

Can Local Coursebooks in Turkey be an Alternative to their Global Counterparts for the Teaching of Speaking?

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Abstract: Communicative Language Teaching (CLT) seeks mutually comprehensible social interaction in spoken discourse. To serve this purpose, coursebooks undoubtedly play a key role as to how speaking practice takes place. In Turkey, local coursebooks are prescribed by the Ministry of National Education (MoNE); however, many practitioners seem to opt for the international alternatives. Considering the debate over qualitative adequacy, the current study compares two coursebooks in terms of the ground given to speaking skills. The method involves two 9th grade English language coursebooks, *Teenwise* (local) and *Talent 1* (international), being analysed via Taxonomy for Identification of Coursebook Speaking Activities (TICSA). Findings indicate that the international coursebook allocates slightly more space to speaking than the local book. TICSA-wise, the local coursebook is two times more structural than the international coursebook. Whilst half the local coursebook is classified as quasi-communicative, the international one demonstrates an increase for these activities. Although both books ignore social interaction, the international coursebook has an edge over the local one in functional communication. These findings suggest that the local coursebook falls behind of the international counterpart for the teaching of speaking. Consequently, the adoption of a genuinely communicative mindset is discussed when developing language teaching materials so as to catch up with global publications and meet the pedagogical demands of CLT.

Türkiye'deki Yerel Ders Kitapları Konuşma Becerisinin Öğretilmesinde Küresel Emsallerine Bir Alternatif Olabilir Mi?

Anahtar Sözcükler:

Ders kitabı incelemesi, konuşma becerileri, yerel ders kitapları, uluslararası ders kitapları

Özet: CLT sözlü söylemde karşılıklı anlaşılabilir sosyal etkileşimin peşindedir. Bu amaca hizmet etmek için, konuşma becerisi uygulamalarına fırsat sağlamada ders kitapları önemli bir rol oynar. Türkiye'de kullanılacak yerel ders kitapları Milli Eğitim Bakanlığı'na bildirilir, mamafih görünen odur ki birçok öğretmen uluslararası alternatiflere yönelmektedir. Bahsi geçen niteliksel yeterlik tartışmasına istinaden, bu çalışma iki ders kitabını konuşma becerilerinin geliştirilmesine sağladıkları yer bakımından karşılaştırmadır. Yöntem *Teenwise* (yerel) ve *Talent 1* (uluslararası) iki 9. sınıf İngilizce ders kitabının Taxonomy for Identification of Coursebook Speaking Activities (TICSA) dâhilinde incelenmesini içerir. Sonuçlar uluslararası kitabın konuşma becerilerine yerel kitaptan biraz daha fazla yer verdiğini işaret etmektedir. TICSA bazında, yerel ders kitabı uluslararası ders kitabından iki kat daha fazla 'yapısaldır'. 'Yarı iletişimsel' aktiveteler yerel ders kitabının yarısını kaplarken, uluslararası ders kitabında bir artış göstermektedir. 'Sosyal etkileşim' iki kitapta da göz ardı edilmesine karşın, uluslararası kitap 'işlevsel iletişim' aktivetelerinde yerel ders kitabının önüne geçmektedir. Bu bulgular yerel kitabının konuşma becerilerinin öğretiminde uluslararası muadilinin gerisinde kaldığını önermektedir. Sonuç olarak, küresel yayınları yakalamak ve CLT'nin eğitsel gereklerini karşılamak amacıyla yabancı dil öğretimi materyallerini geliştirirken gerçek bir iletişimsel anlayışın benimsenmesi gerektiği tartışılmaktadır.

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1. Introduction

The inception of natural human languages is connected to speech and thus to spoken interaction. This kind of interaction amongst people is what makes human communication so unique. It requires competent interactants who are able to skilfully manipulate speech so that they can get their meaning across. Communicative Language Teaching (CLT), setting the development of communicative competence as its primary goal (Savignon, 2002), aims to produce L2 users who can get into spoken interaction and meet the extemporaneous demands of real communication. Of course, producing comprehensible speech is not the sole act of combining strings of various sounds together, but it involves an active employment of form-function mappings dynamically maintained in the multi-competence (Cook, 2016). Naturally, this linguistic phenomenon lays a cognitive burden on language learners, which is supposed to be alleviated through speaking practice. Such practice is mostly carried out in classrooms where English is viewed as a foreign language (EFL).

Because the greater part of this practice is carried out in language classrooms, working on learners' accuracy and fluency depends upon a dynamic relation amongst the teacher, learners and teaching materials. Since global foreign language education is made available through the use of teaching materials to a great extent (Richards, 2001), the current study aims to scrutinise the materials end by putting two different language coursebooks under a comparative analysis. Coursebooks are often accepted as a universal element that makes teachers' jobs easier with the chances they create for speaking practice and the convenience they offer (Hutchinson & Torres, 1994). Nevertheless, each coursebook differs from one another as regards what they bring in for classroom use, causing an evident variation in practitioners' choices in language teaching coursebooks. It is hence a crucial step in English language teaching (ELT) to select an appropriate coursebook in accordance with the educational goals of a particular setting.

2. Review of Literature

2.1. Types of language teaching coursebooks

The field of materials development for language teaching witnessed a tremendous increase in attention in the 1990s (Tomlinson, 2012). Ever since widespread acceptance of CLT across the globe, materials developers have been in the search of producing commercial materials to meet language learners' varying communication needs. This has led to a proliferation in the number of ELT coursebooks that are available on the global market, bringing several controversies along with them. Although the debate over to what extent we actually need coursebooks perseveres in the vein of dogme ELT (Meddings & Thornbury, 2009) and emergent task-based instruction (Long, 2015), coursebooks have successfully maintained their fundamental place in language teaching (Garton & Graves, 2014), even sometimes being treated as the syllabus itself (Appel, 2011). It is now possible to talk about three major kinds of language coursebooks at language teachers' disposal: international (or global), localised (or glocal), and local.

These types depart from each other according to their sensitivity to specific learner profiles, contextual variables, and educational needs (Lopez-Barríos & Villanueva de Debat, 2014). International coursebooks, also referred to as global coursebooks, are the most comprehensive type for being 'not written for learners from a particular culture or country but which is intended for use by any class of learners in the specified level and age group anywhere in the world' (Tomlinson, 2011, p. xii). Localised coursebooks, on the other hand,

aim to establish a cultural bridge between the global coursebook and a specific group of learners through certain adaptations; this type of coursebook is sometimes called glocal, implying a transition point in-between global and local (Gray, 2002). They are, in general, more sensitive to cultural elements in the content matter than international coursebooks. Lastly, local coursebooks are designed with a target group of learners in a given setting in the mind. This type is produced locally and very often written by local writers. Being tailored for meeting the designated goals of national education, local coursebooks are expected to be markedly sensitive to learners' contextual language needs.

Each type of the mentioned coursebooks is characterised with their alleged advantages and disadvantages when considered within different institutional settings. Despite their proponents' claims, what makes a coursebook a suitable choice does not necessarily pertain to its type but mostly comes down to finer details and resourcefulness contained within it. Since coursebooks are interactive artefacts, to what extent they can be realised in the intended way relies upon many different variables that exist in the given learning situation (Harwood, 2014). Hence, although certain coursebook types are intuitively favoured (Tomlinson, 2003), an in-detail analysis is still needed to decide upon which coursebook to use.

Table 1.

Typology of coursebooks used in language teaching (adapted from Lopez-Barrios & Villanueva de Debat, 2014).

Type	Definition	Target learners	Location	Intended institutional context
International (Global)	Intended for use in any part of the world by learners of a specific foreign language level and age range	Heterogeneous Homogeneous	Worldwide	State and private schools following official curriculum, language schools, universities
Localised (Glocal)	An international coursebook adapted to make it fit with a specific group of learners' background and a national curriculum	Homogeneous	A specific country or region	State and private schools following official curriculum
Local	Specifically produced for a country or region, sensitive to learners' background, draws on a national curriculum	Homogeneous	A specific country or region	State schools following official curriculum

2.2. Coursebook selection and publication processes in Turkey

Ever since the revision of the national curriculum in 1997, Turkey ostensibly adopts a communicative way of foreign language teaching. In other words, CLT is the language teaching method stated in the officially approved curriculum that state schools have to follow as of 2020. English language coursebooks designed around this curriculum are distributed to state schools for free by Ministry of National Education (MoNE). These coursebooks belong to the category of local coursebooks. They are often prepared by Turkish publishers and

Turkish writers, at the request of MoNE. Once prepared, a review process comes shortly after, in which submitted coursebooks are evaluated on four basic criteria to determine if they match with the national goals of foreign language education. These criteria, declared by Board of Education and Discipline (Act no: 27040, 2013), include constitutionality of the content matter, scientific sufficiency, compatibility with the official curriculum, and suitability of visual and content design. If the jury members approve the submitted coursebook on the basis of these four criteria, it proceeds to publication house for final adjustments. Then, they are printed and distributed to state schools all across Turkey without any charge.

The curricular design to which these coursebooks adhere is planned in conformity with language skills and learning outcomes suggested by Common European Framework of Reference (CEFR). In addition to the designated outcomes of basic language skills (i.e., listening, pronunciation, speaking, reading, and writing), the candidate coursebook should cater for certain communicative functions of language. These functions are gathered around a number of major themes that constitute the standard unit structure. Therefore, it hypothetically puts international and local coursebooks at the same level in terms of the proficiency expected from learners, as both try to reach CEFR-oriented goals. That means a local coursebook produced through this procedure should more or less be equivalent to an international coursebook regarding its linguistic content, thanks to following a set of shared learning objectives stated by CEFR.

2.3. Studies on ELT Materials within Turkish Context

English language coursebooks are also a topic of research interest in Turkey. Because many Turkish teachers of English admit their medium to high dependency on coursebooks (Tosun & Cinkara, 2019), it is well worth examining the effectiveness of language teaching materials. ELT materials, from elementary to tertiary level, often become a determinant of success in most English language classrooms in Turkey. This situation generally stems from their status of being the primary linguistic source in the given EFL context. However, language teaching materials cannot always be implemented so smoothly. One of the frequently raised issues of texts and activities within coursebooks is intercultural elements that are not directly relatable to learners' background (Gungor et al., 2019). In this sense, cultural aspects represented in English language coursebooks have been found to highlight products and persons of the target culture whilst often ignoring learners' home culture (Zorba & Cakir, 2019). Similarly, the lack of sufficient cultural references is stated as a common problem (Cakir, 2010), which sometimes leads language teachers to various adaptations in both international and local coursebooks (Simsek, 2017).

Apart from the mentioned culture-specific issues, idioms (Khan & Can Daskin, 2014), use of English literature (Gumusok, 2013; Yildirim, 2012), language learning strategies (Bayezit & Cubukcu, 2015), and incorporation of corpora (Asik, 2017) have been investigated in this line of research. Furthermore, a study has contended that there are negative feelings borne by English language teachers and their primary level students towards local English language coursebooks (Tekir & Arikan, 2007). It is hereby suggested that being neither international nor local makes a coursebook perfect. Possible intercultural inappropriateness in international coursebooks or persistence in the traditional approaches in local coursebooks (Isik, 2011) might cause an ambivalence in the language classroom, which is exemplified by a variety of metaphors devised by Turkish EFL learners (Kesen, 2010). The development of speaking skills, however, remains an under-researched topic in this field.

2.4. Problem and Research Questions

The distributed local ELT coursebooks notwithstanding, many in-service English language teachers in Turkey seem to opt for some other international and localised coursebook alternatives. Whether intuitively or not, the search for another coursebook over the local one brings about an enquiry as to the qualitative adequacy of the locally produced ELT coursebooks. In order to investigate the validity of practitioners' choice in favour of international coursebooks with regard to opportunities provided for speaking, the current study conducts a comparative coursebook analysis. This analysis includes the local coursebook *Teenwise* (Bulut et al., 2018) and an international counterpart *Talent 1* (Kennedy et al., 2018). Intended for the use of 9th graders, both books cater for the same age group and expected level of learner proficiency. Accordingly, the following research questions have been formulated to find out the ground given to speaking skills by these two coursebooks.

1. What is the overall percentage of the place allocated to speaking activities in *Teenwise* (local) and *Talent 1* (international)?
2. What is the proportional distribution of the types of speaking activities in *Teenwise* (local) and *Talent 1* (international) according to Taxonomy for Identification of Coursebook Speaking Activities?

3. Methodology

3.1. The Selection of Two Coursebooks

In the past, the Turkish educational system involved a one-year intensive preparation course of general English aimed at 9th graders, who were on the verge of secondary level education. This policy was abolished at the start of the 2005-2006 educational year. Ever since then, there has been no replacement for the former preparation programme. Although its communicative features were debatable, many learners acknowledge that they have benefited from being exposed to English throughout this intensive programme. Therefore, it is only a natural enquiry to see how English instruction is currently handled at 9th grade, which is why two 9th grade English language coursebooks are chosen for the current study. One of these is the local coursebook *Teenwise*. The Turkish MoNE defines it as the official English language coursebook of Turkish high schools. The other one is *Talent 1*, an international counterpart that started to be published in 2018 by Cambridge University Press. It is a recent and popular coursebook that is used at many Turkish high schools. Such an observational judgement has been made possible on the basis of practicum reports written by pre-service English teachers at Hacettepe University. This inclination towards such a new language coursebook is the reason why it takes the place of an international competitor against local *Teenwise* in this comparative analysis.

3.2. Sampling and Research Design

Both the local coursebook and the international competitor have ten units. In order to ensure proportional equity, a simple sampling procedure has been carried out. Accordingly, units 1, 2, 3, 4, 5, and 10 have constituted the sample. If there was an explicit sign or direction to another section, such as a vocabulary practice within student's book, that section has also been considered as a part of the unit. Workbooks, however, have been excluded from the current analysis because they are not essentially meant for actual classroom use. Therefore, the analysis involves only two student's books, which have been examined under equal terms with the same sampling procedure followed.

Research design is a two-step analysis of coursebook activities. The first step is picking out speaking activities from the sample through a structured keyword analysis of activity instructions. In this step, speaking activities have been labelled and put against the total number of activities to see their proportional place in the book. The second step is where the speaking activities are classified into four categories according to Taxonomy for Identification of Coursebook Speaking Activities (TICSA) (Khan & Tas, 2019a). TICSA, used as a pivotal instrument, classifies speaking activities into two major types: pre-communicative and communicative. These types also have two sub-headings. Whilst structural and quasi-communicative activities are pre-communicative, functional communication and social interaction activities are considered as communicative. In this second step, the researchers have classified the activities independent from one another to calculate how reliable the findings are. Finally, the figures obtained from the local coursebook have been compared with that of the international coursebook. As a result, the percentage of speaking activities and their internal distribution of activity types have been revealed in the findings.

TICSA							
Classification	Source of the Language	Nucleus	Measurement of Success	Meaning Conveyed	Activity Context	Examples	
Pre-communicative	Structural	Isolated	•Form	•Accuracy	•Locutionary	•Form-and-accuracy	Repetition, substitution and Q&A drills
	Quasi-communicative	Isolated or designated	•Form •Function	•Accuracy •Relative fluency •Communicative acts	•Locutionary •Illocutionary	•Bridging	Open and cued dialogues
Communicative	Functional Communication	Learner repertoire	•Form •Function •Situational context	•Relative accuracy •Fluency •Communicative acts •Functional effectiveness	•Locutionary •Illocutionary •Perlocutionary	•Meaning-and-fluency •Task-oriented	Problem solving Information gap Reasoning gap
	Social Interaction	Learner repertoire	•Form •Function •Situational context •Social context	•Relative accuracy •Fluency •Communicative acts •Functional effectiveness •Social appropriacy	•Locutionary •Illocutionary •Perlocutionary	•Meaning-and-fluency •Task-oriented	Role-play Simulation

Figure 1. Taxonomy for identification of coursebook speaking activities (Khan & Tas, 2019a).

4. Findings

4.1. Research question 1: ‘What is the overall percentage of the place allocated to speaking activities in *Teenwise* (local) and *Talent 1* (international)?’

All the activities in the given data set have been examined to find out how much place is allocated to speaking activities by these two coursebooks. Apart from those that are explicitly labelled as ‘speaking’, a structured keyword analysis has been carried out to discover which other activities cater for speaking skills. In this keyword analysis, such instructions as ‘talk about, discuss, ask and answer’ have been considered to be specifically prompting spoken interaction. And thus, such activities have been treated as a speaking activity even if the activity tag of ‘speaking’ was missing. Through this methodological procedure, 48 activities (26.4%) out of 182 in the local coursebook (*Teenwise*) have been classified as speaking. On the other hand, it has been found that the international coursebook (*Talent 1*) allocates 96 activities (29.5%) of its total 325 activities to speaking. Consequently, this research question has yielded that the international coursebook (29.5%) gives slightly more space to speaking activities than the local coursebook does (26.4%).

4.2. Research question 2: ‘What is the proportional distribution of the types of speaking activities in *Teenwise* (local) and *Talent 1* (international) according to Taxonomy for Identification of Coursebook Speaking Activities?’

As a response to the second research question, the identified speaking activities have been classified into four types designated by TICSAs. In a cumulative progression, these types proceed from pre-communicative to communicative activities. Whilst the former group encompass structural and quasi-communicative, the latter include functional communication and social interaction. This comparative analysis has shown that the local coursebook depends more upon structural activities (47.9%), compared with its international competitor. The international coursebook contains relatively fewer structural activities (22.9%). As half the local coursebook is quasi-communicative (50%), the international coursebook makes more use of these activities (64.6%); it highlights quasi-communicative activities as its dominant type. When it comes to communicative types, the local coursebook barely utilises functional communication (2.1%). Likewise, the international coursebook exploits functional communication minimally (12.5%), but it still covers noticeably more place when compared with the local coursebook. Lastly, both coursebooks have been found to be holding back from any social interaction activities (that is 0% for both).

With the results stated, the distribution within the local coursebook has been found to be 97.9% pre-communicative and 2.1% communicative. The international coursebook has been recorded to be 87.5% pre-communicative and 12.5% communicative, demonstrating an increase for the latter. Hence, an advantage in favour of the international coursebook has been spotted in the overall distribution of communicative speaking activities granted that both books seemingly choose to stay in the pre-communicative zone to a great extent.

Table 2.

Internal distribution of the activity types in two coursebooks

Coursebook	Type	TICSA			
		Structural	Quasi-communicative	Functional communication	Social interaction
<i>Teenwise</i>	Local	23	24	1	0
	%	47.9%	50%	2.1%	0%
<i>Talent 1</i>	International	22	62	12	0
	%	22.9%	64.6%	12.5%	0%

4.3. Intercoder reliability (ICR)

As the codification process of the speaking activities has been done by two researchers independently, a chance for the measurement of intercoder reliability has arisen. In this manner, two sets of answers have been compared to each other; then, the number of agreements has been divided by the number of agreements plus disagreements (Miles & Huberman, 1994). This has consequently revealed 0.90 as the ICR value.

5. Discussion

English language coursebooks, either international or local, currently hold a firm place in foreign language education despite the critique that they follow a pre-determined synthetic path (Jordan & Gray, 2019). However, without the existence of a sound alternative that is applicable to varying teaching contexts in which classes are crowded with many students, and education revolves around formal examinations that students need to pass, coursebooks are not likely to disappear in the near future. Apart from saving a lot of time for language teachers, coursebooks are an element of standardisation (Hughes, 2019), providing a fundamental basis for schools to follow simultaneously so as to meet common objectives within predictable frames of time. Despite the caveat by Hutchinson & Torres (1994) that coursebooks might sometimes be de-skilling the teacher, they can also serve in favour of language teachers by guiding and possibly showing them some alternative approaches to teach a target point (Cunningsworth, 1995).

The first research question has revealed that both the international counterpart and the local coursebook divide basic language skills into roughly predictable proportions. Assigning more than one fourth of the total activities to speaking, both books seem to pay special attention to the development of speaking skills, at least quantitatively. The international coursebook, however, displays an advantage over the local coursebook since it allocates slightly more space to speaking. Hence, *Talent 1* comes one step forwards in this analysis thanks to meeting learners with a speaking activity in nearly every third exercise within student's book. However, this quantitative difference does not necessarily put *Teenwise* at a rather inferior place, as both books are fairly close to each other in terms of the proportional distribution of speaking activities.

The second research question deals with qualitative aspect, and it is what distinguishes these coursebooks from one another. TICSA analysis demonstrates that the local coursebook is far more structural than the international one. Through a balance between structural and quasi-communicative activities, the local coursebook does avoid communicative speaking activities as much as it can. Somewhat diversely, the international coursebook primarily

makes use of quasi-communicative activities whilst keeping structural ones at a lower percentage throughout the book. Although both books are pre-communicative for the most part, the international coursebook is braver when it comes to functional communication activities, which are presented to learners through various tasks. One common inadequacy observed in both books is the lack of social interaction activities. Perhaps due to the lower proficiency level of the target learners, both books seem to eschew social interaction activities within their units: certainly, a case of *an elephant in the 'classroom'*. It is not justifiable to exclude factors of social appropriacy in speaking activities, as real communication always revolves around them, regardless of the proficiency level.

To our great chagrin, there are not enough studies in the literature for us to compare our results with. In Turkish context, no such detailed examination on speaking activities has been done beforehand. Although there have been instances of comparative coursebook analysis (e.g., Cakir, 2010; Zorba & Cakir, 2019), international coursebooks seem to have not been set against local ones with respect to speaking skills. However, there are some examples of foreign research confirming our results that language coursebooks are primarily pre-communicative (e.g., Jaime Osorio & Insuasty, 2015). For that reason, we suggest the use of TICSAs as a guiding instrument for further research to focus on which aspects of local ELT materials are in need of a revision, and how such improvements can be incorporated into local English language coursebooks.

One emergent finding is the variation between the total number of activities that these coursebooks present to learners. Those who use the international coursebook are expected to complete many more activities in the same period of time. Whilst the international coursebook complements its units with such additional sections as vocabulary and literature, the local coursebook has been found to largely rely upon a standard unit structure. Consequently, a noticeable gap between these books can easily be spotted in terms of the total number of speaking activities (i.e., 96 activities for *Talent 1* versus 48 activities for *Teenwise*). This could be because either the local coursebook underestimates what learners can do, or the international coursebook gives more flexibility to language teachers, as they can possibly choose which activity to do or leave out in the classroom thanks to having more activities at their hand. This issue of expected learner workload could be the subject of further research to see whether having more activities at one's disposal contribute to actual teaching practice.

Another issue pertains to the comprehensiveness of the coursebook pack; in other words, how teacher's books guide language teachers and make them navigate through the student's book. Even though they were excluded in the current study, if a teacher's book acts merely as an answer key for the student's book, then the coursebook pack, as a whole, becomes the subject of inquiry. Further research could focus more on the sufficiency of any additional materials that come together with coursebook packs. Nowadays, most contemporary coursebooks have begun implementing online learning systems in order to complement coursebook activities with additional quizzes, review worksheets, and so on. With the increasing number of 'smart classes' in Turkey, smartboard software is also a possible topic of research, regarding its ease of use and technical qualifications.

6. Conclusion

This comparative coursebook analysis has closely looked at how speaking is dealt with in two coursebooks. One is the local coursebook that is prescribed for the use of state schools in

Turkey, and the other one is an international counterpart that is available on the global market. Being judicious at every step, the current study has unveiled that the local coursebook prescribed by MoNE falls behind its international counterpart as regards the teaching of speaking. That is because it features fewer communicative speaking activities and is heavily dependent upon structural activities, as shown in TICSAs analysis (see Table 2). Considering that a 'language classroom is a pedagogical network interwoven with a large number of interactions that stem either from the teacher or learners' (Khan & Taş, 2019b, p. 61), failure to show the desired diversity in speaking activities could hinder the activation of many probable learner-initiated instances of interaction, which could otherwise have turned into L2 intake. From this perspective, the international coursebook seems to do a better job by providing more opportunities for functional communication and relatively more practice on quasi-communicative speaking activities, rather than firmly sticking to structural ones. However, of course, if the educational aims do not necessarily compel learners to be competent in real situations of L2 communication; then, the local coursebook, in this case, could do just as well.

It must be borne in mind that this paper is not a cursory critique of the local ELT coursebooks produced at the demand of MoNE; but rather what is implied here is the need for a more principled approach when developing materials for foreign language teaching, in particular for speaking skills. Adopting a purely communicative curriculum and, at the same time, producing an English language coursebook that contains communicative activities by 2.1% puts us into a pedagogical dilemma. If the national goal is, indeed, turning Turkish learners of English into good L2 users, then the materials provided to English language teachers should ideally be more than what is currently expected to be put to use. In order to catch up with globally available materials and prevent language teachers from selecting a commercial alternative for their classroom use, the field of materials development in Turkey needs to move forwards with braver steps trodden by subject-matter experts, in-service teachers, and ELT professionals. These careful steps could lead to a reliable resource for classroom use once the curriculum and materials match with each other on the common grounds of CLT, where pre-communicative activities are not denied but always supplemented by communicative ones.

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