material is 38,5%. About reading skill, both teachers and students agree that the reading materials are suitable for the students' level, interest, etc. On the other hand, whereas the students (78,0%) are satisfied with the number of the reading text of the course books, the teachers (46,2%) think there is not sufficient reading text in the course books. Also, both teachers and students seem to agree with the quality, features, and authenticity of the listening materials of the course books. However, although both teacher and students seem to agree that the course books attach importance to spoken English and provide enough related materials to prepare the learners for real life interactions, a considerable of students (34,7%) appear to be uncertain about the use

of various speaking strategies such as debating, giving talks, etc. In addition to that, both teacher and students do not seem to agree with the writing skill of the course books. A majority of the teachers (84,4%) disagree that the course books provide enough guidance and various strategies for writing, and support process writing and feedback. In addition, the students appear to be unsure about the presence of a variety of writings and encouragement for the process writing in the course book.

To conclude, Savignon (2002:7) mentions all components of communicative competence are connected to each other in CLT, and one cannot grow alone. So, balance and integration are crucial so as to improve communicative competence. Furthermore, CLT is usually associated with oral communication only. However, CLT should be interpreted as an equal implementation of four skills as long as the aim is to interpret, express or negotiate the meaning (Savignon, 2002:20). So, this study aims to investigate the efficiency of Interchange Fifth Edition course book series in terms of how the series handles four skills and CLT elements. As McGrath (2002:15) points out, during in-use evaluation it is crucial to ask several questions about the materials, such as what worked or did not work, what the problems the learners face, what kind of supplementary aid is needed. Thus, necessary alteration or intervention can be implemented when the strengths and weaknesses are determined. Nonetheless, it always should be kept in mind; one single course book cannot live up to all expectations for a particular group.

Consequently, this study was an attempt to investigate the efficiency of Interchange Fifth Edition course book series in terms of four skills and CLT elements. The results show that in general the course books follow the CLT principles and provide communication-oriented exercises. Also, the findings indicate that four skills are presented as balanced and integrated. On the other hand, it seems the course books have some weaknesses such as lack of a sufficient number of reading materials and authentic materials according to the teachers, and lack of writing strategies and implementation of process writing according to the students. However, as it was mentioned before, expecting from one course book to fulfill all goals and objectives is impossible. At this point, teachers and institutions should be in charge of keeping the stronger parts and altering or supplementing the weaker parts of any material so as to obtain maximum efficiency.

REFERENCES

- Aliakbari, M., & Jamalvandi, B. (2010). The Impact of " Role Play" on Fostering EFL Learners' Speaking Ability: A Task-Based Approach. *Journal of Pan-Pacific Association of Applied Linguistics*, 14(1): 15-29.
- Ander, T. (2015). *Exploring communicative language teaching in a grade 9 nationwide textbook: New bridge to success*. (Doctoral dissertation). Bilkent University, Ankara.
- Apple, M. W., & Jungck, S. (1990). "You Don't Have to Be a Teacher to Teach This Unit:" Teaching, Technology, and Gender in the Classroom. *American Educational Research Journal*, 27(2): 227-251.
- Boyras, U. (2018). *An evaluation of an English course book titled Moonlight targeting 8-th graders within a Turkish context* (Unpublished Master's Thesis). Çukurova University, Adana.
- Burns, N., Gray, J. R. & Grove, S. K. (2013). *The practice of nursing research: Appraisal, synthesis, and generation of evidence*. St. Louis, MO: Elsevier Saunders.
- Canale, M., & Swain, M. (1980). Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing. *Applied linguistics*, 1(1): 1-47.
- Christopher, E., Green, C. F., & Lam, J. (2002). Developing discussion skills in the ESL classroom. In W. A Renandya, J. C. Richards (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 225-233.
- Collins Dictionary, (2019). <https://www.collinsdictionary.com/> [April, 3]
- Criado, R., & Sánchez, A. (2009). English language teaching in Spain: Do textbooks comply with the official methodological regulations? A sample analysis. *International Journal of English Studies*, 9(1): 1-28.
- Cunningsworth, A. (1995). *Choosing your course book*. Oxford: Heinemann.

- Ebadi, S., & Hasan, I. M. (2016). A Critical Analysis of Tasks in EFL Textbook: A Case Study of Sunrise 12. *English for Specific Purposes World*, 17(49).
- Ediger, A. (2001). Teaching children literacy skills in a second language. In M. Celce-Murcia. (Eds.), *Teaching English as a Second or Foreign Language*, (3rd ed.), Boston, MA: Heinle & Heinle, 153-169.
- Ekmekçi, F. Ö. (1997). Research Manual for Social Sciences (Vol I). http://ekmekci.com/?page_id=363 [May,21]
- Ekmekçi, F. Ö. (1999). Research Manual for Social Sciences. (Vol II). http://ekmekci.com/?page_id=366 [May, 21]
- Fatima, S. (2012). Teaching report writing skills through communicative activities. *American International Journal of Contemporary Research*, 2(2): 104-109.
- Ferris, D. (2002). Teaching students to self-edit. In W. A Renandya, J. C. Richards (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 328-334.
- Field, J. (2002). The Changing Face of Listening. In W. A Renandya, J. C. Richards (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 242-247.
- Gözgenç, G. S. (2019). Acquiring intercultural communicative competence from course books: An analysis of reading activities in the course book “Speakout”. *International Journal of Educational Spectrum*, 1(1): 12-24.
- Harmer, J. (2007). *The practice of English language teaching*. Harlow: Pearson Longman.
- Heim, A. M. (2006). *A comparative analysis of two English textbooks used in upper secondary school* (Master's thesis). The University of Oslo, Oslo.
- Hymes, D. H. (1972). On Communicative Competence. In J. B. Pride and J. Holmes (Eds.), *Sociolinguistics. Selected Readings*. Harmondsworth: Penguin, 269-293.
- Jacobs G. M. & Renandya, W. A (2002). Extensive Reading: Why Aren't We All Doing It? In W. A Renandya, J. C. Richards (Eds.), *Methodology in Language*

- Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 295-302.
- Janzen, J. (2002). Teaching Strategic Reading. In W. A. Renandya, J. C. Richards (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press: 287-294.
- Karakılıç, S. (2014). *Evaluation of the EFL course book "Language Leader" from Ufuk University Preparatory School Students' Perspectives*. (Unpublished Master Thesis). Ufuk University, Institute of Social Sciences, İstanbul.
- Kırkgöz, Y. (2008). Curriculum innovation in Turkish primary education. *Asia-Pacific Journal of Teacher Education*, 36(4): 309-322.
- Kroll, B. (2001). Considerations for teaching an ESL/EFL writing course. In M. Celce-Murcia, (Eds.), *Teaching English as a Second or Foreign Language*, (3rd ed.), Boston, MA: Heinle & Heinle, 219-232.
- Lam, W. Y. K. (2002). Raising Students' Awareness of the Features of Real-World Listening Input. In W. A. Renandya, J. C. Richards (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 248-253.
- Larsen-Freeman, D. (2000). *Techniques and principles in language teaching*, (2nd ed.). Oxford: Oxford University.
- Lazaraton, A. (2001). Teaching oral skills. In M. Celce-Murcia, (Eds.), *Teaching English as a Second or Foreign Language*, (3rd ed.), Boston, MA: Heinle & Heinle, 103-115.
- Litz, D. R. (2005). Textbook evaluation and ELT management: A South Korean case study. *Asian EFL journal*, 48: 1-53.
- Ma, T. (2009). An Empirical Study on Teaching Listening in CLT. *International Education Studies*, 2(2): 126-134.
- McDonough, J., & Shaw, C. (1993). *Materials and Methods in ELT*. Oxford: Blackwell.

- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- Morley, J. (2001). Aural Comprehension Instruction: Principles and Practices. In M. Celce-Murcia, (Eds.), *Teaching English as a Second or Foreign Language*, (3rd ed.), Boston, MA: Heinle & Heinle, 69-85.
- Nunan, D. (2002). Listening in Language Learning. In W. A Renandya, J. C. Richards (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 238-241.
- Olshtain, E. (2001). Functional Tasks for Mastering the Mechanics of Writing and Going Just Beyond. In M. Celce-Murcia, (Eds.), *Teaching English as a Second or Foreign Language*, (3rd ed.), Boston, MA: Heinle & Heinle, 207-217.
- O'Neill, R. (1982). Why use textbooks? *ELT journal*, 36(2): 104-111.
- Rana, N. A. (2014). An Experimental Study Using Communicative Language Teaching Method (CLTM) at Higher Secondary Level to Enhance Students' Reading Comprehension Skills. *NICE Research Journal Vol. 7*: 113-135.
- Reppen, R. (2002). A genre-based approach to content writing instruction. In W. A Renandya, J. C. Richards (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 321-327.
- Riasati, M. J., & Zare, P. (2010). Textbook Evaluation: EFL Teachers' Perspectives on New Interchange. *Studies in Literature and Language*, 1(8): 54-60.
- Richards, J. C. (1993). Beyond the textbook: The role of commercial materials in language teaching. *RELC journal*, 24(1): 1-14.
- Richards, J. C. (2017). *Interchange*, (5th ed.). Cambridge: Cambridge Press.
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*, (2nd ed.). Cambridge: Cambridge university press.
- Richards, J.C. & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Essex: Pearson.

- Sahragard, R., Rahimi, A., & Zaremoayyedi, I. (2010). An in-depth evaluation of Interchange series. *Porta Linguarum*, 13: 55-74.
- Savignon, S. J. (2002). Communicative Language Teaching: Linguistic Theory and Classroom Practice. In S. J. Savignon (Eds.), *Interpreting Communicative Language Teaching*, London: Yale University Press, 1-27.
- Selçuk Avşar, Ö. (2017). *Evaluation of the Second Grade Course book "Fun with Teddy": Views of ELT Academicians and Teachers* (Unpublished Master's Thesis). Abant İzzet Baysal University, Bolu.
- Seow, A. (2002). The writing process and process writing. In W. A. Renandya, J. C. Richards (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 315-320.
- Sheldon, L. E. (1988). Evaluating ELT textbooks and materials. *ELT journal*, 42(4): 237-246.
- Shumin, K. (2002). Factors to consider: Developing adult EFL students' speaking abilities. In W. A. Renandya, J. C. Richards (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 204-211.
- Soleimani, H., & Dabbaghi, A. (2012). Textbook evaluation: A reflection on the New Interchange Series. *International Journal of Research Studies in Language Learning*, 1(2): 19-32.
- Sümbüloğlu, K. (1993). *Biyoistatistik*. Ankara: Özdemir Yayıncılık.
- Taylan, H. (2013). *An evaluation of Breeze 9: The 9th grade English course book for Turkish public high schools* (Doctoral dissertation, Master's thesis). Çanakkale 18 Mart University, Institute of Educational Sciences, Çanakkale.
- Tsang, W. K., & Wong, M. (2002). Conversational English: an interactive, collaborative and reflective approach. In W. A. Renandya, J. C. Richards (Eds.), *Methodology in Language Teaching: An Anthology of Current Practice*, Cambridge: Cambridge University Press, 212-224.
- White, A. (2003). Evaluation of an ELT course book based on criteria designed by McDonough and Shaw. <https://www.birmingham.ac.uk/Documents/college->

[artslaw/cels/essays/sylabusandmaterials/AWhiteCOURSEBOOKEVALUATIO](#)
[Nsyllmat.pdf](#) [December, 8]



APPENDICES

APPENDIX A: Teacher Questionnaire

COURSE BOOK EVALUATION FORM

Dear teachers,

This questionnaire is designed to evaluate and analyze the course books Interchange Fifth Edition course book series which are used at prep school. You are going to make contribution to this study by just answering the questions below. Please read the statements carefully and answer them honestly.

Thank you very much for your participation.

Tuğçe Koç Göçmen

A- TEACHER PROFILE

1. Age:
2. female male
3. What level of education do you have?
 BA M.A Ph.D. other
4. How many years have you been teaching English?
_____ year(s)
5. Where do you expect your student will use English in the future?
6. Which one of the language skills do you think is the most important?
(choose only one)
 reading listening
 writing speaking
7. Which one of them do your students prefer to learn?
 individually in pairs in groups
8. What do you think about the importance of course books in language learning?

___Very important ___Important ___Not much important ___Not important

B- STUDENT COURSE BOOK EVALUATION FORM

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. All four skills are adequately covered, bearing in mind your course aim and syllabus requirements.					
2. There is material for integrated skills work.					
3. The skills work progresses in terms of complexity and difficulty, in line with the grammatical and lexical progression of the course.					
4. The presentation and practice activities include the integration of skills in realistic contexts.					
5. The course book uses authentic material at an appropriate level.					
6. Reading passages and associated activities are suitable for students' levels, interests, etc.					
7. There is sufficient reading material in the course book.					
8. Listening material is well recorded, as authentic as possible, accompanied by background information, questions, and activities which help comprehension.					
9. Material for spoken English (dialogues, roleplays, etc.) is well designed to equip					

learners for real-life interactions.					
10. Writing activities are suitable in terms of the amount of guidance/control, degree of accuracy, organization of longer pieces of writing and use of appropriate styles.					
11. The course book claims to be communicative in its aims.					
12. The syllabus of the course book is primarily communicative.					
13. The design of the course book is influenced by communicative considerations, such as emphasis given to communicative activities, use of authentic materials and realistic task.					
14. Realistic activities promote the learning of communicative skills and strategies which are transferrable to real-life communication.					
15. The elements of genuine communication, such as unpredictability, opportunities to express real information, feelings, opinions, etc., opportunities for learners to structure their own discourse, need to formulate and use communication strategies are present in the course book.					
16. The course book includes material that reflects the nature of communicative					

interaction, in respect of the structure of discourse in interactions, the complexity of structure, range of appropriate lexis, features such as fillers and incomplete sentences at the appropriate level.					
--	--	--	--	--	--

D- SURVEY QUESTIONS

1. What are your other positive and negative thoughts about the course books?

Positive:

Negative:

APPENDIX B: Teacher Questionnaire (Turkish)

DERS KİTABI DEĞERLENDİRME FORMU

Sevgili öğretmenler,

Bu anket hazırlık sınıflarında okutulan ders kitaplarını Interchange Fifth Edition Intro, 1, 2, ve 3'ü incelemek ve değerlendirmek için tasarlanmıştır. Vereceğiniz yanıtlarla bu araştırmaya katkıda bulunacaksınız. Lütfen soruları dikkatli okuyup yanıtlandırınız.

Bu araştırmaya katkılarınızdan dolayı teşekkür ederim.

Tuğçe Koç Göçmen

A- ÖĞRETMEN PROFİLİ

1. Yaş:
2. ___ kadın ___ erkek
3. Eğitim seviyenizi seçiniz.
___ Lisans ___ Yüksek lisans ___ Doktora ___ Diğer
4. Görev sürenizi yazınız. _____ yıl
5. Öğrencilerinizin gelecekte İngilizceyi nerede kullanacağını düşünüyorsunuz?
6. Aşağıdaki dil becerilerinden hangisinin öğrenciler için en önemli olduğunu düşünüyorsunuz? (Sadece birini seçiniz.)
___ okuma ___ dinleme
___ yazma ___ konuşma
7. Öğrencileriniz aşağıdakilerden hangisi ile öğrenmeyi tercih ediyor?
___ tek başına ___ bir arkadaşı ile ___ grup çalışmasıyla
8. Sizce İngilizce dil öğretiminde ders kitabının önemi nedir?
___ Çok önemli ___ Önemli ___ Fazla önemli değil ___ Önemsiz

B- ÖĞRENCİ DERS KİTABI DEĞERLENDİRME FORMU

	Kesinlikle katılıyorum	Katılıyorum	Fikrim yok	Katılmıyorum	Kesinlikle katılmıyorum
1. Ders kitabında, dört dil becerisinin tümü (okuma, yazma, konuşma ve dinleme), dersin amaçlarını ve ders gereksiniminin göz önünde bulundurarak, yeterince ele alınmaktadır.					
2. Ders kitabında, bütünleşik beceri çalışması için materyal mevcuttur.					
3. Ders kitabındaki dil becerileri, dil bilgisi (grammatical) ve sözcüksel (lexical) ilerleyişe paralel olarak, karmaşıklık ve zorluk açısından ilerleme kaydediyor.					
4. Ders kitabındaki sunum ve alıştırmalar, dil becerilerinin					

gerçekçi içeriklerle bütünleştirilmesini sağlar.					
5. Ders kitabı uygun seviyede gerçek materyal kullanıyor.					
6. Ders kitabındaki okuma parçaları ve ilgili aktiviteler öğrencilerin seviyeleri, ilgi alanları vb. için uygundur.					
7. Ders kitabında yeterli sayıda okuma parçası mevcuttur.					
8. Dinleme materyali iyi kaydedilmiş, mümkün olduğunca gerçekçi; arka plan bilgileri, sorular ve öğrencilerin anlamalarına yardımcı alıştırmalar içeren materyallerdir.					
9. Konuşma dili İngilizce için kullanılan materyaller (diyalog, rol yapma) öğrencileri gerçek hayattaki etkileşimlere hazırlamak için					

iyi tasarlanmıştır.					
10. Yazma faaliyetleri, yönlendirme/kontrol miktarı, doğruluk derecesi, daha uzun yazıların düzenlenmesi ve uygun stillerin kullanılması açısından uygundur.					
11. Ders kitabı amacında iletişimsel olduğunu iddia ediyor.					
12. Ders kitabı müfredatı ağırlıklı olarak iletişimseldir.					
13. Ders kitabının tasarımı iletişimsel faaliyetlere vurgu, özgün materyallerin kullanımı ve gerçekçi görevler gibi iletişimsel düşüncelerden etkilenir.					
14. Gerçekçi aktiviteler, gerçek yaşam iletişimine aktarılabilen iletişimsel becerilerin ve stratejilerin öğrenilmesini teşvik eder.					
15. Gerçek iletişim unsurları olan öngörülemezli					

<p>k, gerçek bilgi, duygu ve düşünceleri ifade etme olanakları, öğrencilerin kendi söylemlerini şekillendirme fırsatları, iletişim stratejilerini formüle etme ve kullanma kitapta mevcuttur.</p>					
<p>16. Ders kitabı uygun seviyede, iletişimsel etkileşimin doğasını yansıtan etkileşimdeki söylem yapısı, yapı karmaşıklığı, uygun sözcük çeşitliliği, boşluk doldurma ya da tamamlanmamış cümlelerdeki özellikler, etkileşimdeki konuşmacıların rolü gibi materyalleri içerir.</p>					

D- ANKET SORULARI

1. Ders kitaplarıyla alakalı diğer olumlu ya da olumsuz fikirleriniz nelerdir?

Olumlu:

Olumsuz:

APPENDIX C: Student Questionnaire

COURSE BOOK EVALUATION FORM

Dear students,

The questionnaire is designed to evaluate and analyze English course books Interchange Fifth Edition course book series. Please respond to the questions by considering all materials of the series (workbook, video book, worksheets vb.) You are going to contribute to this research by answering the questions below. What is wanted from you is to read the items carefully and put ‘X’ to answers that you agree on.

Thank you very much for your participation.

Tuğçe Koç Göçmen

A- STUDENT PROFILE

1. Age:
2. Gender: female male
3. Years of learning English: ____

B- STUDENT NEEDS ANALYSIS

1. Where do you expect to use English in the future?
2. Which one of the four skills is the most important in language learning?
(Choose only one)
 reading listening writing speaking
3. Choose one of the below.
 I like learning individually.
I like learning in pairs.
I like learning in groups.
4. How important is the course book in language learning?
Very important Not much important Not important

5. Are you satisfied with using this course book? (Interchange Intro, 1, 2, 3)?

__yes __no

If yes, why?

If no, why?

C- STUDENT COURSE BOOK EVALUATION FORM

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1. Practice in all four skills is included and balanced.					
2. The presentation and practice activities include the integration of skills in a realistic context.					
3. The course book uses authentic material at an appropriate level.					
4. The course books pay attention to sub-skills - i.e. listening for gist, note-taking, skimming for information, etc.					
5. The activities in the course books encourage sufficient communicative and meaningful practice.					
6. The activities incorporate individual, pair and group work.					
7. The listening materials form part of formal and informal speech.					
8. The listening material is set in a					

meaningful context.					
9. The listening materials are suitable in terms of their sound quality, speed delivery, and authenticity.					
10. The video material is provided in a meaningful context and shows facial expression, gesture, etc.					
11. The listening activities are supported by comprehension questions, extracting specific information, etc.					
12. Materials for spoken English are well-designed to equip learners for real-life interactions.					
13. There is an emphasis on spoken English in the course book.					
14. The materials for speaking which are such as dialogues, roleplay, communication activities are contained in the course books.					
15. There are specific strategies for conversation or other spoken activities, e.g. debating, giving talks.					

16. The practice material is included to help learners to cope with unpredictability in spoken discourse.					
17. Reading passages and associated activities suitable for students' levels, interests, etc.					
18. There is sufficient reading material.					
19. There is a focus on the development of reading skills and strategies.					
20. Reading materials are linked to other skills work.					
21. The reading texts are authentic.					
22. Different types of texts (genres) are used as reading materials.					
23. Writing activities are suitable in terms of the amount of guidance/control, degree of accuracy, organization of longer pieces of writing and use of appropriate styles.					
24. The course books handle different types of writings; such as controlled writing, guided writing, free writing.					
25. There are an appropriate progression and					

variety of task for improving writing skill.					
26. Different sorts of writings, such as writing letter, comment, diary, filling an application, are taught.					
27. The learners are encouraged to review and edit their work.					

D. SURVEY QUESTIONS

1. What are your other positive and negative thoughts about the course books?

Positive:

Negative:

APPENDIX D: Student Questionnaire (Turkish)

DERS KİTABI DEĞERLENDİRME FORMU

Sevgili öğrenciler,

Bu anket İngilizce hazırlık sınıflarında okuduğunuz ders kitaplarınız Interchange Intro, 1, 2, ve 3 ile ilgili çeşitli konulardaki görüşlerinizi belirlemek amacıyla tasarlanmıştır. Lütfen soruları tüm materyalleri (work book, video book, worksheets vb.) göz önünde bulundurarak cevaplayınız. Vereceğiniz cevaplarla bu konuda yapılan araştırmaya katkıda bulunacaksınız. Sizden istenen verilen ifadeleri dikkatlice okuyup size uygun olan kutucuğa X işareti koyarak yanıtlamanızdır. Bu çalışmaya sağladığınız katkılardan dolayı teşekkür ederim.

Tuğçe Koç Göçmen

D- ÖĞRENCİ PROFİLİ

1. Yaş:
2. Cinsiyet: __kadın __erkek
3. İngilizce öğrenme süresi/yılı (ilk ne zaman İngilizce öğrenmeye başladınız ve totalde ne kadar süre İngilizce çalıştınız):

E- ÖĞRENCİ İHTİYAÇLARI ANALİZİ

1. Gelecekte İngilizceyi nerede kullanacağınızı düşünüyorsunuz?
2. Aşağıdakilerden hangisi sizce İngilizce öğrenimindeki en önemli beceridir?
(Sadece birini seçiniz.)

okuma dinleme yazma konuşma

3. Aşağıdaki ifadelerden birini seçiniz.
 Tek başıma öğrenmeyi severim.
 Bir arkadaşım ile öğrenmeyi severim
 Grup halinde çalışarak öğrenmeyi severim.

4. Size göre bir dil öğretimi programında ders kitabının önemi nedir?
 Çok önemli Fazla önemli değil Önemli değil

5. Hazırlıkta okutulan ders kitaplarınızı kullanmaktan memnun kaldınız mı?

(Interchange Intro, 1, 2, 3)

__evet __hayır

Eğer cevabınız evet ise, neden?

Eğer cevabınız hayır ise, neden?

F- ÖĞRENCİ DERS KİTABI DEĞERLENDİRME FORMU

	Kesinlikle katılıyorum	Katılıyorum	Nötr	Katılmıyorum	Kesinlikle katılmıyorum
1. Ders kitabındaki materyaller, dört dil becerisini (okuma, yazma, konuşma ve dinleme) dengeli olarak sunuyor.					
2. Ders kitabındaki sunum ve alıştırmalar gerçekçi ortamda dil becerileri kullanıyor.					
3. Ders kitabında gerçek materyal (gazete, dergi, röportaj, web sayfası...vb.) seviyeme uygun kullanılmıştır.					
4. Ders kitabı alt becerilere önem veriyor ((listening for gist, note-taking, skimming for information) özü dinlemek, not almak, bilgi almak vb.)					

5. Ders kitabındaki aktiviteler İngilizce’de yeterli olarak iletişim kurmamı ve anlamlı bir şekilde uygulama yapmamı destekliyor.					
6. Ders kitabındaki aktiviteler tek, eşli ve grup olarak çalışmamızı sağlıyor.					
7. Ders kitabındaki dinleme parçaları resmi/resmi olmayan konuşmalar içeriyor.					
8. Dinleme materyalleri anlamlı ve gerçek içeriklerle sunuluyor.					
9. Kayıtlı dinleme materyalleri (recordings) ses kalitesi, hızı ve gerçekliği açısından uygundur.					
10. Ders kitabında kullanılan videolar (Video Book) anlamlı içeriklerle sunuluyor ve uygun yüz ifadeleri, jest ve mimikler vb. kullanılıyor.					
11. Dinleme parçaları; dinlediğini					

anlama, çıkarım yapma vb. alıştırmalarla destekleniyor.					
12. Konuşma İngilizcesi materyalleri, öğrencileri gerçek yaşam etkileşimlerine hazırlamak için iyi tasarlanmıştır.					
13. Ders kitabında konuşma dili İngilizceye önem veriliyor.					
14. Konuşma materyalleri diyalog, rol yapma, iletişim aktiviteleri (information gap vb.) içeriyor.					
15. Konuşma aktivitelerinde farklı tarzda stratejiler kullanılıyor (münazara, konuşma yapma vb.)					
16. Ders kitabında, sözlü söylemdeki öngörülemeslik ve (unpredictability) başa çıkmak için alıştırmaları materyalleri (cue cards, substitution dialogue...vb) mevcuttur.					
17. Ders kitabındaki okuma parçaları ve ilgili aktiviteler					

öğrencilerin seviyeleri, ilgi alanları vb. için uygundur.					
18. Ders kitabında yeterli sayıda okuma parçası mevcuttur.					
19. Ders kitabı, okuma becerilerinin ve stratejilerinin (skim, scan vb.) geliştirilmesine odaklanmıştır.					
20. Okuma materyalleri diğer beceri (yazma, konuşma, dinleme) çalışmaları ile bağlantılıdır.					
21. Ders kitabında kullanılan okuma parçaları gerçekçidir.					
22. Ders kitabında farklı türlerde (mektup, anket, röportaj, dergi ya da gazeteden alıntılar vb.) okuma parçaları kullanılmıştır.					
23. Yazma faaliyetleri doğruluk derecesi, daha uzun yazıların düzenlenmesi ve uygun stillerin kullanımı açısından uygundur.					
24. Ders kitabı farklı yazma türlerini (controlled					

writing, free writing vb.) ele alıyor.					
25. Ders kitabında yazma beceri gelişimi için uygun ilerleme ve görev çeşitliliği vardır.					
26. Ders kitabında farklı yazı türleri (mektup yazma, yorum yazma, form doldurma, günlük vb.) öğretiliyor.					
27. Öğrenciler yazılı çalışmalarını incelemeleri ve düzenlemeleri için teşvik edilir.					

D. ANKET SORULARI

2. Ders kitaplarıyla alakalı diğer olumlu ya da olumsuz fikirleriniz nelerdir?

Olumlu

Olumsuz

APPENDIX E: Sample unit

1 Where are you from?

► Introduce oneself and others
► Talk about oneself and learn about others

1 CONVERSATION Please call me Alexa.

► Listen and practice.

Arturo: Hello, I'm Arturo Valdez.

Alexa: Hi. My name is Alexandra Costa, but please call me Alexa.

Arturo: OK. Where are you from, Alexa?

Alexa: Brazil. How about you?

Arturo: I'm from Mexico.

Alexa: Oh, I love Mexico! It's really beautiful. Oh, good. Soo-jin is here.

Arturo: Who's Soo-jin?

Alexa: She's my classmate. We're in the same business class.

Arturo: Where's she from?

Alexa: South Korea. Let's go and say hello. Sorry, what's your last name again? Vargas?

Arturo: Actually, it's Valdez.

Alexa: How do you spell that?

Arturo: V-A-L-D-E-Z.



2 SPEAKING Checking information

A PAIR WORK Introduce yourself with your full name. Use the expressions in the box. Talk to the classmate sitting next to you and to three more classmates.

A: Hi! I'm Akemi Shimizu.

A: Shimizu.

B: I'm sorry. What's your last name again?

B: How do you spell that?

B CLASS ACTIVITY Tell the class the name of the first classmate you talked to. Make a list of names.

"Her name is Akemi Shimizu. She spells her name . . ."

useful expressions

Hi! I'm . . .

I'm sorry. What's your first / last name again?

How do you spell that?

What do people call you?

3 CONVERSATION This is Arturo Valdez.

A Listen and practice.

Alexa

Hi Soo-jin, this is Arturo Valdez.
He's a biology student.

Soo-jin

Nice to meet you, Arturo.
I'm Soo-jin Kim.

Arturo

Hi. So, you're from
South Korea?

Soo-jin

That's right. I'm from Seoul.

Arturo

Cool! What's Seoul like?

Soo-jin

It's really nice. It's a
very exciting city.



B Listen to the rest of the conversation.
What city is Arturo from? What's it like?

4 PRONUNCIATION Linked sounds

A Listen and practice. Notice how final consonant sounds are often linked to the vowels that follow them.

I'm a biology student. My friend is over there. My name is Alexandra Costa.

5 GRAMMAR FOCUS

A Statements with be; possessive adjectives

Statements with be

I'm from Mexico.
You're from Brazil.
He's from Japan.
She's a business student.
It's an exciting city.
We're in the same class.
They're my classmates.

Contractions of be

I'm = I am
you're = you are
he's = he is
she's = she is
it's = it is
we're = we are
they're = they are

Possessive adjectives

my
your
his
her
its
our
their

GRAMMAR PLUS see page 132

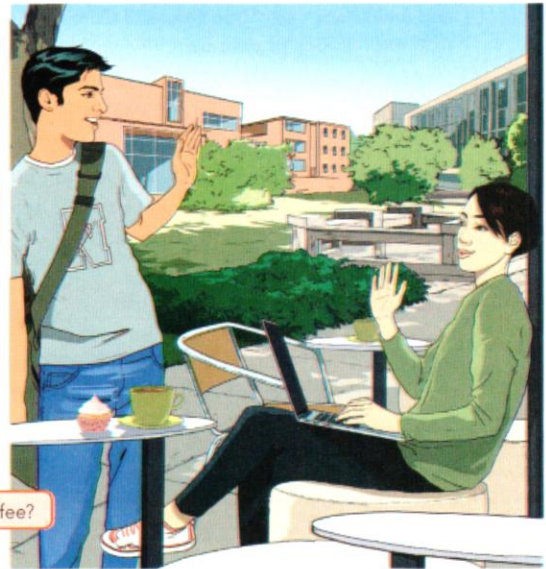
A Complete these sentences. Then tell a partner about yourself.

- My name is Aiko Yoshida. from Japan. family is in Nagoya. brother is a college student. name is Haruki.
- name is Matias. from Santiago. a really nice city. sister is a student here. parents are in Chile right now.
- Angelica, but everyone calls me Angie. last name is Newton. a student at City College. parents are on vacation this week. in Las Vegas.

7 CONVERSATION How's it going?

▶ Listen and practice.

- Arturo** Hi, Soo-jin!
- Soo-jin** Hey Arturo. How's it going?
- Arturo** Great! How are you?
- Soo-jin** I'm fine, thanks. So, are your classes interesting this semester?
- Arturo** Yes, they are. I really love biology.
- Soo-jin** Biology? Are you and Alexa in the same class?
- Arturo** No, we aren't. My class is in the morning. Her class is in the afternoon.
- Soo-jin** Oh, OK. Hey, do you have time for coffee?
- Arturo** Sure. I'd love some coffee.



8 GRAMMAR FOCUS

▶ Yes/No questions and short answers with *be*

Are you free?	Yes, I am .	No, I'm not .
Is Arturo from Mexico?	Yes, he is .	No, he's not ./No, he isn't .
Is Alexa's class in the morning?	Yes, it is .	No, it's not ./No, it isn't .
Are you and Alexa in the same class?	Yes, we are .	No, we're not ./No, we aren't .
Are your classes interesting?	Yes, they are .	No, they're not ./No, they aren't .

GRAMMAR PLUS see page 132

A Complete the conversations. Then practice with a partner.

- A: **is** Mr. Jones from the United States?
B: Yes, he from Baltimore.
- A: English class at 2:00?
B: No, it at 3:00.
- A: you and Giovanna from Italy?
B: Yes, we from Milan.
- A: Mr. and Mrs. Flores Brazilian?
B: No, they Peruvian.

B Answer these questions. If you answer "no," give the correct information. Then ask your partner the questions.

- Are you from the United States? _____
- Is your teacher from Canada? _____
- Is your English class in the morning? _____
- Are you free after class? _____

C **GROUP WORK** Write five questions about your classmates. Then ask and answer the questions.

Are Kate and Phil from Chicago?

9 WORD POWER Hello and good-bye

A Do you know these expressions? Which ones are "hellos" and which ones are "good-byes"? Complete the chart. Add expressions of your own.

- | | |
|------------------|--------------------|
| ✓ Bye. | How are you? |
| ✓ Good morning. | How's it going? |
| Good night. | See you later. |
| Have a good day. | See you tomorrow. |
| Hey. | Talk to you later. |
| Hi. | What's up? |

Hello	Good-bye
Good morning.	Bye.



B Match each expression with the best response.

- | | |
|---------------------|-------------------------|
| 1. Have a good day. | a. Oh, not much. |
| 2. Hi. How are you? | b. Thank you. You, too. |
| 3. What's up? | c. Good morning. |
| 4. Good morning. | d. Pretty good, thanks. |

C **CLASS ACTIVITY** Practice saying hello. Then practice saying good-bye.

- A: Hi, Sakura. How's it going?
 B: Pretty good, thanks. How are you?

10 LISTENING Everyone calls me Bill.

▶ Listen to the conversations. Complete the information about each person.

First name	Last name	Where from?	What do they study?
1. William			
2.	Ortiz		
3. Min-soo			

11 INTERCHANGE 1 Getting to know you

Find out about your classmates. Go to Interchange 1 on page 114.

12 READING

- A Look at the names in the article. Are any of the names popular in your country? What similar names can you think of?

IS YOUR NAME *Trendy?*

Some people have names that are very unusual and unique. Think about the actress Emily Blunt, for example. Her daughters' names are Hazel (an eye color) and Violet (a flower). Alicia Keys has a son named Egypt. How cool is that? Are these names trendy? The answer is . . . maybe.

Many names seem to be trendy for a while, just like clothes. In the United States, some grandmothers and great-grandmothers have names like Mildred and Dorothy. For grandfathers and great-grandfathers, it's old names like Eugene or Larry. These names usually come from Greek and Latin, but they're not very popular now.

Parents sometimes choose names because they like an actor or a famous person. That's how trends usually start. For example, David and Victoria Beckham have a son named Brooklyn and a daughter named Harper. Now, Brooklyn is a popular boy's name and Harper is a popular girl's name. In the United Kingdom, baby boys often get the name George because of Prince George, Prince William and Kate Middleton's first child.

There is also a trend for names that are things or places (like Egypt). Flower names are becoming more popular: Poppy, Daisy, and Lotus, for example. Space names are cool, too. More and more babies have names like Orion (a star), Luna (the moon), or Mars (a planet).



POPULAR NAMES FOR BOYS & GIRLS

Can you guess who helped make these names popular?

BOYS	GIRLS
Bruno	January
Leonardo	Angelina
Liam	Audrey



Bruno Mars, Leonardo di Caprio, Liam Hemsworth, January Jones, Angelina Jolie, Audrey Hepburn

- B Read the article. Then check (✓) the sentences that are true.

- 1. Baby names like Mildred and Larry aren't so trendy now.
- 2. Many babies are named after clothes.
- 3. Alicia Keys has a son named Hazel.
- 4. There is a famous prince named George.
- 5. Some girls' names are the same as flower names.
- 6. Babies **never** have names that are the same as planets or stars.

- C **GROUP WORK** What names do you like? Can you think of anyone with an unusual name? Do you know how they got that name? Tell your classmates.