

## Chapter 14

# Language Teachers' Perspectives of Learner Centredness of Their Coursebook: The Case of an English Preparatory School at a Foundation University

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### INTRODUCTION

Coursebooks are essential instruments for language teaching and learning. Teachers and learners utilize coursebooks in a variety of contexts. It is necessary to evaluate the coursebooks used in language classes to assess if they are good fit for learners and the context. An ideal teaching situation generates a learner-centered language experience because today's world calls for a more active and communicative performance on the part of language speakers. This study explores if and to what extent the Interchange coursebook of a Foundation School Preparatory School is based on learner-centred teaching principles. Views of language instructors are significant in the evaluation of the learner-centredness of the coursebook which is why language instructors are chosen as the participants of the current study.

A good coursebook is integral for effective learning practices. Hutchinson and Torres (1994) claim that no teaching-learning situation is complete without adopting a well-chosen coursebook. Coursebooks enable teachers a variety of resources providing effective classroom practices and learning tasks, but still language instructors exemplify a variety of adaptation techniques and improvisation while teaching. A well-chosen coursebook encourages learners self-access to independent learning opportunities. Coursebooks that encourage active participation of learners pave the way for a student-centred learning environment. Prucha (2003) states that a coursebook is inseparable from the teaching-learning process. This is why the coursebook choice is vitally important. Coursebook is a means for classroom management as well as self-direction for autonomous learning opportunities (Prucha in Tandlichova:2003, p.145-151). If students have a chance to be creative and independent in the language class, they tend to benefit from long term learning outcomes. Student-centred teaching aims to achieve learning both in and out of the class in a more memorable style. Another positive aspect of student-centered learning is its invitation for generous learner participation. As students participate more, they become better at using language communicatively. Thus, student-centred orientation promotes learners' communicative competence as well as their

independence.

In today's world, English learning goals evolved to include more communication due to increasing globalization. With this in mind, today's students need superior communicational skills in comparison to the previous generation. Such a learning goal requires abundant authentic language experience. Thus, a coursebook that gives learners opportunities to use language in authentic contexts triggers learners' fluency and eloquence. According to Cummins (2014), fluency is seen by language instructors as a common goal. Using the target language communicatively influences learners' fluency as well as encourages learner autonomy. More involvement in the class will encourage learners to take charge of their learning out of the class, too as a result of their increasing confidence and emerging independence. Students can be aware of their own learning as they engage in more self-directed learning experiences. With autonomous learning practices students learn to evaluate their own progress through self-assessment. This is vital because it also stimulates awareness and consciousness of their learning. Self-assessment goes hand-in-hand with learner autonomy and student-centered learning practice (Knowles, 1975).

## **LITERATURE REVIEW**

### **Coursebook Authenticity and Pragmatic Disposition**

Coursebooks have global importance in teaching and learning practices. Ur (1996) explains that she prefers adapting a coursebook because "...a set framework helps me (her) to regulate and time my(her) programme; and, perhaps paradoxically, provides a firm jumping-off for the creation of imaginative supplementary teaching ideas" (Ur, P.1996, p.193). Adaptation is a must for any good language educator. A well-chosen coursebook saves time, provides pre-planned activities and a variety of resources. It is widely accepted among instructors that they should modify, evaluate, eliminate or supplement coursebooks considering their learners' needs and interests. For instance, addition, omission, reduction, extension, modification, and replacement common adaptational strategies utilized by instructors to improve the capacity of a coursebook and make up for the gaps in the coverage of the book (Yangın Ekşi, 2012).

In addition to choosing the best fit for our learners, it is necessary to study the book for its authenticity because it is an integral part of communicative-based teaching. According to Yangın Ekşi (2012) authenticity of a textbook is directly correlated if a language discourse is taken from real life context and is created by a real speaker for a real intended audience for a concrete reason. This implies that language is not altered or modified to make it fitting for an EFL language context because it takes away the naturalness of the original language discourse

Today more communicative competence is expected when assessing English language proficiency of language learners. Well-designed coursebooks present real-life scenarios with a strong element of authenticity. When coursebooks meet the needs and interests of learners and provide learning opportunities, learner motivation is fostered (McGrath, 2006, p. 178). Authentic coursebooks provide a learner-centered class environment. To contribute to the learning process in a student-

centred class, meaningful input and purposeful tasks should be provided for the learner. Learners' awareness about what to say and how to say is known as pragmatic knowledge, and it is vital importance in real life communication. We do not have second chances in real life communication. Knowing a second language well and communicating effectively requires that language speaker has adequate vocabulary knowledge, grammatical knowledge, sociolinguistic appropriateness and language fluency (Schmitt, 2010). Coursebooks should enable learners to know pragmatic knowledge and sociocultural peculiarities of the language in order to eliminate communicational breakdowns. Yule (1996) states that speakers build and maintain efficient and appropriate communication when they have a good command of language and cultural conventions. Thus, language users can understand each other clearly and achieve effective communicational skills when equipped with sociocultural knowledge which will allow them to participate adequately in various social situations.

### **Learner Autonomy and Collaborative Communication Disposition**

Learner autonomy makes learners self-determined as well as critically aware. Autonomous learners are opt to cope with challenges encountered while using the second language as well as developing skills in the negotiation of meaning. In Illés's definition, learner autonomy is captured as being closer to "language use rather than being learning driven" (2012: 509). Coursebooks that provide relevant tasks from real life encourage learners to participate actively and thus, plant the seeds of autonomous learning. A language class which utilizes authentic activities involves students vigorously in the lesson. Students' engagement in purposeful learning tasks leads to ubiquitous learning in and out of school. Hence, learning becomes more relevant to life and they are naturally prepared for it.

Insufficiency of communicative focus or the absence of contextualization is detrimental for a language class. Language is not only comprised of linguistic and lexical elements only but imbedded in social context, power dynamics and innuendos, and thus, an awareness of social factors and pragmatic aptitude will bring about the success in communication (Harlow, 1990, p.348). With this in mind, social contextualization of language can be realized in the authentic disposition of the coursebook and the socially dexterous teaching act of the language teacher.

In today's world a coursebook that is not in line with communicative elements of real life will be inadequate for learners. Coursebooks that are predominantly associated with structural syllabus are bound to lead to a teacher-oriented class. Unlike structural syllabus, functional syllabus makes learning more practical and productive through the simulation of real-life. Functional syllabus has realistic learning tasks which learners can utilize and respond to in different sociocultural situations in a learner-centered class environment (Finocchiaro and Brumfit, 1983, p.18-19). Consequently, fluency and effective communication is achieved through functional syllabus planning and authentic teaching model.

If learners can be aware of their own learning progress, then they will be able to engage in self-assessment. Coursebooks that focus on self-assessment encourages learners to take responsibility for their own learning. Such a learner can construct

knowledge rather than just passively receiving it. Self-assessment is closely related to the concepts of learner autonomy and student-centred learning (Knowles, 1975). Student-centred learning paves the way for self-regulated learning. Self-regulated learning makes learners set their own goals, monitor their performance and reflect on their learning progress. Learners easily recognize what they need to learn and pinpoint their deficiencies. Self-regulated learning has clearly shown that self-generated feedback on one's learning is associated with academic gains (Zimmerman and Schunk, 2011). Motivated learners regulate their own learning and they realize their own competence for further learning. Hebert (1998) asserts that via self-assessment students begin to internalize instructional goals and begin to apply them to future efforts. Boud (1995) suggested that self-appraisal is a critical skill which is helpful for success not only in formal learning activities but also in lifelong learning effort which is an essential part of our vastly changing world.

Self-realization is not an individual process as commonly considered. Individual awareness oftentimes is realized in the social practice of life. Similarly, self-learning is most satisfied through collaborative language projects and engagements. Collaborative dialogue enables learners applying information presented in class to their real-life situations. Thus, it is evident that individual and social are two essential pieces of learning. Social underpinnings of learning pinpoints the importance of collaborative learning for the self. With collaborative dialogue, learners engage in problem-solving and knowledge-building (Swain, 2000) in addition to competence building. Collaborative practice enables transfer and maintenance of knowledge. Peer-to-peer learning is prominent during collaborative tasks and learners can learn from each other. Learners actively communicate and improve their pragmatic competence through collaborative participation. Coursebooks that embrace collaborative dialogue provide support to language instructors in actualizing a learner-centred teaching/learning practice.

Collaborative share of language discourse makes learners more enthusiastic and motivated in using the target language. When they are aware of their own learning process, their intrinsic motivation is triggered. Harmer (2007) argues that to accomplish communicative goals in the language class, students need to be willing and urged to convey a message with a communicative purpose in mind. Collaboration is key in the agenda of the language instructor because when learners communicate collaboratively through carefully planned authentic activities, learner's language competence and motivation are fostered abundantly. These aspects prepare the language learner for real life communication.

#### Coursebook Adaptation for Independent-Learning and Self-Assessment

An ideal coursebook provides everything a teacher needs for an effective language teaching/learning experience. However, as all language instructors know, there is no perfect coursebook out there which is why adaptation is a necessity and reality for educators. Still, a well-chosen coursebook is a great advantage for learners. Adaptation of coursebooks play a vital role in the engagement of learners through different learning opportunities. Professionally produced coursebooks may lack appropriacy or relevance for meeting different learning styles, personalization

and communicative competence (Singapore Wala, 2003, p. 144). Adaptation plays a vital role when the coursebook is inadequate in some aspects. Teachers use some techniques such as adding, deleting, supplementing, simplifying and omitting to make the coursebook more appropriate for their learners. Tomlinson (2010) states that one of the important roles of teachers is to evaluate, adapt, replace, and supplement the coursebook/materials in order to render them more efficient. Relevance, universality of topic, and authenticity are three areas which are critical to the process of deciding whether to adapt or supplement the coursebook (Saraceni, 2003). Supplementing content with relevant authentic materials and inserting open-ended dialogues make coursebooks more engaging and fitting for learners. When authentic language is practiced communicatively, student-centred learning environment is exercised. Coursebooks that are adapted according to learners' communicative competence results in pedagogical advantages such as ease of decision-making, personalization of content, capacity of critical thinking, emerging of motivation and active involvement of learners. There is strong relationship between class experience and quality of coursebook for achieving the best language teaching and learning practices.

## **METHODOLOGY**

This study evaluated Interchange coursebook used by the English Preparatory school at a foundation university in order to find to what extent the learner centered approach is prevalent in the book. Mixed research design is employed in the study to integrate both quantitative and qualitative paradigms. Data is collected, analyzed and interpreted in both styles so as to present a general picture related to research problems (Creswell, 2003). Mixed methodology provides enriching data analysis comparing different sets of data for a deeper understanding of a concept. Research Questions

The following research questions are explored in this study:

- To what extent is the coursebook in line with the learner-centred approach?
- To what extent is the coursebook likely to expose the learner's authentic language use?
- To what extent is the coursebook likely to engage the learners communicatively?
- To what extent is the coursebook likely to trigger the learners' autonomy?
- To what extent is the coursebook likely to lead to self-assessment?

### **Participants, Data Collection, Instruments, Data Analysis**

Forty English language instructors teaching at various language levels at a foundation university were invited to participate in the study. Some instructors did not utilize Interchange Coursebook in their teaching so they were not included in the study. Also, a few other teachers did not choose to volunteer for the study. A total of 30 out of the 40 instructors participated in the study.

Two data collection instruments were used in the study. These were; 1) Questionnaire, 2) Interview. For the questionnaire the related literature was surveyed and key instruments of the study were inquired (Pintrich, Smith, Garcia

&McKeachie, 1991; Tok, 2010; Ghorbani, 2011; Demir &Ertaş, 2014; Emaliana, 2017). An item pool was constructed by studying the items taken from originally developed instruments. 30 items were drawn 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. A semi-structured interview was prepared by the researcher to get deeper information about coursebook and its contribution to learner centered teaching from the viewpoints of teachers. The interview included 14 open-ended items.

Data were collected in the spring semester of 2019 with the participation of 30 instructors who volunteered for the study. The questionnaire with 30 items was administrated to the instructors. After completion of the questionnaires, a face-to-face interview was also undertaken with 3 instructors. All interviews were tape-recorded and notes were taken upon getting participants' permission.

The data collected through the questionnaire were entered into the data set using SPSS. This data set was later subjected to data cleaning by employing the 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 the research questions. Descriptive statistics was used to portray the participants' tendencies. Also, correlation analysis was used to investigate the relationship among the variables and determine the degree of association (Fraenkel, Wallen and Hyun, 2011).

The Qualitative data analysis procedure was used through the use of face-to-face interview. Interview transcripts were transcribed as a written text. These written texts were subjected to thematic content analysis paying particular attention to the qualitative aspects of the data and the emerging concepts (Joffe and Yardley, 2004). Specific codes emerged in the thematic content analysis which were categorized under 14 themes. The results of qualitative analysis were reported under specific themes and quotations from the interviews were added to support the emerging themes. Anonymity for the instructors was assured. For example, TF1 refers to female teacher numbered 1 and a similar procedure is used in referring to the other participating teachers.

## **FINDINGS**

The general tendencies of the instructors and the results revealed 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 the notion of student- centeredness. The results revealed that the coursebook led to authenticity, communicative language teaching, self-assessment, integrated skills and student-centeredness to a certain extent. However, the coursebook had limitations 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 per se, but due to the its different implementations and different students' profiles.

### Quantitative Findings

The descriptive statistics of the responses given by the teachers are given in Table 4.1 below.

*Table 4.1: Distribution of Teachers' Responses to Different Items*

	Strongly Disagree		Disagree		Neither Agree or Nor Disagree		Agree		Strongly Agree		Mean	SD
	f	%	f	%	f	%	f	%	f	%		
Authenticity & Learner-Centredness											3,40	0,75
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 is 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
The Content Serve as A Window into Learning About the Target	2	6,7	2	6,7	5	16,7	17	56,7	4	13,3	3,633	1,033

Language Culture (i.e., American, British)													
CLT & Learner Initiation											3,49	0,90	
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											3,31	0,73	

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 Interesting	3	10,0	2	6,7	6	20,0	11	36,7	8	26,7	3,633	1,245
Integrated Skills & Learner Centredness											3,41	0,86

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 on 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											3,41	0,74

Teachers' responses pointed out that the coursebook promotes authenticity and learner-centredness but they are undecided on the contribution of the coursebook to students' motivation. In addition, according to teachers, more relevant and authentic topics should be included. In terms of CLT and learner initiation, the results revealed that the coursebook was sufficient in terms of pair and group work activities which involved interaction, but, communicative practices and interactive learning still were not adequate.

The coursebook enabled learners' opportunities of self-assessment to observe their own progress but the activities did not enable learners to discover knowledge on their own. Learner autonomy was not adequately prevalent in the book. The type of syllabus design was appropriate for the learner-centred approach but the skills in the coursebook did not reflect a wide range of cognitive skills that would be

challenging to learners. The coursebook stressed four language skills but their distribution is not balanced.

Table 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 carried out in order to investigate the correlations 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 as significant and positive [ $r = 0.622$ ,  $p < 0.00$ ], with integrated skills learner centeredness as significant and positive [ $r = 0.736$ ,  $p < 0.00$ ] and with overall assessment as 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 [ $r = 0.925$ ,  $p < 0.00$ ].

The following section shares the qualitative data results. The qualitative data is also very important, because it validates and explains the quantitative data findings. Both types of findings provide a deeper understanding of the Interchange coursebook from the lenses of the language instructors.

## Qualitative Findings

Table 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)	<p>YES</p> <ul style="list-style-type: none"> <li>- Newspaper articles</li> <li>- Marriage program</li> </ul> <p>NO, not full extend</p> <ul style="list-style-type: none"> <li>- Cambridge publishing</li> </ul>	<ul style="list-style-type: none"> <li>- Depending on units and topics</li> <li>- Depending on level</li> <li>- Role play language</li> </ul>	<ul style="list-style-type: none"> <li>- activities</li> <li>- role play</li> </ul>
2. Relevant content & interesting content-interesting topics	<p>YES</p> <ul style="list-style-type: none"> <li>- thematic way</li> <li>- ordered way</li> <li>- the way used</li> <li>- motivating               <ul style="list-style-type: none"> <li>* the way it was designed pictures colors etc.)</li> <li>* real life stuff / authentic stuff</li> </ul> </li> </ul>	<p>NO</p> <ul style="list-style-type: none"> <li>- The level / profile of learners</li> <li>- topic               <ul style="list-style-type: none"> <li>* Nature of the topics.</li> <li>* Not relevancy to the real life</li> </ul> </li> </ul>	<p>YES</p> <ul style="list-style-type: none"> <li>- interesting topics               <ul style="list-style-type: none"> <li>* Political issues</li> <li>* Global warming</li> <li>* Real – life topics</li> </ul> </li> <li>- engaging in communicatively.</li> </ul>
3. Cultural concept of the Coursebook	<ul style="list-style-type: none"> <li>- American book</li> <li>- American culture               <ul style="list-style-type: none"> <li>* coffee</li> <li>* TV series</li> <li>* Advertisement</li> </ul> </li> <li>- Other countries culture               <ul style="list-style-type: none"> <li>* South Korea – food)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- American culture</li> <li>- Other countries culture               <ul style="list-style-type: none"> <li>* African</li> <li>* Indian</li> <li>* Canadian</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- American culture</li> <li>- British culture</li> <li>- Other countries culture               <ul style="list-style-type: none"> <li>* China</li> <li>* Japan</li> </ul> </li> </ul>
4. Activities and motivation in the coursebook	<ul style="list-style-type: none"> <li>- quite</li> <li>Activities motivating               <ul style="list-style-type: none"> <li>• Real life materials</li> <li>• Real life dialogues</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- partially               <ul style="list-style-type: none"> <li>* Depends on their age</li> </ul> </li> <li>Activities motivating               <ul style="list-style-type: none"> <li>• Applicable in the class</li> <li>• Appropriate their age level</li> <li>• Role plays</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Partially               <ul style="list-style-type: none"> <li>* Depends on class</li> </ul> </li> <li>Activities motivating               <ul style="list-style-type: none"> <li>• Political issues</li> <li>• Every day topics / activities</li> <li>• Real life topics</li> <li>• Role plays in restaurant</li> </ul> </li> </ul>
5. Real-life language use (pragmatic competence & idiomatic expression, speaking in specific situation like being polite-politeness)	<p>Real life language</p> <ul style="list-style-type: none"> <li>• Standard language</li> <li>• not using slang words</li> </ul> <p>Pragmatic competence</p> <ul style="list-style-type: none"> <li>• limited</li> <li>• only daily usage</li> </ul>	<p>Real life language</p> <ul style="list-style-type: none"> <li>• American daily life</li> <li>• Dislike</li> <li>• Feeling far away</li> <li>• Not Turkish daily life</li> </ul> <p>Pragmatic competence</p> <ul style="list-style-type: none"> <li>• (book) serving formal language</li> <li>• (students) Not using formal language</li> <li>• (students) informal letters</li> </ul>	<p>Real life language</p> <ul style="list-style-type: none"> <li>• Real life</li> <li>• Politeness</li> <li>• Pragmatic</li> </ul>

		<ul style="list-style-type: none"> <li>(students) not focusing on pragmatic knowledge</li> </ul>	
6. Pair and group work	<ul style="list-style-type: none"> <li>- pair &amp; group work</li> <li>• YES - balanced</li> <li>• After grammar</li> <li>• After vocab</li> <li>• Before reading</li> </ul>	<ul style="list-style-type: none"> <li>- pair &amp; group work</li> <li>• YES - balanced</li> </ul>	<ul style="list-style-type: none"> <li>- pair &amp; group work</li> <li>• YES</li> <li>• Writing</li> </ul>
7. Sufficient communicative practice & Activities (the function of activities & the content of activities)	<ul style="list-style-type: none"> <li>- Sufficient</li> <li>• Adding many activities</li> <li>• functional</li> </ul>	<ul style="list-style-type: none"> <li>- Not sufficient</li> <li>* not aware of the topic</li> </ul>	<ul style="list-style-type: none"> <li>- providing pragmatics</li> </ul>
8. Communicative Language Teaching & The Coursebook (Learning the knowledge unconsciously / using task-based approach and CLT)	<ul style="list-style-type: none"> <li>- not leading communicating interaction</li> <li>- (teacher) initiating this type of teaching</li> <li>- learning the topic unconsciously</li> <li>- needing teacher effort for CLT</li> </ul>	<ul style="list-style-type: none"> <li>- (book) aiming to get information by their own</li> <li>- (book) leading CLT</li> <li>- not giving directly</li> <li>- depending on students</li> <li>- depending on the class</li> <li>- understanding grammar unconsciously</li> <li>- needing teacher effort for CLT</li> </ul>	<ul style="list-style-type: none"> <li>- (teacher) using communicative language teaching</li> <li>- (book) promoting communicative language teaching</li> <li>- (teacher) getting attention</li> <li>- (students) learning the subject unconsciously</li> <li>- (teacher) helping students find the formula</li> <li>- (book) not encouraging task-based method</li> <li>- (book) directly giving the topic</li> </ul>
9. Interactive Learning- Coursebook (Learner Involvement)	<ul style="list-style-type: none"> <li>- pushing / encouraging students to interactive learning</li> <li>- (Ss) initiating their own conservation</li> </ul>	<ul style="list-style-type: none"> <li>Snapshot parts</li> <li>• Motivating Ss</li> <li>• Helping / Encourages Ss to involve in class</li> <li>• Giving general information on the topic</li> <li>• Getting students' attention</li> <li>• Warm – up</li> <li>• Helping Ss to involve in class</li> </ul>	<ul style="list-style-type: none"> <li>- (book) not fully providing interactive learning</li> <li>- encouraging Ss involvement</li> <li>- progress check at the end of every unit</li> <li>- giving authority for teachers and Ss</li> </ul>
10. Responsibility for Learners' Own Learning.	<ul style="list-style-type: none"> <li>- (Ss) not aware of their responsibilities</li> <li>- (book) not enough for encouraging Ss to take responsibilities for their own learning</li> </ul>	<ul style="list-style-type: none"> <li>- progress check &amp; self-assessment parts</li> <li>• Assessing Self – check</li> <li>• Motivating students</li> <li>• Helping Ss to take responsibility</li> </ul>	<ul style="list-style-type: none"> <li>- progress check at the end of the unit</li> <li>• Beneficial for learners</li> <li>• Assessing self-development</li> <li>• Assessing self-</li> </ul>

			improvement • Observing students' progress
11. Learners' Discovering Knowledge by Themselves	- pushing Ss to discover knowledge by their own • Partially • In some part, not totally • Depends on student profile	- Not discovering knowledge by their own - learning with the help of teachers	- discovering knowledge by their own • Partially • depends on students
12. Four Language Skills in the Coursebook and Main Focus	- all balanced - Speaking (mostly) - Listening - Writing (not much) - Reading (limited)	- all balanced - Speaking (focus skill) • Pair works • Group words • Role plays • Discussions - Listening - Reading - Writing (not enough)	- Speaking (more than others) - Listening - Reading - Writing (not)
13. Syllabus Types; Functional Syllabi or Structural Syllabi	- student oriented teaching - functional syllabus • (reason) Missing part in the book • (reason) disliked parts in the book • Adaptation • Adding extra stuff (e.g., pragmatics) • Omitting some part	- (Book) leading functional syllabus • Needing to learn by their own • - mixing different types of syllabuses • Observing students • Determining needs • Based on students' profile • Based on the unit	- functional syllabus • (reason) learning functions in real life • (reason) facing functions in real life - separating unit topic by topic - fixing
14. Cognitive Skills in the Coursebook (critical thinking skills & promoting learners to think	- Cognitive skills • Advantages & Disadvantages kinds of questions • self-assessment part	- Thinking deeply • Discussion part • Snapshot • Perspective part • Warm up questions	- questions at the end of every unit • Engaging in cognitive activities • Thinking critically • Thinking hypothetically

## DISCUSSION OF THE FINDINGS

### Discussion of Authenticity & Learner-Centredness

Teachers' overall assessment of the Interchange Coursebook in terms of Authenticity & Learner-Centredness was  $\bar{X} = 3.4$  referring that they did not fully agree but they tended to agree that the coursebook was in line with the criteria of authenticity and learner centredness. 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' profiles;

- to serve mainly to culture of target language; and to be encouraging and motivating to some extent.

### **Discussion of CLT& Learner Initiation**

Teachers' overall assessment of the Interchange Coursebook in terms of CLT & Learner Initiation was  $\bar{X} = 3.494$  referring that they did not fully agree, but they tended to agree that the coursebook 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 to be not adequate
- to serve inadequately the communicative language teaching element
- to provide interactive learning, initiate learners' conversation and encourage them to involve in conversations.

The book is sufficient in terms of pair and group work which involve interaction, but participants believe that the coursebook does not sufficiently promote communicative practices and interactive learning.

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

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 if the coursebook 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 learners to discover knowledge on their own

### **Discussion of Integrated Skills & Learner-Centredness**

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 coursebook was in line with integrated skills and learner-centeredness. The coursebook was found

- to stress the four language skills, but not in a balanced way. Speaking was found to be the main focus of the book, but writing was not given adequate emphasis.
- to be designed as student centered
- to lead functional syllabus
- to promote learners to think deeply involving cognitive thinking.

Sahgagard, Rahimi and Zaremoayeddi (2009) evaluated interchange series coursebook to determine how it was used in EFL classes. The result of their study also showed similar findings with the current study, which are:

- interchange coursebook focuses on pair work, group work
  - prioritize meaning as well as grammar,
  - encourages to express themselves and to produce meaningful language
  - emphasizes communication skills but ignores discovery learning activities
- and
- it is not satisfactory for establishing active learner-centered classes.

## CONCLUSION

The coursebook promotes student-centred teaching approach to some extent, but the coursebook does not satisfy all criteria of student-centredness. The results revealed that the coursebook leads to communicative language teaching, self-assessment, integrated skills and student-centredness to a certain extent. However, the coursebook has limitations in terms of learner autonomy, learner initiation, degree of authenticity and motivation. Teachers indicated that the limitations of the book are also because of its different implementations by different instructors and prevalence of different student profiles. Re-designing the coursebook considering these shortcomings can be a solution to eliminate the limitations of the coursebook. In addition, providing culture-specific and authentic activities to fill the gaps in order to satisfy the criteria of student-centred teaching approach can be embraced.

The coursebook mostly stresses target language culture; e.g., American and British culture. So, either the coursebook should be adapted to include more aspects of the Turkish culture. If this is not possible it is necessary to adapt the coursebook in line with our culture where instructors bring culture specific activities into the class to support the activities in the coursebook. In addition to these, the coursebook should also be redesigned paying particular attention to the inclusion of authentic materials and activities, interesting and motivating topics, diverse student profiles, communicative language teaching, learner autonomy and initiation, and balanced presentation of all four language skills. Coursebooks should be organized with the goal of making it a student-centred language journey.

Every student is unique and their specific needs and interests should be acknowledged by language teachers. Thus, teachers need to make use of the different teaching methods and create additional materials in order to create learner-centred learning environment and support the coursebook in an enriching way. Language instructors should acknowledge that there is a strong relationship between coursebooks and student-centered orientation as the study findings indicated. Students, on the other hand, need to acknowledge the principles of lifelong learning and be active by participating in all coursebook tasks and activities in order to reach their best potential.

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