



T.C.

AKDENİZ UNIVERSITY

INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGES EDUCATION

MASTER'S THESIS

**LEARNER AUTONOMY REPRESENTATIONS  
IN ENGLISH LANGUAGE TEACHING (ELT)  
COURSEBOOKS**

Çisem İNANÇ

**ENGLISH LANGUAGE TEACHING  
MASTER'S PROGRAM WITH THESIS**

Antalya, 2021

**AKDENİZ UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES EDUCATION  
ENGLISH LANGUAGE TEACHING  
MASTER'S PROGRAM WITH THESIS**

**LEARNER AUTONOMY REPRESENTATIONS IN ENGLISH LANGUAGE  
TEACHING (ELT) COURSEBOOKS**

**MASTER'S THESIS  
Çisem İNANÇ**

**Supervisor:  
Prof. Dr. Binnur Genç İLTER**

**Antalya, 2021**

## **DOĐRULUK BEYANI**

Yüksek lisans / Doktora tezi / Dönem Projesi olarak sunduĐum bu çalıřmayı, bilimsel ahlak ve geleneklere aykırı düşecek bir yol ve yardıma başvurmaksızın yazdıĐımı, yararlandıĐım eserlerin kaynakçalardan gösterilenlerden oluştuĐunu ve bu eserleri her kullanışında alıntı yaparak yararlandıĐımı belirtir; bunu onurumla doĐrularım. Enstitü tarafından belli bir zamana baĐlı olmaksızın, tezimle ilgili yaptıĐım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara katlanacaĐımı bildiririm.

30/07/2021

Çisem İNANÇ

T.C.  
AKDENİZ ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Çisem İnanç'ın bu çalışması 06/07/2021 tarihinde jürimiz tarafından Yabancı Diller Eğitimi Ana Bilim Dalı **İngiliz Dili Eğitimi** Tezli Yüksek Lisans Programında **Yüksek Lisans Tezi** olarak **oy birliği** ile kabul edilmiştir

**Başkan** :Doç. Dr. Bengü Aksu Ataç  
(Nevşehir Hacı Bektaş Veli Üniversitesi, Eğ. Fak., Yabancı Diller)

**Üye** :Doç. Dr. F. Özlem Saka  
(Akdeniz Üniversitesi, Eğ. Fak., Yabancı Diller)

**Üye (Danışman)** : Prof. Dr. Binnur İLTER  
Akdeniz Üniversitesi Eğitim Fakültesi  
Yabancı Diller Eğitimi

**YÜKSEK LİSANS TEZİNİN ADI:** LEARNER AUTONOMY REPRESENTATIONS  
IN ENGLISH LANGUAGE TEACHING (ELT) COURSEBOOKS (İngilizce Dili  
Eğitiminde (İDE) Kullanılan Ders Kitaplarında Öğrenen Özerkliği Temsili)

**ONAY:** Bu tez, Enstitü Yönetim Kurulunca belirlenen yukarıdaki jüri üyeleri tarafından uygun görülmüş ve Enstitü Yönetim Kurulunun ..... tarihli ve ..... sayılı kararıyla kabul edilmiştir.

Enstitü Müdürü

## ACKNOWLEDGEMENTS

First, I would like to express my gratitude to Prof. Dr. Binnur GENÇ İLTER, who has been by my side throughout all these years. I am thankful to her for believing in me and guiding me.

Secondly, I would like to thank Dr. Fatma Özlem SAKA and Dr. Mustafa CANER for the support they have given me during my master's study.

Then, I would like to thank my family for being by my side, mainly to my mom who gave the greatest support.

Finally, my sincere thanks to my colleagues, Dr. Aslı ÖZKUL, Dr. Gaye TOPA ÇİFTÇİ and Sinem ARSLAN DÖNMEZ, who gave all support in my hard times during my study.

Çisem İNANÇ

## **ABSTRACT**

### **Learner Autonomy Representations in ELT Coursebooks**

İnanç, Çisem

Master of Arts, English Language Teaching Department

Supervisor: Prof. Dr. Binnur GENÇ İLTER

June 2021, 116 pages

Learner autonomy has been a very popular research area in language learning and teaching for a long time. Holec (1979) defines learner autonomy as “the ability to take charge of one’s own learning” (p. 4). Fenner (2000) believes that all materials provided by textbooks are significant because of their potential for teaching when learners have the opportunity to take responsibility for their own learning. Significantly, Reinders and Bałçıkanlı (2011) suggest that language courses, and surely, textbooks used in that course are the most possible contexts in which learners encounter the concept of autonomy. Judging from the importance of textbooks in language learning, textbooks need to be examined systematically through some material evaluation approaches if it is believed that they have an important role to promote learner autonomy (Fenner, 2000).

This study examines learner autonomy representations in two different English Language Teaching (ELT) textbooks published by foreign publishing houses. 58 English instructors who work at state, private, and foundation institutions in Turkey participated in this study. Document analysis has been carried out by the author for this study. Also, a checklist for learner autonomy components in the textbooks has been created for this study by the author. In addition, an open-ended questionnaire consisting of seven open-ended questions has been conducted with ten participants.

The results reveal that ELT textbooks contain recent, interesting, common, authentic, and daily contents and subjects, which motivate learners to be engaged with the textbooks and the contents and subjects consider learners’ experiences. Also, they promote self-study for all different skills. It is also found that ELT textbooks include a detailed overview page to make learners follow the textbooks easily and monitor their learning and the layouts of the textbooks are convenient and easy to follow. Additionally, the textbooks contain informative and functional visuals and colorful and well-organized design to affect learners’ preferences positively. What’s more, it is

discovered that ELT textbooks are easy to access and they are up to date. They provide supplementary materials and tasks, online platforms, and technology integrated materials to allow learners to study outside of the classroom. Moreover, ELT textbooks promote self-assessment for students through some sections by checking their comprehension and learning and they enhance students' self-monitoring by controlling what they have learnt and to what extent. According to the results, ELT textbooks provide learners some components related to autonomous learning such as learning management systems, self-checklists, self-evaluation, learning resources and guided activities. In addition, clear instructions and activities, comprehensible question structures, clearly given task objectives, and revision parts are considered as components that are related to learner autonomy. Especially considering Covid19 pandemic process, the results reveals that ELT textbooks assist learners to study independently and individually and they foster learners' out-of-class learning through the characteristics related to learner autonomy as mentioned all above.

**Keywords:** *textbook, learner autonomy, learning foreign language, ELT, autonomous learning, out-of-class learning, independent learning, learner autonomy components*

## ÖZET

### İngilizce Dili Eğitiminde Kullanılan Ders Kitaplarında Öğrenen Özerkliği Temsili

İnanç, Çisem

Yüksek Lisans, İngiliz Dili Eğitimi Bölümü

Tez Danışmanı: Prof. Dr. Binnur GENÇ İLTER

Haziran 2021, 116 sayfa

Öğrenen özerkliği, uzun zamandır dil öğrenimi ve öğretiminde çok popüler bir araştırma alanı olmuştur. Holec (1979), öğrenen özerkliğini “kişinin kendi öğrenmesinin sorumluluğunu üstlenme yeteneği” olarak tanımlar (s. 4). Fenner (2000), öğrencilerin kendi öğrenmeleri için sorumluluk alma fırsatına sahip oldukları zaman ders kitaplarının sağladığı tüm materyallerin, öğretme potansiyelleri nedeniyle önemli olduğuna inanmaktadır. Reinders ve Balçıklan (2011), dil derslerinin ve elbette o derste kullanılan ders kitaplarının öğrencilerin özerklik kavramıyla en muhtemel karşılaştıkları bağlamlar olduğunu öne sürmektedir. Ders kitaplarının dil öğrenimindeki öneminden hareketle, öğrenen özerkliğini geliştirmede önemli bir role sahip olduğuna inanılıyorsa, ders kitaplarının bazı materyal değerlendirme yaklaşımlarıyla sistematik olarak incelenmesi gerekir (Fenner, 2000).

Bu çalışma, İngilizce dili eğitiminde (İDE) ders kitaplarında bulunan öğrenen özerkliği temsillerini incelemektedir. Bu çalışmaya Türkiye’de bulunan devlet, özel ve vakıf kurumlarında çalışan 58 İngilizce öğretmeni katılmıştır. Bu çalışmada bahsi geçen kitaplar belge analizi yöntemiyle incelenmiştir. Bu çalışmada kitaplardaki öğrenen özerkliği unsurları için bir kontrol listesi yazar tarafından oluşturulmuştur. Ek olarak, yedi açık uçlu sorudan oluşan bir açık uçlu anket on katılımcı tarafından cevaplanmıştır. Sonuçlar, İDE ders kitaplarının, öğrencileri ders kitaplarıyla etkileşime girmeye motive eden yeni, ilginç, yaygın, otantik ve günlük içerik ve konular içerdiğini ve içerik ve konuların öğrencilerin deneyimlerini dikkate aldığını ortaya koymaktadır. Ayrıca, bütün beceriler için kendi kendine çalışmayı teşvik ederler. İDE ders kitaplarının, öğrencilerin ders kitaplarını kolayca takip etmelerini ve öğrenmelerini izlemelerini sağlamak için ayrıntılı bir genel bakış sayfası içerdiği ve ders kitaplarının düzeninin uygun ve takip edilmesi kolay olduğu da bulunmuştur. Ayrıca ders kitapları, öğrencilerin tercihlerini olumlu yönde etkilemek için bilgilendirici ve işlevsel görseller ile renkli ve iyi organize edilmiş tasarım içerir.



Dahası, İDE ders kitaplarının kolay erişime sahip olduğu ve güncel oldukları keşfedilmiştir. Öğrencilerin sınıf dışında ders çalışmasına olanak tanımak için tamamlayıcı materyaller ve görevler, çevrimiçi platform ve teknolojiyle bütünleşmiş materyaller sağlarlar. Ek olarak, İDE ders kitapları, öğrencilerin anlamalarını ve öğrenmelerini kontrol etmeleri ve neyi ve ne ölçüde öğrendiklerini kontrol etmek için kendi kendilerini izlemeleri için bazı bölümler aracılığıyla öz değerlendirmeyi teşvik eder. Sonuçlara göre, İngilizce eğitimi ders kitapları öğrencilere öğrenme yönetim sistemleri, öz denetim listeleri, öz değerlendirme, öğrenme kaynakları ve rehberli etkinlikler gibi özerk öğrenmeyle ilgili bazı bileşenler sağlar. Ek olarak, açık talimatlar ve etkinlikler, anlaşılır soru yapısı, açıkça verilen görev hedefleri ve revizyon bölümleri, öğrenen özerkliğiyle ilgili bileşenler olarak kabul edilir. Özellikle Covid19 pandemi süreci göz önüne alındığında, sonuçlar ELT ders kitaplarının öğrenenlerin bağımsız ve bireysel çalışmasına yardımcı olduğunu ve yukarıda da bahsedildiği gibi öğrenen özerkliği ile ilgili özellikler aracılığıyla öğrenenlerin sınıf dışı öğrenmelerini teşvik ettiğini ortaya koymaktadır.

**Anahtar Kelimeler:** ders kitabı, öğrenen özerkliği, yabancı dil, İngilizce eğitimi, özerk öğrenme, sınıf dışı öğrenme, bağımsız öğrenme, öğrenen özerkliği bileşenleri

## **TABLE OF CONTENTS**

ACKNOWLEDGEMENTS .....	i
ABSTRACT .....	ii
ÖZET .....	iv
TABLE OF CONTENTS .....	vi
LIST OF TABLES .....	ix
LIST OF ABBREVIATIONS .....	xi

### **CHAPTER I INTRODUCTION**

1.1. Background of the Study .....	1
1.2. Statement of the Problem .....	2
1.3. Purpose of the Study .....	3
1.4. The Significance of the Study .....	3
1.5. Assumptions .....	4
1.6. Limitations .....	4

### **CHAPTER II LITERATURE REVIEW**

2.1. Introduction .....	5
2.2. The Reasons of Textbook Evaluation.....	5
2.2.1. Material Evaluation Approaches .....	7
2.3. Importance of a Textbook in ELT .....	8
2.4. Learner Autonomy Definitions.....	11
2.5. Importance of Learner Autonomy .....	13
2.6. Studies from Abroad.....	15
2.7. Studies from Turkey .....	17
2.8. Learner Autonomy and Textbooks .....	20

### **CHAPTER III METHODOLOGY**

3.1. Introduction .....	21
3.2. Research Method .....	22

3.3. Materials of the study .....	22
3.4. Participants of the study .....	23
3.5. Data Collection Instruments .....	26
3.5.1. Structured Open-ended Questionnaire .....	26
3.5.2. Checklist for Learner Autonomy Components in ELT Textbooks.....	27
3.6. Data Collection Procedure.....	27
3.7. Data Analysis.....	28
3.7.1. A Checklist for Learner Autonomy Components .....	28
3.7.2. Open-ended Questionnaire .....	28

## **CHAPTER IV**

### **FINDINGS**

4.1. Introduction .....	30
4.2. Do the textbooks used in English Language Teaching (ELT) support learner autonomy? If yes, what features of the textbooks provide it? .....	30
4.2.1. Contents and Subjects' Features .....	30
4.2.1.1. The Findings from the Document Analysis .....	30
4.2.1.2. The Findings from Thematic Analysis.....	33
4.2.2. Skills and Sub-skills Sufficiency .....	37
4.2.2.1. The Findings from the Document Analysis .....	37
4.2.2.2. The Findings from Thematic Analysis.....	44
4.2.3.1. The Findings from the Document Analysis .....	50
4.2.3.2. The Findings from Thematic Analysis.....	51
4.2.4. Practicality of the Textbooks .....	54
4.2.4.1. The Findings from the Document Analysis .....	54
4.2.4.2. The Findings from Thematic Analysis.....	57
4.2.5. Learner Autonomy Components in the Textbooks.....	64
4.2.5.1. The Findings from the Learner Autonomy Checklist .....	64
4.2.5.2. The Findings from the Document Analysis .....	65
4.2.5.3. The Findings from Thematic Analysis.....	69
4.2.6. General Beliefs of English Instructors towards Learner Autonomy in the Textbooks .....	76
4.2.6.1. The Findings from Thematic Analysis.....	76

**CHAPTER V**  
**DISCUSSION, CONCLUSION AND SUGGESTIONS**

5.1. Introduction .....	84
5.2. Discussion.....	84
5.2.1. Do the textbooks used in English Language Teaching (ELT) support learner autonomy? If yes, what features of the textbooks provide it? .....	84
5.2.1.1. Contents and Subjects Features .....	84
5.2.1.2. Skills and Sub-skills Efficiency .....	85
5.2.1.3. Convenience of Layout and Design .....	87
5.2.1.4. Practicality of the Textbooks .....	88
5.2.1.5. Learner Autonomy Components in the Textbooks .....	89
5.2.1.6. General Beliefs of English Instructors towards Learner Autonomy in the Textbooks .....	91
<b>REFERENCES</b> .....	<b>95</b>
<b>APPENDICES</b> .....	<b>101</b>
<b>APPENDIX 1: QUESTIONNAIRE</b> .....	<b>101</b>
<b>APPENDIX 2: Checklist for Learner Autonomy Components in ELT Textbooks</b> .....	<b>102</b>
<b>APPENDIX 3: ANKET</b> .....	<b>103</b>
<b>APPENDIX 4: İngilizce Kitaplarındaki Öğrenen Özerkliği Unsurları için Kontrol Listesi</b> .....	<b>104</b>
<b>ÖZGEÇMİŞ</b> .....	<b>105</b>
<b>İNTİHAL RAPORU</b> .....	<b>107</b>

## LIST OF TABLES

Table 3.1. The materials used in study .....	24
Table 3.2. The Results of Descriptive Statistics .....	25
Table 4.1. The findings from document analysis related to contents and subjects of English File .....	32
Table 4.2. The findings from document analysis related to contents and subjects of Empower .....	33
Table 4.3. The findings from thematic analysis related to contents and subjects of English File .....	35
Table 4.4. The findings from thematic analysis related to contents and subjects of Empower .....	37
Table 4.5. The findings from document analysis related to skills and sub-skills sufficiency of English File .....	41
Table 4.6. The findings from document analysis related to skills and sub-skills sufficiency of Empower .....	44
Table 4.7. The findings from thematic analysis related to skills and sub-skills sufficiency of English File .....	46
Table 4.8. The findings from thematic analysis related to skills and sub-skills sufficiency of Empower .....	49
Table 4.9. The findings from document analysis related to convenience of layout and design of English File .....	51
Table 4.10. The findings from document analysis related to convenience of layout and design of Empower .....	52
Table 4.11. The findings from thematic analysis related to convenience of layout and design of English File .....	53
Table 4.12. The findings from thematic analysis related to convenience of layout and design of Empower .....	54
Table 4.13. The findings from document analysis related to practicality of English File .....	57
Table 4.14. The findings from document analysis related to practicality of Empower .....	58
Table 4.15. The findings from thematic analysis related to practicality of English File...	60
Table 4.16. The findings from thematic analysis related to practicality of Empower .....	64

Table 4.17. Learner autonomy components of English File .....	65
Table 4.18. Learner autonomy components of Empower .....	66
Table 4.19. The findings from document analysis related to learner autonomy components in English File .....	69
Table 4.20. The findings from document analysis related to learner autonomy components in Empower .....	70
Table 4.21. The findings from thematic analysis related to learner autonomy components in English File .....	72
Table 4.22. The findings from thematic analysis related to learner autonomy components in Empower .....	76
Table 4.23. The findings from thematic analysis related to learner autonomy in English File .....	78
Table 4.24. The findings from thematic analysis related to learner autonomy in Empower .....	83

## **LIST OF ABBREVIATIONS**

**ELT:** English Language Teaching

**CEFR:** Common European Framework of Reference for Languages

**FL:** Foreign Language

**IS:** Integrated Skills

**P:** Participant

**S:** Student

**LMS:** Learning Management System

**Q:** Question

**LA:** Learner Autonomy

**CLMS:** Cambridge Learning Management System

**EF:** English File

**İDE:** İngiliz Dili Eğitimi

## CHAPTER I

### INTRODUCTION

#### 1.1. Background of the Study

It has been stated that learner autonomy has a considerable role in foreign/second language learning. Holec (1996) argues that it is necessary to investigate learner autonomy more deeply due to the increase of the number of language learners and the diversity of their needs. Thus, it is not possible to identify specific needs of language learners easily, so it can be claimed that language learners should take the responsibility of their learning to become independent and competent learners. Benson (2013) states that it can be an advantage to give independence to language learners in some areas of their learning process because it is not always easy to define individual needs of each learner as a target in a larger classroom setting. That's why learners ought to decide what content is learnt or which method is used on their own to foster their autonomous learning. According to Wall (2003), to become an autonomous learner, an individual needs to have the capacity of devotion to improve and to be aware of the priorities in their learning process to control and monitor their learning by accessing richer sources in order to enhance their learning. Dickinson (1987) claims that learners are independent of the control of their instructors or institutions in choosing what is more useful for their learning.

Material evaluation is to notice the strengths and weaknesses of the textbooks and to compare them with each other (Cunningsworth, 1995). According to Apple and Christian-Smith (1991), textbooks are the carriers of knowledge and tools of ideological reproduction, thus material evaluation, especially of textbooks, is of great importance to increase learning capacity.

Learner autonomy and material evaluation separately have been well-known research fields in language teaching in Turkey and abroad. Yet, there is little research based on the marriage of learner autonomy and material evaluation even though textbooks are the most probable ways which learners will get into touch with the concept of autonomy (Reinders& Balçıkanlı, 2011). Also, there is a gap in the



literature linked to the concept of learner autonomy in ELT textbooks although few studies investigate self-access materials used for ELT (Reinders& Lewis, 2005; Reinders& Balçıkanlı, 2011). Regarding these gaps in the field, learner autonomy representations in ELT textbooks should be scrutinized to identify weaknesses and strengths of the textbooks and their components related to learner autonomy.

## **1.2. Statement of the Problem**

It is a well-known fact that language learning can be obtained beyond the classroom settings since autonomous learning has a very great deal of significance in language learning. Holec (1996) believes that it is beyond the limit of a school setting and it is a life-long process of developing awareness due to the fact that autonomous learning is a double process that includes learning the foreign language and learning how to learn. It is accepted that autonomous learning is a complicated process which does not naturally occur. Thus, material used in language learning has a great value to stimulate students' independent learning. Fenner (2000) states that the textbooks help foster learner autonomy. Materials are likely an aid which provides ease to learners and learners may have the feeling of comfort with written materials which have plenty of white space rather than materials which have many various activities on the same page (Tomlinson, 2011). As mentioned above, according to Reinders and Balçıkanlı (2011), textbooks are the most likely way in which learners will encounter ideas about autonomy (p. 6). So, it is believed that ELT textbooks can help learners foster their autonomy and provide an autonomous learning setting in some ways. For this reason, this current study is carried out to scrutinize whether English Language Teaching (ELT) textbooks foster learner autonomy, how ELT textbooks provide learner autonomy, which components of the ELT textbooks support or do not support learner autonomy and what are beliefs that the users of the ELT textbooks have towards learner autonomy. In this way, it is targeted to provide some insights regarding this issue contribute limited studies in this research field and establish a base for future research.

### **1.3. Purpose of the Study**

This research aims to explore learner autonomy representations in English Language Teaching (ELT) textbooks by evaluating two different textbooks published by foreign publishing houses in terms of learner autonomy. For this purpose, the following research questions and sub-questions are addressed in this thesis:

- 1.** Do the textbooks used in English Language Teaching (ELT) support learner autonomy? If yes, what features of the textbooks demonstrate supporting learner autonomy?
  - 1.1.** How do the content and subject of the textbooks support learner autonomy?
  - 1.2.** Do the presentation of skills and sub-skills given in the textbooks support learner autonomy?
  - 1.3.** Do layout and design of the textbooks support learner autonomy?
  - 1.4.** Do practicality of the textbooks support learner autonomy?
  - 1.5.** From instructors' perspectives, do the textbooks support learner autonomy? If yes, which components provide learner autonomy?
  - 1.6.** What are the beliefs and thoughts of English instructors who are currently using these textbooks towards learner autonomy?

### **1.4. The Significance of the Study**

This research is based on whether ELT textbooks foster learner autonomy or not and, if yes, which components inside promote autonomous learning. Thus, it is believed that the results of this study help learners and instructors to choose better textbooks in foreign language learning and teaching and publishing houses to notice weaknesses and deficiencies of their textbooks and give an opportunity to revise them. Also, it is hoped that the results of this research will contribute to closing the gap in the literature regarding the combination of learner autonomy and textbook evaluation.

### **1.5. Assumptions**

In this study, learner autonomy representations in English Language Teaching (ELT) textbooks will be scrutinized by evaluating two different textbooks published by foreign publishing houses. For this reason, it is assumed that the instructors give reliable and consistent answers to the checklist questions. As answering an open-ended questionnaire is quite subjective, it is supposed that the instructors give honest, sincere, and consistent answers to the questions in the open-ended questionnaire.

### **1.6. Limitations**

The study was carried out in different levels and in different types of institutions in Turkey. Although most participants work in preparatory schools at the universities in Turkey, few participants work in primary, secondary, and high schools. So, there is not a balance on the proficiency of English level among the textbooks which the participants use. Also, this study is limited to two textbooks, English File and Empower. Moreover, it had been planned to obtain qualitative data by interviewing with the participant at first, but it had to be changed to an open-ended questionnaire because of Covid-19 pandemic. Based on these limitations, the results of this study may not be generalized to the whole population of teachers who use the textbooks chosen for the purpose of this study.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Introduction

In this chapter, related literature review is presented as follows: (i) the reasons of textbook evaluation, (ii) material evaluation approaches, (iii) importance of a textbook in ELT, (iv) learner autonomy definitions, (v) importance of learner autonomy, (vi) studies from abroad, (vii) studies from Turkey, and (viii) learner autonomy and textbooks.

#### 2.2. The Reasons of Textbook Evaluation

There have been several purposes of textbook evaluation provided in the literature. Textbooks can be evaluated either to determine strengths and weaknesses of the textbooks or to adopt a new textbook. Cunningsworth (1995) explains some reasons for materials evaluation such as the purpose for adoption of new textbooks, identification of strengths, and weaknesses in textbooks which are used currently and comparison among textbooks. In terms of professional development, teachers exploit textbooks in order to obtain better and beneficial understandings for the nature of the materials and for pre-service teachers, it is an important opportunity to search for textbooks and get acquainted with diverse published materials (Cunningsworth, 1995, p. 14).

According to Tomlinson (2012), material development which includes material evaluation has received little consideration until recently in literature on applied linguistics, it was seen as a subsection of methodology, rather than a field until 1990s and material evaluation was emphasized in only a few books and articles in the 1970s and 1980s. Evaluating textbooks is a worthy process to analyze the qualification of the textbooks. McDonough and Shaw (2013) define that material evaluation is a process containing to assess the value of a set of learning instruments (p. 50) and Hutchinson and Waters (1987) state that textbook evaluation is fundamentally a simple and analytical process which is matching needs to possible remedies, therefore; an attentive evaluation could save a lot of disappointment and money.

Nowadays, material evaluation has more importance than ever before because there are a great range of options for materials in language learning, so it is necessary to assess the materials to promote better settings for the learners. Littlejohn (2011) claims that the need for many additional materials and provision of many resources by publishers to survive in that competition create necessity for materials analysis more than ever before to recognize an influence beyond basically language learning they present. Also, Sheldon (1988) suggests that textbooks symbolize “*the visible heart of ELT program*” for pupils and teachers (p. 237) and the selection of them seems to be an educational decision which is considered professional, monetary, and even political investment. That’s why methodical assessment of textbooks is a very significant subject.

On the other hand, textbooks are considered as a vehicle to obtain knowledge and to provide language skills in an effective way and as a layout of language learning basically. According to Vartanian (1962), a textbook is seen as a source of information, framework of study, a tool for improving skills, and intellectuality for students and teachers, therefore it creates a need for selecting a proper and beneficial textbook as it is seen as one significant feature of good teaching. From Apple and Christian-Smith perspective (1991), textbooks are both the carriers of subject knowledge and the vehicles of ideological reproduction (as cited in Khodadady& Shayesteh, 2016). In addition, textbooks should piece together learners’ various racial and cultural backgrounds and let them recognize different points of views and voices (Shin, Eslami& Chen, 2011). Meanwhile, materials evaluation, especially of textbooks, has a great importance to enhance learning capacity

Ellis (1997) states that teachers need to conduct a predictive evaluation of materials for the best decision which matches their objectives and after using the materials once, a further evaluation which is called retrospective evaluation is necessary to judge whether the materials have been effective during their teaching (p. 36). Grant (1987, p. 118) believes that there is no perfect textbook but a possible perfect one can be found which supplies following conditions: students’ needs, interests and capability, teachers’ preference and the needs of official syllabi or examinations. Hence, it is emphasized that textbook evaluation is a significant issue.

### **2.2.1. Material Evaluation Approaches**

To begin with, Davison (1976) presents five prominent categories for selecting and evaluating materials and he lists five categories. The category “student and text relationship” covers whether the material is appropriate in accordance with the age of learners, their linguistic background, their levels and learning styles, and the content for learners. The category “the curriculum and text” aims to find out whether the goals of the curriculum match the material, whether the material allow its effective use at allocated time (weekly, monthly, periodically, yearly), whether there are ideological restrictions in the material, and whether the material is suitable in terms of methodological needs determined by teachers or administrators. The category “class size and text” aims to investigate if objectives and methodology of the material are acceptable for a given circumstance for large classes. The category “teacher and text” depends on teachers’ fluency, existence of the teacher’s manual and teachers’ experiences in language teaching. Davison (1976) suggests an outline for what to search for the last category “internal construction of the text”.

Another research by Candlin and Breen (1987) suggest a guide in which there are two phases for material evaluation. Phase one consists of several questions in order to evaluate whether materials are useful or not. This phase is particularly related to what the objectives and content of the materials are, what the materials expect learners to do, what materials expect teachers to do, and how functional the materials are as a source. Candlin and Breen (1987) list 18 questions as initial questions based on four main issues/topics. Phase two scrutinizes the initial questions more deeply and some criteria are suggested in this phase. They give some specific questions to teachers for a deep investigation of materials in phase two and these questions focus on learner needs and interests, learner approaches to language learning, and the teaching/learning process in their classroom. Phase two aims to create suitable and effective criteria for material evaluation.

In addition to previous studies, Breen (1989) states that materials can be considered as work plans or constructs at the pre-use stage, materials are judged in process during use and outcomes from materials use are evaluated while retrospective evaluation. Predictive evaluation aims to determine suitability of materials for a specific context and it is carried out through using checklists and guidelines.

Tomlinson (1998) suggests long-term and systematic evaluations of materials generally seemed to be successful (p. 5).

Lastly, McDonough and Shaw (1995) offer two stages-approach for textbook evaluation. The first stage, external evaluation, provides a brief overview of the textbooks by looking at the outside. External evaluation aims to scrutinize basically the organization of the textbooks as stated clearly by the publishing houses by looking at the blurb, the claims of the publishing houses, the introduction, and the table of contents. For external evaluation, cover, the introduction and table of the contents of the textbooks in the study were examined by the intended audience, the proficiency level, the context and presentation of language items, whether the materials are to be core or supplementary, the role and availability of a teacher's book, the inclusion of a vocabulary list, the table of the contents, the use of visuals and presentation, the cultural specificity of the textbooks, the provision of digital materials, and inclusion of tests. According to McDonough and Shaw (1995), the table of contents builds a bridge between the exterior assertion made for the textbooks and what will be inside. Some of the assertions made for the textbooks were noted down for inquiry in internal evaluation and key terms from introduction were noted down. This is the overall look of the textbooks. Then, this stage is come after by an intimate and more elaborative *Internal Evaluation* which is the second stage of the approach. This stage is an in-depth investigation of the textbooks. Internal evaluation aims to find out whether the factors mentioned in the first stage promises the internal consistency and setup of the textbooks as claimed by the publishing houses.

### **2.3. Importance of a Textbook in ELT**

Textbooks have been seen as a core material in foreign/second language learning and teaching because they are ready-pack and well-designed materials. A textbook can be used for various purposes by teachers such as a main resource of their teaching, a kind of supplementary material, and an oracle for in-class activities or even the curriculum (Garinger, 2002). Kılıç and Seven (2006) state that textbooks are the most used materials which are needed during the successful implementation of the strategies, methods, and techniques that should be used in teaching. Also, a textbook is a vehicle which provides various authentic texts and real-life based activities.

According to Richards (2007), textbooks are significant sources which provide language input to the class and Graves (2000) notes that a textbook is a stimulus or a vehicle during the teaching and learning process (p. 175). The textbook is a basis for traditional classroom instruction and exposition of valid principles in given subjects (Brammer 1967, as cited in Laspina, 2009). Moreover, the textbooks help instructors implement the target language in and even beyond classroom settings. According to Erbaş, Alacacı and Bulut (2012), textbooks are important tools for teachers to understand subjects and concepts in the curriculum and to implement a designed curriculum (as cited in Caner& Kurt, 2020). Kalmus (2004) indicates that textbooks are considered as significant tools for transmitting information and values to the young generation, and thus for reproduction or transformation of the social order (p. 479).

Regarding the importance of using textbooks in English Language Teaching (ELT), there are many advantages of using textbooks because they are well-designed materials and they are prepared by specialists. Moreover, they provide authentic and up-to-date language and different kinds of authentic texts in different skills. In general, the textbooks supply additional materials to practice in and out of the classroom. Graves (2000) and McGrath (2001) explain some benefits of using a textbook as follows:

- provision of a syllabus which is based on authors' decisions about what will be learned in what order,
- provision of secure to learners that they are aware of what to expect and what is expected of learners,
- provision of visual aids, various reading texts, different activities which help teachers save time in creating such materials,
- provision of assessment of students' learning which is a basis for teachers,
- inclusion of supplementary materials such as teachers' manual, additional activities, videos etc.,
- provision of consistency within a program across a specific level because of the sequence in textbook series (p. 174).

Grant (1987) supports the advantages of textbooks in the basis of identification of what and which order should be taught and learned, indication of what methods should be used, and provision of additional necessary materials. Also, textbooks might save teachers' time and they serve students as learning-aids (p. 7).



Apart from the benefits of the textbooks, they also have important roles in both language learning and teaching processes. Cunningsworth (1995) agrees that a tool that accomplishes goals and objectives which are set based on learner needs is a textbook and lists several prominent roles of a textbook as seen below:

- a resource for presentation material,
- a source of activities for learner practice and communicative interaction,
- a reference source for learners on grammar, vocabulary, pronunciation, etc.,
- a source of stimulation and ideas for classroom language activities,
- a syllabus (where they reflect learning objectives which have already been determined),
- a resource for self- directed learning or self-access work,
- a support for less experienced teachers who have yet to gain in confidence (p. 7).

Besides, Harwood (2014) points out that it is necessary to focus on published textbooks due to their lack of the needs of learning and teaching objectives and institutional allowance, so users of textbooks might desire to supply additional materials to their learners' needs, while analyzing unpublished, individual-produced materials.

It is also concluded by some educationalists that a perfect vehicle for powerful and long-lasting change is provided by the well-used and qualified textbooks (Hutchinson& Torres, 1994). Hutchinson and Torres (1994) emphasize that it is likely to be considered as an insecure environment which can damage individuals to accommodate that change by any attempts without a textbook and only a textbook may offer the level of structure for teachers which is formed with fully understandable and 'routinize' change.

In addition to the benefits of using a textbook mentioned above, it prevents teachers from wasting their time and money. Instructors also do not need to become a master in material development if they use textbooks. Richards (1993) states that using a textbook provides time and cost benefits to teachers and schools because teachers do not need to prepare a material before teaching and in that case they do not need training based on how to prepare materials and also teachers cannot be aware or master of current research and theory but publishers and textbook designers can bring new approved approaches in the field to the materials. As mentioned before, a

textbook is considered as the core of foreign/second language learning. According to Davison (1976), a textbook has a great importance in foreign language learning after the teacher. Because of it, it is very significant to choose the most suitable book for a given situation.

There is no doubt that textbooks have a great significance for language learning and teaching, and they have lots of benefits. Also, textbooks are the most probable ways in which learners will get in touch with the concept of autonomy (Reinders& Balçıkanlı, 2011).

#### **2.4. Learner Autonomy Definitions**

Nowadays, the concept of learner autonomy is a well-known subject to discuss and study and there has always been an attempt to define the term of learner autonomy.

The development of adult education in Europe was influenced directly by the rise of autonomy which was regarded as an educational ideal that the concern for minority rights was considered one of the main factors emerging from it (Gremmo& Riley, 1995; Little, 2007). Little (2007) adds that the concept of learner autonomy was related to self-access learning systems and it was regarded as a matter for learners who do things on their own in the early 1980s. With the effect of learner-centered theories, it was the beginning of a debate in language teaching by the end of the 1980s and more curricula started to include learner autonomy through the 1990s. Now, learner autonomy is considered as a concept in which learners do something on their own for themselves rather than necessarily.

Schwartz (1973) defines autonomy as the ability to be responsible for one's own issues (as cited in Holec, 1981). The primary definition of autonomy is “the ability to take charge of one’s own learning” (Holec, 1979, p. 4) which takes part in *Autonomy and Foreign Language Learning* that is first published by the Council of Europe (as cited in Holec, 1981). Holec (1979, as cited in 1981) explains the motto “*taking charge of one’s own learning*” as to hold accountability for decisions of his or her learning, which are setting the objectives, stating the contents and progress, picking methods and techniques, monitoring the procedure of acquisition properly

speaking and evaluating what has been acquired. Additionally, autonomy is a term defining a potential capacity to act in learning (Dickinson, 1995; Holec, 1981).

The notion of autonomy is grounded on constructivist psychological theory which refers to the idea that an individual attempts in an on-going process to figure out the world around him/her based on his/her previous experience and background (Fenner, 2000). Recently, to define what autonomy is has been a concern in academic context, as well. The notion “autonomy” has been related to Western liberal democracy for some, on the other hand, autonomy from learning means that learners (and their teachers) need to be free to do whatever they satisfy. Autonomy is now defined as a characteristic of language learners around the world (Little, 2007, p. 15).

Benson (2006) adds a deeper perspective to the notion of learner autonomy. According to Benson (2006), autonomy is related to people who take more control over their lives individually and collectively and autonomy in language learning refers to language learning practices involving learners' control over aspects of their learning or, moreover, out-of-classroom learning (Benson, 2013). He (2006) states that autonomy and autonomous learning are not covered by the terms of 'self-instruction', 'self-access', 'self-study', 'self-education', 'out-of-class learning', or 'distance learning' which define different ways and degrees of learning by yourself, and 'independent learning' and 'self-directed learning' which refer to ways of learning by yourself and which are often used in the same meaning for autonomy, but autonomy actually refers to abilities and attitudes. It can be said from Benson's words that learning by yourself does not mean having the capacity or ability to learn by yourself. In addition, Boud (1988, p. 23) states that 'the main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction.'

Benson (1997) also defines different versions of autonomy. Autonomy is 'the act of learning on one's own and the technical ability to do so' in the technical versions. To mention psychological versions, autonomy is 'the internal psychological capacity to self-direct one's own learning' and the political versions of learner autonomy are 'control over the content and processes of one's own learning'.

Little (1990) states that autonomy is not a behavior which is single and easily definable or a constant state. Similarly, Dickinson (1987) explains that autonomy is a condition in which learners have responsibilities of all the judgment related to their learning and the implementation of the judgment. Therefore, it can be surely noted that learners who take responsibilities for their learning should have some special characteristics. Dickinson (1993) lists the characteristics of autonomous learners:

- a. identification of what's been taught/awareness of teacher' objectives,
- b. formulation their own learning objectives in collaboration with the teacher rather than in competition,
- c. selection and implementation suitable learning strategies consciously,
- d. identification strategies that are not working for them and switching them confidently,
- e. self-assessment/monitoring their own learning consciously.

Finally, there are some various ways to use learner autonomy in language teaching. Benson and Voller (1997) specify at least five different ways for the term autonomy which has been used in language instruction as (i) situations in which learners study entirely on their own, (ii) a set of skills which can be comprehended and implemented in self-directed learning, (iii) an inborn capacity which is suppressed by institutional education, (iv) the exercise of learners' responsibility for their own learning and (v) for the right of learners to determine the direction of their own learning (p. 1).

## **2.5. Importance of Learner Autonomy**

The importance of learner autonomy has been a debatable issue in the field of foreign/second language learning. Research shows that there is no doubt that learner autonomy has a vital role in language learning. Cotterall (1995) suggests philosophical, pedagogical, and practical reasons why autonomy is appealing. First, the philosophical reason is grounded on the sense that learners have the right to decide about their learning and have the freedom to decide their learning is the key for

powerful functioning in society. One way of maximizing life choices of learners is to assist them become more independent in their learning. Secondly, the pedagogical reason is based on the idea that adults learn more efficiently when they have the right to affect aspects of process such as the pace, sequence, mode of instruction, and the content (Candy, 1988, p. 75). When learners are involved in deciding and making choices about dimensions of instruction, they probably feel more secure in the learning process (Joiner, as cited in McCafferty 1981). Lastly, the practical ground is that a teacher might not be available to help all the time and learners need to be able to handle their own learning due to inaccessibility of individual instruction which they require in order to become proficient in the language. Therefore, learners become more efficient in their language learning when they create solutions to their problems rather than waiting for teacher for provision of resources.

Little (n.d.) states that autonomy is a primary human need and intrinsic motivation feeds it. According to Little (n.d.), this is the explanation how learner autonomy solves the problem of learner motivation. When learners take responsibility for their own learning and for development of ability of reflective self-management in their learning, they use their intrinsic motivation and when they succeed in their learning, the success makes intrinsic motivation stronger. To sum up, Little (n.d.) suggests that due to the fact that autonomous learners are motivated and reflective learners, their learning is sufficient and effective and this means that their effectiveness and sufficiency in the classroom help them apply it to real situations outside the classroom.

In addition, Dickinson (1995) supports that learners who are interested in their learning with their intrinsic motivation rather than outer reinforcements are probably to become more effective learners. The Carnegie Project (de Charms, 1984, as cited in Dickinson, 1995) stresses that encouragement of learners for controlling their own learning and taking charge of it can enhance their motivation. It means that enhancing motivation has similar aspects of learner preparation for autonomy and this preparation reversely can assist learners enhance their motivation for learning.

Little (1995) explains the importance of learner autonomy with “a positive relation between present and future learning” which can be explained that autonomous learners who take over responsibility for their own learning can achieve their learning aims and they can continue having a positive manner to future learning when they

succeed their aims. Harmer (2007) suggests that class time is never enough for students to learn a language because of the complexity and variety of the language and learners need to be exposed to language and have opportunities for use which have importance for real progress. So, learners need to become autonomous developing their own learning strategies to go beyond the limits of classroom time.

## **2.6. Studies from Abroad**

There are many studies on learner autonomy conducted both abroad and in Turkey and some of the studies from abroad are presented in this section.

In a study conducted by Chan in 2003, instructors' interpretations of their positions and responsibilities, their assessments of their students' decision-making abilities, and the autonomous language learning experiences they have enabled their students to participate in the lesson were investigated. This study reveals that instructors regard themselves more responsible for methodological features in language learning process and for motivating to learners about being responsible for assessment and evaluation of their own learning, but they feel less responsible for engaging learners' outside class activities and their progress outside the class.

In another research, Reinders and Lewis (2005) investigated 25 materials which were developed to evaluate the sufficiency of the self-access center of a university through a checklist. The results show that many materials do not involve the types of necessary support in a self-access context and the features most mentioned by teachers that the materials are easily accessible, and they enhance the development of learners' language learning strategies.

Another study examined the link between learner autonomy and proficiency level of English. The study was carried out with 721 Japanese university students from 16 universities to understand their perceptions towards their learning and autonomy by the means of questionnaires. The results reveal that there is a linear relationship between learner autonomy and English proficiency level, which means learners with high proficiency level in English show "independent users" manners, whereas learners with low proficiency level of English struggle "dependent learners" manners (Sakai and Takagi, 2009).

Borg and Al-Busaidi (2012) conducted a research on how teachers perceive learner autonomy and they examined the data obtained through questionnaires and interviews to clarify the beliefs and reported acts towards learner autonomy from 61 English teachers at a university in Oman. The findings demonstrate teachers conceptualize learner autonomy in various ways despite considering it related to independent and individual learning strategies. The findings also highlight both teachers' positive attitudes to the theory of learner autonomy and their optimistic perspective towards assisting learner autonomy in practice. The study explores the most salient factors as the contrast attributes of learners like motivation deficiency, finite experience of independent learning and institutional factors (i.e. a fixed curriculum) which are considered as restrictions to promote learner autonomy.

In addition, Yıldırım (2012) investigated perceptions related to teacher of 4 Indian learners and their responsibilities in language learning process by interviewing their ideas about (i) the aspects of language learning in which the teacher is regarded as the most responsible person in the classroom, (ii) the aspects of language learning in which students are viewed as more responsible, and (iii) the aspects in which both the teacher and the students have equal responsibility. The results show that learner autonomy is not an all-or-nothing proposition. To put it another way, it doesn't consider necessary to speak about students that are fully non-autonomous or completely autonomous. Many students are able to assign greater responsibility for certain aspects of language learning to the teacher while taking greater responsibility for other aspects.

There is one more research carried out by Shahsavari in 2014 which revealed teachers' and learners' perspectives on learner autonomy by the means of questionnaire and interviews with 150 learners and 150 teachers teaching English as a foreign language in Isfahan, Iran. The findings indicate that almost all teachers and learners have the same thoughts about the fact that language learners with learner autonomy are more successful in learning and almost all participants agree learner autonomy is more desirable than applicable.

An investigation of 40 English language teachers' views on learner autonomy was conducted in the context of postsecondary institutions in Brunei Darussalam and

the results show that learner autonomy is significant in second language learning, while there are problems which need to be dealt with first such as institutional factors and learner factors (Haji-Othman & Wood, 2016).

In addition, Lengkanawati (2017) conducted a study with 48 participants by the means of the questionnaire created based on Borg and Busaidi (2012) about how learner autonomy is perceived and experienced by school teachers and the importance of learner autonomy training for professional development. Quantitative analysis of the study shows that teachers have a tendency to continue pursuing the idea that autonomy needs to be inculcated among learners and learner autonomy does not mean learning without an instructor. It is also found that learner autonomy could be promoted among learners with the inclusion of learners in the process of learning such as providing them with choices about how and what to learn. The data reveal that most teachers desire to apply learner autonomy basis in their contexts, however, they think that many aspects of learner autonomy are not feasible to implement in their context. Lastly, the study shows teachers' perceptions towards the concept of learner autonomy are positive and they consider they need learner autonomy training.

Finally, Wichayathian and Reinders (2018) investigated teachers' views on learner autonomy and self-access language learning in a university setting with 47 teachers who are at a program of English as a Foreign Language at a university in Thailand for quantitative data and 5 teachers for interviews to find out their beliefs towards learner autonomy and self-access. The findings reveal that there is a dynamic relationship between teachers' values, institutional constraints, and classroom implementation.

## **2.7. Studies from Turkey**

There are a lot of studies carried out in Turkey and some of these studies are presented in this section.

A research conducted by Özdere (2005) was based on attitudes of instructors against learner autonomy and sharing instructional responsibilities with learners regarding aspects of students' own learning. The data was collected from 72 English language instructors working at six different state universities in Turkey. The results



reveal that in their formal teaching settings, teachers are neutral or slightly optimistic toward learner autonomy, and certain aspects of teaching and learning are more appropriate for the implementation of learner autonomy than others. Also, the study highlights that the attitudes of instructors toward learner autonomy differ depending on the facilities offered by their universities and the opportunities for authentic language use in their settings. Moreover, the findings show the in-service training for instructors, as well as systemic and expected improvements in the curricula could help these universities foster learner autonomy in language teaching context.

In another study, Yıldırım (2008) looks into Turkish EFL learners' readiness for learner autonomy at the university level with 103 learners and investigates their perceptions of instructors and learner responsibilities and their expectations of their own ability to function independently, as well as the frequency at which they participate in autonomous language learning activities. The findings indicate that learners feel ready to be more responsible in many aspects of the language learning process.

Balçıkkanlı (2010), moreover, investigates pre-service teachers' beliefs about learner autonomy in the Turkish educational context with 112 students in the ELT Department and 22 students for the identification of students' further attitudes towards learner autonomy at Gazi University. The findings indicate that students have positive attitudes towards learner autonomy; however, most of them do not want their future students to include in the decision-making process such as time, place, or textbooks of the class.

Another study was carried out to scrutinize English language teachers' and learners' perspectives towards learner autonomy in English class at the high school settings with 676 students and 60 English language teachers from 15 different Anatolian High Schools in Edirne (Erbil Tursun, 2010). The results show that the students in 9<sup>th</sup> and 11<sup>th</sup> grades appear willing to be more responsible and manage their own learning in some contexts. The study also reveals that teachers do not desire to share their responsibilities with the students and most students tend to spend little time for out of class activities to improve their English. Lastly, students in 9<sup>th</sup> and 11<sup>th</sup>

grades are more willing to use meta-cognitive strategies such as self-monitoring and self-evaluation.

A close investigation by Reinders and Balçıkanlı (2011) examined five English textbooks which are commonly used in classrooms worldwide in order to determine the variety and frequency of presentation of stages in the self-directed learning process. They aimed to identify components relating different aspects of the self-directed learning process through an evaluative framework. They have found out that the textbooks foster learner autonomy very little and that they offer students limited chances for practice if they provide any.

Oğuz (2013) investigated primary and secondary teachers' beliefs about the behaviors which support learner autonomy in his study conducted with 492 teachers in Kütahya. The results suggest that teachers generally think that behaviors which support autonomy are necessary in a learning environment and they believe that these behaviors are being acted on most of the time. Teachers' opinions on the value of autonomy are more optimistic than their opinions on its demonstration.

In another study, Savaşkan (2017) scrutinized the relation between the language learner's levels of language anxiety and learner autonomy studying with students of grade 5 at a private secondary school. The results indicate that learner autonomy levels were remarkably lower when students had a higher degree of anxiety. Also, it is discovered that the relationship between lower anxiety and higher learner autonomy was stronger than that between higher anxiety and learner autonomy.

Lastly, Doğan and Mirici (2017) conducted a study about the perceptions and implementations on learner autonomy of EFL instructors at the school of foreign languages at Turkish state universities with 96 EFL instructors through a questionnaire and interviews. The study indicates that the instructors have highly positive attitudes towards different principles of learner autonomy, and they do not perceive learner autonomy as much applicable as they perceive it desirable.

## **2.8. Learner Autonomy and Textbooks**

Autonomy is based on the belief that learning is completely individual (Fenner, 2000). Holec (1996) states that because autonomous learning is a double process which includes learning the foreign language and learning how to learn, it is beyond the limit of a school context and it is a life-long process of developing awareness. That's why the material used in language learning is significant to encourage students' independent learning.

Tomlinson (2011) points out learners benefit most from their interests, efforts and attention, and materials can supply learner-centered activities, different selection of focus and topic control. He assumes that it is probable for textbooks to promote learner self-investment.

Reinders and Balçıkanlı (2011, p. 6) claim that textbooks are the most likely way in which learners will meet ideas about autonomy and Fenner (2000) believes that textbooks as a helpful tool promote learner autonomy. Various approaches, texts, and tasks towards learner autonomy in textbooks can initiate a necessary change of focus in the classroom from teaching to learning and from teacher to learner (Fenner, 2000, p. 78).

Autonomous learning is a complex process which does not naturally occur and Bruner (1994, cited in Fenner, 2000) states that autonomous learning needs to be learnt at least through traditional school education and textbooks can serve as a useful tool for guidelines or scaffolding to the learners.

Materials are possibly an aid which provides ease to learners and learners may have the feeling of comfort with written materials which have several white spaces rather than materials which have many various activities on the same page (Tomlinson, 2011). Tomlinson (2011) adds language learning materials need to provide an independent learning style in which learners prefer learning from their own experience and using learning strategies for autonomy.

Learner autonomy and material evaluation separately have been popular research areas in language teaching as seen in the studies from abroad and Turkey. Nevertheless, there is little research based on the marriage of learner autonomy and material evaluation. Therefore, the aim of this study is to investigate learner autonomy representations in English Language Teaching (ELT) textbooks.

## **CHAPTER III**

### **METHODOLOGY**

#### **3.1. Introduction**

This research aims to investigate learner autonomy representations in English Language Teaching (ELT) textbooks. To reach this aim, the present study evaluates two different textbooks published by two different foreign publishing houses in terms of content, teaching of skills and sub-skills, layout, practicality, and learner autonomy. It also looks into the beliefs and thoughts of the instructors who use these textbooks while teaching.

The methodology of the current study is presented in detail in this chapter. The methodology consists of the research method, participants of the study, materials of the study, data collection method, data analysis process and data analysis methods will be shown in detail. The main and sub-questions of this study are as follows:

- 1.** Do the textbooks used in English Language Teaching (ELT) support learner autonomy? If yes, what features of the textbooks demonstrate supporting learner autonomy?
  - 1.1.** How do content and subject of the textbooks support learner autonomy?
  - 1.2.** Do the presentation of skills and sub-skills given in the textbooks support learner autonomy?
  - 1.3.** Do layout and design of the textbooks support learner autonomy?
  - 1.4.** Do practicality of the textbooks support learner autonomy?
  - 1.5.** From instructors' perspectives, do the textbooks support learner autonomy? If yes, which components provide learner autonomy?
  - 1.6.** What are the beliefs and thoughts of English instructors who are currently using these textbooks towards learner autonomy?

### **3.2. Research Method**

For the present study, the qualitative method approach was used to collect more reliable and in-depth data. The design of the study was selected as the phenomenology design to define the common meaning of a group of participants' experiences with a particular concept to grasp the best understanding of the research problem (Creswell, 2013).

Qualitative data were collected to find out the answers of the research questions. The data were obtained through the structured open-ended questionnaire created by the author and conducted by the participants of the study. Additionally, the data were gathered by the means of a checklist that aims to reveal learner autonomy components in the textbooks created by the author based on Božena (2016). In addition, the document analysis was carried out by the author. It targeted to remove the limitations by using different instruments to collect detailed data.

### **3.3. Materials of the study**

The data of the present study were collected about two different textbooks published by two different foreign publishing houses which are used at different state, private and foundation institutions in Turkey. To increase reliability of the study, two different textbooks from two different foreign publishing houses were selected. There are some specific reasons why these textbooks were selected. Firstly, the prerequisite for sorting them is that they both are in the top ten textbooks of the publishing houses. Secondly, these textbooks have been the most popular publications in English Language Teaching that are used at the English preparatory unit of universities in Turkey for a long time. Empower and English File were selected as data sources for this current study. Also, according to officials, English File has been used in 30 universities in Turkey, and moreover, it is the second textbook which is sold most by the publishing house. Similarly, the officials from the other publishing house stated that Empower is the best-seller textbook in Turkey. So, both textbooks have affected users' preferences positively. The total stimuli set of 343 pages provided by these textbooks. Empower and English File were selected as data sources for this current study. The number of the pages and publication date of these two textbooks are listed in Table 3.1.

**Table 3.1.** *The Materials Used in Study*

<b>Title of the Textbook</b>	<b>CEFR Level</b>	<b>Publication (latest)</b>	<b>Year</b>	<b>Number of the Pages</b>
English File	All levels	2019		167
Empower	All levels	2015		176

### **3.4. Participants of the study**

58 participants from different state, private and foundation institutions provided data for this study in 2020. All the participants provided qualitative data which were obtained from the learner autonomy components checklist. 10 participants out of 58 were selected for qualitative data which are composed of a structured open-ended questionnaire. To obtain richer and clearer data from participants, snowball or chain sampling was used to pick the participants. Patton (2002) suggests that this approach is to locate participants who are information rich informants and the process of snowball or chain sampling method initiates by asking the question who knows a lot about the case. In the case of the study, the question of who knows a lot about the learner autonomy and the textbooks was asked. Collecting data from different informants who are information-rich about the topics allowed clearer and richer information which enhances reliability and validity of the data (Patton, 2002). All participants were informed about this study and procedure. They were given the structured open-ended questionnaire and checklists by giving them time to think of the textbook that they used. The data were sent via email by participants in five months.

**Table 3.2. *The Results of Descriptive Statistics***

	<b>Group</b>	<b>N</b>	<b>%</b>
<b>Textbook Name</b>	Empower	26	44.8
	English File	32	55.2
<b>Gender</b>	Female	46	79.3
	Male	12	20.7
<b>Institution Type</b>	State	19	32.8
	Foundation-Private	39	67.2
<b>Institution Level</b>	Kindergarten	1	1.7
	Primary School	4	6.8
	High School	4	6.8
	University	48	83
	Others	1	1.7
<b>Education Level</b>	Bachelor's Degree	27	46.6
	Master's Degree	27	46.6
	PhD	4	6.9
<b>Major</b>	English Language Teaching	33	56.9
	English Literature	13	22.4
	American Literature	6	10.3
	Russian Literature	1	1.7
	Philology	1	1.7
	Linguistics	1	1.7
	German Language Teaching	1	1.7
	German+ English Language Teaching	1	1.7
	American Studies	1	1.7
<b>Experience</b>	0- 5 years	16	27.6
	6- 14 years	28	48.3
	15- 29 years	14	24.1
<b>Age</b>	24- 30	22	37.9
	31- 40	29	50
	41- 50	5	8.6
	>50	2	3.4
<b>Has the instructor used the textbook before the current institution?</b>	Yes	23	39.7
	No	35	60.3
<b>How many years has the instructor used the textbook?</b>	Never	14	24.1
	1- 5 years	41	70.7
	6- 10 years	3	5.2

The target group of the study is Foreign Language (FL) instructors in different institutions in Turkey. The participants consist of the English instructors who teach English at different levels at 21 different state, foundation, and private institutions in Turkey.

Descriptive statistics of 58 participants determined by age, gender, years of experience, university degree, university name and department that the participants graduated from and information whether participants have used the textbook before or not are shown in Table 3.2. The descriptive data were gathered by means of the first part of the structured open-ended questionnaire and checklist and analyzed via SPSS.

44.8% of the participants have used or are using Empower while 55.2% of the participants have used or are using English File. The female participants cover 79.3% of the participants and 20.7% of the participants are male. 37.9% of the participants are between 24 and 30, half of the participants are between 31 and 40 and 8.6% of the participants are between 41 and 50. 3.4% of the participants are older than 50 years old. 67.2% of the participants currently work at a foundation or private institution, whereas 32.8% of the participants currently work at a state institution. Most participants (83%) work at university level. 1.7% of the participants work at kindergarten level, 6.8% of them work at primary school level and 6.8% of them work at high school level. 46.6% of the participants have a bachelor's degree and 46.6% of the others have a master's degree. Only 6.9% of the participants have a PhD.

Even all participants in the study work as an English instructor in their institutions, they graduated from different related departments. More than the half (56.9%) of the participants graduated from the department of English Language Teaching. While 22.4% of the participants graduated from the department of English Literature, 10.3% of them graduated from the department of American Literature. The other participants graduated from the department of Russian Literature (1.7%), Philology (1.7%), Linguistics (1.7%), German Language Teaching (1.7%), American Studies (1.7%) and German and English Language Teaching (1.7%).

Most participants have 6-14 years of experience in education (48.3%). 27,6% of the participants have 0-5 years of experience, whereas 24.1 of them have 15-29 years of experience. 60.3% of the participants have not used the textbooks before the institution that they are currently working in, yet 39.7% of the participants have. Lastly, 70.7% of the participants have used the textbooks for 1-5 years and 5.2% of



the participants have used the textbooks for 6-10 years. However, 24.1% of the participants have never used the textbooks before.

### **3.5. Data Collection Instruments**

The qualitative data were collected through a structured open-ended questionnaire (Appendix 1) and quantitative data were obtained by the means of a checklist called “Checklist for Learner Autonomy Components in ELT Textbooks” developed by the author (Appendix 2).

#### **3.5.1. Structured Open-ended Questionnaire**

The structured open-ended questionnaire has two parts. The first part aims to collect demographic data like current workplace, age, gender, years of experience, university degree, university name and department that the participants graduated from, and whether the participants have used the textbook before or not. The second part consists of seven open-ended questions created by the researcher. These questions have been designed to gather information about the participants’ beliefs and thoughts and current reality of the textbooks that they use about learner autonomy.

The structured open-ended questionnaire was answered by the participants and the answers were sent to the researcher via email.

For the structured open-ended questionnaire, individual questions were prepared to increase objectivity and decrease bias in the study and to explore the participants’ beliefs and thoughts deeply and intensely using the same stimuli across participants. In this approach, it is required to form carefully designed and fixed-ordered questions before participants get the same questions in the same order and they are asked in the same way (Patton, 2002). According to Şimşek and Yıldırım (2016), this approach reduces the author bias and subjectivity, which can lead to more intense knowledge from some people and less systematic and superficial information from others. With this approach, it is easier to compare and analyze the data collected by a structured open-ended questionnaire.

The structured open-ended questionnaire was checked before using them for this study, some necessary changes were offered by one specialist who got a PhD on English Language Teaching and is also the Head of English Language Teaching

Department. These changes were applied to the questionnaire by the author and the structured open-ended questionnaire was revised. Subsequently, the structured open-ended questionnaire was approved by another specialist who got a PhD on English Language Teaching.

### **3.5.2. Checklist for Learner Autonomy Components in ELT Textbooks**

The checklist has 11 items to be checked as ‘yes’ or ‘no’ in terms of the textbooks that the English language instructors are currently using, and they can add at most three other options which do not exist on the checklist. Some items were explained with one statement to make these items clear for the participants.

This checklist was created by the author and it was based on a chapter named “Development of Learner Autonomy” written by Božena (2016). The checklist aims to find out if the participants are aware of learner autonomy components or not. Also, it helped the participants think of the textbooks that they are using in terms of learner autonomy. Since participants have overall knowledge on learner autonomy, they are not well-informed about learner autonomy components in a textbook. This checklist tries to receive more specific features based on learner autonomy in a textbook. The checklist was approved by two different specialists who got PhD on English Language Teaching.

Due to the Covid-19 pandemic, this data collection instrument was combined with ELT Textbook Evaluation Checklist on an online portal in order to provide easy-access to the participants. In this way, the participants were able to check these two data collection instruments at the same time on the same online portal.

### **3.6. Data Collection Procedure**

This study was initiated to gather data after receiving permission from institutions in 2020. To get data for beliefs and thoughts of the participants, the structured open-ended questionnaire was utilized, and the answers of the structured open-ended questionnaire were sent via email. All qualitative data were analyzed by the author through thematic analysis. On the other hand, the checklist as mentioned in 3.5.2 was checked and received by all participants to make which learner autonomy components take part in the textbooks which the participants used clear at the same

time while collecting information about the participants' beliefs and thoughts. The results of the checklist were calculated using descriptive statistics by the author.

### **3.7. Data Analysis**

In this section, the data analysis process will be explained in detail by the researcher.

#### **3.7.1. A Checklist for Learner Autonomy Components**

The quantitative analysis for the beliefs of the participants towards learner autonomy was carried out through the checklist for learner autonomy components checked by the participants. As mentioned before, the aim of the checklist is to explore if the participants are aware of these learner autonomy components in the list or not. Also, it leads the participants to think of the textbooks that they are using in terms of learner autonomy. Since participants have general information on learner autonomy, they are not well-informed about learner autonomy components in a textbook. This checklist aims to get more specific features based on learner autonomy in a textbook.

To analyze the data from this checklist, the descriptive statistical analyses such as frequencies were calculated via SPSS and it was interpreted by being integrated to structured open-ended questionnaire.

#### **3.7.2. Open-ended Questionnaire**

The analysis for the beliefs of the participants towards learner autonomy was conducted on the data collected by the means of the structured open-ended questionnaire. The participants' answers were gathered via email. To analyze structured open-ended questionnaire, thematic analysis was used. Norton (2009) suggests seven stages for a well-designed thematic analysis. The stages of the thematic analysis in this study are conducted as follows:

##### *Stage 1: Immersion*

The answers of participants first were read by the researcher and general themes were noted down.

*Stage 2: Generating Categories*

Much closer reading of the answers was done one by one to create as many categories as possible and then each category was labeled in order to be described best.

*Stage 3: Deleting Categories*

When a category was mentioned only once or twice or when a category overlapped with the other one, it was deleted.

*Stage 4: Merging Categories*

Categories were looked at again and relabeled as themes if possible.

*Stage 5: Checking Themes*

Answers were reread with the theme list and revised if necessary. In this stage, it was checked by one colleague of the researcher to make sure.

*Stage 6: Linking Themes*

The relationships or links between themes were noted down to make sense through research aim.

*Stage 7: Presenting Findings*

Starting from taking the most significant theme, examples of answers were selected, and the researcher began to build overall comment by explaining how the examples were linked in order to respond to research questions.

For thematic analysis, NVivo was used to collect, organize, and analyze the non-numerical data from the structured open-ended questionnaire.

## CHAPTER IV

### FINDINGS

#### 4.1. Introduction

In this chapter, it is aimed to present the analysis of the data gathered from the participants through the checklist for learner autonomy components, the open-ended questionnaire and the document analysis conducted by the author.

#### 4.2. Do the textbooks used in English Language Teaching (ELT) support learner autonomy? If yes, what features of the textbooks provide it?

In this part, it is aimed to present the data gathered through the checklist for learner autonomy components, the open-ended questionnaire for each textbook and the document analysis conducted by the author.

##### 4.2.1. Contents and Subjects' Features

In this section, the document analysis and the data obtained from the open-ended questionnaire are presented. In the questionnaire, question 3 is addressed to the category of contents and subjects (How does the textbook offer learner autonomy in terms of contents and subjects? Why? Are there any tasks in IS textbooks which consider learner experiences? If yes, give an example).

##### 4.2.1.1. The Findings from the Document Analysis

The document analysis of English File was carried out by the author based on contents and subjects' features is illustrated in Table 4.1. The document analysis shows that English File includes common, recent, motivating, engaging, and interesting subjects which encourage learners to study independently. To give examples, the subjects in the textbooks are food, family, money, transport, stereotypes, success, manners, sport, relationships, location, films, appearances, education, houses, shopping, work, technology, crime, and personality. Also, it is detected that English File is a kind of authentic book. It consists of authentic materials such as reading texts from British and American newspapers, songs, real photos, texts from books and

websites, photos from films, and short films. Moreover, English File considers real life experiences and daily language. It covers practical and survival English skills such as reacting to what people say, giving opinions, permission, requests, making suggestions, indirect questions, and social English phrases.

**Table 4.1.** *The Findings from Document Analysis related to Contents and Subjects of English File*

<b>Themes</b>	<b>Codes</b>	<b>Examples</b>
<b>Motivating Features</b>	Interesting Up-to-date subjects Engaging Motivating Common	Food, family, money, transport, stereotypes, success, manners, sport, relationships, location, films, appearances, education, houses, shopping, work, technology, crime, personality
<b>Authenticity</b>	Authentic materials in the book  Daily language Real-life experience	Reading texts from British and American newspapers, songs, real photos, texts from books and websites, photos from films, short films  Practical English parts: reacting to what people say, giving opinions, permission and requests, making suggestions, indirect questions, social English phrases, asking for and giving directions in a building, checking information, agreeing and disagreeing

Table 4.2. below displays the document analysis of Empower was carried out by the author based on contents and subjects' features. The document analysis indicates that Empower consists of common, recent, motivating, engaging, and interesting subjects such as communicating, travel and tourism, money, social life, work, problems and advice, changes, culture, achievements, values, discovery and invention, and characters which stimulate learners' motivation to study themselves. Furthermore, Empower contains some tasks linked to daily language which consider learners' real-life experience. Some examples of them can be counted as greeting people, asking for information in a public place, making arrangements, offers and suggestions, asking for and giving advice, describing symptoms, showing concern and relief, apologies and excuses, telephoning, returning goods and making complaints.

**Table 4.2.** *The Findings from Document Analysis related to Contents and Subjects of Empower*

<b>Theme</b>	<b>Codes</b>	<b>Examples</b>
<b>Motivating Features</b>	Interesting	Communicating, travel and tourism, money, social life, work, problems and advice, changes, culture, achievements, values, discovery and invention, characters
	Up-to-date subjects	
	Engaging	
	Motivating	
	Common	
	Daily language	Greeting people, asking for information in a public place, making arrangements, offers and suggestions, asking for and giving advice, describing symptoms, showing concern and relief, apologies and excuses, telephoning, returning goods and making complaints
	Real-life experience	

#### 4.2.1.2. The Findings from Thematic Analysis

Thematic analysis of question 3 obtained from 5 participants for English File is shown in Table 4.3. The data from the open-ended questionnaire reveal that English File is a motivating and authentic textbook and the presentation of the contents in the textbook encourages autonomous learning. Under the theme of motivating features, P2, P3 and P5 agree that English File includes interesting contents and subjects. According to P2 and P5, the textbook consists of up-to-date subjects. P5 adds that the contents of English File are engaging and informative. P4 states that the content of the textbook is based on CEFR, so it is proper for daily use of English.

P2: *“The textbook presents up-to-date subjects; students are likely to get interested in.”*

P3: *“I think the contents and subjects are pretty well-designed. Apart from 10 units with interesting themes, there are supplementary contents behind the book, and they are pretty useful even when they are used properly.”*

P4: *“The content of the book is based on CEFR as we know so it is quite appropriate for daily use of English such as telling a story or writing a poem, etc.”*

P5: *“Topics are so engaging and interesting that even I myself find it difficult to quit at the end of some activities as if I was one of the students.”*

*“Contents are up-to-date and quite informative. Sometimes, I even learn with them. The book helps students discover novelties.”*



**Table 4.3.** *The Findings from Thematic Analysis related to Contents and Subjects of English File*

Themes	Codes	P1	P2	P3	P4	P5
<b>Motivating</b>	Interesting		✓	✓		✓
<b>Features</b>	Up-to-date subjects		✓			✓
	Engaging					✓
	Based on CEFR				✓	
	Informative					✓
	Well-designed			✓		
	Discovering novelties					✓
<b>Authenticity</b>	All units reflect affectively personal experiences.			✓		✓
	Daily use of English				✓	
<b>Content</b>	Supplementary contents			✓		
<b>Presentation</b>	Guessing meanings from the context	✓				
	Types of exercises the book gives	✓				

In terms of the theme of authenticity, P3 and P5 state that English File provides personal experiences in the tasks and P4 suggests that English File is proper for daily use of English.

P3: *“At the end of every page, there is a production task that gives learners an opportunity to use their experiences.”*

P4: *“The content of the book is based on CEFR as we know so it is quite appropriate for daily use of English such as telling a story or writing a poem, etc.”*

P5: *“Almost, all units reflect affectively on personal experiences.”*

Lastly, under the theme of content presentation, P3 claims that supplementary contents at the backside of English File are beneficial for autonomous learning and P1 thinks that the types of exercises in English File and the strategy of guessing meaning from the context promote learner autonomy.

P1: *“With the help of the type of exercises the book gives. For example, target subject-related speaking activities given in each unit provides room for students to*

*practice on their own and with their friends. Likewise, reading texts pre-teach vocabulary by making them guess the meanings from the context, this way they have their autonomy in their hands and learn for themselves.”*

*P3: “There are supplementary contents behind the book, and they are pretty useful even when they are used properly.”*

Table 4.4. illustrates thematic analysis of question 3 collected from 5 participants for Empower. The analyzed data indicate that Empower is a motivating textbook in terms of contents and subjects. As seen in Table 4.4., P1 and P3 state that Empower consists of daily subjects, which is a motivating feature of Empower.

*P1: “The book includes everyday subjects throughout the book.”*

*P3: “The book offers simple, daily and familiar contents and subjects for students so that students are able to get the meaning of the language points from the contexts.”*

P4 and P5 point out that Empower includes interesting subjects; however, P4 notes that Empower does not address motivating questions to the students.

*P4: “The subjects are interesting and might include learner experiences to some extent; however, some of the speaking questions do not motivate students to give detailed answers.”*

*P5: “In terms of subjects, Empower is better because it touches upon interesting and different subjects from culture to entertainment.”*

**Table 4.4.** *The Findings from Thematic Analysis related to Contents and Subjects of Empower*

Themes	Codes	P1	P2	P3	P4	P5
<b>Motivating</b>	Daily subjects	✓		✓		
<b>Features</b>	Interesting subjects				✓	✓
	Not motivating questions				✓	
<b>Authenticity</b>	Tasks that consider learner experience			✓	✓	✓
	Daily subjects	✓		✓		
	Survival English skills	✓	✓			
	Common topics so Ss use language for communication purpose	✓				
	Authentic	✓				

The other finding reveals that Empower is an authentic textbook. P3, P4 and P5 agree that there are tasks which consider learner experience in Empower. P1 and P3 comment that Empower has daily subjects and P1 and P2 state that the textbook covers survival English skills. P1 notes that Empower includes common topics, so students use language for communication purposes, and it is authentic.

P1: *“The themes in general are common topics so students use the language for communication purposes.”*

*“In addition, the C-parts of each unit are spared for everyday English. So, students can learn survival English skills from giving orders to expressing their opinion and showing surprise or anger while speaking to checking their understanding. All these materials are completely authentic, and students have the opportunity to associate these tasks with their own experiences.”*

P2: *“Each unit has an “Everyday English” part. After students watch the videos and learn what to say in a certain situation they will/can use similar phrases in similar situations in daily life.”*

P3: *“There are tasks in IS textbooks which consider learner experiences such as the tasks like “think about your job or the job of someone you know. Write 4 sentences about the job (p. 21).” There are many tasks like that thanks to which*

*students will write or speak about their own experiences by using their present knowledge.”*

P4: *“The subjects are interesting and might include learner experiences to some extent; however, some of the speaking questions do not motivate students to give detailed answers.”*

P5: *“Yes, the book involves some tasks that consider learner experiences. In B1+, on page 77: There is a review writing activity in which students are expected to write about one place they like and one place they don’t like.*

#### **4.2.2. Skills and Sub-skills Sufficiency**

In this part, the findings from the document analysis and open-ended questionnaire are presented. In the questionnaire, question 4 is addressed to the category of skills and sub-skills sufficiency (What learner autonomy components are included in the textbook for skills and sub-skills teaching and learning to improve learner autonomy? In what ways, are students invited and encouraged to use language learning strategies?).

##### **4.2.2.1. The Findings from the Document Analysis**

Table 4.5. demonstrates the findings from the document analysis conducted by the author related to skills and sub-skills sufficiency of English File. The findings are grouped into two themes which are learning receptive skills and learning productive skills. In terms of learning receptive skills, English File provides authentic, interesting, and various listening and reading texts that motivate learners to learn language individually and also to use the textbook sometimes just for pleasure. Relating with this idea, to exemplify, there is a text called ‘Are you a spender or a saver?’, a text called ‘The millionaire with a secret’ from the Times, an audio based on the most dangerous activities while driving a text called ‘Commando dad’ from the Times, a song called ‘You can’t hurry love’, an audio based on an interview with an ex-Champions League football referee, an audio based on an interview with Dagmara Walkowicz, a text called ‘What does your profile picture say about you?’ from the Irish Times, a text called ‘The king of complainers’ from the Daily Mail website, a text called ‘A question of luck?’ from a British newspaper, an audio based on an

interview with a retired police inspector, and the song called 'We are the champions' in the textbook. The other point linked to learning receptive skills is vocabulary instruction for self-study in English File. The textbook succeeds self-learning based on vocabulary with the technique 'listen and check' combining some other techniques such as matching the words and pictures, completing the definitions, matching the adjectives and their positions, completing the sentences with a verb from the list, and completing the compound nouns. The other point is that English File uses the discovery method for grammar instruction which lets students work on it independently. For instance, the textbook aims to give the difference between the present tense and the present continuous tense. For this reason, it gives a listening activity and makes learners listen and circle the form of the verbs he uses in the audio at first. Then, it tries learners to say why they think he has chosen each form as a brainstorming activity. After that, it gives clear and simple grammar explanation at the end of the textbook. As the step 4, it makes learners do structural mechanical practice to create better understanding of structural issue. Lastly, learners apply the structure with different types of activities.

Another point from the document analysis is sub-skills. English File does not give sub-skills instruction obviously. It uses some sub-skills like scanning, skimming, guessing the meaning from the context in reading and listening parts. But they are served as a vehicle to foster listening and reading skills, rather than as a strategy. To end the theme of learning receptive skills, English File achieves a perfect pronunciation instruction with well-designed pronunciation parts covering some sub-skills like short and long vowels, sentence stress, word stress, adjective endings, stress on strong adjectives, silent consonants, linking, individual sounds, and diphthongs. Learners can comprehend and practice English pronunciation on their own due to the activity 'listen and check.'

To focus on the theme of learning productive skills, the textbook serves useful language parts for real life situations. The phrases used for like giving your opinion, agreeing and disagreeing, debating a topic, and presenting a product encourage learners' out-of-class learning. Furthermore, English File considers learner experiences through meaningful communication activities. To give examples, a speaking task in the textbooks can be an activity based on a personality test, a task

based on the spender or saver quiz, a dialogue between a tourist and a local person, or a guessing game. Especially practical English parts in the textbook create real-life experiences for learners and these parts might consist of reacting to what people say, giving opinions, permission and requests, making suggestions, indirect questions, and social English phrases. Another point is that the writing activities in English File are based on real-life situations and learner experiences. For instance, learners may write a description of a friend they know well, write an informal email to thank somebody they have been staying with, write a story about something that happened to them, write a review of a film, write a description of their house or flat, write a letter to complain about something they bought online, write an accompanying email to send with their CV to apply for a job, or write a biography of an interesting or successful person they know about. To end this theme, learners are able to practice writing and speaking skills independently through guided prompts such as useful structures, useful words and phrases, sample dialogues, sample questions for speaking and layouts for each type of writing, useful phrases for beginnings and endings, and sample formats for writing.

The findings from the document analysis conducted by the author related to skills and sub-skills sufficiency of Empower are displayed in Table 4.6. The findings are divided into two themes which are learning receptive skills and learning productive skills. In the theme of learning receptive skills, Empower contains interesting and a wide range of listening and reading texts that encourage learners to learn language individually and also sometimes just for pleasure. Linking with this case, for example, there is an audio diary about Yes Man changed my life, monologues about technology and communication, a conversation about travelling to Indonesia, a radio biography about Philip Wollen, radio news on illegal downloading, an audio blog on Indian wedding, an article about 1950s and today, a blog: Living to change, opinion web posts on important inventions, a story based on unexplained events, and an article about Jambo's story. Empower seems to accomplish independent vocabulary learning with the audios of the related pages through some techniques such as matching the words and pictures, completing the definitions, completing the phrases, matching the words and their definitions, retelling the story with alternative words, completing the sentences with a verb from the list, and choosing the correct word to complete the text.

**Table 4.5.** *The Findings from Document Analysis related to Skills and Sub-skills Sufficiency of English File*

<b>Themes</b>	<b>Codes</b>	<b>Examples</b>
<b>Learning Receptive Skills</b>	Interesting and various listening and reading texts	A text called ‘Are you a spender or a saver?’ A text called ‘The millionaire with a secret’ from the Times An audio based on the most dangerous activities while driving A text called ‘Commando dad’ from the Times A song called ‘You can’t hurry love’ An audio based on an interview with an ex-Champions League football referee An audio based on an interview with Dagmara Walkowicz A text called ‘What does your profile picture say about you?’ from the Irish Times A text called ‘The king of complainers’ from the Daily Mail website A text called ‘A question of luck?’ from a British newspaper An audio based on an interview with a retired police inspector The song called ‘We are the champions’
	Authentic materials	
	Vocabulary instruction for self-study	Match the words and pictures, complete the definitions, match the adjectives and their positions, complete the sentences with a verb from the list, complete the compound nouns and listen and check
	Discovery method for grammar instruction	Step 1: listen and circle the form of the verbs he uses Step 2: say why you think he has chosen each form Step 3: grammar explanation Step 4: structural mechanical practice Step 5: structure application

**Table 4.5.** *The Findings from Document Analysis related to Skills and Sub-skills Sufficiency of English File (continued)*

<b>Themes</b>	<b>Codes</b>	<b>Examples</b>
<b>Learning Receptive Skills</b>	Sub-skills	Scanning, skimming, guessing the meaning from the context
	Well-designed pronunciation parts	Short and long vowels, sentence stress, word stress, adjective endings, the letter o, stress on strong adjectives, silent consonants, linking, individual sounds, diphthongs by listening and checking
<b>Learning Productive Skills</b>	Useful language parts for real life	Giving your opinion, agreeing and disagreeing, debating a topic, presenting a product
	Speaking activities related to learner experiences	An activity based on a personality test, a task based on the spender or saver quiz, a dialogue between a tourist and a local person, guessing games,
	Meaningful communication	Reacting to what people say, giving opinions, permission and requests, making suggestions, indirect questions, social English phrases
	Practical English parts	Write a description of a friend you know well, write an informal email to thank somebody you have been staying with, write a story about something that happened to you, write a review of a film, write a description of your house or flat, write a letter to complain about something you bought online, write an accompanying email to send with your C to apply for a job, write a biography of an interesting or successful person you know about
	Writing activities based on real situations	Useful structures, useful words and phrases, sample dialogues, sample questions for speaking Layouts, useful phrases for beginnings and endings, sample formats for writing
	Guided prompts for speaking and writing	

Another feature of Empower is that it uses the discovery method for grammar instruction which leads students study language themselves with no help. For instance, the textbook targets to give relative clause to learners. For this reason, it provides a listening and reading texts and asks learners to listen and read them and it wants



learners to look at the words from the reading and listening and complete definitions. Then, it tries learners to complete the rules looking at the underlined words in step 1. After that, it asks learners to complete the sentences with who, which or where. Next, the textbook gives simple and clear grammar instruction and structural mechanical practice at the end of it. In the end, learners apply the structure with various activities. Another point from the document analysis is presenting sub-skills. Empower do not provide sub-skills instruction obviously. Rather, it uses some sub-skills like scanning, skimming, guessing the meaning from the context in reading and listening parts. But, they are considered as a vehicle to foster listening and reading skills, rather than as a strategy.

To document learning productive skills, the textbook considers learner experiences through meaningful communication. To exemplify, there is a role-play task based on a conversation between a customer and shop assistant, an activity on honesty test, a task on telling about a holiday they enjoyed, a talk about three events they are going to in the future, an activity on telling some advice to the problems, a talk about a person who is important in your life, a speech about your experience on sports, a task on telling your future plans, and an activity on giving directions in a building. Everyday English parts in the textbook, especially, are based on real-life situations and experiences including like greeting people, asking for information in a public place, making arrangements, offering and suggestions, asking for and giving advice, describing symptoms, showing concern and relief, apologies and excuses, telephoning, returning goods, and making complaints.

Regarding the writing skills, Empower provides writing activities based on real-life situations and learner experiences. To illustrate, learners might write an email to a friend whom they don't see very often, an invitation, an email applying for the job, a review of a book they have read, an informal email of apology, or a web post. Lastly, learners are able to practice writing and speaking skills individually through guided prompts such as useful structures, useful words and phrases, sample dialogues, sample questions for speaking and layouts, useful phrases, and sample formats for writing.

**Table 4.6.** *The Findings from Document Analysis related to Skills and Sub-skills Sufficiency of Empower*

<b>Themes</b>	<b>Codes</b>	<b>Examples</b>
<b>Learning Receptive Skills</b>	Interesting and various listening and reading texts	An audio diary: Yes Man changed my life Monologues about technology and communication A conversation about travelling to Indonesia A radio biography: Philip Wollen Radio news on illegal downloading An audio blog: Indian wedding An article about 1950s and today A blog: Living to change Opinion web posts on important inventions A story based on unexplained events An article about Jambo's story
	Vocabulary instruction for self-study	Match the words and pictures, complete the definitions, complete the phrases, match the words and their definitions, retell the story with alternative words, complete the sentences with a verb from the list, choose the correct word to complete the text
	Discovery method for grammar instruction	Step 1: look at the words from the reading and listening and complete definitions Step 2: look at the underlined words in Step 1 and complete the rules Step 3: complete the sentences with who, which or where Step 4: grammar instruction Step 5: structural mechanical practice Step 6: structure application
	Sub-skills	Scanning, skimming, guessing the meaning from the context

**Table 4.6.** *The Findings from Document Analysis related to Skills and Sub-skills Sufficiency of Empower (continued)*

<b>Themes</b>	<b>Codes</b>	<b>Examples</b>
<b>Learning Productive Skills</b>	Speaking activities related to learner experiences	A role play task based on a customer and shop assistant, an activity on honesty test, tell about a holiday you enjoyed, talk about three events you are going to in the future, tell some advice to the problems, tell about a person who is important in your life, talk about your experience on sports, tell your future plans, give directions in a building
	Everyday English parts	Greeting people, asking for information in a public place, making arrangements, offers and suggestions, asking for and giving advice, describing symptoms, showing concern and relief, apologies and excuses, telephoning, returning goods and making complaints
	Writing activities based on real situations	Write an email to a friend who don't see very often, write an invitation, write an email applying for the job, write a review of a book you have read, write an informal email of apology, write a web post
	Guided prompts for speaking and writing	Useful structures, useful words and phrases, sample dialogues, sample questions for speaking Layouts, useful phrases, sample formats for writing

#### **4.2.2.2. The Findings from Thematic Analysis**

Thematic analysis of question 4 obtained from 5 participants for English File is demonstrated in Table 4.7. The findings indicate that English File contains some elements for learning skills and sub-skills. Under the theme of learning skills, P5 states that learners have a chance to study on English sounds such as phonetics, pronunciation, stress and intonation in shorter listening tracks and learners can predict

the correct pronunciation of new words easily with the help of these sound studies. P3 points out that English File provides listening recordings and their scripts to learners, so they can check listening comprehension themselves and learners can do tasks independently by using instructions in the textbook for writing and reading activities. Besides, he adds that learners have an option to decide whether they do tasks or skip tasks in writing, reading, and speaking activities.

P3: *“Learners can reach the listening recordings through a code and they can also check the script behind the book. About writing and reading, again, students do all the tasks only by following the instructions and decide the ones they would like to focus on or skip the ones that they think they do not need. For speaking, learners can either skip each activity with short answers or even refuse participation or they can have long debates or discussions as well as having long conversations and practicing the structures in the unit.”*

**Table 4.7.** *The Findings from Thematic Analysis related to Skills and Sub-skills Sufficiency of English File*

Themes	Codes	P1	P2	P3	P4	P5
<b>Learning Skills</b>	Phonetics in shorter tracks					✓
	Focus on pronunciation in shorter tracks					✓
	Stress and intonation in shorter tracks					✓
	Provision of listening recordings and scripts			✓		
	Doing tasks independently in writing and reading			✓		
	Learners’ decision on doing tasks in writing, reading, and speaking			✓		
<b>Learning Sub-skills</b>	Language learning strategies		✓		✓	
	Skimming in reading				✓	✓
	Scanning in reading				✓	✓
	Predicting unknown vocabulary from context in reading	✓				✓
	Note taking strategies in listening					✓
	Vocabulary questions together with reading texts	✓				
	Gap-fill grammar questions	✓				
	Games and competitions in speaking	✓				

P5: *“In shorter listening tracks or at sound studies, it is a great chance to meet phonetics, focus on pronunciation, stress and intonation overall. That’s how, strategically, they can guess a new word’s pronunciation easily.”*

Under the theme of learning sub-skills, P2 and P4 agree that English File consists of some language learning strategies while practicing each skill. P4 and P5 suggest that the textbook provides activities on skimming and scanning in reading skill. P1 and P5 believe that there are activities on guessing unknown words from the contents in reading skill in English File. P5 also states that English File promotes note-taking strategies in listening skill. P1 points out that the textbook improves learner autonomy with the help of different activities such as vocabulary questions together with reading texts, gap-fill grammar questions and games, and competitions as speaking activities.

P1: *“Oral and written kind of components. With the help of a variety of activities. The activity scale is quite large. For example, vocabulary questions together with reading texts, gap-fill grammar questions, speaking ones in the form of games and competitions and the ones I mentioned in the earlier questions.”*

P2: *“They are encouraged to use language learning strategies when they practise English.”*

P4: *“Students are invited and encouraged to use language learning strategies in the book. For example, they are supposed to find the main idea and then some specific or detailed information in reading texts.”*

P5: *“For instance, in reading comprehension parts, I can easily adapt skimming, scanning or predicting unknown vocabulary from context strategies. In some listening tracks, I remind them of note taking strategies.”*

Table 4.8. shows thematic analysis of question 4 obtained from 5 participants for Empower. The findings reveal that Empower encourages the learning of sub-skills most of the time. P2 and P4 state that the textbook provides skimming, scanning, and guessing the meaning from the text in an effective way.

P2: *“In the reading and speaking parts of the book, there are some questions which enable students to answer only by looking at the titles or topic sentences of the text. In these parts, they learn how to do scanning and skimming. As the level of the students gets higher, the book has a focus on detailed questions.”*

*“In vocabulary parts students learn new/unknown words by guessing the meaning of the words that are highlighted in the text. With this, students learn to figure out the meanings on their own.”*

P4: *“Especially in reading activities, the book tries to teach reading strategies such as skimming, scanning, and guessing from the text.”*

P4: *“Especially in reading activities, the book tries to teach reading strategies such as skimming, scanning, and guessing from the text.”*

P3 and P4 note that Empower tries to make students work on reading strategies. P3 adds that the textbook focuses on language learning strategies and P4 adds that the textbook has information gap activities in speaking tasks.

P3: *“The nature of the questions and tasks in general aimed to teach language learning strategies. However, there are no separate parts to teach them reading specifically apart from the extra resources for reading on LMS, which are clearly designed to teach some reading strategies. On the materials, students can see the strategy and how/what to use it for.”*

P4: *“Especially in reading activities, the book tries to teach reading strategies such as skimming, scanning, and guessing from the text. In speaking activities, there are a lot of information gap activities which can foster critical thinking and communication.”*

P1 states that Empower provides the sub-skill “reading/ listening for inferences” and guided prompts for speaking and writing skills.

P1: *“For example, the reading/listening texts are designed to understand the main idea at first then the details and inferences are asked.”*

P1: *“For the speaking and writing skills some guided prompts are also provided in the book.”*

**Table 4.8.** *The Findings from Thematic Analysis related to Skills and Sub-skills Sufficiency of Empower*

<b>Themes</b>	<b>Codes</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>
<b>Learning Sub-skills</b>	Skimming		✓		✓	
	Scanning		✓		✓	
	Reading Strategies			✓	✓	
	Guessing the meaning from the text		✓		✓	
	Reading/ listening for inferences	✓				
	Guided prompts for speaking and writing skills	✓				
	Information gap activities in speaking activities				✓	
	Language learning strategies			✓		
<b>Learning Reading Skills</b>	Skimming	✓	✓		✓	
	Scanning	✓	✓		✓	
	Reading Strategies			✓	✓	
	The contents of reading skills are to-the-point reading.					✓
	The contents of reading skills can catch Ss' attention.					✓
	Reading for self-study	✓				✓
	Reading for inferences	✓				✓
	The only way that Empower encourages Ss to study on their own is reading skills.					✓
<b>Lack of Skill Teaching</b>	Too loaded content					✓
	Five skills/ sections on average in one section					✓
	Difficult for Ss to follow on their own and navigate between the exercises					✓
	Too complicated for Ss to do on their own					✓
	Few student- oriented exercises					✓
	There are no separate parts for specifically to teach language learning strategies apart from the extra resources for reading on LMS			✓		

On the other hand, all participants agree that Empower is effective in learning, especially reading skills. P1, P2 and P4 explain that skimming and scanning are provided in the textbook effectively. P3 and P4 mention that the textbook covers reading strategies.

P1: *“For example, the reading/listening texts are designed to understand the main idea at first, and then, the details and inferences are asked.”*

P2: *“In these parts, they learn how to do scanning and skimming.”*

P3: *“There are no separate parts to teach them reading specifically apart from the extra resources for reading on LMS, which are clearly designed to teach some reading strategies.”*

P4: *“Especially in reading activities, the book tries to teach reading strategies such as skimming, scanning, and guessing from the text.”*

P5 states that the only way that Empower encourages students to study on their own is reading skills. She adds that the contents of reading skills in Empower are to-the-point reading and catch students’ attention. P1 and P5 claim that the textbook supports reading for self-study. Also, P1 emphasizes that the textbook tries to teach reading for inferences.

P1: *“The reading/listening texts are designed to understand the main idea at first, and then, the details and inferences are asked. As a result, students can follow the text (both in listening and reading) more easily and each exercise helps students understand the following part better.”*

P5: *“In my opinion, the only way that Empower encourages students to study on their own is the contents of reading skills. They are really to-the-point and they are able to catch students’ attention. They are really useful for the students who like reading or prefer reading for self-study.”*

However, two participants emphasize the lack of skills teaching in Empower. P5 states that the textbook has a too loaded content and there are five skills/sections on average in one section. In addition, according to P5, the textbook is too complicated for students to do on their own and difficult for them to follow on their own and navigate between exercises. Moreover, she thinks that Empower has few student-oriented exercises. P3 adds that there are no separate parts specifically to teach language learning strategies apart from the extra sources for reading on LMS.

P3: *“However, there are no separate parts specifically to teach them apart from the extra resources for reading on LMS, which are clearly designed to teach some reading strategies.”*

P5: *“The content of the book is too loaded. One section in a unit contains five skills/sections on average, which is difficult for students to follow on their own and navigate between the exercises. There are few exercises that are student oriented. If students had to do these units on their own, they would skip many activities. When the*



*pandemic broke out, we had to prepare guided materials for Empower so that students could do the activities on their own. We realized that the book was too complicated for students to do on their own and we couldn't do much about it, but provided only the answer keys."*

### **4.2.3. Convenience of Layout and Design**

In this part, the findings from the document analysis and open-ended questionnaire are shown. In the questionnaire, question 5 is addressed to the category of convenience of layout and design (Is the layout of the textbook convenient in terms of learner autonomy and why?).

#### **4.2.3.1. The Findings from the Document Analysis**

The findings from the document analysis related to convenience of layout and design of English File are illustrated in Table 4.9. The results reveal that English File is convenient and easy-to-follow which increases clarity and understandability of it. It is a well-organized and simple textbook and each part is designed based on the principle of step by step, so learners can work easily on it without help. Moreover, it includes colorful and related illustrations that attract learners' attention and encourage them to study individually.

**Table 4.9.** *The Findings from Document Analysis related to Convenience of Layout and Design of English File*

<b>Theme</b>	<b>Codes</b>
<b>Convenience of Layout</b>	Easy to follow
	Convenient
	Well- organized
	Colorful and related illustrations
	Attractive
	Simple and clear layout

Table 4.10. exhibits the findings from the document analysis related to convenience of layout and design of Empower. The results show that Empower is not convenient and easy-to-follow which makes it difficult to use individually. Learners

may not follow the content easily on their own. In addition, it has too loaded pages and it is generally confusing for learners because of the complicated layout when they want to study the textbook by themselves. Moreover, there is not much space to take notes or write answers while studying, all of which above cause the effect of unwillingness on learners' motivation. Nevertheless, Empower contains colorful illustrations related to the content and they are mostly attractive so that learners may want to study independently.

**Table 4.10.** *The Findings from Document Analysis related to Convenience of Layout and Design of Empower*

<b>Theme</b>	<b>Codes</b>
<b>Convenience of Layout</b>	Difficult to follow
	Not Convenient
	Too loaded
	Confusing
	Complicated layout
	Not enough space
	Colorful and related illustrations
	Attractive

#### **4.2.3.2. The Findings from Thematic Analysis**

Table 4.11. shows thematic analysis of question 5 obtained from 5 participants for English File. The findings reveal that English File is convenient in some properties whereas it is not convenient in others. P1 and P5 state that English File goes step by step, so learners may study the textbook on their own easily. P3 suggests that English File consists of a suitable layout with colorful pages, easy-to-follow design and easy-to-find supplementary contents. Also, he adds that well-chosen topics and pictures are helpful to attract learners' attention. P5 points out that the main part of English File gives more than enough chances for any type of learner to practice. Despite this, P4 explains that there is not enough space for learners to take notes while practicing and P2 thinks that the layout of English File is not convenient.

P1: “Yes. It goes step by step. It sets the context first and then gives it to students to understand meaning, form etc. Then it teaches, and then, lets students practice.”

P2: “I don’t think it is convenient.”

P3: “I think the layout of the book is pretty suitable with colourful pages, easy to follow design, easy to find supplementary contents. Well-chosen topics and pictures besides the related quotes in the beginning of each unit are also important factors to attract learners’ attention and encourage them.”

P4: “I have been using this book for many years and I think the only negative part of this book is layout as I had also observed in the classroom. Because there isn’t enough space for students to take some notes for the exercises they were doing.”

P5: “Exactly, it is. First of all, EF introduces the learner with the topic, check what the students already know. Then, ice is broken a little bit more in the following pre activity. Following this, the main part is really satisfactory. It gives more than enough chances for any type of learner to practice.”

**Table 4.11.** *The Findings from Thematic Analysis related to Convenience of Layout and Design of English File*

Theme	Codes	P1	P2	P3	P4	P5
<b>Convenience of Layout</b>	It goes step by step.	✓				✓
	Suitable with colorful pages			✓		
	Easy to follow design			✓		
	Easy to find supplementary contents			✓		
	Well-chosen topics and pictures			✓		
	More than enough chance for any types of learner to practice					✓
	Not enough space to take notes				✓	
	Not convenient		✓			

Table 4.12. demonstrates thematic analysis of question 5 obtained from 5 participants for Empower. The findings suggest that the textbook is not convenient in terms of layout and design. P1, P3 and P5 claim that students may get lost when they use Empower. P1 and P2 mention that there is not much space to write down which can make students neglect doing these parts. P4 and P5 support that the textbook is not convenient in terms of layout. P3 states that the textbook is not user-friendly and P4 believes that Empower is overloaded and boring. P1 notes that Empower does not

have a practical layout and P5 adds that the textbook is designed for teacher-led classes. Nevertheless, P3 believes that Empower is not very difficult to navigate and it is easy to follow.

P1: *“I don’t think the layout of the book is practical. There are many columns in the book, so the activities are not followed easily. Some parts are provided in very small places on the page, which may be missed easily.”*

P2: *“In some parts, there is not much space to write the answers of the questions, which can make students neglect doing these parts.”*

P3: *“Although it is not very difficult to navigate while studying the book, the layout of it is not very user-friendly. Some transitions like the ones between the stages of the lessons can be confusing because of the pictures or tables given for the activities.”*

P4: *“I don’t think the layout is quite convenient in terms of learner autonomy. The layout of the book seems pretty crowded and there are lots of activities on one page. It seems a bit boring and overloaded. They use the same layout in each unit, so it is easier when you get used to the book.”*

P5: *“This is definitely no, both in terms of design and content. The design of the book indicates that it was originally designed for teacher-led classes. Students usually get lost even when there is a teacher leading the class.”*

**Table 4.12.** *The Findings from Thematic Analysis related to Convenience of Layout and Design of Empower*

<b>Theme</b>	<b>Codes</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>
<b>Convenience of Layout</b>	Get lost	✓		✓		✓
	There is not much space to write down which can make Ss to neglect doing these parts	✓	✓			
	No convenience				✓	✓
	Not user-friendly			✓		
	Overloaded				✓	
	Boring				✓	
	Not practical layout	✓				
	Designed for teacher-led classes					✓
	Not very difficult to navigate			✓		
	Easy to follow		✓			

#### **4.2.4. Practicality of the Textbooks**

In this part, the findings from the document analysis and open-ended questionnaire are illustrated. In the questionnaire, question 6 and 7 cover the category of practicality (Do materials of the textbook you are using support students' out of class learning? If yes, how can they work and how can you come to this conclusion? If no, what are the possible reasons? In what ways, are students allowed to select some resources besides their own textbook? (Q6) To what extent self-monitoring, peer-feedback and self-assessment are included in the textbook? (Q7))

##### **4.2.4.1. The Findings from the Document Analysis**

Table 4.13 illustrates the findings from the document analysis related to practicality of English File. The results indicate that English File comprises some features in favor of out-of-class learning. The first feature is iTutor, which is a basically CD, and it gives opportunities to learners to review all the grammar, vocabulary, and pronunciation after class, watch videos and listen to the audio, listen to all the readings texts on audio, transfer all the video and audio onto your mobile devices. Secondly, audio scripts are given at the end of the textbook, so learners are able to study and check their understandings using them. Next, the instructions and questions of the textbook are clear and comprehensible; therefore, learners are able to study the textbook without assistance. The other feature is that English File possesses a workbook and learners are able to practice grammar, vocabulary, pronunciation, and practical English and do extra reading and listening practices. One of the features in favor of learning outside of the class is iChecker which creates opportunity for learners to test themselves after each file with the progress checks, do a dictation after every file, and use the workbook audio for pronunciation and listening practices. Also, English File supplies a student's site to practice grammar, vocabulary, and pronunciation online, and to find learning resources, web links, and games to learners. Moreover, the textbook has a pronunciation app; therefore, learners are able to identify and practice the sounds of English, practice the sounds in useful phrases, record themselves and test themselves. The other point is that learners could carry out self-assessment through the technique 'listen and check' for pronunciation and 'revise and check' parts and also self-monitoring with "Can you...?" parts and revise and check, as

well. In the end, peer feedback is used as an evaluation for in-class learning by comparing the answers with a partner.

The findings from the document analysis related to practicality of Empower are displayed in Table 4.14. According to the results, it can be said that Empower is a textbook comprising some features in favor of out-of-class learning. The first feature is CLMS (Cambridge Learning Management System) that learners are able to review all the grammar, vocabulary, and pronunciation after class, listen to the audios in the textbook, and download audios onto computers. Secondly, the textbook provides online access including tests from Cambridge English Language Assessment and personalized practices which give a chance to learners to study out of class. Also, there are audio scripts given at the end of the textbook so that learners can study and check their understandings using them individually. Next, the instructions and questions of the textbook are clear and understandable, which assists learners to study the textbook themselves. Another feature is that Empower supplies a workbook in which learners are able to practice grammar, vocabulary, pronunciation, and everyday English and do extra reading and listening practices.

**Table 4.13.** *The Findings from Document Analysis related to Practicality of English File*

<b>Theme</b>	<b>Codes</b>	<b>Examples</b>
<b>In Favor of Out of Class Learning</b>	iTutor	Review all the grammar, vocabulary, and pronunciation after class, watch videos and listen to the audio, listen to all the readings texts on audio, transfer all the video and audio onto your mobile devices
	Audio scripts	All audio scripts at the end of the textbook
	Clear and comprehensible instructions and questions	Simple and clear sentence structure
	Workbook	Practice grammar, vocabulary, pronunciation, and practical English, do extra reading and listening practice
	iChecker	Test yourself after each file with the progress checks, do a dictation after every file, use the workbook audio for pronunciation and listening practice
	Student's site	Practice grammar, vocabulary, and pronunciation online, find learning resources, web links, and games
	Pronunciation app	Learn and practice the sounds of English, practice the sounds in useful phrases, record yourself and test yourself
	Self-assessment	Listen and check for pronunciation, revise and check parts
Self-monitoring	“Can you...?” parts, revise and check	
Peer feedback	Compare with a partner for in-class learning	

Another issue about Empower is that learners could conduct self-assessment through unit progress tests, mid-course, and end-of-course competency tests on CLMS and review and extension parts in the textbook. Moreover, learners can carry out self-monitoring with the “review your progress” table. Lastly, peer feedback is considered as to evaluate writing and speaking parts for in-class learning. To exemplify, learners write an invitation and a reply to the invitation and they change the papers in pairs. Then, learners look at the papers and answer some questions such as whether he/she

said clearly where and when the event is or whether he/she used the correct language for the invitation or he/she used the correct language to reply to the invitation. Based on these questions, learners give feedback each other.

**Table 4.14.** *The Findings from Document Analysis related to Practicality of Empower*

<b>Theme</b>	<b>Codes</b>	<b>Examples</b>
<b>In Favor of Out of Class Learning</b>	CLMS	Review all the grammar, vocabulary, and pronunciation after class, listen to the listening audios, download audios onto computers
	Online Access	Tests from Cambridge English Language Assessment, personalized practice
	Audio scripts	All audio scripts at the end of the textbook
	Clear and understandable instructions and questions	Simple and clear sentence structure
	Workbook (Online and Hardcopy)	Practice grammar, vocabulary, pronunciation, and everyday English, do extra reading and listening practice
	Self-assessment	Unit progress tests, mid-course and end-of-course competency tests, review and extension parts
	Self-monitoring Peer feedback	Review your progress parts Writing parts, speaking parts

#### **4.2.4.2. The Findings from Thematic Analysis**

Table 4.15. demonstrates thematic analysis of question 6 and 7 obtained from 5 participants for English File. The findings show that English File has some features in favor of out of class learning and it promotes self-check in a few ways. Under the theme of in favor of out of class learning, P1 and P4 state that English File provides out of class learning through its workbook. P2 and P4 point out learners can study outside of the classroom by the means of online exercises of the textbook. P1 suggests that extra grammar and vocabulary exercises of English File give students a chance to practice outside of the classroom. P5 claims that the content chosen for each unit



promotes out of class learning itself. P2 thinks that learners have the opportunity to choose reading books at their level and P3 states that English File has an online platform, but they do not use it, that's why there is no specific information on the online platform.

P1: *“There are extra grammar and vocabulary exercises. And also, it has a workbook as well. Students can benefit from these exercises out of class. These are quite beneficial, but there can be a bit more exercises or these ones can be longer in themselves, especially grammar ones.”*

P2: *“The online component of the coursebook encourages students to use what they have learnt out of the class learning. Students are allowed to choose reading books suitable for their levels of English besides their own coursebook.”*

P3: *“Not much actually. As we didn't activate the online class for this new edition, I cannot say anything about, because sometimes book directs learners to go online and do an activity in that platform, but we do not use that function.”*

P4: *“They definitely support students' out of class learning. For example, my students are doing online exercises and I can observe their process of learning. There is also a workbook, but it is not possible to observe it these days.”*

P5: *“Of course, they do! How? Except for the fact that I'm pretty good at predictions of students' future learning etc. today is actually a reflection of tomorrow. The content chosen for each unit is “FROM THE LIFE” itself. That's why, I'm sure all this knowledge would support their out of class learning.”*

**Table 4.15.** *The Findings from Thematic Analysis related to Practicality of English File*

Themes	Codes	P1	P2	P3	P4	P5
<b>In Favor of Out of Class Learning</b>	Workbook	✓			✓	
	Online exercises		✓		✓	
	Extra grammar and vocabulary exercises	✓				
	The content chosen for each unit					✓
	Choosing books from Ss		✓			
<b>Self-Check</b>	Online platform			✓		
	Self-assessment	✓	✓	✓	✓	✓
	Self-monitoring	✓			✓	
	Revise and check part		✓	✓	✓	
	Check their answers together	✓				
	Check their own answers					✓
	Peer feedback	✓	✓			
	‘Can you ... part’				✓	
	Quick Tests		✓			
	Peer feedback in only class time					✓
No peer feedback				✓		

In terms of the theme “self-check”, all participants agree that English File includes self-assessment. P2, P3 and P4 state that there is a “revise and check” part for self-assessment and P2 adds that quick tests at the end of the units are used to check learners’ comprehension. On the other hand, P1 thinks that self-assessment is conducted through checking their answers together in pairs or in the whole class. P5 also claims that learners check their own answers after each exercise, which leads to self-assessment. P1 and P4 point out that English File provides self-monitoring. While P1 considers self-monitoring can be carried out by checking their answers together, P5 thinks that there is a ‘Can you ...’ part for self-monitoring. There is a disagreement on the existence of peer feedback. P1 claims that there is peer feedback as well if learners check their answers whereas P4 points out that English File does not include any features on peer feedback. Besides, P2 suggests that there is a peer feedback part in writing sessions and P5 thinks that peer feedback can be carried out using English File, but it can be only in the class time.

P1: *“In most of the exercises it makes the students check their answers together with a partner before making it into a whole class discussion. If the teacher pays attention to this aspect of the book, then students can have the opportunity to do all three.”*

P2: *“There are “revise and check” parts at the end of the units to enable students to see to what extent they have learnt. Also, there is “peer-feedback part” in writing sessions. This gives the students an opportunity to learn by seeing both their own mistakes and those of his/her friends. In addition, there are “quick tests” at the end of the units to check students’ comprehension.”*

P3: *“There are “Revise and Check” parts for self-assessment.”*

P4: *“At the end of each file, there is a “Revise and Check” part, so that students can do self-assessment. In terms of self-monitoring, there is ‘Can you ....’ part at the end of each file again. However, I cannot say the same thing for peer-feedback.”*

P5: *“After almost each exercise, students can check their own answers. However, in pair activities, although productive materials are supported, alternative answers are not given. So, peer feedback is possible only through in class time.”*

Thematic analysis of question 6 and 7 obtained from 5 participants for Empower is shown in Table 4.16. The findings reveal that Empower has both sides in favor of and against out of class learning and it supports self-check in a way. Under the theme of in favor of out of class learning, P1, P2, P3 and P4 state that students can learn out of class by using the learning management system of the textbook.

P1: *“The book has an online study portal.”*

P2: *“Yes, book has a LMS system which includes extra practices for each unit.”*

P3: *“Thanks to the LMS and the workbook, students may revise and practice the related materials out of the classroom.”*

P4: *“Students can learn out of class by using LMS.”*

P3 and P5 suggest that there is a workbook for practice in favor of out of class learning. P1 indicates that materials of the textbook support out of class learning. Also, P3 mentions that the Everyday English part of the textbook is effective for out-of-class learning. In addition, P5 emphasizes that grammar sections at the end of the book may enhance out of class learning and reading sections can be done by students.

P1: *“Also there is a supplementary reading pack of the book.”*

P3: *“Thanks to the LMS and the workbook, students may revise and practice the related materials out of the classroom. There is also an “Everyday English” part*

*in each unit the material of which can be used out of the classroom in daily life by students.”*

P5: *“The grammar section at the end of the book may enhance the students’ out-of-class learning because it provides a summary and practice.”*

P5: *“Reading sections can be done by students.”*

P5: *“Workbook was used to be assigned to students for practice.”*

Under the theme of against out of class learning, *“the grammar sections within the units are difficult to follow. Writing skills are explained in a kind of scary way. There are too many explanations but few examples. Workbook was used to be assigned to students for practice, but I didn’t use to assign any part of the book for self-study. The reason is that the book is not created in a student-centered way. Students usually do not have many options to select their own learning style while using Empower (P5).”* P3 states that students are not allowed to select resources apart from ones provided by textbooks and LMS and P4 mentions that Empower does not offer any recommendations for different resources other than LMS.

P3: *“However, students are not allowed to select resources apart from the ones provided by the textbook and LMS.”*

P4: *“The book doesn’t offer any recommendations for different resources other than LMS.”*

Under the theme of self-check, all participants agree that there is self-assessment in “Review Your Progress” part in Empower. P2 and P5 state that there is peer feedback in speaking exercises. P1 and P4 point out that unit progress tests in LMS are effective for self-check by students. P4 also adds that there is peer feedback for some writing exercises. P5 emphasizes that there is self-monitoring and self-assessment in grammar sections and workbook study. Moreover, P5 thinks that there is no peer feedback except speaking exercises. P3 agrees with the idea of no peer feedback in the textbook. There is no self-monitoring and students are dependent on the teacher (P3). P1 argues that there are not many exercises related to the productive skills, so students do not have the chance to evaluate their language production in these sections properly.

P1: *“At the end of the units, there is a self-evaluation part so students have the chance to do some exercises related to the unit they covered and check their understanding with the check list prepared in accordance with the objectives of the*

*unit. However, there are not many exercises related to the productive skills, so students do not get the chance to evaluate their language production in these sections properly. In the unit progress tests, on the other hand, students get a chance to check their progress in an effective way.”*

*P2: “At some of the speaking parts, students answer the questions individually then share their answers with their peers. (Peer-feedback and self-assessment)”*

*“At the end of each unit there is a “Review Your Progress” part. In this part students can check their understandings. (Self-assessment)”*

*P3: “Self-assessment parts are included at the end of each unit. There are no self-monitoring and/or peer feedback chance for students as they cannot see answer key for the activities. Students are dependent on the teacher to see if their answers are correct or not.”*

*P4: “There are only short “review your progress” parts at the end of each unit, maybe some peer-feedback for some writing exercises. Students are supposed to complete the unit progress tests in LMS after each unit has finished.”*

*P5: “Peer feedback is sometimes included in speaking exercises. But for other skills no peer feedback is initiated by the book. Self-monitoring and self-assessment are available with the “revision” sections, grammar sections at the end of the book and the workbook study.”*

**Table 4.16.** *The Findings from Thematic Analysis related to Practicality of Empower*

Themes	Codes	P1	P2	P3	P4	P5
<b>In Favor of Out of Class Learning</b>	Ss can learn out of class by using LMS.	✓	✓	✓	✓	
	Workbook for practice			✓		✓
	Materials of textbook	✓				
	Everyday English part			✓		
	Grammar section at the end of the book may enhance out of class learning.					✓
<b>Against Out of Class Learning</b>	Reading sections can be done by Ss.					✓
	Not having many options to select their learning style					✓
	Ss are not allowed to select resources apart from ones provided by textbooks and LMS.			✓		
	Activities on LMS are very similar to the ones in the book so plan to recycle topics/ objectives may result boring repetition.	✓				
	Too many explanations for writing skills					✓
	Difficult to follow in grammar section within units					✓
	Few pieces of examples for writing skills					✓
	Listening and watching sections require teacher leading.					✓
	Not offering any recommendation				✓	
	Not student- centered workbook					✓
<b>Self-Check</b>	Self-assessment in review your progress part	✓	✓	✓	✓	✓
	Peer feedback in speaking exercises		✓			✓
	Unit progress tests in LMS	✓			✓	
	Peer feedback for some writing exercises				✓	
	Self-monitoring and assessment in grammar sections					✓
	Self-monitoring and assessment in workbook study					✓
	No self-monitoring			✓		
	No peer feedback			✓		✓
	Ss are dependent to T			✓		
	Not many exercises related to the productive skills, so Ss do not have the chance evaluate their language production in these sections properly.	✓				

#### 4.2.5. Learner Autonomy Components in the Textbooks

In this part, the findings from document analysis carried out by the author, the learner autonomy components checklist and open-ended questionnaire are provided in detail. In the questionnaire, question 2 covers the category of learner autonomy components (Which learner autonomy components does the textbook you are using include? How do they support learner autonomy? Why?).

##### 4.2.5.1. The Findings from the Learner Autonomy Checklist

The data obtained from the learner autonomy checklist from 32 participants for English File are illustrated in Table 4.17. 53.1% of the participants state that English File has a learning management system and 68.7% of the participants point out there is a self-checklist in English File. All participants agree that the instructions and question types of the textbook are not clear and understandable by the students and it does not include learning resources such as CD or an activity book. All participants have the same idea that task objectives and activity types of English File do not support learner autonomy. Half of the participants mention that the textbook includes self-evaluation and self-reflection. 75% of the participants think that there are no portfolios in English File and the textbook does not consist of peer assessment according to 65.7% of the participants.

**Table 4.17.** *Learner Autonomy Components of English File*

Component	Yes		No		Total		M	Sd
	f	%	f	%	f	%		
Learning management system	17	53.1	15	46.9	32	100	.531	.507
Self- checklist	22	68.7	10	31.3	32	100	.687	.470
Availability of clear instructions	0	0	32	100	32	100	.000	.000
Task objectives	0	0	32	100	32	100	.000	.000
Learning resources	0	0	32	100	32	100	.000	.000
Understandability of question types	0	0	32	100	32	100	.000	.000
Activity types	0	0	32	100	32	100	.000	.000
Self- evaluation	16	50	16	50	32	100	.500	.508
Self- reflection	16	50	16	50	32	100	.500	.508
Portfolios	8	25	24	75	32	100	.250	.439
Peer assessment	11	34.3	21	65.7	32	100	.343	.482

The table 4.18. shows the data collected from learner autonomy components checklist from 26 participants for Empower. 76.9% of the participants agree that there is a learning management system of Empower and self-checklist in the textbook. 57.6% of the participants state that the instructions of the textbook are clear and 61.5% of them point out that Empower has clear and understandable question types. According to 69.3% of the participants, task objectives of Empower do not support learner autonomy. 80.7% of the participants mention that the textbook includes learning resources such as CD, DVD, or an activity book. On the other hand, 61.5% of the participants think that the activity types do not support learner autonomy. Whereas 61.5% of the participants state that there is a self-evaluation in Empower, there is no self-reflection in it according to 69.2% of the participants. 80.7% of the participants agree that Empower does not include portfolios and 76.9% of them state that there is no peer assessment.

**Table 4.18.** *Learner Autonomy Components of Empower*

Component	Yes		No		Total		M	Sd
	f	%	f	%	f	%		
Learning management system	20	76.9	6	23.1	26	100	.769	.429
Self- checklist	20	76.9	6	23.1	26	100	.769	.429
Availability of clear instructions	15	57.6	11	42.4	26	100	.576	.503
Task objectives	18	69.2	8	30.8	26	100	.692	.470
Learning resources	21	80.7	5	19.3	26	100	.807	.401
Understandability of question types	16	61.5	10	38.5	26	100	.615	.496
Activity types	10	38.5	16	61.5	26	100	.384	.496
Self- evaluation	16	61.5	10	38.5	26	100	.615	.496
Self- reflection	8	30.8	18	69.2	26	100	.307	.470
Portfolios	5	19.3	21	80.7	26	100	.192	.401
Peer assessment	6	23.1	20	76.9	26	100	.230	.429

#### 4.2.5.2. The Findings from the Document Analysis

Table 4.19. shows the findings from the document analysis related to learner autonomy components in English File. The results indicate that English File contains several learner autonomy components linked to self-learning and self-evaluation. In terms of self-learning, it can be pointed out that the table of contents page in the



textbook gives a chance of detailed preview of it to learners. Therefore, learners are able to follow the textbook using the table of contents page. One more component is that clear vocabulary and grammar instruction and practices related to the units at the end of the textbook serve an opportunity to students to comprehend the language and practice them individually. The other component is iTutor, which is basically a CD, that learners are able to review all the grammar, vocabulary, and pronunciation after class, watch videos and listen to the audio, listen to all the reading texts on audio, transfer all the video and audio onto their mobile devices on their own. Also, English File presents clear and understandable instructions so that learners can study the textbook without help. The other learner autonomy component in the textbook is a pronunciation app which learners are able to identify and practice the sounds of English, practice the sounds in useful phrases, record themselves and test themselves. The next component is that English File provides a student's site to practice grammar, vocabulary, and pronunciation online, and to find learning resources, web links, and games to learners.

To document self-evaluation, the first component is iChecker that learners are able to test themselves after each file with the progress checks, do a dictation after every file, and use the workbook audio for pronunciation and listening practice. Next, a workbook is added to English File so that learners are able to practice grammar, vocabulary, pronunciation, and practical English and do extra reading and listening practice. Furthermore, as a component related to self-assessment, English File creates a chance for learners to do self-assessment through the technique 'listen and check' for pronunciation and 'revise and check' parts and also self-monitoring with "Can you...?" parts and revise and check, as well. Lastly, peer feedback is considered as an evaluation for in-class learning by comparing the answers with a partner.

The findings from the document analysis related to learner autonomy components in Empower are shown in Table 4.20. According to the findings, Empower consists of several learner autonomy components based on self-learning and self-evaluation. To document theme of self-learning, it can be seen that Empower has a detailed table of contents page which gives an opportunity of detailed preview of it to learners. So, learners are able to follow the textbook easily by the means of the table of contents page. The other component linked to self-learning is clear vocabulary and grammar instruction and practices related to the units at the end of the textbook that

students can comprehend the language and practice them individually. Also, Empower has an online platform called CLMS that learners are able to review all the grammar, vocabulary, and pronunciation after class, listen to the listening audios, and download audios onto computers. The other component is that Empower provides online access which supplies personalized practices to the learners. Moreover, Empower presents clear and understandable instructions so that learners can study the textbook with no assistance.

In terms of self-evaluation, Empower includes a workbook online and hardcopy that learners practice grammar, vocabulary, pronunciation, and everyday English, and do extra reading and listening practice. Also, online access to the textbook provides personalized practice to learners. Furthermore, learners are able to carry out self-assessment through unit progress tests, mid-course and end-of-course competency tests on CLMS and review and extension parts in the textbook and self-monitoring through review your progress parts at the end of each unit. To end, peer feedback is used as an evaluation in writing and speaking parts in the textbook but in-class learning. As mentioned above, there are several tasks for learners to evaluate each other in the production level.

**Table 4.19.** *The Findings from Document Analysis related to Learner Autonomy Components in English File*

<b>Themes</b>	<b>Codes</b>	<b>Examples</b>
<b>Self-Learning</b>	Table of contents page	Detailed preview of the textbook
	Grammar bank	Clear grammar instruction and practices related to structures at the end of the textbook
	Vocabulary bank	Vocabulary instruction and practice at the end of the textbook
	iTutor (CD)	Review all the grammar, vocabulary, and pronunciation after class, watch videos and listen to the audio, listen to all the readings texts on audio, transfer all the video and audio onto your mobile devices
	Clear and understandable instructions	Simple and clear sentence structure
	Pronunciation app	Learn and practice the sounds of English, practice the sounds in useful phrases, record yourself and test yourself
<b>Self-Evaluation</b>	Student's site	Practice grammar, vocabulary, and pronunciation online, find learning resources, web links, and games
	iChecker	Test yourself after each file with the progress checks, do a dictation after every file, use the workbook audio for pronunciation and listening practice
	Workbook	Practice grammar, vocabulary, pronunciation, and practical English, do extra reading and listening practice
	Self-assessment	Listen and check for pronunciation, revise and check parts
	Peer feedback	Compare with a partner for in-class learning
	Self-monitoring	"Can you...?" parts, revise and check

**Table 4.20.** *The Findings from Document Analysis related to Learner Autonomy Components in Empower*

<b>Themes</b>	<b>Codes</b>	<b>Examples</b>
<b>Self-Learning</b>	Table of contents page	Detailed preview of the textbook
	Grammar focus	Clear grammar instruction and practices related to structures at the end of the textbook
	Vocabulary focus	Vocabulary instruction and practice at the end of the textbook
	CLMS	Review all the grammar, vocabulary, and pronunciation after class, listen to the listening audios, download audios onto computers
	Online access	Personalized practices
	Clear and understandable instructions	Simple and clear sentence structure
<b>Self-Evaluation</b>	Workbook (Online and hardcopy)	Practice grammar, vocabulary, pronunciation, and everyday English, do extra reading and listening practice
	Online access	Tests from Cambridge English Language Assessment
	Self-assessment	Unit progress tests, mid-course and end-of-course competency tests, review and extension parts
	Peer-feedback	Writing parts, speaking parts
	Self-monitoring	Review your progress parts

#### **4.2.5.3. The Findings from Thematic Analysis**

Thematic analysis of question 2 obtained from 5 participants for English File is illustrated in Table 4.21. The findings indicate that English File contains some components in terms of self-learning and self-evaluation. Under the theme of self-learning, P2 and P4 agree that grammar materials provide self-study to learners and according to P3 and P5, clear instructions of each practice allow learners to study individually. P4 and P5 state that learners can do exercises for vocabulary for their self-study and P4 also adds that visuals for vocabulary parts are beneficial for learners'

comprehension. P5 points out the ready pack and sources of English File such as extra studying resources and workbook help learners study on their own. P3 claims that English File promotes self-learning through good questions, well-designed content and guided speaking and writing activities. Lastly, reading materials of the textbook give learners a chance to study individually according to P2.

P2: *“There are some grammar and reading materials students can study on their own. These materials can be used by the students to practise what they have learnt.”*

P3: *“I think the most distinctive components are clear instructions, good questions to discover the meaning and well-designed contents of the book.”*

*“Also, there are guided speaking and writing activities.”*

P4: *“There are exercises for grammar and vocabulary at the end of the book which is quite beneficial for the students. Some visuals are used for vocabulary part and Ss can also benefit from them.”*

P5: *“Here, to detail them, supporting extra studying resources and clear instructions of them support learner autonomy.”*

*“In that sense, up to a level, having ready packs and sources can motivate them to study individually. For example, revision tests, grammar revisions, vocabulary bank, and workbook are some of them which I find really beneficial for them.”*

In terms of the theme of self-evaluation, P1 and P5 suggest that grammar revisions of English File can serve as a component of self-assessment and P5 adds that revision tests of the textbook are also used for self-assessment by learners. P1 points out learners can evaluate their learning and comprehension through speaking, pronunciation and writing activities. P3 claims that learners can evaluate themselves using ‘revise and check’ parts of English File and can check listening comprehension using the scripts of the listening parts.

**Table 4.21.** *The Findings from Thematic Analysis related to Learner Autonomy Components in English File*

<b>Themes</b>	<b>Codes</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>
<b>Self-Learning</b>	Grammar materials		✓		✓	
	Clear instructions			✓		✓
	Exercises for vocabulary				✓	✓
	Visuals for vocabulary parts				✓	
	Extra studying resources					✓
	Workbook					✓
	Ready pack and sources					✓
	Good questions			✓		
	Well-designed content			✓		
	Guided speaking activities			✓		
	Guided writing activities			✓		
	Reading materials			✓		
	<b>Self-Evaluation</b>	Grammar revisions	✓			
Revision Tests						✓
Speaking activities		✓				
Pronunciation activities		✓				
Writing activities		✓				
Revise and check parts				✓		
Scripts of the listening parts				✓		

P1: *“Speaking, pronunciation and writing activities can be said to be such components. All these activities give students the opportunity to self-test themselves to see how much they have learned about the target subjects.”*

P3: *“Also, after every two units, learners can check themselves in revise and check parts. Learners can find the scripts of the listening parts behind the book and check their understanding by themselves, as well.”*

P5: *“Having ready packs and sources can motivate them to study individually. For example, revision tests, grammar revisions, vocabulary bank, and workbook are some of them which I find really beneficial for them.”*

Thematic analysis of question 2 obtained from 5 participants for Empower is shown in Table 4.22. The results show that Empower includes some components in terms of self-learning, self-evaluation, and assessment. Under the theme of self-learning, all participants agree that the learning management system and learning resources at that system of the textbook support learner autonomy. All participants except P3 state that task objectives given at the beginning of each unit and each subsection support self-study skills. P1, P3 and P5 mention that learning resources of Empower allow self-study and self-learning. Also, P2 and P3 point out clear

instructions of the textbook provide self-study and self-learning. P1 states that there are summary parts related to grammar and vocabulary at the end of the book which are effective to revise or learn the structure of the language. P2 emphasizes that questions are clear and understandable, on the other hand, students are exposed to a sample paragraph or listening then they are expected to do similar tasks which prevents learner autonomy.

P1: *“There are the summary parts related to grammar and vocabulary at the end of the book. These parts are effective to revise or learn the structure of the language. Also, the book is designed in a way to include detailed content and objective pages at the beginning of each unit, which helps students follow the unit and the objectives of the units easily. At the end of the units, there is also a self-evaluation part for students to check their understanding, so students have the chance to revise what they have already learnt. However, this part is also used to teach some new vocabulary, which causes misunderstanding as well. Also, in the online portal of the book, there are some videos related to the grammar objectives of each unit.”*

P2: *“Instructions and questions in the book are clear and understandable. Learners can easily follow the instructions.”*

*“Task objectives are related to the topic of each unit. In the book, students are exposed to a sample paragraph or listening, then they are expected to do similar tasks which prevent learner autonomy.”*

*“Book has an LMS system which enables students to reach all the audio-visual materials that the book includes.”*

P3: *“LMS is the most apparent learner autonomy component of the book. Thanks to it, students may be able to revise and practice what the book has already given. The book also has extra learning sources on LMS which can carry the understanding of the students to further points and reinforce what has been taught in the book.”*

*“Most of the instructions are fairly clear enough for navigating the book.”*

P4: *“The book has a learning management system and students can reach the learning resources on that system. They can find the audios/videos for the listening parts in the book. They can also do some extra reading and listening activities online. I believe that LMS totally supports learner autonomy. They can redo the activities*

*whenever they want and keep a record of their language improvement. On the beginning page of each unit, students can see the unit objectives.”*

*P5: “The components that support learner autonomy in Empower: LMS, self-evaluation checklist (at the end of each grammar section), task objectives given at the beginning of each unit and each sub-section. These support the students’ self-study skills because they help students follow the learning process and evaluate themselves. Learning resources of the book are available at CLMS. So, that also allows self-study and self-learning.”*

Under the theme of assessment, there is a disagreement among participants. P5 states that there is no peer assessment in Empower. Nevertheless, P2 believes that pair works are very effective for peer assessment. P4 points out that there is not much peer assessment, maybe only in writing activities of some units.

*P2: “Pair-work activities are very effective for peer assessments. Students share their opinions and give feedback to each other.”*

*P4: “There is not much peer assessment, maybe only in writing activities of some units.”*

*P5: “Peer assessment is almost absent.”*

Under the theme of self-evaluation, all participants except P3 agree that task objectives given at the beginning of each unit and each sub-section help students follow the learning process and evaluate themselves. P3, P4 and P5 state that there is a self-checklist in Empower. P4 mentions that they can keep records of their language improvement through LMS. P3 points out self-checklist is given for self-assessment at the end of each unit so that students can see their own progress during the units. P2 believes that reviewing your progress part makes learners notice how well s/he does, moreover, a student realizes his/her missing points. P1 thinks that there is a self-assessment part at the end of the units to check their understanding, so students have the chance to revise what they have already learnt, however; self-assessment part is also used to teach new vocabulary, which causes misunderstanding as well. P2 suggests that the self-checklist in the textbook is not effective. Lastly, P4 mentions that there is no portfolio in Empower.

*P1: “At the end of the units, there is also a self-evaluation part for students to check their understanding, so students have the chance to revise what they have*



*already learnt. However, this part is also used to teach some new vocabulary, which causes misunderstanding as well.”*

*P2: “At the end of each unit, the book includes “Review your progress” part which makes learners notice how well s/he does. Moreover, s/he realizes his/her missing points.”*

*P3: “Self-checklist is given for self-assessment at the end of each unit so that students can see their own progress during the units.”*

*P4: “I believe that LMS totally supports learner autonomy. They can redo the activities whenever they want and keep the record of their language improvement.”*

*“There is a very brief self-checklist of those objectives at the end of the unit. Personally, they may seem as if it supports the learner autonomy, but I don’t believe it is effective enough.”*

*“I don’t think the book has any portfolio.”*

*P5: “The components that support learner autonomy in Empower: LMS, self-evaluation checklist (at the end of each grammar section), task objectives given at the beginning of each unit and each sub-section. These support the students’ self-study skills because they help students follow the learning process and evaluate themselves.”*

**Table 4.22.** *The Findings from Thematic Analysis related to Learner Autonomy Components in Empower*

Themes	Codes	P1	P2	P3	P4	P5	
<b>Self-Learning</b>	Learning Management System	✓	✓	✓	✓	✓	
	Learning resources at CLMS	✓	✓	✓	✓	✓	
	Task objectives given at the beginning of each unit and each sub-section support self-study skills.	✓	✓		✓	✓	
	Learning resources allow self-study and self-learning.	✓		✓		✓	
	Clear instructions		✓	✓			
	Summary parts related to grammar and vocabulary at the end of the book which are effective to revise or learn structure of the language.	✓					
	Clear and understandable questions		✓				
	Ss are exposed to a sample paragraph or listening then they are expected to do similar tasks which prevents LA.		✓				
	<b>Assessment</b>	No peer assessment					✓
		Pair works are very effective for peer assessment.		✓			
Not much peer assessment maybe only in writing activities of some units					✓		
<b>Self-Evaluation</b>	Task objectives given at the beginning of each unit and each sub-section help Ss follow the learning process and evaluate themselves.	✓	✓		✓	✓	
	Self-evaluation checklist			✓	✓	✓	
	They can keep a record of their language improvement.				✓		
	Self-checklist is given for self-assessment at the end of each unit so that Ss can see their own progress during the units.			✓			
	Review your progress part which makes learner notice how well s/he does. Moreover, S realizes his/ her missing points.		✓				
	Self-evaluation part at the end of the units to check their understanding, so Ss have the chance to revise what they have already learnt.	✓					
	No portfolio				✓		
	Self-evaluation part is also used to teach new vocabulary, which causes misunderstanding as well.	✓					
	Not effective self-checklist				✓		

#### **4.2.6. General Beliefs of English Instructors towards Learner Autonomy in the Textbooks**

In this part, the findings from the open-ended questionnaire are shown. In the questionnaire, question 1 is addressed to the category of general beliefs towards learner autonomy in the textbooks (Do you think the IS (integrated skills) textbook that you are using currently supports learner autonomy? Why?).

##### **4.2.6.1. The Findings from Thematic Analysis**

Thematic analysis of question 1 gathered from 5 participants for English File is shown in Table 4.23. The findings indicate that English File promotes self-learning and testing with some of its features. In terms of the theme of self-learning and testing, P3 and P5 state that learners can study the textbook by following clear instructions on their own. P1 and P5 suggest that learners may motivate themselves to engage the textbook with activities or tasks at both diversity and integration of all skills. P4 believes that English File provides self-study with the objectives given at the beginning of each unit, grammar explanation for each unit at the back of the textbook and guidelines or a format for writing sections. Also, she adds that learners can study by practicing with online activities individually and speaking activities can be covered with photocopiable materials although they include pair works or group works. P5 points out effective directions and engaging and various content of English File help learners study on it alone.

P1: *“It provides many different kinds of activities improving different kinds of skills like writing at the end of each unit, pronunciation in every unit, speaking in every unit likewise.”*

P3: *“Students can proceed even just by following instructions.”*

P4: *“I think English File supports learner autonomy especially in terms of grammar, pronunciation, listening and writing. For example, objectives are given at the beginning of each file. Also, there is a grammar explanation for each file at the back of the book. Similarly, some guidelines or a format is provided for writing sections. Apart from these, online activities support learners’ autonomy a lot. Especially, because of the epidemic, students need this, and the book has filled these kinds of gaps in students. However, speaking parts are generally based on pair or*

group activities. However, this can also be covered or compensated via photocopiable materials by the teacher which is also supported with the book itself.”

P5: “In that case, clear instructions and effective directions of a book would help these kinds of students a lot. The book includes all the skills, and supports a variety of content which can engage the students in. I mean, no matter a student finds a task not interesting, s/he will be interested in another one. While talkative students love some parts like warm up questions or discussions, introvert students express themselves freely in writing parts. To sum up, EF is effective and fruitful at both diversity and integrating of these skill-based activities or tasks, which end up with the consequence that supports learner autonomy.”

**Table 4.23.** *The Findings from Thematic Analysis related to Learner Autonomy in English File*

Theme	Codes	P1	P2	P3	P4	P5
<b>Self-Learning and Testing</b>	Clear instructions			✓		✓
	Activities based on effective and fruitful at both diversity and integrating of all skills	✓				✓
	Objectives given at the beginning of each file				✓	
	Grammar explanation for each file at the back of the book				✓	
	Guidelines or a format for writing sections				✓	
	Online activities				✓	
	Photocopiable materials				✓	
	Effective directions					✓
	Engaging and various content					✓
	Related unit components			✓		
	Every page of the book design			✓		
	Well-planned lessons			✓		
	Areas to refuse participation in pair work, group work and communicative activities			✓		
	Learners have choices while using this book			✓		
	Easy to follow			✓		
	Different kinds of activities give students the opportunity to self-test themselves.	✓				
	Ss cannot use this material independently.			✓		

According to P3, every page of the textbook design and well-planned lessons make learners study English File without help. Also, he adds that all components of the units are related, and the textbook is easy for learners to follow. Moreover, learners have choices while using this book, for instance there are areas to refuse participation in speaking parts although these parts include pair work, group work and communicative activities. P1 states that various kinds of activities in different skills give learners an opportunity to evaluate themselves. Unlike four participants, P2 thinks that learners cannot use English File independently.

P1: *“All these activities give students the opportunity to self-test themselves to see how much they have learned about the target subjects.”*

P2: *“I don’t think it does, because students cannot use this material independently.”*

P3: *“Almost all components of the units are related, and it is easy for students to follow. Moreover, the book is full of pair work, group work and communicative activities and learners can participate in these activities as much as they desire. These activities mostly require every member’s participation, so each learner feels the necessity to be a part of the task. However, as I mentioned above, they still have areas to refuse participation or skip the activity. Briefly, learners have choices while using this book, but no sooner do they start to use it than they realise the more they participate the more they learn.”*

Thematic analysis of question 1 obtained from 5 participants for Empower is demonstrated in Table 4.24. The themes obtained from the findings are manageability, LMS, receptive skills and grammar, productive skills, and self-learning. Under the theme of manageability, P1 states that each unit explains objectives at the beginning of the unit and question structure is clear which students can easily do the related activities, however; question structure for production activities is difficult. P4 mentions that the textbook is manageable, and instructions and activities are clear. P3 believes that the instructions of Empower are comprehensible and clear enough for self-study. Yet, the layout is not practical to follow and there are confusing explanations upon language points (P3). P5 thinks that pages are too loaded, and it is easy for students to get lost in Empower. Also, she adds that students usually need teacher guidance.

P1: *“Each unit explains the objectives at the beginning of the unit.”*

*“The question structure is clear so students can easily do the related activities.”*

*“Another issue is about the question structure for the production activities. It is hard to understand the aim of the activity, so students usually need help to understand the aim of the tasks.”*

P4: *“I believe that the textbook is manageable for students because the instructions and activities are clear.”*

P5: *“The exercises in the book are designed in such a way that students usually need teacher guidance. It is easy for students to get lost while using Empower because the pages are too loaded (for instance, see page Empower B1+ page 44 on which there are 7 instructions under “vocabulary” part).”*

Related to the theme of LMS, P5 emphasizes that LMS allows students to follow their learning process. P3 states that LMS provides students the chance of revising the topics and students can study on related lexis and language on LMS. Moreover, she adds that students can listen to the related parts and navigate accordingly by downloading the recorded text on LMS and they can practice receptive skills on LMS.

P3: *“Firstly, it has an LMS which provides students the chance of revising the topics covered in the book. Students may log in the system and choose the unit that they want to study on. They can study on related lexis and language as well as practicing receptive skills.”*

*“By downloading the recorded texts on LMS, students may be able to listen to the related parts and navigate accordingly”*

P5: *“The revision parts and LMS allow students to follow their learning process.”*

Relating with the theme of receptive skills and grammar, P1 and P2 state that the textbook uses some lead-in activities for reading and listening. P1 points out that there are also some skill teaching tips for students so they can understand sub-skills like reading/listening for main ideas or details. She adds that for grammar learning, students are asked to underline the target language form in sample sentences, to understand the meaning of a specific sentence/structure related to the target structure, then they are elicited the form and meaning. P2 suggests that students are exposed to

the structure of a new grammar content in the reading then they learn how and when to use that structure and there are plenty of exercises that make students figure out what or how to do it.

P1: *“Also the book uses some lead-in activities for the reading and listening skills.”*

*“There are also some skill teaching tips for students so they can understand sub-skills like reading/listening for the main idea or reading/listening for details. For the grammar teaching parts, students are asked to underline the target language form in sample sentences or understand the meaning of a specific sentence/structure related to the target structure. Then they are given/elicited the form and meaning.”*

P2: *“Each unit starts with a picture related warm-up questions which creates students’ active participation. They share their opinions with each other. At each part of the unit the teacher only acts as a facilitator. There are plenty of exercises that make students figure out what or how to do it. For example: they are exposed to the structure of a new grammar content in the reading then they learn how and when to use that structure.”*

Under the theme of productive skills, P1 mentions that the sample format is usually provided, and students are asked to understand the format first, and then, produce similar tasks in writing. However, *there are many pair works or group works, so it wouldn’t be possible for students to follow activities themselves easily and it is hard to understand the aim of the activity, so students usually need help to understand the aim of the tasks* (P1). Also, the question structure of Empower is difficult for production activities according to P1. P4 believes that activities in Empower require student-student interaction.

P1: *“For the writing skills the sample format is usually provided in the book and students are asked to understand the format first and then produce similar tasks. However, I don’t think the speaking parts support learner autonomy much. Firstly, there are many pair work or group work activities for the speaking tasks, so it would not be possible for students to follow the activities themselves easily. Another issue is about the question structure for the production activities. It is hard to understand the aim of the activity, so students usually need help to understand the aim of the tasks.”*

P4: *“They require student-student interaction a lot. That’s why it supports learner autonomy to some extent.”*

In terms of the theme of self-learning, P3 and P5 agree that revision parts are useful for students to follow their learning process. P3 states that students can get feedback on written and spoken materials on LMS. P1 mentions that Empower provides a summary for language use in the Grammar Bank at the end of the book. On the other hand, P5 explains some sides against self-learning. She thinks that there is no expectation from students of monitoring and evaluating their learning process in Empower and the textbook does not present any choices for students and teachers. Also, students cannot choose the method that they can use to learn English.

P1: *“The book also provides a summary for the language used in the Grammar bank at the end of the book.”*

P3: *“They can also study on some written and spoken production materials which can be sent to the instructor to get feedback.”*

*“Finally, the book has a self-assessment part under the heading of “Review your progress” after each unit, which provides the chance of seeing and understanding the stage of learning that students have achieved so far.”*

P5: *“The book does not present any choices for the students and the teachers. Students cannot choose the method that they can use to learn English. They are not expected to monitor and evaluate their learning process most of the time. However, the revision parts and LMS allow students to follow their learning process.”*



**Table 4.24.** *The Findings from Thematic Analysis related to Learner Autonomy in Empower*

<b>Themes</b>	<b>Codes</b>	<b>P1</b>	<b>P2</b>	<b>P3</b>	<b>P4</b>	<b>P5</b>	
<b>Manageability</b>	Each unit explains objectives at the beginning of the unit.	✓					
	Clear questions structure which Ss can easily do the related activities.	✓					
	The book is manageable				✓		
	Comprehensible instructions			✓			
	Instructions and activities are clear.				✓		
	Enough clear instructions for self-study			✓			
	The layout is not practical to follow			✓			
	Confusing explanations upon language points			✓			
	Difficult question structure for production activities	✓					
	Pages are too loaded.					✓	
	It is easy for Ss to get lost					✓	
	Students usually need teacher guidance					✓	
	<b>LMS</b>	LMS to follow their learning process					✓
		LMS which provides Ss the chance of revising the topics.			✓		
Ss can study on related lexis and language on LMS				✓			
By downloading the recorded text on LMS, Ss can listen to related parts and navigate accordingly.				✓			
Practicing receptive skills on LMS				✓			
<b>Receptive Skills and Grammar</b>	The book uses some lead-in activities for reading and listening skills.	✓	✓				
	There are also some skill teaching tips for Ss so they can understand sub-skills like reading/listening for main ideas or details.	✓					
	Ss are asked to underline the target language form in sample sentences.	✓					

**Table 4.22.** *The Findings from Thematic Analysis related to Learner Autonomy in Empower (continued)*

Themes	Codes	P1	P2	P3	P4	P5
<b>Receptive Skills and Grammar</b>	Ss are asked to understand the meaning of a specific sentence/ structure related to the target structure.	✓				
	Then, they are elicited the form and meaning.	✓				
	They are exposed to the structure of a new grammar content in the reading then they learn how and when to use that structure.		✓			
	There are plenty of exercises that make Ss figure out what or how to do it.		✓			
<b>Productive Skills</b>	The sample format is usually provided and Ss are asked to understand the format first and then produce similar tasks in writing.	✓				
	Student-student interaction				✓	
	Here are many pair works or group works, so it wouldn't be possible for Ss to follow activities themselves easily.	✓				
	Hard to understand the aim of the activity, so Ss usually need help to understand the aim of the tasks.	✓				
<b>Self-Learning</b>	Difficult question structure for production activities	✓				
	Revision parts to follow their learning process				✓	✓
	Written material to get feedback on LMS				✓	
	Spoken materials to get feedback on LMS				✓	
	It provides a summary for language use in the Grammar Bank at the end of the book.	✓				
	No expectation from Ss of monitoring and evaluating their learning process.					✓
	The book does not present any choices for Ss and Ts					✓
Ss cannot choose the method that they can use to learn English.					✓	

## CHAPTER V

### DISCUSSION, CONCLUSION AND SUGGESTIONS

#### 5.1. Introduction

In this research, it is aimed to find out learner autonomy representations in English Language Teaching (ELT) textbooks. To reach this aim, the research evaluates two different textbooks published by two different foreign publishing houses in terms of learner autonomy and to find out the beliefs and thoughts of the instructors who use these textbooks while teaching. In this chapter, the results of the study will be discussed with the help of previous research done in the field.

#### 5.2. Discussion

In this section, it is aimed to discuss the findings gathered from the open-ended questionnaire, learner autonomy components checklist and document analysis in the light of the research question and sub-questions.

##### **5.2.1. Do the textbooks used in English Language Teaching (ELT) support learner autonomy? If yes, what features of the textbooks provide it?**

In order to discuss whether the textbooks used in English Language Teaching support learner autonomy or not and what features of the textbooks provide it, the topic is divided into six sub-topics, which are (i) contents and subjects features, (ii) skills and sub-skills efficiency, (iii) convenience of layout and design, (iv) practicality of the textbooks, (v) learner autonomy components in the textbooks and (vi) general beliefs of English instructors towards learner autonomy in the textbooks.

##### **5.2.1.1. Contents and Subjects Features**

The first research sub-question aims to investigate how the contents and subjects of the textbooks support learner autonomy. According to document analysis, both textbooks include common, recent, and engaging subjects which encourage learners to study independently. Data obtained from the open-ended questionnaire support the idea of daily and common subjects in English File and Empower. Both

document analysis and data from the open-ended questionnaire suggest that English File and Empower consider learner experiences and include the elements of practical and survival English skills. On the other hand, English File contains up-to-date subjects and it is based on CEFR, which means that the textbook is suitable for daily use of English and it consists of authentic materials. As Tomlinson (1998) states that successful self-study materials provide the features of authenticity and production tasks based on situations and referring to target culture. Also, the subjects and contents of the textbooks are motivating and easily comprehensible for learners and the variety of the subjects and contents are satisfactory. Results from the open-ended questionnaire reveal the parallel concept of motivation for English File and Empower as well and they consist of motivating and interesting subjects which affect learners' motivation. Data gathered from the open-ended questionnaire suggest that English File supplementary contents, activity types and the technique "guessing the meaning" promote autonomous learning. Gremmo and Riley (1995; Holec, 1994; Dickinson, 1987) claims that the self-study materials have to meet some features such as variety and authenticity. Tomlinson (2011) emphasizes that self-study materials can be successful through appealing content such as interesting topics about target culture and universal themes.

#### **5.2.1.2. Skills and Sub-skills Efficiency**

The results from document analysis indicate that English File and Empower provide a wide range of interesting (authentic for English File) listening and reading texts that motivate learners to learn language individually and just for pleasure. Qualitative findings reveal that Empower is very efficient especially in learning reading skills, sub-skills and reading strategies as language learning strategies and there are attractive and to-the-point reading activities for self-study. Another observation from qualitative data as additional information about English File is that it provides listening recordings and their scripts to learners, so they can check listening comprehension themselves.

According to document analysis, English File and Empower accomplish independent vocabulary learning with the audios of the related pages through some techniques and use the discovery method for grammar instruction which leads students

to study language themselves without help. Relating this, both textbooks include vocabulary exercises which internalize previous and new items; and new items are repeated to reinforce their meaning. Kaur (2014) believes that it is needed to keep and use vocabulary to facilitate and improve subsequent learning. Also, English File and Empower present grammatical structures with brief and easy examples and explanations for the primary function of interaction and communication in a meaningful context. According to Tomlinson (2011), materials must have comprehensible input which is explained as understandable enough to reach the aim for replying to it in order to ease acquisition.

Another issue concluded from the document analysis is that neither textbooks give sub-skills instruction deductively, rather they use some sub-skills like scanning, skimming and guessing the meaning from the context in reading and listening parts, which are served as a vehicle to foster listening and reading skills, rather than as a strategy. In addition to sub-skills mentioned above, the findings from the open-ended questionnaire promote that Empower provides reading and listening for inferences in an effective way and English File covers note-taking strategies, vocabulary questions relating with reading text, gap-filling grammar questions and speaking games and competitions. Fenner (2000, p.78) states that various approaches, texts, and tasks towards learner autonomy in textbooks can initiate a necessary change of focus in the classroom from teaching to learning and from teacher to learner.

The other finding obtained from document analysis is that learners can comprehend and practice English pronunciation on their own owing to the activity 'listen and check' in English File. Qualitative data from open-ended questionnaire suggest the same finding that English File gives learners a chance to study on English sounds such as phonetics, pronunciation, stress and intonation in shorter listening track and learners can predict the correct pronunciation of new words easily with the help of these sound studies, which help them learn independently. Cotterall (1995) also points out that the materials stimulate learners to take the initiative in their language learning by explicitly showing the relationship between classroom language learning activities and learners' developing language competence (p. 224).

In terms of productive skills, significantly found in document analysis, both textbooks consider using learner experiences through meaningful communication

activities. It is also observed in document analysis that the writing activities in both textbooks are based on real-life situations and learner experiences. Tomlinson (1998) suggests that a successful self-study material must include situation-based production tasks in the target language.

According to document analysis, learners are able to practice writing and speaking skills independently through guided prompts in the textbooks. The parallel findings gathered from qualitative data show that there are guided prompts for writing and speaking skills in Empower and it makes learners work on production on their own. As Bruner (1994) states that the textbook can serve as good stuff in providing guidelines or ‘scaffolding.’ Moreover, the qualitative data give additional information that Empower has information gap activities in speaking activities. Despite the data given above, the findings obtained from open-ended questionnaire demonstrate that Empower includes too loaded and complicated content for students to do on their own because of few student-oriented exercises and there are no separate parts for language learning strategies apart from the extra reading material. In contrast, the data reveal that learners can do tasks and exercises independently by only using instructions in English File for writing and reading activities and learners have a choice to make a decision whether or not they do tasks or skip tasks in writing, reading and speaking activities.

#### **5.2.1.3. Convenience of Layout and Design**

The results of document analysis reveal that English File is convenient and easy to follow, which increases clarity and understandability of it. Also, it is a well-organized and simple textbook and each part is designed based on the principle of step by step, so learners can work easily on it without help. Qualitative findings from the open-ended questionnaire give supportive, additional data and counter arguments for English File and the textbook has proper layout with colorful, easy-to-follow and well-organized design to make learners study on it on their own and well-chosen topics and pictures which are beneficial to attract learners’ attention although there is not enough space for learners to take notes while studying. On the other hand, according to document analysis, both English File and Empower include colorful and related illustrations that attract learners’ attention and encourage them to study individually.

Tomlinson (2011) states that materials can achieve a positive effect through attractive presentation such as attractive colors, lots of white space and use of visuals. In addition, the main part of the textbook gives more than enough opportunities for learners to practice. However, found in document analysis, Empower is not convenient and easy to follow, which makes it difficult to use individually. Learners may not follow the content easily on their own. In addition, it has too loaded pages and it is mostly confusing for learners because of the complicated layout when they want to study the textbook by themselves. Moreover, there is not much space to take notes or write answers while studying, which all above causes the effect of unwillingness on learners' motivation. The same results from open-ended questionnaire suggest that Empower is not convenient and user-friendly, which can cause learners to get lost when they use the textbook. The textbook does not have a practical layout and it seems overloaded and boring.

#### **5.2.1.4. Practicality of the Textbooks**

Based on document analysis, both English File and Empower possess several different online platforms and applications so that learners are able to review and practice all the grammar, vocabulary, and pronunciation after class, watch videos and listen to the audio, listen to all the reading texts on audio, test themselves, transfer all the video and audio onto their mobile devices. Also, as found out from document analysis, both English File and Empower supply a workbook and learners are able to practice grammar, vocabulary, pronunciation, and practical English and do extra reading and listening practice on their own. The findings from the open-ended questionnaire reveal that learners can deal with the language out of class by the means of the learning management system of Empower and through online exercises and the workbook of English File. Murray (1999) suggests that authentic examples of the target language are easily reachable through technology so that they may have a desire to take more responsibility for their own learning. Also, extra materials and several parts of the textbooks may enhance out-of-class learning and the content chosen for each unit of English File provides out-of-class learning itself. Document analysis indicates that audio scripts are given at the end of the textbooks, so learners are able to study and check their understanding using them. Next, the instructions and questions of the textbooks are clear and comprehensible; therefore, learners are able to study the

textbook without assistance. Grant (1987, p.7) claims that it is considered as an advantage of textbooks to provide additional necessary materials to the learners and Littlewood (1996, p. 429-430) believes that autonomous learners can use the target language (for communication and learning) independently outside the classroom. On the contrary to all the supportive data for Empower above, some properties of Empower are hard to follow and not appropriate for self-study because of not having a student-centered page layout. Also, there is an online platform for English File, but there is no specific data about it due to the fact that instructors do not use it regularly.

Another observation is that learners could carry out self-assessment and self-monitoring through some aspects of the textbooks. Especially findings obtained from the open-ended questionnaire suggest that Empower provides self-check by the means of “review your progress” parts, workbook and learning management system of the textbook and English File provides self-check through “revise and check” parts, quick tests at the end of the units, and by checking their answers together or checking their own answers. Additionally, English File gives learners an area to self-monitor through checking their answers together and with the help of the ‘Can you ...’ part. But, there is a huge disagreement on the existence of peer feedback in the textbooks. Peer feedback is considered as an in-class evaluation according to the document analysis. However, it is not clear to find out the absence or existence of peer feedback depending on the results from open-ended questionnaire. It can be said that this is because participants are confused about what peer feedback is or they cannot remember the textbook clearly enough or they can misremember it. However, autonomous learners need to fully take part in collaborative practices, looking for guidance from peers if necessary (Cirocki, 2016; p. 29- 30).

#### **5.2.1.5. Learner Autonomy Components in the Textbooks**

To begin with, the findings from document analysis indicate that Empower and English File contain the table of contents page that gives learners a chance of detailed preview of the textbook. So, learners are able to follow the textbook using the table of content page. Grant (1987) mentions that identification of what and which order should be taught and learned, and indication of what methods should be used ought to be paid attention while designing textbooks. The data gathered from the checklist reveal that English File has a learning management system, self-checklist, self-



assessment, and self-reflection while Empower includes a learning management system, self-checklist, learning resources such as CD, DVD or an activity book, and self-assessment. Document analysis supports that both textbooks have online platforms and applications that enable learners to review all the grammar, vocabulary, and pronunciation after class, watch videos and listen to the audio, listen to all the reading texts on audio, transfer all the video and audio onto their mobile devices on their own. However, instructors may not use the learning management system, so they are not aware enough of its features. The learning management system allows learners to become more independent (Wood et al., 2011) and to monitor their progress (Al-Fraihat, Joy, Masa'deh, & Sinclair, 2020). The qualitative data from the open-ended questionnaire demonstrate that English File creates a chance for learners to self-study through grammar materials, clear instructions, vocabulary parts with their visuals, and ready pack and sources of the textbook. Also, self-learning can occur with good questions, well-designed content, reading materials and guided activities. One more component in both of the textbooks from document analysis is that clear vocabulary and grammar instruction and practices related to the units at the end of the textbooks serve an opportunity to students to comprehend the language and practice them individually. Also, English File and Empower present clear and understandable instructions so that learners can study the textbook without help. According to Ngeow (1999), learners work on new learning types more effectively when there are guided opportunities to practice. The qualitative results show that the learning management system, self-checklist and learning resources of Empower promote autonomous learning. In addition, self-evaluation can be conducted by means of grammar revisions, revision tests, activities, 'revise and check' parts and scripts of the listening parts in English File while self-evaluation can be carried out through learning management system, task objectives given at the beginning of each unit and subsections and "review your progress" part at the end of each unit in Empower. Supportive results obtained from document analysis display that both textbooks create a chance for learners to do self-assessment through some aspects such as the technique of 'listen and check' for pronunciation and 'revise and check' parts in English File and unit progress tests, mid-course and end-of-course competency tests on its learning management system and review and extension parts in Empower. Also, the textbooks give an opportunity to conduct self-monitoring with "Can you...?" parts and revise and

check as well, in English File and through review your progress parts at the end of each unit in Empower. Furthermore, document analysis indicates that learners are able to test themselves after each file with the progress checks, do a dictation after every file, and use the workbook audio for pronunciation and listening practice through online access to the assessment of the textbooks. According to Cotterall (1995), autonomous learners might take charge in their learning process by assessing their progress. However, the self-checklist can be missed out, yet the part is used for vocabulary teaching at the same time, which decreases the effectiveness of the checklist. Also, the instructions and questions of Empower are comprehensible. Qualitative data suggest that clear instructions and questions of the textbook provide self-study and self-learning. Additionally, the results indicate that task objectives given at the beginning of each unit and sub-sections and some parts of Empower support self-study skills. Next, a workbook is added to English File and Empower online and hardcopy so that learners are able to practice grammar, vocabulary, pronunciation, and practical English and do extra reading and listening practice. Nevertheless, task objectives and activity types of the textbook are not appropriate with the concept of learner autonomy and there is not either self-reflection or peer assessment or portfolio. The findings from the open-ended questionnaire promote the idea of absence of portfolio in Empower. As opposed to Chen (2006), portfolio assessment might enhance the learner's autonomy. According to qualitative data, there is a conflict on the presence of peer assessment in Empower although document analysis reveals that peer feedback is considered as an evaluation for in-class learning in some parts of the textbooks. It is not clear whether there is no peer assessment or there is peer assessment in speaking or writing parts. That can be because of misconception of peer assessment among the participants.

#### **5.2.1.6. General Beliefs of English Instructors towards Learner Autonomy in the Textbooks**

The qualitative data gathered from the open-ended questionnaire demonstrate that Empower provides clear objectives at the beginning of each unit, clear instructions and activities, and understandable question structure except the questions for production which make learners manage their learning on their own. However, it also includes confusing and impractical elements and too loaded content, which needs

teacher guidance. In addition, the LMS of the textbook allows students to follow their learning process, revise the language points, and practice the language. Oxford (2008) suggests that frameworks of independent language learning have a basis of combination of some stuff such as learning resources like LMS. Moreover, Empower provides lead-in activities for receptive skills and some skill teaching tips for learners which help learners comprehend sub-skills on their own. Empower uses a discovery method for grammar instruction to make learners figure out individually. Additionally, Empower gives model structure to the learners and then learners are expected to produce similar tasks. Cunningsworth (1995) lists significant roles of textbooks such as a source of activities for learner practice and communicative interaction and a reference source for learners on grammar, vocabulary, pronunciation, etc. Nevertheless, pair works and group works do not allow learners to follow the tasks themselves individually and the question structure of production activities is hard to comprehend by the learners which avoids individual study. What's more, Empower promotes self-learning through revision parts which help learners follow their learning process, LMS and summary parts for language use. Although Empower promotes self-learning in some ways, it has some characteristics against self-learning such as lack of self-monitoring and presenting opportunities for learners and teachers to choose. Conversely, Dickinson (1987) suggests that autonomous learners need to self-assess and self-monitor their own learning consciously.

The qualitative findings from the open-ended questionnaire indicate that learners can study on English File by only following clear instructions on their own and with the objectives given at the beginning of each unit, grammar explanations at the backside of the textbook and guidelines for writing skill. Also, English File motivates learners to engage the textbook with a great range of activities in integrating all skills effectively. Benson and Voller (1997) think that autonomy is related to situations in which learners study entirely on their own and a set of skills which can be learned and applied in self-directed learning. In addition, online activities and photocopiable materials support individual learning. Besides, learners can study the textbook independently because of its page design, well-planned lesson contents and related unit components and it is easy to follow. English File gives chances for learners to make their decisions while using the textbook. Similarly, Božena (2016) believe that decision-making and making choices are the cores of learner autonomy.

Lastly, learners can evaluate themselves by practicing various kinds of activities in different skills.

### **5.3. Conclusion**

This study focuses on learner autonomy representations in English Language Teaching (ELT) textbooks. It is found that ELT textbooks support autonomous learning through some properties relating with contents and subjects, skills and sub-skills sufficiency, convenience of layout, practicality, and learner autonomy components. It can be said that ELT textbooks cover up-to-date, interesting, common, authentic, and daily contents and subjects, which motivate learners to engage with the textbooks and the contents and subjects consider learners' experiences. The results show that ELT textbooks give opportunities for learners to study all different skills independently. It is also found that ELT textbooks include a detailed overview page to make learners follow the textbooks easily and monitor their learning and the layout of the textbooks is convenient and easy to follow although there is a counter argument found out from the comments. Additionally, the textbooks contain informative and beneficial visuals and colorful and well-organized design to affect learners' preferences positively. What's more, it is discovered that ELT textbooks have an easy-access and they are up to date. They have supplementary materials and tasks, online platforms, and technology integrated materials to allow learners to study outside of the classroom. Nevertheless, instructors do not know much about the online platform because they do not use it actively and effectively. Moreover, ELT textbooks promote self-assessment through some parts to students to check their comprehension and learning and self-monitoring to control what and to what extent they have learnt. Yet, it is still not clearly found that ELT textbooks give a chance for peer feedback or peer assessment. As mentioned before, ELT textbooks provide learners with some components related to autonomous learning such as learning management systems, self-checklists, self-evaluation, learning resources and guided activities. In addition, the results indicate that clear instructions and activities, comprehensible question structure, clearly given task objectives, and revision parts are considered as components relating with learner autonomy. These components allow learners to study with the textbooks independently and to check and monitor their learning process. Finally, it can be concluded that ELT textbooks support learner autonomy with several

properties in terms of contents and subjects, skills and sub-skills learning, convenience of layout, practicality, and specific components. Especially considering Covid19 pandemic process, the results reveals that ELT textbooks assist learners to study independently and individually and they foster learners' out-of-class learning through the features related to learner autonomy as mentioned all above.

#### **5.4. Suggestions**

Due to Covid-19 pandemic, an open-ended questionnaire was used to collect qualitative data in this research. To gather more detailed data and to illuminate given information, similar research can be conducted by interviewing.

This study is confined to instructors' perspectives. So, the results reflect only instructors' ideas. To obtain broader point-of-views, similar study may be done with students and authorities of publishing houses.

To improve ELT textbooks, it can be recommended to publishing houses to revise the weaknesses or deficiencies of the textbooks. Also, because instructors do not know how to use some properties of the textbooks, publishing houses can give a detailed presentation on the textbooks to the institutions. In that case, instructors can lead learners to use the textbooks effectively and independently.

Lastly, an action research can be carried out to use learner autonomy components more effectively.

## REFERENCES

- Al-Fraihat, D., Joy, M., Masa'deh, R., & Sinclair, J. (2020). Evaluating e-learning systems success: An empirical study. *Computers in Human Behavior, 102* (1), 67-86. <http://dx.doi.org/10.1016/j.chb.2019.08.004>
- Apple, M. W., & Christian-Smith, L. K. (1991). *The politics of the textbook* (pp. 1-21). New York: Routledge.
- Balçıkanlı, C. (2010). Learner autonomy in language learning: Student teachers' beliefs. *Australian Journal of Teacher Education, 35* (1). <http://dx.doi.org/10.14221/ajte.2010v35n1.8>
- Božena, H. (2016). Development of learner autonomy. In Z. Straková (Ed.) *How to Teach in Higher Education: Selected Chapters*. (pp. 120- 136) Prešov: PU.
- Benson, P. (1997). The philosophy and politics of learner autonomy. In P. Benson, & P. Voller (Eds.), *Autonomy and independence in language learning* (pp. 18- 34). London: Longman.
- Benson, P. (2006). *Autonomy in language learning*. Harlow: Longman.
- Benson, P. (2013). Learner autonomy. *TESOL Quarterly, 47* (4), 839- 843.
- Benson, P., & Voller, P. (1997). *Autonomy and independence in language learning*. London: Longman.
- Borg, S., & Al-Busaidi, S. (2012). Learner autonomy: English language teachers' beliefs and practices. *ELT journal, 12* (7), 1- 45.
- Candlin, C. N., & Breen, M. (1987). Evaluating materials. In L. E. Sheldon (Ed.), *ELT Textbooks and Materials: Problems in Evaluation and Development* (pp. 13- 28). London & Reading: The Eastern Press.
- Chan, V. (2003). Autonomous language learning: The teachers' perspective. *Teaching in Higher Education, 8* (1), 33- 48.
- Chen, Y. M. (2006). EFL instruction and assessment with portfolios: A case study in Taiwan. *Asian EFL Journal, 8* (1), 69- 96.
- Creswell, J. W. (2013). Nitel araştırma yöntemleri: Beş yaklaşıma nitel araştırma ve araştırma deseni (M. Bütün, S. B. Demir, Çev. Ed.). Ankara: Siyasal Kitabevi.
- Cirocki, A. (2016). *Developing learner autonomy through tasks: Theory, research, practice*. Halifax: LinguaBooks.
- Cotterall, S. (1995). Developing a course strategy for learner autonomy. *ELT Journal, 49* (3), 219- 227.

- Cunningsworth, A. (1995). *Choosing your coursebook*. Oxford: Heinemann.
- Davison, W. F. (1976). Factors in evaluating and selecting texts for the foreign-language classroom. *ELT Journal*, XXX (4), 310- 314.  
<https://doi.org/10.1093/elt/XXX.4.310>
- Dickinson, L. (1987). *Self-instruction in language learning*. Cambridge: Cambridge University Press.
- Dickinson, L. (1993). Talking shop: Aspects of autonomous learning. *ELT Journal*, 47 (4), 39- 56.
- Dickinson, L. (1995). Autonomy and motivation: A literature review. *System*, 23 (2), 165– 174. [https://doi.org/10.1016/0346-251X\(95\)00005-5](https://doi.org/10.1016/0346-251X(95)00005-5)
- Doğan, G., & Mirici, İ. H. (2017). EFL instructors' perception and practices on learner autonomy in some Turkish universities. *Journal of Language and Linguistic Studies*, 13 (1), 166- 193.
- Ellis, R. (1997). The empirical evaluation of language teaching materials. *ELT Journal*, 51 (1), 36- 42.
- Erbil Tursun, S. (2010). *Teachers' and students' views on learner autonomy in English lesson at high school*. (Master's Thesis, Trakya University- Edirne). Council of Higher Education Thesis Center.
- Fenner, A. B. (2000). Learner autonomy. In D. Newby (Ed.), *Approaches to Materials Design in European Textbooks: Implementing Principles of Authenticity, Learner Autonomy, Cultural Awareness* (pp. 77– 88). Graz: European Centre for Modern Languages.
- Garinger, D. (2002). Textbook selection for the EFL classroom. *Center for Applied Linguistics Digest*, 2 (10).
- Grant, N. (1987). *Making the most of your textbook*. London: Longman.
- Graves, K. (2000). *Designing Language courses*. Canada: Newbury House.
- Gremmo, M. J., & Riley, P. (1995). Autonomy, self-direction and self-access in language teaching and learning: The history of an idea. *System*, 23 (2), 151- 164.
- Haji-Othman, N. A., & Wood, K. (2016). Perceptions of learner autonomy in English language education in Brunei Darussalam. In R. Barnard & J. Li (Eds.), *Language Learner Autonomy: Teachers' Beliefs and Practices in Asian Contexts (Special Edition ed.)* (pp. 79- 95). Phnom Penh: IDP Education Phnom Penh.
- Harmer, J. (2007). *The practice of English language teaching*. Harlow: Longman

- Harwood, N. (2014). Content, consumption, and production: Three levels of textbook research. In N. Harwood (Ed.), *English language teaching textbooks content, consumption, production* (pp. 1- 10). New York: Palgrave Macmillan.
- Holec, H., (1981). *Autonomy and foreign language learning*. Oxford: Pergamon. (First published 1979, Strasbourg: Council of Europe)
- Hutchinson, T., & Torres, E. (1994). The textbook as agent of change. *ELT Journal*, 48 (4), 315- 328.
- Hutchinson, T. & Waters, A. (1987). *English for specific purposes: A learning-centered approach* (pp. 96- 105). Cambridge: Cambridge University Press.
- Kaur, N. (2014). Teacher-led initiatives in supporting learner empowerment among Malay tertiary learners. *Malaysian Journal of Learning and Instruction*, 11, 101- 126. <http://dx.doi.org/10.32890/mjli.11.2014.7667>
- Khodadady, E., & Shayesteh, S. (2016). Cultural and linguistic imperialism and the EIL movement: Evidence from a textbook analysis. *Issues in Educational Research*, 26 (4), 604- 622.
- Kılıç, A., & Seven. S. (2006). *Konu alanı ders kitabı incelemesi*. Ankara: Pegem Yayıncılık.
- Laspina, J. A. (2009). *The visual turn and transformation of the textbook*. New York: Routledge.
- Lengkanawati, N. S. (2017). Learner autonomy in the Indonesian EFL settings. *Indonesian Journal of Applied Linguistics*, 6 (2), 222- 231.
- Little, D. (1990). Autonomy in language learning. In I. Gathercole (Ed.), *Autonomy in language learning* (pp. 7- 15). London: CILT.
- Little, D. (1995). Learning as dialogue: The dependence of learner autonomy on teacher autonomy. *System*, 23 (2), 175- 181.
- Little, D. (2007). Language learner autonomy: Some fundamental considerations revisited. *Innovation in Language Learning and Teaching*, 1 (1), 14- 29. <http://dx.doi.org/10.2167/illt040.0>
- Little, D. (n.d.). Learner autonomy: Drawing together the threads of self-assessment, goal setting and reflection. Retrieved from: [http://archive.ecml.at/mtp2/Elp\\_tt/Results/DM\\_layout/00\\_10/06/06%20Supplementary%20text.pdf](http://archive.ecml.at/mtp2/Elp_tt/Results/DM_layout/00_10/06/06%20Supplementary%20text.pdf)



- Littlejohn, A. (2011). The analysis of language teaching materials: Inside the Trojan Horse. In B., Tomlinson (Ed.), *Materials Development in Language Teaching* (pp. 179- 221). Cambridge: Cambridge University Press.
- Littlewood, W. (1996). Autonomy: An anatomy and a framework. *System*, 2 (4), 427-435.
- McCafferty, J. B. 1981. *Self-Access Problems and Proposals*. London: The British Council.
- McDonough, J. & Shaw, C. (2013). *Materials and methods in ELT: A teacher's guide (3rd ed)*. Oxford: Blackwell.
- McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh: Edinburgh University Press.
- Ngeow, K. (1999). Classroom practice: Enhancing and extending learning styles through computers. In J. Egbert & E. HansonSmith (Eds.), *CALL, environment, research practice and critical issues*. Alexandria: TESOL.
- Norton, L. (2009). *Action Research in Teaching and Learning* (pp. 117- 123). London: Routledge.
- Oğuz, A. (2013). Teacher's views about supporting learner autonomy. *Journal of Human Sciences*, 10 (1), 1273- 1297.
- Oxford, R. L. (2008). Hero with a thousand faces: Learner autonomy, learning strategies and learning tactics in independent language learning. In S. Hurd and T. Lewis (Eds.), *Language Learning Strategies in Independent Settings*. Bristol: Multilingual Matters.
- Özdere, M. (2005). *State supported provincial university English language instructors' attitudes towards learner autonomy*. (Unpublished Master's Thesis, Bilkent University- Ankara).
- Patton, M. Q. (2002). *Qualitative research and evaluation methods (3rd ed)*. (pp. 104-107). Thousand Oaks: Sage Publications.
- Reinders, H., & Balçıkanlı, C. (2011). Do classroom textbooks encourage learner autonomy? *Novitas*, 5, 265- 272.
- Reinders, H., & Lewis, M. (2005). Examining the 'self' in self-access materials. *rEFLECTIONS*, 7, 46- 53.
- Richards, J. C. (1993). Beyond the textbook: The role of commercial materials in language teaching. *RELC Journal*, 24 (1), 1- 14.

- Sakai, S., & Takagi, A. (2009). Relationship between learner autonomy and English language proficiency of Japanese learners. *The Journal of Asia TEFL*, 6 (3), 297- 325.
- Savaşkan, İ. (2017). Does foreign language classroom anxiety mitigate learner autonomy development? *Psychology Research*, 7 (8), 436- 444.  
<http://dx.doi.org/10.17265/2159-5542/2017.08.003>
- Shahsavari, S. (2014). Efficiency, feasibility, and desirability of learner autonomy based on teachers' and learners' point of views. *Theory & Practice in Language Studies*, 4 (2), 271- 280. <http://dx.doi.org/10.4304/tpls.4.2.271-280>
- Sheldon, L. (1988). Evaluating ELT textbooks and materials. *ELT Journal*, 42 (4), 237- 46.
- Shin, J., Eslami, Z. R., & Chen, W. C. (2011). Presentation of local and international culture in current international English-language teaching textbooks. *Language, Culture and Curriculum*, 24 (3), 253- 268.
- Şimsek, H. & Yıldırım, A. (2016). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri (10th ed)*. Ankara: Seçkin Publishing.
- Tomlinson, B. (1998). *Materials Development in Language Teaching (First ed)*. Cambridge: Cambridge University Press.
- Tomlinson, B. (2011). *Materials Development in Language Teaching (2nd ed)*. Cambridge: Cambridge University Press.
- Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching*, 45 (2), 143- 179. <http://dx.doi.org/10.1017/S026144481100052>.
- Vartanian, P. (1962). Criteria and techniques for textbook evaluation. *The Social Studies*, 53 (4), 123- 127.
- Wichayathian, N., & Reinders, H. (2018). A teacher's perspective on autonomy and self-access: From theory to perception to practice. *Innovation in Language Learning and Teaching*, 12 (2), 89- 104.
- Wood, D., Kurtz-Costes, B., & Copping K. (2011). Gender differences in motivational pathways to college for middle class African American youths. *American Psychological Association*, 47 (4), 961– 968. <http://dx.doi.org/10.1037/a0023745>.
- Yıldırım, Ö. (2008). Turkish EFL learners' readiness for learner autonomy. *Journal of Language and Linguistic Studies*, 4 (1), 65- 80.

Yıldırım, Ö. (2012). A Study on a Group of Indian English as a Second Language Learners' Perceptions of Autonomous Learning. *Turkish Online Journal of Qualitative Inquiry*, 3 (2), 18- 29.

## APPENDIX 1: QUESTIONNAIRE

Textbook Name:  
Current Work Place:  
Age:  
Gender:  
Years of Experience:  
University Degree & Department (Graduation):  
Has the instructor used the textbook before: YES (How many years?)/ NO

### OPEN-ENDED QUESTIONNAIRE

Explanation with detailed reasons and examples for each question is appreciated.

Thank you very much for your intimate and elaborate comments and support.

1. Do you think the IS (integrated skills) textbook that you are using currently support learner autonomy? Why?
2. Which learner autonomy components does the textbook you are using include? How do they support learner autonomy? Why?
3. How does the textbook offer learner autonomy in terms of contents and subjects? Why? Are there any tasks in IS textbooks which consider learner experiences? If yes, give an example.
4. What learner autonomy components are included in the textbook for skills and sub-skills teaching and learning to improve learner autonomy? In what ways, are students invited and encouraged to use language learning strategies?
5. Is the layout of the textbook convenient in terms of learner autonomy and why?
6. Do materials of the textbook you are using support students' out of class learning? If yes, how can they work and how can you come to this conclusion? If no, what are the possible reasons? In what ways, are students allowed to select some resources besides their own textbook?
7. To what extent self-monitoring, peer-feedback and self-assessment are included in the textbook?

**APPENDIX 2: Checklist for Learner Autonomy Components in ELT Textbooks**

<b><u>Checklist for Learner Autonomy Components in ELT Textbooks</u></b>		
<b>COMPONENTS</b>	<b>YES</b>	<b>NO</b>
1. Learning Management System		
2. Self- checklist		
3. Instructions of the book (Are the instructions in the book clear and understandable? Do the instructions support students' self- learning?)		
4. Task objectives (Do task objectives support learner autonomy?)		
5. Learning resources (CD, DVD, Activity book etc.)		
6. Question types of the book (Are the questions in the book clear and understandable?)		
7. Activity types of the book (Do the activities in the book support learner autonomy?)		
8. Self- Evaluation		
9. Self- Reflection parts		
10. Portfolios of the book		
11. Peer assessment		
12. Other 1 (please note down) .....		
13. Other 2 (please note down) .....		
14. Other 3 (please note down) .....		

\*created from a chapter called “Development of Learner Autonomy” by Božena (2016).

### APPENDIX 3: ANKET

Kaynak kitabın adı:

Şu anki çalışma yeriniz:

Yaşınız:

Cinsiyet:

Tecrübeniz (Yıl):

Mezun Olduğunuz Üniversitenin Derecesi/ Adı/ Bölümü:

Daha önce bu kitabı kullandınız mı? EVET (Ne kadar süre?)/ HAYIR

#### AÇIK UÇLU ANKET SORULARI

**Her bir soru için sebepler ve örnekler vererek detaylı açıklama yapmanızı rica ederim. Desteginiz ve detaylı içten yorumlarınız için teşekkürü bir borç bilirim.**

1. Şu an Birleşik Beceriler dersinde kullanmakta olduğunuz veya daha önce kullandığınız ders kitabı öğrenen özerkliği destekliyor mu? Neden?
2. Bahsi geçen bu kitap hangi öğrenen özerkliği öğelerini barındırmaktadır? Bu öğeler öğrenen özerkliği nasıl desteklemektedir? Neden?
3. İçerik ve konular düşünüldüğünde bu kitap öğrenen özerkliği nasıl sunuyor? Neden? Kitapta öğrenci deneyimlerini içeren aktiviteler var mı? Eğer var ise, bir örnek veriniz.
4. Bu kitap beceri öğretimi için öğrenen özerkliği destekleyen hangi öğeleri içeriyor? Hangi yollarla öğrenciler dil öğrenme stratejilerini kullanmalarını için cesaretlendiriliyor?
5. Bu kitabın tasarımını öğrenen özerkliği açısından elverişli midir? Neden?
6. Bu kitap öğrencinin sınıf dışı öğrenmesini destekliyor mu? Evet ise, bunlar nasıl çalışıyor ve siz bu sonuca nasıl vardınız? Hayır ise, olası sebepler nelerdir? Hangi yollar ile öğrenciler kendi kitapları haricinde diğer kaynakları seçmeye izinleri vardır?
7. Bu kitap öz denetim, akran dönütü ve öz değerlendirmeyi ne ölçüde barındırıyor?

**APPENDIX 4: İngilizce Kitaplarındaki Öğrenen Özerkliği Unsurları için Kontrol Listesi**

<b>İngilizce Kitaplarındaki Öğrenen Özerkliği Unsurları için Kontrol Listesi</b>		
<b>UNSURLAR</b>	<b>EVET</b>	<b>HAYIR</b>
1. Öğrenme Yönetim Sistemi		
2. Öz kontrol listesi		
3. Kitabın yönergeleri (Kitaptaki yönergeler açık ve anlaşılır mı? Yönergeler öğrencilerin kendi öğrenmelerini destekliyor mu?)		
4. Aktivitelerin amaçları (Aktivitelerin amaçları öğrenen özerkliğini destekliyor mu?)		
5. Öğrenme kaynakları (CD, DVD, aktivite kitabı, vb.)		
6. Kitaptaki sorular (Kitaptaki sorular açık ve anlaşılır mı?)		
7. Kitabın aktiviteleri (Kitabın aktiviteleri öğrenen özerkliğini destekliyor mu?)		
8. Öz değerlendirme		
9. Öz yansıtma bölümleri		
10. Kitabın portfolyosu		
11. Akran değerlendirmesi		
12. Diğer 1 (lütfen belirtiniz)		
13. Diğer 2 (lütfen belirtiniz)		
14. Diğer 3 (lütfen belirtiniz)		

\*Božena (2016) tarafından yazılan “Development of Learner Autonomy” makalesinden oluşturulmuştur.

## ÖZGEÇMİŞ

### **Eđitim Durumu**

Lisans Öğrenimi: Marmara Üniversitesi- Atatürk Eğitim Fakültesi- İngiliz Dili Eğitimi

Bildiđi Yabancı Diller: İngilizce, Almanca

### **İş Deneyimi**

Alanya Hep Üniversitesi (2018- 2021)

Yayladađı Yavuz Sultan Selim Han Mesleki ve Teknik Anadolu Lisesi (2017- 2018)

Alanya Halk Eğitim Merkezi (2016- 2017)

Tarih: 03.08.2021





T.C  
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu  
KURUL KARARI



**TOPLANTI TARİHİ** : 18/09/2020  
**TOPLANTI SAYISI** : 16  
**KARAR SAYISI** : 179

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğretim üyesi **Prof. Dr. Binnur GENÇ İLTER**'in danışmanlığını, **Çisem İNANÇ**'ın araştırmacılığını üstlendiği, "*İngilizce Ders Kitaplarında Öğrenen Özerkliği Temsili*" konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvurucuya ait olmak üzere, proje süresince uygulanmasının etik olarak **uygun olduğuna** oy birliği ile karar verilmiştir.

**e-imzalıdır**

Prof. Dr. Osman ERAVŞAR  
Kurul Başkanı

**Başkan**  
**Prof. Dr.**  
**Osman ERAVŞAR**

**Başkan Yrd.**  
**Prof. Dr.**  
**Bahattin ÖZDEMİR**

**Üye**  
**Prof. Dr.**  
**Hilmi DEMİRKAYA**

**Üye**  
**Prof. Dr.**  
**Mustafa ŞEKER**

**Üye**  
**Prof. Dr.**  
**Adnan DÖNMEZ**

**Üye**  
**Prof. Dr.**  
**Abdullah KARAÇAĞ**

**Üye**  
**Prof. Dr.**  
**Eyyup YARAŞ**

## BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

Tezimin/Raporumun tamamı her yerden erişime açılabilir.

Tezim/Raporum sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir. Tezimin/Raporumun ..... yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

30/07/2021

Çisem İNANÇ

# LEARNER AUTONOMY REPRESENTATIONS IN ENGLISH LANGUAGE TEACHING (ELT) COURSEBOOKS

## ORIJİNALLIK RAPORU

%8

BENZERLİK ENDEKSİ

%6

İNTERNET KAYNAKLARI

%3

YAYINLAR

%4

ÖĞRENCİ ÖDEVLERİ

## BİRİNCİL KAYNAKLAR

1

Submitted to University of New South Wales

Öğrenci Ödevi

%1

2

[www.slideshare.net](http://www.slideshare.net)

İnternet Kaynağı

<%1

3

[www.openaccess.hacettepe.edu.tr:8080](http://www.openaccess.hacettepe.edu.tr:8080)

İnternet Kaynağı

<%1

4

Hanoi University

Yayın

<%1

5

Submitted to University of Southampton

Öğrenci Ödevi

<%1

6

Submitted to Bilkent University

Öğrenci Ödevi

<%1

7

[archive.ecml.at](http://archive.ecml.at)

İnternet Kaynağı

<%1

8

Submitted to Yeditepe University

Öğrenci Ödevi

<%1

9

[www.thesis.bilkent.edu.tr](http://www.thesis.bilkent.edu.tr)

İnternet Kaynağı

<%1