COURSEBOOK EVALUATION

in English as a Foreign Language (EFL) Education



EDITED BY
HANDAN ÇELİK - SERVET ÇELİK

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"How do I know a coursebook is a good one?" and "What do I look for when evaluating a coursebook?" are two of the most frequent questions we have received from language teachers over the years. Considering the vast number of coursebooks published every year, particularly at a time when e-books, print-on-demand, and digital publishing platforms make publishing a lot easier, identifying a good coursebook has become a more important concern than ever.

Coursebook Evaluation in English as a Foreign Language (EFL) Education intends to help pre-service and in-service language teachers with the evaluation and selection of a coursebook, one of the most significant instructional decisions they have to make in planning and shaping the type of teaching and learning that will take place in their classrooms.

The primary audience for this book consists of students enrolled in English Language Teaching (ELT) programs in Turkey. In addition, it will provide a valuable resource for graduates in English Literature and other related programs who have not taken a course in coursebook evaluation but are planning to become certified and assume a role as English language teachers. Graduate students in ELT, in-service EFL teachers, teacher trainers, and other language teaching professionals may also benefit from the book as a comprehensive reference work.

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...Ideas of the future...

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PREFACE

"How do I know a coursebook is a good one?" and "What do I look for when evaluating a coursebook?" are two of the most frequent questions we have received from language teachers over the years. Considering the vast number of coursebooks published every year, particularly at a time when e-books, print-on-demand, and digital publishing platforms make publishing a lot easier, identifying a good coursebook has become a more important concern than ever.

Therefore, with this book, we intend to help pre-service and in-service language teachers with the evaluation and selection of a coursebook, one of the significant instructional decisions they will make in planning and shaping the type of teaching and learning that will take place in their classrooms. As we aim for this, we take pride in bringing together a group of passionate and talented experts highly regarded in their fields to contribute to this work.

To set the scene, the opening chapter by Çelik, "English language coursebooks in the language classroom," provides a brief overview of English language teaching coursebooks as a multi-billion industry worldwide and discusses how English language coursebooks are perceived and evaluated by teachers, including the facts and fallacies regarding the coursebooks.

Afterwards, the second chapter by Zehir Topkaya and Karakaş aims to introduce the coursebook selection process in detail. First, it clarifies what coursebook selection is and then moves on to explain how it is carried out in a principled, systematic, and rigorous manner. Finally, it explores teaching programs, needs analysis, and situation analysis and their relationship to coursebook selection.

In Chapter 3, "Approaches to textbook evaluation: A dynamic approach to textbook evaluation in context," Savova and Azarnoosh differentiate between the processes of evaluating textbooks out of context or employing static evaluation approaches, and in context or utilizing a dynamic approach. They emphasize that static approaches treat textbooks as static objects and authority and utilize general macro and micro textbook evaluation checklists for use out of context. In contrast, they propose a dynamic approach that conceptualizes textbooks as dynamic constructs, engages teachers as the authority on context-based textbook evaluation, and encourages them to use fewer but purposefully selected specific evaluation criteria in pursuit of meaningful learning outcomes. Finally, they demonstrate how their dynamic textbook evaluation model could be applied in specific educational contexts.

In Chapter 4, Zeraatpishe presents different types of syllabi based on the dichotomy of product-oriented and process-oriented syllabi. Discussing all subcategories of

these syllabi, the author goes through the commonalities of the post-method era in language teaching. She concludes that, based on the three main parameters of the post-method pedagogy—particularity, practicality, and possibility, syllabus types should be determined on the basis of context of the situation.

In the next chapter, Solhi reviews the evaluation of reading skills in the ELT coursebooks, elaborating on some coursebook evaluation criteria such as cognitive/affective engagement, personalization of learning, and cultural awareness. In the listening section, the most common themes and typology of listening activities are taken into closer scrutiny in an attempt to illustrate how the effectiveness of listening skills in ELT coursebooks can be evaluated.

In Chapter 6, Yılmaz and Söğüt present an evaluation of speaking and writing skills in English coursebooks available on the local and global markets. They first make an overall introduction to speaking skills and then explain several criteria deemed essential to the evaluation of speaking skills in coursebooks. These criteria include discourse knowledge, pragmatic knowledge, style and appropriacy, element of unpredictability, and organization of conversations. Following speaking skills, they present a broad background to writing skills and elucidate different criteria for evaluating writing skills in coursebooks. The evaluation criteria for writing skills incorporate language, style, appropriacy, and audience; exemplars of target texts and contextualization; writing processes and text structures; provision of scaffolding, guidance on reviewing, and editing. All the criteria related to these two major skills are illustrated through various examples from different English coursebooks used in local and global contexts.

In the following chapter, Keleş and Yazan first briefly describe the historical background and tenets of the Communicative Language Teaching (CLT) Approach with its relevance to language coursebooks. Scrutinizing communicative classroom activities in the form of pair and group work, the authors move on to discuss communicative competence and authenticity in CLT-based coursebooks. Second, they examine two examples of coursebook activities from two global coursebooks – Speakout Elementary 2nd Edition (2015) and Headway Elementary 5th Edition (2019). Next, they provide alternative ways for language teachers to adapt ELT coursebooks to address their students' communicative needs. Lastly, the authors offer a list of criteria for coursebook evaluation in accordance with the CLT.

In Chapter 8, Ünal Gezer argues that coursebooks reflect language education policy-making, implementation, and access by catering to the needs of language practitioners and families. The author lays out the methodological orientations of coursebooks that guide steering principles and procedures for language teaching

and learning. Macro and micro level coursebook methodology; selection of approaches, methods, and techniques; staging; skills, and linguistic constructs are several integral components that are further evaluated in the chapter.

In Chapter 9, Zorba and Nickolson address global and social values in coursebooks and aim to discuss the rationale for such values in these materials and give a clear picture of the representations of these values in internationally and locally produced English coursebooks. Emphasizing its global status, the authors underline that the English language functions as the medium of communication in various linguistically and culturally diverse real-life settings where global and social norms and values profoundly impact daily interactions and human relations. However, the empirical studies reviewed in this chapter revealed that the representation of social and global values in locally and internationally produced English coursebooks was still problematic. Therefore, the authors suggest that teachers of English should apply some strategies to compensate for such shortcomings. They also suggest that there is a need for studies investigating the quality of activities addressing social and global values and the impact of these activities on learners' knowledge, attitudes, and skills.

In the next chapter, Çelik and Erbay Çetinkaya explore the (inter)cultural elements and roles in English language coursebooks, commonly used as prime sources for teaching culture. After looking at the multiple roles of coursebooks and their functions, they give special attention to the meaning of culture and the notion of (inter)cultural awareness. They also explore the recurrent results of related studies on cultural representations in locally and globally produced ELT coursebooks. Later, they analyze coursebook samples from three locally devised ELT coursebooks in Turkey, representing cultural categories related to product, person, and practice. Besides, they offer a comparative summary of domains and criteria of several material evaluation checklists, as well as sample lists of questions that could help teachers assess their coursebooks' potential to develop learners' (Inter)cultural Communicative Competence. Finally, they conclude their chapter with suggestions that could turn teaching materials into ICC-sensitive ones, thereby compensating for possibly inappropriate cultural content.

The following chapter by Ağçam primarily aims to cover gender representations and roles in language coursebooks. With this aim in mind, it delves into the gender policies in Turkey with a focus on gender representation in instructional materials and outcomes of the relevant publications on the representation of gender in the English coursebooks used in the Turkish schools of various educational levels. Lastly, it offers a checklist for the coursebook evaluation committees, coursebook writers/publishers, and teachers to select/revise EFL coursebooks concerning gender representations and roles.

In Chapter 12, Günay addresses issues of identity representation in the ELT Coursebooks from a Critical Discourse Analysis (CDA) perspective. Seeking to respond to the crucial question of "how various identities are discursively constructed and presented in the coursebooks, " the chapter concludes with a conception of the coursebook as a "representational repertoire." Following a brief introduction to various approaches to identity, a thorough investigation into the coursebooks' textual, visual and audio domains is brought to the readers' attention with sample analyses for each discursive domain. Many discriminative practices of exclusion, distancing, passivation, objectivation, and assimilation encountered in the coursebooks are highlighted for the critical reader. Also included in the chapter is a frame of analysis that can be employed for future research on identity representations proposes an alternative tool of investigation into coursebooks as representational repertoires.

Adopting social justice language education as their pedagogical lens, the authors of the next chapter, Burhan Horasanlı and Ortaçtepe Hart, first discuss the historical and political role language coursebooks play in perpetuating the existing hierarchies in educational contexts as well as the broader societies. Next, they provide a critical framework for language teachers to engage in coursebook evaluation and adaptation. Finally, their last section offers several strategies to allow language teachers to build a community of practice - including different stakeholders in the schooling process - who work towards social action.

In Chapter 14, Kırkgöz discusses the central role that coursebooks play in teaching ESP, and explains how an ESP coursebook differs from an EGP coursebook. First, the author outlines the main characteristics of ESP coursebooks in relation to the main functions ESP materials serve. Accordingly, ESP materials present the learners with different language samples in meaningful contexts as models for appropriate language use in different target contexts. She then evaluates two ESP coursebooks; one published earlier in the development of ESP in 1980, while the second one was published relatively recently, in 2006, under four categories: audience, aims, content, and methodology.

Finally, in Chapter 15, Şallı Çopur concentrates on the use of materials after the coursebook selection process focusing on two aspects: (1) adapting the selected material through various techniques or methodological decisions, and (2) designing new materials to supplement or expand the selected coursebook. The decision about materials adaptation and design depends on the context of language teaching, the needs of the learners, and the realities of the classroom; therefore, the chapter also provides (i) problematic cases where an adaptation is required, (ii) actual teacher-made materials designed to be used for specific

learner groups, and (iii) suggestions for integrating authenticity into materials development.

There has been tremendous time, effort, and work put into this work by all parties involved—from the editors to all the authors, and reviewers to the typesetters and designers. We, as the editors, would like to thank all the contributing authors for their dedication and hard work in bringing this text to completion after several rounds of feedback and revisions over a 10-month period. We are confident that the book will be an insightful material and textbook for pre-service language teachers in teacher education programs and graduate students in language education, and a valuable reference guide for teachers in practice, in identifying the strengths and weaknesses of English language coursebooks.

Handan Çelik
Servet Çelik

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CHAPTER VIII

EVALUATING METHODOLOGICAL ORIENTATIONS OF ENGLISH LANGUAGE COURSEBOOKS: THE GUIDING PRINCIPLES AND PROCEDURES FOR TEACHING AND LEARNING

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CHAPTER VIII

Pre-reading Questions

1. What are macro and micro-level methodological concerns to pay attention to when evaluating English language coursebooks?
2. Can analyzing English language coursebooks reveal methodological orientations of a nation for language instruction? If so, how?
3. For which user profile is it more important to analyze English language coursebooks from methodological perspectives: the practitioners or the learners?
4. What is the most pressing methodological concern for English language educators to pay attention to while evaluating an English coursebook? Why?
5. How can an English language practitioner make sure presentation and practice of content knowledge, skills, and linguistic constructs in an English coursebook support second language development properly?
6. When choosing the right coursebook for the student profile in target, what methodology in terms of a) approaches, methods and techniques, b) staging (pre, while, post or present, practice, produce also known as PPP) should be taken into consideration?

Introduction

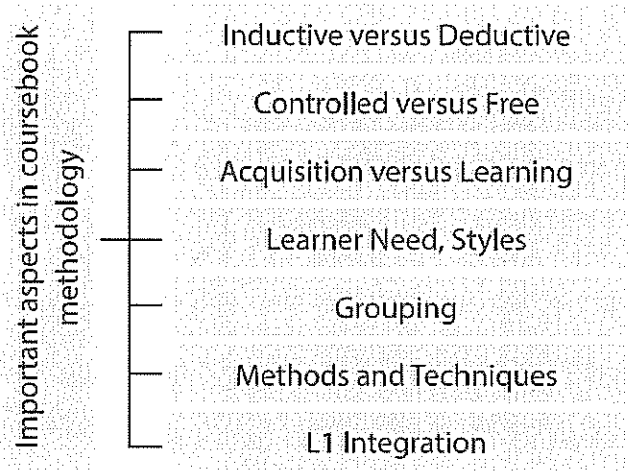
One of the most important teaching and learning materials that guides teaching and learning activities in classrooms are the coursebooks. Useful accessories such as teacher's guide, resource pack, and activity books for students, CDs, word or picture cards, posters, copy-free materials often come with coursebooks. Coursebooks are also loaded with embedded guiding principles and procedures navigating teaching and learning experience of their users. For decades, *What are coursebooks for?* has been a question in the minds of researchers. One of the most comprehensive looks into this matter was done by Allwright (1981) who was in the quest of the rationale of coursebooks concluded that they were mainly to guide the learners.

Coursebooks as language teaching materials have a special place across English education circles including English as a second/foreign (ESL/EFL) contexts. The popularity of the coursebooks is due to their comprehensiveness which provides course information and learning activities that can inform multi-tiered circles including practitioners and learners altogether. Though coursebooks are mostly consumed by language learners, language practitioners are also key shareholders as they are the source for different types of information: content, linguistic and cultural elements, methodological implementations, and evaluative processes.

What would language classes without books, pictures, charts, and other aids be like? ponders Brown (2000) and further adds the richness in the classrooms come from such supporting materials, the most common of which are the coursebooks. According to Celce-Murcia et al. (2014), choosing the right instructional material, specifically the right coursebook, is a skill that language teachers need to develop. Along these lines, teacher education programs offer coursework in materials selection, design, and coursebook evaluation. The present chapter mainly discusses what to pay attention to in terms of methodological design when selecting and evaluating an English language coursebook. The need for a methodological analysis of coursebooks emerge from several problematic dimensions of coursebooks such as inaccurate and incomplete content, inappropriately presented, complex content for language learners with a different language competency (Britton et al., 1993). Another crucial consideration to make is the need for authentic materials that present language and content beyond language capabilities of the young language learners in ESL and EFL contexts. When evaluating coursebooks, Garinger (2002) raises questions on several crucial aspects of coursebook design around triggering language acquisition, the balance in the nature of controlled and free activities, and following a progressive and cumulative path across units and activities throughout the book.

All in all, there are numerous dimensions to take into consideration when evaluating a coursebook's methodological nature and effectiveness for the relative learner population. Some of those concerns can be regarded as macro or global ones that are applicable to almost all learning, teaching, and educational settings regardless of contexts. Such macro concerns are acquisition versus learning (Harmer, 2007), the learner factor (e.g., learner differences and motivation). As for the micro-level methodological concerns that are field-or-context-specific such as language instruction methods and techniques (e.g., Audio-Lingual Method and controlled practice via drills).

Figure 1
Macro and Micro-level Aspects in Coursebook Methodology



Coursebooks Re-defined

The concept of a coursebook has been defined as the source of information, guide for lessons, in its simplest terms. As Richards and Rodgers (2001) pointed out, a coursebook derives from the theories about the nature of language. Richards (2006) posited, second language acquisition (SLA) related methodological concerns morph the coursebook into a guide to instructional practices, learner and teacher roles, and the nature of English learning. A coursebook is based on conceptual, theoretical underpinnings thanks to all those who have contributed to the coursebook methodology. In a Chomskian approach to coursebook design, the focus would be on syntax (Chomsky, 1972), in a socially-constructivist approach to language learning, coursebook is a social tool used for acculturation and socialization (Hornberger & McKay, 2010), and corpus analysis which focused on the use of words and grammar use in contexts.

When developing materials for language instruction, the theories of language use and language learning determining the goals, material and activity selection should be the central point (Richards, 2006). Depending on the approach adopted to practice writing in a foreign language, the coursebook design can show variation such as the organizational mode in which case the coursebook offers comparison-contrast, classification. A genre mode, on the other hand, focuses on formal letters, e-mails, and academic reports so the coursebook aims to offer opportunities to practice such writing tasks. A process-based approach highlights practicing stages of writing (i.e., prewriting, planning, drafting). For the second part, the theory of language learning, constructivist approach to language learning highlights collaborative problem solving, learner independence, and (re) construction of texts. On the other hand, an interactionist model highlights the role of interaction, communication, and meaning negotiation. These are several theoretical underpinnings of coursebook design and evaluation.

In addition to theories of language use, Cunningsworth (1995) argued coursebook writers had their own views on effective language instruction and learning and he further added that the way coursebooks were organized imposed methodological constraints on the learners and the teachers. Methodologically speaking, coursebooks may function as an introductory venue to introduce contemporary approach, method, and techniques. In the very coarse methodological framework, three major components: *approach, design, and procedure* need to be analyzed as the methodological analysis of coursebooks.

- *Approach* is the theoretical guide to principles and practices of language teaching.
- *Design* presents the objectives of a method, the selection and organization of content, activity types.
- *Procedure* is the technique and practices for teaching a language.

These operationally defined terminologies are frequently used in the chapter, and they needed to be defined.

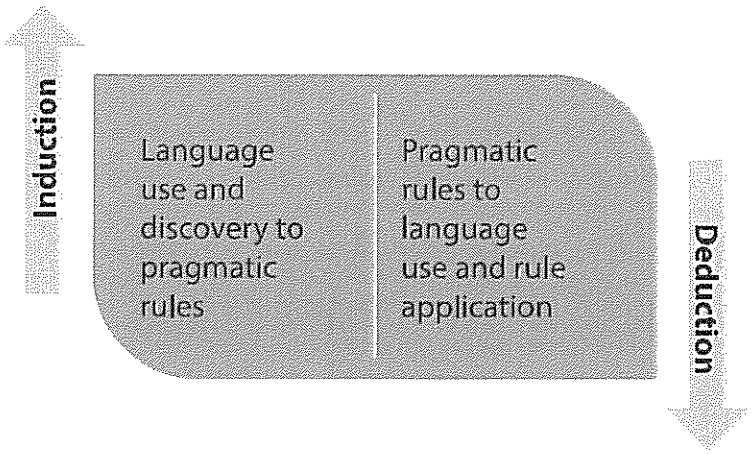
Re-considering the Guiding Principles of Methodology in Coursebooks

Inductive vs Deductive Approach to Language Instruction

For the presentation of any grammatical unit or new vocabulary, a rule-driven approach to learning (deductive) and an example-based, use oriented approach based on learner discovery is one major guiding principle, a methodological concern revealing the approach of the book. This is ***inductive*** versus ***deductive*** presentation of content and language. In the communicatively oriented course materials, inductive approach is the most suitable way as it diverts the focus to the function and the use rather than the form.

If the coursebook presents the rules and asks the practitioner to lay out the rules first and then guide the rule-based examples, it adopts a traditional approach and because the deductive approach entails metalinguistic knowledge (understanding what a subject is, or what a tense suggests), it may not be appropriate for all ages. Two competing approaches to language teaching methodology- learning how to use the language (i.e., communicative language learning) for an acquisitional language learning experience or learning how to develop a strong grasp of the forms of the language (i.e., grammar-translation) as a type of formal learning are both sides of the coursebook methodology debate. An inductive approach to teaching language starts with examples and asks learners to find rules.

Figure 2
Inductive and Deductive Approaches



The discussion on the inductive versus deductive approach to language instruction had its origin from a methodological concern and guiding principle: language processing with top-down and bottom-up processing systems which are further explained in the part where language skill instruction is explained.

What is recommended for a full English learning experience is adopting a holistic approach including building blocks of language, micro-linguistic elements such as phonemes, morphemes, and grammatical structures in addition to macro-level units, discourse and meaning construction, and practices such as calling for prior knowledge, building bridges between known and the unknown.

Methods

A plethora of methods and techniques hit the language classrooms in different eras of English language education. One of the earliest of those methods, grammar translation method (GTM), asks learners to translate the text in the target language to native varieties. As Harmer (2007) critically evaluates translation prevents learners from receiving the naturally occurring linguistic input that is useful for acquisition. Constant translation from one language to the other is not a natural L2 use for communication purposes. The intake of grammar translation method in coursebook methodology is that coursebooks are designed mainly to focus on the translation of words, phrases, and sentences from one sentence to the other. While it is good practice to understand the nature of languages in target, it is not the most functional practice for communicative purposes.

Behaviorism, sweeping through the world in 1960s, had an impact on instructional practices via structural-situational teaching where grammar patterns are presented and exemplified for their usage in sentences. From the theoretical underpinnings of behaviorism such as habit formation, stimulus-response-reinforcement, a new language teaching method called Audiolingual method (ALM) emerged. In English classes that are based on ALM, habit formation in the targeted language via drilling and repetition are techniques adopted by in-class practices and coursebook design.

The criticism came from the communicative language teaching (CLT) which carried along two main guiding principles: language function and language exponents (Harmer, 2007). Language functions such as inviting, agreeing, disagreeing are put into performance with language exponents which are linguistic structures and phrases such as *I do not think I agree with you* as a language exponent for the language function of disagreeing. The goal of CLT is to expose learners to target language and have them use the language in meaningful communication without manipulating the grammatical units. The overarching point of CLT is to give the learners opportunities to learn the language to gain functionality in it which is to be able to communicate with it not to talk about it. A coursebook which is methodologically designed based on the principles of CLT encourages learners to communicate, express themselves in meaningful communication patterns.

An extended version of CLT called task-based language learning (TBL) contextualizes the communicative practices such as making a phone call to learn the arrival and departure schedule of airplanes. In TBL, communicative practices

are the essential parts of learning, and the task cycle prepares learners in a step-by-step manner for the task completion which is realizing a goal with the use of language.

Second language development

Language acquisition suggests the process of people getting the language with no real conscious effort (Harmer, 2007). Several conditions should be met for the acquisition to take place: exposure with comprehensible input, motivation, and opportunities to utilize the language. All three conditions are necessary ingredients for coursebooks to be functional: coursebooks are expected to model the target language as authentically as possible and the input should be comprehensible enough for learners to internalize. The physical appearance with its layout, colorful pictures, and other design-related details as well as topic and thematic unit choices, the coursebooks should motivate learners. Lastly, the learners should be receiving opportunities to utilize and further explore the language thanks to appropriate tasks. When these three conditions are met, the coursebook facilitates and enables acquisitional processes.

In terms of second language acquisition and developmental stages, gaining ability to master aspects of written language and speaking with conscious activities or accumulating knowledge and skills through gradual language development can be the goals of coursebooks. The methodological design of coursebooks can guide the acquisitional process via grammatical, sociolinguistic, and strategic competence acquisition. Input, in the acquisitional processes, is what the learners are exposed to. Unless input is meaningful, it does not gain functionality in the learners' lives, and for this, noticing specific units of the target language is the key, as Schmidt claims (1994). Coursebook methodology should be supporting the acquisitional processes through output since when language learners produce output, they are more likely to develop skills in L2 (Swain, 2005). Tasks and activities coursebooks offer should convey authentic input and allow learners to explore the target language via hypothesis formulation and testing.

L1 use

Native language use is a methodological concern revealing coursebooks' methodological orientations. Some coursebooks are prepared in local contexts. In such coursebooks, while the content is in English, the instructions are provided in the local languages. This is a compensation strategy for low-proficient coursebook users.

Coursebooks can incorporate local varieties in content presentation via the adoption of grammar-translation method such as asking for the translation of a target word in English to local variety. *What is pencil in Turkish?* is an instance for word-level translation. Though it is not advised for the continuity of target

language exposure, especially in countries where exposure to the target language is limited, such L1-based orientations may pervade in coursebook methodology. Along these lines, Harmer (2007) suggests "English-language classroom should have English in it, and as far as possible, there should be an English environment in the room, where English is heard and used as much of the time as possible" (p. 38). Predominance of English language in coursebook design is crucial for it is the utmost comprehensible input provider in the classroom following the instructor.

Re-considering the Consumer Profiles

English Coursebooks: For Language Teachers and Learners

Language instruction methodology has multiple stakeholders such as the learner, teacher, and the institutions. From the curricular perspectives, the coursebook and the program with curricular synchronization of objectives, syllabus, and content of the program need to match. Secondly, the teacher perspective, is concerned with teacher professional experience and their use of coursebooks (as a core piece or a supplementary one), their ability to adapt or further supplement. Lastly, the learner component entails whether they are expected to purchase the coursebook, whether they have any expectations from the use of coursebooks, and whether they are familiar with the way the methodological orientations of the coursebook. To gauge the appropriateness of coursebooks, learner factors such as learner age, cultural background, cognitive maturity, and interests need consideration. For teachers, teacher professional background, nativeness in the target language, professional experience, workload, capabilities, and access to professional development are important points to consider. For institutional factors to consider when evaluating coursebooks, the overarching goals of English instruction, the number of hours English is offered per week, the integration of English language to the rest of the curriculum, whether there are any curricular guidelines for the cross-disciplinary English can be considered.

Effective instructional materials in language teaching are designed by consideration of a number of factors including teacher, learner, and the contextual factors (Richards, 2006).

- Teacher factor consists of teacher language proficiency, training and experience, teaching style.
- Learner factor has to do with learner style, preference, needs, and interests.
- The context can be as micro as class size, classroom physical condition (e.g., seating arrangement), availability of resources or technology, and as macro as the ESL vs EFL language contexts. If the coursebook offers a TPR activity, and if the classroom seating does not allow for it, the functionality of coursebook becomes low.

Coursebooks have potential advantages for the learners and the teachers. The main consumers of coursebooks, the learners, can use coursebooks as a reference point for learners' study skills promotion and practice. When we evaluate the methodology of coursebooks, we also look for if they offer anything to build and develop learners' study skills, self-paced progress options, self-evaluation, and self-reflection opportunities for them to grow as autonomously as possible. Improving study skills such as self-monitoring, managing time and behavior, note-taking, can be encouraged and practiced via coursebooks. During coursebook selection processes, being a good fit in different ways, fit with the curriculum, with the learners and the teachers (Byrd & Schueman, 2013), is important. One major question posed by Byrd and Schueman (2013) examines the variety of exercises and tasks scaffolding the needs of different learner styles. Catering to the needs of different learner profiles, making content comprehensible, and language learning experience effective for them is one mission for coursebooks to accomplish.

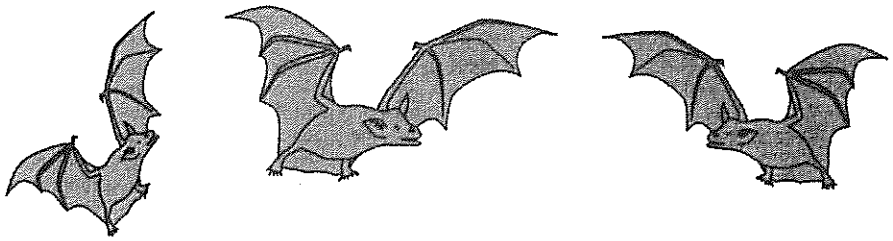
Additionally, from the learner perspectives, coursebooks help learners become autonomous as they are able to use coursebooks on their own without teacher dependency. This triggers learner autonomy and for this to take place, learners should be aware and proficient enough to find their own way.

Table 1
Self-assessment as a Study Skill for Learner Autonomy (Inside Reading, 2013, Oxford University Press)

Think about how well you know each target word, and check the appropriate column. I have...						
Target Words	Never seen the word before	Seen the word but am not sure what it means	Seen the word and understand what it means	Used the word, but am not sure if correctly	Used the word confidently in either speaking or writing	Used the word confidently in both speaking and writing
alter						
design						
fee						
framework						

While self-assessment is encouraged, a good way of triggering motivation to learn and linking background knowledge with the content covered in the coursebook, a KWL chart is recommended. In a KWL chart, the learners are asked to list the things that they already know under the column K, new information that they would like to know under W, and the newly acquired skills, and knowledge under L. A KWL chart puts the learner in the center of learning and encourages learner autonomy.

Figure 3
K-W-L Chart (Adopted from Brinton, 2011, pg. 357)



K	W	L
What I Know	**What I Want to Know**	**What I Learned**
Bats are birds. *Bats are black.*	*Where do bats live?* *Are bats dangerous?*	*Bats aren't birds. They are mammals just like us.*

Learner styles and motivation

Learners' individual differences should be considered in coursebook design. Rate of learning, levels of achievement across learners, learner aptitude, learner motivation, learning styles are all inclined to vary from one individual to the next. Teachers often cater to the varying degrees of student aptitude and the methodological concern is whether coursebooks support learner individual differences.

Triggering motivation across learners is crucial. According to Dörnyei and Csizer's (1998) ten commandments for a motivating learning experience, the following recommendations can be used as guiding points for coursebook methodology evaluation:

a. setting good examples for the learners,
b. creating a pleasant and motivating learning experience,
c. increasing learner's goal-orientedness,
d. presenting tasks properly,
e. increasing learner's linguistic self-confidence,
f. promoting learner autonomy,
g. a personalized and differentiated learning process, and finally
h. making language learning interesting.

When evaluating coursebooks from such perspectives, English language coursebooks should encourage language learners. They need to enhance learner progress by creating realistic learner beliefs. Language learning is stimulating and enjoyable to learners via task choice, illustrations, and appropriacy and authenticity of the text appearing in the coursebooks. Several ways to encourage learner engagement are demonstration, sharing tips on the use of the target language unit, balancing text and visuality, and enabling learners to put the newly-learned

language unit into practice via discussions or follow-up projects.

Another important methodological concern on the learner side is the learners' learning styles. Purpura (2014) enlists common learner styles according to perceptual, personality, and processing preferences. Because potential user profile of the coursebooks show variation, the coursebook with the selection of learning objectives and outcomes, text and task selection need to differentiate and shelter such tendencies and learner profiles. Learners have different tendencies as auditory, visual, and kinesthetic learners. There are processing preferences such as deductive or inductive reasoning; synthetic and analytic processing and all those learner variations deserve attention and practice in the methodology design and the implementation of coursebooks. Nunan (2015) lists strategies in five main categories and associated tasks that coursebooks offer. Cognitively involving tasks are predicting, inferencing, sorting, and concept mapping. Coursebooks also encourage learners to develop interpersonal skills such as collaboration, and affective skills such as reflection and self-evaluation.

Learner-centeredness is described as learners taking the responsibility of their own learning experience (Nunan, 2015). In a learner-centered approach, learners are expected to know what works and what is ineffective throughout their learning experience. Learners' interests in topics and skills and learning styles, extracurricular learning opportunities are crucial aspects to consider. As the preceding heading addressed, creating some room for learners' self-assessment is also known to have a role on learners' motivation and for learner-centeredness.

Does the coursebook allow multi-modal learner engagement? In addition to individual learning, pair or partner work, group work should be encouraged as language learning is more meaningful when it is a social event through interpersonal dynamics. Such configurations support communicative skills via listening and speaking. Giving meaningful tasks for partners and group members to work on not only develops linguistic abilities but also helps language learners gain autonomy in their social skills.

Figure 4

Meaning vs Mechanical Oriented Tasks for Group Discussions, Project-based Tasks

Mechanical Simple	**Meaning-based**
	
John teaches English.	John is a teacher. What does he do?
	He teaches English.

Learner age considerations in coursebook evaluation

Originally, coursebooks are prepared for students' use, and they should meet the needs of the students (Byrd & Schuemann, 2013). Coursebook elements such as content, examples, exercises, and the presentation should be aligned with the age, learner profile, and the needs of the learners and when evaluating the coursebook, such aspects need to be considered. Modern coursebooks, depending on the targeted learner profile's age range can show methodological variation. Those ones specially designed for young language learners are multi-layered with aims, emphasized language structure, vocabulary presentation and practice, recycling language units including words and grammatical points, integrated skills, and cross-curricular, multidisciplinary themes as their focal points (Pinter, 2006). In such coursebooks for young ones, topics or themes are the driving points and this organization is to ensure holistic learning as they build connections with other areas of the curriculum. Whether the content is of interest to the students, explanations are helpful, examples are varied and supporting language learning, and whether the layout and illustrations facilitating learning processes are some considerations to make.

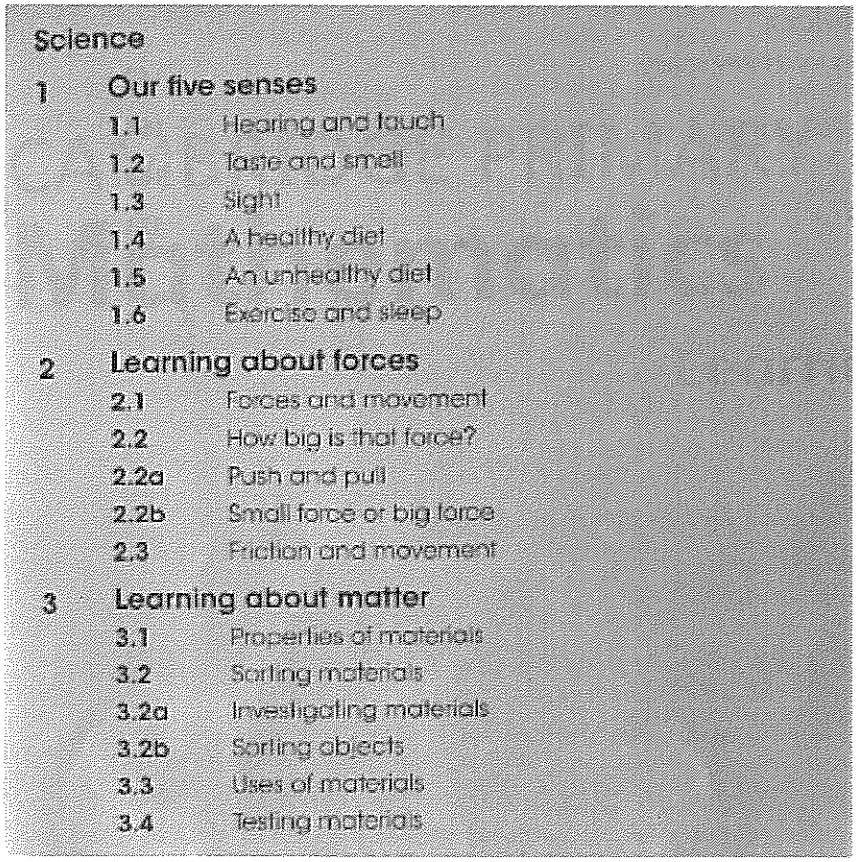
The main reason for using coursebooks is having a framework of reference which provides manageable workload gauged according to the learner needs and characteristics. Coursebooks for a specific age group makes a significant difference in terms of the methodological choices. A coursebook to be specifically designed for a young learner profile versus older learners would impact the methodology as the nature of language instruction with young ones, compared to older learners, differ with thematic learning, recycling, and contextualization. The most striking methodology for young learners would be thematic language introduction. In thematically organized units, relevant vocabulary words and grammatical structures, bite-size cultural information can be thematically organized for young learners to grasp the language in a holistic manner. Meaningful connections between grammatical units, vocabulary, and culture could offer one-stop-shop experience for young learners. Another crucial information for young language learners is that they are overly motivated to explore the new language; however, they forget very quickly. Therefore, recycling and reviewing the linguistic elements is a crucial methodological detail for a long-term language learning. Content and language instruction, cooperative learning are all contemporary approaches in English language instruction; however, if there is no infrastructure for such methodologies, they will not be as functional.

The age of the user profile carries information on the learner nature and needs. Likewise, age profile determines the goals for learners, language proficiency level, and the activities, materials presented. Coursebooks' content, instructional design, and language proficiency level are the key to success and currently used coursebooks for primary level English offered in Turkey should be suitable for the language and literacy development needs of language learners. Common

European Framework of Reference (CEFR) is a curricular and methodological framework which determines learner capabilities according to varying age profiles with levels of language proficiency.

Figure 5

Thematic Layout of Content-language Integrated Learning (Cambridge Primary Mathematics, 1995, Cambridge University Press)



Procedures for Learning and Teaching

Cunningsworth (1995) enlists numerous functions of coursebooks: a platform presenting content and practice opportunities. They are reference sources for grammar, vocabulary, and pronunciation. Listing all these functions helps one perceive the potentials of coursebooks, yet there are considerations that need to be made as there is more a coursebook can do for English language learners.

Conventional ESL/EFL coursebooks have two types of content: the linguistic content and the thematic content both of which are vital for coursebooks for teaching English. Coursebooks inherently consist of theoretical explanations: first on the concept of coursebook itself, secondly, language teaching and learning in light of language acquisition and learning theories, and third, the connections between the coursebook and language instruction (Byrd & Schuemann, 2013). The highest number of publications have emerged from the connections between

the theoretical explanations on second or foreign language education and the coursebooks. Authors of coursebooks make conscious choices when preparing a coursebook and these decision-making processes reflect the methodological framework determining the underlying mechanisms of the functionality of coursebooks.

Staging

Coursebooks can be regarded as a full meal course with an appetizer, a main dish, and dessert. Based on this analogy, a coursebook offers a full lesson including all the stages involved from triggering learner interest to learning activation and engagement. Coursebooks are functional in steering the direction of the course with background knowledge activation, content presentation and comprehension check, and further extension of skills and knowledge acquisition with projects. If a novice practitioner is unsure of how to lead a class meeting, the coursebook can assist with the way activities are arranged such as a warm-up, a lead-in, and a wrap-up at the end of the session. Those stages are called PPP, as in presentation, practice and production or ESA as in Engage, Study and Activate which will be further explicated in the following paragraphs.

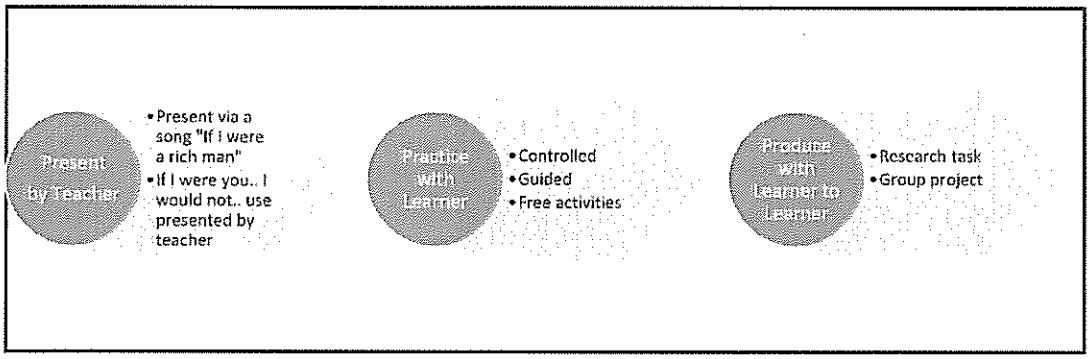
Present- Practice- Produce (PPP)

Another methodologically relevant point is whether the coursebook allows pre, while-, and post-stages- in other words-PPP cycles. PPP is a paradigm that lays out the stages of a lesson where new language is presented, further practiced for learners to explore the target language. In the PPP cycle, the teacher introduces a new grammar unit, unreal present with the use of *If I were (you or someone else)* structure. Following the presentation stage, the teacher allows the learners further practice this structure through controlled, guided, and free practice activities (Brown & Lee, 2015). While the sequence starts with controlled practice, with the last phase of the cycle, the production enables learners participate more freely. Pronunciation instruction in a coursebook, for instance, explains the pronunciation of a specific sound (present) and learners can work freely to come up with new words with the same sound in the production stage. The practice stage, similar to presentation stage, is part of the learner engagement in the classroom. After the targeted *If I were...* structure is internalized, further exploration options through projects, extracurricular, group research tasks can be assigned, and this is the production part of their PPP cycle. Thanks to this last stage of the PPP paradigm, the learner further practices the language unit via group work and out-of-school through family and technology support on the project, assignment. When selecting the right coursebook, some methodological considerations should be made. Methodologically speaking, presentation is introducing new content and skills which can be done direct or indirectly. The next phase, practice can be different types of activities from a drill to essay writing. For practice stage, are tasks meaningfully sequenced? Do they follow a taxonomy such as Bloom's taxonomy (1956) or a cognitive and linguistic load and difficulty scale?

Do practice tasks reflect authentic participation and do they follow a meaningful sequence? Or are there recycling or reinforcement tasks in the coursebook? For the evaluation part, what is the type of evaluation, are there multiple forms of evaluating learner comprehension or overall progress in the course? Finally, evaluating learner production and learning progress need examining. Ekşi (2013) mentions choosing a coursebook is a subjective matter and choosing one based on a system and certain principles is a fruitful process for language teachers. When evaluating coursebooks, the international options may not suit the local needs. Therefore, such publications need to be handled with care by the local users. Several other points to consider are progressive, meaningful exposure to input that is comprehensible and recycling grammar units and vocabulary words as part of the PPP (present-practice-produce) methodology.

Figure 6

PPP Cycle



ESA

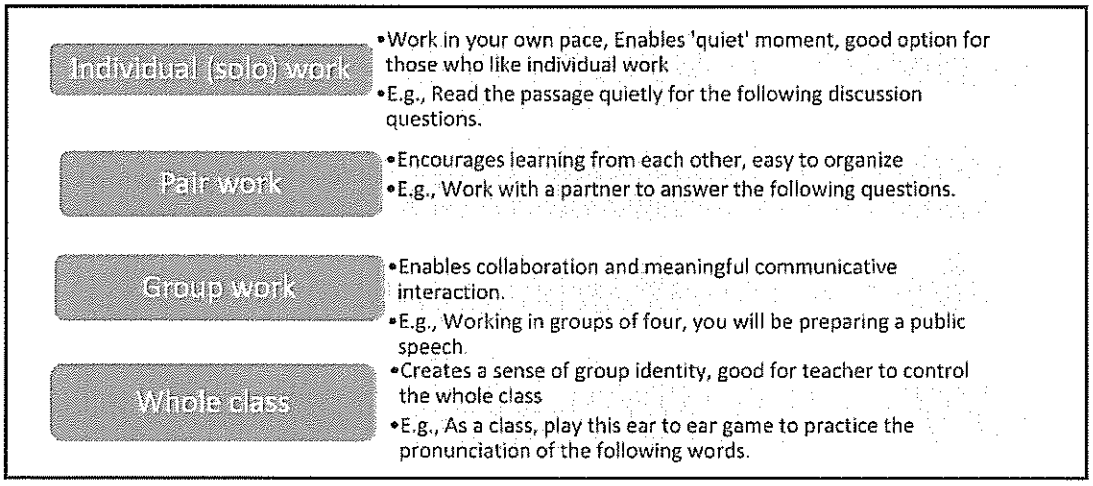
Elements for successful language learning (ESA), according to Harmer (2007), lies in the principled eclecticism which is choosing the most functional elements of various ideas and methods presentation and practice in classrooms which avoids ambiguity and disorganization in course sequence. The units of the principled eclecticism are Engage, Study and Activate (Harmer, 2007). The initial one which is to engage is to involve learners cognitively and emotionally for a successful learning. Learners can be engaged via tools such as games, music, discussions, and stories to help learners make connections with former experiences or help them make guesses. Applying such phase to coursebook methodology, in the engagement phase, the learners will be pulled into the topic of discussion via guessing or tapping into existing knowledge activities. The second phase, study, is shortly a series of discovery activities on as grammar or lexis. In the coursebook methodological design, this phase can be handled overtly through the presentation and practice of grammar rules and covertly through inferencing the grammar rules with activities mainly focusing on the use of targeted language units. The last phase is called activate and in this phase learners are expected to

use language autonomously. In this stage of learning, coursebooks allow learners to further practice and explore the target language structures via projects and other demonstrations.

Grouping options

Variety in classroom dynamics is a must-have component for an effective learning experience. Coursebooks, through the way they provide instructions, enable different configurations for the ways learners are kept engaged in the classroom. An instruction asking learners to look up the meaning of certain words suggests individual work; however, when an instruction asks for partnering up with a classmate to take turns and ask questions implies pair work. A direction for group work will suggest cooperative tasks working in small groups to complete a project or tackle a component of coursework. Such instructions are generally part of teacher talk and teacher instructions and if a teacher mainly relies on the coursebook activities, the instructions adopting different grouping options are adopted and put into practice. Varying the nature of learner engagement is crucial as change is needed by every learner. Therefore, coursebooks with varying forms of grouping and learner engagement and participation as its methodological orientation are key stakeholders in shaping the nature of learning experience.

Figure 7
Grouping Options Appearing in Coursebook Instructions and Tasks



Design and layout

In terms of the evaluation of design and layout in coursebooks, Byrd and Schuemann (2013) ask these questions: *"How many and what kinds of units does the book have?" "How many pages per unit?" "How are the units organized?" "What kind of graphic elements and illustrations are used?"* For content coverage, whether each unit provides a content or a theme with its theme-relevant vocabulary, language use, and any other linguistic and cultural components falling under the thematic umbrella.

Another methodological feature of coursebooks is multi-layered course design offered in language coursebooks. In the traditional coursebook design, the structure and the function of language components are the driving points. In the more advanced mode, the multi-layered syllabus, thematic units can cover all the linguistic, cultural elements including phonology (pronunciation), skills integration. In the literature, this is known as *the main organizing principle* which lays out the goals, structures, vocabulary, receptive and productive skills coverage, sounds, cross-curricular paths, multi-disciplinary links in addition to grammatical structures (Pinter, 2006).

One subtle methodological concern in coursebook evaluation is transitioning from one unit to the next. Often times, the concepts presented across units or chapters of the coursebooks are disconnected or the connections are not clear to the users. Related to this point is recycling linguistic elements such as words and expressions which are indicators of a systematically planned presentation and practice of units in target. Vocabulary is a major methodological concern in coursebook evaluation procedures as words should be recycled, presented within the framework of thematic units. They also need to be practiced via meaningful tasks where those words in target become functional in the lives of the learners.

Visuals are crucial components in language instruction as learners need to rely on them when they need to infer meaning. Thus, the use of visuals is a methodological concern which is a must-have component for an enhanced language learning. As Brinton (2014) mentioned:

> Visuals include, but not limited to, photos or line drawings in the coursebook; stick figures,written text or other graphics on the black/whiteboard; student generated posters; graphic organizers (e.g. matrix or a Venn diagram); magazine pictures; digital photos; images or clip art downloaded from the Internet; slide shows (e.g., PowerPoint or Prezi); films, and last but not least, streaming videos (p. 348).

The quality of coursebooks has changed over time. Nowadays, coursebooks are well-designed with attractive features such as vivid colors on pages, fun games, tasks tapping into skills and knowledge. Despite all these improvements, there is not a single perfect coursebook for teaching and learning. Depending on the relevant context, some teachers regard coursebooks as their bible as they follow them very closely lesson by lesson. Contemporary coursebooks come with accessories such as resource packs, tapes, photocopiable materials. Though certain learner profiles such as coursebooks for young language learners are attractive with colors, visuals, fun games and crafts, Pinter (2006), controversially, suggests it still can be the best option not to have a coursebook (Pinter, 2006).

Exercise types

Earlier, I mentioned how the nature of exercises can change depending on the PPP cycle where in the practice stage the activities, exercises can be controlled, semi-controlled and free. Inasmuch as the exercises vary according to the stages in a lesson, the exercise types can depend on the teaching philosophy of the authors and thus their coursebooks. If the author aims at communicative learning, the exercises should be mainly for conversational purposes. If the grammatical knowledge is the driving point of the coursebook design, the exercises will be tailored accordingly with drill-based grammar-oriented activities and exercises. Skills emphasis can also trigger decision-making processes in exercise design with heavily-emphasized speaking and listening skills via discussion, debate exercises.

When exercises and tasks appearing in coursebooks are analyzed, the initial question would be the purpose of the activity: whether to practice or to review. As the teacher develops a stronger understanding of the coursebook, adaptations related to sequencing (i.e., changing the order of chapters), selecting (i.e., including certain chapters or tasks and excluding some others), changing instructions and student participation configuration (i.e., individual vs small group) would be no concern. A detailed coursebook analysis rubric by Byrd and Schuemann (2013) lays out some major coursebook methodology concerns related to exercise types such as exercises for in-class use, activity and exercises for homework, exercise and activities for testing and review purposes. A purposeful action and interaction (Cameron, 2003) is what learners need to be dealing with rather than grammar-translation and audiolingual methods which are teacher-centered and textbook-oriented. Guided practice and scaffolding are necessary methodological tools to be adopted by coursebooks.

Focus on meaning, focus on form debate

In language instruction, the following principles establish the key methodological constraints. Learners, in foreign language instruction, should be developing formulaic expressions and rule-based competence. Meaning-focused learning entails triggering semantic and pragmatic meaning instruction and learner competency. Focus on form can be instructed through explicit grammar teaching and other methodological options that induce attention to form. Additionally, instruction aims at implicit L2 knowledge predominantly and explicit L2 knowledge should be incorporated cautiously.

Extensive L2 input with comprehensible input and a maximized use of L2 inside the classroom is another methodological principle that needs to be evaluated. Is exposure meaningful, systematic, and coherent? According to Duff (2014), much of L2 learning is incidental rather than intentional, and therefore meaningful input provided by the coursebooks is necessary.

Due to the limited number of weekly hours in offering English as a foreign language, the exposure to the language is limited and a high-quality coursebook is a must-have. In the same regards, language learning should create opportunities for learner output. Meaningful tasks that entail learner output and performance is what a coursebook should be aiming at when offering languages. Task-based language learning opportunities should be an integral component to trigger meaningful interaction across learners and learner output. Meaningful interaction and negotiation for meaning can only take place through scaffolded, proficiency-appropriate tasks based on authentic language introduction.

Figure 8

Explicit Grammar Instruction on Adjective Order (Retrieved from Harmer, 2007, p. 68)

	size	colour	origin	metarial	purpose	noun
the	small	purple	German	silk	evening	gown
the	large	( )	( )	wooden	( )	crate

Other Methodological Considerations

Assessment and evaluation

A systematic assessment procedure with a set format and content plan is a must-have for coursebooks. What is exactly being assessed? Learning a new concept, or new knowledge, or skill? What is the purpose of the assessment? Whether self and peer evaluation practiced in the coursebook are several questions to ponder upon in regards to assessment orientation of coursebooks. One can take a careful look at the purposes of assessment and conclude assessment points appearing in coursebooks can serve different purposes: as records of achievement, as progress charts, and feedback on course design for teachers' use. The basis of evaluative practices adopted by the coursebook is the repercussion of the objectives and the syllabus of foreign language instruction. Nunan (2015) reminds, for an assessment procedure to be effectively implemented, it needs to be aligned with the course objectives.

A comparison of traditional and current approaches to language testing can be helpful for understanding coursebooks' assessment orientations. While in traditional language testing, the focus is on the form mainly, the communicative approach focuses on the communicative attempts. Traditional approaches focus on the product, the communicative orientation is related to process and product. Summative and formative-oriented approaches to assessment, in other words, reveal a lot of information on the methodological design of a coursebook. If there is room for scaffolding, ongoing feedback, student engagement such as self-evaluation, the coursebook has adopted formative-oriented assessment. Summative-oriented assessment, on the other hand, has to do with the diagnosis of learner needs, evaluative procedures for program improvement.

Just like presentation and practice, learner production assessment should be based on free and controlled production. Besides self and peer-assessment options, most commonly observed assessment procedures available in coursebooks are multiple choice items with selected response, gap-filling exercises which are guided-response, and discussion tasks which are free-response exercises. In terms of assessment procedures, the tests, assignments, or projects should be relevant and they should be backed up with in-class learning and skills development. Certain skills can be practiced and highlighted in such assessment procedures and process-based evaluation through portfolio assessment can be adopted by the coursebook.

Authenticity

Authenticity of learning materials for all learner profiles is another must-have feature in every coursebook. This is to motivate learners and present the target language and culture as genuinely as possible. A coursebook lacking authenticity can be supplemented with authentic storybooks or some type of material with a predictable language presentation and practice are some supplementation options. One dimension of materials design and coursebook analysis is authenticity which is the quality of reflecting real world as closely as possible. Coursebooks offer formulaic chunks in the target language, and this is needed for a rich learning experience.

Authenticity is a much-needed component in coursebooks. In simple terms, authentic material is from the real world, produced by a real speaker for a real audience to convey a real note or message. A shopping list on the fridge, an announcement in the school hallway, a shop sign are all examples for authentic materials. One criticism on locally designed coursebooks is that they often lack authenticity and original language representation. International coursebooks are authentic publications setting examples for meaningful language learning experiences. The problem with the locally designed coursebooks in terms of authenticity is that there is limited and low-quality reference to authentic language representation. Widdowson (1979) provides an example for non-authentic language presentation based on this scenario:

> Ali and Bashir are brothers. Every morning they get up at five o'clock and wash their hands and face. They have their breakfast at six o'clock. They have an egg and a banana for breakfast. They had an egg and a banana for their breakfast yesterday morning.They are having an egg and a banana for their breakfast this morning and they will have an egg and a banana for their breakfast tomorrow morning (p. 164).

According to Widdowson, this story exemplifies linguistic data without being language data as the language perfectly conforms to linguistic rules with perfect grammar formation. Nevertheless, it is a challenge to find this language in real world as an actual speech or written text.

The second piece which is an audiotaped spontaneous dialogue from Scotton and Bernsten (1988) can be compared to the earlier scenario and it can be concluded as an authentic piece.

> A: How do I get to the Vet Clinic?
>
> B: The Vet Clinic? Oh my God. It's far, but, um. It's on...
>
> It's Shaw Lane is right, if you keep going up here you'll hit Shaw Lane
>
> and it's going that way. But go a little bit more and then cross the parking lot.

Methodologically speaking, reading in a language class should be the same type of engagement that a person would experience in everyday life. Often, though, in foreign language classrooms, reading is done for practicing the target language. Finding authentic texts appropriate for beginners or low proficient students is a common challenge due to vocabulary and other language, contextual, and cultural elements in such materials (Richards, 2006). Without substantial adaptation, consuming such authentic materials is difficult. As a required element of language learning, authenticity, however, is one element that is opted out for measuring the level of suitability for the target learner. Ekşi (2013) reminds in English instruction with young learners, authenticity is regarded as a problem as it may increase the difficulty level of texts and materials. As authentic as can be, storybooks can be used as an authentic resource and regardless the age of the learner profile, such additional sources can enhance the learning experience as they are full of visuals, repetitive phrases and expressions such *as run run as fast as you can* or *the wolf huffed and puffed* might be hard to find in a locally-designed coursebooks (Ünal Gezer, 2021).

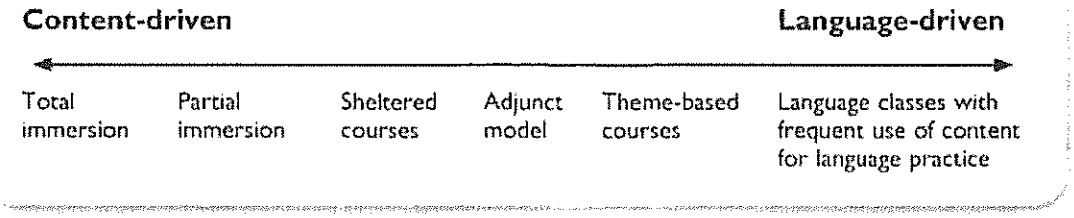
Contextual language learning

Coursebook methodology evaluation should consider up-to-date approaches and methods in language instruction with thematic, content-based, and content and language integrated learning for an authentic language learning experience based on contemporary methodological design.

Thematic coursebook design and content-based language teaching (CBLT) are closely linked to contextualization and discourse establishment for an effective language instruction. According to Snow (2014), content-based language instruction is one of the innovative methods in English education. Often, coursebooks are thematically organized as different units touch upon different topics. Celebrations can be one content or an umbrella term where culture, grammar, pronunciation, vocabulary can be tied together. This not only helps learners have a better grasp of the language but also help them internalize content-related terminology and the socio-cultural associations. There are types

of CBLT with a higher focus on language or the content. Coursebook methodology can be evaluated from this perspective to understand the level of content-based language instruction. An analysis of this sort will be useful for program designers, teachers, and the learners as it is useful information to know at decision-making stages and for provisional purposes.

Figure 9
Dichotomy of Content-based Language Teaching



In English coursebooks, the language-driven end of the dichotomy with thematic organization is the most common pattern observed. Language, more than content, is the concern of language education in Turkey. In this language-driven model, selected topics and themes- central ideas to organize major curricular baseline- establish the content, text, and task choices. The content of coursebooks is divided into two: the linguistic content (i.e., grammar, vocabulary, skills) and the thematic content (e.g., my family, colors, and the environment). Depending on the type of content-based instruction, language and linguistics can be the driving point and the content can have a secondary role. When the content is the primary goal and language is embedded, the thematic units can embrace the introduction and practice of vocabulary, grammar, skills, and pronunciation.

When pedagogical tasks are analyzed in coursebooks, they are tasks completed to acquire the language in the classroom. Such tasks are to activate and develop language abilities. These tasks can be accomplished for numerous reasons such as comprehension, manipulation, and interaction. An information gap task, for instance, triggers meaningful communication among learners and comprehension is a necessary component for the task to be implemented with success. Tasks appearing in coursebooks should be meaning-based, life-related and functional to be effective. In the matter of coursebook evaluation, how meaningful and life-related tasks are should be inquired. Nunan (2015) recommends incorporating a range of pedagogical and real-world tasks into the lessons for task-based language learning. Having a strong understanding of content and contextualized language instruction via coursebooks is a methodology concern that needs attention.

Technological concerns in coursebook evaluation

Have you noticed coursebooks with an audiocassette or CD icon on the sides of task numbers across different units and pages? Those icons suggest those

coursebooks are technologically-enhanced with the incorporation of audio or audio-visual learning opportunities. Such technological integration can be further exemplified with scannable QR codes, augmented reality points where an icon or a page can be scanned to provide multi-media learning opportunities to learners of all ages via visuals and sound features.

Figure 10
Audio-embedded Lesson (English Time 1, 2014, Oxford University Press)



Technology is an umbrella term that can refer to many tools including audiocassette players and computers (Brown, 2011). Nowadays, coursebooks come with software programs such as extracurricular learning materials, access to web-based tools or applications, databases, or simply audio and audio-visual files via CD or DVDs. While analyzing coursebooks from methodological point of view, technology integration needs to be investigated to understand the type and quality of technology incorporation.

What is the function of technology incorporated to the design of coursebooks? There are several potential responses to this question: technology is for an enhanced language learning experience via stimulation of multiple senses. Technology is also for a continuous language learning and an extended learning opportunity with extracurricular activities at home or outside of school. Third, thanks to technology, authenticity can be compensated because coursebooks, especially the ones designed in the EFL contexts, are not the best representations of the target language in terms of content authenticity. All four skills and sub-units of language such as vocabulary or pronunciation can be further practiced through technology. Access codes to e-books or digital libraries, course learning management systems enable further tapping into reading and enhanced literacy development. Some other facilitative tools such as electronic dictionaries, concordances, grammar, or spelling checkers can enhance language learning

experience of learners of all ages. Educational technologies can offer linguistic input, feedback, and potential for learner autonomy and learner collaboration and interactivity (Brown, 2011; Larsen-Freeman & Anderson, 2011). Therefore, they are crucial components of coursebook methodology examination.

Conclusion

All in all, English methodology revealed in the coursebooks focus on the theory of learning, theory of language, and the key principles of teaching methods (Cushing-Leubner & Bigelow, 2020). The designer methods and post-method eclecticism (Kumaravadivelu, 2001) embrace different learning styles, merge orality with literacy, highlight authenticity and cultural enrichment, and bring in interesting, relevant, and functional topics to the lives of language learners at different language learning contexts and ages. These are several recommendations for the contemporary coursebook designers in relation to coursebook methodological orientations. Cushing-Leubner and Bigelow (2020) enlisted ten macro-strategies for language instruction, and these are important tips for language coursebook designers:

1. Maximize learning opportunities
2. Facilitate negotiated interaction
3. Minimize perceptual mismatches
4. Activate intuitive heuristics
5. Foster language awareness
6. Contextualize linguistic input
7. Integrate language skills
8. Promote learner autonomy
9. Raise cultural consciousness, and
10. Ensure social relevance. (p. 252)

Coursebook methodology is a reflection of nations' educational orientations as such tendencies are often unsaid rules shaping language teaching practices. In a country where Audio-lingual Method is popular, listening and repetitive drills are potential language practices appearing in coursebooks. If certain skills are the highlight depending on the national educational goals, it is likely to see the print and multi-media resources model after it. If the national agenda is to educate future generations as world citizens who can express themselves fluently and intelligibly in English, communicative language skills are highlighted in the curricular programs and thus the coursebooks model after such national intentions. In this case, language exposure through 'native-like' or authentic input is the norm for language instruction. Coursebooks serve as mirrors reflecting language education policies and implementations of nations. They are also the

main resource for language practitioners, learners, and families. Their functional design with authentic material presentation triggering learners to use the target language effectively is the most pressing concern. The methodological orientation of a coursebook shapes the future of language instruction and it also is formed by the necessities applicable to the local contexts. While it is a difficult endeavor to design a methodologically-perfect coursebook, it is highly recommended to keep the guiding principles, the consumer profile facts, and the procedures for teaching and learning applicable and functional in the specific instructional context in mind.

Questions for Study and Reflection

1. Before reading this chapter, what methodological aspects of the English language coursebooks did you use to direct your attention to? Having read the chapter, do you think you have gained new perspectives or insights into evaluating coursebooks from a methodological standpoint?
2. Do you find self-assessment sections (e.g., KWL charts, target word checks at the beginning of a chapter) of English language coursebooks useful for the development of learner autonomy? Why or why not?
3. What are the methodological concerns you carry as language teachers or pre-service teachers that you hardly observe in English language coursebooks? Please provide detailed explanations and examples.
4. Can you list one major indicator of authenticity of an English language coursebook and elaborate on this indicator with further explanations and examples?
5. What do you think about technologically supported language coursebooks? Is technological enhancement a methodological aspect for you when evaluating a coursebook? Why or why not?

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