

## EVALUATION OF THE STUDENTS' OPINIONS ON THE "IMPULSE" COURSE BOOK IN COMMUNICATIVE APPROACH

İNGİLİZCE DERS KİTABI "IMPULSE" HAKKINDAKİ ÖĞRENCİ GÖRÜŞLERİNİN  
İLETİŞİMSEL YAKLAŞIM BAĞLAMINDA İNCELENMESİ

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### Abstract

In recent years the importance of a natural skill –**communication**- in ELT has been emphasized frequently. Since European language studies are necessities brought by the communicative approach, all trainings and studies must be organized according to this approach (Onursal, 2006). Although its importance is keynoted, the books may be inadequate at some points in terms of communicative approach. Under the circumstances when the teachers are not aware of the capacity and the quality of the course book, and when the students have a negative attitude to the course book, there may occur some problems. In this study, the activities in the course book, **Impulse**, were analyzed in terms of communicative approach, and the students' opinions about these activities were studied by analyzing the students' opinions about the course book at a government Anatolian high school. The issues of what kind of activities students want to learn, whether the book provides activities fitting students' needs for learning English, and whether it is designed according to the principles of communicative approach constitute our study. This is a descriptive study conducted with 84 ninth grade students at an Anatolian High School. In this study, both quantitative and qualitative data were necessary in order to make statistical generalizations and understand personal factors behind students' attitude to the course book. The results suggest that the communicative activities are not enough in the course book, and the students agree on the pros and cons of the course book. However, at this point, it must be kept in mind that non-communicative classroom environment may occur not because of the text book but its implementation. Another important result of this study is the one related to teacher roles in communicative approach. According to the students' ideas, they need their teacher's help in activities to understand what they are supposed to do.

**Key words:**course book, communicative approach, student attitude to the course book, course book activities.

### Öz

Son yıllarda İngiliz Dili Eğitimi alanında iletişimsel yaklaşımın önemi sıklıkla gündeme gelirken, öğrencinin doğal bir yeteneği olan **iletişim** yetisi temel alınmaktadır. Avrupa dil çalışmaları iletişimsel yöntemin getirdiği bir zorunluluk olduğu için, tüm eğitimlerin ve çalışmaların iletişimsel yaklaşıma göre düzenlenmesi gerekmektedir (Onursal, 2006). Bu yaklaşımın öneminin yeterince vurgulanmasına rağmen, okullarda kullanılan ders kitapları, iletişimsel yaklaşım açısından yetersiz kalabilmektedir. Öğretmenlerin ders kitabı hakkında yeteri kadar bilgiye sahip olmadığı ve öğrencilerin kitaba karşı negatif bir tutum gösterdikleri durumlarda olası sorunlar yaşanabilmektedir. Araştırmamızda **Impulse** İngilizce ders kitabındaki aktiviteler, iletişimsel yaklaşım yönünden değerlendirildikten sonra, öğrencilerin ilgili kitap hakkındaki görüşleri incelenmiştir. Araştırmamızı bir devlet Anadolu Lisesi'nde okuyan öğrencilerinin, ders kitabına yönelik görüşleri, ne tür aktiviteleri öğrenmek ve yapmak istedikleri, kitabın öğrencilerin İngilizce öğrenme ihtiyaçlarını ne derece karşılayabildiği ve kitabın iletişimsel yaklaşım ilkelerine uygun olup olmadığı bağlamındaki konular oluşturmaktadır. Seksen dört 9. Sınıf öğrencisinin katılımıyla yürütülen betimsel çalışmamızda, istatistiksel genellemeler yapabilmek ve kitaba karşı olan öğrenci tutumundaki bireysel faktörleri anlayabilmek için hem nitel hem de nicel veri toplanmıştır. Sonuç olarak "Impulse" İngilizce ders kitabındaki aktivitelerin iletişimsel açıdan yeterli olmadığı görülmektedir. Ancak araştırmada varılan sonuçlardan biri de şudur ki iletişim açısından noksan bir sınıf ortamı sadece ders kitabının eksiklerinden kaynaklanan bir sonuç değildir. Ders kitabının kullanım şekli de bu tür olumsuz sonuçlar doğurmaktadır. Bu araştırmanın bir başka önemli sonucu ise iletişimsel yaklaşımda öğretmen rolleri ile ilgilidir. Öğrencilerin yorumlarına göre, kitaptaki aktiviteleri anlayabilmeleri için öğretmen yardımına ihtiyaçları vardır.

**Anahtar Kelimeler:** "Impulse" ders kitabı, iletişimsel yaklaşım, ders kitaplarına yönelik öğrenci tutumu, ders kitabı aktiviteleri.

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## 1. INTRODUCTION

This research reports on a study that investigates the students' opinions on the evaluation of "IMPULSE" course book in communicative approach by analyzing whether the students at an Anatolian High School are content with the course book supplied by the government, what kind of activities they want to learn, whether the book provides activities fitting students' needs for learning English, and whether it is designed according to the principles of communicative approach.

## 2. LITERATURE REVIEW

There is no single text or authority on communicative approach (Howatt, 1984; Pica, 1988; Sato & Kleinsasser, 1999). Some linguists claim that it is a little more than "an integration of grammatical and functional teaching while it may mean procedures promoting pair and group works in problem-solving tasks for others" (Brumfit, 1980).

The roles of the learner in a communicative class are different from those found in more traditional second language classrooms (Canale & Swain, 1980; Johnson, 1984; Dolle & Willems, 1984; Swan, 1985; Sato & Kleinsasser, 1999). Candlin (1976) describes the learner's role within Communicative Language Teaching (CLT) as a "negotiator", and the implication for the learner is that "he should contribute as much as he gains." Students are expected to interact primarily with each other rather than with the teacher, and learners learn to see that failed communication is a joint responsibility and not the fault of speaker or listener (Finocchiaro & Brumfit, 1983; Nunan, 1989; Brown, 1992; Richards & Rodgers, 2001).

In line with the learner roles, teacher roles change according to the philosophy of CLT. The roles assumed for teachers by Richards and Rodgers (2001) are "needs analyst, counselor, and group process manager." It is obvious that CLT procedures often require teachers to acquire less teacher-centered classroom management skills (Candlin, 1976; Sheils, 1986; Savignon, 1991). It is the teacher's responsibility to "organize the classroom as a setting for communication and communicative activities" (Richards & Rodgers, 2001).

In Japan, Board of Senior School Secondary Studies (1995) framed the use of CLT in five steps: (a) students' communication skills in the language should be assessed; (b) authentic texts must be used; (c) students should be given opportunities to speak and write about their own experiences; (d) it is important to get "unrehearsed responses" from the students; and (e) informative feedback should be provided to students to allow them to manage their own learning.

By looking at the features above, the types of the activities in CLT can be easily categorized as the ones with communicative principles involving real communication which promotes learning (Harmer, 1983; Pattison, 1987; Brown, 1992; Feryok, 2007). As Johnson (1982) states, activities should consist of "meaningful tasks to support the learning process which, in this way, can be

meaningful to the learners." Thus, "materials have the primary role of promoting communicative language use" (Littlewood, 1981).

As it can be concluded, communication and interaction must be an indispensable part of language teaching and learning, and hereby, it can be said that the role of the text books used in the class is crucial to promote communication in the class (Canale & Swain, 1980; Littlewood, 1981; Johnson, 1984). In a textbook which takes Communicative Approach as basis, there must be some certain types of activities and materials to implement communicative methods in the class (Widdowson, 1979; Pattison, 1987; Richards & Rodgers, 2001). For example, in a communicative text book, oral production activities should proceed from guided to freer communication activities, and there must be a sample for the written homework assignments (Finocchiaro & Brumfit, 1983). Furthermore, the activities start with controlled practice and then freer activities are provided (Chenfeld, 1978; Canale & Swain, 1980; Richards, 1985).

### **Research Questions**

- 1- What are the views of the 9<sup>th</sup> grade students about their present English course book?
- 2- To what extent do students think that their course book is effective?
- 3- Are students content with the course book supplied by the government?
- 4- What kind of activities do they prefer in the course book?
- 5- Does the book provide activities fitting students' needs for learning English?
- 6- Is the book designed according to the principles of communicative approach?
- 7- What are students' expectations from their teachers?

In the light of these questions, this study may articulate the deficient sides of the course book in terms of communicative approach and the students' opinions about it. The study contributes to the literature because it analyses the problems in the course books by opening a new point of view for teachers and course book writers to improve the quality of English teaching by taking communicative approach as medium. However, although the results are as expected, the number of the participants is very limited to generalize the students' attitudes towards the course book.

### **3. METHODOLOGY**

This is a descriptive study conducted with 84 ninth grade students at an Anatolian High School. These students were given a questionnaire to reveal their opinions about the English course book, "Impulse". In this study, both quantitative and qualitative data were necessary in order to make statistical generalizations and understand personal factors behind students' attitude to the course book (Bogdan & Biklen, 1998). Quantitative data were collected in the form of questionnaire and qualitative data were collected through open-ended questions at the end of the questionnaire. Since the number of the participants is limited, and the profile of the participants is precise, they were selected with cluster sampling which is selecting subjects by using groups that have similar characteristics and in which

subjects can be found. Cluster sampling was preferred because it is convenient and expedient, and we do not need the names of everyone in the population. The descriptive analysis was carried out in four stages: (1) forming a frame for the descriptive analysis; (2) processing the data according to the thematic frame; (3) identifying the findings; (4) interpretation (Denzin & Lincoln, 2000; Ekiz, 2003; Yıldırım & Şimşek, 2005).

### **Procedure**

Responses to the questionnaire were collected in two weeks, in April, 2013. Participation was voluntary. 9<sup>th</sup> grade English teachers of Anatolian High school were invited to help by letting us apply the questionnaire in their classes. The questionnaire was filled in four different classes by the 9<sup>th</sup> grade students at the age of 14-15. There were about 100 students, 90 of which began filling in the questionnaire, and 84 completed the questionnaire.

### **Measures**

A paper-pen based questionnaire was developed to measure the different constructs, and it was prepared by asking the opinions of school counseling service, program development experts and field experts (Terzi, Ergüner & Leuwerke, 2009). The questionnaire begins with a background variable, gender. The statements in the questionnaire were prepared in the format of Likert Scale. It has three parts; Part A includes statements about the students' opinions about the tasks and activities in their course book, and Part B is about students' overall attitude towards the tasks and activities in an English class. Lastly, Part C includes two optional open-ended statements in order to gather some qualitative data about students' perceptions on the course book. Before conducting it, the reliability of the questionnaire ( ,8) was calculated by using Cronbach's alpha ( $\alpha$ ), and it was found that individual items produced results consistent with the overall questionnaire. The questionnaire was piloted with the help of three 9<sup>th</sup> grade students to test its comprehensibility. The participants in the pilot study read the statements and marked the appropriate option, and they were asked to give feedback about the comprehensibility of each statement. By looking at the feedback from this piloting, the wording of some statements was changed to make them more understandable.

### **Analyses**

After the final data had been collected, the items were entered to SPSS 17. The frequencies and percentages were calculated by categorizing the questionnaire items in crosstab. The items were analyzed separately by examining their proportions, and the items which were found statistically insignificant were not included in the analyses. The percentages were reached by summing up two sub items.

#### 4. RESULTS

The opinions of students about their course book were measured in Part A. All the questions were related to the tasks, activities and skills in the course book. For example, in items A3, A4, A5, and A6 (See Appendix 1&2), the content of the statements were about four skills of English learning (e.g. "There are activities in which I can practice reading / listening / speaking / writing in our course book). 59,5 % of the students think that the exercises in the course book do not motivate them to speak (Table 1), and 55,2% of them do not think that the activities are enough to practice writing (Table 2). However, there is an equal distribution of the ideas regarding listening and reading practices.

**Table 1: The activities in our course book motivates me to speak**

			A3					Total
			1	2	3	4	5	
Gender	E	Count	23	11	6	6	4	50
		% within Gender	46,0%	22,0%	12,0%	12,0%	8,0%	100,0%
	K	Count	9	7	10	6	2	34
		% within Gender	26,5%	20,6%	29,4%	17,6%	5,9%	100,0%
Total		Count	32	18	16	12	6	84
		% within Gender	38,1%	21,4%	19,0%	14,3%	7,1%	100,0%

**Table 2: In our course book, there are activities in which I can practice writing**

			A6					Total
			1	2	3	4	5	
Gender	E	Count	7	13	15	11	4	50
		% within Gender	14,0%	26,0%	30,0%	22,0%	8,0%	100,0%
	K	Count	2	4	6	18	4	34
		% within Gender	5,9%	11,8%	17,6%	52,9%	11,8%	100,0%
Total		Count	9	17	21	29	8	84
		% within Gender	25,0%	30,2%	10,7%	24,5%	9,5%	100,0%

More than half of the students agree on that there is a list of vocabulary items for each unit; however, %53.6 of them states that they cannot learn the vocabulary items in the course book easily (Table 3), while 28.6 % is indecisive about this item. One of the most striking results can be the one about the attractiveness of the topics because 71.5% of the students agree on that the topics are not attractive (Table 4).

**Table 3: I can easily learn the vocabulary items in our course book**

			A2					Total
			1	2	3	4	5	
Gender	E	Count	12	16	15	5	2	50
		% within Gender	24,0%	32,0%	30,0%	10,0%	4,0%	100,0%
	K	Count	10	7	9	7	1	34
		% within Gender	29,4%	20,6%	26,5%	20,6%	2,9%	100,0%
Total	Count		22	23	24	12	3	84
	% within Gender		26,2%	27,4%	28,6%	14,3%	3,6%	100,0%

**Table 4: The topics interest me**

			B19					Total
			1	2	3	4	5	
Gender	E	Count	29	7	9	4	1	50
		% within Gender	58,0%	14,0%	18,0%	8,0%	2,0%	100,0%
	K	Count	16	8	3	5	2	34
		% within Gender	47,1%	23,5%	8,8%	14,7%	5,9%	100,0%
Total	Count		45	15	12	9	3	84
	% within Gender		53,6%	17,9%	14,3%	10,7%	3,6%	100,0%

To examine the type of the activities and exercises in the book according to students' perspective, statements about the communication patterns were put in Part A (e.g. "Exercises include only individual work / pair work / group work," "There are some activities requiring role-play", "There are games / songs in our activities."). 63,5% of the students think that most of the activities include individual work (Table 5), which is supported by the responses to items of A8, A9 because (See Appendix 1&2), in these items, it is seen that more than 60% of the participants emphasize the inadequacy of pair and group work. In the same way, although the type of communicative activities requires games, songs, and role-plays, the results indicate that more than 70% of the participant

population agrees that the activities do not include enough games, songs, and role-plays. Furthermore, 71,4% percentage signifies that most of the exercises in the course book require teacher help (See Appendix 1&2).

**Table 5: The activities include individual tasks**

			A7					Total
			1	2	3	4	5	
Gender	E	Count	11	10	8	19	2	50
		% within Gender	22,0%	20,0%	16,0%	38,0%	4,0%	100,0%
	K	Count	8	5	8	10	3	34
		% within Gender	23,5%	14,7%	23,5%	29,4%	8,8%	100,0%
Total	Count		19	15	16	29	5	84
	% within Gender		12,6%	7,9%	9,0%	34,5%	29,0%	100,0%

In Part B, students' overall attitude towards the tasks and activities in an English class was investigated. In this part, it was aimed to find out what kind of activities, tasks and procedures the students want to see in a typical language class. The results are in line with the students' opinions about the book in Part A. For instance, there is a significant tendency (60%) in the favor of activities brought by the teacher out of the course book. Similarly, in item B25, most of the participants state that they enjoy much more when they have activities out of the book (See Appendix 1&2). Another important point about the teacher's role while conducting this course book is "Teacher help is required to clear out the exercises in the course book" because 67,9% of the students stresses that they do not understand what to do if the teacher does not explain the exercises in the book (Table 6).

**Table 6: I can't understand what I am supposed to do if the teacher does not explain it**

			B30					Total
			1	2	3	4	5	
Gender	E	Count	3	5	7	12	23	50
		% within Gender	6,0%	10,0%	14,0%	24,0%	46,0%	100,0%
	K	Count	3	5	4	10	12	34
		% within Gender	8,8%	14,7%	11,8%	29,4%	35,3%	100,0%
Total	Count		6	10	11	22	35	84
	% within Gender		7,1%	11,9%	13,1%	26,2%	41,7%	100,0%

In accordance with the statements examining the communicativeness of the activities in Part A, the responses to the similar items in Part B are consistent. They (61.9%) agree on that they learn better if they study in pairs or groups. Moreover, they do not support that they will be distracted if they work with others. However, when we look at the item, B24 (e.g. "I would rather listening to my teacher than studying with others), the responses are equally distributed, which does not support the responses in items B21, B22, and B23 (See Appendix 1&2).

More than %75 of the participants responded that "I learn better when we play a game in English," and it is obvious that they believe the importance of working with their classmates to improve their speaking skills (67%).

When we look at the results, we can clearly see the overall attitudes of the students towards their course book and English lesson. The original documents of the results are provided in the Appendix 1&2. In conclusion part, the meanings of these results in terms of communicative approach will be discussed.

**Table 7: Students' Opinions on the Evaluation of "IMPULSE" Course book in Communicative Approach – Chi-Square Test Results.**

items		1	2	3	4	5	x <sup>2</sup>	sd	p
A1	M	14,0%	20,0%	22,0%	32,0%	12,0%	3,17	4	,519
	F	5,9%	17,6%	17,6%	35,3%	23,5%			
A4	M	24,0%	22,0%	26,0%	18,0%	10,0%	3,59	4	,464
	F	11,8%	17,6%	26,5%	32,4%	11,8%			
A10	M	18,0%	22,0%	24,0%	28,0%	8,0%	1,43	4	,839
	F	17,6%	14,7%	23,5%	29,4%	14,7%			
B24	M	26,0%	16,0%	30,0%	12,0%	16,0%	3,73	4	,445
	F	20,6%	14,7%	17,6%	23,5%	23,5%			
B28	M	30,0%	16,0%	34,0%	8,0%	12,0%	7,38	4	,116
	F	17,6%	17,6%	26,5%	29,4%	8,8%			

The question of whether the students' opinions have a relationship with gender was calculated in Chi-Square Test, and they were demonstrated in Table 7. In the Table, there are only 5 items because the frequency of the total number of the cells with %20 and above is 5 or under 5 in the other items. That's why, x<sup>2</sup> significance test was not calculated in these items. In items A1, A4, A10, B24, and B28 (See Appendix 1&2), Chi-Square Test was applied; however, since the significance values are above .05, there isn't any significant difference between female and male students.



## 5. CONCLUSION AND DISCUSSION

Communicative approach is an innovative approach in education in modern ELT world, so all reformist studies in our country must be compatible with European standards (Demirel & Mirici, 2002; Demirel, 2003; Demirel, 2004). Although 9<sup>th</sup> grade English course book is much more innovative and communicative and interactive than the previous English course books supplied by the government, it seems that students are not completely content with it. By looking at the percentages above, it can be said that students' views on the book are not quite positive, and they find the book non-communicative, which partially answers the research question 1 (RQ1). However, at this point, it must be kept in mind that non-communicative classroom environment may occur not because of the text book but its implementation. In this conclusion part, the results will be analyzed in terms of the distinctive features of the Communicative Approach by Finocchiaro and Brumfit (1983).

In results part, it was found that there is a difference between the students' perception of reading-listening and writing-speaking. By looking at these results, it can be concluded that the receptive skills are enough for students while there is not much opportunity to practice their productive skills. As an answer to RQ2, according to the results, although the students think that receptive skills (reading and listening) activities are satisfying in the book, they believe that productive skills (speaking and writing) are not effective enough. To increase the level of communication, attempts to communicate in written and spoken form may be encouraged from the very beginning (Finocchiaro & Brumfit, 1983; Miller & Aldred, 2000). In addition to the importance of receptive skills, in communicative approach, effective communication is sought (Finocchiaro & Brumfit, 1983; Johnson & Johnson, 1998), which increases the importance of speaking and writing. Contrary to the basic types of activities in the book, language learning is learning to communicate because "the target linguistic system will be learned best through the process of struggling to communicate" (Finocchiaro & Brumfit, 1983). Therefore, teachers should create an environment in which students can communicate interactively (Nunan, 1989). Even if the book does not provide the necessary activities, the teacher can modify these activities according to the communicative needs of the class.

Additionally, the students stated that they have problems in learning vocabulary items. The reason of this may be that there is not any communicative task for teaching and learning vocabulary items. When the book is analyzed, it can be clearly seen that although there are many reading and listening activities, the number of activities based on vocabulary is limited. At this point, it can be put through that the course book does not provide activities fitting students' vocabulary needs (RQ5). There is a great deal of focus on drilling; however, in communicative approach, drilling may occur, but peripherally (Canale & Swain, 1980; Finocchiaro & Brumfit, 1983) because fluency and acceptable language is the primary goal, accuracy is judged not in the abstract but in the context (Finocchiaro & Brumfit, 1983; Richards, 1985).

To create an interactive environment, sometimes, the topic may be the most important thing. In a well-organized lesson structured around a perfect topic, every student wants to communicate. However, in order to manage this, teacher should know the students' needs very well so that s/he can choose the most proper topics (Rosenthal & Sloane, 1987; Brown, 1992). In 9<sup>th</sup> grade course book, the topics range from family to hobbies. Although the main themes are good, the components of these themes are neither attractive nor intellectual (RQ6), which is completely opposite to the idea of that "contextualization is one of the basic premises of teaching and learning a second language" (Richards, 1985).

The types of activities in communicative approach are another important issue because they are the ones enabling teacher to create a communicative atmosphere. Since communicative competence is the desired goal, students are expected to interact with other people through pair and group work, or in their writings, and anything that helps is accepted varying according to their age, interest, etc. (Canale & Swain, 1980; Littlewood, 1981; Finocchiaro & Brumfit, 1983; Brown, 1992; Richards & Rodgers, 2001). Although there are some pair activities in the course book, they are not enough for students' intellectual development, and it was concluded in the results part that students want more pair and group activities (RQ4).

Another important result of this study is the one related to teacher roles in communicative approach. According to the students' ideas, they need their teacher's help in activities to understand what they are supposed to do (RQ7). As Richards & Rodgers (2001) suggests, in communicative approach, teachers are needs analyst, counselor, and group process managers. Therefore, teachers should help learners in any way that motivates them to work with the language.

It can be concluded that most of the students are not content with the course book supplied by the government (RQ3); they want to learn more communicative, interactive and social life oriented activities, the book cannot meet the needs of the students at some points (vocabulary learning and productive skills), and lastly the course book was not designed according to the principles of communicative approach.

## 6. RECOMMENDATIONS

It is thought that above-mentioned evaluation may be helpful for further investigation from different point of views in the related topic (Demirel, 2004; Erden, 1998). The same questionnaire may be applied to a larger number of participants to have more generalized results in further studies. By improving this study, the awareness of the necessity of the communicative approach in the course book design may be increased because teachers and the course book writers should know the limits of the course book so that they can support it in their lesson plans. To implement the communicative teaching techniques in the class, the course books can be designed again; alternative syllabus and curriculum components can be developed.

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**Appendix 1:**

Değerli Öğrenci,

Bu anket "Impulse A1.1 adlı ders kitabında kullanılan yöntemlerin etkinliği" konulu bir çalışma için hazırlanmıştır. Amaç kitabınızda kullanılan öğretim yöntemlerine ilişkin görüşlerinizi belirlemektir. Anketten elde edilecek sonuçlar sözü edilen amaç dışında kullanılmayacaktır. Vereceğiniz yanıtlar bu çalışmanın başarıya ulaşması için büyük önem taşımaktadır.

Ayıracağınız zamanla çalışmaya yapacağınız katkılarınız için teşekkür ederiz.

Saygılarımızla,  
Filiz Yalçın Tılfarlıoğlu  
Dilara Arpacı  
Gaziantep Üniversitesi  
İngiliz Dili Eğitimi Bölümü

**Cinsiyetiniz:** Kız / Erkek

**A. BÖLÜMÜ:** Aşağıdaki cümleleri okuyarak size en uygun olan seçeneği işaretleyiniz.

***Örnek Anket Önermesi:*** Okulumu seviyorum.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

***Gösterme Şekli:*** Katılıyorum (X)

1. Ders kitabımızda kelimelerin ünitelere göre dağılımı liste şeklinde verilmiştir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

2. Ders kitabımızdaki kelimeleri kolaylıkla öğrenebiliyorum.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

3. Ders kitabımızdaki alıştırmalar beni konuşmaya motive etmektedir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

4. Ders kitabımızda okuma pratiği yapabileceğim etkinliklere yer verilmektedir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

5. Ders kitabımızda dinleme pratiği yapabileceğim etkinliklere yer verilmektedir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

6. Ders kitabımızda yazma pratiği yapabileceğim aktivitelere yer verilmektedir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

7. Ders kitabımızdaki alıştırmalar bireysel çalışmalar içermektedir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

8. Ders kitabımızdaki alıştırmalar eşli (ikili çalışmalar) içermektedir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

9. Ders kitabımızdaki alıştırmalar grup çalışmaları içermektedir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

10. Ders kitabımızdaki bazı aktivitelerde rol yapmamız isteniyor.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

11. Ders kitabımızda çoğu alıştırmaya öğretmen yardımı gerektirir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

12. Ders kitabımızdaki alıştırmalar beni yaratıcı cevaplar vermeye yönlendirmektedir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

13. Ders kitabımızdaki etkinliklerde oyunlara yer verilmektedir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

14. Ders içi etkinliklerde şarkılara yer verilmektedir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

15. Ders içi etkinliklerde canlandırmalara yer verilmektedir. (Örneğin; doktor taklidi yapmak gibi)

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

16. Ders kitabımızdaki etkinlikler benim yaşıma uygundur.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

17. Ders kitabındaki alıştırmaları tek başıma yaparım.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

18. Ders kitabındaki aktivitelerde konuşmaya yönelik kelimeleri öğreniyorum.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

19. Ders kitabımızdaki konular ilgimi çekmektedir.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

**B. BÖLÜMÜ:** Aşağıdaki cümleleri okuyarak size en uygun olan seçeneği işaretleyiniz.

20. Öğretmenimizin yaptığı aktiviteler kitaptakilerden daha faydalıdır.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

21. Dersteki aktivitelerde sınıftaki diğer arkadaşlarımla grup halinde çalışırsam daha iyi öğreniyorum.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

22. Dersteki aktivitelerde iki kişiden fazla olursak verimli olmadığını düşünüyorum.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

23. İngilizce öğrenirken başkalarıyla çalışmaktansa öğretmenimi dinlemeyi tercih ederim.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

24. Öğretmenimiz kitap dışı aktiviteler yaptırdığı zaman çok eğleniyorum.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

25. Oyun oynadığımız zaman İngilizceyi daha kolay öğreniyorum.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

26. Sınıf içi çalışmalarda arkadaşlarımla konuşurken İngilizcemin geliştiğini düşünüyorum.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

27. Sadece öğretmenimi dinlersem daha iyi öğrenebileceğimi düşünüyorum.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

28. Derste çok yer değiştirirsem dikkatim dağılıyor.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

29. Derste başkalarıyla çalışırsam dikkatim dağılıyor.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

30. Öğretmenimiz ne yapacağımızı açıklamazsa kitaptaki alıştırmaları anlayamıyorum.

Hiç katılmıyorum ( ) Katılmıyorum ( ) Kararsızım ( ) Katılıyorum ( ) Tamamen katılıyorum ( )

**C. BÖLÜMÜ:** Aşağıdaki ifadelerden size uygun olan seçeneği işaretleyip cümleyi tamamlayınız.

a- Kitabımızın faydalı olduğunu düşünüyorum çünkü:

.....  
.....

b- Kitabımızın faydalı olmadığını düşünüyorum çünkü:

.....  
.....

**Appendix 2:****The percentages of the answers by female and male students in Likert Scale:**

	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>	<u>M</u>	<u>F</u>
	<u>1</u> (%)	<u>1</u> (%)	<u>2</u> (%)	<u>2</u> (%)	<u>3</u> (%)	<u>3</u> (%)	<u>4</u> (%)	<u>4</u> (%)	<u>5</u> (%)	<u>5</u> (%)
<b>A1</b>	14,0	5,9	20,0	17,6	22,0	17,6	32,0	35,3	12,0	23,5
<b>A2</b>	24,0	29,4	32,0	20,6	30,0	26,5	10,0	20,6	4,0	2,9
<b>A3</b>	46,0	26,5	22,0	20,6	12,0	29,4	12,0	17,6	8,0	5,9
<b>A4</b>	24,0	11,8	22,0	17,6	26,0	26,5	18,0	32,4	10,0	11,8
<b>A5</b>	26,0	17,6	14,0	26,5	16,0	11,8	32,0	32,4	12,0	11,8
<b>A6</b>	14,0	5,9	26,0	11,8	30,0	17,6	22,0	52,9	8,0	11,8
<b>A7</b>	22,0	23,5	20,0	14,7	16,0	23,5	38,0	29,4	4,0	8,8
<b>A8</b>	18,0	11,8	20,0	14,7	22,0	23,5	32,0	38,2	8,0	11,8
<b>A9</b>	18,0	17,6	20,0	23,5	24,0	14,7	32,0	38,2	6,0	5,9
<b>A10</b>	18,0	17,6	22,0	14,7	24,0	23,56	28,0	29,4	8,0	14,7
<b>A11</b>	6,0	2,9	8,0	11,8	16,0	11,8	32,0	50,0	38,0	23,5
<b>A12</b>	38,0	38,2	28,0	23,5	20,0	26,5	12,0	5,9	2,0	5,9
<b>A13</b>	58,0	38,2	16,0	35,3	14,0	20,6	8,0	5,9	4,0	,0
<b>A14</b>	40,0	32,4	16,0	20,6	24,0	11,8	16,0	17,6	4,0	17,6
<b>A15</b>	48,0	38,2	24,0	32,4	8,0	2,9	10,0	8,8	10,0	17,6
<b>A16</b>	32,0	11,8	18,0	14,7	28,0	29,4	18,0	38,2	4,0	5,9
<b>A17</b>	26,0	23,5	38,0	20,6	26,0	29,4	4	20,6	2,0	5,9
<b>A18</b>	22,0	20,6	16,0	11,8	36,0	38,2	16,0	26,5	10,0	2,9
<b>A19</b>	58,0	47,1	14,0	23,5	18,0	8,8	8,0	14,7	2,0	5,9
<b>B20</b>	14,0	2,9	12,0	11,8	12,0	26,5	32,0	32,4	30,0	26,5
<b>B21</b>	10,0	14,7	8,0	11,8	14,0	20,6	22,0	32,4	46,0	20,6
<b>B22</b>	44,0	35,3	20,0	8,8	22,0	29,4	10,0	11,8	4,0	14,7
<b>B23</b>	38,0	29,4	24,0	29,4	14,0	17,6	12,0	11,8	12,0	11,8
<b>B24</b>	26,0	20,6	16,0	14,7	30,0	17,6	12,0	23,5	16,0	23,5
<b>B25</b>	6,0	5,9	12,0	2,9	14,0	20,6	22,0	32,4	46,0	38,2
<b>B26</b>	6,0	,0	6,0	8,8	12,0	20,6	34,0	44,1	42,0	26,5
<b>B27</b>	14,0	14,7	8,0	11,8	28,0	20,6	24,0	44,1	26,0	8,8
<b>B28</b>	30,0	17,6	16,0	17,6	34,0	26,5	8,0	29,4	12,0	8,8
<b>B29</b>	22,0	8,8	16,0	20,6	8,0	2,9	28,0	23,5	26,0	44,1
<b>B30</b>	6,0	8,8	10,0	14,7	14,0	11,8	24,0	29,4	46,0	35,3