ANALYSIS OF TWO 9TH GRADE COURSEBOOKS DESIGNED BY THE MINISTRY OF NATIONAL EDUCATION THROUGH THE MINISTRY'S PRINCIPLES: *TEENWISE 9TH GRADE* AND *UPLIFT GRADE 9*

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MASTER'S THESIS

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English Language Teaching Programme with Thesis
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JÜRİ VE ENSTİTÜ ONAYI

DUYGU YALÇINER'ın "ANALYSİS OF TWO 9TH GRADE COURSE BOOKS DESİGNED BY MİNİSTRY OF NATİONAL EDUCATİON THROUGH THE MİNİSTRY'S PRİNCPLES: TEENWİSE GRADE 9 AND UPLİFT GRADE 9" başlıklı tezi 02.07.2025 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Maltepe Üniversitesi Lisansüstü Eğitim ve Öğretim Yönetmeliği" nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans/Doktora/Sanatta Yeterlik tezi oy birliğiyle/oy çokluğuyla, başarılı/başarısız olarak kabul edilmiştir.

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ÖZET

MİLLİ EĞİTİM BAKANLIĞI TARAFINDAN TASARLANMIŞ İKİ 9. SINIF İNGİLİZCE DERS KİTABININ MİLLİ EĞİTİM BAKANLIĞININ İLKELERİNE GÖRE İNCELENMESİ: TEENWISE 9. SINIF DERS KİTABI VE UPLIFT 9. SINIF DERS KİTABI

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Bu çalışma, Milli Eğitim Bakanlığı tarafından yayımlanan ve dokuzuncu sınıf İngilizce derslerinde kullanılan iki ders kitabı (*Teenwise Grade 9* ve *Uplift Grade 9*) içeriğini değerlendirmektedir. Araştırmanın amacı, bu kitapların 2018 İngilizce öğretim programında belirtilen üç temel ilkeyle ne ölçüde örtüştüğünü incelemektir: İngilizcenin uluslararası iletişim dili (ELF) olarak entegrasyonu, öğrenen özerkliğinin teşvik edilmesi ve iletişimsel etkinliklerin geliştirilmesi. Her bir ders kitabı, dört farklı modelden uyarlanan bütüncül bir kontrol listesi aracılığıyla nitel içerik analizi yöntemiyle incelenmiştir. Analiz bulguları, her iki ders kitabının da ELF ögelerini sınırlı düzeyde içerdiğini göstermiştir; kitaplar ya farklı kültürleri temsil etmeyi göz ardı etmiş ya da kalıplaşmış kültürel imgeler sunmuştur. Öğrenen özerkliği açısından, her iki kitap da uygulamaya dönük öğrenme stratejileri sunmakta, ancak bu stratejilerin nasıl uygulanacağına dair açık bir yönlendirme sağlamamaktadır. İletişimsel etkinlikler açısından bakıldığında ise *Uplift Grade 9* (2022), projeler, e-portfolyolar, sınıf sunumları ve kısa araştırma görevleri gibi daha çeşitli ve etkileşimli konuşma görevleri içerirken; *Teenwise Grade 9* (2019) daha ziyade İngiliz dilinin yapılarını ve kelimelerini kurallarına göre kullanmaya yönelik alıştırmalara yer vermekte ve akran geri bildirimi ile öğrenci yansıtmasına sınırlı olanak sunmaktadır. Ayrıca, *Uplift Grade 9* (2022) etkileşimli tamamlayıcı materyaller ve sınıf içi proje görevleri açısından zengin olsa da bu

uygulamaların birçoğunun dijital araçlara yüksek derecede bağımlı olduğu keşfedilmiştir. Bu durum her sınıf ortamı için uygun olmayabilir. Çalışma, gelecekte hazırlanacak ders kitaplarının daha özgün, kültürlerarası açıdan kapsayıcı içerikler sunması ve öğrencilerin sınıf dışında bağımsız öğrenme becerilerini geliştirmelerine destek olacak daha açık strateji eğitimi sağlaması gerektiğini vurgulamaktadır.

Anahtar Sözcükler: İngilizce ders kitabı, ders kitabı değerlendirmesi, içerik analizi, İngilizce'nin uluslararası iletişim dili olarak entegrasyonu, öğrenen özerkliği

ABSTRACT

ANALYSIS OF TWO 9TH GRADE COURSEBOOKS DESIGNED BY THE MINISTRY OF NATIONAL EDUCATION THROUGH THE MINISTRY'S PRINCIPLES: *TEENWISE 9TH GRADE* AND *UPLIFT GRADE 9*

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This study evaluates the contents of the two coursebooks (*Teenwise Grade 9 and Uplift Grade 9),* designed by the Turkish Ministry of National Education and used in ninth grade (high school) classrooms in English courses. The study aims to explore their alignment with three key principles outlined in the 2018 English language curriculum: the integration of English as a lingua franca (ELF), the promotion of learner autonomy, and the facilitation of communicative activities. Qualitative content analysis was conducted to analyse each coursebook using a cumulative checklist adapted from four different models. The content analysis revealed that both coursebooks incorporated ELF elements to a limited extent, and they either overlooked the representation of diverse global cultures or presented stereotypes. In terms of learner autonomy, both coursebooks included practice-oriented learning strategies but failed to offer explicit instruction on how to apply them. As for communication skills, *Uplift Grade 9* (2022) featured more diverse and interactive speaking tasks, such as projects, e-portfolios, class presentations, and short research sessions. In contrast, *Teenwise Grade 9* (2019) tended to maintain the accuracy-based exercises with limited opportunities for peer feedback and learner reflection. Although *Uplift Grade 9* (2022) was rich in interactive supplementary materials and in-class project tasks, many of them rely heavily on digital tools, which may not be feasible in all classroom contexts. The study concludes that future coursebooks should incorporate

a wider range of authentic, interculturally inclusive materials and offer clearer strategy instruction to better support independent learning beyond the classroom.

Keywords: Coursebook, coursebook evaluation, content analysis, ELF, learner autonomy

GENİŞLETİLMİŞ ÖZET

MİLLİ EĞİTİM BAKANLIĞI TARAFINDAN TASARLANMIŞ İKİ 9. SINIF İNGİLİZCE DERS KİTABININ MİLLİ EĞİTİM BAKANLIĞININ İLKELERİNE GÖRE İNCELENMESİ: TEENWISE 9. SINIF DERS KİTABI VE UPLIFT 9. SINIF DERS KİTABI

Bu çalışma, Türkiye'deki devlet liselerinde kullanılan iki İngilizce ders kitabını, *Teenwise 9. Sınıf* (2019) ve *Uplift 9. Sınıf* (2022), 2018 İngilizce öğretim programında vurgulanan üç temel ilkeye göre değerlendirmeyi amaçlamıştır: (1) uluslararası iletişim aracı olarak İngilizce (ELF), (2) öğrenen özerkliği, (3) iletişim becerilerinde yeterlilik.

İngilizce derslerinin temel kaynakları olmaları sebebiyle, ders kitaplarının çağdaş eğitim anlayışına göre, müfredata uygun hazırlanması son derece önemlidir. Türkiye'de, İngilizce ders kaynakları derslerin planlanmasında ve öğrencilerin dünyaya ait görüşlerinin şekillenmesinde, iletişime yönelik teknikler geliştirmelerinde aktif rol oynamaktadır. Bu sebeple, ders kitaplarının sadece dilbilgisinde yeterlilik açısından değil; aynı zamanda çağdaş dil eğitimi ilkeleri açısından ne kadar işlevsel oldukları da değerlendirmeye tabi olmalıdır.

2018 yılında güncellenen İngilizce öğretim programında; Türk öğrencilerin uluslararası iletişimde gelişmeleri, bireysel öğrenme alışkanlıklarını kazanmaları ve İngilizcenin farklı konuşulduğu örneklere maruz kalmaları hedeflenmiştir. Öğrencilerin bu hedefe İngilizce kitapları aracılığıyla ulaşması beklenmektedir (Ortaöğretim İngilizce Dersi, 9, 10, 11 ve 12. Sınıflar Öğretim programı, 2018, sayfa 5-6). Ancak, bu beklentilerin ne ölçüde karşılandığı yeterince incelenmemiştir.

Literatürde hem MEB hem de yabancı yayınevleri tarafından basılmış İngilizce ders kitapları içerisinde, iletişime yönelik etkinliklerin ve kültürel öğelerin incelendiği çalışmalar yer almaktadır. Bu çalışmalar tezin "Literatür Taraması" bölümünde özetlenmiştir. Aynı bölümde, söz konusu olan üç ilkeye ait gerekli açıklamalara yer verilmiştir. *Teenwise 9. Sınıf* (2019) adlı kitabın basım tarihinden itibaren çeşitli incelemelerden geçtiği görülmüştür. Ancak, literatürde *Uplift 9. Sınıf* (2022) kitabına ait sadece bir çalışma olduğuna dikkat çekilmiştir. Bu çalışmaların haricinde, her iki ders

materyalini, 2018 müfredatında belirtilen bu üç ilkeye göre inceleyen herhangi bir çalışmaya rastlanmamıştır. Bu tez çalışmasında, Türkiye'de öğrenen özerkliği ve İngilizcenin çeşitliliği konularında yeterli çalışma yapılmadığı belirlenmiştir. Bu tez araştırması, literatürdeki bu eksiği gidermek açısından önemlidir.

Nitel araştırma ve içerik analizinin yöntem olarak kullanıldığı tez çalışmasında kitapların analizi için literatürden elde edilen dört farklı model elde edilmiştir. Bu dört farklı modelden uyarlanan bir kontrol listesi ile kitapların bahse geçen üç temel prensibe ne kadar uyumlu olarak hazırlandığı saptanmıştır. Buna göre; İngilizceyi uluslararası iletişim dili olarak niteleyecek örnekler Kiczkowiak'ın (2019) ve Ellis'in (1997) modelleriyle incelenmiştir. Kitaplarda, öğrenci özerkliğini arttırmaya yönelik etkinlikler Reinders ve Balçıkanlı'nın (2011) önerdiği sekiz maddelik bir çerçeveyle kontrol edilmiştir. Son olarak, Kırık'ın (2015) kriterleri, ders kitaplarında yer alan iletişim odaklı etkinliklerin tek yönlü ve çift yönlü etkileşim açısından ne derece etkili olduğunu ve bu etkinliklerin öğrenciler arasındaki iş birliğine nasıl katkı sağladığını belirlemek amacıyla kullanılmıştır.

Bu çalışmanın bulguları, incelenen iki ders kitabının 2018 İngilizce öğretim programında vurgulanan temel ilkelere farklı düzeylerde uyum sağladığını ortaya koymuştur. İngilizce'nin dünya üzerinde geçer dil olarak kullanımı açısından, Kiczkowiak'ın (2019) sunduğu model kullanılarak yapılan incelemede, her iki kitapta da küresel İngilizce çeşitliliğine sınırlı düzeyde yer verildiği, kültürel içeriklerin baskın olarak Avrupa kültürlerine odaklandığı ve İngilizce'nin dünya üzerinde geçer dil olarak kullanımı açısından Milli Eğitim Bakanlığı'nın amaç edindiği düzeye erişemediği tespit edilmiştir. Bu bölümde, çalışmanın en dikkat çekici noktası, her iki ders kitabının da kelime seçimi ve telaffuz unsurlarında Standard İngiliz İngilizcesi dil özelliklerini temel alması olmuştur. Reinders ve Balçıkanlı'nın (2011) envanteriyle yapılan incelemenin sonucunda, iki kitabın da öğrencilere hedef belirleme, öğrenme sürecini izleme ve dil öğreniminde kullanacakları teknikleri geliştirme gibi alanlarda doğrudan rehberlik sunmadığı; bunun yerine kitapların öğretmen, hatta müfredat, merkezli bir yaklaşımı esas aldıkları gözlemlenmiştir. Bu durum, araştırmada kullanılan her iki kitap da Milli Eğitim Bakanlığı tarafından hazırlanması nedeniyle doğal kabul edilmiştir. Ancak *Uplift 9. Sınıf* kitabı, sınıf içi aktif katılımı sağlayan ve öğrencilerin birbirlerini değerlendirmelerine

imkan tanıyan etkinliklerle örtük şekilde öğrenci özerkliğine katkıda bulunmuştur. Canale ve Swain (1980) tarafından ortaya konan İletişimsel Dil Öğretimi Teorisi baz alınarak kitaplardaki konuşmaya yönelik etkinlikler Kırık'ın (2015) hazırladığı model üzerinden değerlendirilmiştir. Bu analize ait bulgular, *Uplift 9. Sınıf* ders kitabının temalarla bütünleşik konuşma görevleri, grup çalışmaları ve sunumlar aracılığıyla daha anlamlı ve etkileşim odaklı öğrenme ortamları sunduğunu göstermiştir. Buna karşılık, *Teenwise 9. Sınıf* ders kitabının daha çok yapılandırılmış diyaloglara ve bireysel etkinliklere dayalı, kelime bilgisi ve dil bilgisi odaklı bir yaklaşımı benimsediği belirlenmiştir.

Veri analizi aşamasında, *Uplift 9. Sınıf* ders kitabının, 2018 İngilizce öğretim programının öğrenci merkezli ve iletişim odaklı ilkeleriyle daha yüksek düzeyde örtüştüğü; *Teenwise 9. Sınıf* kitabının ise daha geleneksel ve sınırlı bir pedagojik yaklaşım sergilediği belirlenmiştir. Bu farkın, *Teenwise 9. Sınıf* ders kitabının 2013 İngilizce müfredatı esas alınarak hazırlanmasından; *Uplift 9. Sınıf* ders kitabının da 2018 İngilizce müfredatına göre hazırlanmasından kaynaklandığı düşünülmektedir.

Bu bağlamda, çalışma gelecekteki materyal geliştirme süreçleri için model bir kontrol listesi yapılandırmıştır. Bunun yanı sıra, Milli Eğitim Bakanlığı tarafından hazırlanan 2018 tarihli müfredatındaki esasların ışığında iki tane 9. sınıf kitabı incelenmiş ve bu esaslara göre kitapların güçlü ve zayıf yönleri tezin bulgular bölümünde sunulmuştur.

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LIST OF ABBREVIATIONS

CEFR : Common European Framework of Reference for Languages

CLT : Communicative Language Teaching

ELF : English as Lingua Franca

ELT : English Language Teaching

LA : Learner autonomy

MoNE : Turkish Ministry of National Education

Abbreviations that are used in the evaluation checklists

Ame E : American English

Br E : British English

NS E : Native Speaker of English

N-NS E : Non-native Speaker of English

Ss : Students

Ts : Teachers

1. INTRODUCTION

The purpose of this section is to introduce the problem of the master's thesis, the aim of the researcher, and the significance of the study. It also clarifies three key elements of the 2018 English curriculum design, which are still in use, as they form the basis of the evaluation criteria of the two coursebooks that are going to be analysed.

1.1 Statement of the Problem

The literature review conducted for this thesis revealed some problems in the coursebook analysis area, as well as many contributions to the field of material development, which embraces coursebook design and evaluation.

During the research on the subject matter, it was discovered that the Turkish Ministry of National Education (MoNE) conducted research centred on teachers' perspectives on courses in the national education curriculum (2021). In this report, the Turkish Ministry of National Education (MoNE) aims to present a holistic view of teachers in primary and secondary education in state schools in Türkiye. The report was very detailed and well prepared, but because of the extensiveness of its study area (primary school grade 1 to high school grade 12), the holistic perspective was mostly based on quantitative data, providing little qualitative information. Also, the holistic representation of each course's feedback from teachers provided a general perspective without mentioning individual problem statements relating to coursebooks, classroom materials, or the curriculum. This motivated the researcher to seek more detailed research on the analysis of English language coursebooks in state schools.

Through the literature review, many studies focused on state schools' English coursebooks, presenting that these coursebooks were analysed based on the Common European Framework of Reference (CEFR), Tomlinson (2012), and Bloom's Taxonomy (1847). Despite the popularity of coursebook analysis in English Language Teaching (ELT), research gaps remain, particularly regarding public high school English coursebooks in Türkiye. Studies have largely focused on primary school coursebooks designed by the Turkish Ministry of National Education (MoNE), often criticising them

for lacking communicative and collaborative elements. Moreover, most of these studies were conducted before the curriculum revision in Türkiye in 2018, and while the Common European Framework of Reference (CEFR) has been the primary evaluation framework, high school ninth-grade coursebooks have not been assessed based on the MoNE curriculum yet.

Recognising the need for a fair and comprehensive evaluation, this study analyses two MoNE-designed coursebooks according to the three key principles of the current curriculum (2018, pp. 5, 6). These coursebooks, written by Turkish educators for ninth-grade students learning English as a second language, are examined through the lens of the 2018 curriculum objectives prepared by the MoNE. This approach aims to provide meaningful insights for improving future English course materials.

As stated above, existing studies on coursebook evaluation highlight the need for a more detailed analysis of specific features such as linguistic diversity, self-study support, and opportunities for interaction and collaboration in English coursebooks. For example, Çakır (2021, p. 65) analysed the primary school English coursebook *Just Fun English* from a sociolinguistic perspective using Atar and Erdem's (2020) evaluation criteria. Çakır concluded that high school English coursebooks in Türkiye do not adequately include sociolinguistic elements and socio-cultural content in English coursebooks. Research on this issue remains limited. This problem can be addressed through studies of English as a lingua franca (ELF), which is also one of the principles of the curriculum designed by the MoNE in 2018. This is another reason why this master's thesis focuses on the elements of ELF in two coursebooks.

1.2 Aim of the Study

This study aims to analyse two coursebooks using the MoNE's three vital principles, which are fostering student autonomy, developing interaction, and teaching English as an international language. The researcher of this thesis aimed to discover whether these coursebooks supplied the English language as an international language, since English is regarded as the lingua franca of the world. The second aim of the study is to analyse the materials in the coursebooks in terms of the degree of interaction opportunities they provided to students and to what extent the coursebooks encouraged collaboration

between students. Finally, the thesis focuses on whether the coursebooks support students' autonomy in learning English. By doing this, the study explored the extent to which the claims of the MoNE principles were achieved in the coursebooks.

1.3 Significance of the Study

As stated in the Statement of the Problem section, although there are some research and reports based on English coursebooks, there are no studies that evaluate these two coursebooks using the curriculum designed in 2018. Therefore, the researcher's master's study includes essential content analysis based on the MoNE's criteria. The study provides valuable information for the MoNE, curriculum, material designers, and English language teachers.

Teenwise Grade 9 (2019) and *Uplift Grade 9* (2022) were implemented in Turkish public high schools between 2017 and 2023. Both were developed by Turkish authors in line with contemporary curricula, reflecting evolving approaches and perspectives in English language teaching. Their content, which was analysed in terms of ELF elements, autonomy and interaction, signified the pedagogical shift sourced from these two curricula.

Numerous theses and articles have analysed the content of *Teenwise Grade 9 (2019)* because it was introduced before the revised English curriculum (2017) and became a focus of researchers at the time. A recent study by Ural and Üreten (2024), for example, examined social class representations in the coursebook. However, a review of the literature revealed that none of the three key principles set by the MoNE—ELF, communicative activities and interaction, and learner autonomy— have been the central focus of previous or recent studies on *Teenwise Grade 9 (2017)*. This could be a gap in the literature.

Unlike *Teenwise Grade 9* (2019), *Uplift Grade 9* (2022) was published in 2018 and designed for distance and hybrid learning environments. It was used during the pandemic. Although its content was found to be the same as *Teenwise Grade 9* (2019) during the content analysis, it claims to align with the 2018 curriculum, so its implementation might differ from that of *Teenwise Grade 9* (2019). However, there are no adequate studies

examined *Uplift Grade 9* (2022), making it a potential subject for further research. Evaluating its effectiveness is crucial for school administrators, English teachers, curriculum designers, and coursebook publishers. This factor adds to the significance of the current study.

1.4 Limitations

The initial shortcoming could be related to the criteria which were used to analyse whether two coursebooks reach the three main objectives of the MoNE (Turkish Ministry of National Education). Since there were no standard criteria to evaluate coursebooks based on autonomy, interaction, and English as a lingua franca (ELF) together, the researcher designed the study's criteria by extensively reviewing other studies that separately focused on learner autonomy, communicative and collaborative activities, and the elements of ELF. The checklist preparation and data collection processes took longer than expected.

Another limitation might be sourced from the checklist that was used in this thesis study. For this study, the criteria advised in the appendices might be useful since the study follows a qualitative pattern. Yet, it may result in various findings for other studies. Some sections of the adapted checklist may not be used in future studies. While adapting the evaluation items for communicative, interactive, and collaborative activities from Kırık's (2015) paper, the researcher considered that the teaching environment and students' backgrounds were different from English language learners in high schools, but the mentality of the items aligned with the perspective of this thesis. Consequently, the checklist items offered by Kırık (2015) suit this thesis's analyses but may not be addressed in another study in ELT in the future.

The study analyses only two 9th-grade coursebooks in the state school context in Türkiye. It excludes other grades and private schools' coursebook materials. The study does not focus on how these coursebooks were implemented in real English courses. Because of its aim, the thesis mostly relied on the researcher's interpretation while analysing the tasks and activities. Yet, it did not monitor how the coursebooks were practised in real classrooms. Teachers' lessons could be observed according to each principle. Moreover, the study could not analyse the supplementary materials that were offered in the EBA, a

digital learning management system used to deliver, manage, and monitor educational content and activities, an online system, because it might require additional time and another checklist. These are additional limitations of the current thesis study. More studies might focus on these principles of the MoNE individually and observe their occurrences in real-life situations.

The development of the most recent curriculum, "Century of Türkiye Education Model Curriculum", which was announced and began to be used in September 2024, led to revisions in English coursebooks. Therefore, new coursebooks designed according to the most recent curriculum were released in high schools. This might potentially affect the relevance of the findings in this thesis. When the coursebooks for the thesis were selected in July 2024, the 2018 language teaching program was still in use in Turkish high schools. During the data collection and analysis process, *Uplift Grade 9* (2022) remained one of the coursebooks to be officially used in high schools. However, in September 2024, the MoNE announced the transition to the new curriculum. This shift in the education system triggered broader curricular reforms in the national education system. For instance, the use of technological devices and AI tools have become part of the new education system. However, since this thesis focused on the 2018 curriculum and the coursebooks designed before and after that, the new curriculum model was not included in the thesis.

1.5 Keywords and Identifications

This part provides the definitions of the words below that are relevant to coursebook evaluation and the focus points of this thesis study.

- **Keywords:** coursebook, English as lingua franca, communication, interaction, collaboration, autonomy, coursebook analysis, coursebook evaluation.

- **Identifications**

Coursebook: Coursebooks are published materials designed to engage students actively in the learning process and help them achieve a course's particular learning outcomes. They provide both teachers and students with more structured, practical content and support for the language classrooms.

In many thesis studies, articles related to ELT (English language teaching) and material development, the terms “coursebook” and “textbook” are used interchangeably. Many scientists and teachers argue that they are the same thing, although these two resources facilitate different aspects of language learning and development. The distinction between these two terms will be mentioned in the literature review chapter of this thesis. Moreover, it should be acknowledged that this thesis in hand uses the word “coursebook”.

Tomlinson, who has contributed a lot to material development for language teaching since the beginning of the 2000s, defines coursebooks using the word “textbook”. For the definition of “coursebook”, the word “textbook” is used. According to the definition;

A textbook which provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions, and the skills of reading, writing, listening and speaking. (Tomlinson, 2011, p. xi).

English as lingua franca: “Lingua franca” is a Latin phrase that indicates that English is an international language. This is a concept that became a study area in ELT after the 1980s, as the improvements in technology, trade, communication, and the facilities in tourism and education developed when people noticed they needed a “mutual language” to obtain a better education, to travel and communicate with the rest of the world with ease.

Communication: Communication is the process of exchanging information between two parties of speakers, namely the receiver and the sender, to achieve mutual understanding. Oxford Dictionary identifies it as *“the activity or the process of expressing ideas and feelings or of giving people information”*. Due to their social nature, people intrinsically communicate with other human beings through texts, reading, speaking, listening activities or watching something.

Interaction: Kırık (2015, p. 135) emphasized that interaction is the heart of communication, and Brown (2001) asserted that it cannot be limited to just verbal exchange of information, but it can be written as well (as cited in Kırık, 2015, p. 135).

Interaction, in an educational setting, has a quite similar meaning to "communication", and it is the way to develop a learner's English-speaking skills. It is mostly thought that in ELT classrooms, interaction solely happens between teachers and their students, but it can occur anywhere, anytime, as people send and receive messages, gestures, and reactions, including the classroom environment. That means interaction may continue among students through active engagement in the learning process, both in and out of the classroom. More explanation related to the definition and background of interaction, referring to ELT and language classrooms, will be given in the literature review.

Collaboration: Merriam-Webster Dictionary identifies "collaboration" as *"to work jointly with others or together, especially in an intellectual endeavor".* The same resource also uses the phrases *"to cooperate"* and *"willingly assist"* for a different context of the same word. From this perspective, collaboration is a way of doing some tasks with peers or groups of people in order to succeed. "Collaboration" in ELT classrooms refers to a learner-centred educational approach in which students work together under the guidance of their teachers to enhance language proficiency.

Learner autonomy: The word "autonomy" is described as *"the ability to act and make decisions without being controlled by anyone else"* in the Oxford Dictionary but within the educational context, Holec (1981) identified it as a control ability which may include small tasks within such as setting up learning objectives, choosing how to learn the concept, checking how the learning activities are proceeding and evaluating one's own overall learning outcomes (as cited in Benson, 2011, p. 2). Language learners should monitor their progress in and outside the classroom by following the practices recommended by their teachers or in their coursebooks. The literature review section elaborates on the relationship between learner autonomy, ELT and coursebooks.

Coursebook evaluation: McGrath (2002, as cited in Anjaneyulu, 2014, p. 183) stated that evaluation goes beyond analysis because it involves subjective judgments. Sheldon (1988, pp. 245, 246) defined coursebook evaluation as a fundamentally subjective and continuous process that does not obtain a clear universal formula, with its effectiveness could only be assessed while and after being used in a classroom.

Coursebook analysis: According to the Merriam-Webster Dictionary, "analysis" means *"a detailed examination of anything complex to understand its nature or to determine its essential features, a thorough study,"* and *"separation of a whole into its component parts".* These two identifications signify that coursebook analysis is more descriptive than evaluative studies; it necessitates a more detailed examination of coursebooks' structure, methodology, and contents by investigating what exists in a coursebook rather than how efficient it is. It is used for research purposes more often. McGrath (2002, as cited in Anjaneyulu, 2014) explained that coursebook analysis refers to generating an objective and evidence-based description of a textbook.

Content analysis: This type of analysis examines the specific content within a coursebook to identify patterns, themes, or how certain elements are represented. It is more detailed and research-oriented, and as mentioned within the explanation of coursebook analysis, content analysis is the most preferred qualitative research technique that is used in various areas, including ELT, to systematically analyse the content of different forms of communication. It represents three dimensions: conventional, directed, and summative (Hsieh & Shannon, 2005, pp. 1279-1285). Content analysis for qualitative research involves detecting themes or patterns in the content. After the patterns are discovered and grouped, an interpretive analysis starts for deeper understanding.

2. LITERATURE REVIEW

This chapter mentions three vital principles that the MoNE (the Ministry of National Education) in Türkiye bases its English language education program which are the most influential elements of English learning and teaching curriculum in high schools in Türkiye: features of ELF, learner autonomy, and communicative language teaching and learning. The literature review also signifies the value of coursebooks in the ELT (English language teaching) area, differentiates the terms "coursebook" and "textbook". Most importantly, the literature review summarises previous studies and papers that discuss and provide coursebook evaluation criteria for the three principles separately.

2.1 The Value of Coursebooks, Their Roles in the Field of ELT

The word "coursebook" was identified shortly in the introduction chapter, and since this thesis's main objective is coursebook evaluation and analysis, it is best to mention the importance of coursebooks for the ELT (English language teaching) area.

Coursebooks are typically written to cover the content of a single course, and they are intended for short-term use. Usually, they are equipped with lesson plans, exercises, and assessments that correspond to the teaching and learning objectives of a course. Most coursebooks are designed to engage students actively in the learning process and to help them achieve the specific learning outcomes of the course. Coursebooks provide both teachers and students with more structured, practical content and support for the language classrooms. They also incorporate cultural concepts within their content to encourage language learners to explore differences between other cultures in which English is spoken, and to use English for interactive purposes. As Hutchinson and Gault (2009, as cited in Radic-Bojanic and Topalov, 2016) emphasised, EFL coursebooks (textbooks) are designed to equip learners with essential language competencies and skills as well as various cultural insights related to English-speaking countries.

Additionally, they incorporate elements such as task-based learning, cross-curricular topics, and learner development, while providing a structure for grammar, vocabulary, and other language functions.

Although the two words –coursebook and textbook– are used interchangeably, it is possible to differentiate coursebooks (after Radic- Bojanic and Topalov's definition in 2014) from textbooks, which are designed to be used for a longer time, which have comprehensive content and in-depth information related to one or a few specific subjects or skills, which are used for self-study purposes. However, as it has been previously mentioned, the terms "coursebook" and "textbook" are used interchangeably in the literature, therefore, this thesis does so.

English coursebooks play significant roles in classrooms. It is believed that coursebooks serve as the ELT program's route map, structure, and goal. According to Cunningsworth (1995), coursebooks provide the English language teaching syllabus, efficient self-directed learning, and self-study materials. They present more varied and valuable materials as learning resources. Coursebooks supply ideas and activities that facilitate learners' communicative interaction. They also guide less experienced teachers to gain confidence (as cited in Radic-Bojanic and Topalov, 2016).

Arıkan (2008) used the word "textbook" in their study and claims that *"(...) are basic tools playing significant roles in obtaining knowledge in the application of the objectives of a course. The characteristics of textbooks have, therefore, determining the features upon teaching/ learning environments"* (p. 10). This perspective clearly states that coursebooks are essential resources that systematically organise and present the information, making it accessible for learners. While doing this, coursebooks fill the gap between theoretical understanding and practical application through examples, exercises, and tasks aligned with the learning goals and objectives. Moreover, coursebooks are not only passive materials; they actively shape the dynamics of a classroom because the various content and structure they provide directly affect teaching styles and strategies and the way students engage with the subject matter.

From another perspective, coursebooks are often criticised by some linguists and educationists. They argue that English coursebooks can manipulate language learners via the worldviews of their authors or designers. Publishing companies have various objectives, and they reflect their ideologies in the coursebooks they design. As Tomlinson (2012) emphasised, coursebooks will become dangerous as the ideological

messages they reveal are regarded as the authority, and language learners take these messages as the truth without questioning (as cited in Dinçer, 2019, p. 37). Besides, textbook analysis and criticism related to stereotypes, gender biases exist in the literature. Hopa (2019, pp. 21-25) listed lots of different perspectives from researchers in their thesis. One of them belonged to Allwright (1981) who criticised coursebooks because of unrealistic representation of language use and the other one is Brown (2002) who suggested that coursebooks should not be the main authority on language teaching and learning objectives; but they should be perceived as resources which teachers and students benefit (as cited in Hopa, 2019, pp. 15, 21)

The previous chapter asserted that various studies have focused on *Teenwise Grade 9* (2019). Thus, the literature section initiates the first step by summarising some of these studies.

2.2 Studies Focusing on *Teenwise Grade 9* (2019)

Teenwise Grade 9 was published in 2017 and has been in use since then. That is why there have been several studies based on this coursebook in the literature. Therefore, the researcher of the thesis examined the studies centred on *Teenwise Grade 9* (2019) to comprehend what discoveries had emerged from this coursebook.

A recent study by Atıcı examined how Teenwise Grade 9 aligns with twenty-first-century skills identified by the P21 Classification. The paper emphasised the significance of providing students with contemporary abilities that are essential for achieving success in the information age. It highlighted the need for educational resources to align with the skills required in the twenty-first century. It also argued that the twenty-first-century needs and approaches in the ELT were not sufficiently addressed in Türkiye. Atıcı (2023) conducted a qualitative research method, utilising document analysis and descriptive analysis to evaluate the contribution of reading activities and texts, listening and speaking activities, and writing activities to achieve these twenty-first-century skills. The findings reflected that more than half of the activities in *Teenwise Grade 9* aligned with these skills, with greater emphasis on productive skills like speaking compared to receptive skills, such as listening. Communication and collaboration were skills that were fostered the most, whereas leadership and responsibility were presented as the least. Other skills

that were ignored by the coursebook were media literacy, information literacy, and ICT (Information and Communication Technology). Atıcı's (2023) study concludes that, as communicative learning is a key focus in English lessons, analysing coursebooks and workbooks in terms of skill acquisition and communicative competence is vital.

Before Atıcı (2023), papers that employed overall checklists, comparisons, and content analysis based on *Teenwise Grade 9* were conducted. For example, Solhi et al. (2021) evaluated four high school English coursebooks, including *Teenwise Grade 9*, using Tomlinson and Masuhara's (2013) criteria. Four independent evaluators rated the books on a scale of 1 to 3, ensuring validity through thick description and investigator triangulation. Their research investigated the long-term effectiveness of the activities in two units in four different coursebooks. Finally, the discussion centred on the effectiveness of two specific units, revealing the strengths of the coursebooks. Findings highlighted strengths of the coursebooks, such as communication opportunities, idiomatic language, technology integration, and self-evaluation checklists that promote autonomy and cultural awareness. However, *Teenwise Grade 9* was criticized for not having authentic texts, limiting real-world English exposure, and strictly adhering to standard British English. This research guided the present master's study, particularly in assessing ELF and learner autonomy in *Teenwise Grade 9*.

In a different thesis study, Zengin (2021) conducted a comparative analysis of *Teenwise Grade 9* and *Relearn* alongside the universal checklist evaluation. Similar to this master's thesis, the study examined ELF features and cultural representation in coursebooks. However, Zengin (2021) specifically focused on intercultural elements in reading and writing activities. The study highlighted the importance of coursebooks incorporating diverse cultural elements in foreign language classrooms. Zengin's (2021) study argued that such materials enrich learning and enhance students' intercultural communicative competence as follows:

> Without intercultural aspects in the language acquisition process, learners suffer from the inadequate variance that allows them to perceive the world from the viewpoint of others, and this stops them from understanding other people. Because coursebooks are considered the primary teaching resources in foreign

> language classrooms, they should be structured to assist learners in communicating through exchanging intercultural aspects and experiences (p. 2)

Through the qualitative content analysis, Zengin (2021) identified words, themes, and concepts supporting intercultural communicative competence in reading and writing activities. The study used Byram's (1990) and Aijala's (2009) criteria to analyze two coursebooks, *Teenwise Grade 9* and *Relearn*. Then, the analyses were transferred into percentages, rates, figures, and individual figures, and the rates of each coursebook were compared with each other. Results indicated that while both coursebooks contained intercultural elements, their distribution varied. Neither coursebook emphasized intercultural interaction, which helps learners mediate between cultures and handle conflicts. They also failed to address misunderstandings between languages, limiting their effectiveness in developing intercultural communicative competence. Zengin (2021, pp. 51- 52) stressed the need for more intercultural elements in English classrooms and highlighted the shortcomings of both coursebooks.

In another comparative study, Khan and Taş (2020) evaluated the alignment of two coursebooks, one of which was a local (*Teenwise*) and the other was an international (*Talent 1*), with the Taxonomy for Identification of Coursebook Speaking Activities (TICSA) criteria in teaching speaking skills. The researchers recognised that Turkish teachers saw local textbooks as lacking, and that there were no previous assessments of speaking activities in Türkiye. They wanted to find out if the textbook provided by the Ministry of National Education could be as effective as international textbooks in developing students' communication skills. Their qualitative study examined six units from each coursebook, focusing on the proportion and types of speaking activities. The findings revealed that *Teenwise Grade 9* heavily relied on structural activities (48%) and included minimal functional communication (2.1%), while *Talent 1* offered more opportunities for functional communication and quasi-communicative tasks. The authors concluded that local coursebooks should adopt a stronger communicative approach aligned with CLT principles to improve speaking instruction and reduce dependency on international alternatives.

In an earlier study, Alpar (2019) aimed to evaluate the appropriateness of the reading texts in *Teenwise Grade 9* based on content, readability, exploitability, and authenticity. The research explored the perspectives of ninth-grade EFL students by examining their attitudes towards English instruction and their self-assessments of language abilities, as well as the degree to which the course textbook addressed students' expectations across multiple areas. The study employed a mixed-methods design, engaging 300 students across three high schools in Ankara through questionnaires adapted from Ling, Tong, and Jin (2012) as well as interviews with thirty students. The results indicated that students' evaluation of the coursebook varied significantly by school type. Participants from vocational and religious high schools who had limited prior exposure to English preferred shorter reading texts and a stronger focus on listening skills. In contrast, students from Anatolian high schools expressed their desire for more engaging and realistic reading passages. The findings showed that students' views on *Teenwise Grade 9* were equally mixed with positive and negative feedback. Ultimately, the study underlined the importance of adapting reading materials to meet the specific needs and priorities of different student groups.

The final thesis discussed in this section is Dinçer (2019), who analysed the cultural content of *Teenwise Grade 9* and likely provided valuable insights, similar to Zengin (2021), Solhi et al. (2021), and Atıcı (2023). These studies examined topics such as intercultural communicative competence, communicative activities, English as a lingua franca, and cultural elements in *Teenwise Grade 9*. Their findings contributed to the data collection process of this master's study.

Dinçer (2019) aimed to evaluate how *Teenwise Grade 9* supports students in developing intercultural communicative competence (ICC) by analysing its representation of cultural categories, aspects, and themes. The study investigated whether the coursebook fosters intercultural perspectives, how cultural content aligns with Yuen's (2011) four-P model—products, persons, perspectives, and practices—and whether it follows Xiao's (2010) classification of Big "C" and little "c" cultural themes. Using content analysis as a research method, Dinçer (2019) examined the student's book, workbook, and listening scripts from the teacher's book. Data collection involved three checklists: Cortazzi and Jin's (1999) framework for categorizing cultural contexts (students' own culture, target

culture, and international cultures), Yuen's (2011) four-P model, and Xiao's (2010) criteria for analyzing cultural themes. The findings revealed that international cultures were the most represented, followed by the target culture, while students' own culture (Turkish) was significantly underrepresented. In terms of cultural aspects, products dominated, with frequent representations of American celebrities, whereas cultural practices and perspectives were largely neglected, leading to an imbalance in the coursebook. Based on cultural themes, over half of the content was categorized as "culture-free" (CF), meaning the CB had a shortage of providing clear cultural associations. Big "C" elements, such as historical sites and national symbols, were more prevalent in international cultural themes, while little "c" elements, including daily life and traditions, were evenly distributed. However, the insufficient representation of students' cultures led Dinçer (2019) to criticize the coursebook for its heavy emphasis on international and target cultures while overlooking diverse cultural perspectives, particularly those from Africa and South America. Furthermore, the dominance of products and persons reinforced a superficial, "touristic" understanding of culture, limiting students' exposure to deeper cultural practices and perspectives (p. 104). Consequently, Dinçer (2019) recommended increasing the representation of students' own culture to enable comparisons with other cultures, addressing the imbalance between cultural contexts, incorporating more cultural practices into coursebooks, and enriching teachers' books to align with these adaptations. They also highlighted this idea in these lines at the beginning: "Consequently, it is very important to integrate culture into teaching and learning facilities in order to help learners bridge the gap and communicate effectively in cross-cultural interactions" (p. 1).

The thesis at hand acknowledges the benefits of adding elements from various cultures as language learning materials in ELT classrooms and supports that intercultural awareness will enable learners to compare cultural similarities and differences, which may also raise intercultural communicative competence. The MoNE pays particular attention to increasing students' awareness of other cultures so that they may become international citizens in their current curriculum (2018). However, the researcher of this thesis at hand has been inspired by not only the MoNE's perspective but also by Dinçer (2019) and Zengin (2021).

2.3 Studies Focusing on *Uplift Grade 9* (2018)

Only one article evaluating *Uplift Grade 9* (2018) within the Turkish context existed in the literature review. Written by Küçük (2024), the study primarily investigated the extent to which features of Facione's (2011) Critical Thinking Model which consisted of six cognitive abilities (interpretation, analysis, evaluation, self-regulation, inference, and explanation) were integrated in *Uplift Grade 9* (2018 The study employed a qualitative content analysis to collect data. The frequency of critical thinking features in reading activities was identified. Then their percentage and numbers were demonstrated in tables. Küçük (2024) discovered that *Uplift Grade 9* (2018) integrated most of the critical thinking skills, mentioning that "interpretation" skills' representation number was the highest, and it was followed by "analysis" and "evaluation". In contrast, "self-regulation" was the least represented skill because it occurred only three times out of seventy-four activities. Also, "critical review" type of activity was found to be the most frequent activity type, followed by "comparative essay assignments" and "critical discussion questions". The researcher proposed that the integration of "self-regulation" competency through activities such as reflection journals, debates, more explicit self-evaluation tasks, and additional reading materials should be incorporated into the *Uplift Grade 9* (2018) curriculum. Küçük (2024) also emphasised the shift in education from knowledge-based learning to twenty-first-century skills teaching methodologies, including problem-solving and critical thinking.

The literature review provides an in-depth analysis of the characteristics of English as lingua franca (ELF), the effects of the Communicative Language Teaching Approach (CLT), and the concept of learner autonomy. It also examines the studies which have focused on these issues in the field of ELT and how coursebooks could address them under the subsequent subheadings.

2.4 ELF in ELT Classrooms

This section examines research on ELF features and their representation in English classrooms and coursebooks. The MoNE (Turkish Ministry of National Education) emphasises in its 2018 English Curriculum for grades 9-12 that English, as the language of science and technology, enables Turkish learners to share ideas and cultures globally.

Interacting with diverse cultures raises issues like learner autonomy, intelligibility, fluency, and accuracy, highlighting the need to integrate ELF into English classes. Kachru's (1983) Inner, Outer and Expanding Circles Model clarifies that there are colonial countries in which English is similar to a second language. There are also countries such as Türkiye, China, and Japan that teach English in schools and universities for communicative purposes. Kachru's "Three-Circles" Model in Figure 1 indicates the placement of countries in terms of English speaking.

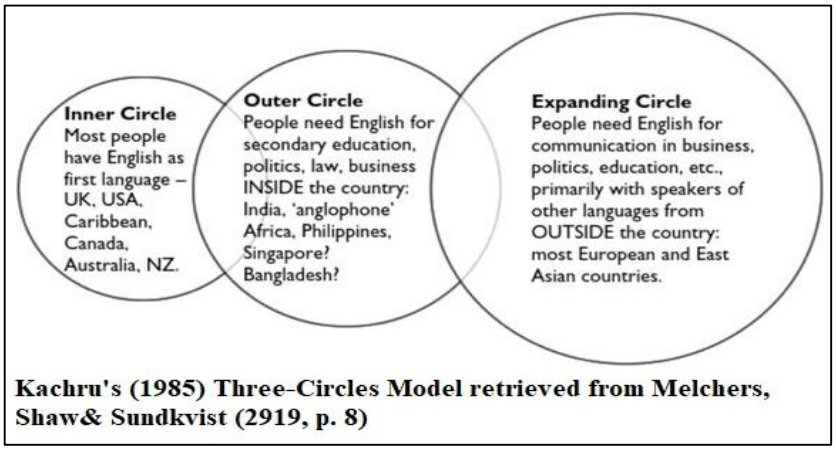


Figure 1. Kachru's Three-Circles Model illustrates the countries where English is spoken.

The English variation that the Expanding Circle countries use differs from the English that is spoken in Inner and Outer Circle countries. That is the reason why EFL studies focus on multilingual and multicultural classroom environments, including other languages' linguistic and cultural diversities in English materials, classrooms so that in non-native English classroom environments, or multilingual classrooms the dominant effect of English could be minimized, and learners will be encouraged to learn English with less difficulty. Figure 2 represents the "Inner", "Outer" and "Expending" circles in short.

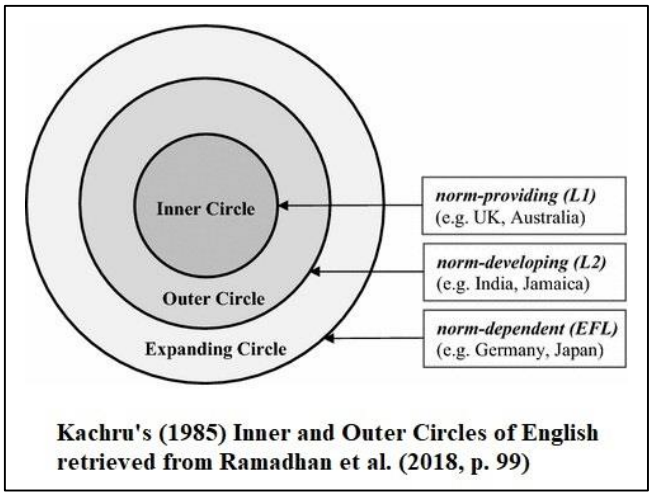


Figure 2. Other variations of English, as defined by Kachru (1985).

As part of the Expanding Circle (Kachru, 1985), Türkiye relies on English as a lingua franca, making it essential for learners to use English effectively to engage globally and follow innovations. Given the importance of coursebooks in language education, their intercultural and multicultural content must be critically evaluated.

2.4.1 Studies related to ELF in coursebooks

To start the discussion, Katırcı and Karakaş (2023) examined two intermediate-level coursebooks used in a preparatory program in a private Turkish university to explore whether the writers of the coursebooks include ELF features in the coursebooks and to what extent these features exist in the coursebooks' listening audio files, videos, and speaking sections. The paper employed qualitative and quantitative content analysis based on Rose and Galloway's (2019) framework to compare listening, speaking, and video sections when determining the presence of ELF features, accent diversity, and communicative strategies. The findings indicated limited ELF representation, with native speaker norms and Standard British English dominating the audio and video materials in both coursebooks. As for speaking tasks and activities, turn-taking and clarification were part of the coursebooks, but the coursebook contradicts Global Englishes Language Teaching (GELT). Cross-cultural topics are heavily integrated within *Unlock 3,* while global speaking activities dominate *Speakout*, but writers of both coursebooks were likely to ignore supplying multicultural speaking topics.

In a different study regarding ELF in coursebooks, Lopriore and Tsantila (2022) conducted a study to adapt ELT coursebooks' listening materials from a Standard English focus to an ELF-oriented approach in Greek and Italian classrooms, assessing the impact of these changes on student engagement and awareness of language diversity. Through action research, modified coursebook materials and lesson plans were introduced to teachers, incorporating pre-, while-, and post-listening sections. Evaluation tools, including self-report grids, interviews, and student surveys, revealed that both students and teachers appreciated the use of authentic, real-world English. Metalinguistic questions encouraged critical reflection on whether linguistic perfection is necessary or not. The questions also made participants consider whether effective communication in diverse, global contexts should be prioritized. Students found exposure to non-native English forms motivating, while teachers expressed enthusiasm for ELF-focused lessons and collaboration. The study recommends ELF-awareness training for teachers, the integration of authentic online materials, and a shift by coursebook developers toward creating resources that reflect global English use and prioritise communicative teaching and assessment methods.

Similar to Lopriore and Tsantila (2022), Ambele and Boonsuk (2020) examined students' perspectives on curriculum content centred around ELF within Thai English language teaching environments. Their study was carried out through semi-structured interviews with twenty-five students enrolled at five universities in Southern Thailand. The authors noted that English was acknowledged as the most significant foreign language in the country, and ELT teachers follow native English-oriented teaching strategies. They commented that there should be some shift in these. The participants of the study were selected from other Asian nationalities, including China, Indonesia, Korea, Japan, Vietnam, and Malaysia, creating a multicultural and multilingual environment for the data collection process. The research used a qualitative content analysis design. Ambele and Boonsuk (2020) used thematic analysis to process the data collected from students' interviews. The findings revealed a need to shift from native-speaker norms to diverse, multilingual approaches that emphasised effective communication over grammatical accuracy. Students highlighted the importance of incorporating local and regional cultures into curricula and teaching materials while advocating exposure to non-native English accents to reflect real-world usage.

In another study based on cultural factors within coursebooks in the Turkish context, Gencer (2020) provided samples of multicultural elements in a coursebook series that was used to teach English to higher education level learners in their master's thesis. They emphasised the importance of coursebooks in language education and stressed including various examples and materials that consist of input from diverse cultures, since English is spoken within other societies, for different purposes. Gencer (2020) followed a qualitative research design to display the multicultural elements taking place in texts, topics, and exercises of two coursebooks of a series, New Language Leader Elementary and Pre-Intermediate levels. At the end of their research, a shift from monolingual concepts to a multicultural perspective was discovered in coursebooks selected by higher education institutions, which seemed an improvement. Besides, Gencer (2020) noted that the coursebooks that they evaluated provided multicultural elements in their materials. The study done by Gencer (2020) has been influential for this thesis researcher in terms of coursebook evaluation for multicultural elements in coursebooks and ELF.

Last, but not least, this master's thesis models seven principles for lesson materials for ELF and a framework to control the existence of specific communicative strategies proposed by these two researchers. Therefore, their studies are to be explained in this chapter in detail.

2.4.2 Kiczkowiak's framework for the integration of ELF in English coursebooks

Kiczkowiak's (2019) paper stressed the need for materials to reflect the global use of English, which would make English lessons more authentic and motivating for learners. It aimed to challenge being a native-like speaker by promoting fluency. The seven principles are as follows: intelligibility rather than native-speaker proximity, successful ELF English rather than native speakers, authentic ELF English rather than native-speaker corpora, intercultural communicative skills rather than fixed-cultural models, communicative skills rather than native-like correctness, multilingual ELF use rather than monolingual native-speaker language use and raising students' awareness for an ELF mindset.

In the *"intelligibility rather than native-speaker proximity,"* Kiczkowiak (2019, p. 2) discussed that materials that were used to teach pronunciation could be varied to achieve

the features of ELF so that these materials' English would become easier to understand and adapt for learners in a classroom. The second principle, *"successful ELF English rather than native speakers"* (Kiczkowiak, 2019, p. 3), outlined the beneficial effects of expanding the representations of non-native speakers in English coursebooks. When English is used in real-world contexts by non-native speakers, it can motivate students to realize that English belongs to everyone. This approach also better prepares learners for interactions outside their classrooms. Kiczkowiak (2019) supported that English coursebooks should be written in this perspective. The third principle, *"authentic ELF English use rather than native speaker corpora"* (Kiczkowiak, 2019, p. 4), discussed that the use of ELF-based corpora such as VOICE (Vienna Oxford International Corpus of English), or ACE (Asian Corpus of English) together with native-speaker forms of speech better represents the global diversity of English so that students can differentiate the native and non-native use of English. Kiczkowiak (2019) mentioned that coursebook authors can embed cultural aspects such as different places and characters' names, cultural contexts within activities placed in the coursebooks, where students can compare their stereotypical perspectives with real-life experiences in *"intercultural communicative skills rather than fixed-cultural models"* (p. 5). By doing this, coursebooks will be able to foster students' critical thinking skills and engagement in intercultural communication.

The next stage, *"multilingual ELF use rather than monolingual native-speaker language use"* (Kiczkowiak, 2019, p. 6), stated that using multilingual resources, where speakers incorporate vocabulary from their first, second, or third language, is an important tactic in ELF communication. Kiczkowiak (2019) suggested that coursebook authors could include some expressions, vocabulary items that belong to other languages. Since many ELF users speak more than one language, course books must present these authentic language forms to encourage students to use their own language resources and to communicate effectively in ELF situations. In *"raising students' awareness for an ELF mindset"*, Kiczkowiak (2019, p.7) complained that coursebook publishers may have ignored the sufficient emphasis on ELF and native-speakerism by saying, *"it is suggested that course books include more awareness raising of both ELF and native speakerism"* (p. 7). Therefore, coursebooks could incorporate additional texts featuring non-native speakers, along with reflective activities and projects, to enhance awareness of the varied applications of English.

In *"communicative skills rather than native-like correctness,"* Kiczkowiak (2019, p. 5) criticised the previous language education systems, which prioritised accuracy of language use by their quotation; *"What is common, then, is a presentation of language as a set of grammar or lexical points aimed at reaching 'native-like' mastery of the standard language with little consistent focus on communicative strategies"* (p. 5). However, their paper did not explicitly mention these communicative strategies. To comprehend these communicative strategies, other resources were reviewed. To exemplify these communicative strategies, Ellis (1997) mentioned *"avoiding challenging words or phrases", "borrowing words from native languages", "approximation"- using a word in the target language that is semantically similar to the target word, "paraphrasing"*, (p. 60) which means explaining a concept through the speaker's own words, and *"word coinage"* - coming up with an entirely new word (p. 60).

2.5 Integration of Communication, Interaction, and Collaboration in ELT Classrooms

This section explores the role of communication, interaction, and collaboration in ELT (English language teaching), and it examines various studies that focus on evaluating speaking skills and interaction in coursebooks. The educational philosophy of the current English language curriculum, developed by the MoNE (Turkish Ministry of National Education) in 2018, is grounded in the Communicative Language Teaching (CLT) theory proposed by Hymes and further developed by Canale and Swain (1980). This curriculum was designed to solve the ongoing problem of communicative competence that Turkish students suffered from. The problem stemmed from long-standing emphasis on grammatical competence, according to the MoNE (2018, p. 5).

To address this problem, the new curriculum integrates language functions with four language skills, prioritising "how" and "why" over "what" to promote a more functional and meaningful approach. Because of the strong emphasis that the MoNE gives to communicative skills in its new curriculum, this thesis investigates whether the two coursebooks, published by the MoNE, provided adequate opportunities for students to develop practical communication skills in English.

Before reviewing the studies related to interaction, collaboration, and communication, it is essential to consider the foundational theories of socio-cognitive language acquisition and language learning. Among these, Vygotsky's Sociocultural Theory holds significant influence.

Sociocultural and sociolinguistic theories had a profound impact on the evolution of the CLT, which emerged in the 1970s. Vygotsky's identification of social interaction, cultural factors, and sociocognitive development in language learning in the 1920s and 1930s moved beyond behaviourism and cognitive learning. According to Vygotsky, advanced cognitive processes are essential; therefore, they should be explored through studies of the mediation of symbols, signs, and language (as cited in Brown, 2014, p. 91). This theory explains that people interpret the world, phenomena, and systems of knowledge through symbolic devices such as music, art, numbers, and, most essentially, language. Thus, language learning and teaching practices should be examined by educationists and psychologists. Vygotsky also highlighted that language not only serves as a tool to communicate but also is a skill that must be empowered through social interaction (as cited in Brown, 2014, p. 91).

Mitchell and Myles (2004) and then Brown (2014, p. 91) looked through the sociocultural perspective, as Vygotsky emphasised, and posited that a child's early language acquisition stemmed from the process of constructing meaning through collaborative activities with people from their cultural community.

Sociological and cultural perspectives on language learning contradicted behaviourism, which had been the approach in the lead for a long time. Language educationists who support Vygotsky argued that second language learning is possible by being exposed to the target language to some degree. However, as sociolinguistics asserts, language learners should also engage with cultural dimensions of the language they learn, attend environments where they can produce in this target language, and use the language as a tool to communicate. This perspective proved that behaviourism had been insufficient for explaining the complexities of language acquisition. Such improvements in sociolinguistics and sociocultural views contributed to the rise of the Communicative Language Teaching Approach (CLT). With the development of this, scholars and

educators increasingly recognised the essential role of culture and meaningful communication in language learning and in fostering intercultural understanding.

2.5.1 The CLT approach

After sociocultural perspectives paved the way to the CLT Approach, the goals, strategies, and methodology of this new approach were formed. The CLT Approach caused a change in syllabus designs and the objectives of language courses. Second Language Acquisition (SLA) studies, which focused on interaction and the production of the target language, emerged. Traditional language learning skills -reading, writing, listening, and speaking- had been under the influence of behaviourism; they had been viewed as passive and separate areas to develop. With the emergence of the CLT Approach, in the 1980s, they were transformed into receptive and productive skills and collaborative skills. The terminologies, such as interaction, meaningful negotiation, and collaboration, were defined as the key concepts of the CLT Approach; they highlighted the role of engaging with language in a more dynamic learning environment. Apart from these three important concepts, the CLT Approach also emphasized that the roles of input and output were equally important for language learners.

In the CLT Approach, the effect of the input is crucial. The input, the language to which learners are exposed, must be comprehensible, well-structured, and scaffolded to support students' internalization. Dividing the input into manageable parts can help learners link these pieces with their prior knowledge, apply new information in future situations, and participate actively in communication tasks. This active process facilitates interaction among students with their classmates. As Little (1996) commented, "learning can only proceed via interaction" (as cited in Benson, 2011, p. 115).

Similarly, output is essential in the CLT Approach, as Swain (1985) emphasized. Learners must produce in the target language so that their learning can be monitored. Hedge (2000) further highlighted interaction's significance, describing it as *"getting feedback from the teacher and other students in the class that enables learners to test their hypotheses and refine their developing knowledge of the language system"* (p. 13). As learners engage in target language production, they often apply communicative strategies such as repetition, rephrasing, or adjusting their speech rate. These strategies,

identified by Canale and Swain (1980) as components of communicative competence, enable learners to manage real-time communication and negotiate meaning effectively.

In classroom contexts, these processes of input and output occur through social interaction, where learners not only process language individually but also construct meaning collaboratively with peers. Regarding this aspect, developing communicative skills and strategies is crucial as classrooms are smaller representations of societies in which students express their opinions, work individually and as a group, and learn from others.

Hedge (2000, p. 13) identified the term *"negotiation of meaning"* where students interact to clarify the output, making communication more effective. Like Hedge, Brown (2007) stated that interaction is a dynamic exchange where two individuals share thoughts, emotions, and ideas in a way that affects both participants (as cited in Ahmedov, 2019, p. 170). Because of this, interaction-based activities –such as pair and group work, classroom discussions, problem-solving tasks, information-gap tasks, projects, and task-based learning– are valuable teaching and learning facilities of the CLT Approach. Pica and Doughty's (1985) research supported this, displaying that these learning activities empower the negotiation of meaning (as cited in Hedge, 2000, p. 14).

These theoretical insights into input, output, and communicative competence have direct implications for classroom practice, especially in the design and evaluation of language learning materials such as coursebooks. Moreover, the thesis at hand uses terms such as "negotiation of meaning", "meaningful interaction", and "collaboration" within the coursebook evaluation checklists, while analysing their communicative activities. That is another reason why these terms have been explained in this chapter.

2.5.2 Recent studies regarding interaction and collaboration

During the literature review for interaction and collaboration through English coursebooks and collaborative activities' evaluation, a gap in the field was detected. Abundant research on interaction and collaboration exists in the ELT, but studies do not go further than describing these two, listing their effects, and sampling successful classroom implementations, suggesting ways for language teachers. There are not many

varied studies aiming to evaluate coursebooks' efficiency in interactive learning and collaborative tasks, and the existing ones might date back to earlier years than 2020. Therefore, this part of the current thesis gives details about interactive learning and collaboration, along with summarising the research based on classroom implementations or suggestions.

A research paper written by Karhina (2023) highlighted the role of the interactive approach in fostering effective communication in language learning and identified strategies to incorporate interactive methods into English classrooms, offering practical examples of their implementation. The study employed a mixed-methods approach, combining qualitative analysis with quantitative survey data. The methodology included analysing interactive teaching methods through analysis and synthesis to examine and combine teaching components, using comparison to evaluate the effectiveness of these tools, and employing deduction and abstraction to isolate and explore the concept of interactive learning. Quantitative data was gathered through a survey of 50 students aged 7–16, with questions addressing their engagement in activities, preferred games, and the impact of interactive methods on expressing ideas independently. Responses were analysed to reveal preferences for activities such as "situational modelling," "carousel," "microphone," and "changing fours," which were found to help students actively apply language skills and build supportive learning communities. Games like "talk shows" that facilitate group discussions were particularly effective in encouraging active participation and enhancing language use. Karhina's (2023) study concluded that adopting interactive methods of teaching in language classes is essential for developing learners' high-quality communicative competence.

In another study by Çelik and Kafes (2023), in Türkiye, four English coursebooks were evaluated to explore the integration of twenty-first-century skills. They employed a mixed-method approach via the content analysis of the coursebooks (*Power Up, Oxford Discover, Big English Plus, and Give Me Five)* and then via a checklist drawn from McDonough and Shaw (2003). The coursebooks' teacher's manuals, students' books, and workbooks were included in the content analysis. To present the findings of their study more clearly, Çelik and Kafes (2023) divided their analysis into two: The external and the internal evaluation. The external evaluation comprised fifteen Likert-scale items,

designed to discover the extent to which twenty-first-century skills were incorporated in the coursebooks from the perspectives of their authors. The internal evaluation checklist consisted of seven items and was designed according to The Partnership for 21st Century Learning (P21), Assessment and Teaching of 21st Century Skills (ATC21S), and CFLCs (Child and Family Learning Centres). The study found varying degrees of incorporation of the 4 Cs in the coursebooks after the external evaluation. The internal evaluation put forward that among the 4Cs, the coursebooks attached the least importance to collaborative and communicative skills, whereas critical thinking and creativity were represented better in these coursebooks. Finally, Çelik and Kafes (2023) supported that incorporating twenty-first-century skills and 4Cs into primary school coursebooks is a strategic approach to prepare students for complex life situations earlier. The researchers highlighted the need to increase awareness among in-service and pre-service EFL teachers.

Moreover, in the Turkish context, Koral and Mirici (2021) evaluated the alignment between speaking skill outcomes in high school English curricula (grades 9–12) and speaking tasks in coursebooks using Bloom's Revised Taxonomy (BRT). Their study highlighted the Ministry of National Education's (MoNE) emphasis on communicative skills, which followed the adoption of CEFR principles in 2001. Like Karhina did, these two researchers used a mixed-method approach to analyze four high school coursebooks and categorized the books' speaking outcomes and activities according to BRT. Findings revealed that while grades 9–11 focused on lower-order thinking skills (LOTS), mainly in the "apply" category, grade 12 emphasized higher-order thinking skills (HOTS) like "evaluate." Speaking activities matched with outcomes, but they did not have sufficient critical and creative thinking components, which predominantly addressed conceptual knowledge while neglecting metacognitive knowledge. The authors attributed this gap to teachers' limited awareness of metacognition and advocated for its integration into all educational levels to enhance learners' self-regulation and speaking confidence.

In an earlier study, Kırık (2015) evaluated the interaction level of speaking activities in the coursebook series *Istanbul, Yabancılar için Türkçe Ders Kitabı,* focusing on the balance between one-way and two-way activities and assessing their compatibility with real-life interaction in the Turkish language learning context. The study drew on Ellis's

(1999) Interaction Hypothesis, which emphasized the negotiation of meaning to stress the vitality of interaction for meaningful language learning. Kırık defined interactive activities as those encouraging simultaneous production and reception, featuring open-ended responses, and fostering learner autonomy over teacher dominance. The study categorized speaking tasks into one-way and two-way activities and then subdivided the latter into meaningful interaction types via content analysis. Findings revealed a dominance of one-way activities, with only 56% of tasks promoting genuine interaction, often falling short of their interactive potential. Kırık recommended incorporating more two-way tasks, such as debates and problem-solving activities, to enhance communicative competence and learner motivation, alongside increasing their proportion across all coursebook levels.

To sum up, the CLT approach influences both language learners and teachers through the diverse advantages it proposes for the language classrooms. To explain in more detail, collaboration, interaction, and communication are key components of effective English language teaching, as they promote active engagement and a student-centred learning environment. Collaborative tasks enable learners to construct meaning, solve problems, and develop language skills through shared experiences, while communication provides opportunities to practice language in meaningful contexts, enhancing fluency and confidence. These practices not only foster learners' communicative competence and critical thinking but also support differentiated instruction by allowing teachers to observe student performance and provide targeted feedback.

2.6 Studies Related to Fostering Learners' Autonomy

This section of the literature review highlights studies on the role of learner autonomy (LA) in coursebooks, emphasising its importance in the MoNE's 2018 curriculum. The curriculum aligns with Penaflorida's (2002) ideology, advocating for learners' active participation in setting learning objectives and using supplementary materials to boost motivation. It also recognises the need for self-learning skills, particularly for adolescents undergoing cognitive and emotional changes, as noted by Brown (2000), Crawford (2007), and Powell (2010). While learner autonomy (LA) is often associated with classroom practices and self-study strategies, only a few recent studies suggest that

English coursebooks can contribute to fostering it. Because of the limited research on this topic, this thesis holds significance for advancing understanding in the field.

The definition of learner autonomy is a topic that educators have not been able to compromise, whether to explain autonomy by calling it a learning strategy that is "self-directed" learning, or to name it "individualised learning. Benson (2011) noted that self-directed learning might easily be associated with individualised learning since it takes into account learners' needs, their favourite methods of learning, and their level of language or competence. With the emergence of the CLT, teacher-centered language classrooms shifted to learner-centered practices, including problem-solving tasks, group work, etc., as a result of the *"self-help"* trend and awareness (Brown, 2014, p. 122). Because of its relevance to the CLT Approach, learner autonomy is considered to be rooted in the belief that each learner and their experience is unique (Fenner, 2000, p.78), and usually, the use of coursebooks in language classrooms clashes with the concept of facilitating LA.

However, Fenner (2000, p. 78) believed that authors may arrange coursebooks to improve learners' autonomy to some degree by supplying specific structures of texts and organising tasks accordingly in the most effective sequence. Even though it seems to be a smaller step to maintain self-directed learning, it may create some differences among students. Besides, the steps that are taken to improve the coursebooks in the aspect of LA –providing interactive, communicative activities– affect the use of the target language. As Little (1996) commented, autonomy improves the use of the target language, allowing learners to benefit from the language learning opportunities to the maximum level (as cited in Benson, 2011, p. 115).

2.6.1 Current studies on learner autonomy

After a brief explanation of learner autonomy and its effect on language learning, the limitations of coursebooks to maintain autonomy, the following paragraphs of the literature review summarise the studies centred on learner autonomy and language coursebooks, frameworks.

A recent study by Ibnu Mustofa and Wirza (2023) explored how the English textbook *Erlangga Straight Point Series (ESPS)* for Grade 11 supports LA in Indonesia, addressing gaps in the literature. Ibnu Mustofa and Wirza (2023) asked three questions: to what extent the EFL textbook facilitated learner autonomy, how EFL students perceived the textbook in promoting autonomy, and how their EFL teachers felt about autonomy taking place in the textbook contributing to English language teaching. Using a mixed-methods approach, the study analyzed 210 tasks in the textbook through Nunan's (1997) framework, conducted questionnaires, Likert-scale forms adapted from Fenner and Newby (2000), Holec (1981) et al., with 20 students, and interviewed one teacher to examine beliefs and practices related to learner autonomy. Findings revealed that while students valued the textbook for promoting self-reflection, self-assessment, and collaborative skills, they felt it did not support goal setting and learning strategy selection. The teacher acknowledged the importance of learner autonomy but highlighted insufficient institutional support and the textbook's limited facilitation of autonomous learning. The study recommended the necessity of an improved curriculum design, teacher training in Indonesia, and future research to enhance learner autonomy integration in English teaching.

Facilitating learner autonomy through coursebooks is not a preferable research topic in Türkiye, but İnanç (2021) conducted a master's thesis to investigate whether ELT coursebooks promote LA, the components that support or hinder LA, and users' beliefs toward LA in coursebooks, aiming to address gaps in the literature and guide stakeholders in foreign language teaching. Using a qualitative phenomenology design, the study analysed two popular coursebooks (*English File* and *Empower*) and involved 58 instructors from state, private, and foundation universities in Türkiye. Participants evaluated LA components using a checklist adapted from Bozena (2016), with data analysed via descriptive statistics, and 10 instructors completed a structured open-ended questionnaire, which was interpreted through thematic analysis. The findings highlighted strengths like effective summaries, grammar and vocabulary revisions, and self-evaluation tools, but criticised *Empower* for being less user-friendly and limiting independent study compared to *English File*, which provided clearer, step-by-step guidance. While *Empower* excelled in content accessibility and online resources, its overwhelming design posed challenges for learners. The thesis emphasised the need for

coursebooks to include explicit autonomy-enhancing activities, such as goal setting and strategy training, and underscored the importance of teacher training to optimize LA facilitation.

Reinders and Balçıkanlı's (2011) study highlighted the lack of focus in the literature on how coursebooks support learner autonomy and the insufficient implementation of skills that promote student independence. They examined five popular English coursebooks, asking how they incorporated autonomous learning skills, the extent to which they provided information and practice opportunities for these skills, and the range and frequency of related advice. Using a framework based on Reinders' (2010) eight stages of self-directed learning—expanded from Holec's (1981) five steps—they evaluated the coursebooks' inclusion of stages like identifying needs, setting goals, planning the learning process, selecting resources, monitoring progress, and assessment. The findings revealed significant gaps, with none of the coursebooks addressing six of the eight stages. While *New Headway* and *New Opportunities* occasionally mentioned speaking and vocabulary strategies, *Cutting Edge* and *Face to Face* featured portfolio and revision sections to facilitate self-assessment. The study concluded that these coursebooks offered limited support for learner autonomy, providing minimal guidance on the self-learning process.

In conclusion, sample studies, thesis related to three principles that the MoNE prioritized (fostering ELF awareness, communicative skills, and learner autonomy), and coursebook analysis studies are discussed in the literature review, hoping they will give valuable insights for the field.

3. METHODOLOGY

This chapter begins by providing information on the research questions. Next, it elaborates on the Research Design and Coursebook Selection. It details the data collection tools and procedures and the analysis process.

3.1 Research Questions

This study aims to evaluate the contents of two coursebooks, *Teenwise Grade 9* (2019) and *Uplift Grade 9* (2022), which were used in public high schools. Both coursebooks were written by the MoNE, according to the language learning program in Türkiye. This recent curriculum emphasised three principles: ELF, communication, interaction, collaboration, and autonomy. The following research questions were asked to investigate how the selected coursebooks integrated these principles into their contents:

Q 1: To what extent do the coursebooks achieve the objective of teaching English as the ELF, which is stated in the MoNE's education program?

Q 2: To what extent do the coursebooks meet the MoNE's principle of enhancing student autonomy?

Q 3: To what extent do the coursebooks succeed in promoting communicative skills, interaction, and collaboration, which are also identified as one of the primary objectives of the foreign language program of the MoNE?

3.2 Research Design

This research employs a descriptive qualitative research method, adopting content analysis to examine the extent to which two high school English coursebooks align with the three educational principles: ELF, empowering communicative skills, and learner autonomy. These three components constitute the basis of the 2018 English language program, which was released by the MoNE. The coursebooks —*Teenwise Grade 9* (2019) and *Uplift Grade 9* (2022) — were selected because they were published and approved

by the MoNE. Due to its detailed and interpretive analysis of the written content, the qualitative research method was found appropriate for this thesis study.

Content analysis was chosen as the primary method for data analysis due to its appropriateness for the systematic evaluation of educational resources through specific frameworks or themes. Content analysis is a technique that can be followed for the analysis of textual or visual data to achieve deeper insight into a particular subject matter. According to Krippendorf (2013, p. 23), qualitative content analysis has characteristics such as involving interpretation of texts into new analytical, deconstructive, emancipatory, or critical narratives, requiring an in-depth study of a relatively small number of texts. Moreover, they emphasized that qualitative content analysts naturally accept working within the interpretive process. Based on the objectives of this thesis, content analysis is found suitable for this thesis study. Instead of including teachers' or students' perspectives, the thesis exploited document analysis and categorization on the coursebooks to understand the extent of the three principles, the features of ELF, communicative activities, and learner autonomy.

The scope of the thesis study was restricted to the coursebooks' content and excluded teachers' and students' perspectives. The coursebooks were evaluated with a comprehensive checklist generated via frameworks found in the literature. Utilising the steps drawn by Krippendorf (2013) (unitizing, sampling, recording/ coding, and data reduction), the researcher of the thesis examined the coursebooks' elements based on ELF, autonomy, and communication. These processes, especially the discussions on the activities and tasks, were interpretive in nature and directed by the categories defined in the checklist.

3.3 Coursebook Selection Process and the Coursebooks' Description for the Study

This study analyzes the content of two selected coursebooks —*Teenwise Grade 9* (2019) and *Uplift Grade 9* (2022) —by examining both their PDF and soft-copy versions. These coursebooks were chosen based on their relevance to the current curriculum and their potential to contribute to the research focus.

Since the thesis applied content analysis to the two coursebooks, instead of participation, it prefers to include these coursebooks' details, which are placed below.

3.3.1 Coursebooks' description

3.3.1.1 Teenwise grade 9 (2019)

Teenwise Grade 9 (2019) was authored by Bulut, Ertopçu, Özadalı, and Şentürk. It was confirmed and published by the MoNE in 2017. The thesis at hand uses its version, which was written in 2019. This coursebook contained ten thematically organized units. The titles of the themes are *Studying Abroad, My Environment, Movies, Human in Nature, Inspirational People, Bridging Cultures, World Heritages, Emergency and Health Problems, Invitations and Celebrations, and Television and Social Media*. Each theme included two chapters and covered grammar, vocabulary, and language learning skills. However, the language learning skills were separated into two, named receptive and productive skills (one chapter for listening and reading, another chapter for speaking and writing). QR codes were embedded at the beginning of each theme to lead students to supplementary content. The coursebook featured culturally themed idioms, visuals to support task and pre-task engagement. It also provided a "Check Yourself" section at the end of each theme for revision and self-assessment. These contents were assessed concerning their alignment with the frameworks addressing ELF features, facilitation of communication, and development of learner autonomy.

3.3.1.2 Uplift grade 9 (2022)

Another coursebook whose content was analyzed based on the cumulative checklist was *Uplift Grade 9* (2022). This coursebook was published by the Turkish Ministry of National Education (MoNE) in 2018, was developed following the revised curriculum, and was actively used in public high schools during the COVID-19 pandemic.

Uplift Grade 9 (2022) was authored by Aktaş, Artıran, Korkutan, and Özen and first published in 2018. It has been used in public schools since 2018, but in this thesis, its 2022 edition was used. Similar to *Teenwise Grade 9* (2019), this coursebook comprised ten units, but each was subdivided into four modules that collectively addressed listening, speaking, reading, writing, and other language skills. The modules also featured

interactive tasks, idiomatic language, and digital components named an "e-portfolio," which might have encouraged learner autonomy. Additionally, the QR codes were used for each activity in the coursebook, and they linked students to the MoNE's EBA platform so that the coursebook could be covered more interactively. Just like *Teenwise Grade 9* (2019), this coursebook's communicative activities, interaction level, and collaboration are evaluated through the list offered by Kırık (2015). The speaking, audio, and other activities are examined for autonomy based on Reinders and Balçıkanlı's (2011) study.

3.3.2 Coursebook selection process

Despite being published within the same timeline, the two coursebooks demonstrated different pedagogical and contextual effects. One of these differences is the development of the content of language skills in themes. Though the two coursebooks included the same titles for each theme, their contents were different from each other. The innovations in the recent curriculum and adaptations in the latest editions of the coursebook over time might have created differences during the design of *Uplift Grade 9* (2022). *Teenwise Grade 9* (2019) revealed pedagogical approaches from the previous curriculum era. In contrast, Uplift Grade 9 (2022) was authored in accordance with the recent curriculum and has continued to be in use in public high schools in Türkiye, especially during and after the COVID-19 pandemic, and after the massive earthquake that severely affected life in the eastern region of the country. These coursebooks exhibited considerable structural variations. These distinctions played a role in the decision of the coursebook selection at the beginning of this thesis study.

Although the primary focus of this thesis was not to compare pedagogical orientations, the analysis process revealed differences in the underlying instructional perspectives of *Teenwise Grade 9* (2019) and *Uplift Grade 9* (2022). These differences likely stem from the distinct educational contexts in which the two coursebooks were developed. As a result, variations in how each book addresses communicative competence and learner autonomy. These observations are explored further in the following chapter, where the findings are discussed with the curricular goals.

Apart from pedagogical differences, these two coursebooks contain some similar features. Both coursebooks are available as soft copies via EBA, the official learning management

system developed by MoNE. Students access these versions through QR codes embedded in the textbooks, which provide supplementary grammar, vocabulary, reading, listening exercises, and instructional materials. However, this study concentrated solely on the printed student's book editions, excluding additional resources such as workbooks, teacher's guides, and extra digital content. This decision was made to uphold a precise focus within the evaluation and to maintain consistency in the data analysis.

Studies discussed in the literature review revealed that, though both coursebooks were analysed to some extent, an absence of integrated evaluation of the three principles based on the recent curriculum remains. For instance, Teenwise Grade 9 (2019) has not been examined through a combined evaluation perspective yet. Uplift Grade 9 (2022) has been the scope of only one article, so far, focusing on the twenty-first-century skills and critical thinking. Similar to the initial, its content evaluation includes gaps, especially in its effects in empowering learner autonomy and integrating ELF elements into English courses. The gaps in the examinations of these coursebooks were another reason for their selection.

3. 3. 3 Inclusion and exclusion criteria for the study

Since *Uplift Grade 9* (2022) was written and published based on MoNE's three key principles that were expressed in the 2018 curriculum, it was considered useful to analyse in terms of these three elements. Though *Teenwise Grade 9* (2017) belonged to the 2013 English language curriculum, it was found useful to analyse this coursebook to comprehend how the three key elements were represented before the 2018 curriculum. The analysis of these two coursebooks written according to two different curricula guided the interpretations throughout the content analysis. To evaluate their content based on the ELF features, improving autonomy, and fostering interaction, negotiation and collaboration, all parts of these coursebooks were analysed. The content analysis included the units, the pronunciation sections, vocabulary selection, audio and visual materials, reading texts and speaking materials in terms of the features of the ELF. Moreover, practices related to the autonomy, such as self-check surveys, activities enabling monitoring progress and online self-study materials, practices aiming to reinforce language strategies, discovering goals and needs were added to the analysis process. Finally, peer and group work tasks, information gaps, role-plays, dialogue activities,

warm-up and discussions were included to the analysis, to understand the level of interaction and how it was established.

In contrast to the detailed descriptions of the student's books for these two coursebooks, their workbooks, the teacher's manuals, and the content of the online supplementary materials were excluded from the thesis due to time constraints and insufficient evaluation criteria for online materials.

3.4 Data Collection

For this master's study, the researcher has benefited from four different resources, journal articles, to adapt an evaluation checklist that consists of four parts: two lists have been attached and included by reading Kiczkowiak (2019) and Dawit (2020) to investigate the elements of ELF within the two coursebooks, a third list is included, based on Kırık (2015), to assess the communicative activities, interaction, and collaboration, and the final list is adapted from Reinders and Balçıkanlı (2011) to examine if the coursebooks foster students' autonomy or not. In the Data Collection Tools section, the items in these lists are explained in detail to clarify how the coursebooks are evaluated.

3.4.1 Data collection tools

3.4.1.1 Criteria for ELF adapted from Kiczkowiak (2019) and Ellis (1997)

To evaluate the *"intelligibility"* (Kiczkowiak, 2019, p. 2) of the coursebooks, pronunciation models, phonological input, and audio recordings were examined in detail. The thesis paid special attention to whether the coursebooks prioritised intelligibility in these materials. For the principle *of "successful ELF English, rather than native speakers"* (Kiczkowiak, 2019, p. 3), the study analysed the representations of non-native English speakers conversing together or with native-English speakers. The aim was to determine whether the coursebooks promoted English as a global means of communication rather than as a native-speaker norm. The third principle, *"authentic ELF use rather than native speaker corpora"* (Kiczkowiak, 2019, p. 4) was applied to check whether any representations of global corpora were included in the coursebooks, accompanied by native speaker use. Text and audio recordings were analysed to discover the international corpora elements. The items related to this section are in the Appendix.

To observe *"the intercultural communicative skills"* (Kiczkowiak, 2019, p. 5) in the coursebooks, authentic and non-authentic cultural references, characterisation, and place names were checked, and samples of these were recorded. The reading passages, speaking tasks, and research tasks were reviewed to detect global perspectives and cultural differences.

Moreover, the content of the coursebooks was examined for references to languages other than English in *"the multilingual ELF, rather than monolingual native speakerism"* (Kiczkowiak, 2019, p. 6). Particular attention was given to international vocabulary items, reading texts and written expressions where multilingual awareness was facilitated. For the principle of *"raising learners' awareness of the ELF mindset"* (Kiczkowiak, 2019, p. 7), the coursebooks' content of reading passages, audio recordings, and their scripts, and communicative purposes between non-native speakers were analysed. Additionally, the coursebooks were examined to determine whether they incorporated project-based assignments on multilingual or cross-cultural themes, and whether they encouraged learners to reflect on the topics and materials they engaged with.

Furthermore, to evaluate the *"communicative skills rather than native-like correctness"* (Kiczkowiak, 2019, p. 5), specific examples of the communicative strategies which were listed in Ellis (1997, p. 60) such as *"word coinage", "approximation", "paraphrasing", "borrowing a word from native language"* were checked in the coursebooks. This section of the analysis assessed dialogues, vocabulary input, and speaking task instructions to determine whether these strategies were taught or represented in *Teenwise Grade 9* (2019) and *Uplift Grade 9* (2022). This allowed for a more comprehensive understanding of the extent to which each coursebook supports strategic competence in ELF settings.

A comprehensive list of the items utilised to identify the ELF representations in the coursebooks can be found in the Appendix.

3.4.1.2 Criteria for communicative activities, interaction, and collaboration adapted from Kırık (2015)

The evaluation of the communicative activities in the selected coursebooks was accomplished by a classification model suggested by Kırık (2015). This model

differentiated *"one-way"* and *"two-way interaction"*, concentrating on how tasks promoted *"meaningful communication"* and *"negotiation of meaning"* between learners (pp. 139-142).

In the first step of the analysis, the speaking tasks were examined and categorised as either *"one-way"* or *"two-way interactive"* (Kırık, 2015, pp 141-143). *"One-way interactive"* (Kırık, 2015, p. 141*)* tasks were removed from further analysis because they did not necessitate students to(Kırık negotiate information between their classmates and did not motivate students to group work. Then, the research continued with the analysis of two-way interactive speaking activities, which were perceived as capable of peer and group communication.

The second stage involved labelling the *"two-way interactive"* (Kırık, 2015, p. 142) tasks based on their design and communicative purpose. These labels were "warm-up discussion questions", "dialogue preparation" and "role-plays (act-outs)", "asking the questions in the book and answering", "interactive games", "other discussion questions", "projects", and "research tasks". These labels were created to analyse a wide variety of communication tasks found in both coursebooks and to categorise them easily during the next assessment session.

In the final stage, all two-way interactive speaking tasks were analysed based on three classifications suggested by Kırık (2015), in three criteria: whether they *"promoted meaningful negotiation", "allowed free and equally much responses from pairs", and "permitted group work"* (pp. 141-143).

The three-stage categorisation of speaking activities enabled the researcher to understand the intensity of communication and collaboration in the coursebooks. The classification of activities guided the study to generalise the findings, distinguish unusual speaking activities, make deductions, and come up with some implications.

Table 1 below demonstrates how the communicative activities were divided into groups and sub-groups.

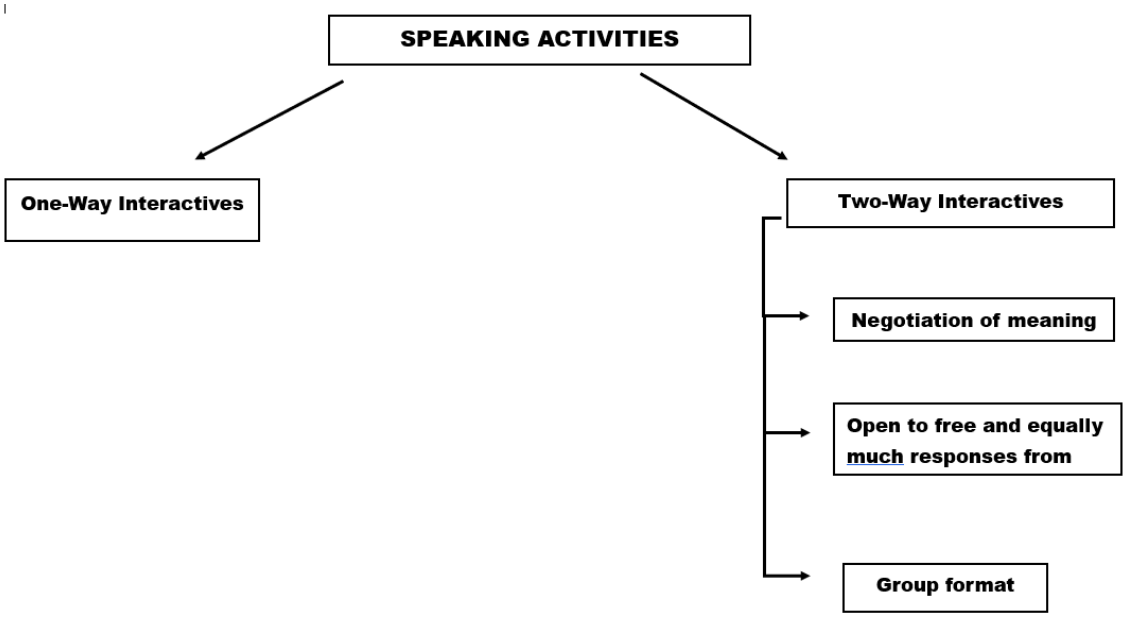


Table 1. Categorisation of speaking activities adapted from Kırık (2015)

3.4.1.3 Criteria for learner autonomy adapted from Reinders and Blçikanli (2011)

Reinders and Balçıkanlı's (2011) framework provided eight steps to analyse both the presence and the degree of learner autonomy within the coursebooks. The criteria included these steps: *"identifying learners' needs", "setting goals of English lessons", "selecting materials", "planning students' learning process", "selecting learning strategies", "practising", "monitoring students' development", and "assessment-revision"* (p. 267). The developers of the framework also highlighted that learner autonomy could improve when students engaged actively in every step of this framework, facilitating a more meaningful and personalised learning process.

While applying this framework, the researcher acknowledged some limitations existing in the Turkish language education context. Since curriculum design and resource selection were centrally determined by the MoNE, it did not seem feasible to apply at first. However, the researcher assumed that Reinders and Balçıkanlı (2011) provided a general alternative framework for learner autonomy; besides, a similar attitude of the MoNE could be observed in other nations around the world. Considering these factors, the thesis adapted the framework's categories as *"learner-directed"* and *"teacher-directed"* (Reinders & Balçıkanlı, 2011, p. 267) or MoNE-directed.

The thesis study focused on some implicit and explicit representations of autonomy in the coursebooks. To discover these features in the framework, the thesis examined self-check sections, revision pages, projects, presentations, and QR-code availability to explore whether these stages in the coursebooks were handled in teacher-directed or learner-centred ways, and if the themes and chapters provided the objectives and goals of their content. Moreover, the coursebooks were observed to determine if they promoted strategy training for each language skill.

Even though the analysis did not include the evaluation of the supplementary materials found in the MoNE's online learning platform, EBA, their existence was noted due to their role in encouraging autonomous learning. While the additional materials were excluded from the formal analysis, some of these materials, which were used in the lesson hours, led students to the EBA platform via QR codes, to revise audio tracks, and perform online portfolio or research tasks, were included in the analysis.

3.4.2 Data collection and analysis procedures

3.4.2.1 Data collection

The master's thesis aims to evaluate the two coursebooks prepared by the MoNE. The study specifically investigated how effectively these coursebooks promoted autonomy, interaction, collaboration, and ELF-related features among ninth-grade learners. The data collected from the coursebooks were analysed simultaneously by the researcher. All the sections of the checklist were digitised in Google Sheets for a more organised and accessible analysis.

The data collection process began with the analysis of communicative activities to assess their dimension of interaction, meaningful negotiation, and collaboration. The coursebooks were checked one by one from the oldest published to the most recently published. The reason why the coursebook analysis started with the communicative activities was that it necessitated meticulous work through each page of the coursebooks separately and maintained familiarity with the designs, layouts, and the general approach that the coursebooks followed. The researcher also made preliminary observations related to learner autonomy and features of ELF found in the coursebooks and noted them

separately. Each coursebook's communicative exercises were checked twice, once by the researcher of the thesis and once by an expert in the field to maintain the trustworthiness.

Following the communicative task analysis, the elements for learner autonomy were explored in detail. This section of the analysis contained the examination of self-check questions at the end of units, revision tests, and projects. Each task was assessed as to whether as teacher/MoNE-directed or learner-directed, based on its pedagogical design and purpose.

Lastly, the features of ELF in the coursebooks were discovered. Starting from the *Teenwise Grade 9* (2019), the researcher examined pronunciation, characterisation in dialogues, audio files, and scripts, vocabulary input, expressions, cultural contexts, people, and place names in each coursebook. Each sample and observation was recorded systematically on the digitised checklist.

Comments and interpretations were added next to this analysis. The detailed analysis and the checklist enabled the researcher to monitor how the three vital principles of the MoNE were integrated into English classes.

3.4.2.2 Trustworthiness and credibility

Because the research is a qualitative study, and the evaluation criteria are a collective item list from four relevant studies (Ellis, 1997; Kırık, 2015; Kiczkowiak, 2019; Reinders & Balçıkanlı, 2011) derived from the literature, no statistical procedures were applied to ensure its reliability and validity. The trustworthiness of the checklist used in this thesis is rooted in four theoretical models, which provided analytical criteria for the assessment of learner autonomy, the features of ELF, and communicative skills.

The content analysis covered all parts of the coursebooks, such as units, visuals, audio recordings and their transcripts, speaking tasks, vocabulary selection, self-check surveys, and practices. Findings related to each research question were presented through thick descriptions, and they were accompanied by direct excerpts, illustrative examples from the two coursebooks that were used to support interpretations.

To ensure transparency and dependability, the items in the cumulative checklist were explained under the title of "Data collection tools" in this chapter. The cumulative checklist is provided in the Appendix. The items of the checklist are summarised below.

Despite specifically examining *Teenwise Grade 9* (2019) and *Uplift Grade 9* (2022) coursebooks used in public high schools, the checklist developed in this research, along with the data collection and analysis procedures, may be transferable to the evaluation of other multimodal materials in comparable EFL contexts.

Moreover, to enhance the credibility, although member-checking was not applicable, a field expert consultation was sought for interpretation validation. The consultation was carried on regularly for two months during and after completing the data collection and analysis processes.

Checklist items to analyse the ELF in the coursebooks: This study analysed the ELF elements in the coursebooks using the first seven items (Questions 1 to 8 in the Appendix) of the checklist. The first and second questions, reflecting the *"intelligibility"* criterion (Kiczkowiak, 2019, p. 2), guided the examination of pronunciation models, phonological features, and audio recordings to understand how effectively the materials support clear and comprehensible English communication. To address the principle of *"successful ELF users rather than native speakers"* (Kiczkowiak, 2019, p. 3), the study examined how non-native English speakers were represented in interactions, either with other non-native speakers or with native speakers, in order to evaluate whether the coursebooks reflected English as a global means of communication rather than adhering to native-speaker norms. The fourth question in the checklist*, "authentic ELF use rather than native-speaker corpora"* (Kiczkowiak, 2019, p. 4), guided the examination of whether the coursebooks incorporated references to global English corpora alongside native-speaker language. Both textual and audio materials were reviewed to identify elements reflecting authentic ELF usage. The fifth question addressed the coursebooks to evaluate the presence of *"intercultural communicative skills"* (Kiczkowiak, 2019, p. 5). The study examined both authentic and non-authentic cultural references, character portrayals, and place names within the coursebooks. Relevant examples were documented through the analysis of reading passages, speaking tasks, and research activities to identify global

perspectives and representations of cultural diversity. The sixth question, focusing on *"communicative skills rather than native-like correctness"* (Kiczkowiak, 2019, p. 5), was evaluated by examining the presence of communicative strategies identified by Ellis (1997), including *"word coinage", "approximation", "paraphrasing",* and *"borrowing from the native language"* (p. 60). Dialogues, vocabulary input, and speaking task instructions were analysed to determine whether these strategies were taught or embedded in the coursebooks, offering insight into how each title supports the *"communicative competence"* suggested by Kiczkowiak (2019, p. 5). The seventh criterion, *"multilingual ELF rather than monolingual native speakerism"* (Kiczkowiak, 2019, p. 6), was assessed by analysing the coursebooks for references to languages other than English. The review focused particularly on international vocabulary, reading passages, and written expressions that could promote multilingual awareness. The final question was prepared to analyse the item, *"raising learners' awareness of the ELF mindset"* (Kiczkowiak, 2019, p. 7). The question assessed the coursebooks by reviewing reading passages, audio recordings and their scripts, as well as communicative exchanges between non-native speakers within. Further analysis examined whether the materials included project-based tasks focused on multilingual or cross-cultural themes and encouraged learners to reflect on the content they engaged with.

Checklist items to analyse learner autonomy in the coursebooks: The examination of learner autonomy in the checklist (Questions 9 to 17 in the Appendix) was guided by Reinders and Balçıkanlı's (2011) *"eight-step"* framework (p. 267), which assessed both the existence and extent of autonomy in course materials. Thus, the checklist criteria concentrated on whether the coursebooks provided any materials and practice that enabled students to recognise their educational needs, to establish their personal goals and select their learning materials and language skills accordingly. The thesis evaluated whether these Features were integrated into practice activities; created opportunities for in-class and independent practice; and included tools for monitoring progress, self-reflection, and peer feedback. The questions referring to learner autonomy analysed coursebook elements such as self-check sections, revision pages, projects, presentations, and QR-code integrations. Although supplementary resources from MoNE's EBA platform were excluded from the core analysis, their potential role in fostering autonomous learning was acknowledged.

Checklist items to analyse and describe the interaction level, negotiation and collaboration: The analysis of communicative activities was guided by Kırık's (2015) classification model, which distinguished between *"one-way"* and *"two-way"* interaction (pp. 140- 141) and emphasises meaningful communication and negotiation of meaning (Questions 18 to 21 in the Appendix). Speaking tasks were initially categorised as either one-way, which were excluded from further analysis, or two-way interactive, which were subsequently labelled based on communicative purpose, including discussion questions, role-plays, interactive games, and projects. Finally, the two-way tasks were evaluated using three criteria from Kırık (2015): whether they promoted negotiation of meaning, allowed equal participation from speakers, and facilitated group work. This systematic approach provided insight into the extent of communication and collaboration fostered by the coursebooks.

3.4.2.3 Data analysis procedure

The thesis analysed the two coursebooks which were prepared according to the MoNE's three principles, and the 2018 curriculum. The procedures for data collection and analysis were conducted simultaneously. The content of each coursebook was assessed based on the cumulative checklist developed for this study through the four models explained in detail above. The content analysis reflected the degree of the coursebooks' efficiency in terms of the recent curriculum (2018). These results and findings will be discussed in the Findings and Discussion chapter of the thesis.

The content of each coursebook was assessed based on the cumulative checklist developed for this study through the four models explained in detail above. The content analysis reflected the degree of the coursebooks' efficiency in terms of the recent curriculum (2018). These results and findings will be discussed in the Findings and Discussion chapter of the thesis.

4. FINDINGS AND DISCUSSION

In this chapter, the findings from the content analysis of *Teenwise Grade 9* (2019) and *Uplift Grade 9* (2022) are presented. The study was based on three key concepts mentioned in the recent curriculum prepared by the MoNE in 2018. These principles are developing ELF-featured language learning, fostering learner autonomy, and communicative competence. The findings are organised separately, according to these three elements and the research questions of the study: 1) incorporating the elements of ELF into these two coursebooks, 2) promoting learner autonomy, and 3) supporting communication, interaction, and collaboration through interactive tasks.

The thesis aims to illustrate to what extent the coursebooks achieved these three principles of the MoNE. For a clearer and more systematic presentation, each main section is divided into two subheadings for the two coursebooks. Each subheading contains coursebook activities evaluated through descriptive explanations supported by relevant visual samples. The discussion of each finding will follow immediately after each task and activity description to maintain a more comprehensive interpretation in the relevant context. This thematic organisation aims to propose a neat and informative report about how each coursebook achieved the principles identified by the MoNE individually, and whether they needed any improvement.

4.1 Findings related to the first research question

4.1.1 Findings in Teenwise Grade 9 (2019)

Intelligibility: The findings for the "intelligibility" element displayed that the coursebook's dominating language was Standard British English in pronunciation and audio recording content.

Teenwise Grade 9 (2019) aimed to teach specific sounds of British English, such as the pronunciation of /ŋ/, /d/, and /ð/. When the audio tracks were listened to, it was understood that the coursebook preferred native British English for the pronunciation of this section. The sound /ŋ/ was taught in Theme 5B on page 72. Students were asked to listen and

notice the pronunciation of the /ŋ/ sound in eight different words in audio track number 32, and then they were required to listen to the same audio track, but given number 33, and select the words they had heard that sound. Figure 3 below shows the relevant pronunciation exercises.

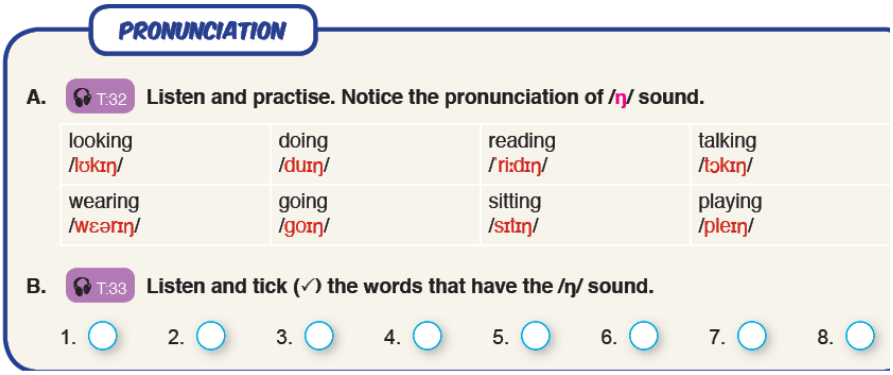


Figure 3. /ŋ/ sound pronunciation activity in Teenwise Grade 9 (2019)

In Theme 10B (p. 132), once again, eight different words were written in prompts. Students listened to their pronunciation to notice the difference between the /d/and /ð/ sounds. Then, as a practice, an additional eight-word list was given in the same pronunciation practice box. Students listened to the pronunciation of these words and were asked to tick the correct sounds they had heard. Figure 4 indicates this pronunciation practice.

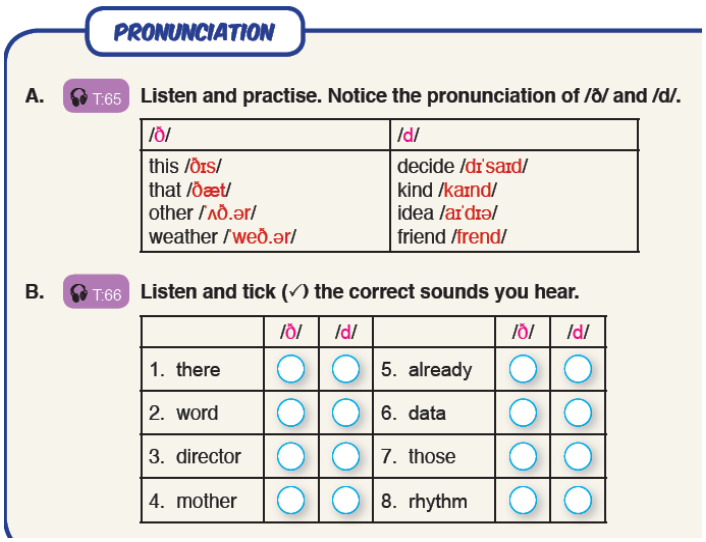


Figure 4. /d/and /ð/ sounds pronunciation activity in Teenwise Grade 9 (2019)

Also, in Theme 9B (p. 120), some pronunciation practices aimed to teach the assimilation of some sounds or words in spoken English, such as "would" and "could". The coursebook taught the assimilation of these sounds just as native British people do, and this gave a small clue that *Teenwise Grade 9* (2019) might have prioritised native British speech forms instead of respecting other varieties of English, as applying assimilations while speaking is often aligned with a native-speaker's speech act. The sample of assimilation exercise can be seen in Figure 5 below.

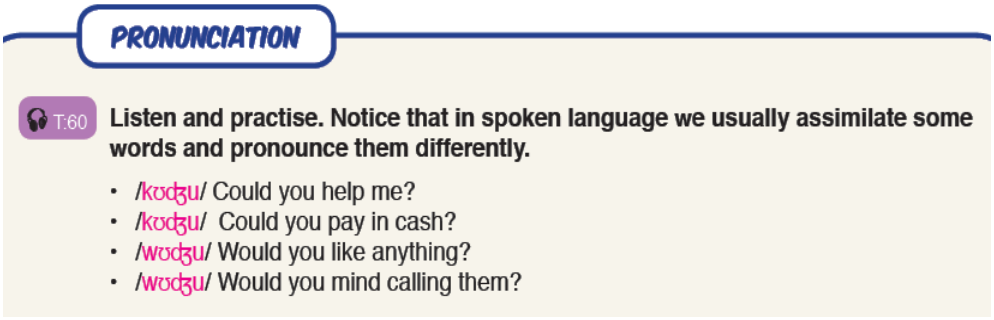


Figure 5. Assimilation of "would" and could" in pronunciation in Teenwise Grade 9 (2019)

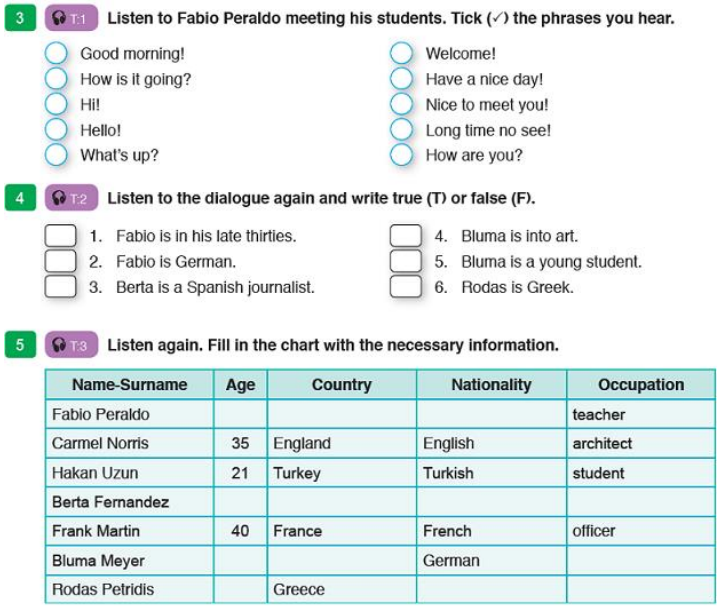
Pedagogical implication: The analysis of the "intelligibility" criterion revealed that *Teenwise Grade 9* (2019) presents pronunciation through isolated word lists and unit-based vocabulary items. The pronunciation sections focus primarily on Standard British English, as students were instructed to listen to native-speaker audio and identify specific sounds (Figures 3, 4). These exercises appeared to prioritise accuracy and recognition over oral production, as learners were not required to pronounce the words themselves. While Kiczkowiak (2019) criticised the overemphasis on native-speaker models, they did not entirely dismiss pronunciation practice. Instead, they advocated for coursebooks to include *lingua franca core* features and highlighted that learner-produced deviations from native-like pronunciation may support intelligibility. Moreover, neither the CEFR nor the 2018 curriculum define native-like articulation as a learning objective (MoNE, 2018, p. 5).

Pedagogically, pronunciation tasks are valuable for supporting "intelligibility" when they involve meaningful oral production. However, exposure to exclusively native-speaker audio may cause some learners to feel inadequate about their own speech. Teachers encourage students to pronounce vocabulary items in class without pressure to imitate

native accents. In addition, it can facilitate a meaningful teaching process if coursebook designers integrate pronunciation with vocabulary practice by using diverse audio samples which represent both native and non-native speakers. Including interactive repetition activities, such as rhymes or chants, may further support students' spoken accuracy and confidence.

Successful ELF users rather than native speakers: In addition to pronunciation practices, this study investigated whether *Teenwise Grade 9* (2019) offered input from non-native English speakers in its audio tracks and written material. The analysis reflected that although the coursebook featured dialogues involving international characters, the speech patterns in the audio materials were highly fluent. Characters in the dialogues usually spoke with native-like accents, or sometimes they had neutral accents. This suggested a dependency on native speaker norms in *Teenwise Grade 9* (2019), which might have reinforced the anglocentric orientation of this coursebook.

For instance, in a listening activity, a group of people meet their classmates in a dance class in Theme 1A (p. 15). In the initial stage of the activity, students were asked to choose the phrases they heard. This stage was followed by two other stages, in which students answered true/ false questions, completed missing information in a chart while listening. In the chart and the conversation, students examined that all the participants (Carmel, Hakan, Berta, Frank, Bluma, and Rodas) of the dance class were from other countries, such as England, Türkiye, Spain, France, Germany, and Greece. Also, their instructor was an Italian named Fabio Peraldo. Figure 6 below represents the related listening activity.



3 T:1 **Listen to Fabio Peraldo meeting his students. Tick (✓) the phrases you hear.**

- ○ Good morning!
- ○ How is it going?
- ○ Hi!
- ○ Hello!
- ○ What's up?
- ○ Welcome!
- ○ Have a nice day!
- ○ Nice to meet you!
- ○ Long time no see!
- ○ How are you?

4 T:2 **Listen to the dialogue again and write true (T) or false (F).**

1. ☐ Fabio is in his late thirties.
2. ☐ Fabio is German.
3. ☐ Berta is a Spanish journalist.
4. ☐ Bluma is into art.
5. ☐ Bluma is a young student.
6. ☐ Rodas is Greek.

5 T:3 **Listen again. Fill in the chart with the necessary information.**

Name-Surname	Age	Country	Nationality	Occupation
Fabio Peraldo				teacher
Carmel Norris	35	England	English	architect
Hakan Uzun	21	Turkey	Turkish	student
Berta Fernandez				
Frank Martin	40	France	French	officer
Bluma Meyer			German	
Rodas Petridis		Greece		

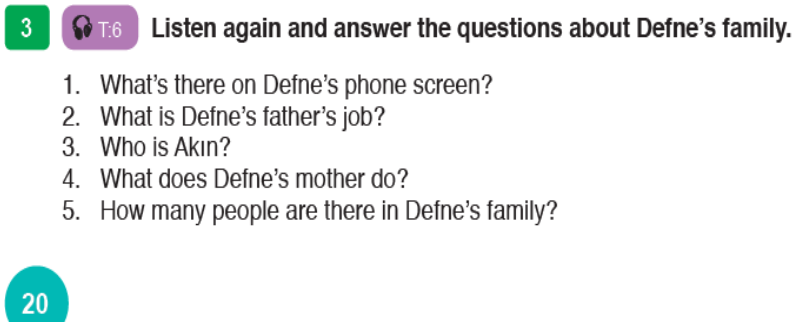
Figure 6. International characters in a listening activity in Teenwise Grade 9 (2019)

Though the characters in the dialogue were portrayed as internationally diverse, their voices in the audio track did not reflect their identity. These characters had a native-like English pronunciation, without any noticeable accents that reveal the characters' cultural backgrounds. The listening activity implicitly conveyed that learners were expected to obtain native-like pronunciation rather than maintain their own authentic accents. This validates that, despite the appearance of international representation, *Teenwise Grade 9* (2019) focused on native speaker norms. This perspective of the coursebook contradicts ELF principles that emphasise intelligibility and the legitimacy of diverse English varieties.

Teenwise Grade 9 (2019) consisted of a limited number of audio and written materials for reading, in which non-native speakers communicated with native British speakers. These instances could support learners' exposure to ELF interactions, yet their frequency was limited, as the coursebook overall maintained an anglocentric approach.

One example of this occasion could be in Theme 1B (p. 20), where a listening activity presented a Turkish student, Defne, who was talking to her British-speaking friend. In the audio track, Defne showed her family photograph to her friend and talked about her parents (audio track no. 5). In the first listening exercise, students were to match the family members with the people in the picture. Then, the same audio record was reused

(labelled as “track no. 6”), and students answered five comprehension questions on the same page. Though Defne was portrayed as a Turkish student with Turkish family members, her English in the audio recording was extremely fluent. She delivered her speech like a native British speaker, without any significant Turkish accent, but pronounced the Turkish names with a Turkish accent. Figure 7 below indicates the relevant listening activity.


3 T:6 **Listen again and answer the questions about Defne's family.**

1. What's there on Defne's phone screen?
2. What is Defne's father's job?
3. Who is Akın?
4. What does Defne's mother do?
5. How many people are there in Defne's family?

20

Figure 7. A non-native English speaker talking to a native speaker of English in a listening activity in Teenwise Grade 9 (2019)

Although Defne is portrayed as a Turkish character with Turkish family members, her spoken English in the audio is extremely fluent, delivered in a native-like British accent with no signs of a Turkish influence. Only the pronunciation of Turkish names reflects her cultural background.

This example indicates that *Teenwise Grade 9* (2019) attempted to depict interactions between native and non-native English speakers. It aligned with the concept of successful ELF use, as suggested by Kiczkowiak (2019). On the other hand, this effort of the coursebook was weakened because of the native-like accents of non-native speakers. The authenticity of ELF communication was decreased since the coursebook continued to promote native-speaker norms instead of reflecting the global diversity of English.

Along with audio materials concerning *“successful ELF users rather than native speakers”*, *Teenwise Grade 9* (2019) featured written materials that embodied this concept. An instance of this was a reading task named “Different Shelters Different Cultures” in Theme 2A (p. 31). In this activity, students read three short texts from three young people who described their rooms. These people were depicted as students who

lived in their parents' or a shared room in a dormitory, and they were from Tokyo, Morocco, and Sweden, as seen in Figure 8 below.



Figure 8. The reading text, "Different Shelters, Different Cultures in Teenwise Grade 9 (2019)

Written formats can serve as resources representing diverse cultural and linguistic representations of ELF so that students not only engage in listening activities but also observe the elements of ELF through reading. This reading activity could have demonstrated an achievement in the "successful ELF users rather than native speakers" concept because it represented the variety in the coursebook's exercise types, which focused on this perspective.

Another similar sample can be seen in Theme 1B (p. 24), as a reading and writing activity. The activity provided further insight into the coursebook's approach to representing "successful ELF users". In the reading section, students were presented with a model

email written by a Turkish student addressed to a foreign peer named Jorge. While reading, learners were required to fill in four blanks with appropriate words, reinforcing comprehension and vocabulary use. In the second stage of the activity, students were asked to compose an email describing their hometown for a guest who was about to visit them from abroad. Figure 9 below illustrates this integrated reading–writing practice and reflects an attempt to promote real-life, intercultural communication between non-native English speakers.

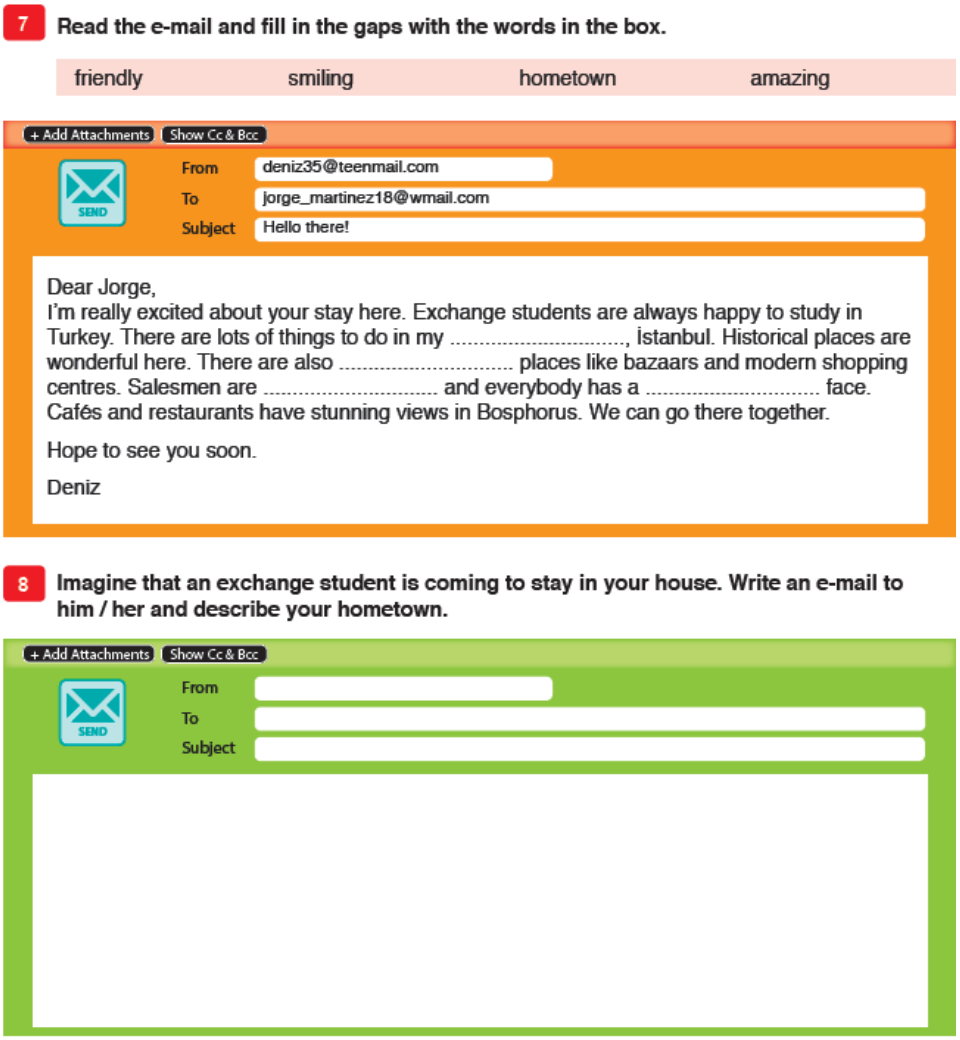


Figure 9. Non-native English speakers communicating through email in a reading and writing activity in Teenwise Grade 9 (2019)

Pedagogical implications: The analysis of the "successful ELF users rather than native speakers" criterion revealed that *Teenwise Grade 9* (2019) included non-native speaker characters in dialogues and reading texts, as illustrated in Figures 6, 7, and 8. However,

the characters in the audio tracks were portrayed with native-like speech and accents, without noticeable linguistic features reflecting diverse non-native English varieties. This approach contrasts with Kiczkowiak (2019, p. 4), who emphasised that showcasing successful ELF users with distinct, comprehensible accents fosters learners' confidence, ownership of English, and adaptability in real-world communication.

Pedagogically, while exposure to clear models of conversations remains valuable, including speakers with slight, intelligible accents could enhance learners' familiarity with global English use and reduce anxiety about achieving native-like speech. Unless a coursebook provides non-native English users with its listening materials, teachers can supplement the coursebook materials with authentic audio or video recordings to promote a more realistic understanding of English as a global language. Moreover, coursebook designers should consider integrating characters who speak with mild non-native accents, ensuring these do not hinder "intelligibility" but reflect the authentic variety of English in international contexts.

Authentic ELF use rather than native speaker corpora: The thesis checked the linguistic corpora of *Teenwise Grade 9* (2019) within this checklist item. As previously mentioned, *Teenwise Grade 9* (2019) primarily utilised the native British accent and British language corpora instead of following an international one. However, the coursebook also included limited use of international corpora. The activities described below, taken from the coursebook, can be reflective of the existing corpora.

The vocabulary input presented in Theme 2B, on page 32, as the Figure 8 demonstrates below, *Teenwise Grade 9* (2019) employed a native-British corpus since it aimed to teach words such as "pharmacy", "theatre", shopping mall", and "leisure centre" and wrote these words in Standard British form. This was a pre-listening and speaking task. Students were to match ten words with photographs on that page. Based on the lexical choices mentioned and their orthographic representation, this thesis posits that *Teenwise Grade 9* exhibited an anglocentric orientation. In Figure 10, words belonging to British English can be observed in a matching activity.

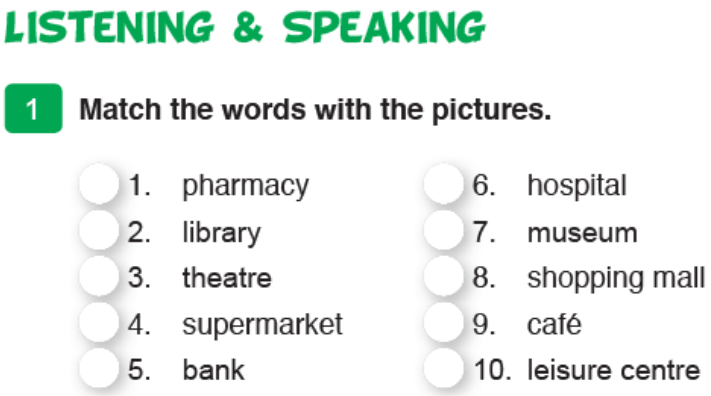


Figure 10. Vocabulary list indicating English corpus in Teenwise Grade 9 (2019)

Teenwise Grade 9 (2019) incorporated British idioms and proverbs in each chapter within contexts to encourage students to guess their meaning and to compare these with idiomatic expressions in their own cultures. However, the accompanying exercises did not facilitate such cross-cultural comparison. This contrast points out a tendency for native English corpora over the intercultural approach. Figure 11 below illustrates the samples that belonged to the idiom and proverb sections.

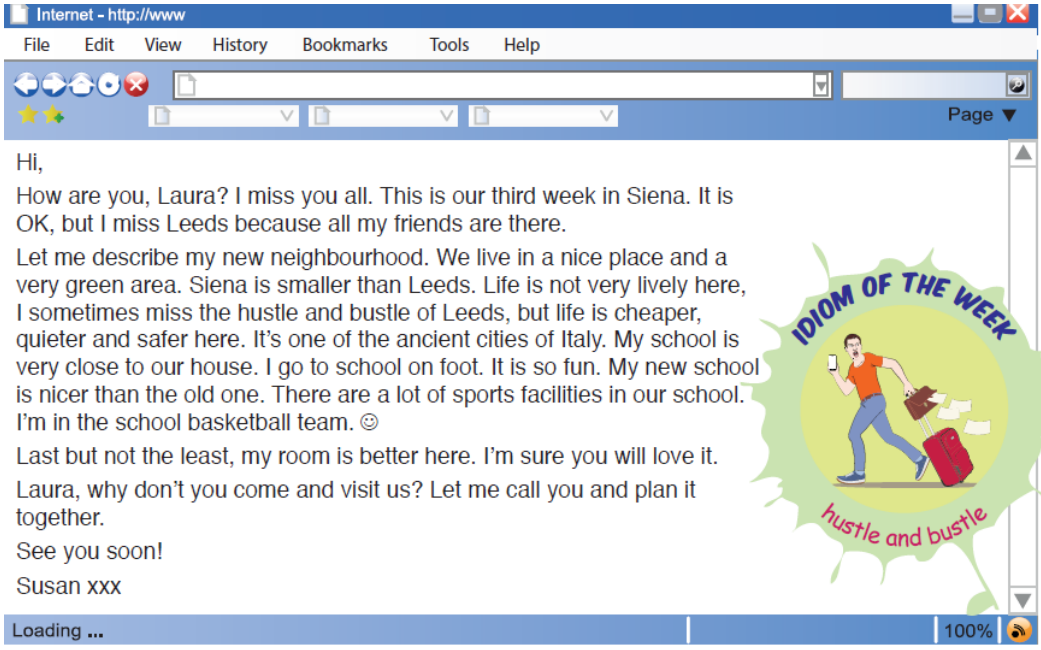


Figure 11. A reading text including an idiom, idiom input belonged to English culture in Teenwise Grade 9 (2019)

Figure 11 above shows the idiom "hustle and bustle" (p. 84) within an email context to facilitate comprehension of its meaning. After reading the email, students responded to

the two comprehension questions related to that. The questions asked who the email was from and to. Yet, the coursebook did not guide students to explore the Turkish equivalent of the idiom and compare their linguistic forms, meanings. That is another reason why the thesis interprets that *Teenwise Grade 9* (2019) supplied enriched linguistic and cultural input of the British language, but it aimed to teach students the native-English corpora rather than an international one.

Teenwise Grade 9 (2019) occasionally supplied different words for food names from different countries, especially in Themes 6 and 7, which were about cultural topics. These themes might have included a few lexical items from international corpora. The thesis interprets that the coursebook might have used this as a strategy to increase the awareness of ELF among learners. Figure 12 and its explanation below detail this feature.

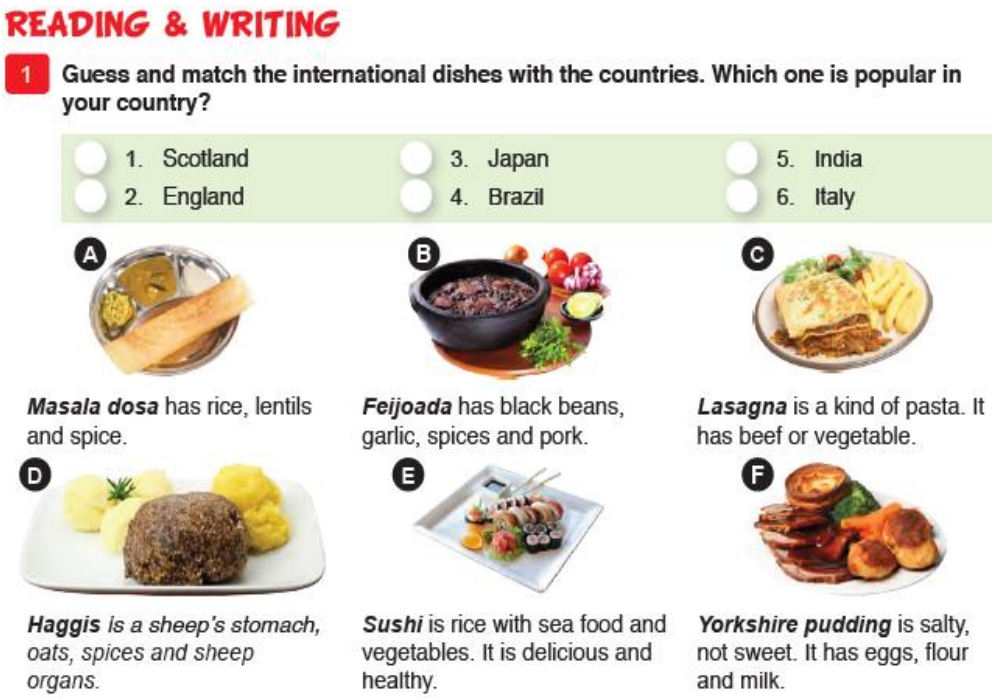


Figure 12. Six dishes from different cuisines given as a pre-task of reading and writing activity in Teenwise Grade 9 (2019)

This example (Theme 6A, page 75) presented images of six traditional dishes belonging to six different cultures and read short explanations under these images. The selected dishes included “masala dosa” from Indian, “feijoda” from Brazil, “lasagna” from Italy, “haggis” from Scotland, “Yorkshire pudding” from England, and “sushi” from Japan. The matching exercise was designed as a pre-reading task, and the images might have helped

learners to understand what food they were when they read the passages afterwards. However, these features of the activity can indicate that *Teenwise Grade 9* (2019) obtained a native-English corpus. While referring to culturally specific food names may have increased an interest towards other traditional cuisines and promoted contextual vocabulary learning, the selection of the dishes required to be considered. The inclusion of two dishes from native-English speaking countries and the omission of Turkish and other Asian cuisines could have limited the authenticity of the materials, which aligns with the concept of ELF.

Pedagogical implication: The analysis of the "authentic ELF use rather than native speaker corpora" criterion in *Teenwise Grade 9* (2019) revealed partial success in incorporating international elements, such as vocabulary related to global cuisine, as illustrated in Figure 12. These illustrations and short explanations allowed students to compare foreign dishes with their own cuisine. Besides, they served as authentic materials and provided real examples of intercultural engagement relevant to ELF contexts. However, the majority of cultural content remained focused on English or European contexts, with limited representation of cultures from other regions. As Figure 12 indicates, four of the dishes belonged to European culture. Additionally, an examination of vocabulary sections showed a predominance of British English spellings (Figure 10), without their American equivalents, and listening activities did not present non-native English expressions or voices. These findings stood in contrast to Kiczkowiak's (2019, p. 4) idea of integrating diverse linguistic inputs that reflect global English usage and support learners in navigating real-life ELF communication.

As a pedagogical recommendation, coursebook designers could include sections of vocabulary instruction that identify similarities in sounds or words shared between English and other languages. As a result of this, coursebook designers may offer a supplementary and engaging dimension to language learning. Additionally, incorporating words that differ slightly in spelling between British and American English would enhance learners' awareness of global English variations, and teachers could further emphasise such differences during classroom instruction.

Intercultural communicative skills rather than fixed cultural models: In this category, the thesis checked whether *Teenwise Grade 9* (2019) supplied international contexts, people, and places within audio tracks, reading texts, and speaking activities, and if the coursebook expected students to produce in the target language. Once again, it was observed that the coursebook had an anglocentric perspective. Although it included international items, these were gathered in specific themes. Another problem observed in *Teenwise Grade 9* (2019) was that the main cultural features that dominated the coursebook were native-English speaking countries.

It is widely recognised that language coursebooks stimulate learners' curiosity by including cultural content, like the names of well-known places and celebrities. When these materials are accompanied by relevant visuals and context (information about the lifestyles of celebrities, their career, the location of a place, and cultural facilities there), learners' curiosity towards lessons increases. In this regard, coursebooks serve as potentially valuable resources for expanding learners' general knowledge (Zengin, 2021). However, ensuring a balanced representation between frequently seen and less commonly observed cultural figures is essential to reach the aims of ELF (Marwa et al., 2021; Zengin, 2021). Most of the time, coursebooks reflect American or European celebrities, places in Europe, due to their global popularity. On the other hand, rare places or national characters can be ignored by the coursebook authors. The omission of the local or less common cultural figures can prevent learners from developing their intercultural communicative competence, a key element of ELF as suggested by Byram (1997, as cited in Zengin, 2021).

Teenwise Grade 9 (2019) incorporated a range of cultural figures within the reading, listening and speaking activities, accompanied by visuals. In this regard, the feedback about the intercultural competence supplied by the coursebook was positive. Yet, the representation of these intercultural elements appeared imbalanced due to a notable emphasis on figures from European or native-English speaking countries.

For instance, a listening and speaking activity in Theme 5A (p. 62) featured characters who were European (Ethan, Emma, Jim, Lydia, Bruce, Mia). The objective of the task was to teach how to describe physical appearance using visual prompts and descriptive

sentence forms. Using visuals to practise the use of language structures assisted students in internalising their linguistic competence. Nonetheless, using European names could have led students to think that their cultural identities were underrepresented. The existing characters can be observed in Figure 13 below.

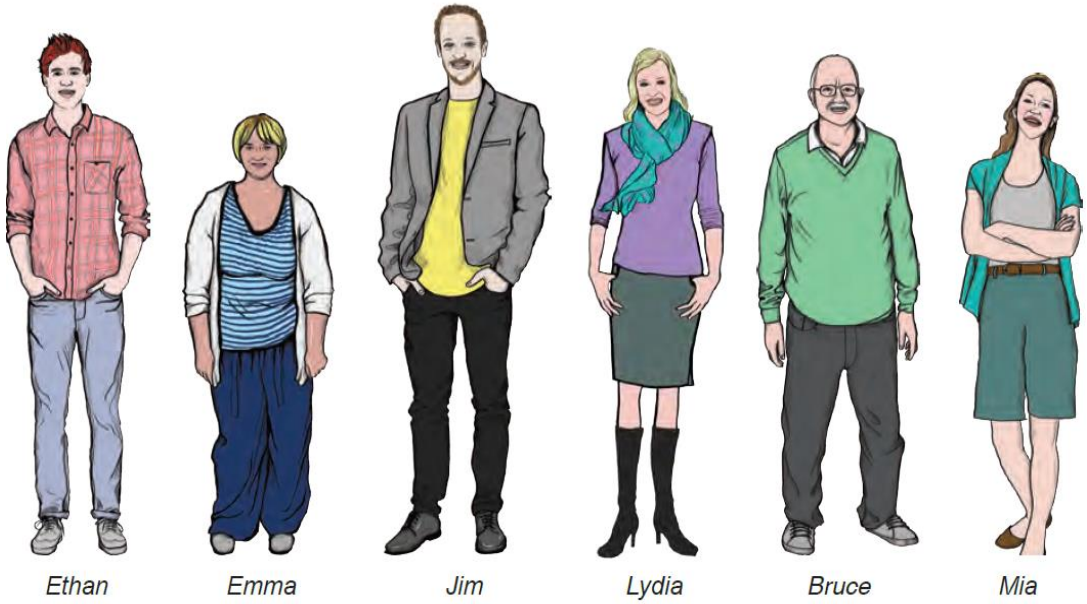


Figure 13. European characters represented in Teenwise Grade 9 (2019)

Pedagogical implication: As stated above, Teenwise Grade 9 (2019) was found rich in intercultural context, but often represented European characterisation in images, concepts, which might have resulted in an *"anglocentric"* perspective, as Kiczkowiak (2019, p. 5) pointed out. Figure 13 above represents the European characterisation.

To solve the problem represented in Figure 13, an exchange of one or two images with Asian, African figures or another figure belonging to a less-presented culture could be more meaningful in terms of "intercultural communicative skills". Coursebook designers should also pay attention to the physical appearance of human figures represented in their coursebooks and consider adding variety to these figures. Characters selected from diverse ethnicities in video recordings, for instance, may influence students as models.

Communicative skills rather than native-like correctness: As stated by Ellis (1997, p. 60), the thesis checked for the representations of paraphrasing a text or an idea, inventing new words or borrowing words from their native languages or other languages, and using word

coinage and approximation within the coursebook. However, these strategies did not take place in the book.

At the end of the analysis for these items in *Teenwise Grade 9* (2019), many pair work, role play, and dialogue writing activities were identified, but these activities focused on teaching very basic speech models such as how to describe a place like a room, how to speak in different situations such as while buying tickets for an airplane or talking about near future plans with friends, and how to express agreement and disagreement. Among the speaking, vocabulary, and other skills' content, none of the activities focused on paraphrasing. Vocabulary instructions did not give place to word invention, borrowing, approximation, or word coinage.

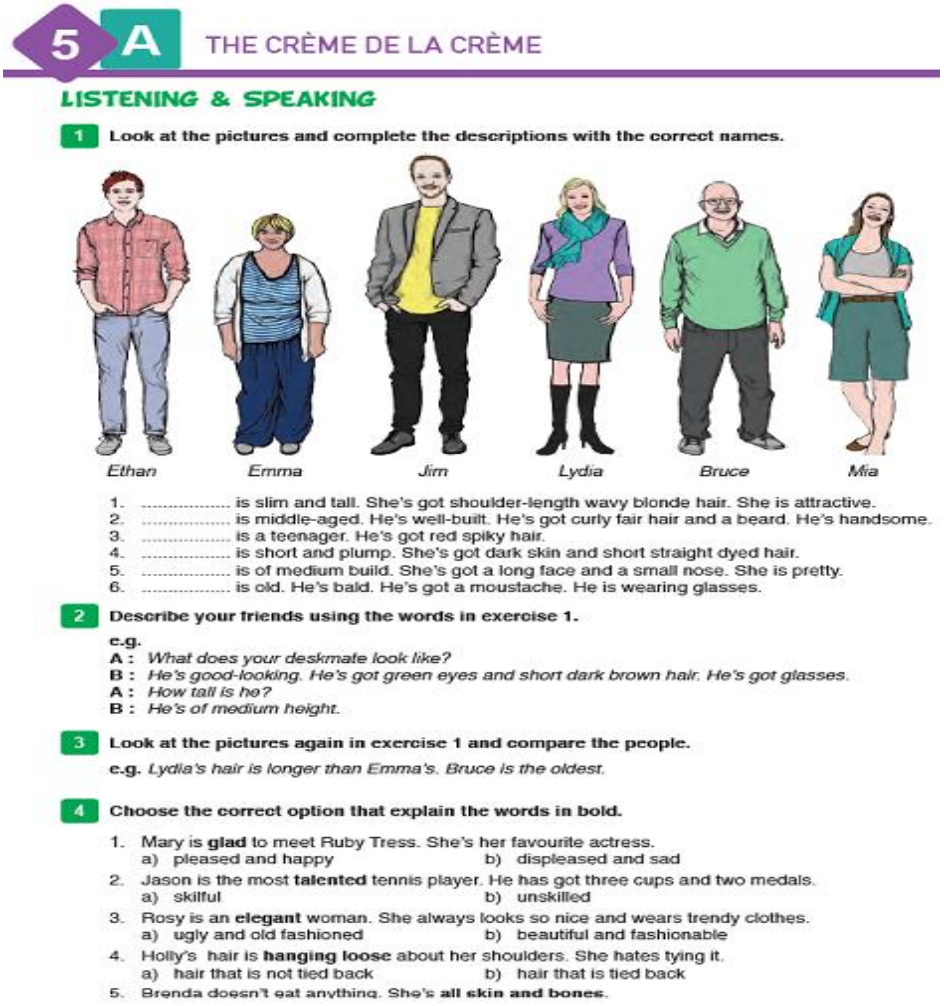
Pedagogical implication: Speaking activities which focused on specific speech models in *Teenwise Grade 9* (2019) were valuable in terms of fostering meaningful communication. However, it is interpreted that the coursebook aimed to teach accuracy rather than fluency in speech, contrary to Kiczkowiak (2019), who argued that "*successful ELF communication is about being able to use the language flexibly, adapting it to the interlocutor and communicative situation at hand, to employ a variety of communicative strategies"* (p. 6).

Although the MoNE did not identify any of the communicative strategies, described by Ellis (1997) as the learning outcomes of ninth grade, it asserted that their language teaching ideology is primarily based on ELF and the CLT, to increase learners' communicative competence (the MoNE, 2018, p. 5), as Canale and Swain (1980) emphasised in *"strategic competence"*. During the literature review, Ellis's (1997) communicative strategies were found to be similar to language learners' typical behaviours, which consist of transferring from their mother tongue to English, inventing new words, using words that have similar sounds to English, and over-explaining themselves when they have a limited range of vocabulary. Though the real-classroom observation was not the scope of the master's thesis, it was observed that Teenwise Grade 9 (2019) did not foster any communicative strategies, as stated by Kiczkowiak (2019, p. 6). It was estimated that expressing themselves in English might have been challenging for them; therefore, students should have been guided to use a few of these. For instance,

students could have been provided with the synonyms of the target words they studied in units, or similarities in meanings of words or phrases might have been signified through vocabulary exercises. Coursebook writers might have added fun activities which enabled students to invent new words. Furthermore, simple paraphrasing drills focusing on the grammar objectives could have been integrated into reading, listening and speaking materials.

Multilingual ELF use rather than monolingual native speaker language use: This item in the checklist investigated whether the coursebooks provided any expressions and vocabulary items that belong to other languages. Lots of international, Turkish words related to food, place, and famous people were included in the themes using visuals. However, these lexical items were not integrated into explicit vocabulary practice. Sometimes, foreign expressions were represented in the coursebook, but input related to their cultural background was missing. Besides, the coursebook did not feature any idiomatic expressions from Turkish or other languages' cultural backgrounds. Moreover, just as in the "intercultural communication skills" criterion, figures from European and native-English speaking countries dominate within the coursebook as reading and visual materials. The absence of representations of other languages' lexical items reflected a preference for monolingual English language use. The thesis interprets that this condition limited students' opportunities to come across multilingual ELF elements.

Figure 14, placed above, can support a sample belonging to Chapter A in Theme 5 (p. 62), which was titled *"The crème de la crème"*. Despite the use of a well-known French phrase as the chapter title, the coursebook did not provide any explanation of its meaning, origin or pronunciation. The theme combined visuals, short texts about celebrities to stimulate curiosity about several famous individuals (see Figure 14 below).



5 A THE CRÈME DE LA CRÈME

LISTENING & SPEAKING

1 Look at the pictures and complete the descriptions with the correct names.

Ethan Emma Jim Lydia Bruce Mia

1. ..... is slim and tall. She's got shoulder-length wavy blonde hair. She is attractive.
2. ..... is middle-aged. He's well-built. He's got curly fair hair and a beard. He's handsome.
3. ..... is a teenager. He's got red spiky hair.
4. ..... is short and plump. She's got dark skin and short straight dyed hair.
5. ..... is of medium build. She's got a long face and a small nose. She is pretty.
6. ..... is old. He's bald. He's got a moustache. He is wearing glasses.

2 Describe your friends using the words in exercise 1.

e.g.
A : *What does your deskmate look like?*
B : *He's good-looking. He's got green eyes and short dark brown hair. He's got glasses.*
A : *How tall is he?*
B : *He's of medium height.*

3 Look at the pictures again in exercise 1 and compare the people.

e.g. *Lydia's hair is longer than Emma's. Bruce is the oldest.*

4 Choose the correct option that explain the words in bold.

1. Mary is **glad** to meet Ruby Tress. She's her favourite actress.
   a) pleased and happy b) displeased and sad
2. Jason is the most **talented** tennis player. He has got three cups and two medals.
   a) skilful b) unskilled
3. Rosy is an **elegant** woman. She always looks so nice and wears trendy clothes.
   a) ugly and old fashioned b) beautiful and fashionable
4. Holly's hair is **hanging loose** about her shoulders. She hates tying it.
   a) hair that is not tied back b) hair that is tied back
5. Brenda doesn't eat anything. She's **all skin and bones**.

Figure 14. A chapter titled "creme de la creme" in French in Teenwise Grade 9 (2019)

Probably, students did not notice or understand the meaning of the chapter title. Although the phrase *"crème de la crème"* may be recognised in various societies, this does not guarantee that younger learners in Türkiye are familiar with it. Therefore, a brief explanation or glossary entry on the same page (p. 62) would have been helpful. Alternatively, the title could have been followed by a short, interactive discussion prompt, such as *"What do you think this phrase means?"* to promote learner engagement and foster multilingual awareness. As this sample indicates, the omission of any reference to the phrase's linguistic or cultural background may have caused a missed opportunity to incorporate multilingual awareness.

While *Teenwise Grade 9* (2019) incorporated elements from Turkish and European cultures, through historical references, facts, and contexts, these were concentrated in

Themes 5, 6 and 7. Instead of an equal distribution, the coursebook preferred an imbalanced integration of cultural features, which may also contradict the multilingual ELF use. For instance, detailed observation reveals how *Teenwise Grade 9* (2019) embedded Turkish cultural references through visuals, the listening and speaking activities and vocabulary practices in Theme 7A, pp. 86, 87). Below, Figures 15 and 16 demonstrate the activities on the relevant page.

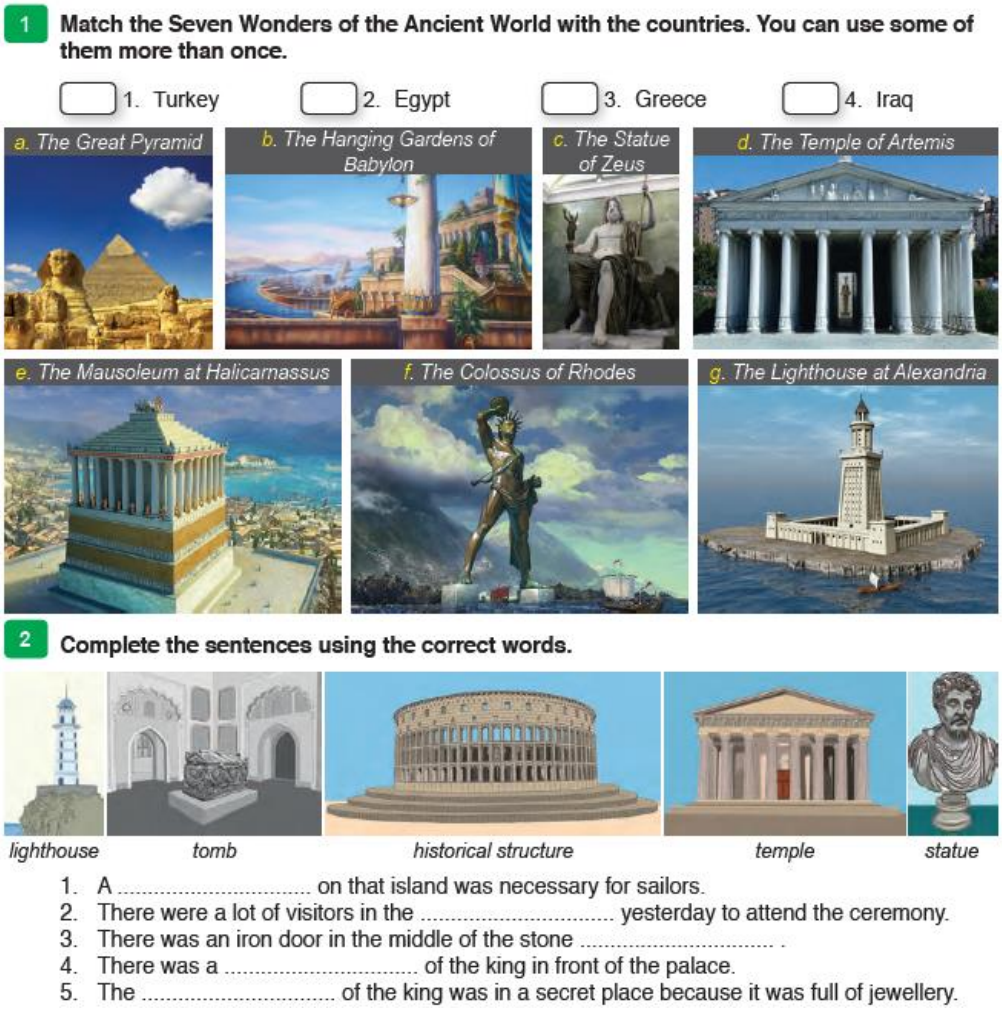
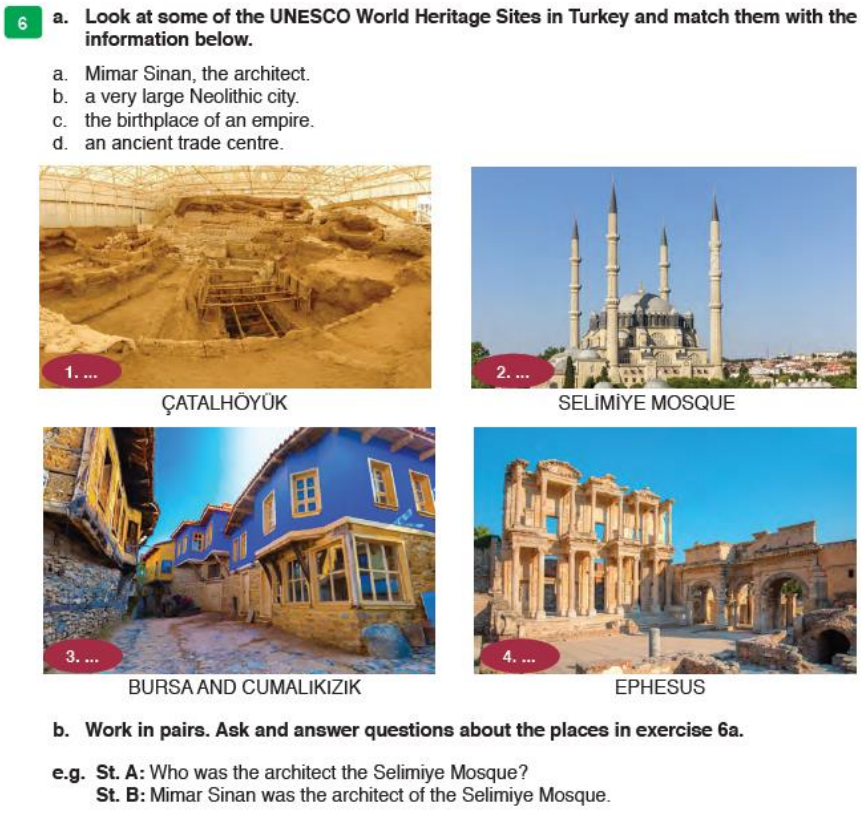


Figure 15. A matching exercise providing historical objects, landmarks and their vocabulary in Teenwise Grade 9 (2019)

Figure 15 above represents the matching activity and a sentence completion exercise that facilitated the use of specific words, as well as historical places' names such as *"the Mausoleum at Halicarnassus"*, *"the Temple of Artemis"* in Theme 7 A (p. 86).

Figure 16 below indicates Activity 6 A on page 87 in the coursebook. Activities on pages 86 and 87, in *Teenwise Grade 9* (2019), incorporated visuals of places which have historical and touristic importance in Türkiye, as well as additional information such as the architects, the era they were built in, and the purpose of their existence. Students came across archaeological terminologies and phrases such as *"mausoleum", "tomb", "neolithic", "ancient trade centre"*, which were in English, but their origins may come from Latin. Also, most of the images and place names, selected from Türkiye, the Mediterranean, or Egypt, represented the well-known places around the world. These activities appeared to reflect the multicultural and multilingual ELF diversity to a limited extent. The thesis interprets that the coursebook was able to reach the "multilingual ELF use". Yet, as discussed in this criterion, the representation of multilingual and multicultural elements was limited within specific themes. This demonstrates a conflict between *Teenwise Grade 9* (2019) and the ELF criteria suggested by Kiczkowiak (2019) (see Figure 16 below).



6 **a. Look at some of the UNESCO World Heritage Sites in Turkey and match them with the information below.**

a. Mimar Sinan, the architect.
b. a very large Neolithic city.
c. the birthplace of an empire.
d. an ancient trade centre.

1. ... ÇATALHÖYÜK

2. ... SELİMİYE MOSQUE

3. ... BURSA AND CUMALIKIZIK

4. ... EPHESUS

b. Work in pairs. Ask and answer questions about the places in exercise 6a.

e.g. St. A: Who was the architect the Selimiye Mosque?
St. B: Mimar Sinan was the architect of the Selimiye Mosque.

Figure 16. An activity providing words such as "neolithic", "ancient", "empire", and historical landmarks in Türkiye in Teenwise Grade 9 (2019)

Pedagogical implication: The findings related to "multilingual ELF use rather than native speaker language" item indicated that the coursebook limited the multicultural and multilingual representations within three units and provided mostly European figures and well-known landmarks from Turkey. Although these materials were useful in terms of using students background knowledge in the lessons, the thesis interprets that these materials were stereotypical representations of Turkish and European cultures and less-known cultures were neglected. Limiting them in three units can also be criticised. To compensate these problems, coursebook authors should consider distributing multicultural materials throughout the coursebook they design. Other units in Teenwise Grade 9 (2019) can incorporate these type of materials as well.

In Unit 3, for instance, the coursebook provided various movies with their illustrations. The unit's content was rich in audio materials and text excerpts. Yet, most of the movies were selected from Hollywood, and only one text referred to Bollywood. The theme of this unit could be varied by presenting British, Italian and French movies and their images, information texts about them, instead of giving place to stereotypes.

Additionally, students could be given a project task in Unit 2, referring to the unit's theme. In Unit 2, students learned asking for and giving directions, describing the places where they lived. Additional materials, such as short excerpts from documentaries which reflect life conditions and people's shelters in Africa, the Raiforests' area, India and mountainous area of China, could be provided to students. They could be asked to watch these documantaries' parts as a home assignment. Then, students can be given tasks referring to the documentaries they watch, in their lesson hours. These tasks may require pair and group work, ask students to answer comprehension questions initially, write journals by using a few specific words they heard in the documentaries, prepare posters, reflect on the places they watched. This is only one example for how multicultural diversities can be integrated in another unit in Teenwise Grade 9 (2019), but samples can be varied.

As an ultimate suggestion, the thesis interprets that teachers' experience is the key element in varying the multicultural features of the coursebooks. Therefore, teachers' experience can be addressed while designing coursebooks.

Raising students' awareness towards ELF mindset: The coursebook valued cultural references in other written materials, such as Turkish, Japanese, Indian, etc., for reading skill, which could have been included in the content to increase students' multicultural awareness within intercultural contexts. To elaborate, Themes 6 and 7 integrated lots of cultural references from Türkiye, Japan, and a few European countries into audio tracks, listening exercises, and reading content. The coursebook attempted to activate Turkish students' knowledge about their culture and to raise curiosity for other cultures, which is worth appreciating. However, this effort was not efficient since most of the time, the cultural references were selected from the most represented or the well-known places and people around the world.

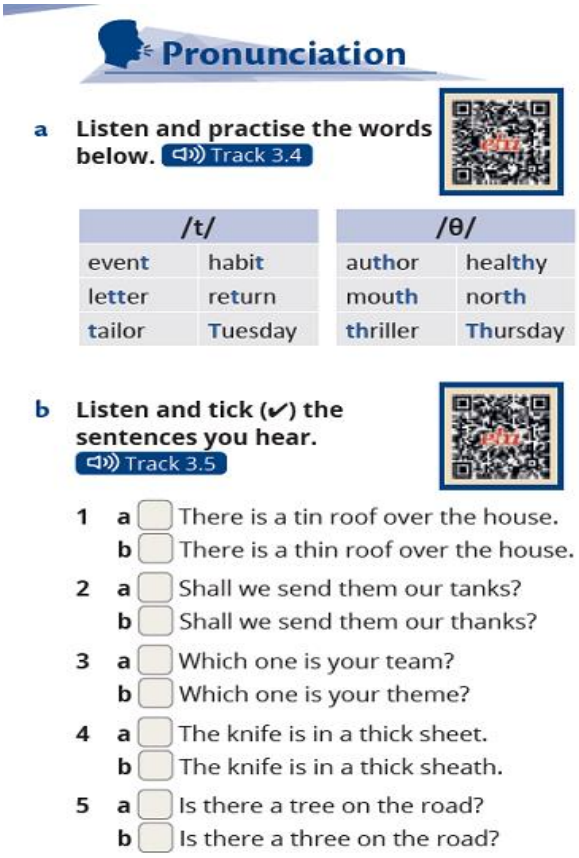
Teenwise Grade 9 (2019) included input, place names such as Bursa, Cumalıkızık, Selimiye Mosque, Çatalhöyük, Şanlıurfa, Göbeklitepe, which are worldwide known places and carry historical and archaeological importance for Türkiye on pages 86 (as can be observed from Figure 14) and 93. Moreover, the coursebook added other place names like the Sahara Desert, Mount Everest, the Grand Canyon, the Hanging Gardens of Babylon, etc., on page 91. Taking these samples into consideration, it can be concluded that *Teenwise Grade 9* (2019) had an attempt to draw students' attention towards multicultural environments through a limited range of cultural representations.

This part of the thesis described the extent to which *Teenwise Grade 9* (2019) reflected the seven criteria of ELF, drawing on the models of Kiczkowiak (2019) and Ellis (1997). The analysis pointed out that this coursebook partially matched the criteria. The coursebook especially demonstrated an "anglocentric" perspective in the intelligibility, authentic ELF corpora, and communicational skills. Moreover, it limited the representations of cultural materials to three units by placing more content belonging to Turkish and European cultures. This approach might have led to the prioritisation of stereotypes and an insufficient representation of non-English cultures, which was regarded as an issue by Kiczkowiak (2019).

4.1.2 Findings in Uplift Grade 9 (2022)

Intelligibility: When the pronunciation instruction and listening activities were analysed, *Uplift Grade 9* (2022) was found to be anglocentric, not as much as *Teenwise Grade 9*

(2019). While the coursebook did not intensively prioritise pronunciation accuracy, all audio tracks featured a fluent, clear standard British English accent. This exposure may have implicitly influenced students to adopt native-like pronunciation models, contrary to the basic principles of global English. In the pronunciation practices, instead of focusing on peculiar sounds in British English, the coursebook aimed to develop the accuracy of the pronunciation of the words it provided through audio tracks and tongue twisters for each sound it introduced in each theme. Below, Figure 17 reflects a pronunciation section in Theme 3D (p. 43) in *Uplift Grade 9* (2022).



Pronunciation

a **Listen and practise the words below.** Track 3.4

/t/		/θ/	
event	habit	author	healthy
letter	return	mouth	north
tailor	Tuesday	thriller	Thursday

b **Listen and tick (✔) the sentences you hear.** Track 3.5

1 a ☐ There is a tin roof over the house.
b ☐ There is a thin roof over the house.

2 a ☐ Shall we send them our tanks?
b ☐ Shall we send them our thanks?

3 a ☐ Which one is your team?
b ☐ Which one is your theme?

4 a ☐ The knife is in a thick sheet.
b ☐ The knife is in a thick sheath.

5 a ☐ Is there a tree on the road?
b ☐ Is there a three on the road?

Figure 17. A pronunciation input for the sounds /θ/ and /t/ in Uplift Grade 9 (2022)

In Theme 3D (p. 43), the sound /θ/ as in the word "author" was introduced with other words with the same sounds, and the main variant sound /t/ as in the word "tailor", which could be beneficial for students to hear the differences in the sounds, as the image above reflects Activity A. Then, these words in the introduction were combined into ten sentences, written on the same page. These sentences were almost the same, except for the words that the target sounds were in. Also, students were asked to listen to these

sentences through an audio track, so that they would understand the sound derivations in these sentences, as seen in Activity B. As a final, and enjoyable step, Activity C (Figure 18) supported students with tongue twisters which targeted the /t/ and /θ/ sounds, similar to a challenge. The related image can be seen below.



Figure 18. A follow-up pronunciation activity for the /t/ and /θ/ sounds in Uplift Grade 9 (2022)

As mentioned at the beginning of this section, *Uplift Grade 9* (2022) aimed to teach accurate pronunciation of its corpus gradually, adding the fun element, but did not select specific sounds in British English.

However, other written materials, exercises in the coursebook, occasionally included words which belong to British English, and the thesis noticed their pronunciation was in Standard British English form. Figure 19 below reflects a sample for this situation.

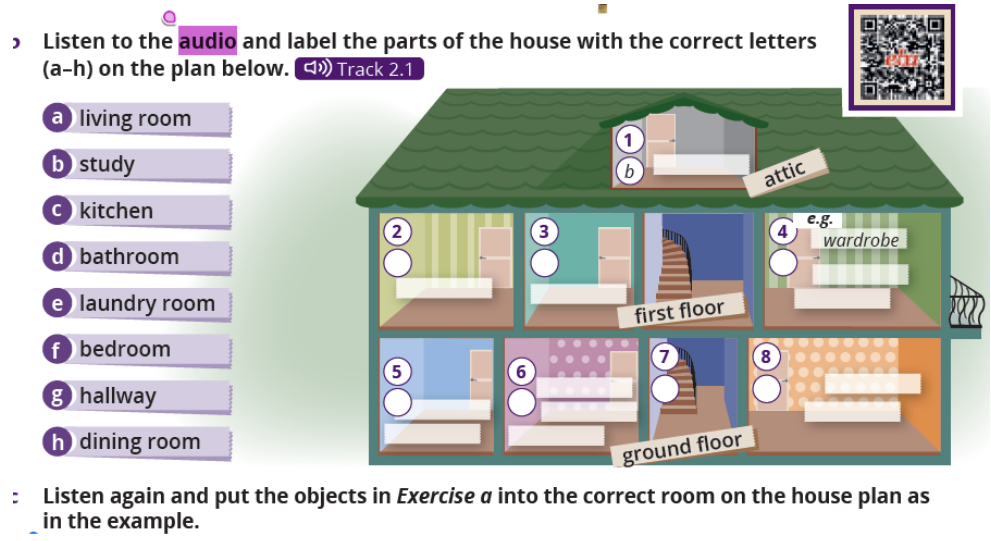


Figure 19. A listening and matching activity to practise the pronunciation of the words provided in Uplift Grade 9 (2022).

As the image shows, Activity B in Theme 2A (p. 26) was a vocabulary reinforcement, which supported students with an audio. Students listen to a person describing her house, using the words taught. When the audio was analysed, it was found that the person pronounced the word “bathroom” instead of toilet, water closet, or restroom, and in the Standard British English accent as /ˈbɑːθ.ruːm/. The thesis considers this sample as a piece of evidence that reveals that *Uplift Grade 9* (2022) preferred Standard British English.

Pedagogical implication: The analysis of the “intelligibility” item indicated that *Uplift Grade 9* (2022) focused on Standard British English use, instead of maintaining clarity in audio recording, but it did not prioritise native-like pronunciation since it aimed to foster students’ production and use of the words in the pronunciation sections, as well as listening and comprehension. As Figures 18 and 19 reflect, students were expected to practice producing the sounds, but not in a British English accent. The content analysis reflected that some of the implications written for Teenwise Grade 9’s (2019) “intelligibility” criterion were considered by the authors of this coursebook.

Successful ELF users rather than native speakers: Although *Uplift Grade 9* (2022) supplied cultural representations of different countries, such as their foods, manners, flags, a few characters, and movie names, it did not present an adequate number of non-native people conversing with other non-natives or natives. In the dialogues and audio recordings, the speakers were often two European people who spoke clear, fluent British English. Even non-native characters who came from other parts of the world spoke in the Standard British accent. It is possible to observe this problem in a listening activity in Theme 1, as Figures 20 and 21 below show.



Figure 20. Two non-native English speakers engaging in a listening activity in Uplift Grade 9 (2022)

The listening activity (p. 16) started with a discussion question that students could express a little piece of information about how they greet people in other languages. This application also proves that the coursebook somehow allowed multilingual ELF use, which will be discussed below. Then, students listened to an audio track between a student from Somalia, Juma, and another student from Switzerland, Daniel.

Another sample for successful ELF use among non-native speakers or non-native speakers with natives was found in Theme 3A as a listening activity on page 36, where five people from different countries talked about their hobbies, dislikes. Figure 21 reflects the listening activity below.

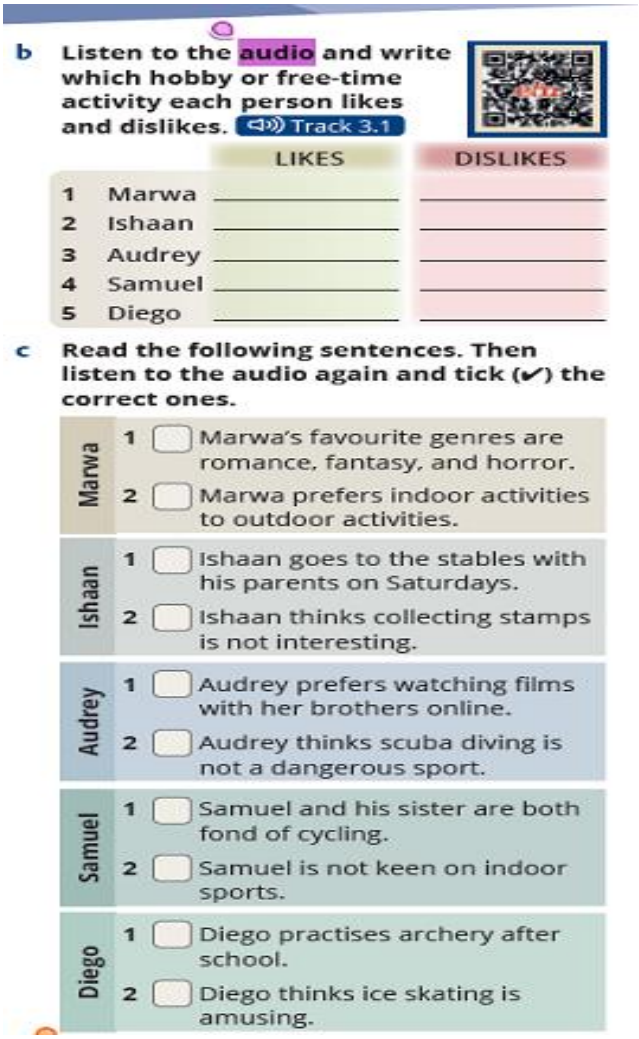


Figure 21. A listening activity featuring five international individuals on hobbies and dislikes in Uplift Grade 9 (2022)

On the other hand, a few audio track samples where English was presented as a superior language were discovered in *Uplift Grade 9* (2022). In Theme 1B (p. 19), another listening exercise presented a student from Berlin, Emma, talking to a staff member in the student affairs service on the phone. The audio track revealed that while Emma was speaking in a clear, fluent, and neutral accent, the officer in the student affairs office had an English accent.

The thesis considers that students who studied this coursebook might have inferior feelings because they would not speak like a native British, or they could have criticised the student affairs officer for speaking with a native British accent, which may have demonstrated an overrepresentation of British English from the students' perspective. The

image related to this exercise is below. To clarify the sample, the audio track of this exercise will be provided in the thesis interview by the researcher. Figure 22 below shows the activity which refers to the dialogue between Emma and the officer in the student affairs.

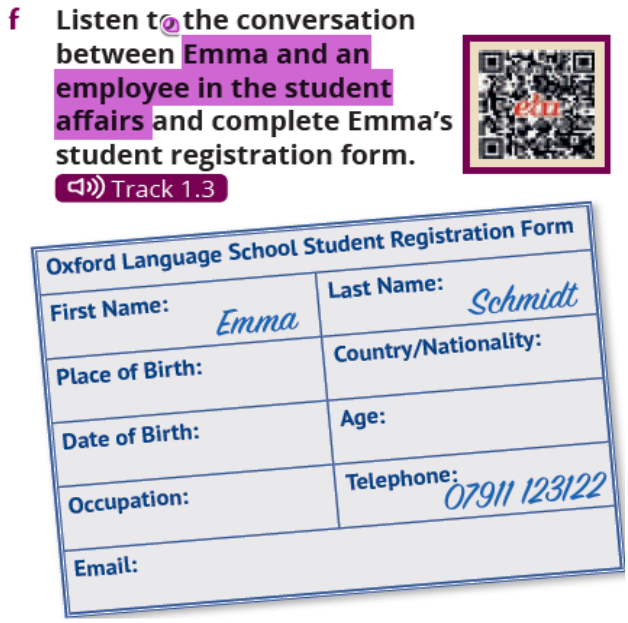
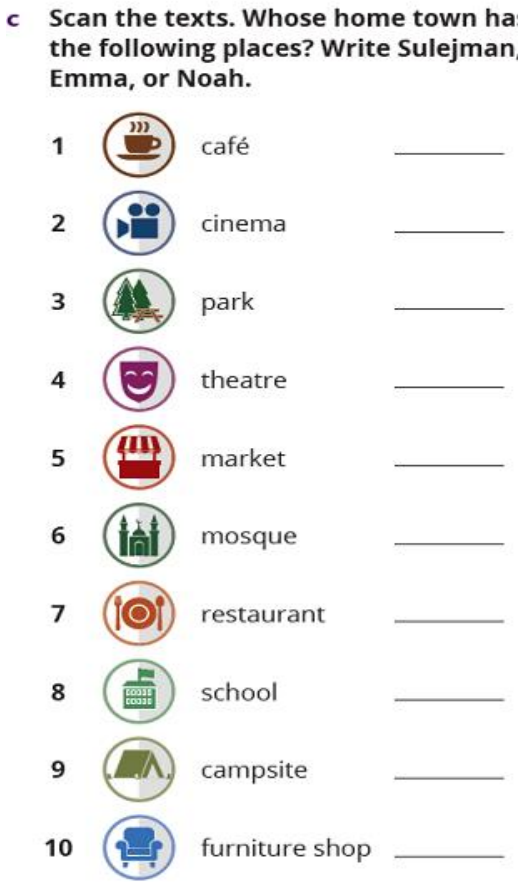


Figure 22. A listening exercise featuring a non-native English speaker and a native English speaker in conversation in Uplift Grade 9 (2022)

Pedagogical implication: *Uplift Grade 9* (2022) was analysed regarding the "successful ELF users" criterion based on Kiczkowiak's (2019, p. 3) framework. Through the audio recordings (Figures 20, 21 and 22), it was discovered that the coursebook represented both British and international characters conversing together, using a native-like accent. As it was suggested for *Teenwise Grade 9* (2019), the coursebook should have incorporated mild non-native accents into audio tracks to provide global English contexts.

Authentic ELF use rather than native speaker corpora: As previously stated, *Uplift Grade 9* (2022) contained cultural topics for discussions and reading materials. For this reason, there were occasional words, such as food or place names in other languages, yet these were not adequate to claim that the coursebook had obtained ELF corpora.

For instance, in Theme 2B (p. 29), there were two samples, where one of them supported that the coursebook followed ELF corpora, and the second one disproved that idea. Figures 23 and 24 indicate the samples of corpora used in *Uplift Grade 9* (2022).


c **Scan the texts. Whose home town has the following places? Write Sulejman, Emma, or Noah.**

1 café _____
2 cinema _____
3 park _____
4 theatre _____
5 market _____
6 mosque _____
7 restaurant _____
8 school _____
9 campsite _____
10 furniture shop _____

Figure 23. A list of words in an activity reflecting that Uplift Grade 9 (2022) follows both the ELF and the British corpora

Activity C on page 29 was a reading exercise that students matched the symbols –or places like theatre, park, cinema, café, campsite, mosque– with people whose hometown included any of these places. Among these places, the coursebook listed the word "theatre" as in British English. In Activity F on the same page, the coursebook listed another list of place names with eight items, and the word "chemists" was written in that list. Yet, the coursebook did not use these words in their American English versions, as can be seen in Figure 24 below.



Figure 24. A speaking activity targets words selected from the British corpus in Uplift Grade 9 (2022)

Based on these two samples, the thesis inferred that *Uplift Grade 9* (2022) might have preferred the native British corpus instead of any EFL corpora.

Pedagogical implication: The monolingual perspective in Uplift Grade 9 (2022) could have been addressed by incorporating short annotations in the vocabulary sessions that provide students with the American equivalents of certain words.

Intercultural communicative skills rather than fixed cultural models: *Uplift Grade 9* (2022) included various place names from different parts of the world, especially in Theme 7. Samples that refer to cultural contexts, people, and places were intense in this theme, and similar samples were observed in Theme 6 as well.

Theme 6 covered cultural topics intensely. In Chapter B (pp. 68-69), students studied five reading passages that described table manners of the UK, China, Egypt, India, and Mexico in bullet points. The reading text is represented in Figures 25 and 26 below.

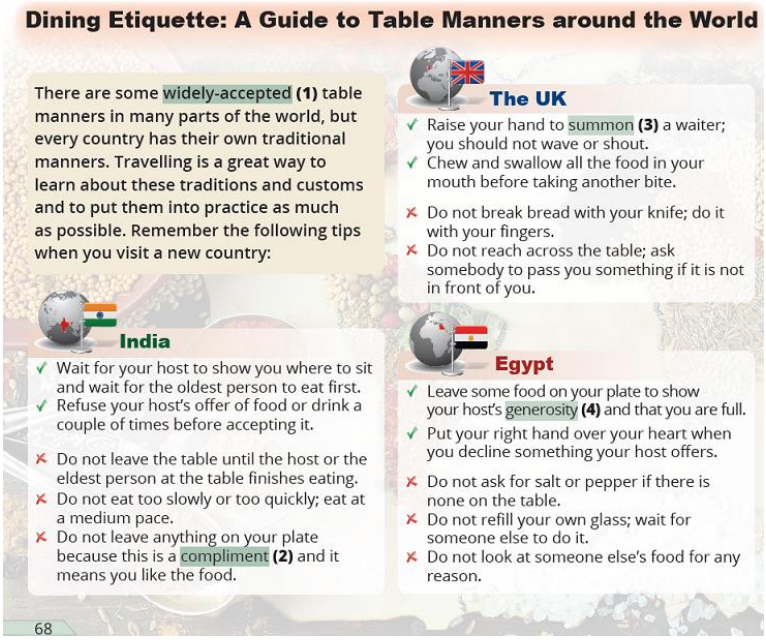


Figure 25. A reading passage including intercultural topics in Uplift Grade 9 (2022)



Figure 26. The second part of the reading text in Figure 23, Uplift Grade 9 (2022)

The reading passages included manners that should and should not be performed in these countries. After reading the text, students answered the questions in the vocabulary exercise by guessing the meaning of highlighted words and choosing the closest meaning to their guesses among multiple-choice questions. After that, students were to discuss two questions in pairs and search the Internet to learn about the body language, manners and

customs, traditional dresses, and food of the places they had visited. They also compared the information they had found.

The thesis regards these communicative practices in Theme 6B as means of expressing cultural experiences, motives transferred from one student to another. For this reason, the discussion activities in the theme were valuable in maintaining intercultural communicative skills. On the other hand, in two of the exercises related to the reading text on pages 68 and 69, students were required to use a few target words from the texts, which were in English, meaning that these specific practices' primary focus was vocabulary scaffolding, rather than enabling the transmission of intercultural knowledge. Alternatively, some words or phrases could have been added and used in an additional exercise to increase the awareness of cultural diversity or curiosity towards intercultural communication.

As another sample related to intercultural communication, in Theme7, Chapter A (p. 76), place names from various countries, such as *"Chichen-Itza"* in Mexico, *"Petra"* in Jordan, *"Sansa"* in Korea were used, and tribe names *–Akkadian, Nabataean, Mayan-Toltec, Korean–* were also written on page 77. Also, places in Türkiye, *"Hierapolis"* and *"Cappadocia,"* were the topics of the reading texts in the speaking section on page 78, as Figure 27 below indicates.

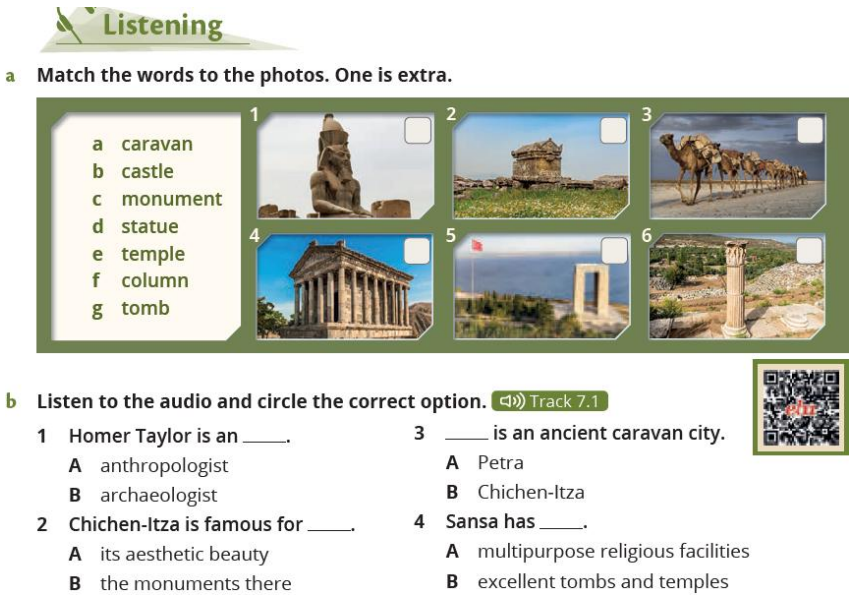


Figure 27. A listening activity featuring landmarks from various countries in Uplift Grade 9 (2022)

As seen in Figure 27 above, the listening activity (Activity B) on page 76 was presented as a general knowledge quiz related to historical sites in Mexico, Jordan, and Korea. Then, in the following exercise (Activity C), students listened to the same audio track to answer the info-gap charts. In the following speaking section (p. 77, Activity B), students were given two texts about *"Hierapolis"* and *"Cappadocia"*, to define the importance of each site while or after reading. Figure 28 below displays the speaking activity on page 77.

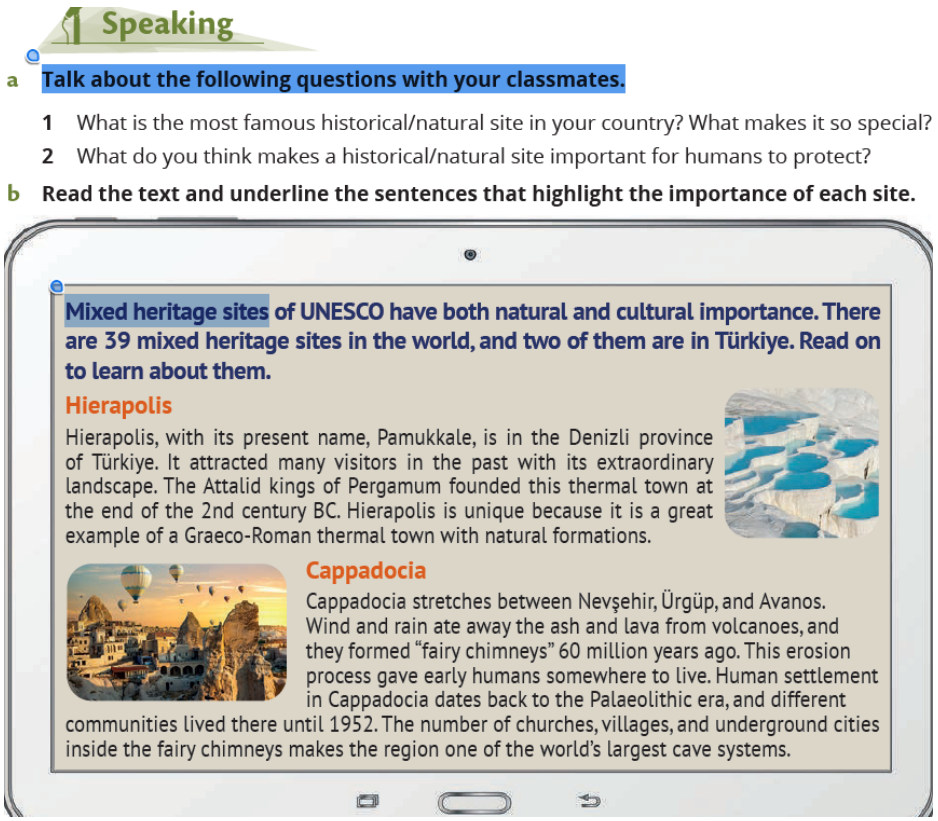
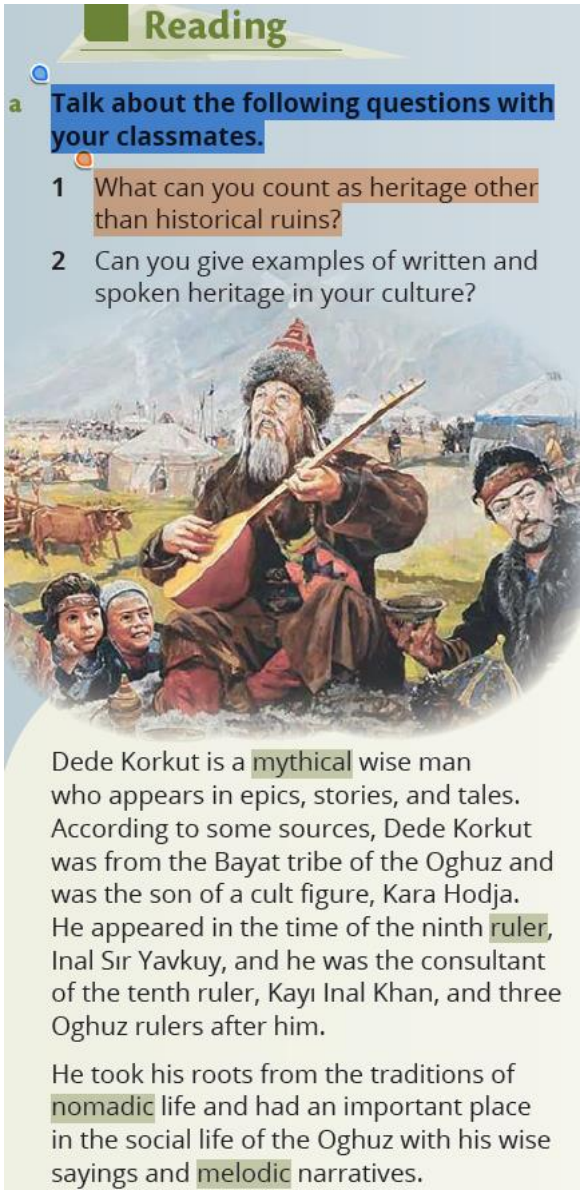


Figure 28. A reading text on famous Turkish tourist attractions, in a speaking chapter in Uplift Grade 9 (2022)

Additionally, Theme 7B provided a text about *"Dede Korkut,"* an inspiring character in Turkish history for centuries, on page 78. As Figure 27 below shows, the text provided brief information about Dede Korkut, including his origins and narrations. It is possible to observe the text through Figure 29 below.



Reading

a **Talk about the following questions with your classmates.**

1 What can you count as heritage other than historical ruins?

2 Can you give examples of written and spoken heritage in your culture?

Dede Korkut is a mythical wise man who appears in epics, stories, and tales. According to some sources, Dede Korkut was from the Bayat tribe of the Oghuz and was the son of a cult figure, Kara Hodja. He appeared in the time of the ninth ruler, Inal Sır Yavkuy, and he was the consultant of the tenth ruler, Kayı Inal Khan, and three Oghuz rulers after him.

He took his roots from the traditions of nomadic life and had an important place in the social life of the Oghuz with his wise sayings and melodic narratives.

Figure 29. A reading text related to a Turkish hero, "Dede Korkut", in Uplift Grade 9 (2022)

This text was used for different purposes. One of the activities aimed at reading comprehension, for instance, while the following activity was a vocabulary reinforcement. The third activity required students to describe any mythical character they were familiar with by using three words they had just learned. The last activity focused on comprehension of the chronological order in a story (p. 79). One of the stories narrated by Dede Korkut was divided into sections, and students were asked to put these sections in logical order. The story included a few characters from Turkish history. Figure 30 below reflects the exercise.



Figure 30. A reading and summary activity on an ancient Turkish story in Uplift Grade 9 (2022)

Apart from Themes 6 and 7, features related to intercultural communicative skills were not observed in other parts of the coursebook. On the other hand, Kiczkowiak (2019)

argued that coursebooks should embrace linguistic diversity and avoid stereotypical cultural images of countries (p. 5). The word *"embrace"* is selected on purpose to express that coursebooks should supply linguistic diversity in homogeneity, rather than presenting it in a couple of units.

Based on the reasons listed above, like *Teenwise Grade 9* (2019), *Uplift Grade 9* (2022) was found weak in achieving the goals of intercultural communicative skills for these reasons.

Pedagogical implication: Although Uplift Grade 9 (2022) attempted to provide intercultural variety, most of the materials centered on Turkish cultural representations. Since the coursebook was designed by the MoNE, addressing to Turkish students who learned English in high schools, it may seem unfair to criticise the coursebook in this perspective. However, the book could also integrate different cultural facts, representations in other units through additional videos such as short excerpts from documentaries, based on different units' themes. These materials can enrich students' cultural knowledge as well as their perspective related to traditions.

Communicational skills rather than native-like correctness: The analysis revealed that only one of the communicative strategies that were offered by Ellis (1997, p. 60) was used in *Uplift Grade 9* (2022), without its instruction. The coursebook failed to direct students to use word-coinage, approximation, borrowed words from other languages, and non-linguistic means. Yet, the coursebook succeeded in teaching very useful communication sub-skills, and even made students paraphrase their expressions, without giving adequate instruction about it.

Some communicational skills instructed in the coursebook were how to invite others to an event, how to accept and refuse an invitation in Theme 9, how to express agreement, disagreement, and predictions, how to interrupt a person, and how to gain time while conversing in Theme 10. These were the speaking skills that could easily be identified at first glance in the book, and they are also described in the findings related to communicative, interactive, and collaborative activities section of the thesis. activities section of the thesis. Yet, Figures 31 and 32 present these activities below for further observation.



Figure 31. A dialogue preparation activity teaching functional phrases in Uplift Grade 9 (2022)

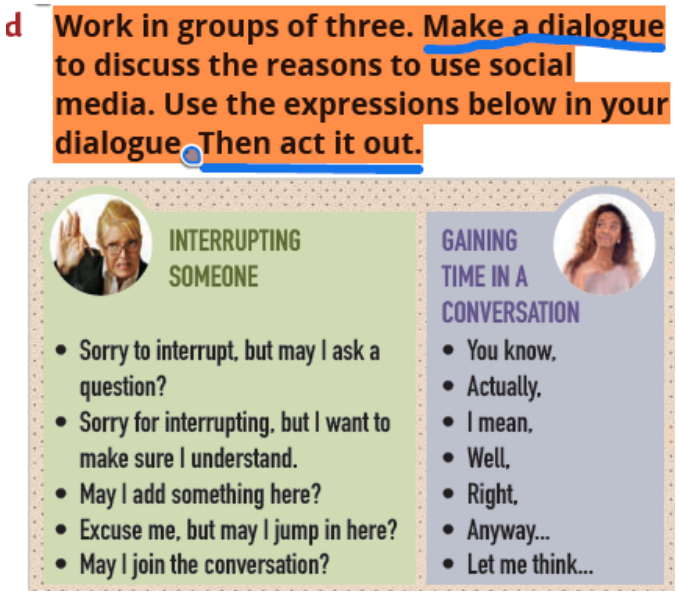
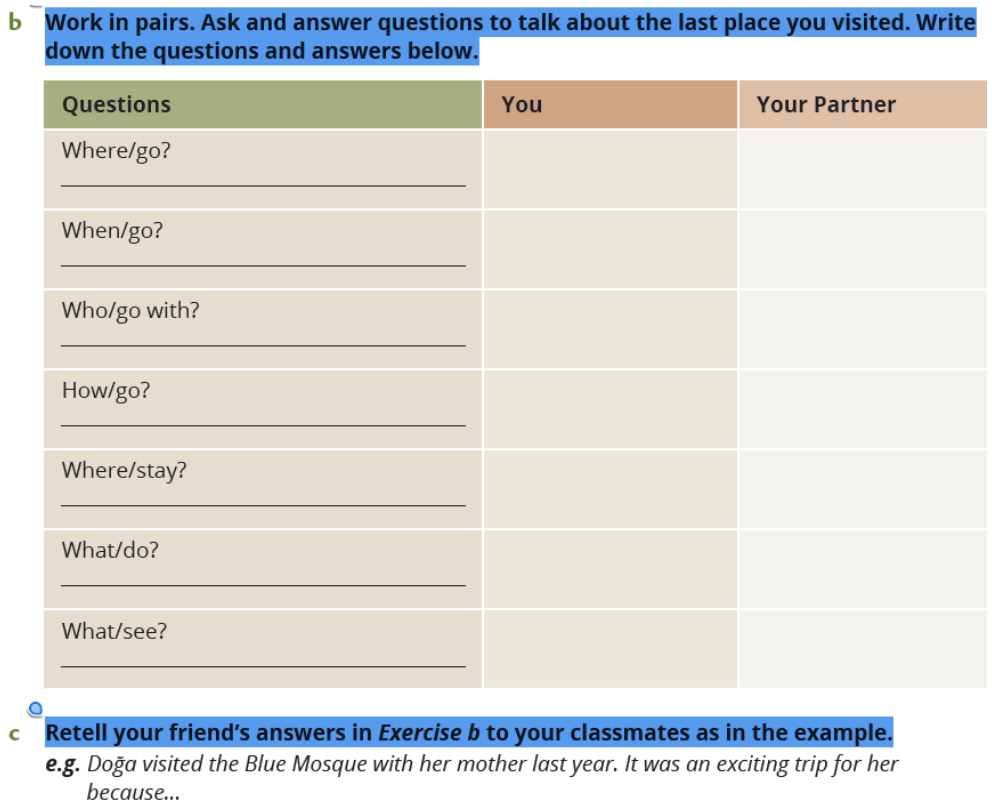


Figure 32. A speaking activity focusing on specific phrases in Uplift Grade 9 (2022)

The analysis reflected that *Uplift Grade 9* (2022) aimed to facilitate students' oral communication ability since it provided lots of discussions, info-gap activities, and

speaking skill tasks. Nevertheless, in all these activities, accuracy was the primary focus, as the findings related to communicative, collaborative, and interactive activities are reflected in the next section.

Pedagogical implication: Although these speaking skills were vital and must be obtained by every language learner, the thesis supports Ellis (1997, p. 60) who stated that coursebooks should instruct techniques that support learners in case of a block in their conversation, because of the difficulty of the topics, or because of the lower linguistic level of students. Ellis (1997, p. 60) claimed that, instead of avoiding conversation, learners could struggle to express themselves using alternative words that they might have borrowed from other languages, paraphrasing. They could also ask for clarification to deal with misunderstandings, or they might use L1 transfer to L2 to express themselves and to understand others. Yet, paraphrasing was only presented in Theme 7C, in Activity C (p. 81), as Figure 33 below shows.



b **Work in pairs. Ask and answer questions to talk about the last place you visited. Write down the questions and answers below.**

Questions	You	Your Partner
Where/go? _____		
When/go? _____		
Who/go with? _____		
How/go? _____		
Where/stay? _____		
What/do? _____		
What/see? _____		

c **Retell your friend's answers in *Exercise b* to your classmates as in the example.**

e.g. *Doğa visited the Blue Mosque with her mother last year. It was an exciting trip for her because...*

Figure 33. Pair work for a speaking chapter in Uplift Grade 9 (2022), practising on paraphrasing pieces of information

As a pedagogical recommendation, *Uplift Grade 9* (2022) could be improved by integrating vocabulary activities that promote paraphrasing, the use of synonyms, and learner-generated explanations of target words. Emphasising these communicative strategies would shift the focus away from native-like correctness toward effective communication, aligning the material more closely with ELF principles. Moreover, such practices would contribute to reducing the monolingual orientation of the coursebook since they encourage diverse language use and expression.

Multilingual ELF rather than monolingual native speaker language use: The analysis revealed that *Uplift Grade 9* (2022) maintained a monolingual perspective. Like *Teenwise Grade 9* (2019), this coursebook included numerous international and Turkish words related to cuisine, location and character names within themes. Nevertheless, these were excluded from vocabulary exercises in *Uplift Grade 9* (2022).

Pedagogical implication: Similar suggestions given for Teenwise Grade 9 (2019) in this aspect can be included here. The cultural representations can be added to other units as well and students may be asked to perform some tasks on the videos they watch.

Raising students' awareness towards ELF mindset: The written and visual materials in *Uplift Grade 9* (2022) were enriched with symbols and landmarks of Turkish, as well as European cultures where English is spoken as a native language. All cultural materials were embedded in only three units in the coursebook, and most of them were identified as stereotypical samples, based on Kiczkowiak's (2019) study. Though it offered various discussions, idiomatic expressions, and research tasks, which might have increased students' awareness to understand different dimensions of the English language, it may have kept their awareness towards other variations of English where it is spoken as a second or foreign language.

Regarding the defaults related to the integration of ELF, the thesis concluded that, though having rich content in terms of cultural input, both coursebooks needed to be revised; other cultures apart from Turkish and English-native-speaking cultures could be included. These coursebooks could prefer an ELF corpus and add variety to the accents within their listening activities.

4.2 Findings related to Fostering Autonomy within the Coursebooks

The analysis of tasks and activities that fostered learner autonomy was conducted through the framework prepared by Reinders and Balçıkanlı (2011). As both *Teenwise Grade 9* (2019) and *Uplift Grade 9* (2022) were provided by the MoNE, the items in the cumulative checklist which are "selecting resources", "planning learning", "setting goals", and "identifying needs" were MoNE-or teacher-directed because the coursebooks, the goals of the lessons, and lesson plans were pre-determined by the MoNE, and the coursebooks were designed regarding these targets, therefore, teachers were expected to carry out their lessons according to these goals. Yet, these items were described to support the thesis.

4.2.1 Findings in Teenwise Grade 9 (2019)

Identifying needs: *Teenwise Grade 9* (2019) limited the support for identifying students' needs as the coursebook was prepared on pre-identified objectives and goals by the MoNE.

According to Reinders and Balçıkanlı (2011), when coursebooks supplied slightly challenging tasks or warmups, pre-lesson activities that prompted students to express their experiences, they would assist students to become more aware of their personal learning needs. *Teenwise Grade 9* (2019) made some attempt to motivate students in that way. For instance, the coursebook included discussion questions related to the theme's topic at the beginning of each theme, and students were expected to refer to their prior knowledge in order to answer these questions. However, these pre-lesson discussion activities were not adequate because, in reality, they were teacher-led tasks; teachers were to address these questions to students randomly in a classroom. Moreover, some questions in these pre-lesson discussions might not have encouraged students to set their personal learning goals. Figure 34 below indicates some of these pre-lesson questions.

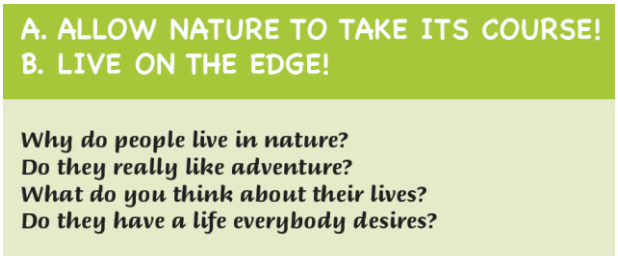


Figure 34. Four warm-up questions encourage students to discuss their previous experience in Teenwise Grade 9 (2019)

As seen in Figure 34, Theme 4 (p.49) in *Teenwise Grade 9* (2019), titled "Human in Nature," and its chapters were divided into two as "Allow nature to take its course!" and "Live on the edge". When the discussion questions were observed, it was seen that they encouraged students to reflect on their prior knowledge about living in nature. On the other hand, these pre-lesson questions did not give any prompts referring to the second chapter of the theme. Students might not have clearly understood that the idiom "living on the edge" means having a desire for an adventurous lifestyle. This pre-lesson task included a question for that: "... do they really like adventure?" Although this question's prior focus was on the idiom, students might not have gotten the sense of it. These questions might have necessitated a teacher's additional input. That made the discussion a teacher-driven activity, which disabled students from developing their understanding and their objectives related to the theme.

Setting goals: Goals were also another part that was pre-determined by the MoNE in its curriculum in 2018. Although *Teenwise Grade 9* (2019) had been published in 2017, and had not been prepared based on this program, it had been designed according to a previous program and carried its features. The content analysis revealed that the coursebook did not explicitly promote students to set their short-term or long-term goals, except for presenting the table of contents (pp. 8, 9), as seen in Figures 35 and 36.

TABLE OF CONTENTS

Theme	Function	Grammar
Theme 1 STUDYING ABROAD  A. TWO BIRDS WITH ONE STONE B. GREAT TO BE HERE (pp. 13-24)	Meeting new people and introducing oneself and family Talking about possessions Asking for and giving directions	• The Verb to Be • Subject Pronouns • Possessive Adjectives • Have got / Has got • Imperatives
Theme 2 MY ENVIRONMENT  A. CAN I COME IN? B. MY NEIGHBOURHOOD (pp. 25-36)	Talking about locations of things Asking about and describing neighbourhood Making comparisons	• There is / There are • Prepositions of Place • Possessives • Object Pronouns • Demonstratives • Singular and Plural Nouns
Theme 3 MOVIES  A. YOU ARE WHAT YOU WATCH! B. DO WHAT YOU LOVE! (pp. 37-48)	Talking about likes / dislikes, hobbies and free time activities Expressing opinions Making preferences Telling and asking about the time and the date Inviting and refusing /accepting an invitation	• The Present Simple Tense • Wh- Questions • Like, love, hate + -ing
Theme 4 HUMAN IN NATURE  A. ALLOW NATURE TO TAKE ITS COURSE B. LIVE ON THE EDGE (pp. 49-60)	Describing daily routines Talking about abilities Talking about frequencies of activities	• Adverbs of Frequency • Can / Can't • Adverbs of Manner
Theme 5 INSPIRATIONAL PEOPLE  A. THE CREMÉ DE LA CREMÉ B. YOUR PERSONALITY, YOUR POWER (pp. 61-72)	Asking about and describing people's appearances and characters Comparing characteristics and appearances Expressing opinions (Agreeing, disagreeing, etc.) Talking about current activities	• The Present Continuous Tense • Making Comparisons

Figure 35. The table of contents in Teenwise Grade 9 (2019)

Vocabulary	Listening & Reading	Speaking & Writing	Pronunciation
Countries & nationalities Jobs Personal belongings Family members Adjectives describing places Idioms of the week	Listening to a teacher meeting his students Listening to teens' dialogues Reading short texts about jobs, nationalities and countries Reading an e-mail	Introducing yourself and your family members Asking and answering about your personal belongings Asking for and giving simple directions Writing an ID card Writing a postcard	Contracted forms of **am**, **is**, **are** and **have/has**
Object pronouns Parts of a house Furniture and room objects Prepositions of place Places in a city Adjectives describing a city Idioms of the week	Listening to teens talking about their rooms Listening to a teen's conversation about her neighbourhood Reading a short text about a teen's room Reading an e-mail about a new neighbourhood	Describing your room Comparing rooms Describing your neighbourhood Writing an e-mail Writing a description paragraph about different environments	Differentiate /ɪ/ sound from /i:/ sound
Movie types Adjectives describing movies Words related to hobbies Idioms of the week	Listening to a conversation about movies Listening to a radio show Reading a blog on movies Reading a film review	Expressing opinions about movie types Making comments about movies Expressing opinions about free time activities Asking and telling the time and the date Acting out a dialogue about making, accepting and refusing an invitation Writing opinions about movies on a blog Writing short text messages to invite friends for a movie	Differentiate /t/ sound from /θ/ sound
Geography words Words related to natural disasters Action verbs Jobs Idioms of the week	Listening to a quiz show on TV Listening to job ads on the radio Reading written materials on natural events Reading a passage about an explorer	Interviewing about the frequencies of your daily activities Talking about abilities Talking about an explorer Writing about your friend's daily life activities Writing an opinion paragraph Writing an article about an explorer	Pronunciation of -s endings (in plurals & third person singular)
Words related to physical appearances and personalities Clothes Idioms of the week	Listening to a dialogue about the physical appearances of people Listening to a dialogue about the personalities of inspirational people Reading fan messages on social media Reading a text about an inspirational character	Comparing two pictures to find differences using Present Continuous Tense Expressing opinions about social media Talking about the qualities of your favourite inspirational people Expressing opinions about characteristics Writing an opinion paragraph comparing characteristics of people Writing a text describing their inspirational character	Pronunciation of /ŋ/ sound

Figure 36. The second part of the Table of Contents (Themes 1-5) in Teenwise Grade 9 (2019) indicates the objectives of the language skills

Figures 35 and 36 above represent the content pages (including themes, functions, goals for four language learning skills, vocabulary, and grammar competencies) of the first five themes.

As Reinders and Balçıkanlı (2011) suggested in their framework, students should be active in setting goals during the design of learning practices and materials. They ought to take part in choosing their learning resources. Providing the contents of the coursebook was a step taken for that, as these contents pages guide students to anticipate what they

would learn, as it was observed in *Teenwise Grade 9* (2019). Students could reflect on their opinions on topics they were interested in, needed to study. They could also set their individual long-term or short-term goals. On the other hand, *Teenwise Grade 9* (2019) did not contain additional features to guide students to explore their own goals. Therefore, the coursebook did not align with Reinders and Balçıkanlı's (2011) setting goals criterion.

Planning learning: The content analysis reflected that a few activities attempted to develop students' skills in planning their learning. These tasks were projects, discussions that encouraged students to reflect on their experiences, and presentations that were a few. Figure 37 shows an example of a presentation task in Theme 6A, Activity 7b (p. 78).

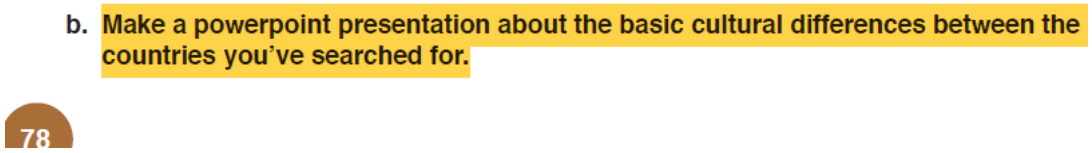


Figure 37. A presentation task in Teenwise Grade 9 (2019)

The presentation task (as seen in Figure 37) was a follow-up activity that proceeded after other tasks that required students to survey their classmates on the countries they had travelled to, or had been interested in these countries' cultural aspects, such as traditional food, important cities, and historical information. Previously, students had studied a few traditional dishes, read about China and Brazil's cuisine, and listened to a dialogue that two people talking about the differences in their cuisines. Though these previous tasks had aimed to develop students' linguistic competence and language learning skills, they also supplied students with some background related to other cultures' eating habits and traditional food so that they could prepare this presentation. The task allowed students to organise their preparations, presentation steps, visuals, and informative sections on their own. Because of this, this presentation activity might have fulfilled the criterion of planning learning steps regarding Reinders and Balçıkanlı's (2011) idea. Such practices could be claimed to be suitable for this criterion.

However, other communicative, group, and pair work tasks seemed beneficial, but did not allow students to plan their learning. These activities did not facilitate autonomy among students for various reasons, which will be explained in detail below. Activities 6, 7a, and 7b (page 84), in Theme 6B, are the examples for tasks that limit students from

obtaining their self-planning strategies. A sample of a project can be observed in Figure 38 below.

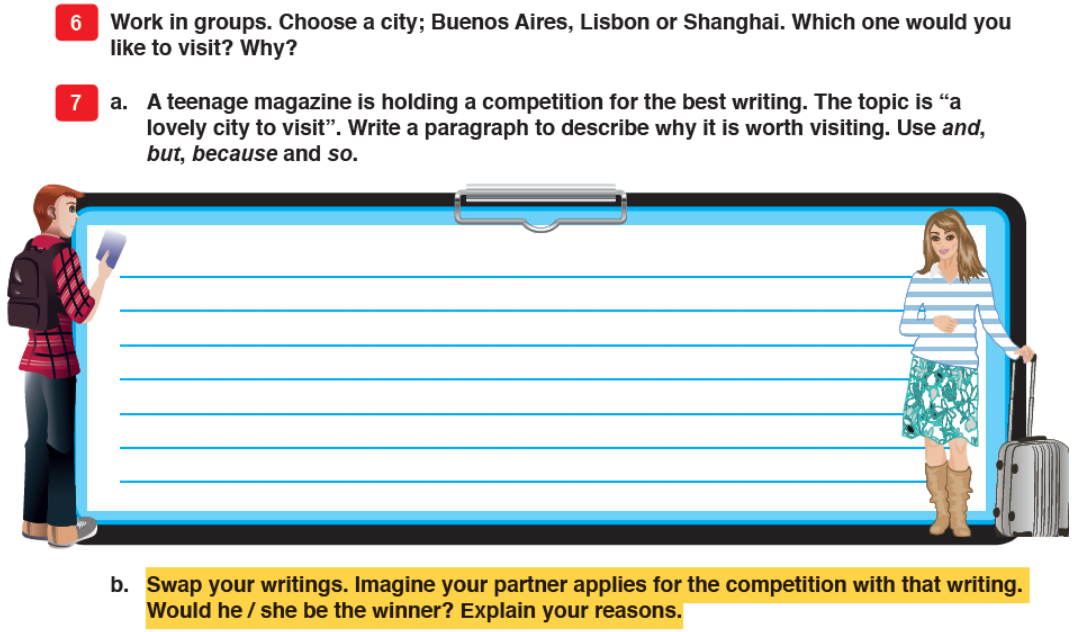


Figure 38. A project task in Teenwise Grade 9 (2019)

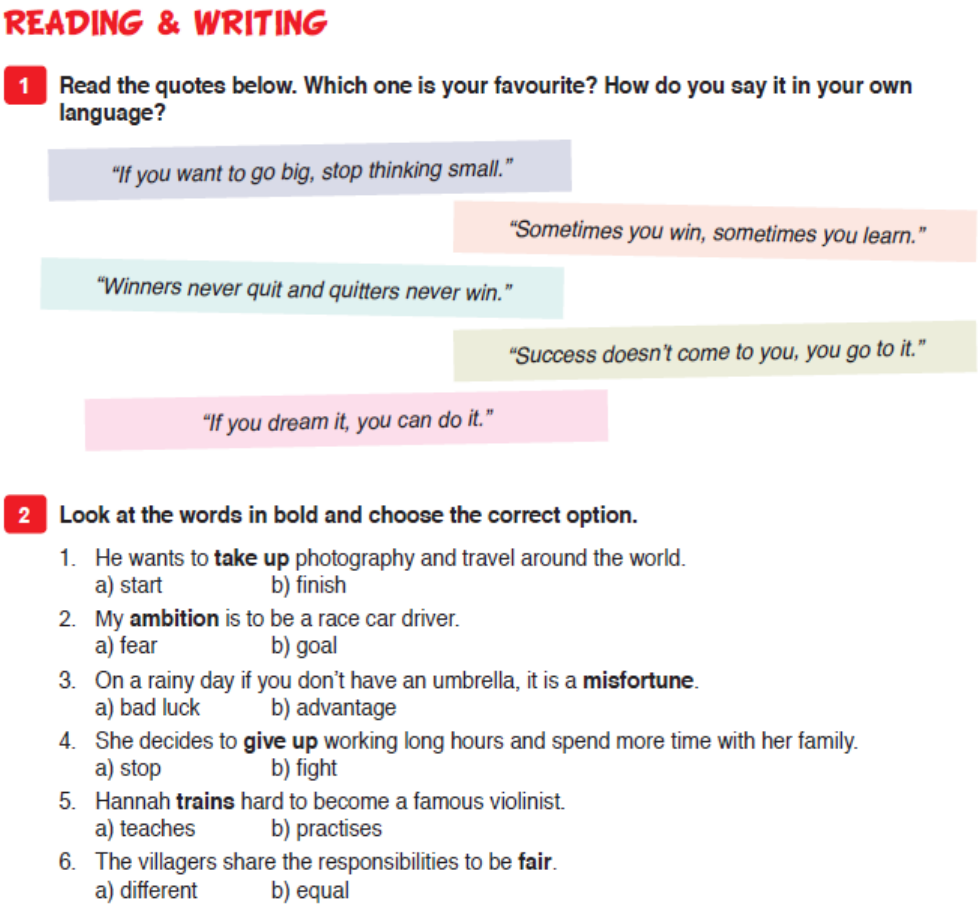
As seen in Figure 38 above, Activity 6 on page 84 asked students to work in groups, without mentioning the number of students. Thus, students could decide on their group members, making it a slightly more positive experience in terms of improving their autonomy. However, the instructions for the activity limited the students by requiring them to choose only one city among Buenos Aires, Lisbon, or Shanghai to live in. Not having the chance to select the content to discuss could have been discouraging for students who preferred living in other cities in Europe, Asia, or Türkiye. Additionally, Activity 7a had a linguistic aim, and the task was too much guided since it asked students to write their paragraphs beginning "... is a lovely city to visit" and continue by using specific words such as "and", "but", "because". In a group, there could have been a few students who would like to write about their negative feedback about the cities they had visited. The second part of Activity 7 (part 7b) on the same page could have done a slightly better job of maintaining learner autonomy since this part gave a little independence to monitor their classmates' productions, read their paragraphs, see their structural mistakes or strengths, and express their preferences among the written paragraphs. Only this part could have aligned with Reinders and Balçıkanlı's (2011)

"monitoring process" or "assessment and revision" items in learner autonomy criteria. These two criteria will be discussed in detail below.

Selecting resources: *Teenwise Grade 9* (2019) did not support this criterion since all the input materials, including speaking, writing, listening, and reading, were pre-selected and published by the MoNE. These materials were presented in a fixed sequence, meaning that learners were not allowed to bring their own learning materials to classrooms, but may use these additional materials after school.

Reinders and Balçıkanlı (2011), on the contrary, investigated the areas in coursebooks (they studied) that give students the opportunities to make their own choices about what to learn and how to learn (p. 267). They emphasized that giving some liberty to students to select their resources, learning steps would encourage students to take responsibility and include them in the language learning process. Yet, *Teenwise Grade 9* (2019) did not facilitate any of these.

Selecting learning strategies: For this item, it is possible to claim that *Teenwise Grade 9* (2019) is labelled as "MoNE or teacher-directed" again. The coursebook's content was organised around four core language learning skills, but it did not explicitly introduce any learning strategies. While some vocabulary and reading tasks incorporated strategy-like elements, such as guessing word meanings from context, these were often presented without sufficient explanation or guided instruction. As a result, students might have struggled to apply them effectively or even recognise them as strategies. For example, Figure 39 below presents the pre-reading exercises, while reading tasks of Theme 3B on pages 46 and 47.



READING & WRITING

1 **Read the quotes below. Which one is your favourite? How do you say it in your own language?**

"If you want to go big, stop thinking small."

"Sometimes you win, sometimes you learn."

"Winners never quit and quitters never win."

"Success doesn't come to you, you go to it."

"If you dream it, you can do it."

2 **Look at the words in bold and choose the correct option.**

1. He wants to **take up** photography and travel around the world.
   a) start b) finish
2. My **ambition** is to be a race car driver.
   a) fear b) goal
3. On a rainy day if you don't have an umbrella, it is a **misfortune**.
   a) bad luck b) advantage
4. She decides to **give up** working long hours and spend more time with her family.
   a) stop b) fight
5. Hannah **trains** hard to become a famous violinist.
   a) teaches b) practises
6. The villagers share the responsibilities to be **fair**.
   a) different b) equal

Figure 39. Two pre-reading exercises in Teenwise Grade 9 (2019)

Figure 39 below shows two exercises that might have been done as pre-reading tasks (Exercises 1 and 2, p. 46), but the coursebook did not mention whether they were pre-reading tasks. These two exercises involved selecting a quotation and guessing vocabulary meanings from contextualised sentences. The first exercise was in a discussion format, and students selected one quotation among five, related to the theme, and explained the reason for their selection, referring to their background knowledge. The second exercise aimed at introducing vocabulary before they read the text. It asked students to guess the meaning of the target words, which were in bold, given in sentences. Additionally, students were asked to answer a pre-reading comprehension question without being shown the entire text, which was divided into two parts across pages. It was assumed that while students were reading the first part of the text, they answered the question asked in the pre-reading exercise, but the necessary information was not included in the instructions. It is possible to observe the situation in Figure 40 below.

3 **Read the text and choose why Coach Peary decides to help Eddie.**

a. to join the Olympic Games b. to be fair



Do you ever take up a hobby just because you see it in a movie?

Sometimes you just go to the cinema to watch a movie but you get out of **it** with a new hobby. Some people start cooking after watching "Julie & Julia" and some start playing the drums with the film "Whiplash". Some even try ski jumping. It is a little bit challenging, but when you watch "Eddie the Eagle", you can change your mind. The movie is full of fascinating snow scenes and exciting ski jumps. It is the true story of Eddie Edwards. It is a comedy-drama. The stars are Taron Egerton (Eddie) and Hugh Jackman (the coach). Eddie is a teenager. His ambition is to join the Olympic Games. ***He tries his hand at*** different Olympic events and decides on ski jumping.

Figure 40. The reading text, as its pre-reading exercises were discussed above, in Teenwise Grade 9 (2019)

The reading practice in Theme 3B (pp. 46, 47) included a guided format for the pre-reading task, the first paragraph of the reading text, and a question, but it did not assist students in guessing the text's topic from the title and the visuals. Instead of teaching them how to guess the gist of the text, it introduced the target words, a question, and students did not have other alternatives. Then, the reading session continued. After students read the first part of the text once, they were introduced "true/ false" question type exercise, and multiple-choice questions that would check comprehension. These exercises could be while-reading practice, but as seen in Figure 41 below, the information was not written in the instructions.

4 **Read the text again and tick (✓) yes or no.**

	Yes	No
1. You can take up cooking when you watch "Julie & Julia".	○	○
2. It is a good idea for sports lovers to watch "Whiplash".	○	○
3. "Eddie the Eagle" has many beautiful scenes by the sea.	○	○
4. Eddie is good at ski jumping from the start.	○	○
5. Coach Peary helps Eddie to reach his goal.	○	○
6. Eddie is an ambitious person and he never gives up.	○	○

5 **Read the text again and choose the correct option.**

1. What's the main idea of the text?
   a) Going to the movies is a popular hobby for people of all ages.
   b) After watching some movies, you can take up a hobby.
2. The message in "Eddie the Eagle" is ...
   a) "Never give up your dreams because nothing is impossible."
   b) "If it is too hard for you, let it go."
3. In line 2, "**it**" refers to ... .
   a) **the cinema**
   b) a hobby
4. What is Eddie's dream?
   a) To travel to different countries.
   b) To take part in Olympic events.
5. *He tries his hand at* means ... .
   a) he gets help from other people
   b) he starts doing something new or different
6. *He wants to reach for the moon* means ... .
   a) he has very high goals
   b) his ambition is to walk on the moon



Figure 41. The post-reading exercises belonging to the previous reading text, without any reading strategies taught, Teenwise Grade 9 (2019)

Each of these while-reading exercises required students to read the text, meaning that students would have read only one paragraph three times. Yet, the text continued after answering the multiple-choice questions. Students were given the second part of the reading text, as observed in Figure 42 below.

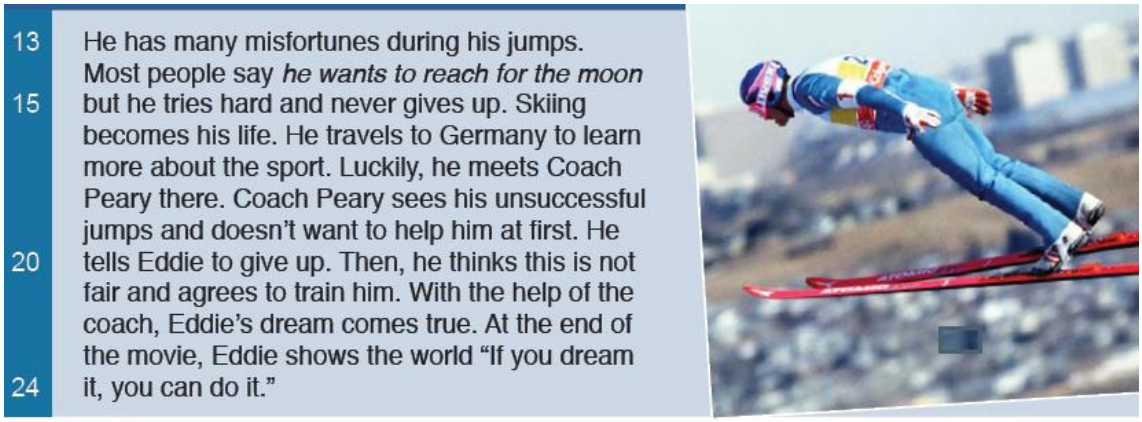
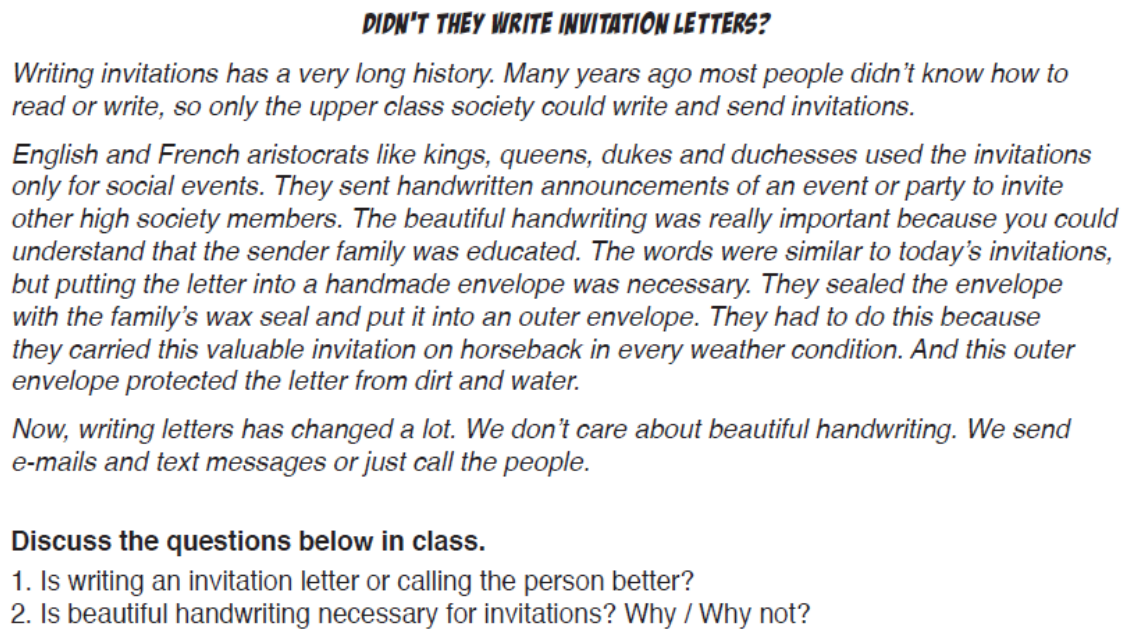


Figure 42. The second part of the while-reading material indicates that the reading continues, though its questions are answered through the previous page, Teenwise Grade 9 (2019)

Looking at Figure 42 above, it is possible to criticise the design of the reading practice, its layout, and organisation. Also, ambiguities were noticeable. Whether the second paragraph of the text was included in the reading comprehension questions or not was not clarified in the reading instructions. Most importantly, none of the exercises supported students with pre-reading, post-reading practices such as guessing the topic from the photographs, the title, and critical thinking discussion questions about the text. However, classical reading comprehension, vocabulary guessing exercises were presented in the coursebook for all students, without regarding their learning styles.

One advantage that *Teenwise Grade 9* (2019) supplied was extra reading materials named "Wise Up". These additional materials could be short, informative passages (such as Theme 5 on p. 67 and Theme 6 on p. 79) or trivia quizzes (like Theme 7, p. 91), and they might have been designed for introducing extra-curricular, cultural topics, to encourage learners with some variety. They included a couple of discussion questions below the reading comprehension practice. As an example of these, Figure 43 below reflects the text designed for the "Wise up" section of Theme 9 (p. 115).



DIDN'T THEY WRITE INVITATION LETTERS?

Writing invitations has a very long history. Many years ago most people didn't know how to read or write, so only the upper class society could write and send invitations.

English and French aristocrats like kings, queens, dukes and duchesses used the invitations only for social events. They sent handwritten announcements of an event or party to invite other high society members. The beautiful handwriting was really important because you could understand that the sender family was educated. The words were similar to today's invitations, but putting the letter into a handmade envelope was necessary. They sealed the envelope with the family's wax seal and put it into an outer envelope. They had to do this because they carried this valuable invitation on horseback in every weather condition. And this outer envelope protected the letter from dirt and water.

Now, writing letters has changed a lot. We don't care about beautiful handwriting. We send e-mails and text messages or just call the people.

Discuss the questions below in class.

1. Is writing an invitation letter or calling the person better?
2. Is beautiful handwriting necessary for invitations? Why / Why not?

Figure 43. An additional reading passage in Teenwise Grade 9 (2019)

As can be seen in Figure 43, there were two questions: *"Is writing an invitation letter or calling the person better?"* and *"Is beautiful handwriting necessary for invitations? Why/ Why not?"* are prompts given to raise critical discussion in classrooms. These extra reading sections might have been beneficial in terms of adding some variety to the reading materials. They could be practised in the lesson hours, or given as assignments, and their discussion questions could be covered in classrooms in the following lessons.

On the other hand, *Teenwise Grade 9* (2019) did poorly in fostering speaking strategies, such as how to compensate for the speech when one cannot recall a word necessary, or if a person does not have enough information about a topic. Though the coursebook somehow instructed a few communicative skills, like how to express health problems and give advice in Theme 8A (p. 99), how to interrupt and fill the gaps while talking in a debate in Theme 10B (p. 129) through dialogues and role-plays, it did not facilitate beneficial communicative strategies. The communicative skills and strategies will be covered in another section of the findings, so they are not included here.

Practice: Reinders and Balçıkanlı (2011, p. 269) made a distinction between the applications in the classroom that provide information based on language learning skills and strategies, linguistic forms, and opportunities for practice of these skills and strategies. The content analysis revealed that in *Teenwise Grade 9* (2019), learning

strategies were taught in a teacher-directed environment, and the distinction between the information level and opportunities to practice was not clear.

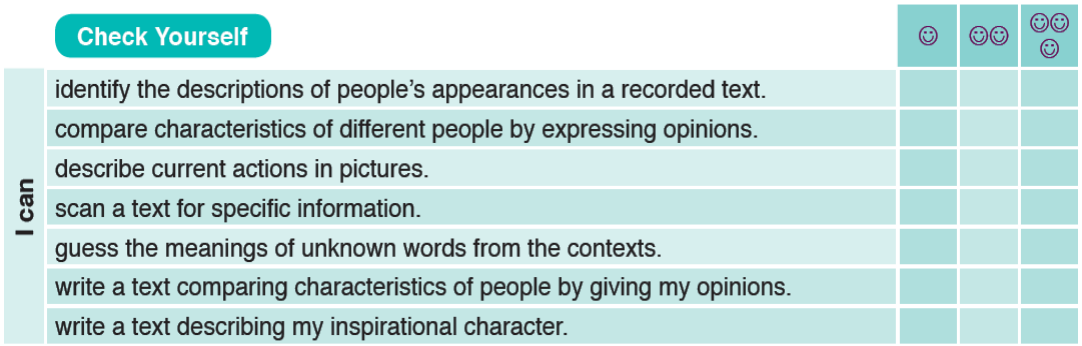
For the “practice” item in the checklist, there were positive and negative effects that the coursebook had. An example of the positive side was providing a QR code on the cover page of each unit so that students had access to the webpage of EBA and extra materials. Thus, they could do additional exercises and play games after lesson hours. The QR code might have facilitated flexible self-study opportunities even when students did not carry their coursebooks with them all the time.

On the other hand, extra online study materials, additional materials on the EBA website, were excluded from this thesis study. The thesis study focused on exercises and activities provided in the coursebook and instructed by teachers. It was observed that the coursebook did not vary the exercises for students so that they could continue studying after school.

During the lessons, students faced a wide range of communicative practices and exercises like presentation preparation (discussed above), designed to reinforce four language skills, vocabulary, and grammar. Having these positive sides, though, these were similar types of vocabulary, listening, speaking, and reading activities repeated in each chapter and theme, like a pattern. The priority of these applications was to present the input that changed regularly. Moreover, it seems like all the activities were designed to be covered in lesson hours, with the guidance of teachers, meaning students were not expected to do additional research or self-study at home. Thus, the evaluation of the student’s book indicated that since Teenwise Grade 9 (2019) was MoNE/teacher-directed, rather than allowing students to develop their own learning strategies, it did not match with the “practice” criterion of Reinders and Balçıkanlı (2011).

Monitoring the learning process: In the “monitoring the learning process” step, *Teenwise Grade 9* (2019) indicates some strength. Each unit concluded with a self-check survey in Likert scale format, offering students a way to track their progress. On the last page of each theme, the "check yourself" section provided sentences -beginning with "I can ..." - to evaluate whether students have achieved the objectives of that unit or theme. Students had the opportunity to answer self-evaluation checklists themselves. Yet, to be realistic,

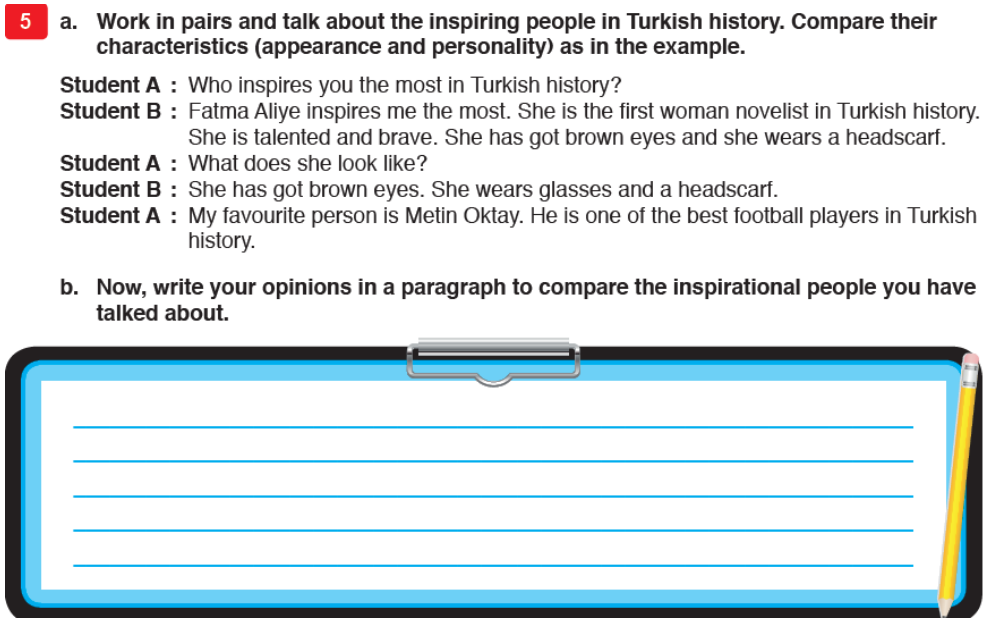
students might not have applied these self-checklists themselves, and teachers were expected to cover these self-checklists during the lesson hours with students. In that case, *Teenwise Grade 9* (2019) could be marked as both "MoNE-directed/teacher-directed" and "learner-directed". Figure 44 below illustrates one of these "check yourself" sections in Theme 5B, on page 72, in the coursebook.



	Check Yourself	☺	☺☺	☺☺☺
I can	identify the descriptions of people's appearances in a recorded text.			
	compare characteristics of different people by expressing opinions.			
	describe current actions in pictures.			
	scan a text for specific information.			
	guess the meanings of unknown words from the contexts.			
	write a text comparing characteristics of people by giving my opinions.			
	write a text describing my inspirational character.			

Figure 44. A self-check section in Teenwise Grade 9 (2019)

Assessment and revision: The coursebook did not achieve the "learner-centred" self-assessment and revision objectives, although the self-check surveys mentioned in the "monitoring the learning process" criterion enabled students to observe their language skills' development. Tests and exercises for revisions were missing from the coursebook. Alternative assessment tools, such as portfolios, journal entries, presentations, video and audio recordings (Brown, 2013) were not observed in the coursebook. Yet, there was a dependency on online supplementary materials through the QR codes on the cover pages of each theme, the EBA. Peer assessment was achieved through only a few writing exercises, as seen in Figure 44 above and 45 below.



5 a. **Work in pairs and talk about the inspiring people in Turkish history. Compare their characteristics (appearance and personality) as in the example.**

Student A : Who inspires you the most in Turkish history?
Student B : Fatma Aliye inspires me the most. She is the first woman novelist in Turkish history. She is talented and brave. She has got brown eyes and she wears a headscarf.
Student A : What does she look like?
Student B : She has got brown eyes. She wears glasses and a headscarf.
Student A : My favourite person is Metin Oktay. He is one of the best football players in Turkish history.

b. **Now, write your opinions in a paragraph to compare the inspirational people you have talked about.**

Figure 45. Two writing exercises encouraging students to collaborate to compare their paragraphs in Teenwise Grade 9 (2019)

Figure 45 represents follow-up activities where students initially discuss inspiring Turkish people, modelling a prompt provided by *Teenwise Grade 9* (2019) in Theme 5B (p. 72). The preceding writing exercise (Activity B in Figure 45) allowed students to express their ideas related to the inspirational people they admire. It was interpreted that teachers could have asked students to collaborate in pairs, read their paragraphs and give feedback on the paragraphs they wrote. Or students might have been autonomously directed to work in pairs when they covered these two exercises. This type of practice was aligned with the assessment criterion within Reinders and Balçıkanlı's (2011) autonomy framework since it targeted peer feedback as an alternative assessment tool, enabling learners' active participation. Yet, this tendency to support students with peer feedback exercises seemed ineffective due to an absence of clear instructions on how to provide feedback to peers.

Pedagogical implications for the Learner Autonomy in Teenwise Grade 9 (2019):

As the coursebook was prepared according to the 2013 national curriculum, some of the criteria in learner autonomy (identifying needs and goals, selecting resources) were based on the MoNE's approach to this issue. However, the findings for the "selecting learning strategies" and the "practice" criteria indicated a gap between the instructions of learning

strategies and their application within the coursebook. The coursebook's authors could address this gap by including tips for these learning strategies. For instance, small "tips for scanning" or "tips for skimming" boxes, which list how to perform the steps of these strategies, could assist students in performing them in the reading sessions for a better and practical reading. Moreover, the coursebook could introduce a few listening strategies through practice and step-by-step guidance. Rather than providing students with multiple-choice questions, students could be given guided instructions on how to listen to important information, how to differentiate the examples and the main idea in an audio recording, by the coursebook.

To "monitor students' progress", "assessment and revision", *Teenwise Grade 9* (2019) provided "self-check" surveys, online supplementary activities that students could have accessed through QR-codes, which can be counted as valuable, but these items were excluded from the thesis study. Yet, as an alternative to those materials, additional revision tests could be included in case students do not have access to technological devices.

4.2.2 Findings in Uplift Grade 9 (2022)

The content analysis revealed similar shortcomings in learner autonomy to *Teenwise Grade 9* (2019). The needs, goals, learning process, and strategies were planned according to the curriculum prepared by the MoNE (2018). However, the analysis also indicated that most of the items checked in this section were implicitly covered in *Uplift Grade 9* (2022). Therefore, this coursebook might have been more useful in terms of autonomy.

Identifying needs: Before the use of the coursebook, lesson plans were already prepared by English language teachers regarding the MoNE's curriculum (2018), as it is assumed. Though most of the needs were pre-identified by the MoNE (2018), it was discovered that the coursebook implicitly addressed students' interests, since it contained more current topics, texts, and visuals for speaking and reading activities. The coursebook also prioritized students' background information and encouraged them to reflect on their personal experiences in the warmup discussions that were on the cover page of each theme, which might have served as indirect prompts for self-reflection. These types of

practices were counted as raising autonomy according to Reinders and Balçıkanlı (2011). However, it seemed like these discussion activities, which students responded to by using their experiences, were designed for teachers so that teachers could adapt their vocabulary or grammar instructions according to students' interests. An example can be seen in Theme 3A, in the "Lead-in" questions, and in Activity D on page 36. Figure 46 below indicates that example.

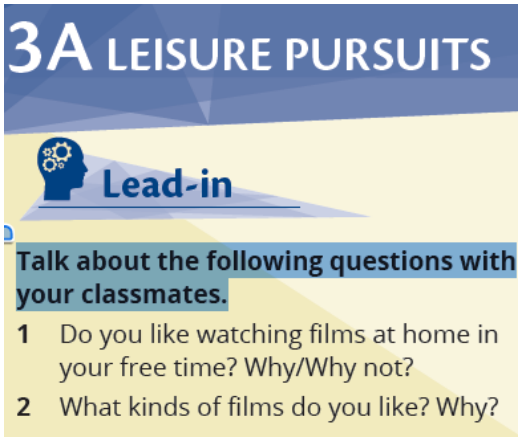


Figure 46. Two warm-up questions in discussion form to activate students' prior knowledge, Uplift Grade 9 (2022)

As seen in Figure 46, the "Lead-in" questions at the beginning of each theme, in Chapter A, were prepared as warm-up sections. When students talked about their preferences, they might have felt like they had contributed to the lesson's content with their ideas. As Reinders and Balçıkanlı (2011) mentioned in their stages in *"the self-directed learning process"*, learners' experiences and their difficulties can be counted as learners' needs. In that sense, the coursebook might have achieved a little progress.

Similar to this, in Activity D on the same page (p. 36), as Figure 47 below shows, students explained their choices.

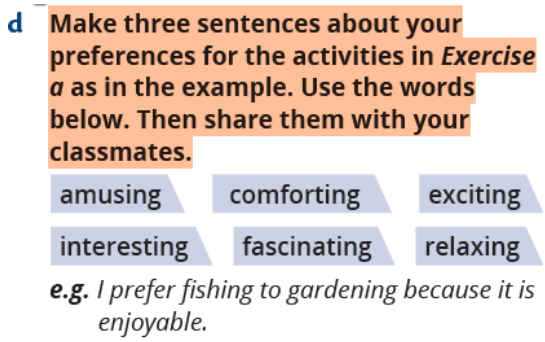


Figure 47. A discussion question is addressed to students on their preferences in Uplift Grade 9 (2022)

On the other hand, Activity D focused on vocabulary teaching and practising sentence forms with the word "prefer". As mentioned above, these warm-up activities implicitly presented students' interests, needs. These two activities might have given some ideas to teachers in classrooms about their students' interests; thus they could have adapted future vocabulary or grammar instructions accordingly. For instance, to teach a specific grammar topic, they could have used the names of the movies or specific characters' names that their students liked.

Yet, it is difficult to claim that *Uplift Grade 9* (2022) gave initial importance to students' individual needs, because the themes, units, and objectives of courses were pre-defined by the MoNE (Turkish Ministry of National Education) in their recent curriculum (2018). Moreover, *Uplift Grade 9* (2022) did not provide structured tools, such as checklists that students could use to check their linguistic competence, strengths, and weaknesses for improvement. Exploring these areas could have played an important role in students' self-studying time. However, the coursebook did not supply such assessment tools.

Setting goals: *Uplift Grade 9* (2022) outlined the general objectives of each theme on the cover pages as seen in Figure 48.

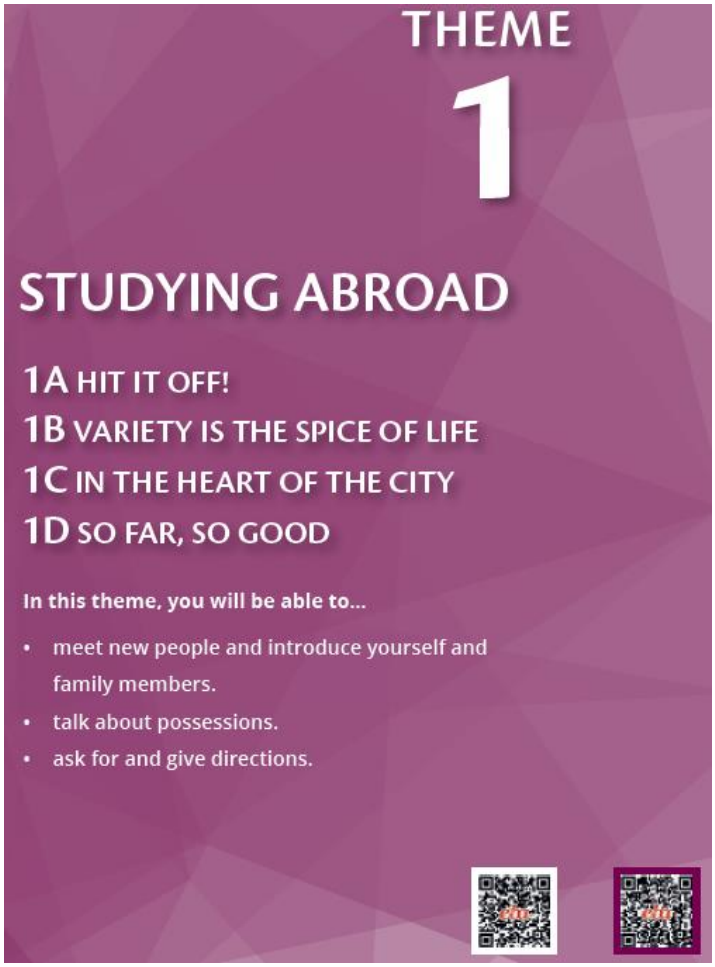


Figure 48. The cover page of Theme 1 in Uplift Grade 9 (2022) points out the objectives of the theme to guide students

As Figure 48 above reflects the objectives of Theme 1 (p. 15), for students with phrases such as "in this theme you will be able to…". Although goals were pre-determined, informing students about them was an implicit movement of involving students in the teaching process, and could be appreciated.

Also, Reinders and Balçıkanlı (2011) supported that learner-directed goals were contextually determined, relatively flexible, yet Uplift Grade 9 (2022) had ministry-determined, or teacher-determined goals in contexts. Dealing with learning objectives and goals in separate contexts, called themes, could have been beneficial for students to gain autonomy. Nonetheless, the coursebook did not present any opportunities for goal personalization or individual progress checking, it provided the general goals of the themes for all students in ninth grade, in public schools. That is why the coursebook was slightly aligned with Reinders and Balçıkanlı's (2011) categorization of goal-setting.

Planning learning: The thesis explored through the analysis that *Uplift Grade 9* (2022) did not explicitly prompt students to plan their overall learning process within themes. The great variety of pair and group work, projects, research sections, poster and dialogue preparations, and act-outs were considered based on this item in the checklist. These applications in language classrooms facilitated students to make decisions about the resources, additional materials, such as digital tools, to use in the task preparations, and timing. However, to what extent were they beneficial in increasing learners' autonomy in the classroom context?

Some samples that required students to plan, organise their learning process and studying hours took place in Themes 6 and 7 in e-portfolios as poster presentations and video-making projects, in other activities. Figure 49 below relates to those activities.

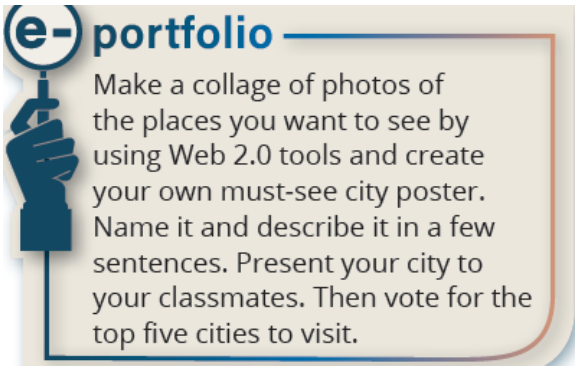


Figure 49. An e-portfolio task in Uplift Grade 9 (2022)

Figure 49 indicates an e-portfolio task from Theme 6D (p. 73) where students were to prepare collages of photographs that they would like to visit and make posters out of them, and write short descriptive texts about these places by using Web 2.0 tools. After their poster preparation, students were expected to present their products to their classmates. The steps of the poster presentation seemed clear. Most probably, the information related to Web 2.0 tools had been given to teachers and students before the task. Alternatively, teachers could turn this e-portfolio task into a group work presentation by gathering students who would like to visit the same places around the world. It appeared that students had some independence at first glance, because they were allowed to choose any place they would like to visit, photographs, and digital programs to work with among the group of Web 2.0 tools. It was assumed that students also had the opportunity to plan their poster and presentation preparations as they wished. They could

have completed the task as an assignment after school. The task seemed strong from the learner-centered perspective. However, students might have needed teachers' guidance and leading to finish their posters within a specific time limitation. As they had not accomplished a public speech in presentation form before, they needed additional content that instructed how to do a presentation, and techniques that they could apply, but the student's book did not contain any of these. These shortages of instructional input might have been supplied by English language teachers. Therefore, other presentation tasks like this poster making and presentation were categorised as teacher-centred.

Another example was found in Theme 7D, Activity E (p. 82), for the description of the planning learning process. Figure 50 below shows the three activities on page 82.

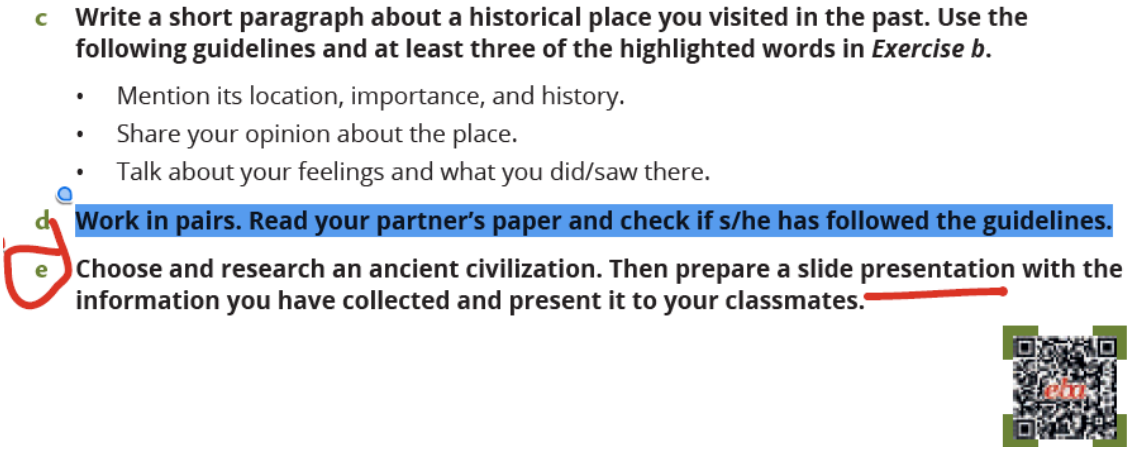


Figure 50. Three steps of a project given as follow-up writing and presentation tasks in Uplift Grade 9 (2022)

Activity E (p. 82) could be considered as the final step of an instruction focused on descriptive paragraph form. In the previous activities (C and D, p. 82), students were instructed how to write a descriptive paragraph of a place, and in Activity E, they were asked to search for ancient civilisations, collect information and visual materials to prepare their presentations about these civilisations. Once again, students might have been given this task as a home assignment or a class project. However, the time limitation was not clarified, but perhaps teachers were expected to define it. Students might have asked for guidance during their presentation preparation from their language teachers. Because of these reasons, this presentation task was marked as teacher-directed in the planning learning section.

The last example proving that the planning of the learning process was teacher-centred was another e-portfolio task on page 83, as Figure 51 shows below. Just like the previous e-portfolio task, this one might have been accomplished in groups or with peers. Figure 49 below describes the steps of the task.



Figure 51. A different e-portfolio task that students need teacher guidance with, timing and online materials in Uplift Grade 9 (2022)

Students were asked to prepare short videos related to the world heritage sites located in Türkiye by using a video editor. They were to submit their videos to their English language teachers and present these videos to their classmates during the lesson hours. The task provided three steps as prompts that students might have benefited from, like a road map. The task seemed feasible. Since many young people prepare short video content on social media applications today, ninth-grade students were also considered capable of this task. Working with video editors, designing their own content, and planning their study time could be motivating for this age group. Contributing to the content of English courses with their videos might have been attractive for students. Regarding these benefits, this e-portfolio was identified as learner-centred in terms of planning the learning process. Yet, allotting the necessary time limits was in English language teachers' hands, once again.

Selecting resources: Reinders and Balçıkanlı (2011) emphasised that language courses or coursebooks should support learners with self-access resources, and these self-access materials are not only printed resources, but they are also computer programs, digital platforms that students can use for their language learning after school (p. 266). When the digital and interactive resources in EBA were regarded, the coursebook aligned with the framework offered by these two researchers.

Though students' preferences were ignored in most items, some positive developments were recorded. For instance, in *Uplift Grade 9* (2022), students could select their self-study materials from the EBA platform, in which more variety of exercises and activities were added, which encouraged learners to work after school and decide their learning path themselves. The book provided separate QR codes for themes, theme presentation videos, audio files, end-of-theme questions, and in-theme activities, using different symbols for each. Using the EBA platform for extra study after school could have allowed learners to study without their course materials, wherever and whenever they preferred, and they could have used English to perform tasks in the online platform, which made their learning process meaningful. From this perspective, *Uplift Grade 9* (2022) empowered learners to gain their autonomy to some extent.

However, supplementary materials found in the EBA platform and workbook were excluded from this thesis, as stated in the previous chapters. This study focused on the resources in the student's book version of *Uplift Grade 9* (2022). When the student's book was analyzed, it was observed that the coursebook did not suggest any alternative resources apart from classroom materials. It would have been more useful if the student's book supplied students with extra reading texts that were named "Further Reading", which students could read in their spare time, for pleasure. Moreover, encouraging and guiding students to use dictionaries could have contributed to their self-studying or self-learning. Based on these, it is concluded that materials and resources are MoNE/ teacher-directed.

Selecting learning strategies: As previously stated, Uplift handled with basic language learning skills in four chapters in each theme. Reading, listening, speaking, writing skills, including linguistic forms –grammar introduction and vocabulary reinforcement– were covered in these chapters. Yet, just like the identification of learners' needs, few learning strategies were implicitly taught. Usually, some strategies took place as practice forms, without their instruction.

The coursebook provided various task types like gap-filling, matching, research sections, interactive classroom games, discussion practices, presentations, role-plays, dialogue writing, writing, and peer feedback. Although having so many interactive exercises, the

coursebook preferred giving them in the same order in every theme. Furthermore, the coursebook did not raise an awareness of empowering different strategies for each language skill.

One refinement observed in *Uplift Grade 9* (2022) was the sequence between communicative activities. These activities are also investigated under the title of "Findings related to Communicative, Interactive, and Collaborative Activities". Yet, to give brief information about them will clarify their importance for developing learning strategies. In some themes, occasionally, a few warm-up questions could serve as pre-speaking tasks so that in the following activity, be another discussion or a dialogue writing practice– students were able to use the information they had obtained from pre-speaking tasks.

Nevertheless, the coursebook did not carry on this permanency within other skills. Through the analysis, the thesis explored that students were not instructed in practical strategies they could follow for similar exercises in the coursebook. The coursebook assisted students with implicit strategies for vocabulary, listening, or reading skills before or after activities related to these skills, instead of supplying explicit input for vocabulary development.

For instance, in Theme 3A (p. 36), a vocabulary exercise (Activity D) took place after a listening activity. Students were expected to comprehend six adjectives ending with "-ing" and then make three sentences with the verb "prefer" by using these adjectives. Then, students would share these sentences with their classmates. Figure 52 below presents the vocabulary activity.

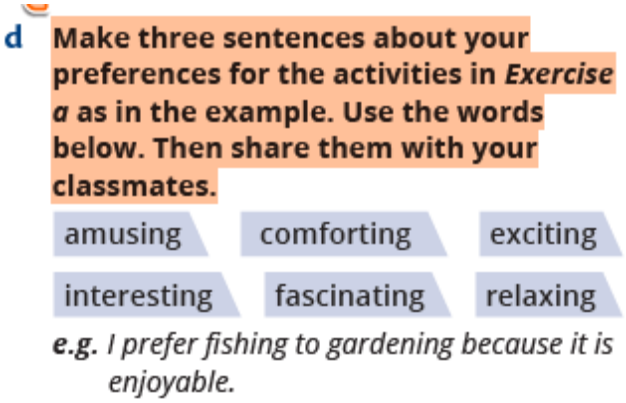


Figure 52. A vocabulary exercise focuses on linguistic competence in Uplift Grade 9 (2022)

As Figure 52 shows, the primary aim of this vocabulary activity was to facilitate students' linguistic competence. Students had the opportunity to use each adjective in sentences that reflected some personal information. It is believed that this technique helps language learners to internalise and remember new words, and this activity might have enabled students to recall the six adjectives for future use. That means the coursebook attempted to provide students with a few strategies for vocabulary reinforcement, yet these strategies were implicitly given. Most of the time, students might have responded to these exercises not knowing that the coursebook had introduced them to a strategy.

After this vocabulary practice, students continued the speaking section. They learned eleven more words by categorising them at the beginning of the speaking part on page 37 (Activity A). Figure 53 below indicates the categorisation exercise.



Figure 53. A speaking practice that can be integrated into a previous vocabulary instruction in Uplift Grade 9 (2022)

Students and language teachers might have preferred integrating Activity D on page 36 with this new vocabulary instruction. Remembering words within categories can also make remembering target words easy. That could be a reason why the coursebook included this type of exercise, but it did not explicitly present this as a strategy. Perhaps, the authors of the coursebook expected language teachers to guide students and tell them these vocabulary exercises could be used as strategies to internalise and recall the words, asking students to group words they had learned when they studied after school. Then, it seems like most of the strategies for vocabulary development were taught by language teachers, and they were teacher-centred. However, the coursebook still attempted to present these strategies, without explicit notice. If the authors of *Uplift Grade 9* (2022) had included these strategies in separate boxes, like small notifications, the coursebook would have assisted students in recalling different strategies for vocabulary so that they would have used them whenever they needed. In that case, as Reinders and Balçıkanlı

(2011) suggested, the coursebook would have provided the strategies for vocabulary and the chance to select any type among these strategies for students.

The content analysis also indicated that the coursebook included reading activities such as scanning, skimming, and identifying main ideas and details; however, these were presented solely as practice tasks without explanations of the underlying strategies.

For instance, Theme 2B (Activity B, p. 28) included a reading text with the instruction of skimming, as seen in Figure 54 below.


b Skim the texts. Match the places in *Exercise a* (1–3) to the people (A–C).

A ☐ Emma, Germany

Emma here! My age is seventeen, and I live in Frankfurt. It is a big place, and there are high-rise buildings everywhere. We have got lots of shopping centres and also computer, furniture, games, and sports shops. There are also cinemas, theatres, and cafés near the river. My friends and I see interesting performances there; we sometimes have a picnic by the lake. Living here is a lot of fun.

B ☐ Sulejman, Bosnia and Herzegovina

Hello, my name is Sulejman. I am twenty years old, and I live in a very small place. There are thirty houses here, and they are all low-rise buildings. There is a mosque and a school, but there aren't any shops, markets, restaurants, or cafés. Sometimes, village life can be boring, but I like the natural beauty of our village. My family and I generally go for a walk in the forest or climb a mountain.

C ☐ Noah, Scotland

Hi, I am Noah. I am nineteen. I live in a small place, but it is not a village. There are not any cinemas or theatres, but there are four restaurants, two parks, a library, and a market. My favourite is the Indian restaurant near the beach because it has beautiful waterfall scenery. Many tourists visit here because there are very nice campsites by the sea. My town is not very big, but I love it.

Figure 54. A reading material asks students to skim the text without introducing this reading strategy in Uplift Grade 9 (2022)

As Figure 54 reflects, the reading section gave three short texts, and students were asked to skim and match them with the specific places covered in the previous activity (village, city, suburb, town). However, the skimming had not been instructed in *Uplift Grade 9* (2022) in the previous unit or chapters. The activity presumed that students were capable

of using skimming and scanning techniques and did not supply any tips on how to skim or scan. Similar issues continued in the next scanning activity (p. 29), which can be seen in Figure 55 below.

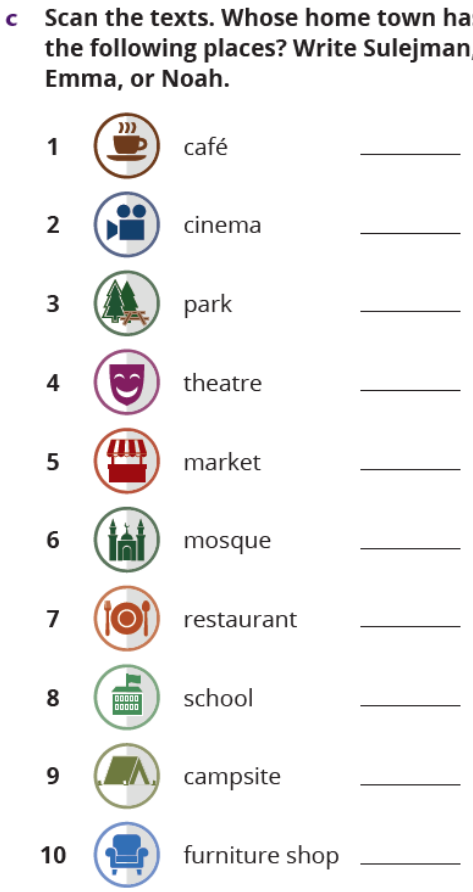


Figure 55. A scanning exercise without its introduction or relevant tips in Uplift Grade 9 (2022)

Including short notifications for skimming and scanning next to a few reading tasks could have increased the awareness of reading strategies, so students could practice these strategies autonomously in every reading task, or when they came across a text, and they would feel more confident using these strategies over time.

The content analysis reflected that the coursebook still could not fill the gap between information-based knowledge and practical application. That is to say, many learning strategies in the book were presented solely as practice tasks without explanations. That is why *Uplift Grade 9* (2022) did not completely match with Reinders and Balçıkanlı's (2011) learner-centered learning strategy category.

Practice: The content analysis indicated that this coursebook's most successful feature was supporting students with opportunities for meaningful practice, which improved autonomy. Although learning strategies were not explicitly given in the coursebook, various types of exercises, collaborative speaking activities could allow students to co-construct the input and engage actively in the learning process.

Furthermore, students could select their self-study materials from EBA, which is an excluded factor but might have affected learners. Additionally, the coursebook aimed to empower their research skills through some tasks. Moreover, the coursebook offered some flexibility for teachers, allowing pair and group activities and the sequence of tasks to be adjusted according to individual lesson plans.

The coursebook, *Uplift Grade 9* (2022), generally seemed feasible as it focused on linguistic knowledge and skills in four chapters in each unit. It also provided more practice for speaking and listening. Considerably, *Uplift Grade 9* (2022) facilitated learners' autonomy through after-class tasks, which were uploaded on EBA, and augmented meaningful interaction opportunities via dialogue writing, role-playing, research tasks, and projects; these features may count as betterment in terms of practice.

Monitoring the learning process: After the analysis, it was found that *Uplift Grade 9* (2022) supported monitoring the learning process to a moderate degree, and primarily through teacher-centered reflection and collaborative interaction. Even though the variety of structured self-monitoring tools did not exist in the coursebook, there was a survey-type self-monitoring section at the end of each theme, labelled as a "self-assessment" section that consisted of six or seven statements aligned with each theme's objectives and goals. Figure 56 below represents a sample of self-assessment tools.



Figure 56. A self-assessment survey sample takes place at the end of each theme in Uplift Grade 9 (2022)

As seen in Figure 56, students were to check their own language performance by selecting one from three options, such as "fair", "good" or "great" for each objective in the list. This would guide students to recognise how well they had internalised the target content and skills. This feature has the potential to support self-monitoring if implemented meaningfully, as it was also advised by Reinders and Balçıkanlı (2011, p. 267).

However, these self-assessment sections were designed to be used within class hours and typically required teacher facilitation; without guided discussion or encouragement, students could skip or rush through them.

Apart from these explicit tools, some speaking and group tasks also promote informal monitoring, as students observe their classmates' language use and negotiate meaning in interaction. These might not have been explicitly framed as self-evaluation, such peer comparisons could have raised learner awareness and promoted a trial-and-error learning approach. To give an example, the writing tasks on page 62 and the e-portfolio on page 63 can be given. These tasks were found in Theme 5D, in which students learned how to describe people by using physical and personal adjectives, and they read and listened to famous people such as scientists, doctors, singers, actors, and sportspeople. The tasks' samples that are detailed below were linked to the previous activities. Figure 57 below represents these tasks.

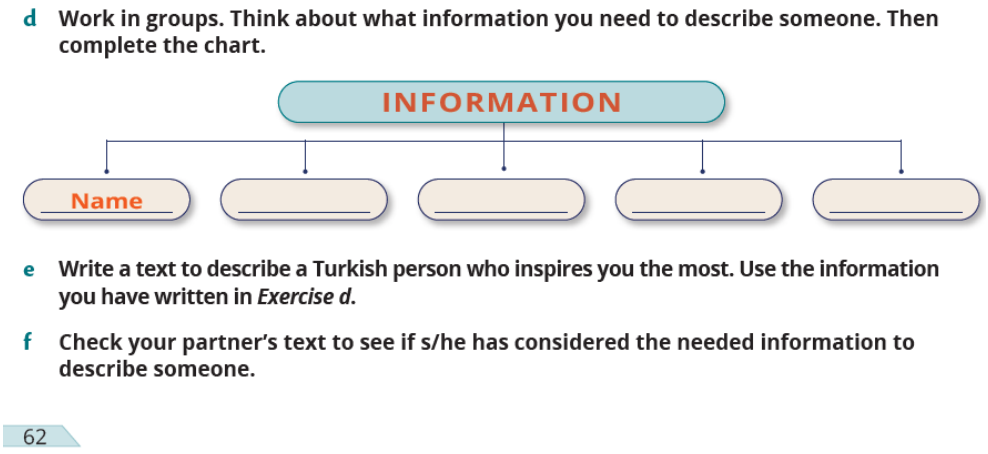


Figure 57. A brainstorming exercise before a writing task, enabling students to give feedback to their classmates, Uplift Grade 9 (2022)

As seen in Figure 57 above, Activity D (p. 62) guided students to plan their description of a famous person by brainstorming within groups. Group members initially discussed what information they needed to describe a person, and filled out the chart. The reading passage that they had studied previously would be a model for them to fill the chart out. Subsequently, in the following activities (Activities E and F), students were required to write a paragraph describing a famous person by using the ideas that were generated in the brainstorming. Following the writing task, they were asked to check their pairs' paragraphs. In this step, students could have obtained feedback from their peers on their grammar and vocabulary use. They might have checked their classmates to see whether they had written according to the prompts given.

Moreover, there were other types of peer feedback tasks that students were motivated to use the web tools. Following Theme 5, at the end ot the theme, on page 63, students were asked to research on "e-portfolio" section. They were to share what they had found by recording videos and publishing those videos on the section that was designated for portfolio studies in the EBA system, as can be observed in Figure 58.

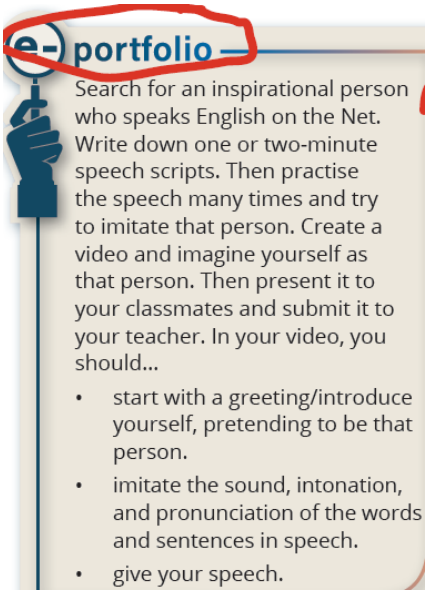


Figure 58. E-portfolio tasks may be a resource to observe students' progress in Uplift Grade 9 (2022)

Although the additional materials found in the online system and workbooks were excluded from this thesis study, the researcher finds these e-portfolio tasks to be as effective as the feedback given for paragraph writing. Through the EBA system, students had the opportunity to edit their own videos. This practice seems motivating when students' interest in social media and video editing is considered. Moreover, when students watched and commented on other students' videos, they had the opportunity to give feedback, to use the language for a meaningful interaction after school. So, these e-portfolio sections could have been useful practices in terms of peer feedback.

According to Reinders and Balçıkanlı (2011), peer feedback was viewed as a learner-centered way of monitoring progress, therefore, it was valuable. The activities, tasks that were employed by peers, groups found in *Uplift Grade 9* (2022) were equally essential since they maintained an informal student-to-student feedback process, as the samples above indicate. Thus, *Uplift Grade 9* (2022) supports monitoring the learning process to a moderate degree, primarily through teacher-guided reflection and collaborative classroom interaction.

Assessment and revision: Assessment and revision tools represented in the coursebook are not explicit, except for the "self-assessment" sections, which were discussed above. Apart from these sections, certain writing tasks, some speaking exercises might have

assisted students to check their linguistic capabilities for certain objectives of the themes. While peer-assessment was found to be one of the common assessment types in the coursebook, it was observed that *Uplift Grade 9* (2022) was mostly teacher-oriented in terms of assessment and revision. The coursebook did not provide any revision tests or summative assessment features within its student's book, but students could have benefited from the workbook and online exercises on the EBA system. In that case, students should have needed guidance and reminders from teachers frequently to cover certain practices in their workbooks or online system, which made the coursebook teacher-dominated in this category.

Besides, some of the tasks that focused on linguistic functions were not instructed as peer-work practices. The source of the feedback was not clearly defined in these tasks; thus, it was thought that teachers were expected to scaffold students' knowledge of functions through feedback, verbal comments, or in-class writing sessions. One example was found in Theme 3C (p. 41), and it can be observed in Figure 59.

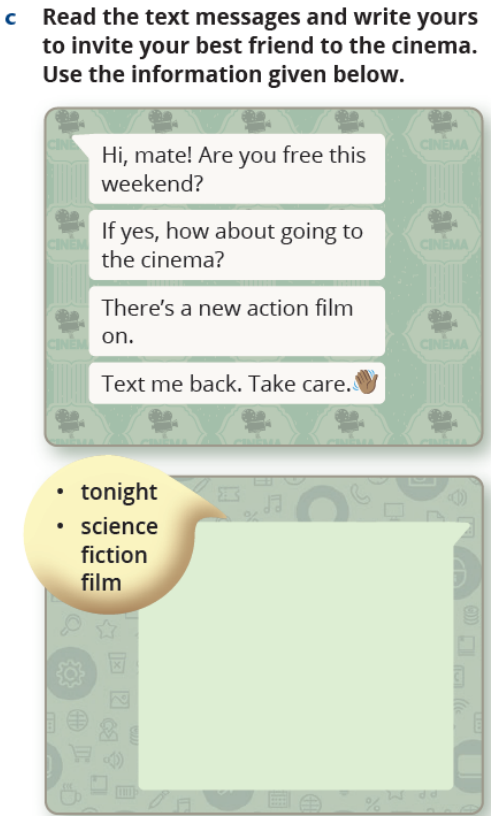


Figure 59. A writing task focuses on language functions such as invitation in Uplift Grade 9 (2022)

Activity C in Figure 59 (Uplift Grade 9, 2022, p. 41) was a guided writing practice in the speaking section in Theme 3C. In the previous listening section, students had read and listened to dialogues between two people, inviting their friends and offering to do some activities. Students had been instructed how to invite others, plan, and offer joining events. In Activity C, they were required to practice what they had learned via writing instant messages as a response to a message on the same page. This could be a useful assessment when it is considered that instant messaging is one of the digital applications that high school students are fond of. However, the instructions for this activity neither requested peer work nor clarified who would give feedback to students' responses. It was assumed that English language teachers were to check each student's written work. Alternatively, teachers could have elicited answers from a few students and checked only their responses, so that other students in classrooms could model them, correct their errors by observing the feedback given to the selected students' responses. Either way necessitated teacher-directed assessment. Because students' responses were to be controlled by teachers in this activity, it did not match with Reinders and Balçıkanlı's (2011) understanding of learner-centred assessment and revision.

One of the writing tasks that enabled students' peer-assessment was displayed and explained in the "monitoring the learning process" part. Another type of activity, which might have played an important role in peer-assessment, could be role plays or dialogue preparations if they were instructed and discussed carefully during lesson hours. Role-play activities could also be counted as an informal assessment type. Yet, in situations where classrooms are crowded and limited hours are dedicated to English lessons, these activities cannot be as efficient as desired. Figure 60 below represents a role-play activity where students could have given feedback and responses to their peers or classmates.



Figure 60. A role-play task provides an opportunity for students to give feedback to their classmates, Uplift Grade 9 (2022)

The role-play activity (as seen in Figure 60 above) in Theme 6C on page 71 could be one of the motivating, enjoyable speaking tasks for students. Previously, students had listened to and read dialogues that had taken place in restaurants. In this activity, two role cards, a menu were given as prompts so that students could prepare for their performance during the lesson hours. Yet, teachers' leadership might have been necessary to arrange the time limit for preparation and for performance when this activity was covered in classrooms. Alternatively, this role-playing activity could be more effective if students' performances were video recorded, listened to. While evaluating their classmates, both teachers and

students could engage in the lesson by giving feedback. The feedback given via visuals and comments from other students would be more meaningful, memorable for learners. Meanwhile, this type of practice was found to be learner-centred by Reinders and Balçıkanlı (2011).

On the other hand, technical availability, student numbers in classrooms, time limitation, pacing, the development of future topics, and, most importantly, students' allowance for video-recording are critical issues to be taken into consideration for this kind of application. Although student feedback is valuable in terms of assessment and revision, it may not be achieved for every lesson in English courses.

Pedagogical implications related to learner autonomy in Uplift Grade 9 (2022):

The findings suggest that the authors of *Uplift Grade 9* (2022) included information about the goals of each unit on the unit cover pages to engage students actively in the learning process and to support their development as autonomous learners. Regarding this reflective attitude of the coursebook, it was estimated that the authors of the book might have referred to teachers' and students' comments about their needs, interests, and personal expectations in advance of their coursebook design process. From a pedagogical perspective, defining the objectives of units on their cover pages should be permanent for future coursebooks as an indicator of the coursebook designers' attitude that was described above. Additionally, the needs and outcomes of each level of English are described in the CEFR, and the recent curriculum was designed in accordance with the descriptions of the CEFR (MoNE, 2018, p. 4).

Moreover, the coursebook contributed to students' self-learning process when it was controlled through "monitoring progress", "assessment and revision" criteria. Alternative assessment activities, such as e-portfolios, in-class presentations, project tasks, and collaborative activities, motivated students to evaluate their own learning process and observe their classmates in this process. If future coursebooks provide similar learning and teaching materials, they may assist students in their self-studying skills.

On the other hand, the analysis of "practice" criteria indicated that the sequence of communicative activities encouraged students to develop schemata so that they could

express themselves better both verbally and in written forms. These pedagogically well-organised activities could have enabled students to follow the sequence easily. They might have adapted their studying strategies into the coursebook's organisation. This can be important regarding the development of learner autonomy.

On the other hand, the analysis of "learning strategies" demonstrated the gap between the introduction of different language strategies and their practice. These strategies can be scanning and skimming for reading, selective listening and note-taking, and techniques to remember and use new words. Although note-taking while listening seems to be a challenging task for A1 and A2 level learners, they could have been practised through information gaps, fill-in-the-blanks forms. Students could have been introduced to the steps of the reading strategies briefly, and they could have been provided with skimming and scanning practices to test their learning skills. If authors consider incorporating these features into future coursebooks, these books will guide students more effectively in terms of their self-learning process.

4.3 Findings related to Communication, Interaction, and Collaboration in the Coursebooks

4.3.1 Findings in Teenwise Grade 9 (2019)

The first rough categorisation put forward that *Teenwise Grade 9* (2019) contained 100 speaking activities and exercises in total. Through labelling, the thesis identified these communicative activities as "warm-up discussion questions" asked before the listening and speaking sections or before the themes began, "dialogue preparing" and "acting out"; or "role-play" activities, simple "asking the questions in the book and answering", "interactive games", "other discussion questions" and a few "projects" that were asked as pre-reading, pre-writing, pre-listening activities. Since each theme followed the same pattern and the same organisation in terms of speaking practice, grouping these speaking activities based on their types allowed the researcher to focus on their instruction and other classification features that were offered by Kırık (2015).

In light of the limited number of "one-way interactive" speaking instructions, Activity 6 (p. 29) in Theme 2A can be defined as *"not developing interaction between pairs and*

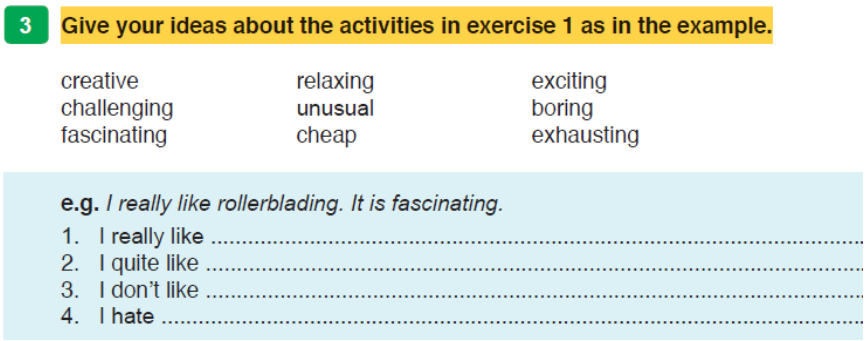
groups", "not allowing negotiation," and *"not open to free and equally much responses from pairs"* based on Kırık's (2015) categorization. Figure 61 below shows Activity 6 on page 29.



Figure 61. A "one-way interactive" speaking practice in Teenwise Grade 9 (2019)

This activity (in Figure 61) has a connection with the reading passage, which was previously studied. In the previous reading text, students read a description of a person's room whose name was William (Activity 3, p. 29). Then, Activity 6 on the same page (as seen in the image above) supplied a photograph of a room of a person named Lydia and required students to look at this new photograph and compare it with William's room by making sentences "there is … in …'s room but there isn't …". Activity 6 (Theme 2A, p. 29) looks like a grammar activity, even teachers can adapt it into pair work because its only purpose is to assess students' capability of making accurate sentences based on the grammar objective that the theme targeted.

There are also a few "one-way interactive" speaking exercises that appeared to facilitate "two-way interaction" at first glance, but they did not cause any meaningful negotiation or pair interaction, as Figure 62 below indicates Activity 3 in Theme 3B (p. 44).



3 **Give your ideas about the activities in exercise 1 as in the example.**

creative	relaxing	exciting
challenging	unusual	boring
fascinating	cheap	exhausting

e.g. *I really like rollerblading. It is fascinating.*

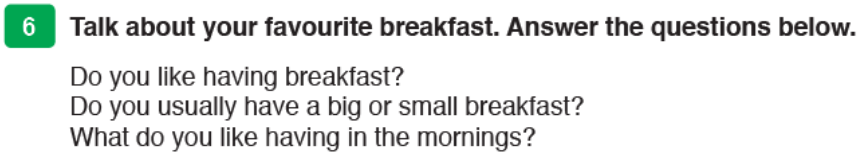
1. I really like .....
2. I quite like .....
3. I don't like .....
4. I hate .....

Figure 62. A "one-way interactive" communication task in Teenwise Grade 9 (2019), aiming to reinforce accuracy

Activity 3 (p. 44) specifically aimed to reinforce the use of nine adjectives and practice reason-giving through making two separate sentences. Although the task instructions did not explicitly require pair or group work, teachers may have opted to adapt the activity to encourage such interaction. From this perspective, the task appeared to support the "negotiation of meaning" between students, particularly as the instruction included the phrase "give your ideas," suggesting some degree of response-giving and information exchange. However, the activity offered limited input on how to connect opinions with reasons, prompting learners to treat them as separate components. Additionally, the sentence structure was largely pre-determined as the prompts were given, and students were expected to make sentences accordingly, which limited opportunities for creative output. Furthermore, the instructions did not directly encourage pair or group work, and the activity offered minimal support for student-to-student interaction. Nonetheless, it could still be valuable in guiding learners on the structural aspects of expressing reasons. Overall, due to its limited interactive potential, this activity was classified as a "one-way interactive" practice.

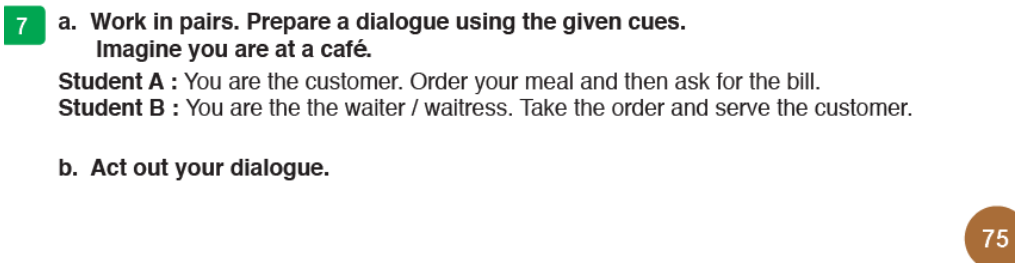
Like the sample of one-way interactive exercise, in another theme, it was observed that *Teenwise Grade 9* (2019) allowed some of the "one-way interactive" speaking activities to be adapted into pair work by teachers in the classroom hours. Certain tasks appeared to serve as preparatory steps for subsequent dialogue or act-out activities, offering teachers a degree of flexibility in implementation. Although evaluating this adaptive use falls outside the primary scope of the present study, it is worth noting that such flexibility has the potential to enhance learner engagement and increase oral production in English.

Figures 63 and 64 below represent Activities 6 and 7 on page 75, as examples of these follow-up interactive practices.


6 **Talk about your favourite breakfast. Answer the questions below.**

Do you like having breakfast?
Do you usually have a big or small breakfast?
What do you like having in the mornings?

Figure 63. A pre-discussion session before a role-play activity in Teenwise Grade 9 (2019)


7 **a. Work in pairs. Prepare a dialogue using the given cues.**
Imagine you are at a café.

Student A : You are the customer. Order your meal and then ask for the bill.
Student B : You are the the waiter / waitress. Take the order and serve the customer.

b. Act out your dialogue.

75

Figure 64. A dialogue preparation and role-play activity after a discussion session, as seen in Figure 63, Teenwise Grade 9 (2019)

In Theme 6A, Activity 6 (as seen in Figures 63 and 64), students were asked three questions as prompts to talk about their breakfast routines, representing a "one-way interaction" between the textbook and the learner. In Activity 7 (p. 75), students were first introduced to a sample dialogue. Subsequently, they were guided to imagine themselves at a café, prepare a similar dialogue with their partners, and finally act it out. In this progression, learners are encouraged to draw upon the vocabulary and responses generated in Activity 6 to construct their dialogues in Activity 7 (p.75).

These two activities exemplify a structured follow-up sequence. While Activity 6 (p. 75) was characterised as a "one-way interactive" task with limited student-to-student engagement, Activity 7 (p. 75) facilitated more communication, aligning with Kırık's (2015) criteria for "two-way interactive" tasks. Such tasks are defined as "open to free and equally balanced responses from pairs" and "facilitating negotiation," making them effective for promoting interactive speaking.

As acknowledged in both Kırık's (2015) study and the present thesis, asking students to respond individually to textbook prompts does not constitute genuine interaction.

However, Activity 6 (p. 75) appeared to serve as a preparatory step, supporting learners' performance in the subsequent interactive task. Despite its limitations in promoting interaction on its own, it might have contributed to learners' readiness for meaningful communication. Through this example, the thesis observes that "one-way interactive" activities, when strategically sequenced, can support later communicative tasks and indirectly enhance learners' speaking development.

In the second phase, "the two-way interactives" were classified in terms of **"**negotiation of meaning", "group format", and "openness to free and equally much responses from both pairs". In the second phase of the data analysis, the group labels identified during the initial rough categorisation were utilised.

The thesis observed many role-play and act-out activities, and one of them is presented above (Activity 7 in Theme 6A, p. 75). Including this, in the thesis, and also in Kırık's (2015) study, dialogue preparation exercises and act-out (role-playing) interactive exercises were counted as "two-way interactive" practices, "encouraging meaningful negotiation" and "open to free and equally much responses from both pairs" because these type of activities' prompts allowed students to improvise their responses, react to their partners in both verbal and non-verbal cues, and most importantly, they were allowed to produce authentic dialogues with their peers. One of these role-playing exercises was Activity 6 (p. 99), as another follow-up, in Theme 8A, as seen in Figure 65 below.

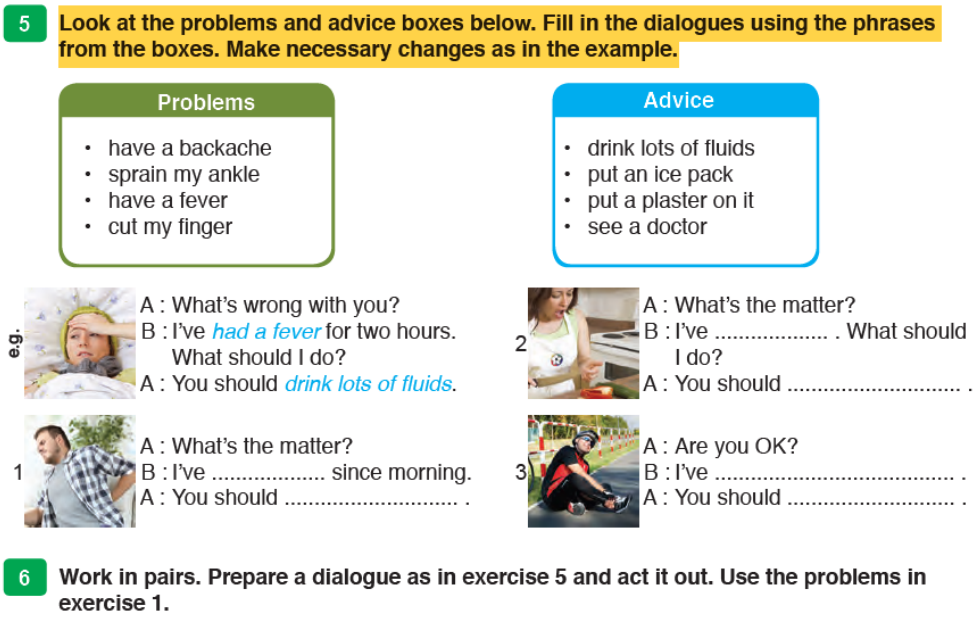


Figure 65. A "two-way interactive" role-play task which gradually develops within the process, Teenwise Grade 9 (2019)

Activity 6 in Theme 8A (as seen in Figure 65) required students to refer to previous vocabulary and dialogue-making exercises and instructed students to collaborate with a pair to prepare a new dialogue and then act it out. Similar to other act-out or role-playing activities, this practice enabled pairs to respond freely, react to their peers' responses, and interact meaningfully within a context, even though it appeared like a reinforcement of certain linguistic input.

In their study, Kırık (2015) did not entirely oppose such constructed dialogue-making sessions. They asserted that "Another point to be noted is that if the formats of activities are changed into a pair or a better group format, it could promote the communicative potential of language activities" (p. 144), meaning that when a context is given in a group or pair-work format, students could perform meaningful interaction. Hence, Activity 6 in Theme 8A (p.99) was identified as "allowing negotiation of meaning" and "open to free and equally much responses from both pairs". As it instructed pairs to collaborate, it did not fit into the categorisation of "group work format", yet the exercise was still valuable, beneficial in terms of establishing communication among learners.

Another type of activity, differentiated as two-way interactive speaking practices, was the use of warm-up questions. These questions were originally presented in a discussion

format and were prompted on the cover pages of the themes. Figure 66 below is one of the examples of this.



Figure 66. Four warm-up questions in Teenwise Grade 9 (2019) related to a theme that allow group discussion

On the cover page of Theme 3 (as seen in Figure 66), four discussion questions were addressed to students in a classroom. Once again, they were opted to be covered as pair or group work. The questions encouraged students to consider their responses and react to their classmates both verbally and non-verbally. Because of these features, these warmup questions on page 37 were described as **"**facilitating meaningful negotiation", "open to free and equally much responses from both sides," and it suited into "group work format", based on Kırık's (2015) categorisation.

Discussion format frequently appeared as pre-listening, pre-reading, or pre-writing tasks in *Teenwise Grade 9* (2019). As an example, Activity 2 in Theme 10A (p. 120) could be given. Figure 67 below represents a pre-listening task in a discussion format.

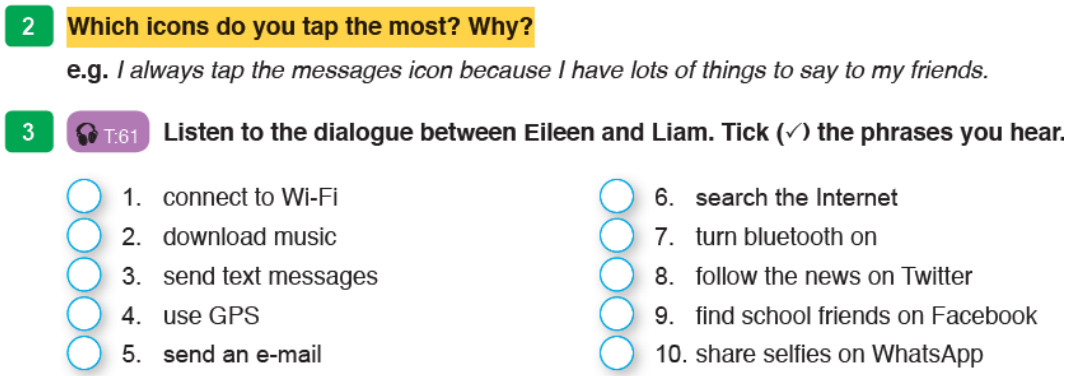
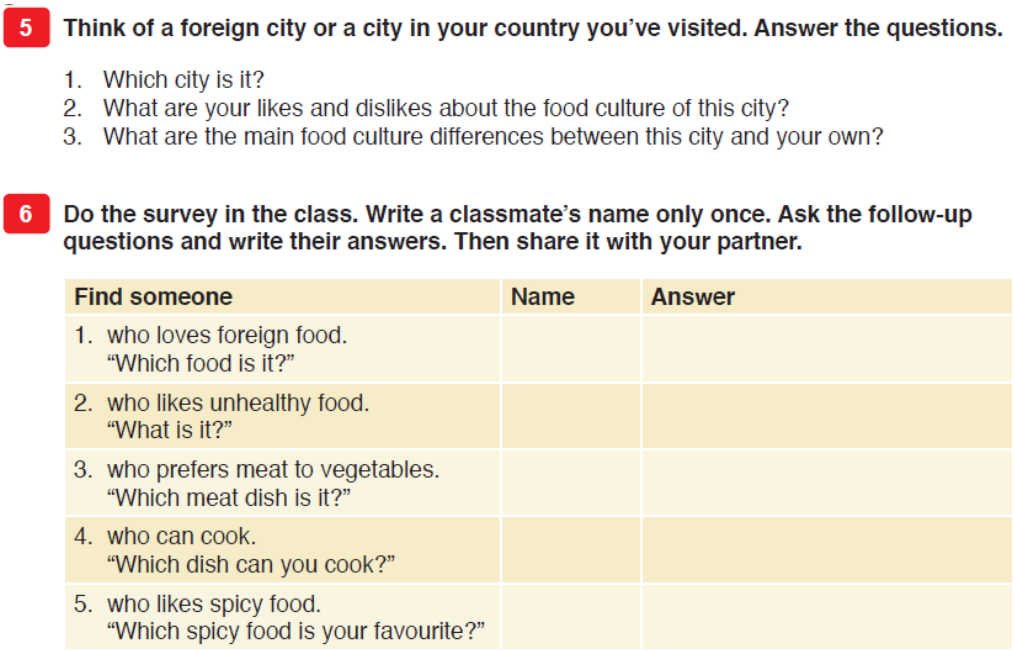


Figure 67. A discussion activity as a pre-listening task in Teenwise Grade 9 (2019)

Before the listening section, students engaged in a matching exercise involving twelve symbols related to technology, where they were asked to pair each symbol with its

corresponding English term. Even though the activity resembled a vocabulary revision task, the question, *"Which icons do you tap most? Why?"* (as in Figure 67) allowed students to express their reasons, thoughts about their preferences in pairs or groups. That is why this pre-listening discussion activity was described as "open to free and equally much responses from students", "facilitating meaningful negotiation", and "group work format", aligning with Kırık's (2015) categorisation.

According to Kırık (2015), one of the features of interactive tasks is that responses cannot be limited to mechanical drills, simple yes-no question types which students read on the coursebook and answer by using the structures, but they should authentically come from students and establish meaningful interaction between peers or groups of students (p. 142). They posited that collaborative tasks, including gap activities, problem-solving, role-plays, debates, discussions, and surveys, increase student interaction and collaboration; thus, they ultimately promote unique communicative exchanges (p. 137). However, Kırık (2015) could not classify structured-response exercises as *"interactive,"* although they are not one-way interactive exercises. These can be survey-type tasks that provide students with questions they are expected to ask. Activity 6 in Theme 6A (Figure 68) is an example of this.



5 **Think of a foreign city or a city in your country you've visited. Answer the questions.**

1. Which city is it?
2. What are your likes and dislikes about the food culture of this city?
3. What are the main food culture differences between this city and your own?

6 **Do the survey in the class. Write a classmate's name only once. Ask the follow-up questions and write their answers. Then share it with your partner.**

Find someone	Name	Answer
1. who loves foreign food. "Which food is it?"		
2. who likes unhealthy food. "What is it?"		
3. who prefers meat to vegetables. "Which meat dish is it?"		
4. who can cook. "Which dish can you cook?"		
5. who likes spicy food. "Which spicy food is your favourite?"		

Figure 68. A survey task sequencing three questions and allows students to work in peers and groups, Teenwise Grade 9 (2019)

Activity 6 in Theme 6A (in Figure 68) instructed students to do a survey whose questions were already written by asking their classmates and fill in a chart, including follow-up questions. Once students completed filling in the chart, they would collaborate with a partner and share the answers with them. Though collaboration was permitted, the task was not truly interactive because students read the questions on the page and provided short answers. Therefore, it cannot be claimed that students developed meaningful negotiation based on Kırık's (2015) study.

Some task types that Kırık (2015) did not mention in their article are research projects and poster preparations, which are based on process and product-driven practices. Considering the time allotted for dialogue preparation and acting out a dialogue, it was observed that task-based and project-based applications can be similarly motivating for group and pair work. Figures 69 and 70 below display two research tasks from Theme 8B in *Teenwise Grade 9* (2019), on pages 104 and 108. These tasks include a poster-making activity and a guided search project, both of which encourage students to engage in research-based learning through collaboration and interaction. However, brief criticism could be given (see Figures 69 and 70 below).



Figure 69. A research task in Teenwise Grade 9 (2019)

Figure 69 above indicates the research activity from *Teenwise Grade 9* (2019), which instructed students to search the Internet for the emergency service numbers in the USA, the UK, and EU countries. Though the task did not explicitly promote pair or group work, teachers might encourage collaboration among students. The task itself was simple and

could be completed quickly; however, its instructional design did not have clarity regarding follow-up steps. It was unclear whether students were expected to present their findings, discuss them in groups, or merely complete the task individually. These issues raised questions about its pedagogical purpose and level of interaction. The thesis assumes that Activity 2 could have been designed as a preparatory stage for the following survey task, Activity 3 (p. 104), yet these two activities seemed disconnected.

Moreover, the feasibility of Activity 2 (p. 104) should be taken into account when performing project tasks. Students who studied *Teenwise Grade 9* (2019) might not have been permitted to use electronic devices, and internet access might not have been available in all classrooms. To address these limitations, students could be assigned the research component as homework and share their findings in class—a flipped-classroom approach. Breaking down project tasks into manageable stages that connect in-class and out-of-class activities could foster more meaningful learning experiences. To succeed in these projects, however, students need structured guidance, access to digital tools, and opportunities for collaboration in pairs or groups. Due to unclear instructions in the "search" project tasks, weak task design, lack of real-life relevance, and limited access to digital resources, some projects were evaluated as insufficient in facilitating meaningful negotiation opportunities. Additionally, they might not have allowed free and equally substantial responses from both partners, and not supported group work formats. These judgments were made in line with the criteria proposed by Kırık (2015).

Contrary to the first project task explained above, Activities 8 and 9 on page 108 in the same theme (Theme 8B) in Teenwise Grade 9 (2019), as Figure 70 below, provided a better structure for a well-developed project task.

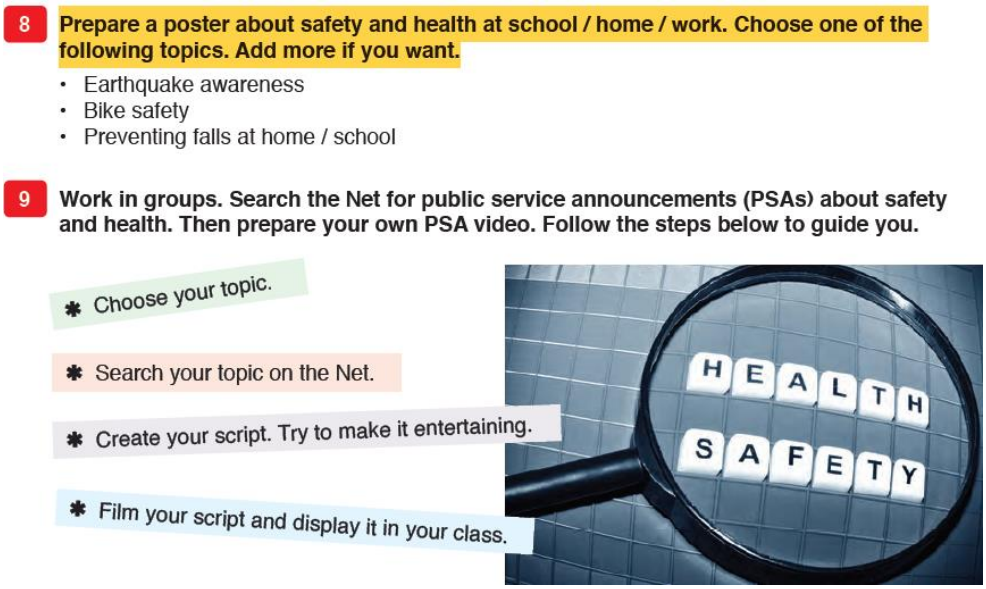


Figure 70. A research task, poster preparation in Teenwise Grade 9 (2019)

In Activity 8 (as seen in Figure 70), students were expected to use the input related to the safety precautions they had obtained through prior activities in the theme. They were asked to select one topic among three or add extra topics to prepare their poster. The poster-making task could easily have been performed by "peers or groups," so that the use of the target language for "meaningful interaction" increased. Students had to communicate with their classmates, make decisions, and express their thoughts to each other while preparing their posters. In that case, this task could have "achieved negotiation". Students were allowed to reflect and respond to their classmates, meaning that the task was "open to free and equally much responses from both sides," as suggested by Kırık (2015).

Additionally, Activity 8 on page 108 (Theme 8B) could have been adapted into a preparatory stage before Activity 9 on the same page, since students were to work in groups again to search for PSAs (public service announcements) and then to prepare a video in Activity 9 (Theme 8B, p. 108). The task provided the steps of the research to lead students, which was another gap that the project work in Activity 2 (p. 104) did not address.

As discussed above, students need technological gadgets and Internet access to perform an Internet research project. A research project should be separated into steps, or it must

include a variety in terms of topics. The previous task (Activity 8) supported students with a variety of topics.

Considering general MoNE prohibitions on the usage of the necessary devices, Activity 9 (p. 108) did not seem possible to apply at first. After linking Activity 8 to this new project task, however, it would be more feasible and purposeful. Students could have used the posters they prepared in advance instead of shooting videos. Alternatively, the project steps could have been spread over several days or weeks, allowing students time to prepare presentations. This approach might have led to classroom feedback sessions, providing groups with more opportunities to share information and engage in discussions on the subject matter. Eventually, the project would lead to "meaningful negotiation" and "free and equally much responses from both peers", as well as being suitable for "group format" as Kırık (2015) suggested.

Pedagogical implications related to the interactive and collaborative tasks in *Teenwise Grade 9* (2019):

Kırık's (2015) interpretations in their study influenced this part since the thesis directly models Kırık's (2015) categorisation and definitions of one-way and two-way interaction.

The thesis interprets that both one-way and two-way interactive tasks in the coursebook were valuable in terms of linguistic instruction and their practices, regarding the level of the students who used the coursebook. Kırık (2015, p. 139) also proved this when they found one-way interactive tasks aiming to reinforce specific language structures, vocabulary in A1 level coursebooks in their study. Thus, it can be a mistake to judge the coursebook because it provided students with one-way interactive tasks. On the other hand, the analysis revealed that a few of them could be revised due to the unclear instructions they presented.

Although the two-way interactive speaking tasks, such as dialogue preparation and role-play, primarily focused on practising target vocabulary and grammatical structures, this study interprets them as valuable resources due to their role in engaging students in peer interaction, encouraging negotiation through questioning and responding, and promoting collaborative task completion by sharing responsibilities among classmates.

On the other hand, the information-gap activities or project and task-based activities in the coursebook were found limited. These types of activities are beneficial in terms of the CLT Approach, as it was stated in the literature review. Therefore, in an English coursebook, their inclusion is important. This gap could have been addressed by revising some of the two-way interactive tasks and adding newer tasks. For instance, the coursebook could have provided research type tasks as seen in Figures 69 and 70 in other units. Journal writing could have been an alternative to projects. Theme 2 could have provided different journal and presentations. In this theme, students learned about how to describe the places where they lived and how to give directions. The coursebook might have asked students to prepare a video as a group to describe their hometowns, as an example. Such interactive tasks may seem challenging at the beginning, but once they facilitate the collaboration of students, the activities will encourage them to perform, observe their productions and feel self-confident. The achievement students get from projects will motivate them to communicate without hesitation. Meanwhile, the feedback they obtain from their classmates and teachers will improve their linguistic skills.

4.3.2 Findings in Uplift Grade 9 (2022)

Based on Kırık's (2015) model, the speaking tasks in *Uplift* revealed a pedagogically purposeful and interactive design, shaped by the objectives of the recent English language curriculum designed by the MoNE in 2018. This book frequently incorporated pair or group speaking tasks within reading, writing, and vocabulary lessons. These activities often functioned as preparation for more open-ended performances, such as dialogue creation or discussions, causing a gradual buildup of communicative competence.

While many tasks in *Uplift Grade 9* (2022) aligned with Kırık's (2015) categories, some interactive activities resisted clear classification due to their blended, scaffolded structure. Nonetheless, they demonstrated a deliberate intent to foster meaningful communication in the classroom.

One-way interactive speaking tasks could not easily be identified because all communicative activities required students to work with a pair or in a group.

Similar to Teenwise Grade 9 (2019), this coursebook provided warm-up discussion tasks at the beginning of each theme, before the listening practice in the first chapter, and titled as "Lead-in" sections. Figure 71 below illustrates a "Lead-in" section from Theme 1A on page 16 in Uplift Grade 9 (2022).



Figure 71. A warm-up section at the beginning of a chapter in Uplift Grade 9 (2022)

As depicted in Figure 71, the task was structured into two segments (a and b). The first section consisted of a survey presenting students with three options, requiring them to select one. Then they discuss the second part, which asked, "What is the best way to meet new people? Online or in person? Why?" The question "why" effectively facilitated a discussion between pairs or as a class. Although the instruction did not explicitly prompt group work, the task could easily be adapted into a pair and group discussion. This adaptation could suggest some insights into the theme, enhancing students' comprehension and attentiveness. Because of these reasons, the thesis considers the "Lead-in" sections took place at the beginning of the first chapters encourage students to start "discussions", express their perspectives as well as being "*two-way interactive*" and communicative activities, meaning that they *"enable meaningful negotiation",* they are *"open to free and equally much responses from students"* and *"suitable for group format"* as Kırık (2015) identified.

It might be wise to continue describing the other communicative practices in Theme 1, Chapter A, within the speaking part, since they were presented in a gradual order. In the speaking part, students initially learned words related to a family tree through a reading

passage and vocabulary exercise. Then, Activity B (p. 17) enabled a vocabulary reinforcement as seen in Figure 72.



Figure 72. Two communicative activities in Uplift Grade 9 (2022) as follow-ups

In Figure 72, Activity B (Theme 1A, p. 17) asked students to describe their families, to role-play as Daniel, the main character from the previous vocabulary input task, and to work in pairs. According to Kırık's (2015) model, such speaking tasks –primarily focused on reinforcing vocabulary and language structures– do not foster meaningful negotiation or support pair interaction or group format. While this thesis agrees with this description, it also recognises Activity B (p. 17) as a preparatory stage for future communication tasks. Besides, since the pairs were expected to describe their family members to their partners, the task contained a degree of personalisation that motivated students to give verbal or non-verbal reactions to their friends. Then, the activity might have succeeded in establishing student-to-student interaction through vocabulary reinforcement.

Activity C (Theme 1A, p. 17), placed right below Activity B (p. 17), was a grammar-focused task that aimed to teach the grammar form *"have got"* in different sentence structures through an imaginary situation. It also included sample sentences so that students would understand what the task expected them to do. From this perspective, it seemed to be a controlled task criticised previously. Based on Kırık's (2015) categorisation, this task *"did not facilitate meaningful negotiation"* and *"did not allow independent responses from peers"*; although it was covered by peers, they somehow interacted. That is why Activity C (p. 17) was counted as a one-way interactive speaking task.

Giving imaginary problems and asking for possible solutions is an effective task for learners as they think about the problem and reflect on it, revise their linguistic background, and discuss their reflections with their classmates. Yet, the effectiveness of these problem-solving tasks, in terms of communication, depends on their design and purpose.

While some of the communication tasks in Theme 1 were categorised as one-way interactive speaking activities, one of the tasks in Theme 2, Chapter A facilitated interaction, meaningful negotiation. Activity D (p. 26) in Theme 2A, as Figure 73 below, indicates another discussion format through an imaginary situation similar to the previous sample.

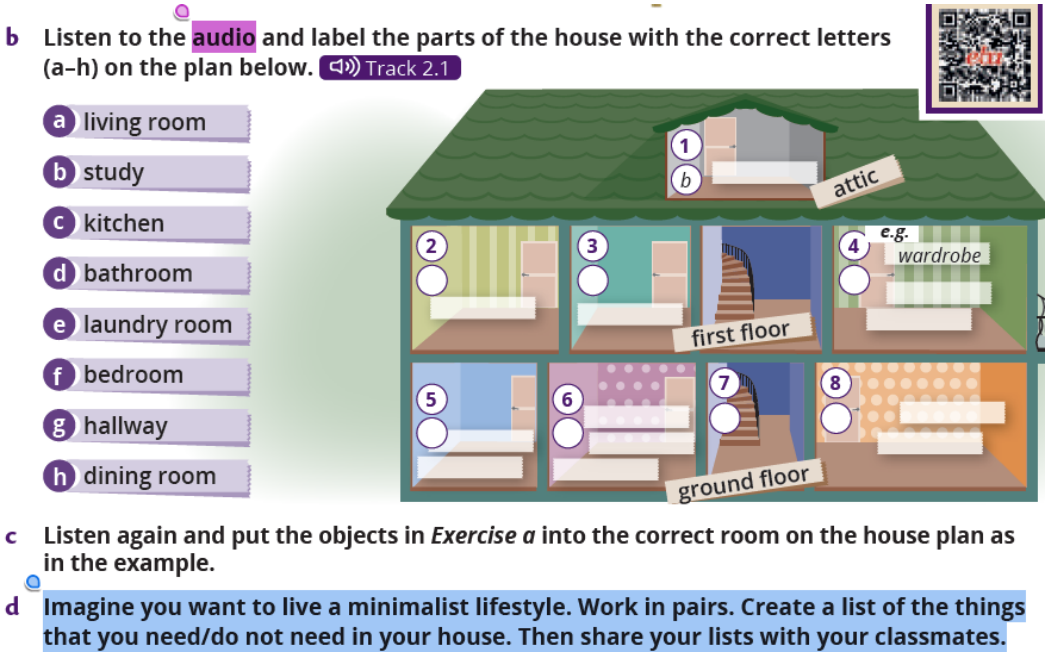
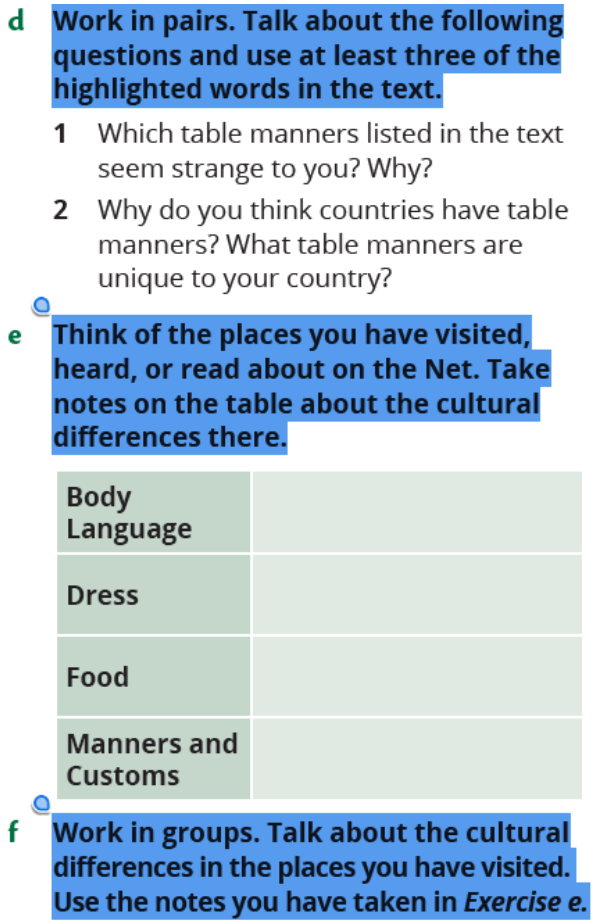


Figure 73. Activity D, as an imaginary situation, encourages students to engage in interaction through vocabulary and collaboration in Uplift Grade 9 (2022)

Activity D (p. 26) was another "discussion" type that asked peers to collaborate to make lists of necessary items to decorate their imaginary houses in a minimalist style. Students could have benefited from the target words they learned in the previous exercises. Furthermore, they might have been inspired by the previous listening activity to understand the concept of minimalism. Otherwise, this topic could take time to internalise the imaginary situation and perform for students. However, the task facilitated student-to-student interaction. As partners prepared their lists, they shared their ideas. Then, they compared their lists with other students in the classroom. Besides, this practice could be considered a post-listening activity. Though Activity D (p. 26) seemed to be a revision task of vocabulary, it encouraged students to collaborate with peers, "negotiating meaning" through reflection on their choices, and providing feedback on their partners' decisions when they made their lists. It could also mean that the activity is adaptable to group work. As a consequence, this activity aligned with three categories of Kırık's (2015) model, and it was a sample of *"two-way interactive"* speaking tasks.

Another "discussion" format took place as a post-reading task in Theme 6B, on page 69. Dining etiquette was the topic of the reading text on page 68, and students became familiar with the fundamental aspects of various cultural approaches to table manners.

Then, Activity D (p. 69) started a discussion in which students were expected to answer two questions which asked "why", collaborating a pairs. Figure 74 below indicates Activities D, E and F, which were on the same page (p. 69).



d **Work in pairs. Talk about the following questions and use at least three of the highlighted words in the text.**

1 Which table manners listed in the text seem strange to you? Why?

2 Why do you think countries have table manners? What table manners are unique to your country?

e **Think of the places you have visited, heard, or read about on the Net. Take notes on the table about the cultural differences there.**

Body Language	
Dress	
Food	
Manners and Customs	

f **Work in groups. Talk about the cultural differences in the places you have visited. Use the notes you have taken in *Exercise e.***

Figure 74. Activity F is a discussion task after two reading exercises in Uplift Grade 9 (2022)

It is possible to categorise Activity D (p. 69) as "improving meaningful negotiation", and *"allowing independent responses from each pair"* as Kırık (2015) suggested. Although the discussion was not in a group format, students could succeed in two-way interaction.

However, the following tasks, Activities E and F (p. 69, as seen in the image above), did not establish two-way interaction between students for several reasons. Activity E was another post-reading, which required students to refer to their previous experiences belonging to different places, and their observations depending on the food, dresses, body language, manners, and customs in those places. Students were asked to fill out a chart by using the input they had based on the places and searching on the Internet when

needed. Then, in Activity F (p. 69, as seen in the image above), students were instructed to present the information they collected in Activity E to their pairs, using their notes on the charts.

Although Activities E and F were follow-up sessions and they gradually guided students, using their background knowledge to perform the tasks, and were beneficial in pedagogical terms, these two activities might not have been feasible to perform in pairs or groups. The activity may seem unrealistic to apply, considering that Turkish students do not have efficient experience studying abroad. They may not follow any travel programs on TV or the Internet. Alternatively, students can consider various cities in Türkiye, but will it be enough for this activity? Due to their design, both activities appeared to be teacher-centred, potentially requiring teachers' reinforcement for discussion. That is why Activities E and F were not as effective as the previous exercise (Activity D on the same page, p. 69) in terms of establishing two-way interaction. Although their elements seemed to be aligned with Kırık's (2015) categorisation at first glance, the requirements of these two tasks were beyond students' capabilities. Therefore, they could not negotiate with their peers.

Uplift Grade 9 (2022) supported students in developing their speaking skills through role-playing and dialogue-making tasks similar to the approach used in *Teenwise Grade 9* (2019). Figure 75 presents a sample role-playing task below.



c **Work in pairs. Act out a dialogue using the schedule below as in the example. Then swap roles.**

A Day at Greenland Summer Camp	
7.30	**Wake Up & Morning Exercise** Pilates (on Monday, Wednesday, and Friday) aerobics (on Tuesday and Thursday)
8.00	**Breakfast Time**
9.00	**Morning Activities: Water Sports** swimming (every day) sailing (on Monday and Thursday) water skiing (on Friday)
12.00	**Lunch Time**
13.45	**Afternoon Activities: Outdoor & Adventure** archery (on Wednesday and Thursday) horse riding (on Tuesday) trekking and cycling (every day)
17.00	**Free Time** (beach volleyball or handball)
18.00	**Dinner Time**
22.00	**Lights Out**

e.g. ***A:*** *What's a typical day at camp like?*
B: *Well, I wake up at 7.30, and then do the morning exercise.*
A: *What kind of exercise do you do?*
B: *I do Pilates or aerobics. It changes every day.*
A: *How often do you do Pilates?*
B: *Three times a week.*

Figure 75. A role-play task in Uplift Grade 9 (2022)

Activity C (as in Figure 75) in Theme 4A (p. 47) provided a timetable of a summer camp and a sample dialogue to imply what was expected from students. Students were asked to read the dialogue and act it out, referring to the timetable. A potential criticism of this exercise is that its instructions were unclear. Students might not have understood whether they had to act out the sample dialogue or create a new one with their partners. Apart from that, the task seemed positive in terms of Kırık's (2015) evaluation because students were to prepare their own dialogues without focusing on specific linguistic forms while they were collaborating in meaningful interaction. Given these reasons, Activity C (p. 47) in Theme 4A was identified as "fostered negotiation", "allowed individual responses from both pairs" who studied it, yet it "did not allow the group work format". Still, this role-playing session was effective as it facilitated "two-way interaction".

Uplift Grade 9 (2022) contained a series of simple info-gap activities to foster learners' creativity. Activities A, B, and C in Theme 7C (p. 81) were follow-up "info-gaps" that thematically linked to each other and the main theme's content. Activity A (p. 81) was

designed to activate and assess students' background knowledge about eight historical places in Türkiye by describing them, encouraging students to recall their experiences related to their travels. Its purpose was to allow them to express their experiences in the target language.

Though the instruction was not pair or group work, it could be transformed into more interactive practice where two or three students talk about the places they had been. Alternatively, teachers could add a few questions as prompts to guide students while they were conversing. Figure 76 below shows the related task.

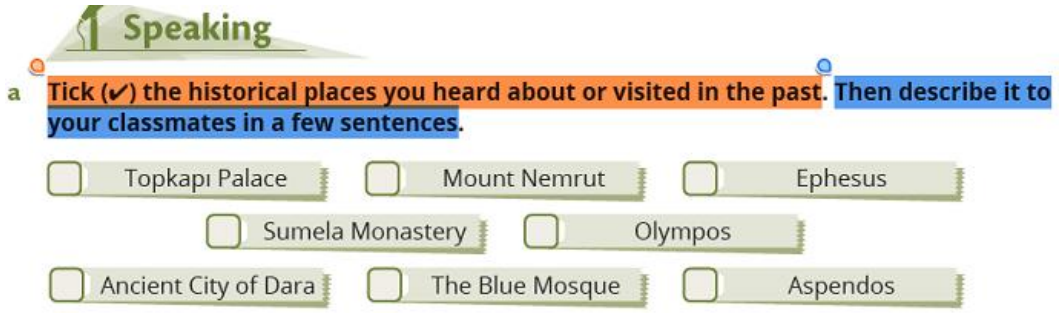
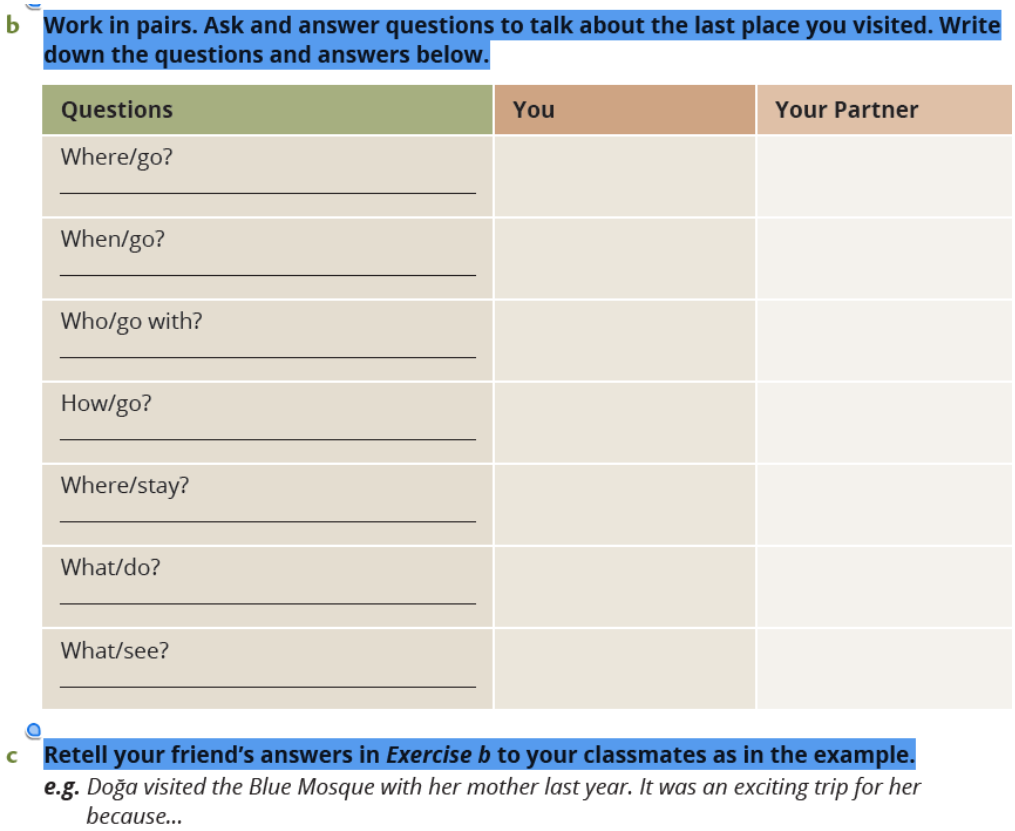


Figure 76. A "one-way interactive" speaking task can be adapted into a group-work format, Uplift Grade 9 (2022)

Activity A (p. 81) was followed by two more activities that further supported peer interaction through collecting information and retelling what they learned from their peers to the whole class, as seen in Figure 77 below.



b **Work in pairs. Ask and answer questions to talk about the last place you visited. Write down the questions and answers below.**

Questions	You	Your Partner
Where/go? _____		
When/go? _____		
Who/go with? _____		
How/go? _____		
Where/stay? _____		
What/do? _____		
What/see? _____		

c **Retell your friend's answers in *Exercise b* to your classmates as in the example.**

e.g. *Doğa visited the Blue Mosque with her mother last year. It was an exciting trip for her because...*

Figure 77. An interactive survey in Uplift Grade 9 (2022)

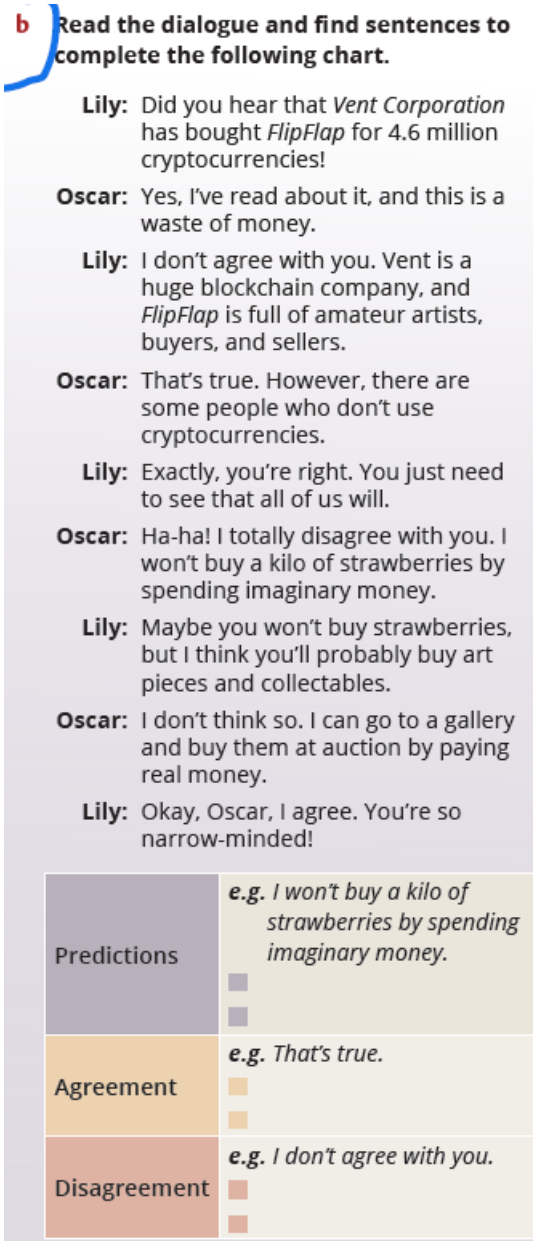
In Activity B (as in Figure 77), students attended a structured survey task. They were required to prepare questions using the keywords given, answer the questions themselves first, then ask their pairs, and finally record their answers as well. Activity C built on this by requiring students to paraphrase their pairs' answers. While these two practices' primary focus was grammar practice, they also incorporated one-way and two-way interaction types. In Activity B (p. 81), students were in a "one-way interaction" process when they prepared their survey by preparing their questions and answering them on their own. Once students began posing these questions to a classmate, it initiated "two-way interaction" because they also gave both verbal and non-verbal reactions to each other, shared their thoughts, or even might have corrected their peers if they had any grammar mistakes when they prepared questions.

The design of these three tasks enabled students to collaborate in meaningful negotiation within a context. Thus, these communicative activities might have achieved the goals of CLT, and they were described as *"fostering meaningful negotiation"* and *"open to free*

and equally much responses from both peers" categories based on Kırık's (2015) model. Depending on teachers' adaptation, they could also be in the category of *"group format"*.

During the analysis, it was observed that the thesis needs to differentiate the two coursebooks' communicative tasks, regarding their pedagogical perspectives. The thesis does not aim to compare these two coursebooks. On the other hand, it found that the differences in their methods and instructional design are vital to mention.

Uplift Grade 9 (2022) was claimed to follow the recent curriculum (MoNE, 2018). Therefore, the coursebook demonstrated the communicative structure of this language learning program. As an example of this, Theme 10 in *Uplift Grade 9* (2022) supported students with speaking skills in a gradual step, and it included a strategy to be used during discussions and debates. Activity B in Theme 10A (p. 107) instructed how to express predictions, agreement, and disagreement through a dialogue between two friends discussing a topic, cryptocurrency. Students read the dialogue first. Then, they filled out a chart that required students to find the sentences that expressed predictions, agreement, and disagreement separately. These features are represented in Figure 78 below.



b **Read the dialogue and find sentences to complete the following chart.**

Lily: Did you hear that *Vent Corporation* has bought *FlipFlap* for 4.6 million cryptocurrencies!

Oscar: Yes, I've read about it, and this is a waste of money.

Lily: I don't agree with you. Vent is a huge blockchain company, and *FlipFlap* is full of amateur artists, buyers, and sellers.

Oscar: That's true. However, there are some people who don't use cryptocurrencies.

Lily: Exactly, you're right. You just need to see that all of us will.

Oscar: Ha-ha! I totally disagree with you. I won't buy a kilo of strawberries by spending imaginary money.

Lily: Maybe you won't buy strawberries, but I think you'll probably buy art pieces and collectables.

Oscar: I don't think so. I can go to a gallery and buy them at auction by paying real money.

Lily: Okay, Oscar, I agree. You're so narrow-minded!

Predictions	***e.g.*** *I won't buy a kilo of strawberries by spending imaginary money.*
Agreement	***e.g.*** *That's true.*
Disagreement	***e.g.*** *I don't agree with you.*

Figure 78. A speaking activity teaching how to express agreement, disagreement and predictions in Uplift Grade 9 (2022)

Activity B (in Figure 78) motivated a "one-way interaction" style between the coursebook and students because its purpose was to instruct three basic speaking skills. It did not necessitate the collaboration of peers or groups. Students were not expected to negotiate anything with their friends. Yet, this activity was followed by two other communicative practices that facilitated "meaningful negotiation", "two-way interaction", and increased "collaboration" through discussions. Figure 79 below shows these tasks and their details.

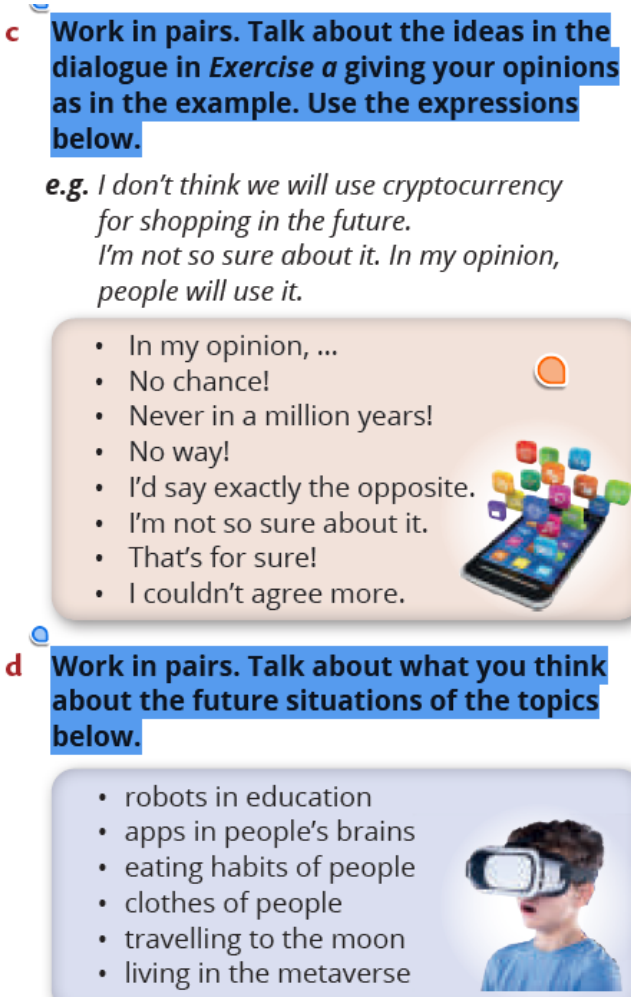


Figure 79. A discussion activity teaching students how to express their opinion through several phrases, several current topics, Uplift Grade 9 (2022)

Activity C (Figure 79) required students to work in pairs, asking them to reflect on their opinions about cryptocurrency by modelling the dialogue they had previously read. The activity also introduced eight new phrases to express agreement, disagreement, and predictions so that students could exchange these new phrases with the ones they read in the dialogue and try them in their opinion sentences. Considering that Activity C (p. 107) caused "two-way interaction", even if students read the previous dialogue by exchanging opinion phrases to be on the safe side, because they were testing their new learnings. Activity C (p. 107) was followed by Activity D (Theme 10A, p. 107), in which students had six additional topics to discuss in pairs. The topics were related to recent technologies, health and fashion, and current news, such as living in the metaverse, eating habits of people, and travelling to the moon. Students got feedback, reactions while they were conversing, meaning that they had a meaningful negotiation. Both pairs were able to join

the discussion. For this reason, the activity was described as "open to independent and equally much responses from both sides". As an alternative, these two communicative activities could be turned into group work, as Kırık (2015) suggested. Consequently, it is possible to describe these two activities, which were initiated by a one-way interactive process, as aligning with Kırık's (2015) main categorisation.

Another type of discussion activity in *Uplift Grade 9* (2022) was the sections that introduced idioms and proverbs. Figure 80 below shows a sample of them.

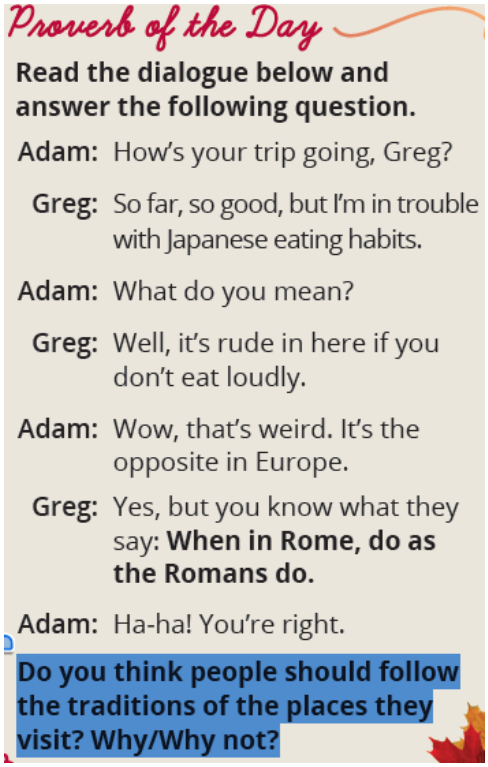


Figure 80. A section dedicated to proverb instruction, followed by a discussion in Uplift Grade 9 (2022)

The image above (Figure 80) reflects the introduction of a proverb in Theme 6A on page 67. The proverb was used in a context –a dialogue– so that students could guess its meaning. A discussion question, asking *"why / why not,"* allowed students to express themselves, comment on their classmates' ideas, meaning that "two-way interaction", meaningful communication occurred. For this reason, the idiom and proverb instructions aligned with Kırık's (2015) categorisation.

This part of the thesis described the communicative tasks in both coursebooks based on Kırık's (2015) perspective of *"one-way"* and *"two-way interaction"*, *"meaningful negotiation", within "peers"* and *"group"* of students. It proved why certain speaking activities were aligned with the related criteria through illustrations from the coursebooks. The findings also pointed out distinctions of speaking tasks within coursebooks, as well as similarities. According to the descriptions, *Uplift Grade 9* (2022) indicated a higher level of communicative approach with connected tasks in shared contexts, whereas *Teenwise Grade 9* (2019) separated speaking and listening skill materials from reading and writing contexts. Both coursebooks focused on accuracy during communication. especially *Teenwise Grade 9* (2019) enabled students to practise lexical and grammatical structures within dialogues and role-plays. Still, these tasks were valuable as Kırık (2015, p. 144) found these applications valuable in terms of interaction. On the other hand, *Uplift Grade 9* (2022) embedded more meaningful discussions, dialogue and role-play tasks so that students were able to respond, react spontaneously, and give immediate feedback to their peers.

Pedagogical implications related to the interactive and collaborative tasks in *Uplift Grade 9* (2022):

The coursebook provided variety in interactive task types. The e-portfolios, for example, enabled students to express their ideas through their written product and communicate their classmates both in written and verbal ways. Moreover, discussion activities in Themes 9 and 10 instructed how to use specific phrases to express agreement, disagreement and uncertainity in a realistic discussion environment (Figures 78 and 79). The thesis finds these activities and their instructions useful in terms of authenticity and enabling collaboration and negotiation of meaning.

Two-way interactives, similar to the ones provided by Teenwise Grade 9 (2019), like dialogue preparations, role-plays were considered effective in terms of linguistic practice, allowing students to ask and respond equally in meaningful conversations. Considering that this coursebook was designed based on the 2018 curriculum, it can be claimed that the coursebook was suitable to the CLT Approach, collaborative and meaningful interaction. Thus, the coursebook's communicative activities aimed to facilitate real

communication through introducing forms and practising. Despite potential criticism from alternative evaluation approaches, the communicative activities in *Uplift Grade 9* (2022) largely correspond to Kırık's (2015) categorisation.

4.4 Discussion

In this section, the findings of the research questions, which were aiming to explore the elements of (1) the ELF, (2) learner autonomy, and (3) communicative activities, will be discussed.

4.4.1 Discussion related to the first research question

The findings for the elements of ELF demonstrated similar results in both *Uplift Grade 9* (2022) and *Teenwise Grade 9* (2019). The evaluation of this subject encompasses both positive and negative aspects. One of the strengths of the two coursebooks was that both embedded cultural input within three units (Themes 5, 6 and 7). Another positive feedback could be given to both coursebooks because they integrated idioms and proverbs as authentic elements of British culture. Particularly, *Uplift Grade 9* (2022) could have succeeded in raising students' awareness of the ELF mindset and fostering their curiosity towards intercultural communication through meaningful question-and-answer sessions. *Teenwise Grade 9* (2019) also introduced idiomatic phrases within contexts, but did not reinforce them through any exercises.

However, when the entire content of these coursebooks was checked, it was found that both displayed the same weaknesses in the ELF context. The imbalanced representation of the intercultural input was an issue, as the relevant samples mostly occurred in three themes (Themes 5, 6 and 7) in both coursebooks. These coursebooks tended to either neglect the representations of other cultures and languages or include only a limited amount of input from other cultures, since these features only took place in these three themes. Most of the samples found indicated that cultural input was usually chosen from Turkish, American societies (such as singers or actors, historical places), or a culture where English is spoken as a native language.

The thesis at hand acknowledges that the coursebooks designed by the MoNE, in Türkiye, bear a responsibility to reflect the country's cultural and natural richness. These

coursebooks should provide students with brief but informative content about significant historical figures and cultural landmarks from Turkish heritage. The images and the information of places in Türkiye whose historical and cultural importance are well-known around the world, made Turkish students feel important, familiar with the themes, and motivated for future discussion topics. However, these samples ("Çatalhöyük, "Bursa-Cumalıkızık" etc in *Teenwise Grade 9*, 2019; "Hierapolis", "Cappadocia", and "Dede Korkut" in *Uplift Grade 9,* 2022) seem to be among the popular tourist destinations and world-famous characters, thus they could symbolise stereotypical sides of Türkiye. Kiczkowiak (2019) criticised using stereotypical elements of cultures and suggested that less-known features of countries' cultures, places, and a few samples of their languages (simple ways of greeting people, a few short words which are used to express a couple of feelings, maybe) could be presented in English coursebooks. These may create some diversity and motivation to learn English for students. Nonetheless, there was a limited number of samples from Asian cultures in both coursebooks. Besides, if the intercultural input had been distributed equally within several units, rather than two, the coursebooks could have provided more elements of ELF.

It can be interpreted that the scarcity of intercultural content might have affected other criteria in the ELF context, such as authentic ELF corpora and multilingual ELF use, successful ELF users instead of native-like users, and intelligibility.

The comprehensive analysis in line with Kiczkowiak's (2019) framework reflected that *Teenwise Grade 9* (2019) and *Uplift Grade 9* (2022) were anglocentric, or they mostly included European representations, when their intelligibility in word choice, pronunciation, expressions, and audio-recordings was analysed. Both coursebooks obtained a standard British English corpus, rather than an ELF corpus. Although the coursebooks provided dialogues in which non-native English speakers communicated with native speakers in their audio-recordings, there was inadequate exposure to diverse and authentic English accents. Focusing on native English use may have contradicted the ELF criteria, resulting in the coursebooks being predominantly English as a native language (ENL) despite their attempt to include ELF content. These findings were also similar to Solhi et al.'s (2020) and Takahashi's (2014) findings, where they explained that

coursebooks are usually seen to teach ENL instead of ELF, and their attempts to teach ELF are limited.

Finally, both coursebooks had a shortage of instruction on communicative strategies that language learners adopt when they cannot produce in a target language because of inefficient linguistic competence or complicated discussion topics. Kiczkowiak (2019) emphasised the relationship between successful communication and communicative strategies in this criterion by saying, *"successful ELF communication is about being able to use the language flexibility, adapting it to the interlocutor and communicative situation at hand, and to employ a variety of communicative strategies"* (p. 6). On the other hand, the analysis demonstrated that none of the strategies suggested by Ellis (1997) took place in the two coursebooks. Most language learners would like to feel safe and sensible when speaking a second or a foreign language. Yet, the clarity and coherence come in time, during their advance in the linguistic features of the second language they learn. When learners develop their communicative competence, they also apply strategies to understand the concepts, to explain their opinion with very limited grammatical structures they have recently learned. Language learners can employ strategies such as borrowing words from their native languages, choosing familiar words, paraphrasing a message, inventing a new word out of existing ones, and making long and detailed descriptions when they do not know the meaning of a word in English. Using mimics, gestures and body language is another strategy that language learners prefer. Due to their roles in the meaningful negotiation of language learners, the strategies that Ellis (1997) offered, the thesis expects English coursebooks to reinforce some of them, such as paraphrasing of simple and short texts, allowing the transfer between students' native languages and English occasionally, or sampling of familiar words in vocabulary input. Yet, none of the coursebooks provided any of these strategies. Once, a paraphrasing structure was observed in a text summarisation (Theme 7, p. 81) in *Uplift Grade 9* (2022). Yet, whether it was efficient or not remains unknown.

4.4.2 Discussions related to the second research question

The content analysis reflected that both *Uplift Grade 9* (2022) and *Teenwise Grade 9* (2019) were partially integrated the autonomy according to Reinders and Balçıkanlı's

(2011) criteria. Both coursebooks motivated students, facilitated language practice through peer discussions, act-outs, project-based tasks, and online materials. However, other aspects of the framework, such as helping students set personal goals, observing their own progress, or planning their learning activities, were not emphasised adequately. The thesis recognises that the coursebooks were designed with the permission of the MoNE; therefore, the needs of students, the objectives and planning of the lessons, selection of the resources were considered by the MoNE during their design. The findings of this study are both similar to and different from Kong's (2014) results. Self-assessment was achieved in both coursebooks, and self-setting goals and reflection were not achieved in parallel with Kong's (2014) findings. However, self-selection of learner strategies, materials and classroom activities were not achieved in *Uplift Grade 9* (2022) and *Teenwise Grade 9* (2019). Consequently, the findings of the current study were different from Kong's (2014) analysis of the coursebook they studied.

Another criticism can be raised about the supplementary materials provided in the coursebooks. Both coursebooks motivated students to use technological devices during lesson hours; especially *Uplift Grade 9* (2022) facilitated a greater use of EBA and e-portfolios after English lessons. As it is acknowledged, these two coursebooks were used in public schools. This fact brought about lots of questions to mind: Were students allowed to enter their classrooms with their mobile phones? Did teachers have the privilege of allowing students to use their mobile devices during the lesson hours? How many students had access to the Internet? How many of them were digitally literate people? How much of the information could be obtained in English? Most importantly, how many schools could provide their students with an Internet connection?

The thesis at hand emphasises that during the lockdown of COVID-19 and after the earthquake that occurred in Eastern Anatolia in 2023, *Uplift Grade 9* (2022) and its first edition, which was published in 2018, were in use. Although various project tasks and communicative activities had students use English to communicate in more meaningful contexts and develop their competence in English outside the classroom, some of these tasks could be overwhelming for them to accomplish because of the physical conditions of their environment. Taking natural disasters and these difficulties into consideration, it was natural that the planning of learning practices was pre-determined by the ministry.

Thus, the coursebooks would never be aligned with this criterion of the framework designed by Reinders and Balçıkanlı (2011).

The coursebook, *Uplift Grade 9* (2022), was relatively more feasible as it focused on linguistic knowledge and skills in four chapters in each unit. It also provided more practice for speaking and listening. Notably, *Uplift Grade 9* (2022) facilitated learners' autonomy through home assignments, which were uploaded to the EBA. The coursebook increased meaningful interaction and peer-feedback opportunities via dialogue writing, role-playing, research tasks, and projects. Themes' cover pages were designed to inform learners about the lesson objectives, which was a valuable strategy to facilitate a learner-centred perspective to some degree. These features may count as strengths of *Uplift Grade 9* (2022) in terms of practice, students' autonomy over learning strategies, monitoring, assessment, and revision. Nonetheless, this coursebook may still need revision because it did not establish the link between input and practice, and did not provide any test-format assessment available for students to access easily.

Finally, as Reinders and Balçıkanlı (2011) explained, the coursebooks could not fill the gap between information-based knowledge and practical application because while they provide the necessary information, the coursebooks are often inadequate in terms of the practice of the strategies. The coursebooks that were analysed in this study still had the gap, but interestingly in the opposite reason; exercises in both coursebooks asked for the use of various learning strategies relatively often. However, the coursebooks did not provide any introduction or explanation of the target strategies in the exercises. For example, in reading exercises, while the coursebooks asked the students to skim the text, the coursebooks did not provide any explanation of what skimming was, let alone how to skim a text.

4.4.3 Discussions related to the third research question

The analysis, which was conducted through Kırık's (2015) framework, revealed the communicative activities that facilitated *"one-way interaction"* and *"two-way interaction"* in the coursebooks. This part of the analysis also enabled the opportunity to observe the pedagogical similarities and differences of the two coursebooks, which was not the aim of the thesis, but happened naturally.

One of these pedagogical differences stemmed from the curriculum they served. Although the coursebooks were published in 2017 and 2018, their latest editions (2019 and 2022) were used in the thesis. Some adaptations might have been made in the content of the latest editions. Moreover, the coursebooks were written based on the curriculum designed in 2018 and another curriculum that dated earlier years than that. That is why it was predicted that *Teenwise Grade 9* (2019) reflected the principles of an earlier curriculum, whereas *Uplift Grade 9* (2022) consisted of features that were more appropriate to the recent curriculum. Because of this, the effects of a more communicative philosophy were observed in *Uplift Grade 9* (2022).

Uplift Grade 9 (2022) was found to be more promising due to follow-up communicative activities, projects, and group work practices. Chapters dedicated to speaking skills were embedded with discussion questions and peer work exercises, which matched with the vocabulary, grammar, and the general theme of the chapters and units. These qualities might have increased the students' interaction and communication. Nevertheless, speaking activities in *Teenwise Grade 9* (2019) had individual contexts that were separated from other skills and the content of the units. For this reason, speaking tasks could not have helped students to develop their communicative abilities. Though most of the speaking tasks required pair work, they might not have encouraged students to interact using English because they were not linked to the themes or other sections. Occasional unclear instructions were observed in *Teenwise Grade 9* (2019) that necessitated teacher directions.

The analysis also reflected some similarities based on the speaking activities. The categorisations indicated that pair-work speaking activities in both coursebooks contained one-way interactive tasks that aimed to reinforce accuracy in the linguistic structure of English among students. Additionally, those pair-work tasks allowed only one student to respond to a specific task, having the other student being an inactive participant in dialogues, not encouraging the other student to interact, or even react to the responses. Based on the observation, in *Teenwise Grade 9* (2019), these types of practices were easier to identify, while in *Uplift Grade 9* (2022), they could not immediately be described since some of them were follow-up tasks that allow the students to react or interact with

each other through the given context, or led to another meaningful reading or writing activity.

Another similarity between the coursebooks was the types of two-way interactive tasks. From the analysis, it was identified that two-way interactive practices in the coursebooks had been seen as warmup discussions, role-play/act-outs, dialogue writing, interactive games, and discussion questions in both coursebooks. Both coursebooks were rich in dialogue writing activities, which were followed by their act-out sessions that reinforced student-to-student interaction in both presentation and performance. Kırık (2015) identified such activities as valuable since they allow "equally much responses from pairs", creating a moment for meaningful negotiation.

However, in *Teenwise Grade 9* (2019), even though the coursebook prioritised the pair-work activities as emphasised by Kırık (2015), the activities may have become monotonous for students after some time because the activities in each unit followed the same order with no change. *Uplift Grade 9* (2022) followed the same pattern as *Teenwise Grade 9* (2019) did. Meanwhile, it incorporated collaboration and interaction with other tasks, such as classroom presentations, projects, research topics, e-portfolios, and brainstorming questions before writing tasks. This gave students another chance to negotiate about their decisions, activate prior knowledge, and produce more in English.

It can be argued that most of the "one-way interactive" exercises in *Teenwise Grade 9* (2019) were designed solely for grammar practice and did not significantly contribute to the development of learners' interaction and collaboration skills. These activities tended to prioritise linguistic accuracy over communicative purpose, limiting students' opportunities to express personal opinions or engage in the negotiation of meaning. Moreover, learners were probably unable to discuss or reflect on the grammatical forms they use in a meaningful way. However, the analysis revealed that a few one-way interactive tasks in *Uplift Grade 9* (2022) could be adapted to pair work in the lesson hours, or they could be used to warm students up for another two-way interactive, meaningful negotiation task. As Kırık (2015) mentioned, these warm-up tasks were linked to other speaking activities through the same context.

In conclusion, the study discovered the connection between three principles (ELF, autonomy, and communication) that were discussed throughout this thesis. To support, one cannot develop their self-learning strategies or input in English, without collaboration and communicative means, like getting feedback from others. Then, coursebooks are expected to satisfy learners' needs through pair and group work activities and adding variety to their tasks. From another perspective, the elements of ELF can provide coursebooks with diverse authentic and cultural materials so that learners may discuss, research, and learn through these resources. The study acknowledges that the CLT Approach facilitates learners via diverse cultural topics, themes, and activities that aim at meaningful interaction.

5. CONCLUSION AND RECOMMENDATIONS

This study evaluated the content of the two coursebooks- *Teenwise Grade 9* (2019) and *Uplift Grade 9* (2022)- published by the MoNE, concerning their incorporation of ELF features, support for learner autonomy, and improvement of communicative skills, which were also emphasised as the most important principles in the 2018 language learning program. To investigate how these principles were integrated, a cumulative checklist was designed by adapting four established frameworks. Kiczkowiak's (2019) and Ellis's (1997) frameworks were used to identify the representations of ELF elements. Reinders and Balçıkanlı's (2011) eight-step model guided the evaluation of learner autonomy features. Finally, Kırık's (2015) model was utilised to classify the one-way and two-way speaking activities, and to describe the speaking practices that enabled meaningful communication among students. The study centred on identifying both practices that reflected these three core principles and those that did not align with them. The findings were organised into three sections, corresponding to the research questions, and they were interpreted through the lens of the relevant models and frameworks.

Coursebooks continue to be the essential teaching resources for English language classrooms as they provide the necessary materials for teaching and learning activities, as well as authentic samples of English, contexts and various learning strategies. Their design and content significantly affect both teaching practices and learners' language improvement. As a consequence, coursebook evaluation from contemporary pedagogical perspectives is not only relevant but also essential to ensure that a coursebook's content meets the evolving needs of language learners. In this perspective, the current study is significant as it examined two coursebooks written and used in ninth grade in public high schools in Türkiye, in light of the 2018 curriculum's three key principles mentioned above. The vital significance of this investigation lies in the application of these three principles as the definitive evaluation criteria for the analysis.

Since English has become the dominant language of business, finance, tourism, travel and education, millions of people are prompted to learn it through formal education. However, the English used globally today has moved beyond standardised varieties like British or

American English, functioning as an international communication tool. Communicative effectiveness, such as the ability to understand others and express ideas clearly, has become more important than native-like pronunciation or grammatical accuracy. Therefore, the integration of ELF into English classrooms has started to shape contemporary language learning and teaching practices. In multilingual contexts, ELF serves as a link among people; in educational institutions, it exposes learners to diverse accents, flexible use of language, and diverse cultural references. When embedded into ELT coursebook design, ELF principles will promote intelligibility, encourage a more inclusive and realistic model of English. Finally, they will increase learners' awareness of linguistic and cultural diversity. Also, these principles are underlined by the Turkish national education program. For this reason, the current study explored how the selected coursebooks effectively reflected the ELF principles through their content through Kiczkowiak's (2019) and Ellis's (1997) perspectives.

The findings related to the integration of ELF revealed that both coursebooks provided intercultural topics, materials in three units, rather than distributing these throughout their content. The coursebooks tended to integrate their content with the cultural information of European countries, where English is spoken as a native language. Stereotypical samples from Türkiye and Europe were prioritised in both books, but other countries' cultural landmarks and characterisation were ignored. Likewise, their linguistic corpora selection favoured Standard British English. The coursebooks' intelligibility and successful ELF use features exemplified that the students were exposed to native-like production, rather than being influenced by a more global English use, which focuses on fluency. Intercultural communicative skills criteria represented that both coursebooks offered a minimum amount of language diversity, although they provided non-native speakers to interact with native ones in dialogues. Furthermore, none of the communicational strategies, such as paraphrasing, transferring words from students' native language to English, word coinage or approximation, were taught in the vocabulary or other functions in the coursebooks. These findings contradict the ELF criteria used in this research.

Learner autonomy has become a cornerstone of contemporary language education. Although its development largely depends on learners' initiative and teachers' guidance,

coursebooks are also expected to play a supportive role in fostering autonomous learning. Modern language teaching approaches emphasise that coursebooks should actively contribute to autonomy by offering structured opportunities for self-assessment, goal setting, planning, and strategy use. In many contexts, including Türkiye, these elements are shaped by national educational policies, which define the pedagogical expectations of published materials. Nevertheless, coursebooks may also foster autonomy implicitly by incorporating varied language learning strategies and reflective activities that encourage students to take greater responsibility for their learning. In line with this perspective, learner autonomy is explicitly highlighted in the current Turkish language curriculum. For this reason, the present study examined the extent to which the selected coursebooks supported the development of learner autonomy through their content and pedagogical design by using the framework proposed by Reinders and Balçıkanlı (2011).

The analysis of the learner autonomy elements in the coursebooks demonstrated a limited degree of integration, based on the criteria for autonomous learning. Especially in *Uplift Grade 9* (2022), the practice, monitoring the learning process, and assessment were partially integrated. While the coursebooks featured different types of practices, like discussions and projects to facilitate more peer reflection, they did not assist students with goal setting, progress tracking, or revision skills. Moreover, language learning strategies were provided in the books at the practice level, without their introduction. There was a dependency on the online supplementary materials, which was relatively higher in *Uplift Grade 9* (2022), without the consideration of limited access to technology in classrooms. These weaknesses may have caused the coursebooks to follow a more teacher-centred learning and teaching system. Based on the findings and Reinders and Balçıkanlı's (2011) eight criteria, it can be interpreted that the two coursebooks were highly teacher-dominated. Nevertheless, *Uplift Grade 9* (2022) might have positively influenced students by fostering self-reflection through engaging and interactive classroom activities.

After the establishment of Communicative Language Teaching, interaction, meaningful negotiation, and collaboration have become the key achievements in language classrooms. As it was stated in the section related to the integration of ELF, authentic communication and development of fluency are necessary for language learners so that

they can actively construct meaning through negotiation, interaction and collaboration. These concepts have been influencing the ELT classrooms and coursebook design since the breakthrough of the CLT Approach. According to this approach, speaking practices in language coursebooks must provide more than drills, which are only effective in the repetition of linguistic forms. Communicative activities should encourage students to negotiate to co-construct the input, take initiative to react and respond in conversations. Meanwhile, the 2018 national language learning program places a greater emphasis on interaction, collaboration and real-life communication. Consequently, the current study employed Kırık's (2015) model to identify and categorise the communicative activities.

The analysis of communicative tasks was initially handled by classifications of the speaking activities as *"one-way interactives"* and *"two-way interactives"* as proposed by Kırık (2015). Secondly, the "two-way interactive" practices were grouped into categories by the researcher of the current study to facilitate easier identification and classification. Unlike Kırık (2015), who focused on *"two-way interactives"*, the study included *"one-way interactive"* speaking tasks, in the analysis, when they supported the progression of other activities and were valued even if they contributed to limited interaction among students. The findings demonstrated that usually both coursebooks embedded pair work, or a few activities could be adapted to group work and individual exercises when necessary. Dialogue preparation and act-out practices were the most common conversational tasks in both coursebooks. These types of activities aligned with Kırık's (2015) *"two-way interaction"* category as students had more opportunities to participate in the lesson and express themselves in purposeful, authentic conversation. Notably, *Uplift Grade 9* (2022), aligning with most of the items in the related criteria, embedded speaking tasks with the contexts of its themes, other written and audio materials, so that all these could have activated students' prior knowledge for the discussions. Additionally, it scaffolded students' collaborative skills and interaction through presentations, group work activities and research tasks, which were not found in *Teenwise Grade 9* (2019). Contrary to *Uplift Grade 9* (2022), *Teenwise Grade 9* (2019) aimed to foster students' vocabulary and grammatical competencies. Yet, it generally requested students to collaborate with a peer, occasionally necessitating group work, and allowing teachers to direct the communicative activities for further adaptations. Also, a few unclear speaking tasks were identified in *Teenwise Grade 9* (2019).

By examining these dimensions in two coursebooks used in Turkish high schools, this research highlighted not only the strengths and limitations but also offered implications regarding instructional materials to support communicative and learner-centred teaching approaches in a better way. These suggestions for the weaknesses are mentioned below.

Although it was not the focus of the study, during the content analysis, a discrepancy between the coursebooks was discovered. They were confirmed and published one year after each, yet, because *Uplift Grade 9* (2018) was written according to the recent curriculum, its pedagogical perspective tended to align with the current curriculum's key principles more than *Teenwise Grade 9* (2017) did. Although their most recent editions were used in the analysis, it was interpreted that these coursebooks' limitations might have stemmed from their publishing dates and the language education perspectives followed in those years.

Pedagogical Implications:

The findings and discussion chapter of the thesis presented the strengths and weaknesses of both coursebooks, as well as similarities and differences. Some feedback was given as implications for these.

As *Teenwise Grade 9* (2019) is not used in English courses anymore, speculating on its potential impact would be imprecise. Yet, due to its usage in ninth grades in public schools, *Uplift Grade 9* (2022) can be revised. The comprehensive content analysis indicated that this coursebook was rich in the representation of cultural figures in reading, speaking, and project contents, but it prioritised Turkish culture through stereotypes. It also presented anglocentric features, more than other cultures, such as accent, European characterisation, within audio materials, written dialogues, and other parts. These can be changed by adding some input from Asian, African cultures. Moreover, to maintain authenticity and represent global English use, including slight non-native accents in the audio materials can be considered for both coursebooks.

For autonomous learning, the authors of *Uplift Grade 9* (2022) should consider including short instructions for reading strategies, which are skimming, scanning, and getting the gist of a text etc. These strategies can be followed by other strategies for the listening

skill. For example, listening tasks focusing on listening to get the main idea of a dialogue or semi-guided note taking exercises can be integrated in some of the listening sections. Moreover, the content analysis revealed that students were provided lots of online supplementary materials, without notice of accessibility issues. Providing revision tests after two or three units can be helpful for students

None of the coursebooks presented the communicative strategies suggested by Ellis (1997), which might have negatively affected students when their linguistic capacity was insufficient to communicate, especially about the complex discussion topics. The thesis predicts that these speaking strategies could not have been provided due to the level of the coursebooks and the students they addressed. The thesis hopes that students could have been allowed to use their native language when needed, or they can be instructed on how to paraphrase their expressions simply. Future coursebooks could include instructions and exercises for paraphrasing, asking questions for clarity. A few of these speaking strategies might reinforce students' communicative abilities and motivation.

Suggestions for further studies:

As mentioned in the introduction chapter, one of the limitations of this thesis study was the criteria used to analyse the coursebooks. Due to the scope of the study, the cumulative coursebook was adapted from the frameworks found in the literature through extensive research. No coursebooks published by the MoNE were analysed through the facilitation of autonomy, ELF elements, and communication in one study. The cumulative checklist applied to evaluate the content of the selected coursebooks was an alternative evaluation tool, and certainly, it will not be the ultimate checklist. The items in the checklist were adapted to address the aims of the study. Hence, the items from the checklist, as used in the present research, are open to critique and discussion. They can be used and adapted for further studies.

Finding a precise checklist for autonomy and ELF materials in the literature was more complicated than expected, since they are not popular subject matters in the Turkish context. These should be taken into consideration for further studies. More research focusing on the integration of learner autonomy in English coursebooks, especially in the Turkish context, could enlighten the path in the future (Mustofa and Wirza, 2023, pp.

305, 307; Khaerudin and Chik, 2021, p. 53; Reinders and Balçıkanlı, 2011, p. 271). Authors of the prestigious and well-known publishers have already acknowledged the integration of ELF elements into their coursebooks and developed their strategies accordingly. However, the thesis interprets that these elements and their implementation into MoNE-designed coursebooks should be studied more often in Türkiye.

The final recommendation could be given for further studies based on *Uplift Grade 9* (2022) and the newest English coursebooks. This thesis concentrated on the content of the coursebooks and the extent to which they employ the three elements emphasised by the MoNE's recent curriculum.

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APPENDIX

Appendıx 1: CUMULATIVE CHECKLIST for International English Use, Learner Autonomy, Communication, Interaction and Negotiation

Items related to ELF elements (adapted from Ellis, 1997; Kiczkowiak, 2019):

1. Does the coursebook aim to enhance '*intelligibility'*? Does it include pronunciation practice? If yes, does it provide students with
    a. Standard British English / American English or
    b. Other examples of world Englishes?
2. Does the coursebook supply audio tracks for pronunciation sections? If yes,
    a. Are the audios voiced by native speakers or
    b. Do they include non-native English speakers as well?
3. To achieve *'successful English use'*, does the coursebook maintain input of non-native speakers conversing together?
4. Does the coursebook include expressions in written format and audio tracks to increase *'authentic and international English use'*?
5. Does the coursebook provide the items below to foster 'intercultural communicative skills' of students?
    a. Global context,
    b. International characters,
    c. Representation of various places around the world
6. Does the coursebook provide any of the communicative strategies below, in any vocabulary or grammar instruction sections, to enable students to achieve fluency in English and facilitate '*communicative skills rather than native-like correctness'*?
    a. Word coinage,
    b. Paraphrasing,
    c. Approximation,
    d. Borrowing words from other languages,
    e. Inventing new words

7. Does the coursebook provide any vocabulary items or expressions which belong to other languages to achieve the '*multilingual ELF goal rather than monolingual native-speaker language use'* ?
8. Does the coursebook *'raise students' awareness of an ELF mindset'* through the steps below:
    a. Representing Standard English in texts and dialogues,
    b. Representing communicative purposes between non-native characters in texts and dialogues,
    c. Providing language variation in texts and dialogues,
    d. Enabling students to reflect on moments of ELF through cultural discussions, language practices and projects

<u>Items related to facilitation of learner autonomy</u> (adapted from Reinders & Balçıkanlı, 2011):

9. Does the coursebook guide students to identify their learning needs?
10. Does the coursebook help students set personal learning goals?
11. Are there tools for students to plan how to achieve learning goals?
12. Does the coursebook allow students to select topics, resources, or materials?
13. Are learning strategies in the coursebook instructed? Do these instructions include models for later use?
14. Are learning strategies included in practice sessions?
15. Are students provided sufficient practice opportunities for linguistic and communicative purposes to study both in-class and outside the class?
16. Does the coursebook provide any tools for students to monitor their own learning process? If yes, how?
17. Can students reflect on their own learning process through various assessment and revision methods in the coursebook? If yes, what are they? Can these methods enable students to give feedback to their classmates?

Items related to the communicative activities, interaction, and collaboration (adapted from Kırık, 2015):

18. Does the coursebook facilitate
    a. teacher-student interaction,
    b. the coursebook content-student interaction, or
    c. student-student interaction?
19. Are students allowed to negotiate meaningfully in speaking activities?
20. Can each student in a peer or group respond freely or equally much during a conversation? Can they react to their group members?
21. Are there any communicative tasks in the coursebook suitable for a group format?

CURRICULUM VITAE

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Education

Degree	*Year*	*University, Institute, Department*
MA	2025	Maltepe University, Graduate School, Department of Foreign Languages, English Language Teaching
BA	2009	Yeditepe University, Faculty of Education, English Language Teaching
High School	2005	Atacan Anatolian High School

Work Experience

Year	*Job*
2023-2024	English Instructor, Bahçeşehir University
2020-2023	English Instructor, Medipol University
2012- 2020	English Instructor, Marmara University
2010- 2011	Atacan Anatolian High School (MEB's Teacher Training Program)

Accomplishments

Year	*Accomplishment*
2006 – 2009	Certificate Program of Leadership in Creative Drama
2019	Fostering Student Motivation and Engagement (E-Training Program)- TESOL Türkiye, American English