

Coursebook Evaluation and Development in a Vocational College: A Pilot Study

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Abstract

Coursebooks are considered as an important teaching resource by many English teachers all the around world even though there have been great improvements in technology and the internet. Nevertheless, course books need to be evaluated or developed in the light of needs and aims of the students. The contents and tasks should meet with students' objectives and needs. Therefore, this research firstly aims to evaluate English coursebooks; namely, Interchange 1 and Intro published by Cambridge University press which have been used at a vocational college in a state university. Secondly, it has a purpose of determining the specific needs and aims of vocational college students for English course. By this way, it aims to develop the used course books and suggest improvements in order to meet the students' needs. This pilot study was carried out through a mixed-method research design from the perspectives of both English instructors and students. For the quantitative phase of the study, Textbook Evaluation Questionnaire (Öz, 2019) and the Need Analysis Questionnaire (Alikı et al., 2021) were used whereas English instructors and students were interviewed with open-ended questions in the qualitative phase. 5 English instructors and 358 students participated in this study. The quantitative data was analysed through the SPSS Statistics 20.0. with descriptive statistics and qualitative data was analysed through thematic coding. The results revealed extensive implications for the development of the coursebooks, integration of vocational English, authentic language materials, engaging activities and contemporary course content etc.

Keywords: coursebook evaluation, coursebook development, need analysis, English for specific purposes, vocational English

Meslek Yüksek Okulu'nda Kitap Değerlendirilmesi ve Geliştirilmesi: Pilot Çalışma Örneği

Özet

Teknoloji ve internet kullanımında büyük ilerlemeler olmasına rağmen, ders kitapları İngilizce öğretmenleri tarafından tüm dünya çapında önemli bir öğretim kaynağı olarak görülmektedir. Ancak, ders kitaplarının öğrencilerin ilgi ve ihtiyaçları doğrultusunda değerlendirilmesi ve geliştirilmesi gerekir. Ders içeriği ve ders içi verilen ödevler öğrencilerin amaçlarını ve ihtiyaçlarını karşılamalıdır. Bu sebeple, bu araştırma öncelikle, bir devlet üniversitesinin meslek yüksekokulunda kullanılmakta olan, Cambridge Üniversitesi tarafından yayınlanan Interchange 1 ve Giriş kitaplarını değerlendirmeyi amaçlamaktadır. Sonrasında, meslek yüksekokulu öğrencilerinin İngilizce dersi için ihtiyaçlarını belirlemeyi hedeflemektedir. Böylelikle, çalışma öğrencilerin ihtiyaçlarını karşılayabilmek için kullanılan kitapları geliştirmeyi ve iyileştirmeler öne sürmeyi amaçlar. Bu pilot çalışma, karma araştırma deseni aracılığıyla öğretim görevlileri ve öğrencilerin bakış açısı ile gerçekleştirilmiştir. Çalışmanın nicel aşaması için, Kitap Değerlendirme Anketi (Öz, 2019) ve İhtiyaç Analizi Anketi (Alikı et al., 2021) kullanılırken, nitel aşama için öğretim görevlileri ve öğrenciler ile açık uçlu sorularla görüşme yapılmıştır. 5 öğretim görevlisi ve 358 öğrenci çalışmaya katılmıştır. Nicel veriler, SPSS istatistik 20.0. program aracılığıyla betimsel istatistik yöntemiyle analiz edilmiştir ve nitel veriler ise tematik kodlama yöntemiyle analiz edilmiştir. Sonuçlar, ders kitaplarının geliştirilmesi, mesleki İngilizcenin, otantik dil materyallerinin, merak uyandıran aktivitelerin ve güncel ders içeriklerinin entegre edilmesi için kapsamlı öneriler ortaya koymaktadır.

Anahtar Kelimeler: ders kitabı değerlendirilmesi, ders kitabı geliştirme, ihtiyaç analizi, özel amaçlı İngilizce, mesleki İngilizce



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Introduction

Coursebooks still continue to be essential in English language teaching and learning through enabling beneficial pre-prepared material to both teachers and students (Charalambous, 2011). These resources provide a structured approach which can save time and enhance consistency in the courses. A fundamental aspect of effective language teaching is to provide students suitable coursebooks and they should be prepared to match what is taught with what is learnt (Lotfi, 2005; Woodrow, 2018). Because, the choice of the course material can affect student engagement and motivation. Therefore, classroom materials need to be evaluated in terms of needs and objectives (Murphy, 1985). In parallel, Cunningsworth (1995) states that course book evaluation helps to identify the suitability of texts for the target learners. Likewise, Hutchinson and Waters (1989) state that material evaluation ought to be conducted in order to figure out the appropriacy of the materials to the specific aim of the learners. This evaluation process enables educators to adapt different learning styles and cultural context. Besides, a thorough evaluation process not only enhances learning outcomes but also provides that materials are effectively chosen or designed for students' specific needs and more personalized learning experience.

Course book evaluation can be carried out through different ways such as needs analysis to determine the needs and interview with English instructors to find the course books' weaknesses and also suggest new methods and materials (Azarnoosh & Ganji, 2014). The evaluation process can also be prosecuted via questionnaires, checklists and interviews. According to Lisna (2016), both teachers and students should participate into evaluation process.

The instructors should apply different types of methods and materials which depend on the students' objectives in learning so as to fulfil the needs in the course (Purwanti, 2019). And it can be done by conducting needs and environmental analysis (Purwanti, 2019). Need analysis is used to obtain and evaluate information related to the course (Hyland, 2006). It is an effective asset for teachers to design their materials which are intended for students' main objectives and learning needs (Menggo et al., 2019). Therefore, doing a need analysis is a good starting point to carry out course book evaluation process and afterwards design the courses in accordance with the students' needs and objectives.

Teaching English in vocational colleges can be categorized as English for specific purposes (ESP) as the course is based on the students' needs (Sumarni et al., 2018). Thus, this research is related to the field of ESP as it is conducted in a vocational college. The important thing is that the distinction of ESP from general English is the awareness of students' needs (Noho et al., 2018). Therefore, English for specific purposes (ESP) depends on designing courses to meet learners' needs (Hutchinson & Waters, 1987). Likewise, the key point of ESP is that the content and objectives of the course are related to the particular needs of the learners (Paltridge & Starfield, 2013). A course design is used with syllabus design, materials evaluation, materials design and evaluation (Hutchinson & Waters, 1987). In ESP, it is convenient for students' need to meet the specific and clear necessities to meet the requirements in vocational or academic situations in English (Chang, 2009). Thus, conducting thorough needs analyses and designing course materials which are suitable for these needs are crucial steps in ensuring the effectiveness of ESP programs in vocational colleges.

There have been numerous studies on course book evaluation and development both worldwide and in Turkish context. For instance, Zohrabi (2011) has research on coursebook development and evaluation for English course and aims to conduct in-use and post-use coursebook

evaluation. In another research, Azarnoosh et al. (2014) carried out ESP book evaluation. Also, Tsagari and Sifakis (2014) conducted EFL course book evaluation in Greek primary school with the help of both teachers' and authors' views. Sarem et al. (2013) performed a study that provides a critical analysis of textbook evaluation through a case study methodology. Iswati (2019) also tried to develop ADDIE model-based ESP coursebook. In ESP context, Satriani et al. (2021) carried out ESP coursebook evaluation from the students' perception. In another study, Karimnia et.al. (2017) conducted critical ESP textbook evaluation. In Turkish context, Demir and Ertas (2014) put forward a suggested eclectic checklist for ELT coursebook evaluation. In another study, Kayapınar (2009) aimed to evaluate course books with the help of English teachers. Also, Solhi et al. (2020) seek to evaluate the English language coursebooks used at Turkish public schools and revealed the positive and negative traits of the used coursebooks.

As clearly seen, there are several studies related to coursebook evaluation and development; nevertheless, the vocational context is limited and there are few studies on course book evaluation in ESP or vocational context. After the coursebooks are evaluated and the specific needs of the students are determined, developing these coursebooks and suggesting improvements can be useful to compensate for disadvantageous parts related to books and empower advantageous parts through taking students' needs into consideration.

There are several options for published English materials. However, it is challenging to choose an ideal fit between students' needs and course objectives and also match the course book with these properties (Cunningsworth, 1995). In such a scenario, the importance of designing and supplementing materials becomes crucial (Weir & Roberts, 1994). Besides, material evaluation and development carry a crucial role in providing pre-service teachers a basic understanding of materials evaluation and adaptation. In line with this, Tomlinson (2012) states that courses on experiential materials development at universities and teacher training institutions have not just resulted in more systematic and efficient materials but have also increased confidence, self-esteem, and teachers' professional competence. Ultimately, material development is highly important and designing new materials or suggesting improvements can be effective for learning and teaching process.

The Aim of the Research

In this research, it is aimed to evaluate the English course books *Interchange Intro and 1*, which are published by Cambridge University Press, from the perspectives of both English instructors and vocational college students. The study also has the purpose of carrying out needs analysis in order to determine the specific needs and aims of vocational college students in English courses. After their needs and aims are decided, the study tries to suggest improvement and develop the used course books in accordance with their needs. The study seeks to answer the research questions below:

1. What are the opinions of English instructors on the English course books *Interchange Intro and I* by Cambridge Press used in the vocational college in state University?
2. What are the opinions of vocational students on English course and course books *Interchange Intro and I* Cambridge Press used in vocational college?
3. What are the needs of vocational students for English courses?
4. What are the opinions of English Instructors on the needs and interests of vocational college students for English courses?

Method

This research applies mixed-method research design since it consists of both quantitative and qualitative data analysis. In mixed-method research, quantitative and qualitative core elements are included in the project (Morse, 2016). It refers to the utilization of research strategy that includes multiple methodological approaches. (Brannen, 2005). Explanatory sequential design, which is one of the mixed method research designs, is conducted in two phases: quantitative and afterwards qualitative (Creswell et al., 2003). In this design, a researcher firstly collects and analyses the quantitative data and secondly the qualitative data are gathered and analysed. (Ivankova et al., 2006). This study applied an explanatory sequential design, wherein quantitative data was initially collected, followed by the subsequent collection of qualitative data. In addition, this research is the pilot study of the main PhD dissertation.

In the first phase, the pilot study aimed to evaluate English course books with the help of the Textbook Evaluation Questionnaire for Instructors by Öz (2019). Afterwards, English instructors were interviewed with open-ended questions adopted from Ertürk (2013). The interview questions were adapted to the context of the vocational college and one extra question was added. In the second phase of the pilot study, the vocational college students were asked to complete the questionnaire which is needs analysis on students' needs, preferences and difficulties regarding the English lesson adopted by Alike et al. (2021). Then, the students were interviewed with open-ended questions prepared by the researcher.

Participants

5 English instructors (2 females and 3 males) contributed to the research in the first phase. 358 vocational college students (185 freshmen and 173 sophomores) participated in the second phase. Among 5 English instructors, 3 English instructors were interviewed for the pilot study. They were asked 12 open-ended questions about English course books and the needs of the students through teacher interviews. For the students' part, 12 students were also interviewed through 7 semi-structured questions.

Data Collection

The quantitative data was collected through questionnaires. Textbook evaluation questionnaire for instructors was used directly in English. However, the original questionnaire of need analysis for students was translated into Turkish since the students' English level is at the elementary level. Firstly, the translation process from English to Turkish was carried out by the researcher. Afterwards, back-translation process from Turkish to English was conducted by 3 colleagues who graduated from the English and Turkish translation and interpreting department since back translations intend to provide direct control on the quality of the translation (Brislin, 1986). Researchers employ the back-translation process to ensure the quality of research instruments, such as tests and questionnaires. If the back-translated version and the original document are compared and found to be free of discrepancies, the translation is accepted equivalent (Tyupa, 2011). The original questionnaire and the translated one were checked by 3 other colleagues who are English instructors in the same department. The necessary changes to make the translation appropriate and equivalent were fulfilled. The need analysis consists of a questionnaire not a scale and descriptive statistics with frequencies and percentages was only used in the data analysis. Therefore, the translated questionnaire was directly used for the pilot study. In the qualitative phase, English instructors were interviewed with Teacher Interview Questions (Ertürk, 2013) and students were also asked open-ended questions that were prepared by the researcher. In the preparation process of these questions, expert opinions and feedback

were gathered from colleagues and the head of foreign language teaching department. The final form was used for pilot study.

Data Analysis

The quantitative data was analysed via descriptive statistics, frequency tables and mean values by using SPSS Statistics 20.0. In the qualitative phase, the data was analysed through thematic coding, content analysis and grounded theory. Thematic analysis involves identifying themes through thorough and recurrent examination of the transcribed data (King, 2004). Also, content analysis was used for this research since it enables deep insight into a situation which is not limited by existing viewpoints (Lai & To, 2015). The qualitative data was analysed through themes with frequencies in the tables. The themes were checked by three colleagues of the researcher in the field of English language teaching. Triangulation is the mixing data or methods in order that various viewpoints or angles can enlighten the research topic (Olsen, et.al.,2004). Therefore, triangulation was provided through both quantitative and qualitative data instruments in the study.

Findings

The findings are presented below in two categories as quantitative and qualitative findings.

Quantitative Findings

Textbook Evaluation Questionnaire Results

5 (2 females and 3 males) English instructors evaluated course books through the textbook evaluation questionnaire (Öz, 2019) for the pilot study. In the questionnaire, the teachers were asked to rate the items from 1 to 4 (1-Strongly Disagree, 2-Disagree, 3-Agree and 4-Strongly Agree). The results are presented in the tables below.

Table 1. Descriptive Statistics of the Questionnaire (N=5, n_{male}=3, n_{female}=2)

Questionnaire Parts	Min	Max	Mean
Topics	2.25	3.13	2.7
Target Language Culture	2.5	3	2.9
Grammar and Vocabulary	2.25	3.38	2.75
Skills	1.89	2.78	2.37
Activities	2	3.17	2.6
Layout and Physical Makeup	1.8	3	2.52
Practical Considerations	2.5	4	2.9
Aims and Objectives	2.5	4	2.9
The Teacher's Manual	1.89	3.22	2.6

In accordance with Table 1, it can be pointed out that English instructors do not agree with the items stated in the different parts of the questionnaire. The mean values are not above 3; however, they are close to 3. In the topics part of the questionnaire, the items' overall mean values range from 2.25 to 3.13. From the perspective of English instructors, it can be inferred that the topics in English course books are relatively sufficient. In terms of the grammar and

vocabulary part, English instructors do not share a common idea; however, the overall mean value is close to 3. It refers to the fact that participants find the representation of the target language culture slightly above average. Skills related to English course books are regarded as insufficient by these instructors. ($M=2.37$). The activities part in these books have higher score than the skills part; nevertheless, it is hard to state that the instructors agreed on the items. For the part of practical consideration, it can be pointed out the books are considered relatively adequate. Besides, aims and objectives part can be regarded as relatively adequate enough, too ($M=2.9$). The overall mean of the teacher's manual value ($M=2.6$) refers to the fact that it is not adequate.

Need Analysis Results

358 vocational students (185 freshmen and 173 sophomores) participated into the need analysis. They are all male students. Only male students can enroll in this profession at this vocational college. That's why only male students were included in the research. Their age ranges from 18 to 21.

Table 2. Motivation Part: (Students' reasons for learning English. For example; number 1 means the most important reason and 11 refers to the least important reason).

The Items	1	2	3	4	5	6	7	8	9	10	11
	N										
a. To get good marks at school	108	16	25	18	31	15	35	21	47	16	26
b. To understand English songs, films or articles on the Internet	51	32	35	32	32	30	29	38	44	11	24
c. To chat with foreign people in social networks	57	30	39	26	31	20	33	38	46	17	21
d. Because my parents want me to	64	15	14	20	27	14	22	28	86	11	57
e. To help me find a good job in the future	81	22	24	19	35	33	38	24	48	12	22
f. Because I want to travel abroad	87	25	30	33	50	23	12	30	37	3	28
g. Because it's in the school program	91	13	27	26	27	36	31	24	43	21	19
h. Because English is an international language	81	34	34	43	26	26	18	27	43	5	21

i. To be commissioned abroad	134	26	33	18	17	9	10	20	55	5	31
j. To express myself properly in the target language when I go abroad	107	53	29	17	18	15	17	18	50	9	25
k. To communicate with the foreign officers effectively and introduce our country properly when I am commissioned abroad	146	26	27	11	12	12	10	21	53	10	30

According to Table 2, the highest number as the most important motivation for learning English is the item of communicating with foreign officers effectively and introducing our country properly. This highlights an important focus on effective communication. The item of expressing myself properly in the target language is also found very important for learning English by the majority of the students. This indicates a desire for proficiency in English to facilitate communication and self-expression in international contexts. Another important item for the students is to be commissioned abroad. Besides, academic success becomes another important motivation and English language proficiency is considered significant. The less important reasons are finding a good job, traveling abroad, chatting with foreign people on social networks, understanding English songs, films and articles on Internet, the school program and their parents' desire. The table 2 points out that the students' motivation is mostly related to their career advancement and international opportunities.

Table 3. Other Reasons

The Items	N
1. Self-improvement	11
2. English as a global language	6
3. To be more qualified officer	5
4. To be able to search in different resources	2
5. Because I like English and I have a language aptitude	2
6. For my career	2
7. To increase self-confidence	1
8. To have a status	1
9. Not to use translation programmes	1
10. To get higher score from YDS exam	1
11. To succeed in the course	1
12. I like learning English	1
13. To work in the embassy	1
14. Because English is very important for my department and my class.	1
15. To increase my general culture knowledge	1
16. I think learning English is cool.	1
17. For NATO missions	1
18. To improve my academic knowledge	1

19. To interact with foreign people in online games	1
20. To have more knowledge about different civilizations and learn about their opinions and emotions	1
21. To express myself	1
22. To be good at software language	1

As seen in Table 3, these students have other reasons for learning English. Most importantly, they would like to learn English for their self-improvement and they recognize that English is a global language. They also want to be more qualified officer through learning English. In table 5, their reasons for learning English are presented and it can be concluded that they are aware of the significance and outcomes of learning a language.

Table 4. The Favourite Topics

The Topics	N
Sports	198
Friends	175
Travelling	170
Free time activities	165
Music	165
Games	154
Entertainment	150
Internet	131
Technology and inventions	130
Cinema	120
Food	114
Vocational Terminology	100
Media	85
Education	75
Health	71
Transportation	64
Important dates and events	58
Art	55
Environment	50
Famous People	45
Literature	44
Human Rights	41
Proverbs and idioms	35
Climate change	26
Recycling	18
Drinks	1
Historical wars	1
Cars	1

In Table 4, the topics which arouse interest among students are listed. They are mostly interested in sports, friends, travelling, free time activities, music, games, entertainment, internet, technological inventions, cinema, food and vocational terminology.

Table 5. Learning Styles and Preferences

The items	☺ I like		☹ I don't like	
	N	%	N	%
a. Listening to English songs	256	71.5	102	28.5
b. Writing grammar exercises	130	36.3	228	63.7
c. Writing stories	61	17	297	83
d. Reading English texts	227	63.4	131	36.6
e. Studying grammar rules	104	29.1	254	70.9
f. Playing games	316	88.3	42	11.7
g. Doing projects	131	36.6	227	63.4
h. Doing vocabulary exercises	248	69.3	110	30.7
i. Doing pair-work activities	186	52	172	48
j. Working individually	264	73.7	94	26.3
k. Speaking with classmates in English	183	51.1	175	48.9
l. Practicing pronunciation	257	70.1	107	29.9
m. Solving problems in English having visual prompts	238	66.5	120	33.5
n. Acting up dialogues with classmates	198	55.3	160	44.7
o. Doing listening activities	219	61.2	139	38.8

According to Table 5, the majority of the students like playing games in English, listening English songs, practising vocabulary, studying individually, practicing pronunciation, solving problems with visual prompts and doing listening exercises. Therefore, it can be stated that students' speaking and listening skills can be improved and supported through entertaining, interesting, authentic, and competitive activities.

Table 6. Learning Strategies

The items	1 (not at all)	2 (little)	3 (much)	4 (very much) N (%)
a. I like working alone.	28 (7.8%)	115 (32.1%)	122 (34.1%)	93 (26%)
b. I like pair work.	54 (15.1%)	155 (43.3%)	120 (33.5%)	29 (8.1%)
c. I like group work.	67 (18.7%)	156 (43.6%)	91 (25.4%)	44 (12.3%)
d. I like whole class work.	120 (33.5%)	146 (40.8%)	59 (16.5%)	33 (9.2%)

It is displayed in Table 6 that the students like working alone most. Yet, many of the students also like pair-work and group work in the courses. The whole class work is chosen less than other strategies by the students.

Table 7. Learning Strategies-New Vocabulary

The items	1 (not at all) N (%)	2 (little)	3 (much)	4 (very much)
a. I like learning new vocabulary by hearing new words.	24 (6.7%)	109 (30.4%)	125 (34.9%)	100 (27.9%)
b. I like learning new vocabulary by seeing new words.	17 (4.7%)	87 (24.3%)	132 (36.9%)	122 (34.1%)

c. I like learning new vocabulary by copying new words.	50 (14%)	103 (28.8%)	11 (31%)	94 (26.3%)
d. I like learning new vocabulary by using new words.	23 (6.4%)	97 (27.1%)	123 (34.4%)	115 (32.1%)

According to Table 7, they like to learn vocabulary through listening, seeing, copying and using these words. Therefore, it can be stated that they need to be exposed to language through various activities addressing different learning styles.

Table 8. Learning strategies- Grammar

The items	1 (not at all)	2 (little)	3 (much)	4 (very much)
	N (%)			
a. I like learning grammar by studying grammar rules.	117 (32.7%)	146 (40.8%)	73 (20.4%)	22 (6.1%)
b. I like learning grammar by doing exercises at home.	159 (44.4%)	125 (34.9%)	44 (12.3%)	30 (8.4%)
c. I like learning grammar by doing exercises at school.	106 (29.6%)	143 (39.9%)	78 (21.8%)	31 (8.7%)
d. I like learning grammar by oral practice in class.	81 (22.6%)	140 (39.1%)	87 (24.3%)	50 (14%)

It is seen in Table 8 that a significant portion of students have a strong dislike for learning grammar through the study of grammar rules. However, many of the students are open to studying grammar rules but do not show strong enthusiasm. A smaller percentage find this method considerably effective. Very small group highly prefers learning grammar through studying rules, indicating this method is one of the least favoured ones overall. Learning grammar by doing exercises is the least preferred item. The highest percentage of strong preference among all items is to learn grammar through oral practice in the classroom.

Table 9. Language Skills (How often do you have difficulty in language skills stated below?)

Language skills	Never	Rarely	Sometimes	Often	Very Often
	N (%)				
Reading	47 (13.1%)	108 (30.2%)	126 (35.2%)	60 (16.8%)	17 (4.7%)
Writing	42 (11.7%)	93 (26%)	131 (36.6%)	62 (17.3%)	30 (8.4%)
Speaking	22 (6.1%)	60 (16.8%)	122 (34.1%)	106 (29.6%)	48 (13.4%)
Listening	42 (11.7%)	85 (23.7%)	110 (30.7%)	85 (23.7%)	36 (10.1%)
Spelling	38 (10.6%)	104 (29.1%)	113 (31.6%)	69 (19.3%)	34 (9.5%)
Learning vocabulary	48 (13.4%)	97 (27.1%)	121 (33.8%)	61 (17%)	31 (8.7%)
Learning Grammar	46 (12.8%)	89 (24.9%)	117 (32.7%)	59 (16.5%)	47 (13.1%)

It can be seen in Table 9 that the students have difficulties in writing, speaking, listening, spelling, vocabulary and grammar. They all encounter challenges in different processes and parts of learning English. However, they mostly have difficulty in speaking and listening skills.

Table 10. Language Skills- Listening

Language skills	Never	Rarely	Sometimes	Often	Always
	N (%)				
a. Do you understand the class cd's?	24 (6.7%)	42 (12%)	88 (24.6%)	142 (39.7%)	61 (17%)
b. Do you understand when the teacher talks in English	24 (6.7%)	46 (12.8%)	119 (33.2%)	101 (28.2%)	68 (19%)
c. Do you understand when your classmates talk in English?	24 (6.7%)	56 (15.6%)	117 (32.7%)	85 (23.7%)	76 (21.2%)

It is clear in the table 10 that the students' listening levels are divergent. 24 students clearly state that they never understand listening texts in the coursebooks, their teacher and their classmates when they speak English. On the other hand, approximately more than 150 students understand listening texts, their teacher and classmates. It is also evident that the students with a higher level of listening competence are more than the ones with a low level.

Table 11. Language Skills- Reading

Language skills	Never	Rarely	Sometimes	Often	Always
	N (%)				
a. Do you read the text quickly to understand the general idea?	34 (9.5%)	82 (22.9%)	116 (32.4%)	81 (22.6%)	45 (12.6%)
b. Do you read the text slowly to understand every detail?	34 (9.5%)	66 (18.4%)	109 (30.4%)	102 (28.5%)	47 (13.1%)
c. Do you understand the main points of the English texts?	19 (5.3%)	36 (10.1%)	100 (27.9%)	126 (35.2%)	77 (21.5%)
d. Can you guess the meaning of unknown words?	23 (6.4%)	48 (13.4%)	129 (36%)	105 (29.3%)	53 (14.8%)

It is clear in the table 11 that 22.6% of the students often read the texts to understand the general idea and 12.6% of the students very often read the texts for general idea. It can be inferred that nearly half of the students read the texts quickly for general information. 28.5% of the students read the texts slowly to understand every detail and 13.1% of them very often read slowly. Therefore, it can be deduced that the students are separated in two groups: quick readers for general idea and slow readers for every detail. 5.3% of the students never understand the general idea of the reading texts and 10.1% of them rarely understand. It is clear that more than half of the students understand the general idea of the reading texts. Also, almost half of the students can guess the meaning of unknown words in reading texts whereas 6.4% of them can never do and 13.4% of them can rarely do.

Table 12. Language Skills- Speaking

Language skills	Never	Rarely	Sometimes	Often	Always
	N (%)				
a. Do you speak English during the lesson?	33 (9.2%)	79 (22.1%)	137 (38.3%)	80 (22.3%)	29 (8.1%)
b. Are you afraid of making mistakes while talking?	109 (30.4%)	72 (20.1%)	83 (23.2%)	62 (17.3%)	32 (8.9%)
c. Do you find it difficult to talk with other people?	18 (5%)	46 (12.8%)	119 (33.2%)	121 (33.8%)	54 (15.1%)
d. Do you have difficulties in pronunciation?	27 (7.5%)	86 (24%)	123 (34.4%)	96 (26.8%)	26 (7.3%)

It is clear in Table 12 that 9.2% of the students never speak English in the classroom and 22.1% of them rarely speak English in the classroom. However, 38.3% of the students sometimes speak English. It can be inferred that more than half of the students hesitate speaking the target language in the classroom whereas almost 30.4% of the students attempt to speak frequently. It is evident that these students have difficulty speaking and communicating in English. Likewise, more than half of the students are afraid of making mistakes while speaking. In line with this, nearly half of the students suffer from speaking English with other people. 26.8% of the students often have difficulty in pronunciation and 7.3% of them always have problem in pronunciation. Also, 34.4% of the students sometimes have this problem. Therefore, it can be claimed that many of the students have difficulty in pronunciation.

Table 13. Language Skills- Writing

Language skills	Never	Rarely	Sometimes	Often	Always
	N (%)				
a. Do you have the right syntax when you write in English?	28 (7.8%)	94 (26.3%)	126 (35.2%)	85 (23.7%)	25 (7%)
b. Do you use the appropriate vocabulary?	18 (5%)	44 (12.3%)	137 (38.3%)	131 (36.9%)	28 (7.8%)
c. Do you organize your paragraphs correctly?	40 (11.2%)	83 (23.2%)	128 (35.8%)	81 (22.6%)	26 (7.3%)
d. Do you express your ideas in the right way?	31 (8.7%)	77 (21.5%)	129 (36%)	93 (26%)	28 (7.8%)

It is displayed in the table 13 that 23.7% of the students often have the right syntax when they write in English and 7% of them very often have this in writing. However, 7.8% of them never have the right syntax and 26.3% of them rarely do it, and 35.2% of them sometimes have it. Therefore, it can be deduced that some students have problems with using correct grammatical rules in writing. Besides, 36.9% of the students often use the appropriate vocabulary while 7.8% of them very often do. 38.3% of them sometimes use the appropriate vocabulary. It can be suggested that a few students have difficulty in using suitable words while writing in English. On the other hand, 7.3% of the students always organize paragraphs correctly while 22.6% of them always do it. 35.8 of them sometimes organize their paragraphs correctly and 23.2% of them rarely do it. Besides, 11.2% of them never organize their paragraphs correctly. Thus, it can be deduced that several students have problem with organizing their paragraphs. 7.8% of the students claim that they always express their ideas correctly and 26% of them often do it. 36%

of the students also sometimes express their ideas correctly. However, 21.5 % of them rarely express their ideas correctly while 8.7% of them never do it. It can be suggested that they also have problem with expressing their ideas in a correct way.

Qualitative Findings

Teacher Interview Findings

3 English instructors were interviewed with 12 open-ended questions. Each interview took approximately 40-45 minutes and they were recorded. After the interviews, they were transcribed. The transcriptions were analysed through content analysis by the researcher. The findings are presented in the tables below.

Table 14. The Needs of Students in English Courses

Items	N
The students need motivation. Because, they are lack of motivation.	1
They do not know the exam format.	1
They only focus on exams.	1
They need communication and communicative competence. However, their main goal is to pass the exam.	1
Our school is a college; thus, English is just a culture lesson for our students.	1
The school language program is unable to meet the students' needs. Because, there are four hours of English course in each week and it is not enough for them.	1
They need to learn English for their future foreign mission.	1
The English level in the school program should be advanced.	1
They need language learning awareness.	1
They need communicative approach in English courses.	1
The students should be more productive and active.	1
The Interchange series which aims to provide communicative approach with everyday situations etc. corresponds their needs. But, the effectiveness of the stated books depends on their level of English proficiency, motivation and learning style.	1
Total	12

The main needs of vocational college students for English courses are determined as motivation, communicative competence, language learning awareness, being active in the classroom. For instance, P3 stated “*They are not interested in English course and they do not have motivation.*” Also, P1 claimed “*these students only focus on passing exams and some of them think that getting 50 points from exams is enough.*” But, P2 stated “*They would like to speak in the lesson because they want to be in foreign mission and they are aware of the fact that speaking skill is very important.*” However, there are some challenges to provide these main necessities for these students since the English level in the school program is basic and the time allocated for English courses are limited. Four hours in a week are not adequate for providing effective and motivating learning environment in accordance with the views of English instructors.

Table 15. The Conformity between the Aims of the Course Books and the Teaching Program

Items	N
Yes.	3
They can correspond closely in several ways. For example, they provide a range of activities and materials.	1
The students' English level is very low. Therefore, the books are not effective for increasing their motivation and improving their communicative competence. The time allocated for English courses is very limited in the program.	1
Total	5

Since the teaching program includes a basic English level, English instructors state that the course books correspond with the aims as they provide a range of activities, However, these students require more for their professional life and work career. Besides, P2 stated *"4 lessons including 40 minutes separately each week is not enough to increase motivation, teach grammar rules and at the same time improve their speaking."*

Table 16. The Course Books' Approach to Language Learning and Teaching

Items	N
The books' approach is communicative and it is an effective book in many ways; However, we are unable to use it effectively because of English level of our students and the limited time.	3
The conversations in the books are good. But they are not realistic, authentic and not related to daily language.	1
Thanks to conversations, role-plays are good activities for the students.	1
The books focus on the grammar in a limited way.	1
There are potential disadvantages of the books such as cultural differences and vocational content which is related to their job career.	1
Total	7

The approach of the course books is stated as communicative by the instructors. Nevertheless, the course books are not used effectively because of the limited time and English level of the students. P3 stated *"Even though the course books enable communicative activities, we cannot use them effectively because the students' English level is too low and 40 minutes for each lesson is not enough."* On the other hand, the course books are not adequate for their work career since the students require vocational English,

Table 17. The Course Books' Authenticity

Items	N
The pictures are not realistic in the book.	2
Yes, but somehow.	1
The students generally state that they do not like the book and they are not motivated.	1
The students think that the books are organized for children not for adult learners.	1
The book is not authentic.	1
The books are not related to their vocational content.	1
Total	7

The participants state that the books do not include authentic language and materials and the pictures are not realistic and designed for adult learning. For example, P2 clearly pointed out *"The book is not authentic and the pictures are childish for these students."*

Table 18. Different Teaching and Learning Styles of the Course Books

Items	N
The books are flexible for different teaching and learning styles.	2
The coursebooks are designed to be used primarily in a classroom setting. This may not be ideal for students who prefer or benefit from different learning environments such as one-to-one tutoring, online learning or self-study.	1
The books are not suitable for adult learning.	1
Some parts in the books can be adapted to different teaching styles.	1
Interchange series follows a relatively traditional approach to language learning which may not align with the preferences or learning styles of all students. For example, the course book focused primarily on the presentation and practice of grammar and vocabulary which may not be most effective or engaging way for some students to learn.	1
The books are not related to their vocational content.	1
Total	7

The books are found as flexible for different teaching and learning styles by 2 English instructors whereas 1 English instructors state that these books are not suitable for different styles. They are arranged for classroom setting. Besides, they are not suitable for their professional career.

Table 19. The Usage of Four Language Skills in the Course Books

Items	N
They are not included adequately.	1
I think Interchange series do not provide enough opportunities for students to practice their speaking and listening skills in authentic and real-world situations.	1
The majority of practice activities focus on written exercises and drills.	1
Writing is limited in the book.	1
Reading texts can be increased more.	1
More challenging reading texts could be added.	1
Actually, they are adequately included.	1
Total	7

It can be stated that four language skills are not focused on equally from the perspective of instructors. For example, P1 stated “*Four skills are not focused on equally in the course books, whereas speaking and listening activities are provided with a lot of activities, writing skills is restricted.*” Reading texts can be increased and their quality can be advanced. However, one of the participants states that the skills are emphasized equally.

Table 20. Listening and Speaking Activities in the Course Books

Items	N
The books are not enough for helping them improve their communicative skills.	1
The conversations in the book are purposeless.	1
It is the teachers’ job to improve their communicative skills.	1
They need environment in which they have a chance of speaking the language out of the class.	1
Native speaker can be useful for improving their speaking skill.	1
The students should be autonomous learner. Thus, they can improve their communicative skills.	1
Completing listening and speaking activities in the course book simply is not enough to develop their communicative skills in a proper way.	1
The students should be provided with ample opportunities to practice speaking and listening in authentic and real-life situations.	1
Total	8

It can be deduced that the communicative skills of the students can be developed through providing opportunities for speaking in the classroom, inviting native speaker, helping the students to be autonomous learner, and enabling them authentic and real-life situations. P1 stated that *“The conversations are senseless and not authentic. They are not useful for daily life”*. He also added that these students should be provided with ample opportunities to practice in authentic situations.

Table 21. The Students’ Opportunities for Using English at the College

Items	N
Language exchange programs, language clubs and societies, social media and online forums and culture events can be useful for interaction in English.	1
In this college, there is no opportunity for the students to interact using English.	1
They have neither cell phones nor internet.	1
There are very limited opportunities.	1
Total	4

As clearly seen, the students do not have any opportunity for interacting English apart from the classroom. However, language clubs or language activities can be organized in the college. For instance, P2 stated *“Speaking clubs can be gathered to provide interaction in English.”*

Table 22. The Exercises of the Course Books

Items	N
The exercises are not enough.	2
There are not enough recycled and revision activities with respect to the specific needs of the students, the length of course and the teaching approach adopted by the teacher.	2
Teachers need to supplement the series with additional recycling and revision activities to ensure that college students have sufficient opportunities to consolidate and apply what they have learned.	2
Total	6

It is notable that the exercises included in the course books are not found sufficient and Supplementary activities for revision are necessary for the vocational college students. P2 stated *“There is a need for supplementary activities in accordance with these students’ needs.”*

Table 23. Vocabulary Load Included in the Course Books

Items	N
There is no part for vocabulary practice in the book.	3
They need different words.	2
The vocabulary level is at the A1-A2 level of English proficiency which is suitable for the students’ level.	2
The vocabulary load is not consistent with adult learners.	1
The vocabulary load and diversity should be adjusted in accordance with their needs and interests.	1
Total	9

In terms of vocabulary part, practice exercises for vocabulary should be increased and should be arranged in accordance with the needs and interests of the students for their vocational life. P1 stated *“There is not any section for vocabulary practice and these word lists included in the*

book are very easy. Therefore, the vocabulary list should be enhanced and the students' work career and needs for English should be taken into consideration."

Table 24. Instructors' Opinions on the Course Books

Items	N
In the vocational context, the books do not meet the students' needs and interests.	3
Games or creating competitive learning environment is very useful to increase their motivation in English class. Therefore, the books can be supplemented with communicative tasks or activities including games and competition.	2
Reading texts related to their vocational context can be added to the books.	2
The course books are good for learning General English. But English booklets including their vocational content can be prepared in order to increase their motivation.	1
The book is adequate for their English proficiency level. But vocabulary and pronunciation activities should be emphasized more.	1
The students can be motivated more through real-life situations about why they should learn English.	1
Total	10

It can be suggested that the current coursebooks are not adequately aligned with the vocational needs and interests of the students. It points out a gap between the curriculum content and students' vocational requirements. According to the views of the participants, more engaging activities can be included in order to increase motivation among students. texts which are more relevant to their professional life can help the learning process. It can be deduced that showing students the practical usage and importance of English can enhance their motivation for learning the language.

Table 25. How to Improve Course Books

Items	N
Reading passages in relation with their department in the school can be added.	2
The topics which are relevant to their vocational area such as industry-specific vocabulary or technical language can be included.	2
Reading texts related to their vocational context can be added to the books.	2
Authentic materials such as articles, videos and podcasts can be added in course books to help students engage with real-life language use.	1
Course books should include a variety of interactive activities such as role-plays, problem solving activities and discussion-based tasks.	1
Teacher should be trained and supported in using and adapting course books to meet the specific needs of vocational college students. This includes understanding how to adapt content and activities to match vocational areas and how to incorporate technology into learning experience.	1
Technology can be used to enhance learning and engagement and course books can be adapted to include interactive online sources, multimedia materials and digital activities.	1
Contemporary topics, news titles, readings about epidemic diseases can be added.	1
The course books can be supplemented with the topics related to world agenda.	1
Terminology related to their field should be added.	1
Total	13

In conclusion, it is necessary to adopt motivating activities and tasks in English courses. The students' communicative competence and speaking skills should be improved in order for them to get prepared for foreign missions abroad. It is important to raise awareness of learning English among students. In the courses, the students should be encouraged to participate and be active. English course books correspond to the aims of learning program in the teaching

program; however, English proficiency level of students is not sufficient. Authentic materials are required for an effective language learning environment. The course books are not related their vocational context. In order to motivate students and help them be active in the class more, vocational related context could be useful in English courses. Reading texts can be increased and be more challenging. In accordance with the views of instructors, the students' communicative competence can be advanced through providing opportunities for speaking in authentic and real-life situations. In this vocational college, students do not have any opportunity for speaking the target language. The activities in the course books are not regarded enough and adequate. More recycled and revisions activities should be included. There are very limited vocabulary activities in the books; therefore, it is vital to adjust the vocabulary load and diversity of the course books. In conclusion, the course books are good for learning general English; nevertheless, they can be supplemented through creative, interesting, motivating and competitive learning environment along with activities and tasks related to their vocational context and real-life situations.

Semi-Structured Interview Findings for Students

6 freshmen and 6 sophomores were chosen for the pilot study of the interviews. The interviews with each student took approximately 30-45 minutes. The findings are presented in the tables below.

Table 26. The Students' Opinions on the Course Books

Themes	N
We should learn both vocational and general English.	12
In each week, we learn English for 4 hours. However, we need more courses for English practice in a week. The time allocated for English should be increased.	12
English course books are outdated.	11
The activities in the books are filled by the previous students. So, all of the answers are written on the books. It is not possible for us to think about the questions.	11
We learn the same things every year.	10
We need more diverse topics.	10
In the books, we would like to see interesting and motivating topics such as sports/ technology / weapons or guns / mythology / industry.	10
The course books are not sufficient.	10
We need more listening and writing activities.	10
The English course books lack of practice for us.	9
We would like to have video activities.	5
We need more reading texts.	5
The content is adequate.	4
We can watch English videos or some parts from TV series.	4
The system is rote-learning based education system.	2
We focus on passing the exams. So, we need activities which prepare us for the exams.	2
We have 12 or 13 separate lessons in a term. Therefore, we just focus on passing exams. Therefore, the program is too hard.	2
We learn English in theory. We don't practice in English courses.	1
Exams should be based on speaking skill, too.	1

All of the students interviewed state that they require learning both vocational and general English. They consider that English hours should be increased. The content of the coursebooks should be updated. Interesting and motivating topics should be included in the course content. P5 stated "*We need to learn English but we do not know terminology in English related to our*

profession.” Also, P10 claimed “*These coursebooks are outdated and the answers are all written in the exercises*”

Table 27. The Students’ Opinions on Content Diversity in Course Books

Themes	N
We need more interesting and up to date topics.	9
The topics can be related to our department and field.	5
We need vocational topics.	5
In term of grammar, the content diversity is enough.	3

It is clear that the students need diverse engaging and contemporary topics in English courses. Besides, they suggest that the topics can be related to their profession.

Table 28. Their Expectations for an Effective and Productive English Course

Themes	N
We need more time for English courses. The additional English courses are necessary.	12
We should practice speaking more.	12
Vocational terminology and sentence structures should be included.	11
We need challenging tasks.	10
Daily life conversations are necessary.	10
Songs and lyrics can be helpful to practice vocabulary, listening and speaking.	10
We can have presentations in English courses for speaking practice.	10
We need more vocabulary practice and activities.	9
Games can be motivating.	9
Role-play activities are entertaining.	8
Pronunciation activities are necessary.	5
English courses should be entertaining and they should not be boring.	4
We need to be more active in the class.	2
We need to learn daily English.	2
We can have one-to-one exercises.	1
We can study for YDS exam.	1

For an effective English course, additional English courses providing more speaking practice, vocational terminology, challenging tasks, daily life conversations and pronunciation activities can be beneficial. Besides, games, role-play activities, songs can be used more so as to provide motivating and engaging learning environment.

Table 29. Their Opinions on the Importance of Language Skills

Themes	N
Listening and Speaking	7
Reading and Speaking	3
Listening and Reading	2
Vocabulary Practice	1

It is obvious that listening and speaking skills are found more important from the point of the students. Yet, they think that reading, speaking and listening are also important. Besides, vocabulary plays an important role, too.

Table 30. Their Opinions on Grammar Practice in Course Books

Themes	N
Grammar practice is important.	6
Grammar exercises are sufficient.	4
We are taught basic English grammar.	3
We need more grammar practice.	3
We shouldn't focus on grammar practice.	2

It is seen that grammar practice is considered important and can be increased more. However, 3 students state that grammar exercises are enough and 2 students point out that they should not focalize grammar practice.

Table 31. Their Opinions on Vocabulary Practice in Course Books

Themes	N
Vocabulary practice is not sufficient.	12
We need more vocabulary practice.	10
We learn basic vocabulary.	8

The students state that more vocabulary practice is necessary and the vocabulary level should be advanced instead of studying solely basic English.

Table 32. Their Language Learning Difficulties in the Courses

Themes	N
Lack of speaking practice	12
We are only exposed to English in the courses.	10
The conversations in the listening exercises are too fast.	8
Pronunciation problem	7
I can't make a sentence in English.	5
I can't understand when the teacher speaks in English.	5
I can't understand listening parts. I need to see the script.	4
Rote based education system	1
I couldn't like English language.	1
I can't speak English.	1
I have difficulty in grammar.	1
I can't keep in mind.	1

It is clearly displayed in the tables above that the students require vocational vocabulary and topics which are interesting and relevant to their daily-life. They consider the topics and reading texts in the coursebook outdated. They would like to learn contemporary, authentic, interesting and vocational vocabulary. Besides, they should improve their speaking and listening skills. It is also frankly stated by the students that they do not have adequate time for learning English. They need to be more active in the classroom. Their main problems are lack of speaking practice, rote-learning based education system, lack of time allocated for English lessons, the intensity of their teaching program, inadequacy of the used course books and lack of syntax knowledge for writing skill. Besides, their main goal is to pass the exams; therefore, they lack motivation for learning English. Their needs are more time spared for English lessons, speaking practice, more exposure to language, vocational terminology, more vocabulary practice,

pronunciation activities, games, role-play activities, being active in the classroom, and individual tasks rather than whole class activities.

Discussion and Conclusion

English course books are evaluated as sufficient for teaching general English. However, both English instructors and vocational college students clearly point out some concerns related to the practical usage of these course books. The coursebooks have some drawbacks in terms of corresponding the specific needs of vocational college students in this research. This finding is parallel with Göçmen's (2019) master's thesis in which the majority of teachers show satisfaction of using Interchange Fifth edition course book series by Cambridge University Press. Likewise, Raseks et al (2010) conclude that the context of New Interchange series by Cambridge University Press is suitable for a general course in English; nevertheless, they are not sufficient for any ESP program.

Even if the course books are found relatively sufficient, it has also disadvantageous parts from the perspective of both instructors and students in the vocational context. Whereas English instructors consider the topics parts in the coursebooks relatively sufficient, they stated in the interviews that these books were not related to the students' vocational content and they were not suitable for adult learning. In parallel with this finding, Yazıcıoğlu (2019) carries out a coursebook evaluation of Interchange English books and concluded that the book was not adequate in terms of relevancy of the content and interesting topics. It is concluded that the topics which are related with students' profession should be included in the courses. For grammar and vocabulary part, these books are evaluated insufficient and it is clearly deduced from the interviews conducted both with instructors and students that vocabulary practice is very limited and the vocabulary load is not consistent with their professional life. Four skills included in the course books are evaluated as insufficient and it is pointed out that the skills are not distributed equally in the units and these coursebooks do not enable these students to practice speaking and listening skills in authentic and real-world situations. Likewise, students consider that these course books are not helpful for improving their communicative skills. Activities given in the coursebooks are found inadequate and it is concluded that the coursebooks do not consist of sufficient recycled and revision activities which are related to the specific needs of the students in the course. Both instructors and students recommend that additional activities are required to supplement these course books and point out that students should have opportunities to consider and apply what they have learnt before. It is also pointed out that activities preparing students for exams are necessary. For the layout and physical appearance part of the coursebooks, it is also evaluated inadequate. In parallel, it can be deduced from the data findings obtained from the interviews, the pictures are regarded as childish by the students and the students are not pleasant with the appearance of the coursebooks as the answers were already written by previous students and the books look very old and outdated. For the part of practical consideration, the books are considered as relatively sufficient and teacher's manual is also regarded relatively adequate in general.

Overall, the used coursebooks are proper for teaching for general English; nevertheless, they are not sufficient and suitable for the vocational context in this college. It has several disadvantages such as being out-dated, inauthentic, old, unsuitable for the needs and of vocational college students, uninteresting, unsatisfactory in terms of content diversity, vocabulary load, recycling and revision activities, teaching four skills adequately, providing opportunities for speaking English and effective language learning. Likewise, Mehrpooya (2012) concludes that teaching methods in Interchange series are not contemporary. Besides, Sahragard et al. (2010) claim that Interchange coursebook does not enable students to remember

linguistic and non-linguistic items from the previous units and these coursebooks are not useful for reviewing the items which the students have learned before.

McDonough and Shaw (2006) claim that material development is highly recommended when the current books do not meet with the learners' needs. Besides, Richards (2001) points out that material development is beneficial because the material can be relevant to learners' needs and institutions. In conclusion, it is suggested that there is a need to design supplementary activities and exercises by taking the specific needs and aims of these students for English course into consideration. These coursebooks can be developed through designing additional material or activity book consisting of topics which are interesting and motivating for the students, different learning and teaching styles, interactive tasks and activities, additional vocabulary activities related to their profession. Likewise, Harmer (2001) suggests that teachers should strive to select topics that genuinely captivate their students' interests. In line with this, Shih (1992) asserts that materials should be carefully chosen to present relevant and substantial information suitable for students' educational level, age, and background. Therefore, it is evident that language students are most engaged when learning topics closely related to their daily lives.

The data findings obtained from the need analysis should be paid attention in order to address their needs and motivate these students in the courses. The students' dissatisfaction with the current coursebook suggests an urgent necessity for an update in teaching materials. Their motivation and engagement seem to be hampered by outdated content, which highlights the significance of adding new, relevant, and real-world examples to improve the learning process. Nunan (2001) discusses that classroom conversations and texts are insufficient for learners and they require opportunities for engaging real-world texts. Besides, authentic materials are considered as a driving force for students (Cross, 1984; Bacon & Finneman, 1990; Peacock, 1997). Pinner (2013) also found a relationship between motivation and authenticity. Good language learning is built on these elements as opportunity, aptitude, and motivation (Rubin, 1979). Opportunity refers that learners are exposed to the language within and outside of the classroom (Ahmed, 2017). Therefore, their dissatisfaction and demotivation can be mitigated through authentic materials and engaging activities.

To conclude, it is advisable to pay attention to the needs and aims of students for English course and design a supplementary material which includes interesting and engaging topics, contemporary texts, tasks and activities for different learning styles, vocational terminology and content, vocabulary list related to their profession, daily life and authentic conversations, interactive games, technological tools and applications.

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