A COMPARATIVE STUDY ON THE COVERAGE OF TECHNOLOGY IN ELT COURSEBOOK SERIES: *HEADWAY* (1987) AND *NEW HEADWAY* (2019)

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MASTER'S THESIS

Department of Foreign Languages Education
English Language Teaching Master's Programme with Thesis
Advisor: Assoc. Prof. Dr. Abdullah Nejat TÖNGÜR

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JÜRİ VE ENSTİTÜ ONAYI

BERSU KARADAĞ ŞAHİN'ın "Bir ingiliz ders kitabı serisi olan Headway (1987) ve New Headway'de (2019) teknoloji konusunun ele alınışının değerlendirildiği karşılaştırmalı bir araştırma" başlıklı tezi 20.02.2024 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

BİR İNGİLİZCE DERS KİTABI SERİSİ OLAN *HEADWAY* (1987) VE *NEW HEADWAY*'DE (2019) TEKNOLOJİ KONUSUNUN ELE ALINIŞININ DEĞERLENDİRİLDİĞİ KARŞILAŞTIRMALI BİR ARAŞTIRMA

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Bu çalışma, bir İngiliz dili eğitimi ders kitabı serisi olan *Headway*'in içeriğinde teknoloji konusunun ele alınışını incelemektedir. Teknolojinin ele alınışına ilişkin olarak yıllar içerisindeki değişimleri vurgulamak için, bu çalışmanın odak noktası *Headway* (1987) ve *New Headway* (2019) ders kitabı serilerinin içeriklerini karşılaştırmalı olarak analiz etmektir. Teknolojinin ileri düzey ders kitaplarında daha yaygın olarak ele alınması beklenildiğinden Orta, Orta-Üst ve İleri (sırasıyla B1, B2 ve C1 seviyelerine karşılık gelen) seviye İngiliz dili eğitimi ders kitapları incelenmektedir. Bu karşılaştırmalı çalışma, yukarıda bahsi geçen iki ders kitabı serisindeki teknoloji kapsamının yıllar içerisindeki değişimini göstermek amacıyla içerik analizi metodunu uygulamaktadır. Seçilen ders kitapları dikkatlice ve kelimesi kelimesine tarandıktan sonra bütün ilgili ifadeler, 1) ulaşım, 2) iletişim ve 3) meslekler olarak üç kategori altında Microsoft Excel'e kaydedilmiştir. İletişim kategorisi en geniş kapsamlı kategori olduğundan, a) televizyon, müzik ve sinema b) haberleşme c) internet ve d) elektronik cihazlar ve ürünler olarak dört farklı alt kategoriye ayrılmaktadır. Bu kategorilerin, günlük hayatın teknolojinin değişiminden en çok etkilenen öğelerini içerdiği gözlemlenmektedir. Toplanan veriler, teknoloji dünyasındaki belirgin değişimlerin İngiliz dili eğitimi ders kitaplarına yansımasını göstermektedir çünkü *Headway* (1987) ve *New Headway* (2019) ders kitaplarının içeriğinin teknoloji konusunda büyük ölçüde farklı olduğu görülmektedir.

Anahtar Sözcükler: ders kitabı incelemesi, teknolojinin kapsamı, İngiliz dili eğitimi, İngilizce ders kitapları, Headway

ABSTRACT

A COMPARATIVE STUDY ON THE COVERAGE OF TECHNOLOGY IN ELT COURSEBOOK SERIES: *HEADWAY* (1987) AND *NEW HEADWAY* (2019)

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This study investigates the coverage of technology in the content of the English Language Teaching (ELT) coursebook series of *Headway*. In order to point out the changes over the years as far as the coverage of technology is concerned, the focus of the study is to analyze the content of *Headway* (1987) and *New Headway* (2019) series comparatively. Since the coverage of technology is expected to be more common in higher level ELT coursebooks, Intermediate, Upper-Intermediate, and Advanced (corresponding to B1, B2, and C1 respectively) level of coursebooks are examined. This comparative study employs content analysis method to demonstrate the changes in the coverage of technology over the years in two sets of ELT coursebooks. Selected coursebooks are carefully scanned word-by-word and all the relevant expressions are registered in Microsoft Excel under three categories of 1) transportation, 2) communication, and 3) jobs. Since the communication category is the broadest category in scope, it is divided into four subcategories of a) tv, music & cinema, b) correspondence, c) internet, and d) electronic devices and products. These categories are observed to include the most affected components of everyday life by the changes in technology. The gathered data show the reflection of significant changes in the world of technology over ELT coursebooks as the content of *Headway* (1987) and *New Headway* (2019) are found to be different on a large scale regarding the coverage of technology.

Keywords: coursebook evaluation, coverage of technology, English language teaching, ELT coursebooks, Headway

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ABBREVIATIONS

ELT **:** English Language Teaching

EFL **:** English as a Foreign Language

ESL **:** English as a Second Language

ELF **:** English as a Lingua Franca

ELL **:** English Language Learners

1. INTRODUCTION

This section provides information addressing the problem which caused this study to be conducted by indicating the issue of technology coverage in English Language Teaching (ELT) coursebooks. The aims of the study are explained in detail by providing the ideas of previous researchers to support the reasons for why this study should be conducted. The criteria that made this study distinct from previous studies are clarified for the purpose of emphasizing the importance of the issue. The limitations of the study are mentioned to be considered for further research. Finally, the operational definitions are provided to give a better understanding of the components of the study.

1.1 Statement of the Problem

Language teaching is an important part of education as language is a crucial tool within and beyond the classroom. Language education differs from other fields of education as it requires learners to have both receptive (listening and reading) and productive skills (writing and speaking). In order to improve these skills, coursebooks have a crucial role in English language teaching for both students and teachers. ELT coursebooks consist of content that is designed to help learners comprehend the structure and the use of English. The content which is created to improve students' knowledge and skills have been affected by the changes in the world of technology. Thanks to technological advancements, language teachers and learners have the chance to opt for various applications, techniques, and practices included in the coursebooks for the purpose of obtaining successful results in English language learning and teaching process (Al-Kadi, 2018). Therefore, the relation between English language education and technology has been studied by many researchers (Baytak et al. (2011); Curcic & Johnstone (2016); Demouy & Kukulska-Hulme (2010); Lys (2013); Parvin & Salam (2015); Young (2003); Zhang & Zou (2020).

However, when it comes to ELT coursebooks, there are a few studies which evaluate the content of ELT coursebooks regarding their coverage of technology and the reflection of changes into ELT coursebooks over the years. Admittedly, the content of ELT coursebooks plays a crucial role in keeping students interested in the language learning

process and to succeed that, coursebooks should be up to date so that learners can be familiar with the concepts and topics included in the content of the ELT coursebooks. As technology affects every aspect of people's lives now, this issue must be reflected on the content of the coursebooks accordingly. The ELT coursebooks must mirror social, economic, and technological changes in life because learners who use the coursebooks must be familiar with the content of the ELT coursebooks in order to understand the content. If the content of a recently published coursebook includes outmoded technological terms, devices, or products, both learners and teachers are unlikely to grasp the point of the materials easily and clearly as there is a high chance that they will not be familiar with the mentioned terms.

Due to the lack of studies in literature, there is a need for more studies about the coverage of technology and the reflection of changes over the years in ELT coursebooks to be conducted because the content of ELT coursebooks that were published many years ago reflect technology which was present at that time and there has been a lot of changes in the world of technology since then, which makes those coursebooks old-fashioned. Coverage of technology in ELT coursebooks is an important topic that needs to be studied for the purpose of improving the quality of content and materials of ELT coursebooks in accordance with the technological changes so that English language learning and teaching can be in relevance with the present-day issues.

1.2 Purpose of the Study

The aim of this study is to compare and contrast the content of two different *Headway* series which were published in 1987 and 2019 with regard to their coverage of technology by adopting a qualitative approach. This comparative study is conducted to evaluate one of the most widely used ELT coursebook series because the importance of coursebooks in ELT is undeniable for many reasons. Coursebooks can be used as syllabus and test materials, methodology and task guides, and visual and auditory aids (Woodward, 2001). Similarly, Cunningsworth (1995) stated that some of the roles of coursebooks are to "*present the written and spoken material, provide activities, promote interaction, serve as a reference on vocabulary and grammar, act as a source for classroom activities, serve as a syllabus, and offer self-access work or self-directed learning*" (p. 7). As coursebooks

are useful and important materials for language education, developing and enriching the content and materials are of great importance. For this purpose, it is very useful to conduct coursebook evaluations to discover what makes a good coursebook. As the results of coursebook evaluation studies affect the process of selection and implementation of coursebooks, it has always been perceived as an important study by researchers. However, according to Yen (2022), although researchers are aware of the contributions of coursebook evaluation to the field of ELT, there is a lack of evaluation studies in some contexts when it comes to recently published coursebooks (p. 16). Coursebooks have been evaluated in various contexts, however, evaluating the coverage of technology in ELT coursebooks seems to be insufficient considering the fact that ELT materials are affected by the ever-changing world of technology perpetually. For this reason, the aim of this study is to evaluate the coverage of technology in *Headway* (1987) and *New Headway* (2019) coursebook series comparatively since 32-year gap between publication years of these coursebook series are expected to answer to:

1) How do *Headway* (1987) and *New Headway* (2019) coursebook series cover technology in their content?

2) What sort of changes are seen in the content of *Headway* (1987) and *New Headway* (2019) coursebook series as far as coverage of technology is concerned?

1.3 Significance of the Study

This study aims to indicate the significance of evaluating ELT coursebooks regarding their coverage of technology. There are many criteria which make this study essential. Firstly, coursebook evaluation is of great importance to help teachers, students, and administrators choose the most suitable and efficient coursebook for language teaching and learning. As Demir and Ertaş (2014) claimed "*Coursebook evaluation helps practitioners decide on the most appropriate coursebook to be exploited. Moreover, evaluation process enables to predict the potential strengths and weaknesses of a given coursebook*" (p.243). According to Sheldon (1988) there are several reasons why coursebooks should be evaluated. For example, choosing a suitable coursebook in accordance with the objectives of the lessons or syllabus becomes easier when coursebooks are evaluated thoroughly. Additionally, teachers will comprehend the

advantages and the disadvantages of the coursebooks accordingly. Another reason for coursebook evaluation is that in order to meet the needs of the present-day, coursebooks should be in accordance with the advancements and changes in the world and as claimed by Hutchinson and Torres (1994), "*the importance of coursebook becomes even greater in periods of change*" (p. 315) and only evaluating coursebooks in detail can provide the information of whether they are created in accordance with the recent changes or not.

This study specifically focuses on ELT coursebooks as regards to coverage of technology in their content. Analyzing the coverage of technology in ELT is important as technology helped gain access to information and materials more easily, which gave more opportunities for EFL/ESL learners to engage in the language learning practices. Therefore, the activities that were designed 30 years ago are not created by using the same components as of the activities that take place in English language coursebooks of today. The differences that are caused by the coverage of technology and the changes technology brings must be evaluated thoroughly in order to enrich and improve the content of ELT coursebooks.

There is a need for such study due to the fact that a meaningful comparison of the coverage of technology in ELT coursebooks published in different times is essential in order to highlight the changes in the design and content of ELT coursebooks. There are many previous studies showing how technology has affected English language learning over the years, however there is not enough information or study that is conducted for proving whether technology has been covered in the content of English language coursebooks or how this coverage has been handled and what kind of changes can be observed. This study aims to fill this gap in the literature by comparing and contrasting the content of one of the most widely used English language coursebook series of *Headway* and *New Headway* which were published in 1987 and 2019 comparatively.

1.4 Limitations of the Study

This research examines three levels of English language coursebooks: Intermediate, Upper-Intermediate, and Advanced (corresponding to B1, B2, and C1 respectively) because of the expectation that more data related to the subject of the study could be gathered from higher level of ELT coursebooks. However, further research may be useful

to fill the gaps in the literature in ELT coursebooks with the levels of Beginner and Pre-Intermediate (corresponding to A1 and A2 respectively).

The research evaluates *Headway* (1987) and *New Headway* (2019) series and to make a clear comparison of their coverage of technology and the changes in their content. These 32-year gap is expected to demonstrate several differences; however, for an in-depth evaluation, more coursebooks from *Headway* and *New Headway* and different ELT coursebook series published in various years might be useful to examine as the more ELT coursebooks are analyzed, the more data could be gathered for large-scale research. Lastly, in order not to obscure the linguistic value of the study, this study excluded visual representations as data. However, for a more in-depth comparison, visual elements could be analyzed along with linguistic data.

1.5 Operational Definitions

ELT: It is an abbreviation for English Language Teaching. Cambridge Dictionary defines ELT as "*the teaching of English to speakers of other languages*" ("ELT" n.d.).

Coursebooks: According to the definition of Collins Dictionary, coursebook is "*a textbook that students and teachers use as the basis of a course*" ("coursebook" n.d.).

Technology: Although defining technology is complex and the definitions vary from person to person, Bain's (1937) definition of technology is as follows: "*Technology includes all tools, machines, utensils, weapons, instruments, housing, clothing, communicating and transporting devices and the skills by which we produce and use them.*" (p. 860).

2. LITERATURE REVIEW

In this section, the role of coursebooks in ELT is clarified as coursebooks are the main data source of this study. To indicate the importance of coursebooks in language education, how they are practiced by teachers, learners and educational institutions are mentioned in detail. Following that, the relation between technology and ELT is explained to have a better understanding of the influence of technology on ELT. Next, the coverage of technology in ELT coursebooks is indicated to give insights to readers and researchers about the focus of the study. Moreover, previous research about the importance of coursebooks, the content of ELT coursebooks, and the technology coverage in ELT coursebooks are included to support the aim of the study.

2.1 Coursebooks and ELT

When teaching English, it is an ordinary procedure to provide English language learners (ELL) with appropriate materials and resources with adequate input, which can be procured via coursebooks (Cauldwell & Hewings, 1996). Cunningsworth (1995) put emphasis on the various roles coursebooks have in ELT, claiming that coursebooks are a good source for multiple functions in that they provide materials for spoken and written language; activities to practice language skills; exercises to promote pronunciation skills, grammar and vocabulary knowledge; they are a good source for autonomous learning; they encourage new ideas for language activities; they can act as a syllabus which represents learning objectives in accordance to learners' level; and a support for novice teachers to gain self-confidence (p. 7). While some teachers use coursebooks as their main source, others perceive coursebook as a supplement to their own syllabus and the way they teach, for which they omit things they do not prefer to use or adapt them to their likings and preferences (Woodward, 2001).

Gholami et al. (2017) indicated that coursebooks are relevant guides for both learners and practitioners because coursebooks render individuals engage in practices. For this reason, they are located at the center of most educational systems around the world, and they contribute to the learning process by providing students with a wide variety of choices.

According to Harmer (2001) coursebooks play a significant role in English language teaching as they provide a structured and comprehensive framework for instruction, a reasonable syllabus and gratify language control. McKenzie (1997) stated that while teaching, coursebooks are a need because the information they provide are compacted and controlled by professional editors who try to ensure that the materials are at a proper quality level, which makes coursebook materials to be perceived as more reliable because of the supervising process when compared to the infinite number of materials that can be found in digital platforms and the sources of information might be unknown or unreliable.

Similarly, Hutchinson and Torres (1994) claimed that coursebooks meet certain needs and they are the most convenient means of providing the teacher-learner system, assurance, improvement and review for learners and they are timesaver for teachers, and a provider for a reliable basis and helps administrators achieve credibility and standardization. Moreover, coursebooks are one of the most needed components of an ELT lesson since they help with creating an environment for interaction between teachers, learners, and materials, which result in providing more opportunities to practice the language (Allwright, 1981). For all the aforementioned reasons, teachers, learners and educational institutions prefer to use coursebooks in ELT lessons.

As for teachers, they use coursebooks one way or another most of the time either because they prefer to use coursebooks, or they are supposed to use them because the system of the educational institution they work for requires the use of coursebooks (Woodward, 2001). For whatever reason might be, many English teachers and learners prefer to use ELT coursebooks to support their English language learning and teaching process (Ren & Han, 2016). Since ELT coursebooks are regarded as workload saver, and proper education tools, they are generally perceived essential by teachers (Sheldon, 1988). Undoubtedly, most teachers are supposed to utilize coursebooks in their classrooms primarily and using only coursebooks is not adequate to meet all the needs of not only learners, but also teachers. Therefore, teachers may need to strengthen their use of coursebooks with the presence of other materials (Harwood, 2014). For instance, coursebooks can make use of the inclusion of songs, videos or interactive exercises which promote the learning experience by supplying authentic language examples, cultural context, and engaging activities. Richards (1998) pointed out that coursebooks provide

source of ideas for majority of teachers, which inspire many language practitioners to make their lessons more diverse and engaging.

The research conducted on teachers' use of coursebooks has proven that coursebooks are used by majority of teachers as the major syllabus guide, a source for the classroom activities and lesson plans (Tyson, 1997). Thus, they lessen the burden on teacher when it comes to prepare every single material beforehand. Similarly, Sheldon (1988) pointed out this issue by arguing that the production of materials to be used in the lessons takes time and labor and for this reason, commercially generated coursebooks are a great way to save time and energy for other requirements of a lesson. Allen (2015), in agreement, stated that coursebooks are valuable materials that can act as a coherent syllabus and help language practitioners form the teaching and learning process, which is favorable for practitioners with less experience, not enough time, resources, or budget with the purpose of creating their own materials (p. 250).

Due to the facilitating role of coursebooks, they save time since they provide ready-made materials, which makes giving homework an easier part as well; coursebooks also assist class management and lead class discussions, which makes it possible for the teaching process to be less demanding, better coordinated, and more conducive, and the learning process to be less complicated, more expeditious and superior (Hutchinson & Torres, 1994). Overall, coursebooks are distinguished as facilitators for both teachers and learners of English.

Regarding the learners, Sheldon (1987) states that "*Coursebooks represent for both students and teachers the visible heart of any ELT programme*" (p. 237). Coursebooks are observed to encourage learners in a positive way by making them feel like they have succeeded in something when they finish chapter after chapter, which can be motivating for learners who need a systematic learning process (Harmer, 2001). Another important aspect of using coursebooks for the lessons is the fact that the environment in which English is taught requires relevant contexts to make the learners actively participate in the class. By means of corresponding coursebooks whose roles are a guidance map and a safe route during the learning process, learners are exposed to essential input, and thus can perform with the desired output (Vitta, 2021).

The study conducted by Jarvis and Szymczyk (2010) examined how ELT students perceive learning English using coursebooks. The results proved that the perception of students towards the use of coursebook were positive and they found coursebooks to be effective for autonomous grammar practice. Additionally, "*availability, clear organization and gradation of exercises, comprehensible presentation and explanation of a grammar point, and clarity of instructions*" were among the reasons why students distinguish coursebooks as effective ELT materials (Jarvis & Szymczyk, 2010, p. 38). It is highly unlikely to sustain ELT programs as efficient as they currently are without the help of various types of coursebooks aiding language teachers and learners in their classes and curriculums (Tomlinson, 2003).

Here, the role of the institutions in the use of coursebooks should be emphasized. In spite of the major developments in technology and the learning opportunities by virtue of the internet, which is arguably the largest source of language learning nowadays, coursebooks have maintained their role as the basic language teaching resource all around the world (Richards, 2014). Structured language programs and curriculums are mainly shaped around coursebooks due to the fact that coursebooks cover most of the theoretical and practical implementations; in fact, sometimes the coursebook itself act as the first teacher (Aliakbari, 2004). Furthermore, assessments are mostly bound to coursebooks which are considered the basis when progressing through the language teaching program (Hutchinson & Torres, 1994).

In summary, coursebooks are a rich source of materials, activities and tasks that assist students, teachers, and schools to have an organized curriculum and different types of methods for language practices. Coursebooks are timesavers for language practitioners as they provide ready-made materials. Furthermore, coursebooks promote autonomous learning, which starts when students accept the responsibility of their own learning. Taken into consideration the importance of coursebooks in ELT, in order to improve and enrich the language learning/teaching process, it is well-advised to keep the coursebooks up to date with relevant and relatable content.

2.2 Content of ELT Coursebooks

The content of coursebooks is of great importance and there are many criteria to bear in mind when it comes to the term 'content'. Authors/researchers define content differently in that some only mean "*the linguistic content (e.g. grammar, functions, skills, lexis, phonology, etc.), or the topic content (i.e. topics that texts are about, or that tasks relate to)*" while others define it as a combination of both the topics and linguistic components (Skela & Burazer, 2021, p. 389). To exemplify the topic content, for instance texts that express an ideology, whether explicitly or implicitly, specify matters in the world, reflect what it defines and portrays, and render the reader take a social stance, thus the idea that teaching a language without content or in an environment that is deprived of social interaction is highly unlikely (Jacobs & Goatly, 2000, p. 5). It is essential for language learners to actively interact with the ELT coursebook in order to gain the maximum benefit possible (Ekmekçi, 2014, p.198). It is a priority for ELT coursebooks to yield learner participation and teacher contribution along with relevant and interesting content which ought to promote meaningful social context and interactive practices (Bruton, 1997). For these reasons, the design, the level of difficulty, clarity, activities, and content of the coursebooks are of great importance along with their characteristics of relevance, validity, viability, usability, teachability, and flexibility (Maas, 2022). In a similar manner, Ornstein (1995) suggested that one should take into consideration the important qualifications coursebooks should have, such as:

1. Coursebooks and teaching objectives of the lesson should be compatible.
2. The materials should be well organized. They should not consume too much time and space in the content of coursebooks.
3. The difficulty level of the coursebook should be in accordance with linguistic ability of the learners.
4. The instructional design of individual tasks and of task sequences should be carefully planned.
5. The design of coursebooks must be emphasized. It should be attractive for the learners, and this can be achieved by using readable prints with adequate margins, legible typeface, and comfortable type size or by providing pleasant and clear illustrations. (pp. 200-201)

It is a common practice to use visuals in a coursebook with the aim of presenting and practicing the target language in a meaningful context (Cunningsworth, 1995, p. 103). EFL coursebooks are packed with different kinds of colorful and attractive visuals and it is now almost improbable to come across unillustrated EFL coursebooks or coursebooks with only drawings or black-and-white photos (Hurst & Hill, 2023, p. 173). However, while evaluating the visuals in coursebooks, as Cunningsworth (1995) states:

> It is important to consider whether the visuals are an integral part of the teaching material or are there simply for decorative purposes to make the page look better. While attractively presented materials are desirable, visuals which have a teaching purpose are clearly more central to the coursebook. (p. 103)

Therefore, along with their presence, the functions of visuals in coursebooks should be emphasized and rather than just focusing on "*representational illustrations that simply replicate an element of a text or exercise, interpretational (like a diagram or flow chart), transformational (like mnemonic devices) and organizational illustrations (like maps or pictorial instruction leaflets)*" should also be utilized in ELT coursebooks (Levin et al., as cited in Hurst, 2014, p. 22). In a similar manner, Lenzner et al. (2013) suggested to divide the functions of visuals as decorative and instructional; the former has aesthetic concerns while the latter has informative purposes (pp. 811-812). Furthermore, Levin (1981) devised a detailed typology promoting eight functions of visuals, which are "*decoration, remuneration, motivation, reiteration, representation, organization, interpretation, and transformation*" (p. 212) and this comprehensive typology inspired researchers to evaluate ELT coursebooks in order to discover the functions of visuals. A study focusing on visuals in the ELT coursebooks *Inside Out, Face2Face*, and *Outcomes* showed that most of the pictures in the ELT coursebooks were solely used for decorative purposes, while those which were utilized for linguistic purposes mainly focused on low level language skills that include basic language forms (Hill, 2003). Furthermore, another study investigating the role of visuals in ELT coursebooks which was conducted in a Korean high school setting found out similar results, in that, the ELT coursebooks used in Korean high school year one setting included drawings and pictures mainly for decorative purposes rather than the supposed purpose of language teaching and learning (Nam & Park, 2005). However, fruitful results can be achieved when the impression of

decorative visuals and cognition of instructional visuals are combined in ELT coursebooks (Lenzner et al., 2013, p. 829).

ELT coursebooks are key not only for teachers, but also for language learners as guiding tools. Language learners are seen as the key users of ELT coursebooks in an ELT environment (Hutchinson & Torres, 1994). A study exploring students' perspectives on ELT coursebooks revealed that design, layout of ELT coursebooks seemed highly important in the eyes of language students (Yen, 2022). Furthermore, another study pointed out that provided that authentic texts, personal responses, and higher order thinking skills are linked with communicative activities and practices in ELT coursebooks, students will be attracted into language learning in a more efficient way (Tomlinson, 2018, p. 29). Bruton (1997) argued that students should be given the chance of being themselves whenever it is applicable, either via communicative or written activities (p. 279). Moreover, it was stated that appropriate and sufficient use of language skills, activities, and cultural aspects in ELT coursebooks were desired by students (Yen, 2022). In a study that explored the opinions of learners on ELT materials and coursebooks, it was emphasized that learners' opinions would be beneficial when selecting, designing, and adapting a particular coursebook which eventually might make it possible to build a learner-centered language learning and teaching curriculum in which learners can utilize coursebooks independently whenever they feel the need (Kim, 2004). On the other side, adult learners do not find ELT coursebooks useful enough when they include insufficient visuals, irrelevant and uninteresting content, and difficult tasks (Isnawati, 2017, p. 119).

English language is used in different context for various purposes. Therefore, diversity is crucial in language teaching in order to adapt to different contexts and learning processes (Alter, 2020, p. 137). With the rapid spread of the English language around the globe, not only young learners officially learn English at schools, but also adults are inclined to learn it either academically or for other specific purposes such as business, holiday, or relocation (Smith, 1984, p. 4). Moreover, Salville-Troike (2009) expressed that adults are advantageous in the beginning phase of learning a language in terms of the rate of learning even though they are not able to master language skills as successfully as children who start learning a language at a very young age (p. 82). The reason for having a greater rate

of learning at the beginning is likely due to having more life experience and knowledge compared to children, which is very valuable for language teachers to guide adult learners and provide them with appropriate resources in the learning process (Smith, 1984, p. 7) While learning the language, adult learners utilize a high variety of instruments. One of those instruments is the ELT coursebook. It was found out that adult learners preferred to be a part of interactions that aim to improve active language skills; namely, adult learners desired activities such as writing reviews, responses, and opinions, additionally spoken activities such as talking about experiences and introducing themselves (Tomlinson & Masuhara, 2013). It was also stated that including too much explicit grammar instruction and content in ELT coursebooks was viewed as a negative feature of teaching English to adult learners. On the other hand, in a study in which the ELT coursebook named *English for you, too! 3* was investigated and evaluated, it was found out that adult learners favored traditional activities and exercises in the coursebook compared to modern activities and exercises, which could be caused by the fact that participants' ages were mostly between 50-69. (Lounasvuori, 2013). Nevertheless, it was also observed that the majority of the adult learners were content with four skills exercises in the coursebook. Cook (2003) suggested that the content in ELT materials and coursebooks aimed at adult learners ought to be adult in language, context, and theme so as to maintain their interest in the learning process and reinforce their language skills (p.294). The common idea upfront is providing adult learners of English with interactive, interesting, and relevant content in ELT coursebooks.

Another important component of ELT coursebooks is vocabulary content as they are the core structure of teaching the language. As the size of vocabulary content grows, not only the written, but also the spoken texts cover more items, resulting in better language learning (Nordlund & Norberg, 2020). As Rivers (1983) suggested, vocabulary is not to be taught directly; it can be included and presented within the coursebooks via different activities and practices. Hence, providing language learners with relevant vocabulary content in coursebooks is crucial to solidify vocabulary learning. In a related study, O'Loughlin (2012) emphasized the importance adequate comprehensible input alongside high frequency vocabulary content in ELT coursebooks. Vocabulary parts are found in various ways in ELT coursebooks. Hamiloğlu and Karlıova (2009) expressed that vocabulary items were presented with colorful layouts, such as pictures, drawings,

diagrams, and graphic designs in order to boost the acquisition and comprehension. Murray (2019) mentioned that including vocabulary learning strategies in ELT coursebooks contents greatly influences both ELT coursebooks' efficiency, and students' language learning experience.

Tasks are essential in language teaching for better learning, so including tasks into ELT coursebooks is vital to reinforce learners with communicative practices. Communicative learning via tasks is a learner-centered method gaining its presence by meeting the interactive needs of language learners (Kumaravadivelu, 2006, p.90). Task based language learning here, takes place as an answer to the need of interactive activities and practices. Skehan (1996) described task in language teaching as an activity which prioritizes relevance to real world and is evaluated based on the outcome. According to Ellis (2003) task is a work that is to be pragmatically processed and practiced by language learners in order for them to be able to achieve desired outcome in which correct and appropriate content is successfully delivered (p.16). Regarding this matter, ELT coursebooks are beneficial tools for integrating tasks and augmenting language learning experience along with aiding language practitioners in their teaching environments (Tomlinson, 2014). Tasks are efficiently implemented and applied when they are feasibly sequenced and systematically arranged in ELT coursebooks, which thereby provides strong facilitation for language learners to utilize (Barrot, 2015). Some of the questions to bear in mind while choosing which task to use are as follows:

1. Is task design appropriate for the aims and goals of the syllabus?
2. Do students find the tasks and texts interesting and relevant for them?
3. Is the language in the tasks relevant?
4. Is there variety in the types of tasks?
5. Are the tasks authentic, simulate real-life situations, or are they too contrived?
6. Are the objectives clearly stated for each task, so students know why they engage in a given task?
7. Are tasks and texts culturally suitable for the students? (Tsiplakides, 2011, p. 762)

A study concerning the tasks in ELT coursebooks demonstrated that the number of activities that were classified as tasks in the ELT coursebook named *Time for English 4* were limited, and the task types were distributed in an imbalanced manner, in that, the tasks in the coursebook were mainly for promoting reading and writing skills (Günay & İlker Etuş, 2007). In another study about the types of tasks where eight ELT coursebooks were examined, affective tasks were mostly non-existent in ELT coursebooks, while the most frequent task type was linguistic tasks. Furthermore, the same study also found out that creative and cognitive tasks were small in number, which emphasizes the lack of communicative and interactive tasks that are essential for language learners to use English language competently in real world (Alemi & Hesami, 2014).

One of the major purposes of ELT materials and coursebooks is to support language learners in their classroom work in order to provide them with effective communication skills via familiarizing with authentic communicative settings and interactive practices, which gained even more significance with the rapid spread of English language and its ability to reach out to different cultures and communities (Dewey & Cogo, 2012). Due to aforementioned factors, it is of utmost importance to raise intercultural awareness and augment communicative activities within the ELT coursebooks. When an optimal coursebook with relevant content is provided for learners, it is more likely that they will be effective communicators of English in different contexts and settings of today's strongly interconnected world. As Tomlinson (2003) emphasized, placing humanistic content into ELT coursebooks not only improves language acquisition, but it also provides language learners with an opportunity of personal development with the help of appealing topics and texts (p.144).

Topic content in an ELT coursebook may consist of "*environmental, moral, educational, social, political, or cultural issues, world or general knowledge, literature and language*" (Skela & Burazer, 2021, p. 390). However, it is possible to come across many more different types of topics, especially in reading passages of ELT coursebooks. As Stubbs (1982) stated, thanks to the content in coursebooks about significantly various topics such as history, culture, food, tourism, and everyday language, teachers are able to benefit from coursebooks immensely, which in turn, transferred into language learners linguistic and interpersonal development, allowing them to become competent when not only passively,

but also actively utilizing English language (p. 138). Komiyama (2005) emphasizes that language learners do not optimally improve the cognitive strategies required to successfully comprehend and process a particular content unless coursebooks include topics and content that appeal to them, which stresses the importance of appropriate topic, content, and genre selection when creating a coursebook. It is ideal for modern ELT coursebooks to promote interactive and communicative learning with the assist of rich input that comprises engrossing elements in the eyes of language learners, such as interesting topics and content that are to guide them through an efficient learning progress (Hughes, 2019, p. 8).

Here, the role of English as a lingua franca takes a crucial part as a shared medium of communication, thus it should be included in coursebook content alongside cultural and interactive practices. English as a Lingua Franca (EFL) has been a common matter in language teaching, and inevitably finds itself a significant place in ELT coursebooks and materials (Kiczkowiak, 2021, p.56). The prominent reason for this is because English language serves as a lingua franca in many places around the globe within various contexts (Seidlhofer, 2011). EFL is a tool for effective communication with people in many other contexts. As ELT coursebooks are designed with the aim of rendering language learners become successful language users, including activities and interactive opportunities in ELT coursebooks is essential, especially for non-native learners who are to utilize English language as a lingua franca (McKay, 2012). In addition, the true nature of EFL approach ought to incorporate suitable localization into coursebook content in order to lure non-native speakers and motivate them for participating in communicative activities via utilizing various language functions (Sifakis et. al., 2018).

In today's world, English language is considered to be a communication tool throughout the world, and used by individuals who have a different native language than English (Arslan, 2016). Curricula for languages and especially ELT coursebooks play a crucial role in reinforcing language learners with interactional skills. Coursebooks introduce a variety of social behaviors and attitudes which language learners try to make sense of in a social reality setting (AlTaher, 2019). In recent coursebooks, for the purpose of boosting learners' communicative skills, content of World Englishes and English as a Lingua Franca (ELF) can simply be observed due to their substantial volume (Vettorel &

Lopriore, 2013). Hurst (2014) emphasized the relation between ELF and cultural content as follows:

> The diversity of the worldwide English speaking/using community needs to be brought to the forefront in decision-making about cultural content to allow learners to observe and interact with both culturally divergent and convergent contexts of language behavior (communication); the aim must be to increase levels of intercultural awareness and mutual tolerance. English is perhaps at its most useful in multilingual/multicultural contexts acting as a lingua franca and the type of challenges that these contexts present can only be understood by learners who have benefitted from a teaching-learning approach that comprehends the cultural adaption and hybridization that are characteristic of contemporary, civil societies. (p. 23)

Cultural content is one of the main foci in ELT coursebook development due to the fact that culture is an essential part of languages (Hilliard, 2014). It is put forward that a culture consists of how people experience the life, how they act towards outside world and how they react to others via emotions and thoughts. An individual's life is heavily affected and may also even be shaped by culture. Furthermore, there is an inseparable relationship between culture and language, therefore teaching a language without its culture seem unlikely (Porto & Byram, 2017). As Brown (1994) suggested, it does not seem possible to distinguish culture from language because their bond is so strong that one would lose its significance without the other's existence.

In a study regarding the cultural content in ELT coursebooks, it was found out that the representation of cultural elements favored the source culture, whereas the culture of the target language and international cultures were substantially under-represented in *Key Stage* coursebooks (Dahmardeh & Kim, 2021). On the other hand, Narlu (2021) expressed that in *English File* ELT coursebooks, the notable representation of the aspects of the culture of the target language blatantly eclipsed the demonstration of the characteristics of the source culture. In addition, a similar study carried out in the Spanish education setting by exploring the cultural elements of *Aspire Upper Intermediate* coursebook and *English Alive 4* coursebook showed that ELT coursebooks have a

tendency to focus on the culture of the target language (Canga Alonso & Cifone Ponte, 2015). In another study, Aliakbari (2005) concluded that ELT coursebooks including sufficient cultural content render leaners more eager towards language learning and boost their intercultural awareness and communication skills. To sum up, engagement with cultural content in ELT coursebooks is important and beneficial for communicative skills and educational environment (Gray, 2000).

Gender is not only a biological phenomenon, but also more importantly, a social factor in individuals' lives. Likewise, gender in language teaching is a social practice, and it is naturally structured and reflected by language (Fairclough, 1989). Hence, the existence of gender specific items is presented in ELT coursebook which is one of the most essential parts of language teaching and learning. In one study regarding gender bias in ELT coursebooks, Sivaslıgil (2006) found out that gender bias was overall in the favor of male appearance. A similar gender research conducted by Diktaş (2011) demonstrated male dominance in terms of the adjectives used in *My English 6*. In another study, exploring the adjectives used for genders, Söylemez (2011) discovered that in *Face 2 Face* and *New File* ELT coursebooks, adjectives to describe physical appearance were mainly used for females. Furthermore, negative connotation adjectives concerning feelings were also mostly attributed to females. On the other hand, vocabulary items describing intellect were varied when used for men, such as 'genius, bright, clever, and brilliant', whereas the only word in that matter used for women was 'intelligent' (p. 250). Aydınoğlu (2014) also concluded that gender equality was not present in ELT coursebooks which were used in the language education system in Türkiye (p. 239).

In a case study investigating gender inequalities in ELT coursebook series named *Yes You Can*, it was emphasized that career related vocabulary was double the number for men when compared to women, while females were assigned more non-traditional occupations, which was a positive side in terms of the reflection of gender equality in ELT coursebooks (Demir & Yavuz, 2017, p. 118). Söğüt (2018) pointed out that attributions of jobs and adjectives differed in various ELT coursebooks. Cunningsworth (1995) found that although the reflection of occupations was presented in a balanced manner in ELT coursebooks, there were differences in some factors, for instance, the number of famous males in history dramatically outnumbered that of females. Arıkan

(2005) revealed that presentation of gender was problematic in visuals in ELT coursebooks in the sense of cultural, and social attributions, implying an imbalanced distribution in the reflection of males and females. A comparative study about the gender representations in ELT coursebooks showed that the most recent editions of ELT coursebooks included a more balanced approach in terms of gender stereotypes when compared to first edition ELT coursebooks in which the difference of stereotypical expressions between male and female characters was more evident (Yılmaz, 2012). According to Hurst (2014), "*Coursebook writers can consciously promote gender equity through various linguistic techniques (use of the generic 'they' or even the abbreviation 's/he') and through the choice of content*" (p. 25).

The presence of literature use in ELT coursebooks has been of considerable interest in the field of ELT. The authenticity and the meaningful contexts of literature in ELT materials and coursebooks are what render language learners deal with appealing and interesting texts, themes, and content, which makes it motivating for students (Collie & Slater, 1987). Furthermore, Lazar (1993) pointed out that learners' awareness on language can be augmented by exposing them to authentic literary content and topics in which a rare sophisticated, yet didactic use of language is practiced. In addition to increasing language awareness, literature content in ELT coursebooks has a solid potential to create a communicative classroom setting with a wide variety of contexts of interactive practices such as performing a drama, telling a story, reading a poem, and having a profound discussion about written texts (Yıldırım, 2012, p. 139).

In a study which was based on investigating twenty-two ELT coursebooks of different levels that had been published in the previous twenty years, Gümüşok (2013) observed that the amount of literature content in ELT coursebooks gradually decreased in years, and the most recent coursebooks included small numbers of literary texts and related elements. Another similar study that explored forty-four ELT coursebooks published between 2015 and 2019 discovered that literary texts were not included in most of the coursebooks, and the mentioned literary content were mainly chosen from an early period, which emphasizes the importance of authentic literature content in ELT coursebooks (Al-Saeed & Alenezi, 2020).

As for the topics, environmental issues have also been common in the content of ELT coursebooks for many years with the inclusion of topics such as 'recycling, alternative energy, and humane treatment of animals' (Jacobs & Goatly, 2000, p. 1). According to Akçeşme (2013), coursebooks have the potential to have a big impact on its readers, thus including environmental issues in their content must be prioritized. One of the reasons for the incorporation of environmental issues into ELT coursebooks is that it is the responsibility of ELT to "*address ecological crises like climate change and biodiversity loss*" (Saiful, 2023, p. 373). Another reason for including environmental issues in ELT coursebooks is that coursebook users are informed and inspired to take action for recent environmental issues thanks to the awareness created by the exposure to the topic (Hauschild et al., 2012).

On the other hand, the amount of importance given to the environmental issues in the content of ELT coursebooks were not always the same. The study of Jacobs and Goatly (2000) exposed that environmental issues were found in only two percent of activities published in ELT coursebooks between 1990 and 2000. However, since environmental topics became a bigger problem for the world and concerns are arising day by day, it is now easier to come across this content in materials and many of the ELT coursebooks in use today include passages about environmental issues (Hauschild et al., 2012, p. 3). ELT coursebooks must be organized with a mindset that is conscious of environmental issues along with promoting language development (Xiong, 2014). Likewise, as Yörük Çevik and Durna (2020) stated, the content of ELT coursebooks should be created with the aim of improving "*not only linguistic level but also the consciousness level of the learners regarding environmental issues*" (p. 710).

English language has spread around the world with the effect of globalization, and as a result, individuals who desire to work abroad are inclined learn this common language even more compared to past. Consequently, the need for Business English emerged. Business English is the type of English which specific people utilize in their various business occasions and issues such as making a phone call, marketing of a product, conducting an interview or making a sale (Frendo, 2005). As can be seen in different varieties and purposes of English teaching, Business English emphasizes the necessity of a particular language curriculum and corpus and implies the importance of specific types

of communication and specialized contexts (Ellis & Johnson, 1994, p.3). Flinders (2005) pointed out that it is important for specific learners and even teachers to have a quality catalogue of Business English materials; in other words, both quantity and quality is desired in terms of Business English materials in ELT with the aid of novel multimedia tools, technologies and pragmatic techniques that make language learning for businesspeople more efficient (p.175). In a study exploring the Business English coursebooks, Romanowski (2016) found out that Business English coursebooks that are in use at different levels vary with respect to their content and the context they include, and the content and the context in such coursebooks ought to be evaluated with carefully produced and structured checklists and sheets, which indicates the vital part of preparing and designing an efficient coursebook and also a course of Business English. A study investigating an English for Business Coursebook named *3rd Edition Elementary Market Leader Business English Coursebook* which was used for first year Bachelor of Arts – English for Professional Purposes program revealed that the content and the context were appropriate and helpful with respect to business knowledge, business skills, and business vocabulary, yet adding more communicative and grammar activities would be beneficial for augmenting interactive skills which are key for business students (Mya, 2020, p.33).

English language has various uses for specific purposes in different settings and environments. Implementing English for specific purposes into the classrooms and for language learners require particularly designed content and coursebooks (Tomlinson, 2009). One of the specific uses for ELT coursebooks is in the military context. Research in which an ELT coursebook named *Worldview* that was being taught at a military university was evaluated and the results demonstrated that layout and design were optimal for the setting whereas one weak point was the lack of instructions at some parts, which may make students miss certain sections and not able to follow properly (Jodai, 2012, p.19). A study concerning the pedagogical value of ELT coursebooks for the specific foreign language program at Pakistan Military Academy emphasized that the more the content of the coursebook meets the academic and professional needs of students, the more motivated and successful they become, which underlines the fact that rather than including intensive literature-based content, it is optimal to select subject specific content and context in ELT coursebooks (Khushi & Talaat, 2011). Another study that investigated the quality of the utilized English language materials for military students in Indonesia

put forth that the materials designed for such students ought to include professional and specific topics such as commanding, survival, giving a briefing, making phone calls, helping and asking for help, introducing and using transportation; thus a military students would be ready and confident for future interactions when necessary, however, the need for supplementary materials was also observed (Puspitasari, 2018, p.5). Overall, the vital presence of subject specific content and professional context were emphasized in the studies, which distinguishes the pragmatic aspect of language.

To summarize, the design, the level of difficulty, clarity, activities, and content of the coursebooks are of great importance along with their characteristics of relevance, validity, viability, usability, teachability, and flexibility (Maas, 2022). Coursebooks include different types of subjects in their content to attract students' interest, raise awareness for important issues, inform their users about cultural issues, provide them with relevant and relatable themes in order to help them improve their language skills.

2.3 Coverage of Technology in ELT Coursebooks

The term technology has been in use for a long time in almost all domains. Wahab et al. (2012) suggested that in order to fully comprehend the nature of technology and its components, it is essential to examine the notion of technology. As the definition of technology differs for each individual, it is recommended to analyze previous researchers' ideas at the outset.

Lan and Young (1996) claimed that technology is a product of combining the practical application of knowledge, skills, and resources to solve problems, achieve certain results and improve processes. It utilizes different methods, systems, and processes to achieve specific goals, meet the needs, and improve efficiency and effectiveness in various domains. According to Maskus (2003), technology can be defined as "*the information necessary to achieve a certain production outcome from a particular means of combining or processing selected inputs*" (p.9). Similarly, Wahab et al. (2012) indicated that technology is the purposeful application of knowledge and skills to improve or create a product that benefits society. Kumar et al. (1999) stated that technology is composed of physical components such as products, equipment, detailed plans, techniques, and procedures; and informational components which deal with management, marketing,

manufacturing, quality check, work force, and operational areas. In other words, technology is the product of practical application of knowledge, tools, and resources. Likewise, Burgelman et al. (1996) referred to technology as "*the theoretical and practical knowledge, skills, and artifacts that can be used to develop products and services as well as their production and delivery systems*". Bain (1937) defines technology as "*tools, machines, utensils, weapons, instruments, housing, clothing, communicating and transporting devices and the skills by which we produce and use them*" (p. 860). According to Alemi (2016), the term new or emerging technology refers to communication techniques which are used for teaching languages and these techniques heavily rely on the use of internet and smart devices such as computers, phones, or machines (p. 14).

Language teaching has always been affected by technology and the reflection can be seen in ELT coursebooks specifically. In ELT coursebooks, there are many activities that are designed to help learners comprehend the structure and use of English. These activities are created in order to improve four skills and the knowledge of grammatical structures, vocabulary, and pronunciation, that is to teach English. Learners practice these skills to be proficient and to communicate in English (Grabe & Stoller, 2002). The impact of technology is overtly observable on both ELT methodologies and the content of the ELT coursebooks which have been updated regularly in accordance with the technological changes. The activities designed to improve students' knowledge and skills have been affected by the changes in the world of technology and have since then become an inseparable part of language teaching and learning (Kazemi & Narafshan, 2014). According to Sharma (2009), the role of technology in ELT has become such an important factor that some researchers are in favor of the idea that only blending teaching and technology can result in successful learning. Therefore, reflection of technology can be seen clearly in ELT coursebooks by means of audio-CDs, CD-ROMs, DVDs, E-portfolios, and the Internet (Hişmanoğlu, 2011, p. 40). Thanks to the technological advancements and the presence of technology in everyday life, ELT practitioners have the chance to select practices including technology content with the aim of yielding satisfying results (Al-Kadi, 2018, p. 5).

There are a lot of reasons why ELT coursebooks include technology in their content. Technology has always been one of the sources of teaching and learning process which has been preferred specifically by teachers whose aim is to provide students with more opportunities in this learning process (Eady & Lockyer, 2013). Hazarika (2017) stated that technology content assists students at understanding and being engaged in the culture of the target language immensely, making the teaching process more efficient. According to Costley (2014), technology content in ELT coursebooks fosters learning by enabling learners to engage in the learning process with more meaningful and relatable concepts, which results in raising the motivation of students (p. 3). Using technology content in ELT coursebooks are effective and beneficial for many reasons, one of which is to make the content richer (Khodabandelou et al., 2016). For all these aforementioned reasons, many studies were carried out to prove the effect of technology in ELT coursebooks.

The study carried out by Parvin and Salam (2015) revealed that learners get the chance to increase their exposure to language in a meaningful technological context, thus they were observed to be more successful, attentive, and focused when English lessons were supported with technology content. It was also stated that students learn concepts related to English quickly and easily when teaching is supported with technology content. The study carried out by Baytak et al. (2011) showed similar results such as learning process was found to become more interesting and interactive for students with technology content and as a result, it was observed to increase learners' motivation, social interactions, and engagement.

There has been many coursebook evaluation studies with different contexts. Some of these studies evaluated ELT coursebooks with the aim of indicating gender representations (Aydınoğlu, 2014; Diktaş, 2010; Eminoğlu, 2023; Söğüt, 2018). Some of them analyzed cultural elements in ELT coursebooks (Arslan, 2016; Demirbaş, 2013; Fakazlı & Baytar, 2021; Gencer, 2020) or the issue of integrating technology into ELT coursebooks (Hişmanoğlu, 2011; Malinowski, 2018; Özkan & Aşık, 2023). No matter how different purposes these studies have, it is undeniable that all these analyzed coursebooks have been affected by the changes in the field of technology. Technology not only changed the way English is taught, but it also affected the content of the coursebooks used for teaching English. For instance, in a study conducted by Arıkan

(2008), it was found out that a considerable content of reading passages in ELT coursebooks included significant amount of content related to science, technology, media, and cinema. Mut (2007) implied that most preferred content by learners were mostly technology-related, such as computers, cinema, computer games, music, and the Internet, meanwhile the least desired content mainly included topics of art, such as opera, sculpture, architecture, poetry, literature, and painting. These findings indicated how technology started to reshape the content and materials in ELT coursebooks. However, although the impact of technology has been recognized by researchers perpetually, there are few studies that were conducted to evaluate the coverage of technology in ELT coursebooks.

The study conducted by Malinowski (2018) shared the same topic of 'technology' and had a very similar focus to this study. The aim of the study was to analyze the content of six different ELT coursebooks available on the market in Poland, namely *All Clear* by Macmillan, *Citizen Z* by PWN-Cambridge University Press, *English Class* by Pearson, *English Plus Options* by Oxford University Press, *Smart Time 1* by Express Publishing, and *Teen Explorer* by Nowa Era/National Geographic, with the purpose of indicating which coursebook contains the most references to technology. The results pointed out that almost all coursebooks keep up with the current trends in ELT methodology by including materials, activities and tasks which require the use of technology. Regarding the language skills, the study of Malinowski focused mostly on writing skills and related texts. It was observed that the writing activities that require the use of technology takes place in *Smart Time* the most and there are excerpts from blogs, websites, e-mails, and text messages in almost all the examined coursebooks. Another highlight from the study is how effective technology and its coverage can be seen in the content of these coursebooks. Each coursebook includes a technology-themed unit, which implies the effect of modern technologies into the content of current ELT coursebooks. Moreover, although data were gathered from different ELT coursebooks, all of them include topics such as leisure time activities like uploading content on Instagram, YouTube and Twitter (in *English Class*) or posting on Facebook and watching live-streamed shows on Netflix or YouTube (in *English Plus Options*) or future jobs which are related to modern technologies such as an IT specialist (in *English Class*), a computer programmer (in *All Clear, English Plus Options* and *Smart Time*), robotics (*Teen Explorer*) and a YouTube

streamer (*English Plus Options*). According to Malinowski (2018), the results indicate the effect of technology into everyday life and how this reflected into the content of ELT coursebooks to keep them up to date for the learners of today.

To summarize, technology and ELT has had a long-term relationship since technology started to affect language education. Thus, the impact of technology is easily observable on both ELT methodologies and the content of ELT coursebooks which have been updated regularly in accordance with the technological changes. Therefore, coverage of technology in ELT coursebooks must go hand in hand with emerging technologies. The differences that are caused by coverage of technology and reflection of changes must be evaluated thoroughly in order to enrich and improve the content of ELT coursebooks and keep them up to date.

3. METHODOLOGY

3.1 Introduction

In this section, the research design of the study is explained. Detailed information of the research questions, data collection instruments, data collection procedure and data analysis procedure are given to have a deeper understanding of the aim and application of this study.

3.2 Research Questions

Coursebooks are a significant component of ELT. Just as everything else, ELT coursebooks are affected by technology. The impact of technology can be observed both in the methodology and the content of the coursebooks. This study specifically focuses on ELT coursebooks to analyze the coverage of technology in their content. ELT coursebooks should be up to date in order to have relevant content for the learners. That is why, this study is conducted with the aim of finding an answer to these two questions:

Research question 1: How do *Headway* (1987) and *New Headway* (2019) coursebook series cover technology in their content?

Research question 2: What sort of changes are seen in the content of *Headway* (1987) and *New Headway* (2019) coursebook series as far as coverage of technology is concerned?

3.3 Data Collection Tools

In order to improve and enrich ELT coursebooks, the coverage of technology and the changes it brings to their contents should be analyzed. For this reason, the aim of this study is to compare and contrast the content of two different *Headway* series which were published in 1987 and 2019 with regard to their coverage of technology. The reason of choosing *Headway* series as the main data source is because *Headway* is one of the most widely used coursebooks by teachers, students, schools, and educational institutions in Türkiye and it focuses on improving language skills by adopting a structured approach in which there is a balance of grammar, vocabulary, and communication skills, along with

a variety of engaging activities and exercises. Choosing the coursebooks of *Headway* published in 1987 and *New Headway* published in 2019 is another important criterion for this study. The huge time gap of publication years of these two coursebook series reflects the extent of the coverage of technology and the changes in the content of the coursebooks and enlightens the importance of covering technology in ELT coursebooks, along with giving insight to the reasons why ELT coursebooks need to be in accordance with the changes and advancements in the field of technology.

Data required to conduct this research was collected from three levels of English language coursebooks series of *Headway* (1987): Intermediate, Upper-Intermediate, and Advanced (corresponding to B1, B2, and C1 respectively) and *New Headway* (2019): Intermediate, Upper-Intermediate, and Advanced (corresponding to B1, B2, and C1 respectively). The coursebooks were chosen from these years specifically since it was expected to observe more differences and changes in the coverage of technology. Since more data were likely to be obtained from higher level coursebooks, Intermediate, Upper-Intermediate and Advanced level coursebooks from both series summing up to six coursebooks in total were chosen to be studied. As a result, Beginner, Elementary, and Pre-Intermediate level coursebooks were not included in this study.

Headway (1987) coursebook series were written by the award-winning authors Liz Soars and John Soars. *New Headway* (2019) coursebook series were also written by Liz and John Soars along with Paul Hancock. The fact that both *Headway* and *New Headway* series were written by the same authors except for one increases the reliability of the research as the content of the coursebooks was created by their point of view. The information about evaluated coursebooks are listed in Table 1 below.

Table 1. The Information About Evaluated Coursebooks

Books	*Headway Intermediate 1st Edition Student's Book*	*Headway Upper-Intermediate 1st Edition Student's Book*	*Headway Advanced 1st Edition Student's Book*	*New Headway Intermediate 5th Edition Student's Book*	*New Headway Upper-Intermediate 5th Edition Student's Book*	*New Headway Advanced 5th Edition Student's Book*
Publication Year	1987	1987	1987	2019	2019	2019
Authors	Liz Soars-John Soars	Liz Soars-John Soars	Liz Soars-John Soars	Liz Soars-John Soars & Paul Hancock	Liz Soars-John Soars & Paul Hancock	Liz Soars-John Soars & Paul Hancock
Number of Pages	120	136	156	160	168	175
Number of Units	14	12	12	12	12	12

The first coursebook to be analyzed from *Headway* (1987) series is *Headway Intermediate 1st Edition Student's Book*. The coursebook consists of 120 pages and 14 units. The second one is *Headway Upper-Intermediate 1st Edition Student's Book*. The coursebook consists of 136 pages and 12 units. The last coursebook from *Headway* (1987) is *Headway Advanced 1st Edition Student's Book*. The coursebook consists of 156 pages and 12 units. All three coursebooks include grammar, vocabulary, reading, writing, listening, and speaking exercises. All three books have visuals.

The first coursebook to be analyzed from *New Headway* (2019) series is *New Headway Intermediate 5th Edition Student's Book*. The coursebook consists of 160 pages and 12 units. The second coursebook to be analyzed from *New Headway* (2019) is *New Headway Upper-Intermediate 5th Edition Student's Book*. The coursebook consists of 168 pages

and 12 units. The third coursebook to be analyzed from *New Headway* (2019) is *New Headway Advanced 5th Edition Student's Book*. The coursebook consists of 175 pages and 12 units. Each coursebook includes 12 videos (one video for each unit). All three coursebooks consist of grammar, vocabulary, reading, writing, listening, and speaking exercises. At the end of the units, there are extra materials for more practice and this section includes many reading materials, visuals, and vocabulary exercises. Each coursebook has an Online Practice option provided by *headwayonline.com*. The online option consists of revisions, online activities to practice grammar and vocabulary and videos for each unit; extra activities for reading, listening, speaking, and writing practices; and online tests which give instant feedback.

The fact that the first series of *Headway* were published in 1987 and the last one in 2019 means many differences are expected to be found as the series have 32-year gap of publication. Likewise, *New Headway* series are claimed to be updated with novice reading texts and relevant topics. On account of this, the collected data are expected to include significant differences in their content because of the aforementioned time interval, which provides essential means for this study to indicate the hypothesized results.

3.4 Data Collection Procedure

The data in this thesis study were collected from six different coursebooks of *Headway* and *New Headway* series. Firstly, *Headway* (1987) and *New Headway* (2019) coursebook series were depicted in order to gather data with significant differences since their publication years were distant. Secondly, the level of these coursebooks were opted for Intermediate, Upper-Intermediate and Advanced levels in both series as the coverage of technology was expected to be more common in higher level ELT coursebooks. Lastly, only student's books were evaluated, hence workbooks and teacher's books were excluded because workbooks are usually used for written practice and include exercises of such while teacher's books consist of the same exercises and materials as student's books, so they do not contribute to the results of the study.

Before the data collection procedure, it is essential to clearly state what is meant by using the term 'technology'. By mentioning the term 'technology', this study refers to

technological tools, machines, devices, systems, and software and any presence of technological equipment play a significant role as the main criterion. That is why, the coursebooks were carefully scanned word-by-word and every listening, speaking, reading, writing, grammar and vocabulary materials were analyzed in accordance with their relevance to technology. Visual elements were excluded from the study in order not to obscure the linguistic value of the study. All the relevant expressions were registered in Microsoft Excel in three main categories under each *Headway* and *New Headway* coursebook. In addition, total number of technology-related expressions were calculated and written down in Microsoft Excel.

3.5 Data Analysis Procedure

Coursebook evaluation is of great importance to assist teachers, students, and administrators in choosing the most suitable and efficient coursebook for learning. According to Sheldon (1988) there are several reasons why coursebooks should be evaluated. First, choosing a suitable coursebook in accordance with the objectives of the lessons or syllabus becomes easier. Moreover, teachers will comprehend the advantages and the disadvantages of the coursebooks accordingly. However, there are several coursebook evaluation methods.

This study was conducted with content analysis method to demonstrate the changes in the coverage of technology in two sets of ELT coursebooks. As described by Downe-Wamboldt (1992), "*Content analysis is a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data in order to describe and quantify specific phenomena*" (p. 314) and it describes the existence of words, phrases or sentences within the contextual environment of the data – in this study, the contextual environment of the data is represented within the selected ELT coursebooks. Content analysis is useful for identifying the appropriateness and quality of materials and is used as a general assessment technique while reducing complex materials such as coursebooks into simpler forms to be evaluated, for example, categorization of content. (Levin & Long, 1981, p. 46). There are mainly three types of content analysis: conceptual, procedural, and relational analysis and this study adopted the conceptual

analysis method as it is used for "*determining what words or concepts are present in a text or set of texts*" (Carley, 1990, p. 2).

In this study, both quantitative and qualitative data were analyzed. The reason for collecting quantitative data was to interpret the qualitative data. Thus, after carefully scanning every word, technology-related expressions in each coursebook were written down in Microsoft Excel. Regardless of how many times an expression was mentioned, all the expressions were registered once to observe the variety of the technology-related expressions used in each coursebook. However, there were some exceptional expressions which had to be mentioned under more than one category because they represented different categories at the same time. In addition to listing the expressions, the total number of technology-related expressions were calculated for each coursebook to compare the range of technology-related expressions used in the coursebook series of *Headway* (1987) and *New Headway* (2019).

Three categories were formulized to list technology-related expressions in each coursebook: Transportation, Communication and Jobs. As 'Communication' category included a vast variety of expressions, four subcategories were created in order to place them in the relevant sections: Tv, Music, and Cinema, Correspondence, Internet, Electronic Devices and Products. The expressions that were found in both coursebooks were written down in the category of 'Common Expressions' while the ones that were only mentioned in either *Headway* (1987) or *New Headway* (2019) were categorized under 'Expressions Stated Only In' section.

4. FINDINGS AND DISCUSSION

This section includes the findings of the content analysis of *Headway* (1987) and *New Headway* (2019) coursebook series and the discussion of the results. The content analysis aims to answer two research questions of the study. One of the questions aims to find out how selected coursebook series cover technology in their content and the other one aims to find out what sort of changes are seen over the years regarding the coverage of technology in the content of the selected coursebooks. Each coursebook is analyzed and compared with their counterparts, represented under three categories of Transportation, Communication, and Jobs respectively. The findings of the analysis of three different levels of coursebooks are shown in tables to demonstrate the collected data explicitly. However, some miscellaneous expressions which are found to be unsuitable for any of the aforementioned categories are stated in a separate paragraph after the analysis of each coursebook. Moreover, the numeric data are provided to give insight into the extent of technology-related expressions. In total, there are eighteen tables with detailed explanations. This section provides a basis for the sections of conclusion, implications for ELT and suggestions for further studies.

4.1 Findings

Headway Intermediate (1987) includes 99 technology-related expressions, while its counterpart, *New Headway* (2019) includes 174 expressions. The number of technology-related expressions in *Headway Upper-Intermediate* (1987) is 94, whereas the number is 147 for *New Headway Upper-Intermediate* (2019). Lastly, *Headway Advanced* (1987) includes 97 technology-related expressions, on the other hand, *New Headway Advanced* (2019) includes 178 technology-related expressions. In total, the aforementioned *Headway* (1987) coursebooks of three different levels contain 290 technology-related expressions, and the *New Headway* (2019) coursebooks contain 499 technology-related expressions. The numerical difference in terms of technology-related expressions between the coursebooks of two distinct dates is calculated as 209.

To reflect the differences between two different dates in terms of technology-related expression usage, the expressions of the same levels are placed in three sections: 'corresponding expressions', 'common expressions', and 'expressions stated only in' (See Table 2).

4.1.1 Findings of the Intermediate level coursebooks

Table 2. Technology-Related Expressions Regarding Transportation in the Coursebooks (*Headway Intermediate*, 1987; *New Headway Intermediate,* 2019)

TRANSPORTATION	*Headway Intermediate* (1987)	*New Headway Intermediate* (2019)
Corresponding Expressions	Ford Cortina Mini Vauxhall - - - coach caravan lorry airline aircraft motorcycle Electron 2000 liner - - car - -	Audi BMW Toyota Robin Reliant 3-Wheeler Mercedes Porsche bus - - Air France - scooter - yacht voyage boat car Uber taxi
Common Expressions	car, bus, train, flight, airport, motorway, ship, plane, rail, bike, bicycle	
Expressions Stated Only In	check-in, jet, tank	Tube, underground, transport

Table 2 shows similarities and differences of technology-related expressions in *Headway Intermediate* (1987) and *New Headway Intermediate* (2019) in 'Transportation' main category. In the corresponding expressions section, technology-related expressions whose purpose of use is common are compared and shown as counterparts. For example, automobile brands mentioned in *Headway Intermediate (1987)* are Ford Cortina, Mini, and Vauxhall, while in *New Headway Intermediate (2019)* the counterparts for automobile brands are Audi, BMW, Toyota, Robin Reliant 3-Wheeler, Mercedes, and Porsche. In total, there are three automobile brands in the former, and six in the latter. Because *Headway Intermediate (1987)* has three expressions for this purpose of use, the

remaining three are shown as ‘hyphen’ in the table to emphasize the number of corresponding expressions. On the other hand, the common expressions in both Intermediate level coursebooks are written down. Finally, during the exploration of both coursebooks, technology-related expressions which are not applicable either for the ‘corresponding expressions’ section, or the ‘common expressions’ section are written down in the ‘expressions stated only in’ section.

Table 3. Technology-Related Expressions Regarding Tv, Music & Cinema under the Communication Category in the Coursebooks (*Headway Intermediate*, 1987; *New Headway Intermediate,* 2019)

COMMUNICATION Tv, Music & Cinema	*Headway Intermediate* (1987)	*New Headway Intermediate* (2019)
Corresponding Expressions	music programme cartoon film - - news news headline news bulletin regional news	music video digital animation film movie Titanic news - - -
Common Expressions	video, tv, cinema, news, documentary, advertising, film, channel, studio, concert, radio programme	
Expressions Stated Only In	quiz show, episode, series, weather prospects, weather forecast, music programme, sports programme, gardening programme, chat show, drama, prize and cash quiz, word quiz game	BBC, media, recording

Table 3 demonstrates the corresponding technology-related expressions, common technology-related expressions and technology-related expressions which are stated only in either *Headway Intermediate* (1987) or *New Headway Intermediate* (2019) under ‘Communication’ main category, and ‘Tv, Music & Cinema’ subcategory. Corresponding expressions section includes technology-related expressions which share a common purpose, and these expressions are given in the columns comparably. For instance, *Headway Intermediate* (1987) includes the expression ‘film’ while *New Headway Intermediate* (2019) 2 more counterparts for it, which are ‘movie and Titanic’. For this reason, in *Headway Intermediate* (1987) section, hyphens are put since counterparts are

not found. In addition, commonly found technology-related expressions in both Intermediate level coursebooks are demonstrated. Lastly, technology-related expressions which are only found in either *Headway Intermediate* (1987), or *New Headway Intermediate* (2019) are shown in the 'expressions stated only in' section.

Table 4. Technology-Related Expressions Regarding Correspondence under the Communication Category in the Coursebooks (*Headway Intermediate*, 1987; *New Headway Intermediate,* 2019)

COMMUNICATION Correspondence	*Headway Intermediate* (1987)	*New Headway Intermediate* (2019)
Corresponding Expressions	book postcard - -	e-book email text message
Common Expressions	magazine, type, advert	
Expressions Stated Only In	subtitle, newspaper, cheque, telephone directory, brochure, leaflet, dictionary, Sunday Times, envelope, paper, stamp	-

Table 4 shows the technology-related expressions in 'Communication' main category, and 'Correspondence' subcategory, providing the similarities and differences of technology-related expressions found in *Headway Intermediate* (1987) and *New Headway Intermediate* (2019). Technology-related expressions having common purpose of use are compared and shown as counterparts in the 'corresponding expressions' section. For example, *Headway Intermediate* (1987) includes the expression 'postcard' while 3 counterparts are found for this expression in *New Headway Intermediate* (2019), which are 'email, text, and message'. Moreover, the common expressions in both Intermediate level coursebooks are shown. Finally, technology-related expressions which are only observed in either *Headway Intermediate* (1987), or *New Headway Intermediate* (2019) are written down in the 'expressions stated only in' section. In this section, no technology-related expressions which are stated only in *New Headway Intermediate* (2019) are found and it is shown with hyphen.

Table 5. Technology-Related Expressions Regarding Internet under the Communication Category in the Coursebooks (*Headway Intermediate*, 1987; *New Headway Intermediate*, 2019)

COMMUNICATION Internet	*Headway Intermediate* (1987)	*New Headway Intermediate* (2019)
Corresponding Expressions	-	-
Common Expressions	-	
Expressions Stated Only In	-	Facebook, Twitter, Skype, social media platform, online dating website, DogVacay, Stylend, Pley, TaskRabbit, Campinmygarden, JustPark, Amazon, forum, news website, digital device, mobile device, phone charger, Apple, Samsung, Siemens, mobile number, Siri, computer screen, computer games, superintelligence, Intel, internet, digital world, virtual world, virtual game, virtual reality headset, virtual learning, keyboard, shortcut, Ctrl-B, Wi-Fi, gigabyte, video games, artificial intelligence, AlphaGo, broadcast, Kindle, apps, stream, hardware, email, text, message, junk mail, information technology, satnav

Table 5 includes the corresponding technology-related expressions, common technology-related expressions and technology-related expressions which are stated only in either *Headway Intermediate* (1987) or *New Headway Intermediate* (2019) under 'Communication' main category, and 'Internet' subcategory of *Headway Intermediate* (1987) and *New Headway Intermediate* (2019). In the corresponding and common expressions sections, no technology-related expressions are found during the exploration of both coursebooks, thus they are shown with hyphens. However, 51 technology-related expressions which are only found in *New Headway Intermediate* (2019) are shown in the 'expressions stated only in' section.

Table 6. Technology-Related Expressions Regarding Electronic Devices and Products under the Communication Category in the Coursebooks (*Headway Intermediate*, 1987; *New Headway Intermediate*, 2019)

COMMUNICATION Electronic Devices&Products	*Headway Intermediate* (1987)	*New Headway Intermediate* (2019)
Corresponding Expressions	phone - - - camera - - computer - - - - machine - - tape - - -	phone smartphone mobile phone headphone camera studio camera head-mounted camera computer tablet laptop PC MacBook machine AI machine drinks machine CD DVD vinyl record music album
Common Expressions	call, phone, telephone, camera, computer, piano, credit card, fridge, machine, electricity, photograph	
Expressions Stated Only In	radio, kettle, television set, print, electrical appliance, shaver, central heating, air-conditioning	battery, screen, ATM, gadget, photocopy, remote control, hairdryer, electric drill, robot, cooker, oven, alarm, engine, nuclear weapon

Table 6 presents technology-related expressions in *Headway Intermediate* (1987) and *New Headway Intermediate* (2019) in 'Communication' main category, and 'Electronic Devices and Products' subcategory. Corresponding expressions section includes technology-related expressions with common purposes and the comparison of counterparts. For example, one of the expressions found in *Headway Intermediate* (1987) is 'phone' and its counterparts in *New Headway Intermediate* (2019) are 'smartphone, mobile phone, headphone'. As *Headway Intermediate* (1987) does not include these 3 expressions, 3 hyphens are put as counterparts. Common expressions in both Intermediate level coursebooks are also stated in a separate section. Lastly, technology-related expressions which are only found in either *Headway Intermediate* (1987), or *New Headway Intermediate* (2019) are shown in the 'expressions stated only in' section.

Table 7. Technology-Related Expressions Regarding Jobs in the Coursebooks (*Headway Intermediate*, 1987; *New Headway Intermediate*, 2019)

JOBS	*Headway Intermediate* (1987)	*New Headway Intermediate* (2019)
Corresponding Expressions	delivery service motorcycle courier	export cargo -
Common Expressions	-	
Expressions Stated Only In	armed force, forensic laboratory, engineering, laboratory, factory	graphic designer, astronaut, air traffic controller

Table 7 introduces the corresponding technology-related expressions, common technology-related expressions and technology-related expressions which are stated only in either *Headway Intermediate* (1987) or *New Headway Intermediate* (2019) under 'Jobs' main category. Corresponding expressions section includes of 3 jobs. While *Headway Intermediate* (1987) includes 'delivery service and motorcycle courier' as technology-related jobs, its counterpart *New Headway Intermediate* (2019) includes the expression 'exported cargo' only. A hyphen is used to indicate that no counterparts are found for jobs in *New Headway Intermediate* (2019). However, no common expressions in both Intermediate level coursebooks are found so a hyphen is used to express the situation. Lastly, technology-related expressions which are only found in either coursebooks are shown in the 'expressions stated only in' section. While 5 jobs are found in *Headway Intermediate* (1987), 3 jobs are found in *New Headway Intermediate* (2019).

Other Expressions

The technology-related expressions are classified into three main categories: Transportation, Communication, and Jobs. Nevertheless, there are several expressions which are not applicable for the mentioned categories. The miscellaneous expressions in *Headway Intermediate* (1987) are *rocket*, and *space programme*. On the other side, the miscellaneous expressions in *New Headway Intermediate* (2019) are 'sports centre, gym, solar panel, rocket, nuclear fusion reactor, radioactive material, and NASA'.

4.1.2 Findings of the Upper-Intermediate level coursebooks

Table 8. Technology-Related Expressions Regarding Transportation in the Coursebooks (*Headway Upper-Intermediate*, 1987; *New Headway Upper-Intermediate*, 2019)

TRANSPORTATION	*Headway Upper-Intermediate* (1987)	*New Headway Upper-Intermediate* (2019)
Corresponding Expressions	Rolls Royce - lorry van truck estate car caravan - double decker bus liner boat glider canoe underground railway - - motorbike moped - bus shelter	Tesla Ford lorry - - electric car camper van trailer coach jet plane ferry barge - subway Metro Tube motorbike pushbike scooter car park
Common Expressions	car, motorbike, train, taxi, bus, plane, yacht, transport, airship, helicopter, lorry, aeroplane, bicycle, airport, flight, airlines, tram, aircraft	
Expressions Stated Only In	hot air balloon, jeep, motorway, submarine	ship, cruise, fighter jet, cyclist, travel card, check-in

Table 8 includes technology-related expressions in *Headway Upper-Intermediate* (1987) and *New Headway Upper-Intermediate* (2019) in 'Transportation' main category. Corresponding expressions section consists of technology-related expressions which share similar purpose of use and in this section, these expressions are compared and shown as counterparts. For instance, in *Headway Upper-Intermediate* (1987), 'underground railway' is found while its counterpart *New Headway Upper-Intermediate* (2019) includes 'subway, Metro and Tube'. For this reason, hyphens are used in the *Headway Upper-Intermediate* (1987) section to express that no counterparts are found. In addition to that, commonly found technology-related expressions in both Intermediate level coursebooks are presented. Lastly, in the course of analyzing both coursebooks,

technology-related expressions which are only found in either *Headway Upper-Intermediat*e (1987), or *New Headway Upper-Intermediate* (2019) are shown in the 'expressions stated only in' section.

Table 9. Technology-Related Expressions Regarding Tv, Music & Cinema under the Communication Category in the Coursebooks (*Headway Upper-Intermediate*, 1987; *New Headway Upper-Intermediate*, 2019)

COMMUNICATION Tv, Music & Cinema	Headway Upper-Intermediate (1987)	New Headway Upper-Intermediate (2019)
Corresponding Expressions	TV show TV programme - - TV channel	sitcom documentary cartoon animation BBC
Common Expressions	TV series, film, cinema	
Expressions Stated Only In	-	video, movie, thriller, cinematography, news station, news outlet, news media, news feed, media, trailer, audio

Table 9 demonstrates similarities and differences of technology-related expressions in *Headway Upper-Intermediate* (1987) and *New Headway Upper Intermediate* (2019) in 'Communication' main category, and 'Tv, Music & Cinema' subcategory. Corresponding expressions section consists of technology-related expressions sharing a common purpose, and these expressions are given in the columns comparably. For instance, 'TV show and TV programme' are found during the exploration of *Headway Upper-Intermediate* (1987) and as their counterparts, 'sitcom, documentary, cartoon, and animation' are found in *New Headway Upper Intermediate* (2019). In addition to this, the common expressions in both Upper Intermediate level coursebooks are presented. Finally, technology-related expressions which are only found in *New Headway Upper Intermediate* (2019) are written down in the 'expressions stated only in' section. Since no expressions are found for this section in *Headway Upper-Intermediate* (1987), it is represented with a hyphen.

Table 10. Technology-Related Expressions Regarding Correspondence under the Communication Category in the Coursebooks (*Headway Upper-Intermediate*, 1987; *New Headway Upper-Intermediate*, 2019)

COMMUNICATION Correspondence	*Headway Upper-Intermediate* (1987)	*New Headway Upper-Intermediate* (2019)
Corresponding Expressions	mail postcard letter - - encyclopedia - - diary -	email - text message text message website Google Internet notepad blog
Common Expressions	magazine, dictionary, book, newspaper	
Expressions Stated Only In	comic, tapescript, Daily Telegraph, brochure, cheque card, post office	Tweet

Table 10 presents the corresponding technology-related expressions, common technology-related expressions and technology-related expressions which are stated only in either *Headway Upper-Intermediate* (1987) and *New Headway Upper-Intermediate* (2019) in 'Communication' main category, and 'Correspondence' subcategory. Technology-related expressions whose purpose of use is common are compared and presented as counterparts in corresponding expressions section. For instance, in *Headway Upper-Intermediate* (1987), 'encyclopedia' is found as the expression related to this category whereas in *New Headway Upper-Intermediate* (2019), 'website, Google, Internet' are found as its counterparts. Moreover, the commonly found expressions in both Upper Intermediate level coursebooks are written down in common expressions section. Lastly, in the course of analyzing both coursebooks, technology-related expressions which are only found in either *Headway Upper-Intermediate* (1987), or *New Headway Upper-Intermediate* (2019) are shown in the 'expressions stated only in' section.

Table 11. Technology-Related Expressions Regarding Internet under the Communication Category in the Coursebooks (*Headway Upper-Intermediate*, 1987; *New Headway Upper-Intermediate*, 2019)

COMMUNICATION Internet	*Headway Upper-Intermediate* (1987)	*New Headway Upper-Intermediate* (2019)
Corresponding Expressions	-	-
Common Expressions	-	
Expressions Stated Only In	-	Google Earth, TripAdvisor, Facebook, YouTube, Netflix, social media, social media sites, Zip2, PayPal, Amazon, eBay, social networking, Facetime, Skype, artificial intelligence, voice message, password, Email, website, Google, Internet, blog, Wi-Fi

Table 11 shows technology-related expressions in *Headway Upper-Intermediate* (1987) and *New Headway Upper-Intermediate* (2019) in 'Communication' main category, and 'Internet' subcategory. In the corresponding and common expressions sections, no technology-related expressions are found during the exploration of both coursebooks, thus they are shown with hyphens. In addition to this, in the 'expressions stated only in' section, no data are found while exploring *Headway Upper-Intermediate* (1987), thus it is presented with hyphen. On the other hand, 23 technology-related expressions which are only found in *New Headway Upper-Intermediate* (2019) are written down in the 'expressions stated only in' section.

Table 12. Technology-Related Expressions Regarding Electronic Devices and Products under the Communication Category in the Coursebooks (*Headway Upper-Intermediate*, 1987; *New Headway Upper-Intermediate*, 2019)

COMMUNICATION Electronic Devices&Products	*Headway Upper-Intermediate* (1987)	*New Headway Upper-Intermediate* (2019)
Corresponding Expressions	tape video tape tape recorder watch - public phone phone call payphone - - - game - - gun nuclear weapon	CD - - smartwatch alarm clock smartphone call iPhone mobile phone phone apps phone ring game digital game video game air pistol -
Common Expressions	computer, telephone, battery, radio, clock, camera, heating, credit card, game, electronic equipment, fridge freezer, photograph	
Expressions Stated Only In	calculator, engine, iron, gas cooker, motor, revolving door	alarm, vacuum cleaner, musical instruments, wind turbine, chip, piano, detector, machine, card scanner, printer, microwave, central heating, dishwasher, kettle, lens

Table 12 demonstrates technology-related expressions found during the analyzing of *Headway Upper-Intermediate* (1987) and *New Headway Upper-Intermediate* (2019) in 'Communication' main category, and 'Electronic Devices and Products' subcategory. Technology-related expressions sharing common purpose of use are compared and presented as counterparts in corresponding expressions section. For instance, in *Headway Upper-Intermediate* (1987), 'public phone, payphone, phone call' are found as the expressions related to this category whereas in *New Headway Upper-Intermediate* (2019), 'smartphone, iPhone, mobile phone, phone apps, phone ring, call' are found as its counterparts. Additionally, the commonly found expressions in both Upper Intermediate level coursebooks are written down in common expressions section. Lastly, in the course of analyzing both coursebooks, technology-related expressions which are

only found in either *Headway Upper-Intermediate* (1987), or *New Headway Upper-Intermediate* (2019) are shown in the 'expressions stated only in' section.

Table 13. Technology-Related Expressions Regarding Jobs in the Coursebooks (*Headway Upper-Intermediate*, 1987; *New Headway Upper-Intermediate*, 2019)

JOBS	*Headway Upper-Intermediate* (1987)	*New Headway Upper-Intermediate* (2019)
Corresponding Expressions	-	-
Common Expressions	-	
Expressions Stated Only In	-	astronaut, graphic designer

Table 13 introduces similar and different technology-related expressions which are found during the analyzing of *Headway Upper-Intermediate* (1987) and *New Headway Upper-Intermediate* (2019) in 'Jobs' main category. In the corresponding and common expressions sections, no technology-related expressions are found while exploring both coursebooks, hence they are shown with hyphens. Likewise, in the 'expressions stated only in' section, no data are found while exploring *Headway Upper-Intermediate* (1987), thus it is presented with hyphen. On the other hand, 'astronaut and graphic designer' are the only technology-related expressions which are only found in *New Headway Upper-Intermediate* (2019) and they are presented in the 'expressions stated only in' section.

Other Expressions

The technology-related expressions in *Headway Upper-Intermediate* (1987) and *New Headway Upper-Intermediate* (2019) are classified into three main categories: Transportation, Communication, and Jobs. However, some expressions which are not applicable for the mentioned categories are found during the exploration of *New Headway Upper-Intermediate* (2019). The miscellaneous expressions in *New Headway Upper-Intermediate* (2019) are 'Space X, space station, Falcon Heavy, rocket booster, techno geek, and gym'. No miscellaneous expressions are found in *Headway Upper-Intermediate* (1987).

4.1.3 Findings of the Advanced level coursebooks

Table 14. Technology-Related Expressions Regarding Transportation in the Coursebooks (*Headway Advanced*, 1987; *New Headway Advanced*, 2019)

TRANSPORTATION	*Headway Advanced* (1987)	*New Headway Advanced* (2019)
Corresponding Expressions	train suburban train line bike - taxi cab station wagon motorcar Range Rover Ford Escort BMW Rolls Royce car park bus horse bus van motorway tram	train - rail motorbike motorcycle taxi - driverless car - Mini - - - parking lot bus - - subway underground station
Common Expressions	train, plane, car, flight, bus, airways, aeroplane, helicopter, airport, taxi, airline	
Expressions Stated Only In	vehicle	cruise, jet, ship, cycling, cockpit, autopilot, submarine, nuclear submarine, tank, tractor, ambulance, space station, spaceship

Table 14 includes technology-related expressions found in the course of exploring *Headway Advanced* (1987) and *New Headway Advanced* (2019) in 'Transportation' main category. Technology-related expressions with the common purpose of use are compared and shown as counterparts in the corresponding expressions section. To give an example, automobile brands mentioned in *Headway Intermediate (1987)* are Range Rover, Ford Escort, BMW, and Rolls Royce, while in *New Headway Intermediate (2019)*, the counterpart for automobile brands is Mini. In total, there are four automobile brands in the former, and one in the latter, hence hyphens are used to represent the nonexistent counterparts. Furthermore, the common expressions in both Advanced level coursebooks are presented. Lastly, in the 'expressions stated only in' section, technology-related

expressions which are only found in either *Headway Advanced* (1987), or *New Headway Advanced* (2019) are shown.

Table 15. Technology-Related Expressions Regarding Tv, Music & Cinema under the Communication Category in the Coursebooks (*Headway Advanced*, 1987; *New Headway Advanced,* 2019)

COMMUNICATION Tv, Music & Cinema	*Headway Advanced* (1987)	*New Headway Advanced* (2019)
Corresponding Expressions	cosmic movie	movie
Common Expressions	film, news, radio programme	
Expressions Stated Only In	TV programme, TV channel, documentary, TV advertising, national channel, broadcast channel, cartoon, violin, guitar	video, cinema, soundtrack, recording, song track

Table 15 presents the corresponding technology-related expressions, common technology-related expressions and technology-related expressions which are stated only in either in and *New Headway Advanced* (2019) in 'Communication' main category, and 'Tv, Music & Cinema' subcategory. Technology-related expressions which share common purpose of use are compared and shown as counterparts in the corresponding expressions section. There is one expression in each coursebook. The expression 'cosmic movie' is found during the analysis of *Headway Advanced* (1987) and its counterpart is found to be the expression 'movie' in *New Headway Advanced* (2019). On the other hand, 3 common expressions in both Advanced level coursebooks are presented in the common expressions section. Finally, technology-related expressions which are only found in either *Headway Advanced* (1987), or *New Headway Advanced* (2019) are included in the 'expressions stated only in' section.

Table 16. Technology-Related Expressions Regarding Correspondence under the Communication Category in the Coursebooks (*Headway Advanced*, 1987; *New Headway Advanced,* 2019)

COMMUNICATION Correspondence	*Headway Advanced* (1987)	*New Headway Advanced* (2019)
Corresponding Expressions	letter - - - - book - newspaper local paper the Guardian the Mail the Express the Sporting Life the Financial Times the Daily Express	e-mail mail junk mail message text book e-book newspaper - - - - - - -
Common Expressions	book, newspaper	
Expressions Stated Only In	timetable, flashcard, encyclopedia, calendar, magazine, diary, telephone bill	online review

Table 16 shows similar and different technology-related expressions in *Headway Advanced* (1987) and *New Headway Advanced* (2019) in 'Communication' main category, and 'Correspondence' subcategory. Corresponding expressions section consists of technology-related expressions sharing common purpose of use and their comparison are presented in this section. For instance, 'letter' is the technology-related expression found in *Headway Advanced* (1987) while as its counterparts, 'e-mail, mail, junk mail, message, text' are found during the examining of *New Headway Advanced* (2019). The expressions 'book and newspaper' are the 2 common expressions found in both Advanced level coursebooks and they are written down in the common expressions section. Lastly, technology-related expressions which are only found in either *Headway Advanced* (1987), or *New Headway Advanced* (2019) are presented in the 'expressions stated only in' section.

Table 17. Technology-Related Expressions Regarding Internet under the Communication Category in the Coursebooks (*Headway Advanced*, 1987; *New Headway Advanced,* 2019)

COMMUNICATION Internet	*Headway Advanced* (1987)	*New Headway Advanced* (2019)
Corresponding Expressions	-	-
Common Expressions	-	
Expressions Stated Only In	-	website, social media site, social networking sites, social media posts, Facebook, YouTube, Netflix, Hulu Plus, online, telecommunication, log off, Internet, Ethernet, ARPANET, broadcast, network, software, navigation apps, satnav, update, Apple's app store, photoshop, speaker, footage, online streaming, e-mail, mail, junk mail, message, e-book, mail account, username

Table 17 demonstrates technology-related expressions which are found during the analysis of *Headway Advanced* (1987) and *New Headway Advanced* (2019) in 'Communication' main category, and 'Internet' subcategory. In the corresponding and common expressions sections, no technology-related expressions are found during the exploration of both coursebooks, hence they are shown with hyphens. Likewise, in the 'expressions stated only in' section, no data is found while exploring *Headway Advanced* (1987), thus it is presented with hyphen. In the last section, 32 technology-related expressions which are only found in either *Headway Advanced* (1987), or *New Headway Advanced* (2019) are presented in the 'expressions stated only in' section.

Table 18. Technology-Related Expressions Regarding Electronic Devices and Products under the Communication Category in the Coursebooks (*Headway Advanced*, 1987; *New Headway Advanced*, 2019)

COMMUNICATION Electronic Devices&Products	*Headway Advanced* (1987)	*New Headway Advanced* (2019)
Corresponding Expressions	electric light torch X-ray tape recorder - - ring tape - photocopy - steam engine post phone - - - - clock - - - - - computer - - - - - TV radio - weapon - fridge - machine -	flashlight - MRI scan, scan DVR voice recorder phonograph audio DVD record print printer, 3D printer engine mail phone, phone call, phone ring, ringtone Samsung iPhone smartphone payphone clock watch smart watch computer watch Galaxy Gear watch Rolex computer Apple iPad PC tablet computer game TV, high-definition TV, TV output radio, BBC radio mp3 weapon machine gun fridge refrigerator machine washing machine
Common Expressions	piano, clock, radio, phone, computer, TV, telephone, weapon, machine, fridge, oven	
Expressions Stated Only In	keyboard, typewriter, jackpot, hundred-watt bulb, air-conditioning, picture, screen	camera, spy camera, radar, selfie, elevator, escalator, battery, megapixel, coffee pot, alarm, cooker, kettle, ironing, debit card, household appliances, toaster, vacuum cleaner, posh kettles, tumble dryer, photography

Table 18 introduces technology-related expressions found in the course of investigation of *Headway Advanced* (1987) and *New Headway Advanced* (2019) in 'Communication' main category, and 'Electronic Devices and Products' subcategory. Technology-related expressions with common purpose of use are compared and presented as counterparts in the corresponding expressions section. To give an example, in *Headway Advanced* (1987), one of the technology-related expressions is 'computer' and its counterparts are found as 'Apple, iPad, PC, tablet, computer game' in *New Headway Advanced* (2019). On the other hand, the common expressions in both Advanced level coursebooks are introduced in a separate section. Lastly, in the 'expressions stated only in' section, technology-related expressions which are only found in either *Headway Advanced* (1987), or *New Headway Advanced* (2019) are presented.

Table 19. Technology-Related Expressions Regarding Jobs in the Coursebooks (*Headway Advanced*, 1987; *New Headway Advanced*, 2019)

JOBS	*Headway Advanced* (1987)	*New Headway Advanced* (2019)
Corresponding Expressions	-	-
Common Expressions	-	
Expressions Stated Only In	motorist	air traffic controller, mechanic, astronaut, technician

Table 19 shows technology-related expressions in *Headway Advanced* (1987) and *New Headway Advanced* (2019) in 'Jobs' main category. In the corresponding and common expressions sections, no technology-related expressions are found during the analysis of both coursebooks, thus they are shown with hyphens. Technology-related expressions which are only found in either *Headway Advanced* (1987), or *New Headway Advanced* (2019) are introduced in the 'expressions stated only in' section. Only 1 expression which is 'motorist' is found in the former and 4 expressions which are 'air traffic controller, mechanic, astronaut, and technician' are found in the latter.

Other Expressions

The technology-related expressions in *Headway Advanced* (1987) and *New Headway Advanced* (2019) are classified into three main categories: Transportation, Communication, and Jobs. Still, several expressions are found to be not applicable for the mentioned categories. There are no miscellaneous expressions in *Headway Advanced* (1987) whereas the miscellaneous expressions in *New Headway Advanced* (2019) are 'techno geek, gym, plastic surgery, cosmetic surgery, organ transplant, facelift, NASA, and manned space programmes'.

4.2 Discussion

In this section, the findings of the analysis of the coverage of technology in *Headway Intermediate Student's Book* (1987), *Headway Upper-Intermediate Student's Book* (1987), *Headway Advanced Student's Book* (1987), *New Headway Intermediate Student's Book* (2019), *New Headway Upper-Intermediate Student's Book* (2019) and *New Headway Advanced Student's Book* (2019) are discussed comparatively. Comparison is carried out following three main categories, namely Transportation, Communication, and Jobs.

First of all, it can be said that the coverage of technology is overtly observed in *New Headway* (2019) series in all three main categories while the coverage of technology is less prominent in *Headway* (1987) series. It can be concluded from the results that the reflection of the changes and advancements in the world of technology can be seen in the content of ELT coursebooks, especially in transportation, communication and jobs. In the ever-changing and ever-evolving world of technology, new tools, devices, and technologies are introduced constantly and as a result, diversification of these new technologies is reflected in the recently published ELT coursebooks of *New Headway*. This section aims to answer two main research questions of the study. The first research question is how these coursebook series cover technology in their content while the second question deals with the sorts of changes that are seen in their content regarding the coverage of technology.

4.2.1 Discussion of the findings of the first research question

The first research question of the study is how the coverage of technology is handled in *Headway Intermediate Student's Book* (1987), *Headway Upper-Intermediate Student's Book* (1987), *Headway Advanced Student's Book* (1987), *New Headway Intermediate Student's Book* (2019), *New Headway Upper-Intermediate Student's Book* (2019), *New Headway Advanced Student's Book* (2019). As the focus of the study is to analyze the content of the coursebooks and compare each level of coursebooks to demonstrate the differences regarding the coverage of technology, each expression in the coursebooks was carefully scanned, analyzed, and categorized in accordance with their relation to technology under three sections of 'Transportation, Communication and Jobs' because these three categories were found to be the most common themes among the expressions in all the analyzed coursebooks.

The reason for creating the category of 'Transportation' was that in both coursebook series, various expressions regarding transportation such as travel, and vehicles frequently took part in the contents. In *New Headway* (2019) coursebook series, advanced means of transport were observed while *Headway* (1987) coursebook series included basic means of transport. Not only the number of expressions but also the differences in regard to the expressions in the selected coursebooks brought about the need to form this category. As for the 'Communication' category, a high variety of expressions were found in the course of analyzing the coursebooks. Therefore, this category was divided into four sub-categories: Tv, Music and Cinema; Correspondence; Internet; Electronic Devices and Products. These four subcategories were needed because *New Headway* (2019) coursebook series include diverse expressions that were introduced to the language in recent years as a result of the technological advancements. Lastly, it was explored that occupation trends differed in the content of the selected ELT coursebooks, and in order to meet the need to gather such expressions under a single roof, the category of 'Jobs' was formulated. This categorization helped demonstrate how technology is covered in the selected coursebooks.

4.2.2 Discussion of the findings of the second research question

The second research question of the study is what sort of changes are seen in *Headway Intermediate Student's Book* (1987), *Headway Upper-Intermediate Student's Book* (1987), *Headway Advanced Student's Book* (1987), *New Headway Intermediate Student's Book* (2019), *New Headway Upper-Intermediate Student's Book* (2019), *New Headway Advanced Student's Book* (2019) as far as the coverage of technology is concerned. Overall, there are many changes in the coverage of technology in both coursebook series. These changes are explained in detail for each category.

As for the 'Transportation' category, it indicates differences between the coursebook series of *Headway* (1987) and *New Headway* (2019). When *Headway Intermediate Student's Book* (1987) and *New Headway Intermediate Student's Book* (2019) are compared, *New Headway Intermediate Student's Book* (2019) includes more expressions than *Headway Intermediate Student's Book* (1987). There are reflections of modern-day transportation such as 'Uber' in *New Headway Intermediate Student's Book* (2019), which can also be regarded as an indicator of the shift from the basic needs to convenient items. Moreover, *New Headway Intermediate Student's Book* (2019) includes different types of transportation expressions compared to *Headway Intermediate Student's Book* (1987). For instance, different car brands are found in both coursebook series, however, the car brands in *New Headway Intermediate Student's Book* (2019) represent the premium cars, which indicates both the reflection of technology and economical changes into ELT coursebooks. Furthermore, popularization of certain words and the evolution of language can be seen in *New Headway Intermediate Student's Book* (2019) with the examples of the change from 'coach' to 'bus' or 'motorcycle' to 'scooter'. The increase in the number of expressions related to marine transportation can be interpreted as a result of the diversity brought by the advancements of technology and also the rising interest in the use of marine transportation, which is a reflection of the changes in the lifestyles as well.

Similarly, the comparison of *Headway Upper-Intermediate Student's Book* (1987) and *New Headway Upper-Intermediate Student's Book* (2019) demonstrates how different the transportation expressions in their contents are. For example, the expressions 'Rolls

Royce' in *Headway Upper-Intermediate Student's Book* (1987) and 'Tesla and electric car' in *New Headway Upper-Intermediate Student's Book* (2019) reflect the advancement of technology via demonstrating the shift from using internal combustion motor to electric motor. The changes from 'bus shelter' to 'car park' can be interpreted as the changes in the lifestyles and the reflection of individualization and economical changes over the transportation types, which is a by-product of the development of technology. Moreover, diversification in transportation is overtly seen in underground transportation, with the observation of the expression 'underground railway' in *Headway Upper-Intermediate Student's Book* (1987) diversified into the expressions 'subway, Metro, and Tube' in *New Headway Upper-Intermediate Student's Book* (2019). The change in travelling is also a result of technology, which is observed in the recent coursebooks with the expression such as 'travel car and check-in'. However, technology does not always bring positive changes. The biggest fears of the time are also the products of technology, and this can be observed in *Headway Upper-Intermediate Student's Book* (1987) with the expression of 'submarine' and 'fighter jet' in *New Headway Upper-Intermediate Student's Book* (2019).

The reflection of the technological advancements into transportation is observed in *New Headway Advanced Student's Book* (2019) with expressions such as 'driverless car'. On the contrary, expressions such as 'horse bus' imply how old-fashioned some of the expressions in *Headway Advanced Student's Book* (1987) are. Moreover, compared to *Headway Advanced Student's Book* (1987), *New Headway Advanced Student's Book* (2019) contains many more different types of expressions related to air, land and marine transportation or space related expressions, all of which is a result of many criteria including technology, economy, interest and lifestyles.

Overall, findings of 'Transportation' category indicate that even though the number of expressions related to this category differs for each coursebook, the reflection of modern technology is distinguishable in only *New Headway* (2019) coursebook series as a result of the changes in the world of technology in 32 years. Although *Headway* (1987) coursebook series include related expressions, they represent the technology of that time, some of which could be called old-fashioned as of today. Compared to its counterpart,

diversification of technology-related expressions is observed in *New Headway* (2019) coursebook series because of the technological advancements.

The analysis of both coursebook series shows that 'Communication' category includes more expressions than 'Transportation' and 'Jobs' categories. Technology has affected almost all parts of life, however, the huge impact it has on communication can be clearly seen in the content of ELT coursebooks because communication ways and tools have improved and diversified remarkably thanks to technology. For this reason, many technology-related expressions exist in both coursebooks, so they are classified under four sub-categories, namely Tv, Music and Cinema; Correspondence; Internet; Electronic Devices and Products to make it easier to present the expressions in an orderly fashion.

The first subcategory of Communication is Tv, Music and Cinema. The comparison of *Headway Intermediate Student's Book* (1987) and *New Headway Intermediate Student's Book* (2019) shows that *New Headway Intermediate Student's Book* (2019) reflects the modern-day technology by using expressions such as 'digital animation or music video'. Although *Headway Intermediate Student's Book* (1987) includes more expressions, all of them are related to either news or different types of tv programs, most of which are rarely seen on tv nowadays, however these were important parts of everyday life back then. Moreover, in the past, people were mostly the consumers of technology. However, now technology enables people to be the producers, not just the consumers and this change is observed with the expressions such as 'recording'. The comparison of *Headway Upper-Intermediate Student's Book* (1987) and *New Headway Upper-Intermediate Student's Book* (2019) shows significant differences regarding the use of expressions related to this category. While *New Headway Upper-Intermediate Student's Book* (2019) contains many expressions which reflect modern technology such as 'trailer, video, animation, sitcom, and cinematography', *Headway Upper-Intermediate Student's Book* (1987) does not include any similar expressions. Moreover, *Headway Upper-Intermediate Student's Book* (1987) does not not reflect the old or modern technology adequately. The comparison of *Headway Advanced Student's Book* (1987) and *New Headway Advanced Student's Book* (2019) shows interesting results. Compared to its counterpart, *Headway Advanced Student's Book* (1987) includes more expressions. However, the expressions such as

‘soundtrack, video, or recording’ in *New Headway Advanced Student’s Book* (2019) represent modern technology.

The ‘Correspondence’ subcategory signifies notable differences in *Headway* (1987) and *New Headway* (2019) coursebook series. The comparison of *Headway Intermediate Student’s Book* (1987) and *New Headway Intermediate Student’s Book* (2019) indicates that although *Headway Intermediate Student’s Book* (1987) includes more expressions quantitatively, *New Headway Intermediate Student’s Book* (2019) reflects the use of expressions related to modern technology such as ‘e-book, e-mail, or junk mail’. Whereas its counterpart includes old-fashioned expressions such as ‘postcard or telephone directory’, which are rarely used or not even used nowadays since modern technology replaced these objects with newer, faster, and more practical options such as e-mails. In a similar manner, the comparison of *Headway Upper-Intermediate Student’s Book* (1987) and *New Headway Upper-Intermediate Student’s Book* (2019) proves how technology is reflected differently in selected coursebooks. Many counterpoints could be seen while analyzing the data. The expressions found on *Headway Upper-Intermediate Student’s Book* (1987) represent the technology of that time by using expressions such as ‘mail, postcard, letter, encyclopaedia, and diary’, all of which could be called out-fashioned because they are replaced with newer technologies while its counterpart *New Headway Upper-Intermediate Student’s Book* (2019) includes expressions that reflect modern technologies such as ‘e-mail, text message, website, Google, Internet, notepad, blog or tweet’. The expressions in the latter coursebook indicate the effect of technology over self-expression of individuals and introduction of the new expressions (such as ‘tweet’) into the language as well. Similarly, when *Headway Advanced Student’s Book* (1987) and *New Headway Advanced Student’s Book* (2019) are compared, it is found that *Headway Advanced Student’s Book* (1987) mostly includes newspaper related expressions while its counterpart *New Headway Advanced Student’s Book* (2019) includes many modern technology-related expressions such as ‘e-mail, junk mail, e-book, or online review’, all of which are frequently used means of technology. Taken into consideration the fact that newspapers are not used or read as frequently as they used to be and instead, online news websites are preferred by many, including mostly newspaper related expressions indicate that the content of the former coursebook is old-fashioned compared to the latter, which can be regarded as up to date.

The dramatic change in the coverage of technology over ELT coursebooks is clearly seen in the 'Internet' subcategory as *Headway* (1987) coursebook series do not include any internet related expressions while all three coursebooks of *New Headway* (2019) contain various expressions related to the internet. To give an example, the content of *New Headway Intermediate Student's Book* (2019) includes many up-to-date technology-related expressions, the theme of which are social media, computers, virtual reality, or artificial intelligence. Likewise, *New Headway Upper-Intermediate Student's Book* (2019) contains themes such as social media, e-commerce, computers, or artificial intelligence. *New Headway Advanced Student's Book* (2019) also includes expressions related to internet with the theme of social media, apps, or computers. All the internet related expressions in *New Headway* (2019) series are so recent that there are no counterpoints of them in *Headway* (1987) series, which could be perceived as the reflection of technological advancements over the content of ELT coursebooks.

Both *Headway* (1987) and *New Headway* (2019) were found to include expressions related to the subcategory of 'Electronic Devices and Products'. However, *Headway Intermediate Student's Book* (1987) does not include different types of electronic devices and products and the ones in the coursebook are in their most basic version. To be more precise, while *Headway Intermediate Student's Book* (1987) has expressions such as 'phone, camera, computer, machine or tape', its counterpart *New Headway Intermediate Student's Book* (2019) has diversity in those expressions. To set an example, the expression 'computer' in *Headway Intermediate Student's Book* (1987) has many counterpoints in *New Headway Intermediate Student's Book* (2019) such as 'tablet, laptop, PC and MacBook' or instead of only including the expression 'phone', *New Headway Intermediate Student's Book* (2019) has expressions such as 'smartphone, mobile phone and headphone', which is a result of the diversification technology has brought into everyday life over the years.

The comparison of *Headway Upper-Intermediate Student's Book* (1987) and *New Headway Upper-Intermediate Student's Book* (2019) also indicates similar findings as the previous ones. *Headway Upper-Intermediate Student's Book* (1987) contains old-fashioned expressions such as 'tape, video tape and tape recorder', all of which are already replaced with newer technologies. However, its counterpart *New Headway*

Upper-Intermediate Student's Book (2019) could be considered as more relevant because it reflects modern technology with the expressions such as 'smartwatch, smartphone, iPhone, mobile phone, video game or digital game'. The reflection of digitalization, diversification and advancement in technology is observed in the findings of the analysis of *New Headway Upper-Intermediate Student's Book* (2019).

Likewise, *Headway Advanced Student's Book* (1987) provides old-fashioned expression such as 'tape, tape recorder or typewriter' and the theme of electronic devices and products are mostly household appliances, which indicates that those were the popular items back in the 1980s. Moreover, the related expressions in *Headway Advanced Student's Book* (1987) are in the most basic version. For example, it includes expressions such as 'phone, clock, computer or tv' but there are no more expressions which indicate what types of devices or products these are. On the other hand, *New Headway Advanced Student's Book* (2019) has at least two counterpoints for each of the mentioned expressions. For instance, while *Headway Advanced Student's Book* (1987) include the expression 'phone', its counterpart *New Headway Advanced Student's Book* (2019) states various expressions related to phone such as 'phone call, phone ring, ringtones, Samsung, iPhone, smartphone, or payphone', which is a result of the diversification technology brought into life. Such comparisons are found in most of the expressions. For instance, *New Headway Advanced Student's Book* (2019) includes the examples of wearable technologies such as 'smart watch, computer watch or Galaxy Gear watch', which are the products of modern technology and hence, they do not exist in the former coursebook. Some more similar examples of modern technology are 'selfie, 3D printer, high-definition TV and spy camera', which reflects the advancement of technology.

The difference regarding the coverage of technology is reflected explicitly on both coursebook series. The content of *Headway* (1987) series includes old-fashioned expressions compared to the modern ones in *New Headway* (2019) series regarding 'Communication' category. When all subcategories are analyzed, it can be said that 'Internet' has the greatest difference as no internet-related expressions exist in *Headway* (1987) series while its counterpart *New Headway* (2019) series are full of such expressions. Overall, the diversification of the devices and products and the replacement

of older technologies with the newer ones have introduced various new expressions into the language, which is reflected into the content of ELT coursebooks as well.

The 'Jobs' category includes less data compared to the other ones; still, the reflection of technology can be observed in both series. For instance, *Headway Intermediate Student's Book* (1987) reflects the conditions and needs of its time by including expressions such as 'armed force, forensic laboratory, or factory' while *New Headway Intermediate Student's Book* (2019) includes modern jobs such as 'web design, graphic designer, astronaut, air traffic controller and information technology'. However, no technology-related job is seen in *Headway Upper-Intermediate Student's Book* (1987) while *New Headway Upper-Intermediate Student's Book* (2019) includes 'astronaut and graphic designer' as technology-related jobs. Similarly, the only expression that *Headway Advanced Student's Book* (1987) includes is 'motorist' while *New Headway Advanced Student's Book* (2019) includes 'air traffic controller, mechanic, astronaut and technician' as technology-related expressions. Overall, findings of the 'Jobs' category indicate that the jobs in both coursebook series reflect the needs of their times, the popularity of jobs and the interest of individuals regarding their preferences of jobs. Hence, *New Headway* (2019) includes many more technology related expressions regarding jobs. With ever-changing technology, there is a need for different types of jobs every day and the change in the diversity of jobs reflects on the content of ELT coursebooks as well.

Apart from the categories of 'Transportation, Communication, and Jobs', both coursebook series include miscellaneous expressions which are not related to any of the aforementioned categories. For instance, expressions such as 'techno geek, gym, space, or surgery' are seen in *New Headway* (2019) coursebooks. Especially the expression 'gym' is commonly found in all three coursebooks. In the past, sports equipment or sport centers were not as common or available as they are now but thanks to technology, it is now possible to access both easily. Therefore, gym has become a widely used place for people to do sports with equipment which are the products of technological advancements. The more people have started to use gyms in real life, the more this expression is included in the coursebooks as coursebooks use real life context to make their content relatable and comprehensible. These expressions demonstrate how the lifestyles of individuals have changed as a result of technological advancements.

Among the previous studies about technology and ELT coursebooks, the study of Malinowski had a very similar focus to this study. The study analyzed the content of six different ELT coursebooks published in 2017, namely *All Clear* by Macmillan, *Citizen Z* by PWN-Cambridge University Press, *English Class* by Pearson, *English Plus Options* by Oxford University Press, *Smart Time 1* by Express Publishing, and *Teen Explorer* by Nowa Era/National Geographic, with the aim of finding which coursebook contains the most references to technology. The study of Malinowski (2018) is similar to the present study as it also focuses on only the written content. The results demonstrate that almost all coursebooks keep up with the current trends in ELT by including technological expressions such as blogs, websites, e-mails, and text messages, which also exist in all three coursebooks of *New Headway* (2019). Another highlight from the study is how effective technology and its coverage can be seen in the content of these coursebooks. Each coursebook includes a technology-themed unit, which implies the effect of modern technologies into the content of current ELT coursebooks. Moreover, all selected coursebooks include topics such as leisure time activities like uploading content on Instagram, YouTube and Twitter (in *English Class*) or posting on Facebook and watching live-streamed shows on Netflix or YouTube (in *English Plus Options*) or future jobs which are related to modern technologies such as an IT specialist (in *English Class*), a computer programmer (in *All Clear, English Plus Options* and *Smart Time*), robotics (*Teen Explorer*) and a YouTube streamer (*English Plus Options*), all of which can be found in all three coursebooks of *New Headway* (2019). The results of Malinowski's (2018) study imply that although each coursebook is a product of different publishers, all six of them have the reflections of technology on communication, leisure time activities and jobs and the present study indicates the effect of technology over the expressions related to transportation, communication, and jobs in all three coursebooks of *New Headway* (2019). The results of both studies are similar in terms of communication and jobs, which indicates the effect of technology into everyday life and how this has been reflected in the content of recent ELT coursebooks. However, as there is no previous study analyzing the coverage of technology in terms of transportation, the results of the present study are not eligible to be compared. Moreover, Malinowski (2018) studied the content of recent ELT coursebooks only. On the other hand, as the aim of this study was to emphasize the changes in the content of ELT coursebooks regarding the coverage of

technology over the years, not only the recent ones, but also the older coursebook series were analyzed, yet no similar study has been found in the literature so far.

5. CONCLUSION AND SUGGESTIONS

ELT coursebooks have been studied in terms of various criteria, however, in the process of reviewing previous studies, research on the coverage of technology is found to be insufficient. To fill this gap in the literature, this study is conducted to indicate the changes in the content of ELT coursebooks over the years as far as coverage of technology is concerned. The results of the analysis are categorized in terms of transportation, communication, and jobs, all of which are important parts of everyday life. The categorization of subjects has revealed that the reflections of technological changes over the coursebooks are present mainly in the expressions related to the way people travel, communicate and work.

The reflections of technological changes on the content of ELT coursebooks are seen in different forms. The most common way is the diversification that technology has brought into the devices and tools that are frequently used today. One of the aims of technology is to make people's lives easier by introducing a diverse range of newer, faster, and better options. Technological products in the 1980s had limited functions and met basic needs of individuals. Over the years, the rise in the number of the products which were created as a result of modern technology introduced new expressions into the language. For instance, the shift from printed materials to electronic materials resulted in the change of certain words. On the other hand, the presence of portable devices in the ELT coursebooks published in 2019 gained prominence due to the fact that people now have access to numerous technologies, from cheap to expensive, from simple to complex, and from basic to advanced, from electronic to digital, from big to small whereas the ELT coursebooks published in 1987 contain the ones that meet basic needs. Both the diversity and the shift from old products to newer ones due to the developing technology affected the expressions in use, which resulted in the changes over the content of ELT coursebooks.

One of the major differences that can be observed in today's world when compared to past is digitalization, especially in information technology. In terms of digital content, people used to utilize television in order to reach and learn what they wondered and what they became aware of. A huge change of old and modern technology can be seen today's

digitalized world, which is also observable in ELT coursebooks published in 2019. Now, individuals have access to numerous digital materials and contents due to the development of information technology, the most important of which is the Internet. Thanks to diversification in information technology and various sources that are present on the Internet, individuals are no longer dependent on a single source of information as they were in the past. It is now possible to simply 'google' and use other search engines to find out what is desired to be learned and to confirm the knowledge via checking different sources when necessary. Because of the current rate of digitalization, it is no surprise to see its reflection in current ELT coursebooks with related vocabulary items and expressions.

With the rapid development of globalization, the need for using English language has increased throughout the world. Hence, the significant effect of globalization is seen in ELT materials, especially within the coursebooks. ELT coursebooks introduce various expressions concerning the use of English in different contexts. The present research highlights the changes globalization brought about via comparing and contrasting the ELT coursebooks published in 1987 and 2019. The alterations are clear; namely, the topics, the contents, and the expressions in the ELT coursebooks published in 2019 are diverse and more optimal for the globalized world in which pragmatic use of English language is in the foreground. The presence of globalization is implied in the ELT coursebooks published in 2019 via the uses of intercontinental and international transportation. Furthermore, the expressions to depict the language items related to business and jobs have changed in ELT coursebooks over the years as a consequence of globalization and worldwide use of English language. Obviously, the ELT coursebooks in use contain more expressions and words related to globalization with the recent trend of remote working which enables individuals from different parts of the world to work for global companies and travel internationally. The ELT coursebooks published in 2019 are updated in accordance with such changes as an extension of the need to be relevant, interesting and engaging.

One of the most significant changes observed in ELT coursebooks published in 1987 and 2019 was the lifestyle which was mainly caused by the economic changes. When the 2019 ELT coursebooks are compared with the 1987 ELT coursebooks, the shift from basic

needs to convenient items are observable in the expressions of transportation, travel, and technology. To exemplify, in the 1980s, the types of transportation were limited, in other words, people could only have access to specific ones which met their basic needs. In the 2010s, both public transportation methods and private vehicles were diversified, which implies the fact that individuals had the chance of choosing among options that seemed more appealing to them.

It is observed in the ELT coursebooks that were in use in 2019 that due to technological advancements within many aspects, individuals became more self-centered, and were able to get access to new technologies. For instance, entertainment was widely possible in 2019 with simple-to-use, common and rather affordable technological devices. Furthermore, compared to the 1980s when people interacted face-to-face in a real-life setting, the trend in new technologies in the 2010s made people more inclined to individually interact with electronic devices and products that were produced every year. These occasions underline the fact that the world went through a process of individualization which is evident in the 2019 editions of ELT coursebooks with given expressions and vocabulary items.

The impact of technology on socialization and communication is rapidly increasing in every part of the modern world. In the 1980s, meeting new people generally used to occur in-person. On the contrary, in the 2010s, advancements in technology enabled individuals to meet people from all around the world via social media platforms and video streaming applications and websites. The high number of available social media platforms such as online socialization applications and video streaming websites changed the way individuals socialize and interact with others. Due to the fact that such applications and website were widely used, they were reflected in the contents, topics and contexts of ELT coursebooks published in 2019.

In conclusion, the advancements in the world of technology shape the content of ELT coursebooks as they include real life topics to be relatable for their users. If coursebook users can relate to the content, their motivation, interest, and engagement is highly likely to increase. As activities and exercises that are based on real life situations are more interesting in the eyes of language learners, such activities and exercises render them

become eager to actively participate in classes, which will eventually result in facilitated and augmented learning of language skills. In addition, as new social media platforms, applications and websites come out in the future, new words and vocabulary items that do not exist today will be generated and will be included in the next generations of ELT coursebooks. Therefore, utilizing ELT coursebooks with outdated content is of no use for language learners, teachers, and educational institutions. Coursebooks should be updated regularly in order to stay relatable, relevant and up to date. Hence, ELT coursebooks' authors and publishers may benefit from this study in terms of updating the content of coursebooks.

Coverage of technology in ELT coursebooks is a topic that is yet to have various broadly-based studies in the field. Few studies have so far been conducted on the coverage of technology in ELT coursebooks, nevertheless those studies lack the comparison between recent coursebooks and old coursebooks in terms of their coverage of technology. This study explores the differences between the series of *Headway* (1987) and *New Headway* (2019) Student's Book (Intermediate, Upper Intermediate, and Advanced Level coursebooks). Further studies via utilizing different publishers of ELT coursebooks may help practitioners and academics build up solid generalizations about the place and the influence of technology in the content of ELT coursebooks.

Additionally, the perspectives of language learners and teachers may contribute to the scope of the study as they are the users of coursebooks and the interaction of the three (learners, teachers and the coursebooks) is what forms the language lessons. Hence, a critical approach towards the issue may reflect the opinions of real users of coursebooks. Therefore, a questionnaire regarding the evaluation of ELT coursebooks in terms of their coverage of technology may corroborate the aim of the present study.

Moreover, studying a high number of coursebooks whose release dates are various will likely aid language experts and researchers in that, it can demonstrate the gradual change or development of the coverage of technology in ELT coursebooks. Additionally, carrying out research on different levels of coursebooks might become useful for structuring technology-themed lesson plans and also curriculums to make the most of benefitting from technology as a context in teaching English.

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Work/Employment

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