**ISTANBUL SABAHATTIN ZAIM UNIVERSITY**

**INSTITUTE OF SOCIAL SCIENCES**

**DEPARTMENT OF FOREIGN LANGUAGE TEACHING**

**ENGLISH LANGUAGE TEACHING**

# AN EVALUATION OF INTERCHANGE COURSEBOOKS BASED ON THE CRITERIA OF LEARNER CENTERED TEACHING: TEACHERS' POINT OF VIEW

**MA THESIS**

**Seda YAZICIOĞLU**

**Istanbul**

**June, 2019**

# ISTANBUL SABAHATTIN ZAIM UNIVERSITY
# INSTITUTE OF SOCIAL SCIENCES
# DEPARTMENT OF FOREIGN LANGUAGE TEACHING
# ENGLISH LANGUAGE TEACHING

## AN EVALUATION OF INTERCHANGE COURSEBOOKS BASED ON THE CRITERIA OF LEARNER CENTERED TEACHING FROM: TEACHERS' POINT OF VIEW

**MA THESIS**

**Seda YAZICIOĞLU**

**Supervisor**
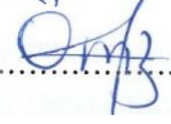**Asst. Prof. Dr. Özlem ZABİTGİL GÜLSEREN**

**Istanbul**

**June, 2019**

Sosyal Bilimler Enstitüsü Müdürlüğüne,

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

Danışman Dr. öğr. Üyesi özlem ZABİTGİL GÜLSEREN

Üye          Dr. öğr. Üyesi Emrah GÖRGÜLÜ

Üye          Dr. öğr. Üyesi Akbar RAHİMİ ALISHAH

Onay

Yukarıdaki imzaların, adı geçen öğretim üyelerine ait olduğunu onaylarım.

Prof. Dr. Ömer ÇAHA

Enstitü Müdürü

i

# DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis titled **"An Evaluation of Interchange Coursebook Based on Criteria Learner Centered Teaching from Teachers' Perspective"** 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.

Signature

Seda Yazıcıoğlu
June, 2019

*Dedicated to my Father*

*Cemal Turgut*

# ACKNOWLEDGEMENTS

# ABSTRACT

# AN EVALUATION OF INTERCHANGE COURSEBOOK BASED ON CRITERIA LEARNER CENTERED TEACHING FROM TEACHERS' PERSPECTIVE

Seda YAZICIOĞLU

M.A. Thesis, Department of English Language Teaching

Supervisor: Asst. Prof. Dr. Özlem ZABİTGİL GÜLSEREN

June-2019, 111 pages

Today's language teaching context calls for a student-centered learning experience. For effective teaching practice, learner-centred teaching is seen as a key. Learner-centred teaching enables learners to shape their learning process as well as improving their own competence by learningand active participation. Hence, selection and adaptation of coursebooks play a significant role in learning process. A well chosen or a well-designed coursebook provides abundant opportunities for students to use language in interactive and authentic contexts. It facilitates the use of target language communicatively and independently. Thus, a well-chosen coursebook that combines a learner-centered approach and a communicative orientation will be the key for a successful learning context.

The aim of this study is to investigate the Interchange coursebook based on criteria learner centered teaching from teachers' perspective. Whether teachers' objectives and the coursebook objectives are in agreement with a learner centered teaching style was evaluated in the study. Learner autonomy, authentic language use, self-assessment, using the target language communicatively and their relation to the coursebook were evaluated using teacher questionnaire and teacher interview. A Correlation analysis was used for quantitative and thematic analysis was used for qualitative analysis. Using the two instruments, the study showed that the Interchange coursebook was found to be in line with learner-centered teaching based on some criteria, but notin some others. Based on these findings, pedagogical implications were suggested to increase learner-centeredness of the coursebooks.

# ÖZET

# INTERCHANGE DERS KİTABININ ÖĞRENCİ MERKEZLİ ÖĞRETİM KRİTERİNE DAYANARAK ÖĞRETMENLERİN BAKIŞ AÇISI TARAFINDAN DEĞERLENDİRLMESİ

Seda YAZICIOĞLU

Yüksek Lisans Tezi, İngiliz Dili Eğitimi

Danışman: Dr. Öğr. Üyesi Özlem ZABİTGİL GÜLSEREN

Haziran-2019, 111 sayfa

Bugünün dil öğretimi öğrenci merkezli öğrenim deneyimini gerektirmektedir.Etkili öğretim pratiği için, öğrenci merkezli öğretim kilit nokta olarak görülmektedir.Öğrenci merkezli öğretim aktif katılım ve yaparak öğrenme ile kendi yeteneklerini geliştirmeleriyle birlikte öğrencilere öğrenim süreçlerini şekillendirmelerine imkan verir.Bu nedenle, ders kitaplarının seçimi ve adapte edilmesi öğrenim sürecinde önemli rol oynamaktadır.İyi seçilmiş veya iyi düzenlenmiş bir ders kitabı öğrencilere dili etkileşimli ve gerçek bağlamlarda kullanmaları için bolca fırsatlar sunmaktadır.Bu yüzden, öğrenci merkezli yaklaşımı ve iletişimsel yönelimi birleştiren iyi seçilmiş bir ders kitabı başarılı öğrenim bağlamı için kilit noktası olacaktır.

Bu çalışma Interchange ders kitabını öğretmenlerin bakış açılarından öğrenci merkezli öğretim kriterine dayanarak araştırmıştır.Araştırmada öğretmenlerin amaçlarıyla ders kitabı amaçlarının öğrenci merkezli öğretim ile uygun olup olmadığı değerlendirilmiştir.Öğrenci özerkliği, gerçek dil kullanımı, kişisel değerlendirme, hedef dili iletişimsel olarak kullanma ve bunların ders kitabı ile olan ilişkisi öğretmen anket ve mülakatıyla değerlendirilmiştir.Korelasyon analizi nicel analiz ve tematik analiz nitel analiz için kullanıldı. İki yöntemi kullanarak bu çalışma Interchange ders kitabının bazı kriterde öğrenci merkezli öğretim ile uyumlu bulunduğunu fakat bazılarında ise uyumlu olmadığını gösterdi. Bulgulara dayanılarak, ders kitabının öğrenci merkezliliğini arttırması için eğitsel sonuçlar önerildi.

**Anahtar kelimeler:** Öğrenci merkezli öğretim, öğrenci özerkliği, gerçek dil kullanımı, kişisel değerlendirme, nitel analiz, nicel analiz.

# TABLE OF CONTENTS

# LIST OF TABLES

**CHAPTER 4**

# LIST OF ABBREVIATIONS

**CLT**   :Communicative Language Teaching

**CLIL** :Content and Language Integrated Learning

**EFL**   : English as a Foreign Language

**GTM** :Grammar Translation Method

**PPP**   : Presentation Practice Production

# CHAPTER 1
# INTRODUCTION

## 1.1 Background of the Study

The selection of coursebooks plays a significant role in educational practices for all teachers globally. Both in national and international contexts we can see that coursebook use is an integral part of the language teaching context. Coursebook selection is an important undertaking for all teachers, and provide a better understanding of teaching and learning a second language. Hutchinson and Torres (1994) claim that no teaching-learning situation is complete without adopting a suitable course book. A well-chosen coursebook enables teachers to diversify classroom practices and learning tasks.

Every teacher, experienced or inexperienced, utilizes a coursebook. The key is finding the right fit to meet the teaching objectives and support the learner independence. Ur (1999: 193) for instance, states: ''Personally, I very much prefer to use a coursebook. I find that a set framework helps me to regulate and time my program; and, perhaps paradoxically, provides a firm jumping-off point for the creation of imaginative supplementary teaching ideas'. Coursebooks, from this perspective, serve as support for the beginning teachers who have yet to gain teaching confidence.

They save enormous time which they can channel into bettering their teaching practice(Cunningsworth, 1995). Seasoned teachers, on the other hand, benefit from the variety of exercises and activities readily available in coursebooks. A well-chosen coursebook also support the learning process of language learners. Students benefit from a well-chosen coursebook since coursebooks provide resources for self-access outside of the class time. Razmjoo (2007) proposed that another advantage of working with a coursebook is that it gives most students a sense of development and accomplishment allowing self-access to independent learning in addition to the instructor's controlled teaching.

Today's language teaching context calls for a student-centered learning experience. Teachers agree that a learner-centered coursebook is key to effective teaching practice because learners collaboratively shape the learning process. Learner-centered coursebooks make learners improve their learning in and out of the class as well as

learning permanently. Prucha claims a coursebook is inseparable from the teaching-learning process because it is a means of classroom management for the teacher and self-direction of learner's own learning. (Prucha in Tandlichova:2003: 145-151) With regard to this opinion, when students are given a chance to be creative and independent, their learning becomes more memorable and permanent. Learner-centered orientation improves learners' communicative competence positively. Learners improve their own competence by learning doing and active participation.

Choosing the best coursebook is very important. Yet, it is also is a difficult task to accomplish. It can be a challenging process because teachers have to decide which book will best suit classroom context. A vast number of choices is both a freedom and challenge at the same time because of the difficulty of choosing the best option from among others. Materials in general and coursebooks specifically serve as one of the main elements for shaping knowledge, attitudes, and principles of students (Nooreen& Arshad, 2010) and the learning process.

Coursebooks facilitate lesson planning for teachers providing four skills. Coursebooks guide teachers providing pre-planned materials such as tasks, games, exercises, learner centered materials and so forth. The Turkish education system utilizes coursebooks centrally, so it influences how teachers teach and how students learn. Coursebooks guide teachers by providing pre-planned tasks, games, exercises, and learner centered materials. The Turkish education system utilizes centrally administered curriculum in K12 education. Consequently, coursebook guided teaching in Turkey influences how teachers teach and how students learn in a language classroom.

Changing priorities of the global era directly influence the content of the coursebooks. International citizens of the world produce fluent speakers of English. "Teachers' common goal for learners is fluency, a compenent of oral proficiency" (Cummins, 2014). Learners need communicational skills in all parts of life. Hence, a coursebook should provide abundant communicational possibilities for learners to gain fluency. Giving opportunities for students to use language in interactive and authentic contexts is the way to use the target language communicatively and independently. Dickinson claims that the act of learning something has to be a personal, individual act. No-one can learn the meaning of a word for me, though, of course, others can help me towards that end (Dickinson,1987: 9). The language teacher is the support who would provide that leap. The communicative use of the target language influences learners' fluency

and the learner autonomy. Communication based teaching style encourages students to confidently use the language in real life.

Communication based teaching enables learners to improve their own routes to language learning, progress at different rates. Coursebooks that focus on self-assessment let learners to take charge of their own learning process. Self-assessment is in line with learner autonomy and student-centred learning (Knowles, 1975). Autonomy is one of the important requirements of learner-centred teaching. Learners who are given choice over their own learning actively participate in their learning process in a non-threatening environment. Thus, they become knowledgeable about their needs. According to Oscarsson, self-assessment promotes learning ( Oscarsson, 1989).

We have much more awareness today than before about the importance of communicative ability in language learning. Traditionally language teaching curriculum of the past has been grammar-centered. Today, however there has been a strong move towards communicative-oriented teaching. Communicative Language Teaching (CLT) emphasizes language use and meaning-focus. According to Harmer (2007: 69), CLT is a methodology that embraces the concept of language use. Learners have a chance to use the language in communication based teaching, and thus they learn by doing. Not only structure but also function of language are seen as the focus of CLT.CLT approach mainly strengthens writing, reading, speaking and listening skills in a variety of contexts via interdependent communication and learning (Larsen-Freeman, 2008). Learners play a dominant role and teachers guide learners being a facilitator. Classrooms started to be learner-centered via CLT tasks. CLT classes make learners to have positive attitudes towards this approach. Weimer (2002) asserts that the goals that are set for students trigger students' actions rather than external rewards promised by teachers. Thus, their motivation is facilitated and they show willingness in the learning process.

Today, learners need to communicate efficiently in the target language so that they improve cross-cultural communication. The CLT approach enables learners to improve their communicative competence providing tasks of real life situations. "Convenient classroom materials for CLT approach are in line with the principle of authenticity" (Ellis, 2003; Larsen-Freeman, 2000; Clarke, 1989) "Authenticity is regarded as a real language, produced by a real speaker for a real audience and it

conveys a real message. (Morrow, 1977: 13)**.**TheCLT approach paves the way for authentic tasks and activities and the principles of CLT are embraced in a learner centered language classroom. Authenticity provide intrinsically motivated learners in classrooms. Hill and Peacock assert that students regard authenticity as real as being the motivating force(Hill,1984; Peacock 1997). In such a classroom learners will be able to collaborate and shape the learning process.

Unlike the grammar teaching method that focuses on language structure and translation, CLT improves learners' communicative competence. Authentic materials are an important component of communicative oriented teaching. Authentic materials make learners closer to the real life practice. Murray (1996) considers 'authenticity' as one of the main criterion of communicative language teaching (CLT). Learners can develop communicative competence when they are exposed to real life of language. To achieve this, students need to be exposed to real-life tasks. In Gilmore's findings, the authentic materials are more efficient in developing a set of communicative competencies in the learners than the coursebook materials (Gilmore, 2007a: 2011). Learners will be able to gain practice and will be able to join social life interactively via authentic tasks and materials.

Since coursebooks are prominent elements in learning, their selection and relation to teaching methods are indispensible. In today's world, most English teachers use communicative syllabi to prepare learners for real life. To have lifelong learning, learners need to learn by doing and learning should be relevant to real life. CLT gives an opportunity to learners to practice the language actively in and out of class. In contrast to GTM, students don't have an unsure hesitation when they produce the language. CLT enables learners to comprehend the content in a communicative way. It also fortifies their fluency not disregarding their accuracy. Thus, a well-chosen coursebook that combines a learner-centered approach and a communicative orientation will be the key for an effective learning context.

## 1.2 The Purpose of the Study

The aim of the study is to evaluate Interchange coursebook which is one of the main textbooks used in the Preparatory school at İZU. The perspectives of İZU English teachers are sought to inquire the prevalence of learner-centered education in the Interchange coursebook. This inquiry is important because coursebook criteria is also

changing with the changing needs of modern times. Modern world requires that the learner is at the center of learning process much more than the previous era. According to Nunan (1990: 179), general learner-centred philosophy "emerged as an offspring of communicative language learning". Interactive communication is adopted by many teachers in their language classrooms. Right choice of coursebooks can promote a more learner-centered learning environment which reflect meaningful and real-life communication in the classroom. Teachers should be aware of their learners' needs, backgrounds and interests to provide effective learning opportunities.

In choosing the best coursebook, teachers ask themselves some questions such as; does the book provide examples of real life language use? Does the selected course book provide a learner centered classroom environment? Do teachers need to prepare pre-planned activities in order to facilitate interactive learning? These questions will guide teachers in choosing the best option for a good book. It is a difficult endeavor to choose the best fit for a book. Teachers often make alterations to the book to be it more applicable for their students.

Teachers can modify or adapt some contexts to accommodate the needs and interests of learners. If the coursebook is not sufficiently adressing the real life, the language teacher is expected to identify and adapt coursebooks efficiently for a better fit. Choosing a suitable book can provide models for teachers in terms of developing extra resources for their learners. Teachers' selection and regulation of coursebooks determine the direction of learning and the success of learning in a language classroom. Teacher's awareness of individual differences of learners, their needs and aptitudes will assist the teacher in the process of choosing and use of the coursebook effectively.

This study intends to investigate whether teacher objectives and the coursebook objectives are in agreement with a learner centered teaching style. Learner centered education disagrees with a passive posture of the learner in the teaching & learning process. Nunan states that (1990: 179) general learner-centred philosophy "emerged as an offspring of communicative language learning". CLT can be the way for the collaborative creation of language teaching by teachers and students together. The goal of teachers is to organize the learning according to the needs and interests of learners not relying on curriculum content absent-mindedly. Learners' exposure to language use is seen in the CLT approach.

Unlike traditional models, a learner-centered education model enables students to learn both content and language use concurrently. "The CLT method has the students use the language rather than analyze the language. (Larsen-Freeman, 2011: 115). CLT emphasizes on communicative competence that makes learners use the language for meaningful communication. Moreover, it enables learners to use language structure flexibly. Learners experience self-confidence, motivation, cognitiv growth and enjoyment via learner-centered teaching.

**1.3 The Significance of the Study**

The Interchange coursebook is used for all language proficiency levels in English Preparatory School at İZU.The preparatory program consists of five academic quarters which are compatible with Common European Framework (CEF).A module system that consist of five different levels; A1, A2, B1, B1+, B2 is applied in the prep school. Each quarter lasts at least 7 weeks and for each module at least 28 class hours are programmed in prep classes.One of the objectives of the prep school is enabling learners to improve students' understanding, speaking, reading comprehension and writing skills in English. Another goal is to raise students abobe the B2 level at the European Common Language Framework Criteria level.Teachers' first-hand perspectives on this book can provide valuable feedback for language teaching practice at English Preparatory school. We always try to improve our teaching practices to better prepare our students for their future careers and the real life. Following questions will be addressed in the study;

Does the Interchange coursebook offer any characteristics of learner centered teaching? If yes, in what ways are learner centered teaching supported in the course book?  If not, what can teachers do to provide it? What strategies are used to enable learner centered teaching if used any?

Learner-centredness enable learners to have involvement in the learning process (O'Neill, 2005; McMahon, 2005). Students' involvement triggers interactive class environment that is learning through leaarners' participation.nteractive classroom environment is essential for getting students interested in materials presented and participate. Rather than being passive, learners participate and interact with each other. Participation of learners in class interactions is the way for long-term learning. Affective engagement is also a prerequisite for language acquisition(Arnold, 1999;

Pavlenko, 2005). Affective engagement mainly addresses students' interests, and general enthusiasm for learning (Fredricks, 2004; Bluemenfeld, 2004; Paris, 2004).Affective engagement increases willingness of learners. Willingness of learners is a requirement of active participation. Creating autonomous learning environment can provide more motivation and willingness. Learners also acquire the target language when they think critically and are engaged cognitively. Interactive participation depends on positive attitudes and self-confidence of learners. Learner-centered class gives learners a chance to be confident and facilitates acquisition of authentic communication Learners can experience authentic communication regarding real-life needs of learners.

Students with intrinsic motivation show more willingness in class. The students'feelings and emotions are considered significant to comprehend the learning process, student motivation and effective teaching" (Lopez& Aguliar, 2013: 112). Sasan put forward the idea that it is always easy for teachers to teach a set of rules; however, it is much more difficult to motivate them to use those rules for efficient communication. "Many of them find themselves unable to produce a meaningful sentence"(Sasan, cited in Baleghizadeh & Mozaheb, 2011: 367-368).Real communication takes place when learners voluntarily takepart in the teaching/learning processes. This will allow them to take risks and communicate in the language classroom.

When learners are motivated, they can participate and contribute to the praxis of learner-centered language practice. Students need to learn and apply the course content for real language learning. Their careers as language teachers requires their participation in the learning process. So, the selection of the coursebook and adaptable teaching style positively shape the learning process. Consequently, such a language practice liberates both the teacher and the learner to discover language possibilities.

## 1.4 Research Questions

**The following research questions are asked in this study:**

1. To what extent is the coursebook in line with the learner-centred approach?

2. To what extent is the coursebook likely to expose the learners' authentic language use?

3. To what extent is the coursebook likely to engage the learners communicatively?

4. To what extent is the coursebook likely to trigger the learners' autonomy?

5. To what extent is the coursebook likely to lead to self-assessment?

## 1.5. Definition of Terms

**EFL**: This abbreviation refers to "English as a Foreign Language"

**ELT**: This abbreviation refers to "English Language Teaching"

**CLT**　**:**This abbreviation refers to **"**Communicative Language Teaching"

**CLIL**　**:**This abbreviation refers to **"**Content and Language Integrated Learning"

**GTM**　**:**This abbreviation refers to **"**Grammar Translation Method"

**PPP**　**:**This abbreviation refers to "Presentation Practice Production"

**CEF:**This abbreviation refers to "Common European Framework"

**MoNE:** This abbreviation refers to "Ministry of National Education"

**BoET**　: This abbreviation refers to "Board of Education and Training"

**Learner- Centredness:** Learners' involvement in the learning process (O'Neill, 2005; McMahon, 2005).

# CHAPTER 2
# LITERATURE REVIEW

## 2.1 The Advantages and Disadvantages of Coursebooks

In the process of teaching and learning, coursebooks play an essential role. McGrath (2002) puts fordward that coursebooks enable teaching and learning structure, provide methodological support and create opportunities for improvement and arrangement for students and teachers. Several advantages of using a coursebook have been mentioned in the first chapter, which were saving enormous time for teachers, acting as models for developing their own extra materials and providing a sense of self confidence and extra support for inexperienced teachers among many other benefits. Coursebooks provide many options to teachers for adapting, replacing, omitting or supplementing to better their practices. Moreover, students feel confident using coursebooks because they provide a road map for them. A coursebook if it is well designed or adapted efficiently, it can make students use language effectively and organize their learning process.

Ur states that she prefers adopting a coursebook because "I find that a set framework helps me to regulate and time my programme; and, perhaps paradoxically, provides a firm jumping-off for the creation of imaginativesupplementary teaching ideas" (Ur, 1996: 193).O'Neill (1982) explains that there are four crucial conditions for coursebooks to qualify as effective. Content of the coursebook should be convenient for learners' needs. It shouldn't be underestimated. Coursebooks that have engaging contents stimulate learners. Thus, learners' communicative interaction is enhanced. According to Tomlinson (2001), learning occurs via language exposure, experiencing the language and giving response to elicitation. (Tomlinson, 2001) Relavant content selection develop content and language integrated learning. (CLIL) Secondly, coursebooks should be organized in such a way that the previously learned materials are reinforced in future sections. Thirdly, they should be cheap and they have well designed materials. Finally a well designed coursebook enables teachers to modify books and to increase interaction in the class.

In the Turkish EFL setting, ELT coursebooks are provided by Turkish Ministry of Education. The Ministry of National Education (MoNE) determine the authors who

prepare the books and the books are reviewed by the ministry. After review and revision processes, coursebooks are chosen and delivered to schools. According to the declaration of Turkish Republic National Ministry of Education, books are evaluated depending on four main factors; Constitutionality, Scientific Sufficiency, Compatibility with the Curriculum and Suitability of the Visual and Content Design (Board of Education and Training [BoET], 2015).The criteria for evaluation are not detailed. Öztürk and Yurttagüler (2003) claimed that Turkish textbooks are not appropriate in terms of layout and physical appearance, content involving use of language, choice of up-to-date and interesting topics. In addition, Turkish coursebooks involve only comprehension questions as the units' activities, and definition of terms, English textbooks involve various activities in which students are provided with the opportunities work collaboratively, to do research regarding the related topics, to make comparisons and analyze (Karababa, 1999). In terms of methodology, books also have weaknessness in Turkey. So, the evaluation and choice of coursebooks play a significant role in teaching and learning process.

Having positive feelings towards learning is a key to success in education. Well designed coursebooks allow learners produce effective communication. Learners' attitudes and motivation can be formed by creating interactive learning environment. Because language is generative, teachers should encourage spontaneous use of language for students. In this aspect, Naiman argues that "the most successful learners are not necessarily those to whom a language comes very easily; they are those who display certain typical characteristics, most of them clearly associated with motivation, positive task orientation, ego involvement, need for achievement, high aspirations, goal orientation, perseverance, tolerance of ambiguity"(Naiman,1978).

This implies that there is great need for adaptation to increase spontaneity and interactivity. Since language is an instrument for generating what people need and want to say spontaneously, a great deal must depend on spontaneous, creative interaction in the classroom" (O'Neill, 1982: 111).

Relying on just one coursebook isn't always useful for students's needs and interests. Cunningsworth (1995) provides four interconnected disadvantages to an approach which is heavily dependent on a single coursebook. One of them is teaching procedures can be insufficient. Secondly, student's needs can be reduced. Third problem is that spontaneity might be reduced. Lastly, creativity in techniques and language use can be

inadequate. Uselessness of coursebooks affects both teachers and learners. Obviously, all books aren't suitable for a particular class. Teaching and learning process can't be confined in ready-made materials. There"s an agreement among competent educators, writers, and experts that the perfect coursebook does not exist (O"Neil, 1982; Grant, 1987; Sheldon, 1987; Skierso, 1991; Acklam, 1994)

Today, coursebooks are regarded as a mainstay of the commercial ELT market. Coursebooks produced for commercial benefits (Sheldon, 1987). For example, coursebooks written for a global market may not include students' interests and they may have inauthentic language that has a negative impact on real language use. In addition, there can be a lot of irrelevant activities or insufficient tasks for communicative language learning. Relying on only one coursebook results in a very controlled process for teaching process. Students may feel be confined and teachers can lose their planning ability due to using largely one coursebook.

Depending on a single book isn't always a good idea. Coursebooks shouldn't be used as an only resource and they should be modified, evaluated, eliminated or supplemented by teachers. Maley (2011), points out that there are differences amongst the students and teachers so these differences result in incompatibility with materials, teachers and students. So, the main aim of teachers should be bond material and learners' needs. Not all coursebooks cater the whole class. According to humanistic approach of the 1960s, learners must be engaged in their affective level as well as cognitive level. Tomlinson states that, a number of coursebooks depend on linguistic and analytic aspects of language. They are also inadequate for learners to learn by experiencing things, learning physically as well as learning things in mind (Tomlinson, 2003b: 162).

## 2.2 Coursebooks and Authenticity

Communicative or well-designed coursebooks allow learners to communicate in a more genuine way than is typically possible in classrooms. The American psychologist, Carl Rogers stated that effective learning environment occurs via three main characteristics. These are respect, empathy and authenticity. (Rogers, 1994). According to Rogers and Frelberg (1004), authenticity is the most important factor. Authenticity affects educational climate positively and learners produce language in the process of communication. At the same time, their communicative competence is

developed. It is connection between real life and language. It fosters autonomy as well as enhancing motivation of learners.

Coursebooks that provide appropriate learning opportunities meeting the needs and interests of a class trigger learner motivation. (McGrath, 2006: 178). Thus, language learning is fostered. However, many of the coursebooks doesn't provide encouragement for adapting the materials to the needs, wants, personalities, or styles of the learners" (Masuhara, et al. 2008: 297). ELT practitioners started to avoid from coursebook-centred lessons. According to them, relationship with coursebooks should be flexible and they should prioritize a learning-centred approach rather than traditional teaching-centred approach. (Bell & Gower, 2011: 135-139; Masuhara, et al.2008: 299-300; McGrath, 2002: 8-11, 80-82). Flexibility is important because coursebooks which engage learners holistically providing imagination, creativity and deeper understanding of an activity fulfil language acquisition. Thus, learners have deeper processing and understanding, and in turn foster a greater awareness of language use through exposure and internalisation (Eco, 1994 in Saraceni, 2003; Tomlinson, 2003b).

Well designed coursebooks provide opportunities to use the language in class reflecting the authentic language of everyday life. In addition, these coursebooks emphasize fluency not disregarding accuracy. They also have a good balance among four language skills mostly listening and speaking. Students realize communicative functions of language via tasks and materials easily in this way. The classroom task is 'the interface between the teacher and learners so it has a significant role' (Williams and Burden, 1997: 44). Communicative coursebook tasks represent real life language and it makes students feel ready to use the language with less fear and hesitation.

Current and authentic texts make the coursebooks good materials. They provide audio visual materials and all materials that improve all four skills (writing, reading, speaking and listening). As far as the student is concerned, these materials should encourage learner autonomy, and be adaptable to different types of learners and backgrounds. Teachers need to provide attractive input which engages the student in real communicative situations. (Crawford, 2002) While students are learning by their own personal effort, they learn easily. Meaningful input and purposeful tasks contribute learners' own learning effort.

## 2.3 Coursebooks and Pragmatic Knowledge

Communicative books that provide pragmatic aspects of language facilitate interactive learning. Teaching functional aspects of language makes learners to have pragmatic awareness of language. Learners need to know how to say and what to say in appropriate ways. This ability is known as pragmatic competence. Yule put forward that speakers build and maintain efficient and appropriate communication when they have a good command of conventions. Thus, they understand each other clearly. (Yule, 1996). Based on the shift from traditional methods to communicative oriented approach, pragmatic competence is seen as a crucial factor in language teaching. Bachman (1990) asserts that pragmatic competence is a separate unit of communicative competence. According to him, organizational competence and pragmatic competence constitues language competence.(Bachman, 1990).

Organizational competence consists of learners' linguistic knowledge. On the other hand, pragmatistic knowledge refers the relationship between illocutionary competence and sociolinguistic competence. While performing certain language functions is called as illocutionary competence, sociolinguistic competence refers to choose the convenient strategies depending on the nature of the context. Pragmatic competence is vital for healthy communication. Inadequate pragmatic competence leads to communication breakdowns which can even have severe consequences in some cases (Allami & Naeimi, 2011; Shi, 2014).

Teacher instructions, language proficieny and learning environment affects learners' pragmatic competence. According to Cohen's personal experience, language learning environment and coursebook suitability are prominent on this issue. "It was reported that his level of pragmatic competence did not reach the desired levels because of the limitations stemming from the EFL environment." (Cohen, 1998).

It can be a challenging task for learners to possess the ability between the use of language and social & contextual elements. In some situations learners can not maintain efficient communication. "Having inability to use the language appropriately and incompetence to comprehend the intended meanings is described as pragmatic failure" (Thomas, 1983). To eliminate this problem, coursebooks and EFL curriculum should enable students to learn pragmatics. Bardovi-Harlig and Mahan-Taylor (2010) assert that teaching pragmatics promotes learners' perceptions of the target language and its speakers.

## 2.4 Learner Autonomy and Integrated Approach

The role of coursebooks is very crucial. In Turkish education system, most of the students feel shy and passive when they use the target language. Teaching doesn't always necessarily result in learning. Lack of meaningful communication, authenticity and interaction with peers affect learning negatively. Solak and Bayar (2015) claim that organizing lessons according to practice-based orientation provide meaningful and practical contexts. Thus, learners have the chance of practicing language beyond mastering linguistic forms without the ability to apply them in interactional contexts.

The fundamental aim is to make learners control their own learning process to undertake their learning throughout their lifetimes. Being autonomous affects learners' communicative competence as well as their future life. "Knowledge-based society's changing needs require lifelong learning. Education system's main aim is permanent education. According to European Commission, lifelong learning has become a necessity for all citizens" (European Commission, 2007: 1) Autonomous learners are self-determined and they have critical awareness. They can cope with difficulties related to language use as well as dealing with negotiation of meaning. In Illés's definition, learner autonomy (2012: 509) is "language use rather than learning driven". By inferring this definition, she claims that the shift is seen from learning process to communicative processes. (Illes, 2012: 509). By this way, learners feel ready for future successful communication.

Teaching learning strategies can be a key to have autonomous and pragmatic learning environment. Learning strategies are "specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations" (Oxford, 1990: 8). To handle pragmatics, learners need to improve self-directed strategies. By this way, they acquire autonomy and they take responsibility. Strategy training improve competency and creativity in learning because strategies can transfer to different settings and different learning targets. According to the observation of Cohen, becoming successful learners by taking more responsibility depends on being aware of and become responsible for the choice, use and assessment of their learning strategies. Thus, learners improve the use of target language outside the class. The main aim of the strategy training is to give power to learners by enabling them to take charge of learning process (Cohen, 1998: 70).

A great deal of effort given by teachers make learners involve in class actively. This effort paves the way for learner-centered environment. Learners learn by having experience tasks that are relevant to their life. Learning by doing in a learner-centered environment is also called integrated approach. For Finney, the framework that should be applied to ELT in this context, is what she calls an "integrated approach". She expresses this approach as "[...] fundamentally learner centered and is an attempted "synthesis of the product-oriented ends-means model and the process-oriented approach" (2002: 74)

Students' engagement in purposeful learning leads to ubiquitous learning in and out of school. Hence, learning becomes more relevant to real life. To have effective English teaching, materials should propose opportunities for integrated language use. "At the very least we listen and speak together, and read and write together" (Bell & Gower, 1998: 125). In other words, coursebooks should enable learners to integrate all the skills in an authentic manner. Thus, learners become efficient when integrating extra-linguistic factors. Integrating all skills in an authentic manner also paves the way for communicative interaction. Learner's aptitude toward the language is also affected when the emphasis is on communicative interaction. It is apparent in Carrol (1991) that learner who has high aptitude learn with greater ease. Aptitude refers to the learners' efficiency and the rate at which they learn a language. It is argued that best language learners have a certain 'knack' for languages that provides them to learn languages more quickly than the others (Lightbown and Spada, 2006).

## 2.5 The Importance of Context

Embracing integrated approach brings to mind Crawford's this question; what characteristics should efficient teaching materials have? (Crawford, 2002). According to Crawford, teaching materials should present language in context because language "items" cannot exist in isolation. There may be inadequate fit between context and the coursebook. So, teachers may want to design their materials regarding their particular group of learners. As a consequence, they deal with the lack of fit between context and coursebooks. Learners benefit from coursebooks when their contexts are relevant, engaging and meaningful for them.

Context is a prominent element in teaching process. A number of teachers are obliged to use predetermined curriculum that defines context, skills and tasks. Whatever the

curriculum, teachers are responsible for ensuring that the goals and objectives of the overarching curriculum are kept close at hand when designing materials (Nunan, 1988). When the contexts of a book are meaningful and purposeful for the target language, learners benefit from engagement and motivation. Lack of communicative and relevant contexts, affects learning process negatively. For some learners at some stages the topics may well be 'old faithfuls', such as money, family and holidays. One of the goal of material developer is "to find new angles on those topics and to promote activities which will assure purposeful production of the target language" (Bell & Gower, 1998: 123). Being exposed to the use of language in different interactional patterns make learners competent communicators in the target language. It is suggested that both teachers and coursebooks should emphasize to the learner that language doesn't just comprise of linguistic and lexical elements but also it comprises of social context regarding situational and social factors in the act of communication. (Harlow, 1990: 348).

## 2.6 The Importance of Functional Syllabus

In the twentieth century, drilling and repetition were primarily used but in the late1970s and 1980s, coursebooks started to use functional syllabus that is organized around communicative functions. Nowadays, coursebooks writers give importance to all language skills. By and large, everyday life requires more speaking and listening. Unlike communicative coursebooks, traditional coursebooks fail to make learners gain realistic experience in using the language gained. "It is also suggested that the growing influence of the Common European Framework has encouraged course designers, teachers and examiners to increasingly see successful communication of meaning rather than purely mechanical practice."(Scrivener, 1994).

"Based on a study of Harlow and Linda L. (1978), learners feel motivated when they use language as an aid of communication. Turkish education system can not totally fulfil learners' communication needs. Most of the learners are shy and introvert. Some of the coursebooks don't reflect the communicative purpose of English. Unsuitable coursebooks result in problems in education system. Coursebooks that are predominantly associated with structural syllabus lead to teacher-oriented class. Unlike structural syllabus, functional syllabus makes the learning practical and productive learning occurs via real-life contexts.

In the light of their study, functional syllabus puts learners at the center of teaching so they listen more than they would asked to produce. (Harlow & Linda L, 1978). Coursebooks that embrace functional syllabus set realistic learning tasks in which learners can utilize as well as providing real-world language use in different sociocultural situations. Fluency and effective communication are sought (Finocchiaro and Brumfit, 1983: 18-19). With this type of coursebook and syllabus, learners' intrinsic motivation is triggered as well as communicative competence is enhanced.

When using syllabuses, teachers need to be realistic being aware of what students need and are likely to achieve within a certain time. By creating the best suitable teaching situation, they can enable learners to use productive and receptive usage of language.

## 2.7 Self – Assesment

Self-Assessment provides new directions to learners in learning process and it is a lifelong learning skill. Self-assessment is competent for learners' comprehension of assignment and the assessment criteria (Matsuno, 2009). Kavaliauskiene (2004) claims that self-assessment enables learners to have a chance to consider their own progress as well as changing, designing or enhancing it. Coursebooks that focus on self-assessment let learners to take responsibility for their learning and learners can construct knowledge rather than just receiving it. Self- assessment is in line with learner autonomy and student-centred learning (Knowles, 1975). For effective learning and learner autonomy, learners need to influence their learning without waiting others to do it. According to Brown, autonomy is a key to successful learning. Self-assessment makes learners knowledgeable about their needs and learning goals as well as increasing motivation (Liang, 2006).

There are some rationales for self-assessment by Oscarsson. According to Oscarsson, one of the rationales is promoting learning (Oscarsson, 1989).Learners monitor their learning process and they benefit from language learning. Secondly learners become aware of what and how they learn via self-assessment.

## 2.8 The Effect of Collaborative Dialogue

Learning is seen when students are given chances to apply information presented in class to real life situations. To do it, a number of methods can be provided by the coursebook and teachers. One of them is collaborative dialogue. Coursebooks that

have collaborative dialogues are more effective for language use. Language use and language learning can co-occur by this way. According to Swain, learners build linguistic knowledge engaging in production tasks. They draw their attention to form and meaning. With collaborative dialogue, learners engage in problem solving and knowledge-building. (Swain, 2000) Thus, transfer and maintenance of knowledge are provided.

Collaborative dialogue is a one way to make the class stimulated. It has been noted by Swain and Watanable, collaborative dialogue as a cognitive tool mediates the process of thinking. (Swain, 2006; Swain and Watanabe, 2013) Learners easily construct a dialogue interacting with peers in the target language. Peer-peer interaction is provided and learners support each other to solve linguistic problems that they encounter. One of the benefit of collaborative dialogue is peer-peer learning in pragmatic contexts. During collaborative tasks, learners can be exposed to pragmatic use of language. Takimoto (2012) suggests that found that collaborative dialogue enable learners to have information about pragmatic features, which causes control of pragmatic knowledge than the condition where learners completed the task alone. Coursebooks that provide collaborative dialogues enable learners to gain active role in communication as well as also improving their pragmatic and communicative competence.

Interactions in the classroom with collaborative dialogues present students with opportunities of real life instances. With the right choice of a coursebook or an effectively adapted coursebook, the teacher can succeed in real language praxis. Swain's work has been encouraged by sociocultural theory using the term 'collaborative dialogue' (Swain, 2000). This indicates that the language is teaching of today is far from the earlier dominant language teacher model. Swain explains that (Swain 1998: 68) collaborative dialogue corresponds to interpersonal metatalk or "language to reflect on language use". It is also compatible with reflexive dialogue which occurs while learners are performing a task in groups. Hence learners benefit from collaborative dialogue. For Swain (2006), by talking it through, the learner comes to understand the language, which in turns facilitates interlanguage development. Such statements point to the engagement of learners with significant benefits. Students acquire interlanguage development with collaborative dialogues and they focus on meaning first disregarding the grammar information. Reinforcement for

communication and fewer structural corrections enhance their motivation. Quite expectedly, learners can comprehend the rules of the language taking part in collaborative dialogue that increases class interaction. Therefore, learners succeed in real life communication with the right or adaptable coursebook and carefully planned classes.

**2.9 Coursebooks and Motivation**

There is a wide range of coursebooks so the important point is not to restrict learners in involvement process of learning. Adaption of the coursebook and teaching styles let learners to take responsibility in involvement process. Being aware of their own learning actively triggers learners' intrinsic motivation. Intrinsic motivation is seen as one of the elements that make students competent in language learning.(Brown, 2001) Unlike intrinsic motivation, extrinsic motivation originates from outside factors. (Harmer, 1991: 51).

Council of Europe concentrates on the communicative aspects of language competence and aims to enhance communication and collaboration. (Little, 2006; Martyniuk, 2005) Motivation is a requirement to acquire a foreign language develop communication. Cheng and Dörnyei concluded that high motivation will be beneficial for learners to gain appropriate competence in the second language (L2), even if their aptitude or learning situation are not convenient (Cheng & Dörnyei, 2007). Being motivated learners lead to willingness to use the target language. Harmer (2007) argues that to accomplish communicative activities, students need to be willing to convey something with a communicative purpose. Contents of a coursebook that enable learners to have personalization while performing a task stimulate learners' intrinsic motivation.

To facilitate the acquisition of language and motivate learners, coursebooks need to provide communicative activities such as; games, group and pair works, debates, role-plays, interviews, and problem-solving. Rao (2002) thinks that exercises characterized by peer-peer interaction with little monitoring of students' output by the teacher; oral situations characterized by student–teacher interaction with the teacher monitoring; content-based teacher responses to students' writing; and the use of songs in the classroom constitute communicative activites. Thus, learner's language competence and motivation are fostered by these factors. Communicative activites and motivated

learners pave the way for learner-centered class. Learners can perform in a realistic and enjoyable way. Learners also become enthusiastic about their own learning by feeling at the center of learning-environment.

## 2.10 The Importance of the Coursebook Adaptation

In teaching process, teachers and students have significant positions. One another essential point is instructional materials. Coursebooks are seen as a valuable element in education as well as being the most preferred material among instructional materials. Low (1989) stated that "designing appropriate material is not a science; it is a strange mixture of imagination, insight and analytical reasoning, and this fact must be recognized when materials are assessed" (Low, 1989: 153). According to a survey conducted at the International Association of Teachers of English as a Foreign Language (IATEFL) conference, 78 percent of the coursebook users who used a coursebook regularly were negative about the materials available to them" (Tomlinson, 2010, cited in Tomlinson & Masuharu, 2013: 246)**.** Adapting or supplementing the coursebook provide teaching-learning context with greater appropriacy. It enables various methodologies and and approaches rather than depending on just globally marketed coursebooks (Bolitho, 2003). This occurs when teachers are encouraged in this way. According to Wala, lack of coursebook appropriacy, learner styles, assumptions, age, expectations and their previous study have a crucial effect on the achievement of learning materials (Singapore Wala, 2003: 144). Allwright claims that coursebooks have limited role and they restrict the involvement prcess of learners (Allwrigt, 1981: 8).

Learner-centeredness should be considered while adapting or supplementing the coursebook. Re-designing the coursebook putting learners at the center of the learning task enable learners to provide the input while the coursebook is enabling the initial language exposure for further work (McGrath, 2002: 164-167; Shelton, 2002).

Coursebooks need to be appropriate to provide learning opportunities for learners who have existing and changing needs. Coursebooks which are inadequate in terms of a wide range of task types lead to insufficient learning opportunities for different learners. Appropriate learning opportunities engage the learners holistically. It contributes to learners' understanding and deeper processing as well as promoting their

awareness of language use via internalization and exposure. (Eco, 1994 in Saraceni, 2003; Tomlinson, 2003b).

Meddings and Thornbury suggests some guidelines to provide learning opportunities within the coursebook. They propose generic task types for the coursebook which is lack of purposeful language and meaningful communication (Meddings& Thornbury, 2002; 2009: 11-21). Generic task types can be used as a fundamental point for language use when adapting the coursebook. Giving learners a chance to design tasks such as shopping for a special day or role-plays without materials promote language learning communicatively. Learners' preparing surveys about their peers on a specific topic, live listening, devising scenarios, preparing individual statements and spotting the lies, interviewing and finding someone- who activities consitute generic task types.

Learning opportunities originates from real-language use. Learners' interests and their investments are provided by the real-language use. (Meddings & Thornbury, 2009) The generic tasks promote learner-produced language that emerges from the task. Such tasks also pave the way for scaffolding for collaboration. Learners' working the tasks in groups provide zone of proximal development" (ZDP) that is defined as the difference between what a learner can accomplish when performing alone and what he can succeed with the support from someone else (Vygotsky in Lantolf, 2000: 17). Bandura confirms that a great amount of learning takes place among peers (Bandura, 1997).

In spite of written professionally, coursebooks may be lack of appropriacy in terms of different learning styles, personalization and effective communicative competence (Singapore Wala, 2003: 144). A lot of coursebooks depend on grammar elements and the PPP (presentation, practice, production) model of teaching that leads to unengaging learning process.(Harmer, 2001: 6). Such coursebooks result in boredom and they don't represent real-life language use. According to McDonough and Shaw (in Islam and Mares, 2003), personalizing, individualizing and localizing enable to adapt coursebooks to better cater for learners' needs and interests. (McDonough and Shaw in Islam and Mares, 2003: 89)

Saraceni claims that relevance, universality of topic, and authenticity are three areas which are critical to the process of deciding whether to adapt or supplement the material (Saraceni, 2003). Teachers can create their own tasks and authentic materials.

Supplemeting relevance contents, authentic materials and creating open-endedness makes the coursebook more engaging and relevant for the learners. Informal, teacher-made materials with a specific group of students will always assist professional, published materials. (Stern, 1992: 353) While teachers are preparing their pre-planned teacher-made materials they don't have to be a professional coursebook developer. According to Evan and John, a competent EFL/ESL teacher doesn't have to be a good material developer. He needs to select and adapt materials to the learning situation in order to ensure that learners' needs are met (Dudley-Evan and St. John, 1998). They need to learn how to decide and make effective use of coursebooks.

Knowing the primary function of the material is important whether it is designed to develop using skills for communication or non-interactive learner involvement. There is a strong relationship between the coursebooks and class environment in terms of learner-centered approach. Exercises and tasks that contain communicative, personalized practices make learners use language out of class communicatively. Coursebooks that are adapted accordingly regarding learners' communicative competence result in some pedagogical advantages such as decision-making process for learners, personalizing the content, thinking critically, motivation and active involvement in class. Podromou (2002) claims that adapted coursebooks by teachers provide greater choice, freedom and scope for spontaneity as well as personalization. Thus, engagement in learning and motivation are provided.

Coursebooks need to be stimulating as well as being informative. Via some attempts of teachers, teachers prepare a communicative and learner-centered lesson. Meddings and Thornbury suggests various ways to engage learners actively and accomplish a fit between the coursebook and learners. Reducing, omitting, adding, rewriting, extending, reordering, replacing and branching from it to link to related areas of language constitute the adaptation strategies (Meddings & Thornbury, 2002). Reestablishing a coursebook is a key to a focus on learners meaningful language production via personalization, flexibility, relevance, authenticity, choice, and universality.

To provide purposeful and meaningful language use, coursebooks need to be contextualised to the experiences and the intented learners. Thus, being aware of socio-cultural appropriacy is a prominent element when designing a coursebook (Jolly & Bolitho, 1998: 111).

Contextualising the text via learners' personal and response cater for learners. They benefit from noticing the language patterns. Language patterns are seen as a prominent elemenets for language acquisition (Schmidt, 2001: 3-5) Duff and Maley affirm that there are various ways to make learners notice language in a desired way. Re-designing a task, supplementing a text with an appropriate one or useful patterns and lexis can be used (Duff and Maley, 2007). One another advantage of teacher-designed coursebooks is timeliness (Block, 1991). Learners are given up-to date and relevant tasks. Thus, they show interest performing the tasks. Re-designed coursebooks that stimulate interaction and creativity contribute learners' acquisition. According to Hall, communicating fluently in a language for many people depends on using the language for real communicative purpose (Hall, 1995: 9). Language learning is promoted when the coursebooks are adapted regarding interactive teaching approach.

Being an active and independent learner depend on the encouragement of the learner to think critically about their language and how it works (Nunan, 1988). Learners are alerted via well-designed coursebooks to take responsibility and they become independent on their own learning.

A further advantage of coursebook adaptation is content and language integrated learning (CLIL) which is in line with acquiring a language while learning a language. CLIL provides learners to use their critical thinking so that they use, integrate and transfer a new knowledge (Darn cited in Pistorio 2010: 3) A well-designed coursebook gives a chance to the learners to integrate content and language skills in an authentic manner. Via CLIL approach, cultural contex, cognitive skills, content, communication stimulate learner environment as well as increasing motivation. Thus, learners are able to communicate naturally and they become capable of integrating all language factors. CLIL also provides cooperative learning to make learners learn better while performing in pairs or groups (Jacobs and McCafferty 2006, Pistorio 2010). According to Coyle, there are some requirements to construct knowledge; group work, problem solving and questioning (Coyle et al. 2010: 29).

## 2.11 Coursebooks and Task-Based Language Teaching

Language is seen as a communicative tool in learner-centered classrooms so it is provided via task-based language teaching. Real-life activites, priority of activities relation with meaning and the completion of tasks constitute task-based language

classes. Nunan (1989:10) claims that task is "a piece of classroom work which involves learners in understanding, producing or interacting in the target language while their attention is principally focused on meaning rather than form".

When learners do tasks using their communicative competence, they learn language. According to Larsen-Freeman (2000), since language learners make an effort to do a task, they have rich opportunity to interact with peers. This interaction makes learners to comprehend each other so the learning can occur naturally and easily. When the courseboooks provide task-based approach, motivation of the lesson can be increased and students can communicative effectively. The main goal here should be their understanding and production of the target language.

There is a strong relation with task-based learning and learner-centered classes. It triggers learners' intrinsic motivation and it contributes fluency. It also doesn't disregard accuracy. It is compatible with learner-centered focus and at the same time it also pave the way teachers for guiding and instructing in classes. Natural learning can occur via a lot of meaningful input of the target language.

# CHAPTER 3
# METHODOLOGY

In this part, research model, participants and their demographics, data collection instrument and their details, data collection and data analyses procedures are presented

## 3.1 Research Model

This study aimed at evaluating Interchange Fourth Edition coursebooks that are four-level series from the beginning to the high-intermediate level used in prep-school whether theyemployed a learner centered approach. All levels were evaluated based on the criteria of learner-centered teaching. Fourth edition Interchange coursebooks provide online workbook that enable learners to have additional grammar, vocabulary, reading and writing practice. Learners have access code to do interactive exercises that correspond to each Student's Book lesson. This edition offers updated content in every unit, grammar practice, and opportunities to develop speaking and listening skills. Each unit has snapshot parts that introduce the topic of units. They provide interesting information from the real world, presented in an easy-to-read graphic form. Follow-up questions in the Snapshot enable students to personalize the topic.

To best evaluate the appropriateness of coursebook in line with the learner centered approach, mixed research design including both quantitative and qualitative data collection procedures together was employed. The questionnaire was used to present general tendencies of instructors about coursebook's learner centered teaching style. In addition to the questionnaire, the interview was used to understand instructors' points of views in more detail. Mixed research design employed in the study in order to integrate both quantitative and qualitative paradigms. This allow researchers to engage in collecting, analyzing and interpreting data in different designs so as to present general picture related to research problems (Cresswell, 2003).

## 3.2 Participants

A population of the study included all instructors teaching in prep-school and using Interchange Coursebook in their teaching. Since there are many instructors matching these criteria and including all of them into the study would not be practical in terms of time, money and effort for this study, a group of instructors (sample) was selected. Convenience sampling procedure was used to select instructors from the whole

population. Participants who were convenient and volunteered to take part in the study were drawn from a prep-school of a foundation university. In this prep-school, there were 40 instructors teaching English to students at various levels. Some of these teachers did not teach Interchange Coursebook which is why they were not added to study. Other teachers did not volunteer for the study. Thus, a total of 30 instructors participated in the study

## 3.3 Instruments

Two data collection instruments were used in the study. These were; 1) Questionnaire, 2) Interview

### 3.3.1 Questionnaire

The questionnaire was developed by the researcher to assess whether prep-school Interchange coursebook leaded or guided learner centered teaching from the instructor's point of view. For the instrumentation of the questionnaire, firstly, the related literature was surveyed and some instruments associated with the aim of the study were found (Pintrich, Smith, Garcia & McKeachie, 1991; Tok, 2010; Ghorbani, 2011; Demir & Ertaş, 2014; Emaliana, 2017). And then, an item pool was constructed by including the items taken from the already developed instruments. Later, upon which their most appropriateness, 30 items were draw from the item pool and the instrument was constructed. Questionnaire consisted of 30 items on a five point likert type scale (5 – strongly agree to 1 – Strongly disagree) grouped under four dimensions as 1) Authenticity & Learner - Centeredness 2) CLT (Communicative Language Teaching) & Learner Initiation, 3) Learner-Autonomy & Self-Assessment 4) Integrated Skills& Learner-Centeredness.

### 3.3.2 Interview

Semi-structured interview schedule was also prepared by the researcher to obtain deeper information about coursebook and its contribution to learner-centered teaching. The schedule included 14 open – ended items. The questions in the interview were about (a) Authentic language use (reflective of real life-contexts), (b) relevant content & interesting content- interesting topics, (c) cultural concept of the coursebook, (d) activities and motivation in the coursebook, (e) real-life language use (pragmatic

competence & idiomatic expression, speaking in specific situation like being polite-politeness), (f) pair and group work, (g) sufficient communicative practice & activities (the function of activities& the content of activities), (h) communicative language teaching & the coursebook (Learning the knowledge unconciously / using task based approach and CLT), (i) Interactive Learning- coursebook (learner involvement), (j) responsibility for learners' own learning, (k) learners' Discovering knowledge by themselves, (l) four language skills in the coursebook and main focus, (m) syllabus types; functional syllabi or structural syllabi and (n) cognitive skills in the coursebook (critical thinking skills & promoting learners to think

## 3.4. Data Collection

Data were collected in the spring semester of 2018-2019 academic year. Firstly, the instructors who were teaching English in a prep-school in a private university were contacted and asked to participate in the study. 30 of these teachers volunteered to participate in the study. Later, the questionnaire with 30 items was administrated to the instructors. After that, face-to-face interview was undertaken with three instructors selected from the ones who were applied to questionnaire. The interview was done with the instructors in a safe and comfortable environment determined by the participants. All interviews were tape recorded by getting participants' permission.

## 3.5 Data Analysis

The data collected through questionnaire were firstly entered into the data set created using SPSS. This data set was later subjected to data cleaning by employing missing data, outlier and normality. Analysis of the data set for data cleaning did not result in any missing case and outlier, and satisfied the normality assumptions. After that, the data set was subjected to descriptive (frequency, percentage and mean) and inferential statistics (correlation) for addressing to the research questions. Descriptive statistics was used to portray the participants tendencies and correlation analysis was used to investigate the relationship among the variables and determine the degree of association (Fraenkel, Wallen and Hyun, 2011).

On the other hand, the qualitative data analysis procedure was used for the data collected through the use of face-to-face interview. Firstly, the interview transcripts were transferred to the written text. These written texts were subjected to thematic

content analysis which is similar to content analysis but requires more attention to the qualitative aspects of the spoken discourse(Joffe and Yardley, 2004). "Thematic analysis" is a data analysis process in order to identify the themes and patterns inherent to the qualitative data (Maguire & Delahunt, 2017). The codes emerged in the "thematic content analysis" was categorized under 14 themes. The results of qualitative analysis were reported under themes by supporting quotations. Anonymity for the instructors was assured by hiding their name in their quotations. For example, TF1 refers to female teacher numbered 1.

# CHAPTER 4
# FINDINGS

## 4.1 Quantitative Findings

The descriptive statistics of the responses given by the teachers to the items in relation to …. are given in Table 1 below.

**Table 4.1: Distribution of Teachers' Responses to the Items in Relation to …….**

| | Strongly Disagree | | Disagree | | Neither Agree Or Nor | | Agree | | Strongly Agree | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | f | % | f | % | f | % | f | % | f | % | Mean | SD |
| **Authenticity & Learner- Centredness** | | | | | | | | | | | **3,400** | **0,755** |
| The Coursebook is Compatible with the Requirements of the Learner-centred Approach in English Class | 0 | 0,0 | 3 | 10,0 | 6 | 20,0 | 18 | 60,0 | 3 | 10,0 | 3,700 | 0,794 |
| The Language Used in the Textbook İs Authentic, That is, Like Real-life English | 0 | 0,0 | 10 | 33,3 | 8 | 26,7 | 10 | 33,3 | 2 | 6,7 | 3,133 | 0,973 |
| There is a Relationship Between the Content of the Coursebook and Real-life Situations | 0 | 0,0 | 4 | 13,3 | 9 | 30,0 | 12 | 40,0 | 5 | 16,7 | 3,600 | 0,932 |
| The Content of the Textbook is Relevant to Students' Needs As (an) English Language Learner(s) | 0 | 0,0 | 5 | 16,7 | 9 | 30,0 | 12 | 40,0 | 4 | 13,3 | 3,500 | 0,938 |
| The Content of the Textbook is interesting | 2 | 6,7 | 5 | 16,7 | 10 | 33,3 | 10 | 33,3 | 3 | 10,0 | 3,233 | 1,073 |
| The Content of the Textbook is motivating | 3 | 10,0 | 7 | 23,3 | 10 | 33,3 | 7 | 23,3 | 3 | 10,0 | 3,000 | 1,145 |

| | f | % | f | % | f | % | f | % | f | % | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The Content Serve As aWindow into learning about The Target Language Culture (ie American, British) | 2 | 6,7 | 2 | 6,7 | 5 | 16,7 | 17 | 56,7 | 4 | 13,3 | 3,633 | 1,033 |
| **CLT & Learner Initiation** | | | | | | | | | | | **3,493** | **0,906** |
| The Activities Encourage Sufficient Communicative Practice | 3 | 10,0 | 5 | 16,7 | 4 | 13,3 | 15 | 50,0 | 3 | 10,0 | 3,333 | 1,184 |
| The Activities Encourage Sufficient Meaningful Practice | 2 | 6,7 | 3 | 10,0 | 8 | 26,7 | 13 | 43,3 | 4 | 13,3 | 3,467 | 1,074 |
| The Activities incorporate Pair and Group Work | 3 | 10,0 | 0 | 0,0 | 2 | 6,7 | 11 | 36,7 | 14 | 46,7 | 4,100 | 1,213 |
| There are a Lot of Activities For Students to Engage in Communicative interaction | 3 | 10,0 | 3 | 10,0 | 4 | 13,3 | 11 | 36,7 | 9 | 30,0 | 3,667 | 1,295 |
| Activities in the Coursebook Promote Learners Language Development | 1 | 3,3 | 4 | 13,3 | 6 | 20,0 | 12 | 40,0 | 7 | 23,3 | 3,667 | 1,093 |
| Activities in the Coursebook Motivate Learners | 2 | 6,7 | 6 | 20,0 | 11 | 36,7 | 7 | 23,3 | 4 | 13,3 | 3,167 | 1,117 |
| There are Activities For the Development of Communicative Strategies | 0 | 0,0 | 9 | 30,0 | 5 | 16,7 | 12 | 40,0 | 4 | 13,3 | 3,367 | 1,066 |
| Activities introduce the Main Principles of Clt | 0 | 0,0 | 3 | 10,0 | 12 | 40,0 | 11 | 36,7 | 4 | 13,3 | 3,533 | 0,860 |
| The Coursebook Enables Learners to Use English Outside the Classroom Situation | 4 | 13,3 | 7 | 23,3 | 6 | 20,0 | 10 | 33,3 | 3 | 10,0 | 3,033 | 1,245 |
| The Coursebook Facilitates interactive Learning | 2 | 6,7 | 4 | 13,3 | 4 | 13,3 | 14 | 46,7 | 6 | 20,0 | 3,600 | 1,163 |

| Learner Autonomy & Self- Assessment | | | | | | | | | | | 3,310 | 0,738 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| When Learners Study For the Class, They Set Goals For Themselves in Order To Direct Their Activities in Each Study Period | 2 | 6,7 | 11 | 36,7 | 7 | 23,3 | 6 | 20,0 | 4 | 13,3 | 2,967 | 1,189 |
| Learners See Knowledge as Something that They Should Discover Themselves | 7 | 23,3 | 6 | 20,0 | 11 | 36,7 | 4 | 13,3 | 2 | 6,7 | 2,600 | 1,192 |
| Learners Expect Themselves Rather Than Their Teachers to be Responsible For Evaluating How Much They Have Learnt | 4 | 13,3 | 9 | 30,0 | 7 | 23,3 | 5 | 16,7 | 5 | 16,7 | 2,933 | 1,311 |
| The Coursebook includes Parts For Self-assessment | 2 | 6,7 | 1 | 3,3 | 2 | 6,7 | 10 | 33,3 | 15 | 50,0 | 4,167 | 1,147 |
| The Coursebook Encourages Learners to Assume Responsibility For Their Own Learning | 0 | 0,0 | 4 | 13,3 | 9 | 30,0 | 13 | 43,3 | 4 | 13,3 | 3,567 | 0,898 |
| Learners Like the Student-centred Teaching Method Employed By Teachers | 1 | 3,3 | 6 | 20,0 | 8 | 26,7 | 13 | 43,3 | 2 | 6,7 | 3,300 | 0,988 |
| Learners Prefer Their Teachers to Ask Students Thought-provoking Questions to Keep the Lesson İnteresting | 3 | 10,0 | 2 | 6,7 | 6 | 20,0 | 11 | 36,7 | 8 | 26,7 | 3,633 | 1,245 |
| Integrated Skills & Learner Centredness | | | | | | | | | | | 3,411 | 0,860 |
| Skills in the Textbook include A Wide Range Of Cognitive Skills That Will Be Challenging to Learners | 1 | 3,3 | 9 | 30,0 | 9 | 30,0 | 8 | 26,7 | 3 | 10,0 | 3,100 | 1,062 |
| The Coursebook Provides an Appropriate Balance Of the Four Language Skills | 3 | 10,0 | 5 | 16,7 | 5 | 16,7 | 12 | 40,0 | 5 | 16,7 | 3,367 | 1,245 |

| | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| The Listening Materials Are Well Recorded and Authentic | 2 | 6,7 | 7 | 23,3 | 5 | 16,7 | 9 | 30,0 | 7 | 23,3 | 3,400 | 1,276 |
| The Development of Discourse And Fluency Skills is Given Sufficient Attention | 1 | 3,3 | 5 | 16,7 | 7 | 23,3 | 12 | 40,0 | 5 | 16,7 | 3,500 | 1,075 |
| The Type of Syllabus Design is Used in the Book Appropriate For Learner Centred Approach | 1 | 3,3 | 1 | 3,3 | 11 | 36,7 | 12 | 40,0 | 5 | 16,7 | 3,633 | 0,928 |
| Teachers Place A Lot of Stress in Listening, Speaking And Real Language Use | 2 | 6,7 | 4 | 13,3 | 7 | 23,3 | 12 | 40,0 | 5 | 16,7 | 3,467 | 1,137 |
| **Total Average** | | | | | | | | | | | **3,412** | **0,745** |

Considering the teachers' responses to the items in relation to……., the following distributions are observed.

Of teachers, %10 (n=3) stated disagree, %20 (n=6) stated neither agree or nor disagree, %60 (n=18) stated agree and %10 (n=3) stated strongly agree to the item of "*The coursebook is compatible with the requirements of the learner-centered approach in English class*". It was found that teachers had high level of agreement ($\bar{x}$=3,700) with the items of "*The coursebook is compatible with the requirements of the learner-centered approach in English class*".

Of teachers, %33,3 (n=10) stated disagree, %26,7 (n=8) stated neither agree or nor disagree, %33,3 (n=10) stated agree, %6,7 (n=2) stated strongly agree to the item of "*The language used in the textbook is authentic, that is, like real-life English*". It was found that teachers had medium level of agreement ($\bar{x}$=3,133) with the item of "*The language used in the textbook is authentic, that is, like real-life English*".

Of teachers, %13,3 (n=4) stated disagree, %30 (n=9) stated neither agree or nor disagree, %40 (n=12) stated agree, %16,7 (n=5) stated strongly agree to the item of "T*here is a relationship between the content of the coursebook and real-life situations*". It was found that teachers had high level of agreement ($\bar{x}$=3,6) with the

item of "*There is a relationship between the content of the coursebook and real-life situations*".

Of teachers, %16,7 (n=5) stated disagree, %30 (n=9) stated neither agree or nor disagree, %40 (n=12) stated agree, %13,3 (n=4) stated strongly agree to the item of "T*he content of the textbook is relevant to students' needs as (an) english language learner(s)*". It was found that teachers had high level of agreement (x̄=3,5) with the item of "*The content of the textbook is relevant to students' needs as (an) english language learner(s)*".

Of teachers, %6,7 (n=2) stated strongly disagree, %16,7 (n=5) stated disagree, %33,3 (n=10) stated neither agree or nor disagree, %33,3 (n=10) stated agree, %10 (n=3) stated strongly agree to the item of "*The content of the textbook is interesting*". It was found that teachers had medium level of agreement (x̄=3,233) with the item of "*The content of the textbook is interesting*".

Of teachers, %10 (n=3) stated strongly disagree, %23,3 (n=7) stated disagree, %33,3 (n=10) stated neither agree or nor disagree, %23,3 (n=7) stated agree, %10 (n=3) stated strongly agree to the item of "*The content of the textbook is motivating*". It was found that teachers had medium level of agreement (x̄=3,0) with the item of "*The content of the textbook is motivating*".

Of teachers, %6,7 (n=2) stated strongly disagree, %6,7 (n=2) stated disagree, %16,7 (n=5) stated neither agree or nor disagree, %56,7 (n=17) stated agree, %13,3 (n=4) stated strongly agree to the item of "*The content serve as a window into learning about the target language culture (ie. American, British)*". It was found that teachers had high level of agreement (x̄=3,633) with the item of "*The content serve as a window into learning about the target language culture* (ie. American, British)".

Of teachers, %10 (n=3) stated strongly disagree, %16,7 (n=5) stated disagree, %13,3 (n=4) stated neither agree or nor disagree, %50 (n=15) stated agree, %10 (n=3) stated strongly agree to the item of "*The activities encourage sufficient communicative practice*". It was found that teachers had medium level of agreement (x̄=3,333) with the item of "*The activities encourage sufficient communicative practice*".

Of teachers, %6,7 (n=2) stated strongly disagree, %10 (n=3) stated disagree, %26,7 (n=8) stated neither agree or nor disagree, %43,3 (n=13) stated agree, %13,3 (n=4) stated strongly agree to the item of "*The activities encourage sufficient meaningful*

*practice*". It was found that teachers had high level of agreement (x̄=3,467) with the item of "*The activities encourage sufficient meaningful practice*".

Of teachers, %10 (n=3) stated strongly disagree, %6,7 (n=2) stated neither agree or nor disagree, %36,7 (n=11) stated agree, %46,7 (n=14) stated strongly agree to the item of "*The activities incorporate pair and group work*". It was found that teachers had high level of agreement (x̄=4.1) with the item of "*The activities incorporate pair and group work*".

Of teachers, %10 (n=3) stated strongly disagree, %10 (n=3) stated disagree, %13,3 (n=4) stated neither agree or nor disagree, %36,7 (n=11) stated agree, %30 (n=9) stated strongly agree to the item of "*There are a lot of activities for students to engage in communicative interaction*". It was found that teachers had high level of agreement (x̄=3,667) with the item of "*There are a lot of activities for students to engage in communicative interaction*".

Of teachers, %3,3 (n=1) stated strongly disagree, %13,3 (n=4) stated disagree, %20 (n=6) stated neither agree or nor disagree, %40 (n=12) stated agree, %23,3 (n=7) stated strongly agree to the item of "*Activities in the coursebook promote learners language development*". It was found that teachers had high level of agreement (x̄=3,667) with the item of "*Activities in the coursebook promote learners language development*".

Of teachers, %6,7 (n=2) stated strongly disagree, %20 (n=6) stated disagree, %36,7 (n=11) stated neither agree or nor disagree, %23,3 (n=7) stated agree, %13,3 (n=4) stated strongly agree to the item of "*Activities in the coursebook motivate learners*". It was found that teachers had medium level of agreement (x̄=3,167) with the item of "*Activities in the coursebook motivate learners*".

Of teachers, %30 (n=9) stated disagree, %16,7 (n=5) stated neither agree or nor disagree, %40 (n=12) stated agree, %13,3 (n=4) stated strongly agree to the item of "*There are activities for the development of communicative strategies*". It was found that teachers had high level of agreement (x̄=3,367) with the item of "*There are activities for the development of communicative strategies*".

Of teachers, %10 (n=3) stated disagree, %40 (n=12) stated neither agree or nor disagree, %36,7 (n=11) stated agree, %13,3 (n=4) stated strongly agree to the item of "*Activities introduce the main principles of CLT*". It was found that teachers had high

level of agreement ($\bar{x}$=3,533) with the item of "*Activities introduce the main principles of CLT*".

Of teachers, %13,3 (n=4) stated strongly disagree, %23,3 (n=7) stated disagree, %20 (n=6) stated neither agree or nor disagree, %33,3 (n=10) stated agree, %10 (n=3) stated strongly agree to the item of "*The coursebook enables learners to use english outside the classroom situation*". It was found that teachers had medium level of agreement ($\bar{x}$=3,033) with the item of "*The coursebook enables learners to use english outside the classroom situation*".

Of teachers, %6,7 (n=2) stated strongly disagree, %13,3 (n=4) stated disagree, %13,3 (n=4) stated neither agree or nor disagree, %46,7 (n=14) stated agree, %20 (n=6) stated strongly agree to the item of "*The coursebook facilitates interactive learning*". It was found that teachers had high level of agreement ($\bar{x}$=3,6) with the item of "*The coursebook facilitates interactive learning*".

Of teachers, %6,7 (n=2) stated strongly disagree, %36,7 (n=11) stated disagree, %23,3 (n=7) stated neither agree or nor disagree, %20 (n=6) stated agree, %13,3 (n=4) stated strongly agree to the item of "*When learners study for the class, they set goals for themselves in order to direct their activities in each study period*". It was found that teachers had medium level of agreement ($\bar{x}$=2,967) with the item of "*When learners study for the class, they set goals for themselves in order to direct their activities in each study period*".

Of teachers, %23,3 (n=7) stated strongly disagree, %20 (n=6) stated disagree, %36,7 (n=11) stated neither agree or nor disagree, %13,3 (n=4) stated agree, %6,7 (n=2) stated strongly agree to the item of "*Learners see knowledge as something that they should discover themselves*". It was found that teachers had medium level of agreement ($\bar{x}$=2,6) with the item of "*Learners see knowledge as something that they should discover themselves*".

Of teachers, %13,3 (n=4) stated strongly disagree, %30 (n=9) stated disagree, %23,3 (n=7) stated neither agree or nor disagree, %16,7 (n=5) stated agree, %16,7 (n=5) stated strongly agree to the item of "*Learners expect themselves rather than their teachers to be responsible for evaluating how much they have learnt*" It was found that teachers had medium level of agreement ($\bar{x}$=2,933) with the item of "*Learners expect*

*themselves rather than their teachers to be responsible for evaluating how much they have learnt*".

Of teachers, %6,7 (n=2) stated strongly disagree, %3,3 (n=1) stated disagree, %6,7 (n=2) stated neither agree or nor disagree, %33,3 (n=10) stated agree, %50 (n=15) stated strongly agree to the item of "*The coursebook includes parts for self-assessment*". It was found that teachers had high level of agreement (x̄=4,167) with the item of "*The coursebook includes parts for self-assessment*".

Of teachers, %13,3 (n=4) stated disagree, %30 (n=9) stated neither agree or nor disagree, %43,3 (n=13) stated agree, %13,3 (n=4) stated strongly agree to the item of "*The coursebook encourages learners to assume responsibility for their own learning*". It was found that teachers had high level of agreement (x̄=3,567) with the item of "*The coursebook encourages learners to assume responsibility for their own learning*".

Of teachers, %3,3 (n=1) stated strongly disagree, %20 (n=6) stated disagree, %26,7 (n=8) stated neither agree or nor disagree, %43,3 (n=13) stated agree, %6,7 (n=2) stated strongly agree to the item of "*Learners like the student-centred teaching method employed by teachers*". It was found that teachers had medium level of agreement (x̄=3,3) with the item of "*Learners like the student-centred teaching method employed by teachers*".

Of teachers, %10 (n=3) stated strongly disagree, %6,7 (n=2) stated disagree, %20 (n=6) stated neither agree or nor disagree, %36,7 (n=11) stated agree, %26,7 (n=8) stated strongly agree to the item of "*Learners prefer their teachers to ask students thought-provoking questions to keep the lesson interesting*" It was found that teachers had high level of agreement (x̄=3.633) with the item of "*Learners prefer their teachers to ask students thought-provoking questions to keep the lesson interesting*".

Of teachers, %3,3 (n=1) stated strongly disagree, %30 (n=9) stated disagree, %30 (n=9) stated neither agree or nor disagree, %26,7 (n=8) stated agree, %10 (n=3) stated strongly agree to the item of "*Skills in the textbook include a wide range of cognitive skills that will be challenging to learners*". It was found that teachers had medium level of agreement (x̄=3,1) with the item of "*Skills in the textbook include a wide range of cognitive skills that will be challenging to learners*".

Of teachers, %10 (n=3) stated strongly disagree, %16,7 (n=5) stated disagree, %16,7 (n=5) stated neither agree or nor disagree, %40 (n=12) stated agree, %16,7 (n=5) stated strongly agree to the item of "*The coursebook provides an appropriate balance of the four language skills*". It was found that teachers had medium level of agreement ($\bar{x}$=3,367) with the item of "*The coursebook provides an appropriate balance of the four language skills*".

Of teachers, %6,7 (n=2) stated strongly disagree, %23,3 (n=7) stated disagree, %16,7 (n=5) stated neither agree or nor disagree, %30 (n=9) stated agree, %23,3 (n=7) stated strongly agree to the item of "*The listening materials are well recorded and authentic*". It was found that teachers had high level of agreement ($\bar{x}$=3,4) with the item of "*The listening materials are well recorded and authentic*".

Of teachers, %3,3 (n=1) stated strongly disagree, %16,7 (n=5) stated disagree, %23,3 (n=7) stated neither agree or nor disagree, %40 (n=12) stated agree, %16,7 (n=5) stated strongly agree to the item of "*The development of discourse and fluency skills is given sufficient attention*". It was found that teachers had high level of agreement ($\bar{x}$=3.5) with the item of "*The development of discourse and fluency skills is given sufficient attention*".

Of teachers, %3,3 (n=1) stated strongly disagree, %3,3 (n=1) stated disagree, %36,7 (n=11) stated neither agree or nor disagree, %40 (n=12) stated agree, %16,7 (n=5) stated strongly agree to the item of "*The type of syllabus design is used in the book appropriate for learner centred approach*". It was found that teachers had high level of agreement ($\bar{x}$=3.633) with the item of "*The type of syllabus design is used in the book appropriate for learner centred approach*".

Of teachers, %6,7 (n=2) stated strongly disagree, %13,3 (n=4) stated disagree, %23,3 (n=7) stated neither agree or nor disagree, %40 (n=12) stated agree, %16,7 (n=5) stated strongly agree to the item of "*Teachers place a lot of stress on listening, speaking and real language use*". It was found that teachers had high level of agreement ($\bar{x}$=3,467) with the item of "*Teachers place a lot of stress on listening, speaking and real language use*".

**Tablo 4.2: Correlation among Dimensions**

|  |  | Authenticity Learner Centredness | Clt Learner Initiation | Learner Autonomy Self Assessment | Integrated Skills Learner Centredness | Overall Assessment |
|---|---|---|---|---|---|---|
| Authenticity Learner Centredness | r | 1,000 | | | | |
| | p | 0,000 | | | | |
| Clt Learner Initiation | r | 0,810** | 1,000 | | | |
| | p | 0,000 | 0,000 | | | |
| Learner Autonomy Self Assessment | r | 0,622** | 0,685** | 1,000 | | |
| | p | 0,000 | 0,000 | 0,000 | | |
| Integrated Skills Learner Centredness | r | 0,736** | 0,861** | 0,740** | 1,000 | |
| | p | 0,000 | 0,000 | 0,000 | 0,000 | |
| General Evaluation | r | 0,879** | 0,955** | 0,827** | 0,925** | 1,000 |
| | p | 0,000 | 0,000 | 0,000 | 0,000 | 0,000 |

*<0,05; **<0,01

Multiple correlation analysis was undertaken in order to investigate the correlation among "authenticity learner centeredness", "CLT learner initiation", "learner autonomy self- assessment", "integrated skills learner centeredness" and "general assessment". The correlation analysis produced 10 pairwise correlation all of which were statistically significant at 0.01 significance level. The correlation of authenticity learner centeredness with CLT learner initiation was significant and positive [$r = 0.81$, $p < 0.00$], with learner autonomy self-assessment was significant and positive [$r = 0.622$, $p < 0.00$], with integrated skills learner centeredness was significant and positive [$r = 0.736$, $p < 0.00$] and with overall assessment were significant and positive [$r = 0.879$, $p < 0.00$]. The correlation of CLT learner initiation with learner autonomy self-assessment was significant and positive [$r = 0.685$, $p < 0.000$], with integrated skills learner centeredness was significant and positive[$r = 0.861$, $p < 0.000$] and with overall assessment was significant and positive[$r = 0.955$, $p < 0.000$]. The correlation

of learner autonomy self-assessment with Integrated skills learner centeredness was significant and positive [r = 0.74, p < 0.00] and with general assessment was significant and positive [r = 0.827, p < 0.00]. The correlation of integrated skills learner centeredness with overall assessment was significant and positive [r = 0.925, p < 0.00].

## 4.2 Qualitative Findings

**Tablo 4.3: Qualitative Findings**

| THEMES | Interview – I Teacher coded as T.F.1 | Interview – II Teacher coded as T.F.2 | Interview – III Teacher coded as T.F.3 |
|---|---|---|---|
| 1. Authentic language use(reflective of real life-contexts) | YES<br>- Newspaper articles<br>- Marriage program<br><br>NO, not to the full extent<br>- Cambridge publishing | - Depending on units and topics<br>- Depending on level<br>- Role play language | - activities<br>- role play |
| 2. Relevant content & interesting content-interesting topics | YES<br>- thematic way<br>- ordered way<br>- the way used<br>- motivating<br>  * the way it was designed pictures colors etc.)<br>  * real life stuff / authentic stuff | NO<br>- The level / profile of learners<br><br>- topic<br>  * Nature of the topics.<br>  * Not relevancy to the real life | YES<br>- interesting topics<br>  * Political issues<br>  * Global warming<br>  * Real – life topics<br>- engaging in communicatively. |
| 3. Cultural concept of the Coursebook | - American book<br>- American culture<br>  * coffee<br>  * TV series<br>  * Advertisement<br><br>- Other countries culture<br>  * South Korea – food) | - American culture<br>- Other countries culture<br>  * African<br>  * Indian<br>  * Canadian | - American culture<br>- British culture<br>- Other counties culture<br>  * China<br>  * Japan |

| THEMES | Interview – I Teacher coded as T.F.1 | Interview – II Teacher coded as T.F.2 | Interview – III Teacher coded as T.F.3 |
|---|---|---|---|
| 4. Activities and motivation in the coursebook | - quite<br><br>Activities motivating<br>• Real life materials<br>• Real life dialogues | - partially<br>  * Depends on their age<br><br>Activities motivating<br>• Applicable in the class<br>• Appropriate their age level<br>• Role plays | - Partially<br>  * Depends on class<br><br>Activities motivating<br>• Political issues<br>• Every day topics / activities<br>• Real life topics<br>• Role plays in restaurant |
| 5. Real-life language use (pragmatic competence & idiomatic expression, speaking in specific situation like being polite-politeness) | Real life language<br>• Standart language<br>• not using slang words<br><br>Pragmatic competence<br>• limited<br>• only daily usage | Real life language<br>• American daily life<br>  -Dislike<br>  -Feeling far away<br>• Not Turkish daily life<br>Pragmatic competence<br>• (book) serving formal language<br>• (students) Not using formal language<br>• (students) informal letters<br>• (students) not focusing on pragmatic knowledge | Real life language<br>• Real life<br>• Politeness<br>• Pragmatic |
| 6. Pair and group work | - pair & group work<br>• YES - balanced<br>• After grammar<br>• After vocab<br>• Before reading | - pair & group work<br>• YES - balanced | - pair & group work<br>• YES<br>• Writing |

| THEMES | Interview – I Teacher coded as T.F.1 | Interview – II Teacher coded as T.F.2 | Interview – III Teacher coded as T.F.3 |
|---|---|---|---|
| 7. Sufficient communicative practice &Activities (the function of activities& the content of activities) | - Sufficient<br>• Adding many activities<br>• functional | - Not sufficient<br>* not aware of the topic | - providing pragmatics |
| 8.Communicative Language Teaching & The Coursebook (Learning the knowledge unconciously / using task based approach and CLT) | - not leading communicating interaction<br>- (teacher) initiating this type of teaching<br>- learning the topic unconsciously<br>- needing teacher effort for CLT | - (book) aiming to get information on their own<br>- (book) leading CLT<br>- not giving directly<br>- depending on students<br>- depending on the class<br>- understanding grammar uncosnciously<br>- needing teacher effort for CLT | - (teacher) using communicative language teaching<br>- (book) promoting communicative language teaching<br>- (teacher) getting attention<br>- (students) learning the subject unconsciously<br>- (teacher) helping students find the formula<br>- (book) not encouraging task based method<br>- (book) directly giving the topic |
| 9. Interactive Learning-Coursebook (Learner Involvement) | - pushing / encouraging students to interactive learning<br>- (Ss) initiating their own conservation | Snapshot parts<br>• Motivating Ss<br>• Helping / Encourages Ss to involve in class<br>• Giving general information on the topic<br>• Getting students' attention<br>• Warm – up<br>• Helping Ss to involve in class | - (book) not fully providing interactive learning<br>- encouraging Ss involvement<br>- progress check at the end of every unit<br>- giving authority for teachers and Ss |

| THEMES | Interview – I Teacher coded as T.F.1 | Interview – II Teacher coded as T.F.2 | Interview – III Teacher coded as T.F.3 |
|---|---|---|---|
| 10.Responsibility for Learners' Own Learning. | - (Ss) not aware of their responsibilities<br>- (book) not enough for encouraging Ss to take responsibilities for their own learning | - progress check & self-assessment parts<br>• Assessing Self – check<br>• Motivating students<br>• Helping Ss to take responsibility | - progress check at the end of the unit<br>• Beneficial for learners<br>• Assessing self-development<br>• Assessing self-improvement<br>• Observing students' progress |
| 11. Learners' Discovering Knowledge by Themselves | - pushing Ss to discover knowledge by their own<br>• Partially<br>• In some part, not totally<br>• Depends on student profile | - Not discovering knowledge on their own<br>- learning with the help of teachers | - discovering knowledge on their own<br>• Partially<br>• depends on students |
| 12. Four Language Skills in the Coursebook and Main Focus | - all balanced<br>- Speaking (mostly)<br>- Listening<br>- Writing (not much)<br>- Reading (limited) | - all balanced<br>- Speaking (focus skill)<br>• Pair works<br>• Group words<br>• Role plays<br>• Discussions<br>- Listening<br>- Reading<br>- Writing (not enough) | - Speaking (more than others)<br>- Listening<br>- Reading<br>- Writing (not) |
| 13. Syllabus Types; Functional Syllabi or Structural Syllabi | - student oriented teaching<br>- functional syllabus<br>• (reason) Missing part in the book<br>• (reason) disliked parts in the book<br>• Adaptation<br>• Adding extra stuff (e.g. pragmatics)<br>• Omitting some part | - (Book) leading functional syllabus<br>• Needing to learn on their own<br>• - mixing different types of syllabuses<br>• Observing students<br>• Determining needs<br>• Based on students' profile<br>• Based on the unit | - functional syllabus<br>• (reason) learning functions in real life<br>• (reason) facing functions in real life<br>- separating unit topic by topic<br>- fixing |

| THEMES | Interview – I Teacher coded as T.F.1 | Interview – II Teacher coded as T.F.2 | Interview – III Teacher coded as T.F.3 |
|---|---|---|---|
| 14. Cognitive Skills in the Coursebook (critical thinking skills & promoting learners to think | - Cognitive skills<br>• Advantages & Disadvantages kinds of questions<br>• self-assessment part | - Thinking deeply<br>• Discussion part<br>• Snapshot<br>• Perspective part<br>• Warm up questions | - questions at the end of the every unit<br>• Engaging in cognitive activities<br>• Thinking critically<br>• Thinking hypothetically |

*1. Authentic language use (reflective of real life-contexts)*

TF1 believed that even though it was designed to reflect real life subjects, the coursebook was not fully authentic. Regarding the authenticity of the coursebook, she told that "…*it's Cambridge publishing I don't believe that it's at too full extend its authentic*.." She believed that the coursebook partially reflected real life contexts by including some real life issues such as newspaper articles and marriage programs. Thus, she indicated that the coursebook needed to be developed in terms of reflecting real life conditions by saying that "*it needs to be developed I think. Yeah it's not totally full life."*

TF2 believed that the language of the coursebook is authentic, but still depended on "*..units and the topics of the units and the students too…*" she further indicated that the authenticity of the book changed from level to level and said that

> *So in which ways in their daily life especially the first levels in the first levels in their daily life is very the language is really authentic. But when the level is higher, the language is becoming far away from being authentic. First levels are fine. Yes but the others are a little bit far away from being authentic for Turkish students.*

She further believed that role play's language was authentic and real life; but, since the target of the book was adult not the young adults who will study at university , prep-school students were not fully interested in the topics and activities in the books and found the activities, role plays and dialogues simple and unnecessary, and sometimes boring.

43

Similar to the views of TF1, TF3 found the language of the coursebook really authentic and believed that the learners could use the language learned through the book in their life. She said that

> *I found the language in coursebooks quite authentic because it's not like the coursebook language all the time, they are combining all kind of accents, all kind of different exercises, activities like real all life exercises so I find them authentic*

## 2. Relevant content & interesting content- interesting topics

According to the TF1 and TF3, the course content was interesting, but, T.F.2 was thinking in different way. T.F.1. indicated that the coursebook is really interesting due to the fact that the activities and reading texts were relevant to the topics and designed in a thematic way and in an ordered way. She also believed in that the coursebook was motivating as well as interesting. The way it was designed and the contents it included made the coursebook motivating. In this regard she reported that

> *I think it motivates because the book is colorful. There are a lot of pictures. There are real life stuff, authentic stuff. That's the reason why it motivates people, why it encourages people to learn.I think because they see it and they want to.*

T.F.2. though that the content of the coursebook was not interesting for the learners. This is because of the that fact that the course content was not in line with learner's level and profile,  and not selected from the topics the learners were much familiar. She reported that

> *…I believe that the target audience is not prep school students but the adults, students might not be interested in the topics of the book and activities too. As I said for example there were unit about environment or the world problems and students are not aware of world problems and they have no idea about world problems and they are not interested actually.*

She indicated that the some course content  were not relevant to the learners, but some other (i.e. shopping) were more relevant to them since these relevant topics were from students' daily life. She reported that

*...for example there were some units that they can use in their daily life like it was a unit about shopping. So it was interesting at least they can use them in their daily life.*

T.F.3 believed that the coursebook was interesting since it served real life topics such as political issues and global warming. She reported that

*I am teaching B2 and topics are like global warming, political issues so the topics are everyone is interested so I found the topics interesting real life topics you know.*

T.F.3 thought that the coursebook made the students engage in communicatively and reported that

*...because these are the things that think every time so they are thinking language in English so they make them interested, engage about the topic.*

### 3. Cultural concept of the Coursebook

TF1 and TF2 believed that the coursebook reflected basically American culture, not Turkish culture. American focused cultural topics and daily life issues like coffee, tea with milk etc. were mostly observed in the book. Thus, teachers indicated that cultural themes mainly reflected American daily life and culture were dominant in the book. TF1 said that

*..It's American book. It focuses on American culture all the time... Coffee coffees et cetera. That's the reason why I think it's more American focus. Of course, the publishing is also American by the way.*

TF2 also reported that the book generally focused upon American culture and said that

*The coursebook unfortunately has nothing to do with Turkish cultural concept and it generally focused on American culture and it gives us clues and informations about tips about American culture.*

On the other hand, TF1 and TF2 also indicated that there were some issues, but not that much, reflecting other countries culture, for example, British, African, Indian, Korean cultures e.g. South Korean food, But, cultural issues from Turkish culture did not take place in the book at all.

Different from other teachers, TF3 believed that the books did not mainly focused upon American and British culture, but at the same time it gave examples from other cultures as well. She said that

> *...we are teaching right now is not the language just American and British using but it is like world English as you know yes we are teaching cultural concepts but in China, Japan every kind of culture we are teaching not just American or British or native you know...*

### 4. Activities and motivation in the coursebook

TF1 believed that the coursebook was quite encouraging and motivating since the coursebook served real life materials and dialogues. She thought that the parts in the coursebook was motivating, but grammar parts were not motivating since the students found grammar boring most of the time. She said that

> *I think they're quite encouraging. It gives the students some kind of courage because they are most of the time real life material, they are real life dialogues maybe texts....not grammar parts... I think the other parts are quite motivating. Because I am really not fond of Cambridge grammars because they are boring most of the time and they are irrelevant sometimes they just...*

On the other hand, TF2 and TF3 believed that the course book was partially motivating. TF2 indicated that the course activities were not motivating because of the fact that the student found them childish, but only role plays motivated the learners. To TF3, activities motivated the learners in some classes, but in some others, they did not motivate. She further indicated the real life issues such as political and role plays e.g. and restaurant motivated the learners.

### 5. Real-life language use

TF1 indicated that the coursebook served standard languages, but not enough in terms of pragmatic expressions and politeness. She found idiomatic expressions, proverbs to be awful in terms of their usage in the coursebook. In this case she tended to use them with her own words. She said that

> *...I think it's more like standard language. ... I do not mention of course about slang words because we can't see them each and every time but idiomatic expressions, proverbs I think awful it's really terrible in terms of those usages*

*I can only teach with my own… I think Cambridge is again terrible about this one like. Last week I remember I analyzed our book in terms of pragmatics and in eight pages or something I found only one box which has only three or four pragmatic expressions which is certainly not enough and when you look at our students for example they all the time ask the questions like oh no sorry open the door. Not can you open the door can you open the door is the most the politest form that we encounter in the school.*

TF2 believed that the coursebook used real life languages in some way, but reflected American real life not Turkish real life. She indicated that the students felt far away themselves and did not like this. Furthermore, she thought that the coursebook served structures and formal language, did not focused on pragmatic knowledge. She reported that

*It gives actually the sentences the structure is about how to behave how to speak in a formal situation for example but they don't know exactly how to speak in a hospital or they don't know exactly how to speak with a president or they don't know how to e-mail today even to their teacher.*

TF3 indicated that the coursebook served language including pragmatic competence and said that

*I am just focusing on the real life language use. … for example we are not just teaching like use this one this language when you do this but they are like if you want to be polite use this one, if you want to speak with your teachers you may use this one so the coursebook provides them as well so in real life we have to use them, we have to be politier to our professors or bossess. So yeah it actually provides that kind of language.*

### 6. Pair and group work

All teachers believed that the coursebook involved both pair and group work, and both types of work were balanced. They also believed that these words are adequate for the learners. TF1 indicated that pair or group work were more adequate in some part e.g. vocab parts, but nor for others, e.g. grammar. TF3 indicated to use pair and group work generally rather than individual exercises and said that

*It has both pair work and group work especially speaking part of course we have lots of group work, activities even if writing we have actually pair work*

*and group works write with your pair write with your group members we have it and I found them quite adequate we almost don't have like individual exercises.*

### 7. Sufficient communicative practice & Activities

TF1 believed that the communicative practices that were enabled through the activities were adequate and functional since there were many activities involving pair and group works. TF2 indicated that the activities were not sufficient enough for communicative practices due mainly to learner background and she said that

> *If I was a language learner in a foreign country as a teacher to learn English language it was okay it was fine and I would be really eager to speak about the topics. At least I would make some research if I don't have an idea I would make make some research to talk about to be able to talk about a topic but in this situation they don't have that motivation.*

Similar to TF1, TF3 also believed that the activities provided sufficient communicative practices for students since it provided pragmatics which make them communicative practice.

### 8. Communicative Language Teaching &The Coursebook

TF1 indicated that the coursebook itself did not serve communicative language teaching, but the activities enabled to establish CLT. She said that

> *…there are a lot of communication interaction involving activities… but in Cambridge we have we have first Snapshot part and then directly grammar came as far as I know this is not communicative language teaching that's the reason maybe.*

TF1 believed that snapshot and grammar part did not involve in CLT and establishing this type of teachers depended on teachers. Thus, she changed the flow of the class and help the learners grasp the grammar. She said that

> *Yes sometimes I change it for example I first talk like maybe 40 minutes we talk about it they try to use it and then they try to catch the grammar grasp the grammar parts and then we look we open that page about grammar box and then we focus on it.*

TF2 reported that the coursebook aimed for learners to obtain information on their own, but the learners did not have enough CLT background and needed to be directed by the teachers. She expressed that

> *Interchange aims to learners to get the information on their own. But the students don't have CLT background so they are they used to be spoon fed. So that's why they are always expecting something from the teacher. If we don't tell them specifically about grammar they feel that they don't learn anything even though they understood the topic. They still feel that there's something missing and we have to learn some formula some patterns about grammar. To fulfil this feeling we sometimes give them specific grammatical rules.*

She further claimed that even though the coursebook leaded CLT, it was not functional in our culture and much more appropriate if used in a foreign country. In terms of grammar teaching she said that

> *The book aims not to give it directly but depending on the class I'm teaching sometimes I try to make students understand the grammar unconsciously. But if the level of the class is not high or fine I just try to make them understand unconsciously again. But if I see that they don't get it. So I give them the grammar directly.*

TF3 reported that the coursebook did not directly give the grammar for promoting CLT and she also used CLT in her class, but their students were not sometimes happy with this. While teaching grammar, she started with presentation using PPP or task-based and tried the students find the formula for the grammar. She said that

> *…people don't like PPP I know but we can use PPP communicatively as well if you ask me first I will start with presentation part without telling what the grammar topic is we are just talking about it what I am using it I am trying to give them  unconciously them…*

She though that the coursebook gave the PPP or task-based method before the grammar and gave the topics directly. She added that encouraging PPP was applicable mainly in some activities in relation to listening and sometimes speaking.

### 9. Interactive Learning- Coursebook

TF1 believed that coursebook provided interactive learning, and some activities initiated learners' conversation and encouraged them to be involved in conversation. Similarly, TF2 claimed that same parts in the courcebook helped to motivate students and to involve them in class. She indicated that snapshot in the books attracted students' attention, encouraged students involvement and thus she found this part of the book useful in terms of getting students interested in the course subject. She said that

> *The coursebook helps actually to motivate students and to involve in classes. And they do this with snapshot parts and sometimes perspectives part and sometimes with the very beginning of the readings. There's always a question for warm up up and it helps students to involve in topic.*

TF3 reported that the book itself gave both students and teacher the authority, but did not provide interactive learning. She claimed that the progress check at the end of every unit gave students authority for their own learning and thus believed that the coursebook promoted students' involvement, but she found it not enough.

*10. Responsibility for Learners' Own Learning*

In terms of whether the coursebook enabled the students to take responsibilities for their own learning, TF1 believed that the students were not seemed to be responsible for their own learning and the coursebook did not enabled so. She said that

> *…They [students] don't seem like they are so responsible for their own learning and in the book yeah… I want to see really those kind of tips advices about learning strategies learning styles maybe…. I think it does not enable learners to take responsibility for their own learning.*

TF2 believed that the coursebook enabled students to take responsibilities for their own learning through self-assessment parts helping students to self-check of their progress she said that

> *With the self-assessment part at the end of every two units there is progress check part and at the beginning of the progress check there is self-assessment part. So first they do the activities in the progress check and then when they finish the activity they do this self-check part. Did I learn this usage of these*

*words or did I learn the grammar or I can I can I can I cannot they tick it so In that way we can say that yes it motivates students too They take responsibility absolutely for their learning.*

TF3 reported that the progress check part at the end of every unit enabled the learners to assess their development and improvement which was beneficial for students to take responsibility for their own learning.

## 11. Learners' Discovering Knowledge by Themselves

TF1 indicated that she did not encounter the coursebook helped to discover knowledge, but still thought that coursebook may enable the learners to discover the knowledge. She added that the coursebook pushed with the activities, not totally but some parts did it.

In terms of coursebook' contribution to discover knowledge, TF2 said that "…*I'm teaching this book for five years and I've never seen such*". She claimed that students focused more on the topics and subjects in the book, but did not consider nothing more than what were in the books and they tend to learn with the help of teacher. Thus, she believed that the coursebook did not enabled the learners to discover knowledge by their own.

TF3 claimed that coursebooks' contributions to see knowledge depended on students and said that

*Before the grammar topic or the knowledge that is given they are given unconciously as an input  so yeah smart students actually can discover it by checking it but for not every kind of student it works.*

## 12. Four Language Skills in the Coursebook and Main Focus

Teachers claimed that the coursebook stressed four language skills, but not equal emphasis was given to these skills. In terms of language skills stressed in the coursebook TF1 claimed that even though there seemed to be balanced among the skills, speaking skill was observed to receive more attention. On the other hand, she reported that writing and reading were not stressed as much as other skills. She said that

*…I think they are all balanced because we start in each unit like one snapshot parts. And then we go on with listening they after that grammar part and then*

51

*grammar activities too grammar activities so it is one listening activity and writing and reading. They seem like quite balanced but as I said before for example Snapshot part there is one speaking question after listening ... Writing is not that much I think. Also reading there is only one reading text. So I think if they can be counted as balanced. I think speaking again is the most prominent one. But writing is not that focus as well...*

TF2 also indicated that the coursebook stressed four language skills balanced, but she though the focus skill was speaking. Compared with the other skills, she thought that writing part of the coursebook was no enough for the learners.

TF3 reported that the coursebook did not equally stress four language skills. She said that the coursebook put emphasis on speaking, reading and listening, but little bit more on speaking, not emphasis on writing.

### 13. Syllabus Types; Functional Syllabi or Structural Syllabi

TF1 though that the coursebook was students oriented and she accordingly used functional syllabus. She asserted that she doesn't like the book at all due to its missing part, but she still followed. Even though she followed the course book, she adapted it, added extra activities and at the same time omitted some parts imclude pragmatics. Thus, she tended to use functional syllabus.

TF2 reported that she did not use only one type of syllabus, rather she mixed the syllabi based on students' needs and their profile. She firstly observed the students and their needs, and then developed the syllabus for meeting the needs of the students. She said that

*...especially the first every first week of each quarter we generally observe studentswhat do they need and then according to this we try to find out our method. What should we do in this class? So according to the needs of the class according to the profile of the students I try to find a solution for them a method for them. So if they need general they don't need only one of them. So generally I mix them. Okay If they need if in that unit they need structural syllabus I do it but sometimes they need both functional syllabus and task based syllabus task based method. So I apply them.*

Even if she mixed the syllabi based on the needs and preferred student oriented teaching, she still thought that the books leaded functional syllabus.

TF3 thought that the coursebook totally leaded to functional syllabus and she used this type of syllabus. She said that

> *The coursebook is totally functional syllabus. It just separates the units like topic by topic not grammar topics… So there are functions here For example; fixing that needs fixing, fixing problems. They are functions. I am trying to use functional syllabus as far as I do as well. For example that needs fixing I am not just focusing on that is the grammar topic so we have to use so just apply this everywhere No I am talking fixing all the time this is our topic. In speaking, in writing and in every kind of activities but while doing it we can use this grammar as well just combining them.*

She used functional syllabus since she believed that the students need to learn functions to be used in their own real life.

## 14. Cognitive Skills in the Coursebook

TF1 claimed that the coursebook including some questions involving cognitive skills. She also added some questions for addressing cognitive skills. She said that

> *There are some cognitive questions. … I all the time add extra questions as well. For example, there is a reading text about e-books. And would you use e-books. What are the advantages of e-books? Advantages disadvantages kind of questions are the most cognitive ones among the questions I think."*

She also mentioned about the self-assessment part taken place after every two units and she believed in its benefits in student – oriented learning.

TF2 claimed that some parts in the coursebook, e.g. snapshots and perspectives, aims to encourage learners to think deeper on the issues, but she still thought that the activities were based on students' profile.

TF3 believed that the coursebook promoted the learners to think critically and hyphotetically through the discussion questions at the end of every unit and saw them as the most engaging part of the coursebook.

# CHAPTER 5

# DISCUSSION

## 5.1 Discussion of Authenticity& Learner-Centredness

Means of teachers' responses to the items in dimension of the authenticity and learner centeredness ranged from $\bar{X} = 3.00$ to $\bar{X} = 3.70$. Overall mean of this dimension was $\bar{X} = 3.4$ reflecting that the instructors did not totally agree, but tended to agree that Interchange coursebook promoted authenticity and learner – centeredness. Of the items in this dimension, the lowest mean average was of "*The content of the textbook is motivating*" whereas the highest mean average was of "*The coursebook is compatible with the requirements of the learner-centered approach in English class*". These results indicated that the instructors were almost agreed that the coursebook was in line with the learner-centered approach, but they were undecided on the contribution of the coursebook to students' motivation. Furthermore, the instructors tended to agree that the coursebook content are related with real life situation and served and understanding of target language culture.

In addition to general tendencies of the participants, three instructors provided deeper understanding about the authenticity and learner centeredness of the coursebook. Two instructors reported that the coursebook was not fully authentic and the authenticity of the book depended on the units, topics and students, thus the coursebook was considered to be developed and re-designed in terms of promoting authenticity. Other instructor believed in the authenticity of the book. In terms of relevancy of the content and interesting topics in the coursebook, two instructors believe that the coursebook was relevant to real life and served interesting topics, but still more relevant and real life topics should be included. On the other hand, the other instructor claimed that since the topics were not in line with learners' profile, the coursebook was not interesting for them. All instructors believed the coursebook served mainly the culture of target languages (e.g. American and British) and also introduced different cultures, but itwas not in line with Turkish culture. Looking at the general tendencies of the instructors,

they were undecided on the motivating of the coursebook. Differently, one instructor interviewed claimed that the book (materials, text, but not grammar) was fully encouraging and motivating, but two others claimed that the book was fairly motivating due to students' level.

Thirty instructors' general tendencies and three instructors' deeper thought regarding the authenticity and learner centeredness were observed to be consistent. However, the responses given to the items in the scale showed that instructors were not seen to fully agree with the items representing authenticity and leaner-centeredness of the coursebook. Similarly, the face-to-face interview with three instructors also showed that the instructors said different things about the coursebook and no common conclusion on the book was reached. The diversity and differences within their attitudes and thoughts may be due to the level (level in prep schools) they taught, the background and English level of the students in their classroom and also the way of teaching they implemented.

Authentic materials are needed in teaching processes to make the course content more meaningful, to link with the real life and to promote learners to grasp the meaning of the content. Especially in language learning, authentic materials are not new and have been used since 1970s as result of using Communicative language teaching (Al-Azri and Al-Rashdi, 2014). The review of the literature indicated that using authentic materials in language classes are useful to motivate learners' (Nuttall, 1996), arouse their interest (Peacock, 1997) and engage them in real language that they would encounter in their life and (Kılışkaya, 2004).

## 5.2 Discussion of CLT& Learner Initiation

Means of the students' responses to the items in the dimension of the CLT and learner initiation ranged $\bar{X} = 3.033$ to $\bar{X} = 4.1$. Overall mean of this dimension was $\bar{X} = 3.493$ reflecting that the instructors did not totally agree, but tended to agree that Interchange coursebook exposed to CLT and learner initiation. Of the items in this dimension, the lowest mean average was of "*The coursebook enables learners to use English outside the classroom situation*" whereas the highest mean average was of "*The activities incorporate pair and group work*". The instructors agreed that the activities incorporated pair and group work, but undecided on the coursebook was functional for learners to use English in real life conditions outside the class. Furthermore, the

instructors tended to agree that the coursebook provided many activities to engage in communication interaction, promoted learners language development and introduced the main principles of CLT.

The interview done with three instructors showed consistent results with the responses given to the scale. The instructors believed that the coursebook involved pair and group work with equal emphasis. Two instructors indicated that the activities in the coursebook exposed communicative practices, but the other instructor said that the coursebook was not enough in terms of enabling communicative practice. The instructors believed that even though the coursebook aimed at encouraging learners to obtain information on their own, the coursebook did not serve communicative language teaching due to the fact that it was not functional for Turkish culture. The instructors were thinking different in terms of interactive learning provided by the coursebook. Two instructors believed that the coursebook provided interactive learning, initiated learners' conversation and encouraged them to involve in conversations through activities. On the other hand, the other one though differently in that the coursebook gave authority but not provided enough interactive learning even though it encouraged active involvement.

Both general tendencies of all instructors and the interview results pointed out that the coursebook incorporated both pair work and group work which enabled communication and active involvement in the language instruction. This item was the one which most instructors agreed that the activities encouraged to use pair and group work, however, similar trend was not observed in other subject e.g. CLT, communicative practice and interactive learning. The instructors claimed that the books was sufficient in terms of pair and group work activities which involved interaction, but, they believed that the book did not sufficiently promote communicative practices and interactive learning. This inconsistency could be due to the way the teachers used and implemented the coursebook, the level and profile of students, the methods that teachers used while implementing the activities and their teaching styles. Emliana (2017) reported that group work activities stimulate learning though encouraging students to involve actively in the classroom practices. Thus, group work promoted by the Interchange coursebook leaded students active participation which met the criteria of student centeredness.

## 5.3 Discussion of Learner- Autonomy& Self-Assessment

Means of the students' responses to the items in the dimension of learner autonomy and self-assessment ranged $\bar{X} = 2.6$ to $\bar{X} = 4.167$. Overall mean of this dimension was $\bar{X} = 3.310$. Reflecting that the instructors did not totally agree, but tended to agree that Interchange coursebook triggered learner-autonomy and self-assessment. Of the items in this dimension, the lowest mean average was of "*Learners see knowledge as something that they should discover themselves*" and the highest mean average was of "*The coursebook includes parts for self-assessment*". Instructors agreed that the coursebooks had some parts dedicated to self-assessment. Theytend to agree that learners preferred to ask thought – provoking questions for keeping the lesson interesting and the coursebook encouraged the learners to take responsibility for their own learning. On the other hand, the instructors tended to disagree that learners saw knowledge to be discovered by themselves.

The interviewed instructors believed that the coursebook enabled learners to take responsibility for their own learning through self-assessment and self-check part at the end of every two units. The instructors did not agree with the idea that the coursebook helped the learner discover knowledge. They though that the coursebook included self-assessment part for encouraging learners to observe their own progress but the activities did not enable the learners to discover the knowledge by their own. The general trends observed in the scale on these items were in line with the results emerged in the interview.

Both the general tendencies and the interview results were consistent with each other in that the coursebook promoted to take responsibility though self-assessment parts, but did not give enough autonomy for discovering the knowledge. Taking responsibility for the learning, but not discovering the knowledge showed inconsistency. One of the teacher, in this regard said that "*…smart students actually can discover it by checking it but for not every kind of student it works*". This refers thatthe book triggered self-assessment and learner autonomy, but students were not adequately benefited from it.

Promoting learner autonomy in the learning environment helps learners study at their own paces either in a group or individually. This lessens the teacher control and gives chances the learners to learn better and study effectively on their own (Lamb, 2011).

In order to help learner to be more autonomous, the teachers should create an appropriate learning environment where the learners have control for their learning (Lamb, 2011) and teachers should put effort to understand the needs and wishes of learners and act accordingly (Sakai, Takagi & Chu 2010). In the present study, instructors emphasized the lack of promoting learner autonomy due mainly to the level or profile of students. Thus, teachers could get rid of this and promote student autonomy through effectively implementing the activities (e.g. keeping diaries, evaluation sheets for reflection) (Thanasoulas, 2000) in by using student-centered approach, giving more control to the learners and allowing students to set personal goals, monitor and reflect their progress (Cotterall, 2000).

## 5.4 Discussion of Integrated Skills & Learner- Centredness

Means of the students' responses to the items in the dimension of integrated skills and learner centeredness ranged $\bar{X} = 3.1$ to $\bar{X} = 3.633$. Overall mean of this dimension was $\bar{X} = 3.411$ reflecting that the instructors tended to agree that the coursebook leaded integrated skills and learner centeredness. Of the items in this dimension, the lowest mean average was of "*Skills in the textbook include a wide range of cognitive skills that will be challenging to learners*" and the highest mean average was of "*The type of syllabus design is used in the book appropriate for learner centered approach*". Instructors tended to agree that the syllabus design used in the book was appropriate for learner-centered approach and the development of discourse and fluency skills was given sufficient attention. On the other hand, they undecided that the skills in the coursebook reflected a wide range of cognitive skills that would be challenging to the learners.

The instructors believed that the coursebook stressed four types of language skills, but it did not give the equal emphasis on them. Speaking skill was reported to be most stressed one while writing skill was not adequately or never stressed. They believed that the coursebook was designed as student-centered and leaded functional syllabus. They also indicated that some parts (e.g. activities, questions, snapshots etc.) of the coursebook promoted learners to think critically, hypothetically involving in cognitive thinking.

The review of related literature revealed similar studies and parallel findings with the present study. Mehrpooya (nd) conducted a study to evaluate interchange series used

in a language institutes and to determine whether the coursebook satisfy the demands of teachers, and found similar results with the present study. This evaluation study indicated that the coursebook was designed as students centered providing more student talk, but did not meet the teachers expectations in terms of reading and writing materials and needed to be matched with current teaching methods. Furthermore, Sahgagard, Rahimi and Zaremoayeddi (2009) evaluated interchange series coursebook to determine how it was used in EFL classes. The results of their study also showed similar findings with the current study in that the interchange coursebook focused upon pair works, group works and meaning as well as grammar, encouraged the learners to use English language, express themselves and to produce meaningful language of their own, put more emphasis on communication skills but it ignored discovery –learning activities and it was not satisfactory for establishing active learner-centered classes.

## 5.5 Summary of the Study

Current study was undertaken to assess Interchange Coursebook taught in prep school of a private university based upon the criteria of learner centered teaching. Thirty instructors teaching this coursebook in their classes participated in the study and assessed the coursebook across the criteria of (1) authenticity & learner-centredness, (2) communicative language teaching & learner initiation, (3) learner-autonomy & self-assessment (4) integrated skills& learner-centredness. Furthermore, three instructors were interviewed to deepen their understanding of the coursebook in terms of the criteria mentioned. The general tendencies of the instructors and the interview results pointed out that the instructors tended to agree that the coursebook promoted student centered teaching approach to some extent, but did not fully agree that the coursebook satisfied all criteria of student - centeredness. The results revealed that the coursebook leaded authenticity, communicative language teaching, self-assessment, integrated skills and student-centeredness to certain extent. However, the coursebook had limitation in terms of learner autonomy, learner initiation, authenticity and motivation. Teachers indicated that the weaknesses of the books were not due fully to itself and activities in it, but due to the its implementation and students' profiles.


The coursebook doesn't promote students' communicative practices although the book is in line with communicative language teaching. The coursebook doesn't fully engage

the learners communicatively because of inadequate communicative language teaching practices. The book exposes communicative practices but it is not enough. In addition, the book doesn't enable learners to use English outside the class. The book is not fully functional for learners to use English in real life conditions outside the class.

Adaptation of the coursebook to Turkish culture and also student and class level, re-designing of the coursebook through considering the weaknesses, and providing culture-specific and authentic activities to fill the gap could make the coursebook satisfy the criteria of student centered teaching approach.

The recent years, stemmed from the communicative language teaching, learner centered approach has been observed to be main focus of language teaching (Nunan, 1989). A shift from the content to be transferred to the learners' real life needs has been introduced in language teaching context. This growing emphasis given to learner centered approach provides many benefits for the language learner. Tirkeş (2011) argued that foreign language course to be developed in line with learner – centered approach would help learners develop learner autonomy and also take take responsibility for their own learning.

**5.6 Conclusion**

Following conclusions were reached as a result of analyzing both quantitative and qualitative data.

1. The Interchange coursebook was assessed by the instructors across learner centered teaching criteria and was found to be in line with learner-centered teaching in some criteria, but not to be in some others.

2. Teachers' overall assessment of the Interchange Coursebook in terms of *Authenticity & Learner- Centredness* was $\bar{X} = 3.4$ referring that they did dot not full agree but their tended to agree that the courseboook was in line with the criteria of authenticity and learner centeredness. The coursebook was found

- to be not fully authentic;
- to be not adequate in terms of relevancy of the content and interesting topics;
- to be not fully in line with the students' profile;
- to serve mainly to culture of target language; and

- to be encouraging and motivating to some extent.

3.Teachers' overall assessment of the Interchange Coursebook in terms of CLT & Learner Initiation was $\bar{X} = 3.494$ referring that they did dot not full agree but their tended to agree that the courseboook was in line with communicative language teaching and learner initiation. The coursebook was found

- to give equal emphasis to pair and group work
- to expose to communicative practices, but is was not enough
- to serve inadequate communicative language teaching
- to provide interactive learning, initiate learners' conversation and encourage them to involve in conversations

4. Teachers' overall assessment of the Interchange Coursebook in terms of Learner-Autonomy& Self-Assessment was $\bar{X} = 3.31$ referring that they did not fully agree but they tended to be undecided that the courseboook was in line with Learner- autonomy & self-assessment. The coursebook was found

- to enable learners to take responsibility for their own learning
- not to enable the learners to discover the knowledge by their own

5. Teachers' overall assessment of the Interchange Coursebook in terms of Integrated Skills & Learner- Centredness $\bar{X} = 3.411$ referring that they did not fully agree but they tended to agree that the courseboook was in line with integrated skills ad learner-centeredness. The coursebook was found

- to stress four langue skill, but not balanced. Speaking was found to be the main focus of the book, but writing was not given adequate emphasis.
- to be designed as students centered
- to lead functional syllabus
- to promote learners to think deeper involving cognitive thinking.

### 5.7 Pedagogical Implications

The results of the study indicated that even though the coursebook had several contributions to employing student centered teaching approach, at the same time it had some weaknesses in terms of the content and the activities promoting this type of

approach. In terms of getting rid of these weaknesses some pedagogical suggestions are posed as below.

The coursebook should also be redesigned in terms of authentic materials and activities, interesting and motivating topics, students' profile, communicative language teaching, learner autonomy and initiation, and four language skills.

The other important issue was the teacher and the way they implemented the book referring to the methods and materials they used to make the coursebook more fuctional. Thus, teachers should make use of the adequate teaching methods and additional materials in order to create learner-centered environment with the help of the coursebook. They may be taken to the in-service training about the best ways and methods to effectively implement the coursebook in a student-centered approach.

## 5.8 Suggestions for Future Research

The study was undertaken with a group of instructors teaching Interchange coursebook selected from a foundation university. Similar study could be undertaken with other instructors teaching same coursebook at a  different university. This would provide wider perspective on the benefits of interchange coursebook in terms of student centered teaching.

In future studies, along with the instructors using Interchange coursebook in their teaching, students in those classes should also be included in a similar study to understand their thoughts and attitudes in relation the coursebook and its benefits. This way, the coursebook could be assessed by taking not only teacher's perspective but also students' perspectives which would result in complete understanding of the benefits of the coursebook.

In future studies, a case study design should be employed by including interviews with teachers and students, lesson plans designed using Interchange coursebook and observation of classroom where interchange coursebook would be actively used. This type of research design and analysis of many data sources (interview, observation and documents) would provide wider and deeper understanding regarding the benefits of interchange coursebook.

# REFERENCES

Acklam, R. (1994). The role of the coursebook.*Practical English Teaching,14*(3): 12-14.

Al-Azri, R.H. & Al-Rashdi, M.H. (2014).The effect of using authentic materials in teaching.*International Journal of Scientific & Technology Research*, *3*(10), 249-254.

Allami, H. &Naeimi, A. (2011). A cross-linguistic study of refusals: An analysis of pragmaticcompetence development in Iranian EFL learners. *Journal of pragmatics*, *43*(1): 385-406.

Allwright, D. (1981). What do we want teaching materials for? *ELT Journal 36*(1): 5-18, (reprinted in R. Rossner and R. Bolitho (Ed.) (1990), Currents of Change in English Language Teaching, Oxford: Oxford University Press, 131-47).

Arnold, J. (Ed.) (1999). *Affect in language learning.* Cambridge: Cambridge University Press.

Bachman, L. (1990). *Fundamental considerations in language testing*. Oxford: Oxford University Press.

Baleghizahed, S.&Mozaheb,M. A. (2011). A Profile of an Effective EFL Grammar Teacher.*Journal of Language Teaching and Research, 2(*2): 364-369.

Bandura, A. (1997). *Self-Efficacy: The exercise of control*. New York: W.H. Freeman and Company.

Bardovi-Harlig, K. & Mahan-Taylor, R. (2010).*Introduction*.In K., Bardovi-Harlig& R, Mahan.

Bell, J. & Gower, R. (1998).Writing course materials for the world: A great compromise.In B. Tomlinson (Ed.), *Materials development in language teaching,* Cambridge: Language Teaching Library, Cambridge University Press,116-129.

Bell, J. &Gower, R. (2011). Writing course material for the world: a great compromise.In B. Tomlinson (Ed.) *Material Development in Language Teaching*(2nd ed.). Cambridge: Cambridge University Press, 135-150.

Block, D. (1991). Some thoughts on DIY materials design. *ELT Journal*, *45*(3): 211-217.

Board of Education and Training. (2015). E-müfredat projesi kitap inceleme modülü: Panelist kılavuzu [Coursebook evaluation module of e-curriculum project: Handbook for panelists].

Retrieved from  http://e-mufredat.meb.gov.tr/Dokumanlar/Panelist_Islemleri_Klavuzu.pdf

Bolitho, R. (2003). Materials for Language Awareness. In B. Tomlinson (ed.) *Developing Materials for Language Teaching,* London: Continuum, 422-425.

Brown, H. (2001). Teaching by principles: *An interactive approach to language pedagogy*. New York: Longman Pearson Education.

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Longman.

Cheng, H. & Dörnyei, Z. (2007). The use of motivational strategies in language instruction: The case of EFL teaching in Taiwan. *International Journal of Innovation in Language Learning and Teaching, 1*(1): 153-174.

Clarke, D.F. (1989). Communicative theory and its influence on materials production.*Language Teaching, 22* (2): 73- 86.

Cohen, A. D. (1998). *Strategies in learning and using a second language*. Harlow, England: Longman.

Cotterall, S. (2000).Promoting learner autonomy through the curriculum: Principles fordesigning language courses.*ELT Journal*, *54*(2): 109-117.

Coyle, D. Hood, P. &Marsh, D. (2010). CLIL: *Content and Language Integrated Learning*. Cambridge: Cambridge University Press.

Crawford, J. (2002). The role of Materials in he Language Classroom: Finding the Balance, in Richards, J. & Renandya, W. (eds). *Methodology in Language Teaching.An Anthology of Current Practice*.Cambridge University Press.

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches,*(2nd ed.). Thousand Oaks, CA: Sage Publication.

Cummins, J. (2014). Beyond language: Academic communication and student success. *Linguistics and Education*, *26*, 145-154.

Cunningsworth, A. (1995). *Choosing your coursebook*. UK: Heinemann English Language Teaching.

Demir, Y.& Ertaş, A. (2014). A suggested eclectic checklist for ELT coursebook evaluation. *The Reading Matrix, 14*(2): 243-252.

Dudley-Evans, T.& St John, M. J.(1998). *Developments in ESP: a multi- disciplinary approach.* Cambridge: Cambridge University Press.

Duff, A. &Maley, A. (2007).*Literature,* (2nd ed.). Oxford: Oxford University Press.

Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.

Emaliana, I. (2017). Teacher-centered or student-centered learning approach to promote learning.*Journal of Sosial Humaniora, 10*(2): 59-70.

Essays, UK. (November 2018). Functional Syllabus / Notional Functional Syllabus. Retrieved from https://www.ukessays.com/essays/english-language/a-notional-functional-syllabus-essay.php?vref=1

Finney, D. (2002). The ELT Curriculum: A Flexible Model for a changing world, in Richards, J. & Renandya, W. (eds). M*ethodology in Language Teaching.An Anthology of Current Practice.*Cambridge University Press.

Finocchiaro, M. & Brumfit,C. (1983). *The Functional-Notional Approach*. Oxford: Oxford University Press.

Fraenkel, J., Wallen, N., & Hyun, H. (2011).*How to design and evaluate resarch in education,* (8th ed.). New York: McGraw-Hill Education.

Fredericks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School Engagement: Potential of the Concept, State of the Evidence. Review of Educational Research , 74 (1), pp.59-109.

Freeman, L. D. (2000). *Techniques and principles in language teaching*. Oxford: Oxford University Press.

Freeman, L. D. (2008). *Techniques and Principles in Language Teaching*. Oxford: OUP.

Ghorbani, M. R. (2011). Quantification and graphic representation of efl textbookevaluation results.*Theory and Practice in Language Studies, 1*(5): 511-520.

Gilmore, A. (2007a). *Getting real in the language classroom: developing Japanese students' communicative competence with authentic materials*(Unpublished Doctoral Thesis). University of Nottingham, UK.

Grant, N. (1987).*Making the Most of Your Textbook*, Harlow, Essex: Longman.

Hall, D. (1995). Materials production: Theory and practice. In A. C. Hidalgo, D. Hall, & G. M. Jacobs (Eds.), *Getting started: Materials writers on materials writing,* Singapore: SEAMO Regional Language Centre, 8-14.

Harlow, L. Linda (1990). "Do They Mean What They Say? Sociopragmatic Competence and Second Language Learners."*The Modern Language Journal74.*

Harmer, J. (1991).*The practice of English language teaching—Motivational difference*s. London: Longman.

Harmer, J. (2001).Coursebooks.A human, cultural and linguistic disaster?*MET*, *8*(4): 5-10.

Harmer, J. (2007).*How to teach English.* Harlow: Pearson Education Limited.

Harmer, J. (2007).*The Practice of English Language Teaching* (4th Edition).

Hill, B. (1984). Using television.In B. Jones (Ed.), U*sing authentic resources in teaching French,* 34-43.

Holec, H. *Autonomy and foreign language learning*. Oxford: Pergamon, 1981.

Hutchinson, T. & Torres, E. (1994).The Textbook as Agent of Change.*ELT Journal*, *48*(4): 315-328.

Illés, E. (2012). Learner autonomy revisited. *ELT Journal, 66*(4): 505-513.

Islam, C. &Mares, C. (2003).Adapting classroom materials. In B. Tomlinson, (Ed.) *Developing Materials for Language Teaching,* London: Continuum, 86-100.

Jacobs, G.M. &McCafferty, S.G. (2006).Connections between Cooperative Learning and second language learning and teaching. In S.G. McCafferty, G.M. Jacobs and C. DaSilva Iddings (Eds.) *Cooperative Learning and Second Language Teaching*, Cambridge: Cambridge University Press.

Joffe, H.& Yardley, L. (2004). Content and thematic analysis.*Research methods for clinical and health psychology,* London: Sage, 56-68.

Jolly, D. & Bolitho, R. (1998). A framework for materials writing. In B. Tomlinson (Ed.), *Materials development in language teaching,* Cambridge: Cambridge Language Teaching Library, Cambridge University Press, 90-115.

Kavaliauskiene, G. (2004). Quality Assessment in Teaching English for Specific Purposes.*ESP World*.Retrieved from http://esp-world.info/Articles.

Kilickaya, F. (2004). Authentic materials and culture content in EFL classrooms. *The Internet ELT Journal,10*(7). Retrieved on 10.05.2019 from http://iteslj.org/Techniques/Kilickaya-AutenticMaterial.html.

Knowles, M. S. (1975). *Self-directed Learning*. New York: Association Press.

Koen, G. &Santa, R. (2010).*Student-centred learning: Survey analysis time for student-centred learning*. Bucharest: TSCL.

Kumaravadivelu, B. (1994). The post-method condition: (e)merging strategies for Second/Foreign Language Teaching. *TESOL Quarterly, 28*(1): 27-48.Retrieved fromhttp://links.jstor.org/sici?sici=00398322%28199421%2928%3A1%3C27%3AT PC%28SF%3E2.0.CO%3B2-2.

Lamb, T. E. (2011). Fragile identities: Exploring learner identity, learner autonomy andmotivation through young learners' voices. *The Canadian Journal of Applied Linguistics, Special Issue, 14*(2): 68-85.

Lantolf, J. P. (Ed.). (2000). *Sociocultural theory and second language learning*. Oxford: Oxford University Press.

Liang, J. (2006). Overview of Self-assessment in the Second Language Writing Classroom.*Paper presentedat the 2006 TESOL Convention*, Tampa, Florida.Retrieved from http://secondlanguage writing.com/documents/overview.doc.

Lightbown, P. &Spada, N. (2006).*How Languages are Learned*. (3rd ed.) Oxford: Oxford University Press.

Little, D. (2006). The Common European Framework of Reference for Languages: Contents, purpose, origin, reception and impact. *Language Teaching, 39*(3): 167-190.

Lopez, Maria G. Mendez & Argelia Pena Aguliar (2013). Emotions as Learning Enhancers of Foreign Language Learning Motivation, *Profile*, *15(1):* 109-124.

Low, G. (1989). *Appropriate design: the internal design of course units*. Cambridge: Cambridge University Press.

Maguire, M. &Delahunt, B. (2017).Doing a thematic analysis: A practical step-by-step guide for learning and teaching scholar.*All Ireland Journal of Teaching and Learning in Higher Education (AISHE-J), 9*(3): 3351-33513.

Maley, A. (2011).Squaring the circle – reconciling materials as constraint with materials as empowerment. In: Tomlinson, B. (ed). *Materials Development in Language Teaching*. (2nd ed.), Cambridge: Cambridge University Press, 379-402.

Martyniuk, W. (2005). Relating language examinations to the Council ofEurope`s common European framework of reference for languages(CEFR). In L. Taylor & C. J. Weir (Eds), *Multilingualism and Assessment: Achieving Transparency, Assuring Quality, Sustaining Diversity,*Cambridge University Press, 9-18.

Masuhara, H. (2011). What do teachers really want from coursebooks? In B. Tomlinson (Ed.) *Material Development in Language Teaching* (2nd ed.), Cambridge: Cambridge University Press, 236-266.

Masuhara, H., Hann, N., Yi, Y., and Tomlinson, B. (2008).Adult EFL courses. *English Language Teaching Journal, 62*(3): 294-312.

Matsuno, S. (2009).Self-, Peer-, and Teacher- assessments in Japanese University EFL Writing Classrooms.*Language Testing*, *29*(1): 75-100.

McGrath, I. (2002).*Materials Evaluation and Design for Language Teaching*, Edinburgh: Edinburgh University Press.

McGrath, I. (2006). Teachers and learners images for coursebooks.*English Language Teaching Journal, 60*(2): 171-180.

Meddings, L. &Thornbury, S. (2002). Dogme and the coursebook.*Modern English Teacher, 11*(1): 36-40.

Meddings, L. &Thornbury, S. (2009). *Teaching unplugged*. Surrey: Delta publishing.

Mehrpooya, S. (nd). An evaluation of interchange series taught at language institutes of Gonbad. *Evaluation of Interchange Series*, 1-26. Retrieved on 10.05.2019 from https://www.academia.edu/2347852/An_Evaluation_of_Interchange_Series_Taught_at_Language_Institutes_of_Gonbad.

Morrow, K. (1977).Authentic texts and ESP. In Holden, S. (Ed.). En*glish for specific purposes.*Modern English Publications.

Murray, N. (1996). *Communicative language teaching and language teacher education*(Unpublished Doctoral Thesis). Institute of Education, University of London, UK.

Naiman, N. Frohlich, M. Stern, H.H. &Todesco, A. (1978). *The Good Language Learner.* Toronto, Ontario: Ontario Institute for Studies in Education.

Nooreen, N.& Arshad, A. A. (2010). *Examining the importance of EST and ESL textbooks and materials: objectives, content and form.*Retrieved from http://www.esp-world.info/Articles_9/textbooks.htm.

Nunan, D. (1988). Principles for designing language teaching materials.*Guidelines*, *10*(2): 1-24.

Nunan, D. (1989). *Designing tasks for the communicative classroom.*Cambridge: Cambridge University Press.

Nunan, D. (1990). *Learner-Centred Curriculum*. Cambridge: Cambridge University Press.

Nuttall, C. (1996).*Teaching reading skills in a foreign language* (New Edition) Oxford, Oxford University Press.

O'Neill, G. & McMahon, T. (2005). S*tudent-Centred Learning: What does it mean for Students and Lecturers?,* 27-36. Retrieved from http://www.aishe.org/readings/2005-**1/oneill-mcmahon.**

O'Neill, G and Mcmahon, T. (2005). *Student-centred learning: What does it mean for students and lecturers?*. Emerging Issues in the Practice of University Learning and Teaching. 1.

O'Neill, R. (1982). "Why use textbooks?" *ELT Journal Vol. 36*/2, Oxford University Press.

Oscarson, M. (1989). Self-assessment of Language Proficiency: Rationale and Applications. *Language Testing, 6*(1): 1-13.

Oxford, R. (1990). *Language learning strategies: What every teacher should know*. Boston: Heinle and Heinle.

Öztürk, M ve Yurttagüler, L (2003). *Ders kitapları. Eğitim reformu girişimi*. Ankara

Pavlenko, A. (2005). *Emotions and multilingualism*. Cambridge: Cambridge University Press.

Peacock, M. (1997). The effect of authentic materials on the motivation of EFL. *ELT Journal 51*(2): 144-156.

Pintrich, P.R., Smith, D.A.F., Garcia, T. & McKeachie, W.J. (1991).A manual for the use of the motivated strategies for learning questionnaire.*National Center for Research to Improve Post-Secondary Teaching and Laerning*; Ann Arbor, MI. (ED 338122).Retrieved on 10.05.2019 from https://files.eric.ed.gov/fulltext/ED338122.pdf.

Pistorio, M.I. (2010). A Blend of CLIL and Cooperative Learning Creates a Socially Constructed Learning Environment. *Latin American Journal of Content & Language Integrated Learning, 3*(1): 1-10.

Podromou, L. (2002). The great ELT textbook debate.*MET, 11*(4): 25-33.

Rao, Z. (2002). Chinese students' perceptions of communicative and non-communicative activities in EFL classroom.*System, 30*(1): 85-105. doi:10.1016/ S0346-251X(01)00050-1

Rogers, C. &Frelberg, H.J. (1994). Freedom to Learn (Harlow: Prentice Hall).*A convincing argument for humanistic, person-centred teaching. Capable of turning all your ideas about education on their head.*

Sahragard, R., Rahimi, A, & Zaremoayeddi, I. (2009).An in-depth evaluation of interchange series (3rd edition).*Porta Lınguarum, 12:* 37-54.

Sakai, S., Takagi, A. & Chu, M-P. (2010). Promoting learner autonomy: Studentperceptions of responsibilities in a language classroom in East Asia. *Educational Perspectives, 43*(1-2): 12-27.

Saraceni, C. (2003). Adapting Courses: A critical view.In B. Tomlinson. (Ed.) *Developing Materials in Language Teaching,* London: Continuum, 72-85.

Schmidt, R. (2001). Attention. In P.J. Robinson (Ed.) *Cognition and second language instruction,* Cambridge: Cambridge University Press,3-32.

Scrivener, J. (1994).*Learning Teaching.The Essential Guide to English Language Teaching*. Macmillan.

Sheldon, L. E. (1987). ELT textbooks and materials: problems in evaluation and development.*ELT Documents 126*. London: Modem English Publications and the British Council.

Shelton, S. (2002).*Promoting fluency and accuracy through planning, telling, transcribing andnoticing,* Retrieved fromhttp://www.developingteachers.com/articles_tchtraining/fluency1_scott.htm.

Singapore Wala, D. A. (2003). Publishing a coursebook: completing the materials development circle. In B. Tomlinson (Ed.) Dev*eloping Materials in Language Teaching,* London: Continuum,141-161.

Skierso, A. (1991). Textbook selection and evaluation, in M. Celce-Murcia, (Ed.) (1991) (2ndedn), *Teaching English as a Second or Foreign Language*, Boston: Heinle and Heinle, 432-453.

Solak, E. & Bayar, A. (2015).Current challenges in English Language Learning in Turkish EFL context.*Participatory Educational Research, 2*(1): 106-115.

Stern, H.H. (1992). *Issues and Options in Language Teaching*.Oxford University Press.

Swain, M. (2006).Languaging, agency and collaboration in second language proficiency. In H. Byrnes (Ed.), *Advanced language learning: The contribution of Halliday and Vygotsky,* London. Continuum, 95-108.Retrieved from https://doi.org/10.5040/9781474212113.ch-004.

Swain, M. (1998). Focus on form through consious reflection. In C. Doughty & J. Williams (Eds.) *Focus on form in classroom second language acquisition*, Cambridge, UK: Cambridge University Press, 64-82.

Swain, M. (2000). "The output hypothesis and beyond: Mediating acquisition through collaborative dialogue" in J.P.Lantolf (Ed.): *Sociocultural Theory and Second Language Learning.* Oxford: Oxford University Press.

Swain, M. &Watanabe, Y. (2013).Collaborative dialogue as a source of learning. In C. Chapelle (ed), *The encyclopedia of applied linguistics*. Oxford, UK: Wiley Blackwell.

Takimoto, M. (2012). Metapragmatic discussion in interlanguage pragmatics'.*Journal of Pragmatics, 44*:1240-1253.

Tandlichova, E. (2003).EFL coursebook in learner-centered learning and teaching. In *Theory and practice in English studies. Vol. 1.*-Brno: Masaryk univerzita.

Taylor (Eds.), Teaching pragmatics, 1-13. Retrieved from http://exchanges.state.gov/media/oelp/teaching-pragmatics/introms.pdf.

Thanasoulas, D. (2000). What is learner autonomy and how can it be fostered? *TheInternet TESL Journal*, *11*.

Thomas, J. (1983). Cross-cultural pragmatic failure.*Applied Linguistics, 4*, 91-112.

Tirkeş, Ç.K. (2011). The role of a learner-centred approach in language teaching on the development of learner autonomy: A model course design. *Doğuş Üniversitesi Dergisi, 1*(1): 193-200.

Tok, H. (2010). TEFL textbook evaluation: From teachers' perspectives. *Educational Research and Review, 5*(9): 508-517.

Tomlinson, B &Masuhara, H. (2013).Adult coursebooks.*English Language Teaching Journal. 67*(2): 233-249.

Tomlinson, B. (2003b). Humanizing the Coursebook. In B. Tomlinson (Ed.) *Developing materials in language teaching,* London: Continuum,162-163.

Tomlinson, C. A. (2001). *How to differentiate instruction in mixed-ability classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development.

Underhill, A.(1994) Sound Foundations (Oxford: Macmillan).*The essential introduction to teaching pronunciation. Demystifies and makes you eager to go in and try stuff* out.

Ur, P. (1996). *A Course in Language Teaching.* Cambridge Teacher training and Development: Cambridge University press.

Ur, P. (1999).*A Course in Language Teaching*. Cambridge: Cambridge University Press.

Ur, P. (2001). Check it out. *English Teaching professional. 21*: 5-8.

Weimer, M. (2002).Student-centered teaching.*Five key changes to practice*. San Francisco: Jossey-Bass.

Williams, M. & Burden R. L. (1997). P*sychology for language teachers: A social constructivist approach.* Cambridge, UK: Cambridge University Press.

Willis, J. & Willis,D. (eds.)(1996). *Challenge and Change in Language Teaching*. Oxford: Heinemann.

Yoshikawa, M. (1982). Language Teaching Methodologies and the Nature of the Individual: A New definition. *The Modern Language Journal, 66*(4): 391-395.

Yule, G. (1996). *Pragmatics*. Oxford: Oxford University Press.

# APPENDICES

**Appendix1: Teacher Questionnaire**

TEACHER QUESTIONNAIRE

A.PERSONAL INFORMATION

Please do not write your name and put –X- where appropriate.

| | | | | |
|---|---|---|---|---|
| 1- Gender | Male ☐ | | Female ☐ | |
| 2- Your experience (in years)? | 0-5 ☐ | 5-10 ☐ | 10-15 ☐ | 15 and above ☐ |

B: INSTRUCTIONS

Dear Teachers,

This questionnaire was prepared to inquire the prevalence of learner-centered education in the Interchange coursebook from the perspectives of IZU instructors. Data from the questionnaire will be used for the master thesis.

Please rate the statements by circling the appropriate response. Thank you in advance for your contributions to the questionnaire. Please circle the appropriate response about Interchange coursebook.

C. OUESTIONNAIRE

Please rate the statements of Interchange coursebook by circling the appropriate response.

1 = Strongly Disagree

2 = Disagree

3 = Neither Agree or Nor Disagree

4= Agree

5= Strongly Agree

<div align="center">✓ **Authenticity & Learner- Centredness**</div>

| | | | | | |
|---|---|---|---|---|---|
| 1.The coursebook is compatible with the requirementsof the learner-centred approach in English class. | 1 | 2 | 3 | 4 | 5 |
| 2.The language used in the textbook is authentic, that is,like real-life English. | 1 | 2 | 3 | 4 | 5 |
| 3. There is a relationship between the content of the coursebook and real-life situations. | 1 | 2 | 3 | 4 | 5 |
| 4. The content of the textbook is relevant to students'needs as (an) English language learner(s). | 1 | 2 | 3 | 4 | 5 |
| 5.The content of the textbook is interesting. | 1 | 2 | 3 | 4 | 5 |
| 6. The content of the textbook is motivating. | 1 | 2 | 3 | 4 | 5 |
| 7. The content serve as a window into learning about the target language culture (i.e. American, British) | 1 | 2 | 3 | 4 | 5 |

<div align="center">✓ **CLT & Learner Initiation**</div>

| | | | | | |
|---|---|---|---|---|---|
| 8.  The activities encourage sufficient communicative practice. | 1 | 2 | 3 | 4 | 5 |
| 9. The activities encourage sufficient meaningful practice. | 1 | 2 | 3 | 4 | 5 |
| 10. The activities incorporate pair and group work. | 1 | 2 | 3 | 4 | 5 |
| 11. There are a lot of activities for students to engage in communicative interaction. | 1 | 2 | 3 | 4 | 5 |
| 12. Activities in the coursebook promote learners' language development. | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|---|---|---|---|---|---|
| 13. Activities in the coursebook motivate learners. | 1 | 2 | 3 | 4 | 5 |
| 14. There are activities for the development of communicative strategies. | 1 | 2 | 3 | 4 | 5 |
| 15. Activities introduce the main principles of CLT. | 1 | 2 | 3 | 4 | 5 |
| 16. The coursebook enables learners to use English outside the classroom situation. | 1 | 2 | 3 | 4 | 5 |
| 17. The coursebook facilitates interactive learning. | 1 | 2 | 3 | 4 | 5 |

✓ **Learner Autonomy & Self- Assessment**

| | | | | | |
|---|---|---|---|---|---|
| 18.When learners study for the class, they set goals for themselves in order to direct their activities in each study period. | 1 | 2 | 3 | 4 | 5 |
| 19.Learners see knowledge as something that they should discover themselves. | 1 | 2 | 3 | 4 | 5 |
| 20. Learners expect themselves rather than their teachers to be responsible for evaluating how much they have learnt. | 1 | 2 | 3 | 4 | 5 |
| 21. The coursebook includes parts for self-assessment. | 1 | 2 | 3 | 4 | 5 |
| 22. The coursebook encourages learners to assume responsibility for their own learning. | 1 | 2 | 3 | 4 | 5 |
| 23. Learners like the student-centred teaching method employed by teachers. | 1 | 2 | 3 | 4 | 5 |
| 24. Learners prefer their teachers to ask students thought-provoking questions to keep the lesson interesting. | 1 | 2 | 3 | 4 | 5 |

✓ **Integrated Skills & Learner Centredness**

| | | | | | |
|---|---|---|---|---|---|
| 25. Skills in the textbook include a wide range of cognitive skills that will be challenging to learners. | 1 | 2 | 3 | 4 | 5 |
| 26. The coursebook provides an appropriate balance of the four language skills. | 1 | 2 | 3 | 4 | 5 |
| 27. The listening materials are well recorded and authentic. | 1 | 2 | 3 | 4 | 5 |
| 28. The development of discourse and fluency skills is given sufficient attention. | 1 | 2 | 3 | 4 | 5 |
| 29. The type of syllabus design is used in the book appropriatefor learner centred approach. | 1 | 2 | 3 | 4 | 5 |
| 30. Teachers place a lot of stress on listening, speaking and real language use. | 1 | 2 | 3 | 4 | 5 |

*References:*

1)http://www.academicjournals.org/app/webroot/article/article1379623669_Hidayet.pdf

2)https://www.researchgate.net/publication/321496091_TEACHER-CENTERED_OR_STUDENTCENTERED_LEARNING_APPROACH_TO_PROMOTE_LEARNING

3) http://readingmatrix.com/files/11-1n844ug7.pdf

4) https://files.eric.ed.gov/fulltext/ED338122.pdf

5) http://www.academypublication.com/issues/past/tpls/vol01/05/12.pdf

**Appendix2: Teacher Interview**

TEACHER INTERVIEW

A.PERSONAL INFORMATION

Please do not write your name and put –X- where appropriate.

1- Gender                         Male ☐            Female ☐

2- Your experience (in years)?     0-5 ☐    5-10 ☐      10-15 ☐      15 and above ☐

B. INSTRUCTIONS

Dear Teachers,

This interview was prepared to inquire the prevalence of learner-centered education in the Interchange coursebook from the perspectives of IZU instructors. Data from the interview will be used for the master thesis. Thank you in advance for your contributions to the interview.

C. INTERVIEW QUESTIONS

1.      To what extent is the language used in the coursebook authentic (reflective of real life contexts)? Explain, in what ways?

2.      Are the contents of the book relevant and interesting for learners? In what ways, explain?

3.      Does the coursebook highlight cultural concepts of the target language? (i.e. American, British and so on) . If yes, explain, how?

4.      Do activities in the book motivate learners? If yes, explain in what ways?

5.      Does the coursebook provide examples of real-life language use? If yes, in what ways?

6.      Does the coursebook include pair work and group work? If yes, to what extent and was the frequency adequate?

7.      Do the activities enable leaners sufficient communicative practice? If yes, in what ways?

8.      Does the coursebook lead to the use of Communicative Language Teaching in its practice? If yes, in what ways?

9.      Does the coursebook provide interactive learning?  (Interactive learning supports learner initiation in the lesson and encourages involvement of the learner in their learning processes)

10.     Does the coursebook enable learners to take responsibility for their own learning? If yes, explain in what ways?

11.     Does the coursebook enable learners to see  knowledge as something that they should discover themselves? If yes, explain, how?

12.     Which of the four skills are stressed in the coursebook? Explain,how?

13.     There are several types of syllabi used in language classes. 'Structural Syllabus' calls for a teacher oriented teaching practice whereas 'Functional Syllabus' calls for a more student oriented teaching. Are you using one of these syllabus styles or some other approach in your language classes? And Why?

14.     Does the coursebook include cognitive skills that are challenging and stimulating to learners? If yes, in what ways?

# INTERVIEW TRANSCRIPTION

### *Interview 1*

S: Nadide Hocam, the first question; to what extent is the language used in the coursebook authentic (reflective of real life context). Explain, in what ways please.

N: Okay actually even though it's Cambridge publishing I don't believe that it's at too full extent it's authentic. OK. Of course there are some parts that I think for example there are some newspaper articles, there are some news news items. Also there are some marriage programs stuff et cetera et cetera. They try to arrange their context according to real life authentic materials. However, because if there is an arrangement according to the level I think at that part it loses to be authentic. I don't believe that it's fully authentic.

S: It needs to be developed.

N: Yeah it needs to be developed I think. Yeah it's not totally full life. It's so clear that it's like a learning learning stuff I think.

S: Ok, and second question; Are the contents of the book relevant and interesting for learners in what ways, explain please.

N: Okay. Actually I like our book Interchange book or passages book because I think that there are really interesting parts in the books in the books. Yeah. For example, the topics that we hear are in dialogues and in reading texts are really interesting and they're relevant to the topics. Yet it goes like in a thematic way or and in an ordered way So we learn vocabulary items and then we use them and they are generally interesting vocabulary items. And for example grammars are also coming in an interesting way. So I think yeah of course again it because it's learning.

S: Does it affect learners' motivation in terms of contents' interesting ways? Does the coursebook affect their motivation? If they're relevant or interesting or not?

N: Yeah it's totally up to the student, however I think it motivates because the book is colorful. There are a lot of pictures. There are real life stuff, authentic stuff. That's the reason why it motivates people, why it encourages people to learn. I think because they see it and they want to. They see that. Okay. I use this one in real life as well. Of course this is a motivating stuff.

S: Ok, Thank you so much. And third question. Does the coursebook highlight cultural concepts of the target language? (i.e. American, British and so on) . If yes, explain, how? If not, are there other cultures or just American, British focus? Which one do you see?

N: Basically I can not decide this question's answer and say okay let's look at from one perspective. Yeah. Okay. It's American book. It focuses on American culture all the time. If we see if we have never ever seen tea with milk, we all the time focus on coffee.Coffee.Coffee

coffees et cetera. That's the reason why I think it's more American focus. Of course, the publishing is also American by the way.

S: Did you see other cultures for example; China or other countries. Any concepts?

N: I think we see them but not that much. I remember in for example, in A1 book that of the interchange interchange series there was some parts about South Korean meal South Korean food et cetera. I remember those parts. But I think we do not encounter with them a lot. And also I will also talk about this one for example when we look at the TV series et cetera we see American culture a lot. Or maybe this is a way of advertisement. I think in the book we do not see this. The same culture with they show us. So there is a controversial stuff over there.

S: Thank you so much. And next question, do activities in the book motivate learners? If yes, explain in what ways? Do they motivate learners?

N: As I said earlier I think they're quite encouraging. It gives the students some kind of courage because they are most of the time real life material, they are real life dialogues maybe texts, they learn a lot of vocabulary items not grammar parts except grammar parts I think the other parts are quite motivating. Because I am really not fond of Cambridge grammars because they are boring most of the time and they are irrelevant sometimes they just .It seems like they're not going to teach grammar and arrange it team but they arrange their grammar accordingly.

S:And fifth question. Does the coursebook provide examples of real life language use. Like earlier question. If yes, in what ways? Real life language use.

N: Yeah, I think it's more like standard language. I don't think that we see the other aspects of language okay I do not mention of course about slang words because we can't see them each and every time but idiomatic expressions, proverbs I think awful it's really terrible in terms of those usages I can only teach with my own how can I say endeavour I think.

S: What about pragmatic competence? For example; Does the coursebook teach politeness or how do they behave? Can learners have this experince how can I behave in this situation?

N: Certainly not. I think Cambridge is again terrible about this one like. Last week I remember I analyzed our book in terms of pragmatics and in eight pages or something I found only one box which has only three or four pragmatic expressions which is certainly not enough and when you look at our students for example they all the time ask the questions like oh no sorry open the door. Not can you open the door can you open the door is the most the politest form that we encounter in the school. That's the reason why I don't think so in terms of pragmatic competence I think yeah it's not valued. It's undervalued let's say.

S: For teachers, teachers need to develop it by your own efforts

N: Not develop,  I think totally explore it

S: Design, adapt the book or maybe you can design, re-adapt.

S: Next question; Does the coursebook include pair work and group work? If yes, to what

extent and was the frequency adequate?

N: Okay I'll totally boost for a brag about our book this time Yeah because coursebook really involves pair works and group works a lot. I think

S: Which is more pair or group?

N: I can not decide it but it should be like pair work yeah, pair work most. Maybe they are balanced. I actually I have never noticed something like this. Haha. But both of them for example today page I remember today's topic there was pair work group work pair work  group work  it seemed balanced quite balanced today. Yeah I think they're really adequate because after before reading we first focus on pair work or group work. After reading we focus on it, grammar part we focus on it. OK. Grammar part for example that's quite quided part Et cetera but after that again you have group work or peer work which is really nice after vocab parts. We have again group work and peer work. All right.All the same. OK.

S: And do the activities enable learners sufficient communicative practice. If yes, in what ways?

N: As I said if we focus on from that on that part again I I will say a lot of many activities involving pair and group work so it's quite enough adequate in that part. And also when we look at the function of them I think they are again quite functional the content of them. I think that I really love them. That's the reason why I think in terms of communicative practice I think it's not it's the best way that we can have in such a artificial environment. I think in terms of but not pragmatically. Yeah about all the other parts it's OK.

S: The other question is similar again. Does the coursebook lead to the use of communicative language teaching in its practice? As a teacher can you use this approach in your lesson and does the coursebook result in this approach? If yes, in what ways? What can you do using the coursebook? Does it lead to this approach in your classes? If yes, in what ways? Are there any role plays, personalization activities or some other kind of communicative language teaching approach?

N: In terms of activities yeah there are a lot of communication interaction involving activities OK I accept this part but as far as I remember in communicative language teaching firstly you communicate you make them communicate interact with each other and then they try to have their own input themselves but in Cambridge we have we have first Snapshot Snapshot part and then directly grandmar comes as far as I know this is not communicative language teaching that's the reason maybe. I have doubt about it

S: Can you change this part? Do you teach grammar part differently, in a different way?

N: Yes sometimes I change it for example I first talk like maybe  40 minutes we talk about it they try to use it and then they try to catch the grammar grasp the grammar parts and then we look we open that page about grammar box and then we focus on it.

S: So they learn unconsciously

N: They learn unconsciously but not all the time

S: Not all the time

N: Again with the efforts of the teacher

S: Does it depend on just teacher and teaching style effects their learning unconsciously or not

N: It certainly affects because if we go on with the book first they have one small part like five minutes and then directly grammar and learning and applying the rules of the grammar in the activities etc or vice versa just the opposite way totally depending on the teacher

S: It is up to you again

N:It's totatlly up to me.

S: And other question I ask. Yes. Does the coursebook provide interactive learning? It means it supports learner initiation in the lesson and encourages involvement of the learner in their learning process. Do you see learner involvement all the time? Or not. Does the coursebook lead to interactive learning?

N: I couldn't grasp it. I couldn't understand it. Could you please?

S: I mean do you see learner initiation. I mean learners feel okay I can understand what I learn how I learn. I feel ready to learn and I can participate in lesson in a willing way at the same time as a teacher you see involvement of the learner. The reason is the coursebook. Does it lead to does it push learners to interactive learning?

N: Ok then this question's answers totally, absolutely because all the time for example when we teach something teach grammar part vocab part etc. then they see that question we are as instructors instructing them. To some kind of activities for example and they directly initiate their conversations initiat. For example, vocab checking parts I think in terms of this interchange or passages nice books they are.

S: So it encourages

N: It encourages.

S: Interactive learning. And Does the coursebook enable learners to take responsibility for their own learning? If yes, explain in what ways. Do the learners feel responsible for their own learning? How do they feel it?

N: Yeah I think this is going to be I think the question that I can not answer. I can not decide it because they don't seem like they are so responsible for their own learning and in the book yeah I I wanna see some kind of advice in the book for example in terms of vocab learning, there are five strategies to learn vocab learning. No one can teach you these kinds of things you are responsible for your own learning. I want to see really those kind of tips advices about learning strategies learning styles maybe.

S: So, That's not enough. again

N: I think it does not enable learners to take responsibility for their own learning. If this is the thing that I understand.

S: Ok, and does the coursebook enable learners to see knowledge as something that they should discover themselves? If yes, explain how? It means learners see knowledge I can learn it, I can discover it or they feel it's not my job. It is my teacher's job. He or she should teach it to me. Turkish explaining; armut piş ağzıma düş. Do they want it or not?

N: It's the first time that I have hear that books enable the students to learn themselves firstly. Yeah, maybe it's up to the student profile but I don't feel this a lot. When we look at the books I think They kinda sorta enable learners to see knowledge as something they should discover but not all the time but actually the book pushes with all the activities with all the instructions to them. Yeah pushes I think it's it's just because of the student.

S: Not totally but in some parts, again.

N: In some parts, again. Because all the time they need to do something they need to need to need to they have to so they go there and they finish it they go there they finish it I think yeah. But the book does it's OK. Yeah.

S: And which of the four skills are stressed in the coursebook(listening speaking reading writing) which one has the focus the main focus in the coursebook. Or is there a balance? Explain how?

N: Okay. I have  taught them all. And I think they are all balanced because we start in each unit like one snapshot snapshot parts. And then we go on with listening they after that grammar part and then grammar activities too grammar activities so it is one listening activity and writing and reading. They seem like quite balanced but as I said before for example Snapshot part there is one speaking question after listening there is one speaking question after all there's again speaking question reading. All the time.

S: What about writing?

N: Writing is not that much I think. Also reading there is only one reading text. So I think if they can be counted as balanced. I think speaking again is the most prominent one. But writing is not that focus as well. For example in the interchange four we already started to teach them how to write essays what they never ever see essays.

S: And other question about syllabus types in language classses. As you know there are two types of syllabi. Structural syllabus that means teacher oriented syllabus. Functional means student-oriented teaching. Are you using one of these syllabus styles in your language classses or some other approaches and why?

N: Explain, please

S: Which one do you use and which one does the coursebook include structural teacher-oriented or fuctional syllabus that is student oriented? And which one do you use?
N: I think the coursebook is student oriented teaching. Because it uses functional syllabus all the time. There are some functions that students need to enroll in and they need to operate them. And I use functional syllabus as well.

S: Why do you use it? Why do you prefer?

N: Because ok there are some missing parts in the books that there are some parts that I don't like in the book but as I said before it's still balanced. And it goes with a team I can. I do not want to interfere with the team. I do not want to interrupt it. Okay. I adapt it. I add some extra stuff sometimes I omit some parts. But still I want to go with it because I I'm sure it but in some parts I add some pragmatics. In terms of pragmatics I add some parts. But, more functional syllabus.

S: Ok. Last question. Does the coursebook include cognitive skills that are challenging and stimulating to learners? If yes, in what ways? Are there any activites that make learners think critically or that challenge them that stimulate their critical skills? If yes, in what ways?

N: I think yes there are some cognitive questions. Cognitive challenging questions Oh not cognitive questions let's say not challenging I'm correcting myself. But they are not that challenging because I all the time add extra questions as well. For example, there is a reading text about e-books. And would you use e-books. What are the advantages of e-books. Advantages disadvantages kind of questions are the most cognitive ones among the questions I think. For example there is a man who was without money in the book in one of the interchange book and who couldn't pay his debts and then he decided to open a website called everyone send me a book. So that I can afford my stuff. And then everyone sends. What do you think about this guy? This guy is ethical or not. Maybe. This was the question of the reading text. Would you do the same thing as the man the same as the man?

S: As a teacher, you need to to add some other cognitive questions. And I have one more question rather than them. Does the coursebook include self-assessment parts?

N: After every two units we have self-assessment parts I can do this I can do this very well okay or not good they can tick it and they can go.

S:Is it beneficial for their communitive language teaching or student oriented learning?

N: I think if you make them notice it and if you just focus on that part and then accordingly you can go back and reassess your stuff and maybe you can re-learn something. It is quite beneficial I think. Again. Only like I am showing with my hands but it's like half a page or a quarter of a page.

S: Ok, Nadide Hocam thanks for your effort. Thanks for your giving time. Any other comments?

N: Thank you so much

### *Interview 2*

S1: The first question to what extent is the language used in the coursebook authentic (reflective of real life context). Explain, in what ways please.

S2: Actually this book's language is kind of authentic

S2:It depends on the units and the topics of the units and the students too. So in which ways in their daily life especially the first levels in the first levels in their daily life is very the language is really authentic. But when the level is higher, the language is becoming far away from being authentic. First levels are fine. Yes but the others are a little bit far away from being authentic for Turkish students.

S1: In what ways they are authentic for example some activities, exercises.

S2: Activities because I believe that the target of the course book is adults. That's why our prep school students are not very interested in the activities or the topics of the book so they don't find sometimes the activities or the role plays or the dialogue sometimes they find dialogues simple and not necessary. So it's not authentic.

S1: What about role plays' language? Are they real life?

S2: They are absolutely real life actually for adults, absolutely for adults they are real life, authentic and they can use them in their daily life because they are just really young for this language or for that situations not all of them. Some of them they sometimes find a little bit boring.

S1: OK. Thank you so much. And second question are the contents of the book relevant and interesting for learners? In what ways explain please

S2: The content of the book again because I believe that the target audience is not prep school students but the adults, students might not be interested in the topics of the book and activities too. As I said for example there were unit about environment or the world problems and students are not aware of world problems and they have no idea about world problems and they are not interested actually.

S1: You mean it depends on the profile of learners.

S2: Absolutely. My students are not interested in those topics.

S1: Aren't there any relevant topics for learners?

S2: Yes there were for example there were some units that they can use in their daily life like it was a unit about shopping . So it was interesting at least they can use them in their daily life.

S1:It attracts their attention

S2: Absolutely. And they understand it or they were a unit about causatives too. It was very interesting for them and they was they were really eager to learn the topic and that they were really interested in the activities too.

S1: So just some topics are relevant not totally.

S2 : Not all of them okay. And

S1: Third question does the coursebook highlight cultural concepts of the target language for example American,British and so on. If yes, explain how?

S2: The coursebook unfortunately has nothing to do with Turkish cultural concept and it generally focused on American culture and it gives us clues and informations about tips about American culture. Sometimes they might find it interesting but sometimes generally they are not that much interested in American culture.

S1: Did you realize other cultures?

S2: Asian culture. You can see their Asian and sometimes Indian cultures.

S1: But mostly American.

S2: Most American and Canadian.

S1: Okay and fourth question. Do activities in the book motivate learners? If yes. Explain in ways motivates activities motivate learners or not.

S2: Activities sometimes motivates learners. If the activities are applicable in the classes then they find it interesting and sometimes some students might find the activities a little bit childish.

S1: Why?

S2: Yes they don't want to attend the activities. If it has something to do with the musics or the songs they don't want to do it because they think that they are adult enough or old enough or whatever it is.

S1: I assume that they like just role plays.

S2: They yes is in my class they like role plays. So it is the case in my role plays. Absolutely.

S1: What about personalisation? Are there any activities that about personalization?

S2: Generally their pair work and group work so I can't say there is personalization.

S1: Mostly role plays motivate learners

S2:Hı hI

S1: It motivates learners. OK and fifth question; Does the coursebook provide examples of real life language use? If yes, in what ways I mean for example did you see or did you realize pragmatic knowledge in the book, real life or are there any idiomatic expressions, proverbs. What about their usage usages? Do you like them ? Or is it is sufficient for learners what do you think about pragmatic knowledge and real life language use?

S2: Okay. Yes I told you. Yes somewhat. In some ways the book provides us seriously the real life of language use but the language used in the book real life language is actually American is not Turkish. So Turkish students do not like this. They want more something Turkish. That's why they feel a little bit far away maybe from the topic or something they don't know how to do.

S1: They prefer classical method

S2: Absolutely. Maybe classical methods or more Turkish methods or more Turkish examples.

S1: Do they have knowledge about how to behave in a specific situation for example in the hospital ,politeness?

S2: No.

S1: The coursebook doesn't give it.

S2: It gives actually the sentences the structure is about how to behave how to speak in a formal situation for example but they don't know exactly how to speak in a hospital or they don't know exactly how to speak with a president or they don't know how to e-mail today even to their teacher.

S1: Big problem.

S2: Yes absolutely they only learn writing informal letters to their pen friends or to their friends or texting. The book doesn't focus on formal situations.

S1: So it doesn't focus on pragmatic knowledge.

S2: Yes.

S1: And other question. Does the coursebook include pair work and group work.If yes. To what extent and was the frequency adequate?

S2: The book is focused on pair and group work and I think it's pretty adequate for the learners

S1: So you mean there is a balance.

S2: Absolutely. For pair work and group work there's absolutely a balance.

S1: Do the activities enable learners sufficient communicative practice? If yes in what ways. I mean the functional activities, the content of activities do they lead to sufficient communicative practice?

S2: If I was a language learner in a foreign country as a teacher to learn English language it was okay it was fine and I would be really eager to speak about the topics. At least I would make some research if I don't have an idea I would make make some research to talk about to be able to talk about a topic but in this situation they don't have that motivation.

S1: Because of activities.

S2: Because all the topics all the activities sometimes you know they don't have idea about the topic How can they speak?

S1: So you think they are not sufficient.

S2: Hı Hı Their background information

S1: And other question Does the coursebook lead to the use of communicative language teaching in its practice? If yes ,in what ways.Can you use communicative language teaching in your lesson for example can you use PPP or task based approach using the coursebook And I mean the coursebook for example some coursebooks enable learners to get the knowledge unconsciously. What about Interchange?

S2: Interchange aims to to aims aims learners to get the information on their own. But the students don't have CLT background so they are they used to be spoon feeded. So that's why they are always expecting something from the teacher. If we don't tell them specifically about grammar they feel that they don't learn anything even though they understood the topic. They still feel that there's something missing and we have to learn some formula some patterns about grammar. To fulfil this feeling we sometimes give them specific grammatical rules.

S1: So what about coursebook? Just itself . Does it lead to Communicative Language Teaching?

S2: Yes absolutely. As I told you if I was a language learner in a foreign country it might be really good form.

S1: It depends on again students

S1: Okay and did I ask it. How can you teach grammar? directly using the course book or in a different way. You said grammar teaching is given directly Am I right?

S2: In the book.

S1: In the book.

S2: The book aims not to give it directly but depending on the class I'm teaching sometimes I try to make students understand the grammar unconsciously. But if the level of the class is not high or fine I just try to make them understand unconsciously again. But if I see that they don't get it. So I give them the grammar directly.

S1: A lot of workload for you

S1: Ok. Does the coursebook provide interactive learning? It means interactive learning supports learn initiation in the lesson and encourages involvement of the learner in their learning process. Can you see a learner involvement all the time using the coursebook?

S2: The coursebook helps actually to motivate students and to involve in classes. And they do this with snapshot parts and sometimes perspectives part and sometimes with the very beginning of the readings. There's always a question for warm up up and it helps students to involve in topic.

S1: What's the aim of snapshot? I couldn't remember that part?

S2: Snapshot part gives us some general information about the topic. For example, if we are going to talk about the environmental problems they just give some little detailed informations about these environmental issues.

S1: To make learners interested in.

S2: Yes, absolutely To attract their attention. They do them and I find them useful generally.

S1: So it encourages their involvement.

S2: Absolutely, snapshot part snapshot Depending on the unit of course.

S1: And next question does the coursebook enable learners to take responsibility for their own learning? If yes in what ways? Can they take responsibility? Okay I'm ready. I can evaluate myself. Do they say these type of expressions?

S2: With the self-assessment part at the end of every two units there is progress check part and at the beginning of the progress check there is self-assessment part. So first they do the activities in the progress check and then when they finish the activity they do this self-check part. Did I learn this usage of these words or did I learn the grammar or I can I can I can I cannot they tick it so In that way we can say that yes it motivates students too They take responsibility absolutely for their learning. But as I said for this for learners to take responsibility for their learning or getting the language, they should a liitle bit responsible students. SometimeS in some classes we can have some few students who can take responsiility but general they prefer not to do it.

S1: And eleventh question. Does the coursebook enable learners to see knowledge as something that they should discover themselves? If yes explain how? Do they see knowledge hımm OK I can discover it by myself or not?

S2: No. I'm teaching this book for five years and I've never seen such

S1: So they just want to learn by their teachers.

S2: They just want to learn, Yes with the help of the teacher and they just want to know what they see on the book nothing more than this. Yes. If you want to give something more. They say we won't see this in the quiz so why. So they're mainly focused on the exams. That's why.

S1: Traditional learners.

S1: Which of the four skills are stressed in the coursebook? Explain how. Which one has the main focus? Or is there a balance?

S2: The book tried to make a balance among the four skills. But I think the focus skill is speaking Absolutely. It's really focused on speaking. And there are lots of individual and pair works not individual, pair works and group works and role plays and also discussion parts for students to speak But for writing part it is not enough for students since they the book does I think it doesn't aim to teach students writing skills Yes it just wants students to use what they have learned in writing that's all They don't want to teach anything academic. They don't want.

S1: Real life

S2: Yes absolutely real life information for them

S1: Okay. And last two questions. As we know there are several types of syllabi use in language classes ; structural syllabus is related to teacher -oriented. It is more classical whereas functional is more student -oriented teaching. What do you use in your class? Are you using one of these syllables or other some other approach in your class? And why do you use it? And why do you prefer ......?

S2: It is very hard to say that I use on a structural syllabus or functional syllabus or task based method. According to the especially the first every first week of each quarter we generally observe students What do they need and then according to this we try to find out our method. What should we do in this class. So according to the needs of the class according to the profile of the students I try to find a solution for them a method for them. So if they need general they don't need only one of them. So generally I mix them. Okay If they need if in that unit they need structural syllabus I do it but sometimes they need both functional syllabus and task based syllabus task based method. So I apply them.

S1: When we look at the just book the book itself And what can we see? for example; the book leads to functional syllabus or.

S2: The book leads functional syllabus.

S1: Is it prominent for learners? Is it important for learners or not Functional syllabus?

S2: Today's learning for today's learner it is I believe important for them for functional syllabus It's really important because they need to learn things on their own and we are just

too we are in class to lead them to information actually nothing more than this but they don't understand it.

S1: As far as I understood you prefer student oriented teaching.

S2: Yes that's why

S1: And last question. Does the coursebook include cognitive skills that are challenging and stimulating to learners? If yes, in what ways? Does the coursebook promote learners to think?

S2: It tries to do in discussions part and sometimes in word powers part too interestingly enough or sometimes in snapshots or perspectives parts it tries to encourage them to think deeply about the issues and with the questions in that parts or with the warm up questions or activities in those parts. It really encourages them to think deeply. These activities depends or changes according to the classes and students' profile again

S1: Again. It is enough in some parts.

S2: It's enough in some parts for some students and it is not enough It's not actually authentic let's say for some students again students

S1: and again up to the students.

S2: And so there is no perfect book I believe

S1: That's the end of our interview thank you so much.

S2: Thank you too.

## *Interview 3*

S: Duygu Hocam, the first question is; To what extent is the language used in the coursebook authentic (reflective of real life contexts)? Explain, in what ways, please.

D: Actually, I found the language in coursebooks quite authentic because it's not like the coursebook language all the time, they are combining all kind of accents, all kind of different exercises, activities like real all life exercises so I find them authentic.

S: Are there any activites about authenticity, dialogues?

D: Especially, maybe I can tell the language use in the coursebooks because there are special parts that we can use this language as well maybe those parts can be examples

S: So learners can use language outside the class like real life language.

D. I believe so because there are always like how can I tell you like role play activities for example so I think they can.

S: Second question; Are the contents of the book relevant and interesting for learners in what ways, explain please.

D: I will again tell positive things I think I like the book that we are using I found the topics interesting for example right now I am teaching B2 and topics are like global warming, political issues so the topics are everyone is interested so I found the topics interested real life topics you know.

S: So it makes learners engage in communicatively

D: I thinks so because these are the things that think every time so they are thinking language in English so they make them interested, engage about the topic.

S: Third question; Does the coursebook highlight cultural concepts of the target language? (i.e. American, British and so on) . If yes, explain, how?

D: I mean not just tell the American and British culture because the language we are using, we are teaching right now is not the language just American and British using but it is like world English as you know yes we are teaching cultural concepts but in China, Japan every kind of culture we are teaching not just American or British or native you know

S: A variety of culture we can see

D: Totatlly

S: And fourth questions; do activities in the book motivate learners? If yes, explain in what ways?

D: It is a kind of hard question for me because some classes yes they do motivate the learners but in some classes just don't work. I am trying to find a reason still. But I think the activites I think more like as I told you like every day activites, every day topics role plays like going to restaurants if you have experience this situation what would you do?

S: Or political issues

D: or political issues I said. Yeah They motivate to produce the language.

S: Because they include real life topic as you said.

S: And fifth question; Does the coursebook provide examples of real life language use. If yes, in what ways?

D: I am just focusing on the real life language use this time I would say yes again for example we are not just teaching like use this one this language when you do this but they are like if you want to be polite use this one, if you want to speak with your teachers you may use this one so the coursebook provides them as well so in real life we have to use them ,we have to be politier to our professors or bossess. So yeah it actually provides that kind of language.

S: So you mean it includes pragmatic competence

D: Totally, yeah pragmatic competence not maybe enough I am not sure but it totally has.

S: Sixth question; Does the coursebook include pair work and group work? If yes, to what

extent and was the frequency adequate?

D: It has both pair work and group work especially speaking part of course we have lots of group work, activities even if writing we have actually pair work and group works write with your pair write with your group members we have it and I found them quite adequate we almost don't have like individual exercises.

S: Perfect for learners

D: Yeah it is nice.

S: Other question; do the activities enable learners sufficient communicative practice. If yes, in what ways?

D: We told in like the previous questions the book provides pragmatics to the students so it totatlly makes them have the communicative practice more and develop it more so I would say it is sufficient.

S: Next question; Does the coursebook lead to the use of communicative language teaching in its practice? Can you use this teaching in your lesson? Idf yes, in what ways?

D: I can use communicative language teaching in my class actually you know in Turkey students are not used to this kind of language teaching in high schools so they are like hocam why aren't you teaching grammar to us can't you tell it in Turksish as well they are always asking those kind of things but book actually they also say the book doesn't always give the grammar and grammar and they are not sometimes happy with it but it is something good the book actually promotes communicative language teaching for students and for us teachers

S: How can you teach grammar parts; Just can you write it on board or different activities, play games?

D: Never, actually we always start presentation part I use PPP or task based, people don't like PPP I know but we can use PPP in communicatively as well if you ask me first I will start with presentation part without telling what the grammar topic is we are just talking about it what I am using it I am trying to give them unconciously them I ask them what was it did you catch it so what is the function can you tell me?

S: You get their attention in that way.

D: Yeah, I have tried to find that you know if I want to give formula I am not giving it I am just asking it to find them.

S: Does the coursebook encourage this PPP or task based method?

D: For this I may say some negative things because it just gives sometimes directly gives it before the grammar yes it has some activites listening activities maybe speaking activites but it Sometimes just directly gives the topic

S: So, it needs to be developed.

D: Yeah, it needs to be developed.

S: Does the coursebook provide interactive learning? It means it supports learner initiation in the lesson and encourages involvement of the learner in their learning process.

D: It gives the authority kind of the students and teachers actually so according to this profile of teachers and students it changes unfortunately. The coursebook itself doesn't provide it but there is a part every end of the unit there is a progress check for students so they can actually take the authority of their own learning by doing that one so it can be a good example. Yes it promotes but it is not enough because it gives also the authority to teachers and students so it may change in that way.

S: So it encourages their involvement in some parts but it's not enough.

D: Yeah

S: Does the coursebook enable learners to take responsibility for their own learning? If yes, explain in what ways.

D: I will say yes again as I told you there is a progress check at the end of every unit so in that part they can assess their self-development ,self-improvement . For example; there are questions I can do that I can not do that They are checking very well, ok, and little and they can see to what extent they learn that topic. If they couldn't learn, they can go back and learn it.

S: So, is it beneficial for learners?

D: Totally.

S: Does the coursebook enable learners to see knowledge as something that they should discover themselves? If yes, explain how?

D: I am not like positive or negative about this topic I mean fifty fifty. Before the grammar topic or the knowledge that is given they are given unconciously as an input  so yeah smart students actually can discover it by checking it but for not every kind of student it works.

S: It depends on students.

D: It depends.

S: Which of the four skills are stressed in the coursebook(listening speaking reading writing)? Explain how?

D: Speaking, reading, listening but not writing. Maybe speaking is a little bit more than the others.

S: Is it good for learners?

D: For communicative language teaching good but writing should be included more and more.

S: And other question about syllabus types in language classses. As you know there are two types of syllabi. Structural syllabus that means teacher oriented syllabus. Functional means student-oriented teaching. Are you using one of these syllabus styles in your language classses or some other approaches and why?

D: The coursebook is totally has functional syllabus. It just seperates the units like topic by topic not grammar topics  by grammar grammar. So there are functions here for example; working so it is about working life. For example; fixing that needs fixing fixing problems. They are functions. I am trying to use functional syllabus as far as I do as well for example that needs fixing I am not just focusing on that is the grammar topic so we have to use so just apply this everywhere No I am talking fixing all the time this is our topic. In speaking,in writing and in every kind of activities but while doing it we can use this grammar as well just combining them.

94

S: Ok. So why do you prefer Functional Syllabus for your learners?

D: When they learn grammar by grammar they are like; Oh What grammar should I use? This is a problem of Turkish students as well. So they need to learn functions because in real life they are not going to face the situations that you have to use this grammar and that grammar. In real life they are going to face the functions like going to restaurant, like ordering that kind of things that's why for speaking, for communicating they need functions to learn.

S: Last question. Does the coursebook include cognitive skills that are challenging and stimulating to learners? If yes, in what ways?

D: I would say again yes. At the end of every kind of unit about that topic they asking like questions we call them discussion questions to make them think critically and hyphotetically.

So it promotes learners to think.

S: Do learners engage in these cognitive activities?

D: Totatlly. They are the most engaging part in the coursebooks.

S: Ok, thank you so much hocam

D: You're welcome.

<h1 style="text-align: center;">CV</h1>

Seda YAZICIOĞLU

Adres : Başak Mah Mimar Sinan Caddesi Vadi Park Evleri M13 Da:9 4. Etap 2.kısım Başakşehir / İstanbul

Email : turgutseda@yahoo.com

Phone :05304178019

## A. EDUCATION

| | |
|---|---|
| Istanbul Sabahattin Zaim University, Graduate Degree | **2014- 2016** |

International Training Institute,CELTA ( Certificate in English Language Teaching to Adults)                                                           **4 August- 29 August 2014**

Istanbul Bilgi University (%50 scholarship), English Language Teacher Education,

Faculty of Arts of Sciences (GPA: 3.41/4.00)                                         **2010-2014**

Küçükçekmece Anatolian High School, Istanbul, TURKEY                 **2006-2010**

Şenlikköy Primary School, Istanbul, TURKEY.**2005-2006**

İhlas College**,** Istanbul, TURKEY.                                                           **1999-2005**

## B. ACADEMIC EXPERIENCE

Istanbul Sabahattin Zaim University, Part Time Instructor             **2014-2017**

Sisli Terakki Foundation Schools, Istanbul
*Trainee Teacher*                                                                                       **10/13-5/14**
   •Observing and teaching English classes at primary, secondary and high schools.

**C. INTERESTS**

Traveling, learning foreign cultures, languages, visiting antique cities, reading articles about productive and receptive skills, novels from English Literature.

**D. PUBLICATIONS**