EVALUATION OF AN ENGLISH COURSEBOOK IN TURKEY BASED UPON SOCIOLINGUISTIC ASPECTS

Türkiye'deki Bir İngilizce Ders Kitabının Toplumdilbilimsel Bakış Açısı Temel Alınarak İncelenmesi

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MAKALE BİLGİSİ

ABSTRACT

In this day and age, learning English has become quite popular all over the world as it has been accepted to be used as a lingua franca after the World War II (Christiansen, 2015). Being the lingua franca of the world, the teaching of the language has become a controversial issue. Accordingly, what should be taken into consideration in the teaching process has been studied. In the present study, the design of which is qualitative, a checklist (Atar & Erdem, in press) formed via the implications of sociolinguistics were used as a basis, and an English coursebook that is used by eleventh graders in state high schools in Turkey for foreign language education and provided by the Ministry of National Education freely, was evaluated in terms of English language teaching. As a result of the evaluation process, it was revealed that the coursebook has deficiencies, considering the criteria in the checklist. In light of that result, various suggestions have been made so that the coursebook can be improved in terms of sociolinguistic aspects.

ARTICLE INFO

ÖZET

İkinci Dünya Savaşı'ndan sonra ortak dil olarak kabul gören İngilizcenin öğrenimi, günümüzde dünya çapında oldukça popülerdir (Christiansen, 2015). Dünya'da konuşulan tek ortak dil olarak kabul gördüğünden, bu dilin öğretimi tartışmalı bir konu haline gelmiştir. Bu doğrultuda, İngilizcenin öğretim sürecinde göz önünde bulundurulması gereken noktalar üzerinde çalışılmalar yapılmaktadır. Deseni niteliksel olan bu çalışmada da toplumdilbilimsel çıkarımlar baz alınarak oluşturulmuş olan bir kontrol listesi (Atar & Erdem, in press) kullanılmış ve Türkiye'deki devlet liselerinde on birinci sınıf öğrencileri tarafından yabancı dil eğitimi için kullanılan ve Millî Eğitim Bakanlığınca öğrencilere ücretsiz olarak tahsis edilen bir İngilizce ders kitabı, İngilizce dilinin öğretimi açısından incelenmiştir. Bu inceleme sürecinin sonucunda, incelenen ders kitabının birçok yetersiz kalan yönü olduğu ortaya çıkmıştır. Bu sonuç ışığında, bahsi geçen ders kitabının toplumdilbilimsel açıdan geliştirilebilmesi adına çeşitli önerilerde bulunulmuştur.

1. INTRODUCTION

Sociolinguistics is defined by many researchers as the study of the language of a society depending on different variables (e.g. Trudgill, 1974; Holmes, 1992; Romaine, 1994; Coulmas, 1996). There are also some researchers who specify the definition of sociolinguistics distinctly. For instance, Trudgill (1974) considers sociolinguistics as a part of language studies that deal with social and cultural phenomena. Besides, he points out that language and society have close relations with social sciences such as psychology, geography, and sociology, which affect society and language to a large extent. For this reason, he asserts that people adjust their language according to the society they are in. Being on the same page with him, Holmes states that sociolinguistics aims to provide people with choices regarding the way they use their language depending on the society, in which they live (1992). On the other hand, it seems that studies on sociolinguistics build consensus in defining sociolinguistics as the study of language, which is affected by social relations and factors that affect people (Paoletti, 2011).

In addition to being a medium of communication, language is also the reflection of the cultural background, educational background, and social status of people. To elaborate on this point, when people meet someone for the first time in a social context, the way s/he speaks can enable them to gain insights about whether s/he is educated or not, where s/he comes from, and which social class s/he belongs to (Bayyurt, 2013). Furthermore, hierarchy, power, and status are also significant dimensions of a language. The term 'socio' includes social relations, sociological aspects, culture, geography, and gender, while the term 'linguistics' is based on power, hierarchy, and status of a language. Thus, it can be stated that language is affected by these aspects to a large extent.

When it comes to the English language, what needs to be mentioned is that it is a language that is perceived as a Lingua Franca (ELF) and has been investigated from a large body of literature for decades (e.g. Jenkins, 2006; Pakir, 2009; Baker, 2012). Seidlhofer defines the term English as a lingua franca as the use of the English language as a common medium of communication by the speakers of different native languages across the globe (2005). On the other side, Kachru (2006) sets forth that there are World Englishes, not only one English language. Following that, he divides countries into circles depending on their relations with the language. Accordingly, the first one is 'inner circle', and it consists of the countries, the native language of which is English (e.g. The USA, The UK, Australia), while the second one is named as 'outer circle', consisting of countries, in which English is accepted as an official language (e.g. India, Philippines, Singapore). As for the third circle, called as 'expanding circle', it consists of the countries, in which English is learnt by its citizens as a foreign language (e.g. China, Indonesia and Turkey). According to Kachru (2006), teachers of English should be aware of this fact because English as a lingua franca plays a significant role on the teaching process of the language. If the teachers ignore the role of ELF on this process, the learning process might be more unrealistic and utopian as alleged by Alptekin (2002). Moreover, being used as a lingua franca has enabled English to be used by its non-native speakers more than the native ones, and that has given rise to the emergence of different varieties of the language around the world. For this reason, it has become a need to teach these varieties of English to the learners of the language.

Apart from all these, culture can also be mentioned as a dimension of language that is required to be taken into consideration in the process of teaching English. To touch upon the way it is defined, the Cambridge Dictionary regards culture as "habits, traditions, and beliefs of a country, society, or group of people" (Cambridge University Press, 2008). Since language is a part of the culture, it should be paid attention to teach English with the integration of it.

In language teaching, one of the steps teachers should follow is to select a coursebook that is appropriate for what they aim for their students to reach at the end of an academic year. As the

coursebook will be a guide for the students throughout this process, it is significant for the teachers to make sure that it can enable them to learn their target language by being aware of what English as a lingua franca has brought into the world as a new breath of fresh air. Starting from this point of view, the present study aims to evaluate an English coursebook used in state high schools in Turkey. In this evaluation process, the checklist prepared by Atar and Erdem (in press) will be taken into consideration. Further information is given in the following sections of this study.

Considering the literature, it is suggested that sociolinguistic issues are significant in English language teaching. In this sense, as an essential part of curriculum, language teaching books should be analysed. Accordingly, the research question of this study is as follows:

1. Is English coursebook used by eleventh graders in state high schools in Turkey compatible with sociolinguistic aspects in English language teaching?

2. LITERATURE REVIEW

In this day and age, learning English has been popular all over the world as it has been accepted to be used as a lingua franca after the World War II (Christiansen, 2015). Being the lingua franca of the world, the teaching of the language has become a controversial issue and filled in the pages of the studies of several experts and researchers. What has been commonly pointed out in these studies is that speakers of English around the world have a significant role on the language and teachers of English should take this into consideration along with some other criteria while planning their lessons and selecting their coursebooks. In the following paragraphs, some of the ground-breaking studies on this issue are mentioned in detail.

Kachru (2006) investigated the role of World Englishes on language teaching by referring to the spread and stratification of World Englishes. In his study, he defined the term as a concept of varieties of Englishes and advocated the idea that there is no single English in the world. Besides, he stated that the power of the British Empire enabled it to conquer various countries and that has made English be superior to the other languages in the world. What Kachru also did in his study was to categorize some countries as three circles depending on their relations with the English language. According to the researcher, the first circle is named as the "inner circle" and it consists of the countries, in which English is spoken as the native language. When it comes to the second circle, entitled as the "outer circle", it consists of the countries, in which English is accepted as the second official language. As for the third circle, the name of which is the "expanding circle", it is comprised of the countries, regarding English as a foreign language. In this regard, Kachru explained that these circles are not static, but dynamic, and that the dynamics of these circles demonstrate changes according to the status, functions, and attitudes towards the language. Furthermore, the same researcher pointed out that these three dimensions play a significant role while choosing language learning materials.

In a study conducted by McKay (2011), what was investigated was the role of English as a lingua franca pedagogy. In her study, the researcher gave place to the term "globalization" and the use of English. Accordingly, she defined the term as 'making it possible for everyone to have equal access to the global market and information exchange' (McKay, 2011, p. 122). By referring to the quote "Be global and act local.", McKay emphasized equality for every culture and accent. However, she stated that learning the English language does not connote that the individuals should renounce from their local values. According to the researcher, these individuals actually have the opportunity to integrate their local culture with the culture of the target language to find out the similarities and differences between them. Furthermore, McKay explained the term "World Englishes" as the description of phonological, grammatical, lexical, and pragmatic features of the current English as a factor of geographical region.

Moreover, she regarded English as a Lingua Franca (ELF) as a 'contact language' between the people, whose native languages and culture are not the same. Besides, McKay suggested in her study that ELF curricula should include instances of the diversities of English, which are used currently. The researcher also suggested that ELF should be taught by showing respect to the local culture of the learners to a large extent.

Similar to these studies, Jenkins (2006) discussed current perspectives on teaching World Englishes and English as a lingua franca. In her study, Jenkins gave place to implications for teaching English to the speakers of other languages (TESOL). Besides, the researcher defined the term 'standard English' by referring to the definition of Kachru, the founder of World Englishes, and his Kacruvian approach. The approach highlighted that English is taught all across the world in a utopic and unrealistic way for its non-native speakers. In addition to that, Jenkins finalized her study by indicating that it is challenging to define the term 'standard English' and there are disagreements upon the definition of it.

In Alptekin's study (2002), he discussed the place of intercultural communicative competence (ICC) in the process of teaching English. Furthermore, he questioned the validity of communicative competence, which was seen as native speaker-based. Moreover, Alptekin mentioned further issues on the basis of the native speaker-based communicative competence. First of all, he asserted that English is used by non-native speakers more than the native ones. Secondly, he signalized that the non-native speakers of English use the language for various purposes, unlike natives. Lastly, Alptekin emphasized that the fact that English has gained the status of lingua franca enables it to be used by its non-native speakers much more than the native ones. On the other hand, the researcher suggested that intercultural communicative competence is a suitable notion for language teaching. In addition to that, Alptekin remarked that culture is a part of a language and it should also be given place in the process of English teaching. Lastly, what the researcher suggested was that English as a means of international and intercultural communication should be taught to students by taking into consideration some criteria, which are presented in the following section in a detailed way.

3. METHODOLOGY

3.1. Research Design

The present study was carried out on the basis of the qualitative research design. What was included in the study is the evaluation of an English coursebook taking place in the light of the implications in the studies of Alptekin (2002) and McKay (2011) and a coursebook evaluation checklist developed by Atar and Erdem (in press).

3.2. Instruments

In the current study, a coursebook used in state schools was evaluated by taking into consideration the implications in the studies of Alptekin (2002) and McKay (2011) in the matter of the way English as a lingua franca can be taught to the speakers of other languages. To introduce the book (*Sunshine English 11,* Akgedik Can & Atcan Altan, 2019)*,* it is a student's book that was published in 2019 and provided for the eleventh graders who study at state schools in Turkey by the Ministry of National Education without demanding money from them for the service. As for the checklist for the evaluation of the coursebook, the checklist developed by Atar and Erdem (in press) was used. It is comprised of seven different items, which are about sociolinguistic issues.

3.3. Data Collection and Analysis

The coursebook was evaluated according to the seven criteria suggested by Atar and Erdem (in press). Since expert opinion was received for the checklist and a piloting was undertaken, it may be seen as a

reliable and valid checklist. Therefore, their pedagogical implications are selected by the researchers of the current study.

The seven criteria are introduced below.

1. *provide non-native (e.g. Indian English) and non-standard (e.g. The Birmingham accent or Geordie) accents/varieties of English:* Non-native accents / varieties of English should be provided for students as the language does not consist of only one standard.
2. *provide native-non-native and non-native-non-native instances of interaction?:* Being aware of the fact that there are successful bilingual speakers of English, students can be more engaged in learning their target language.
3. *include examples of successful bilinguals?:* As these interactions are encountered more than the native & native ones in real life, students should be provided with the instances of these two interactions as much as possible.
4. *promote intercultural communicative competence?:* As culture is an inseparable part of language, it has a significant effect on the way people express themselves. In order to understand people in a better way, language learners should be aware of their cultures, as well. By means of intercultural communicative competence (ICC), the learners can understand and communicate with people from other cultures easily and effectively. Thus, it is necessary to provide them with opportunities to develop their ICC.
5. *promote global and local learning at the same time?:* As English is a language that is spoken across the world, it is necessary to provide students with topics that are dealt globally. However, at the same time, the students should be exposed to local events that they are more familiar to so that they can consider these events more relatable and be more engaged in learning their target language.
6. *consider the linguistic ecology of learners and their L1 (or other languages as well)?:* A coursebook should be designed by taking into consideration the status, power, and prestige of English in the country so that it can be appropriate for its language teaching policy. While designing the coursebook, the native language of students should not completely be ignored because providing the English equivalents of everything may distort the original meaning of words or phrases that are only native to the culture of a particular society.
7. *alter the case of English learning among only the elites of the country?:* A country should provide equal opportunities for each and every one of its citizens in the matter of English learning.

4. FINDINGS

By taking into consideration each and every one of the seven criteria, the book in focus was evaluated. At the end of the evaluation process, a variety of findings have been obtained to be mentioned at this point.

As the first criterion to be taken into consideration while evaluating the coursebook, what was stated by Alptekin (2002) and McKay (2011) was whether it provides non-native accents and the varieties of English. When the audio tracks, with which students are provided through 63 different listening-based activities in their coursebook, were listened to by paying attention to the accents of each speaker taking place in them, it was realized that only American and British accents of English are the ones provided for the eleventh graders.

On basis of the second criterion, which suggests that successful bilinguals should be included in coursebooks as models rather than the native ones, what was realized in the coursebook evaluated was that the audio tracks of the book actually include some speakers of English who use the language with

either an American or a British accent introduce themselves with Turkish names such as Ahmet, Zeynep or Deniz. Hence, it can be stated that bilingual speakers of English are presented to the eleventh graders as models in the coursebook.

In the matter of providing native & non-native and non-native & non-native instances of interaction, it is seen that the coursebook, which is mostly full of native & native instances of interaction, gives place to only a couple of native & non-native instances of interaction through the audio tracks it provides for the eleventh graders. As for non-native & non-native instances of interaction, only one instance was encountered.

When the coursebook was analysed by paying attention to whether it fosters students in terms of developing their Intercultural Communicative Competence (ICC), it was reached as a result there are only a few activities, in which some ground-breaking historical events, religious holidays, and historical figures are highlighted. As for the parts highlighting other cultures in the world, there are only one reading-based and one writing-based activities in the very last unit of the book regarding differences among different cultures.

While evaluating the coursebook, the implications in the studies of Alptekin (2002) and McKay (2011), which is that education should be global and local at the same time was also taken into consideration. Based on that implication, what can be uttered about the book is that it includes activities, consisting of conversations between both people from different parts of the world about their countries and the way they live their lives in different contexts and local people who mention their hometowns in Turkey or favourite sports such as wrestling, which is counted as the ancestor sport of the country. Apart from that, the coursebook also puts emphasis on some aspects of the Turkish culture such as rituals, values and norms, and cultural figures only when it comes to the very last unit of the coursebook, the title of which is "Values and Norms". Within the same unit, the coursebook also highlights the difference between Eastern and Western cultures by means of a pair work activity, in which students are expected to discuss the two cultures together and write down what kind of differences they have in two small boxes.

In terms of being relevant to linguistic ecology, what was found out in the analysed coursebook was that the status, power, and prestige of English in Turkey were not highlighted through any sections or activities. However, to touch upon the position of English in Turkey in a brief way, what can firstly be stated is that the status of English in the country is regarded as a foreign language as the only official language of Turkey is Turkish. English is also expected to be learned by the citizens of the country to be employed because of its significance in the business life (Kırkgöz, 2007). For that reason, people who are proficient in English are in tendency to have better paid jobs in Turkey. When it was time to analyse the coursebook with regard to the way learners' L1 is taken into consideration, it was detected that code-switching takes place in the coursebook only when it comes to mention 'Anıtkabir', which is the mausoleum of Mustafa Kemal Atatürk, the founder of the Turkish Republic. When the other historical sites (e.g. Cappadocia, Ephesus etc.), figures (e.g. Hodja Nasreddin) or religious holidays (e.g. Ramadan) were examined, it was seen that their English equivalents were written rather than code-switching to students' native language.

As for the matter of English learning only among the elite of Turkey, what can be stated is that the Turkish government provides all the eleventh graders who study at state schools of the country with the coursebook without any monetary expectations from them.

5. DISCUSSION & CONCLUSION

To go deep into all that have been found one by one, what is necessary to be mentioned in the first place is the fact that the English coursebook provides the Turkish EFL students who are on the eleventh step of their educational staircase with audio tracks that consist of only American and British accents. Here, what the authors of the coursebook considered while preparing the audio tracks might be that the two accents are the only ones that are regarded as the most common, powerful and prestigious ones across the globe. However, they do not seem like they are aware of the fact that English is the lingua franca of this globalized world and that being the language spoken by people from almost every single part of the world makes English go beyond having a certain standard way of speaking (Alptekin, 2000). What the world has now is not English but Englishes (Kachru, 2006); depending on their L1 and the region, in which they maintain their life, the way people use English can demonstrate lots of changes. In this regard, it would not be inaccurate to state that it is possible for the EFL learners to encounter non-native speakers of English with several non-native accents or native speakers with the varieties of English whichever part of the world they visit. That is why, non-native accents and varieties of English should be introduced to students in Turkey by means of their coursebooks. Otherwise, what the students will be left with will only be to slide into an unrealistic and utopian view regarding their target language.

Throughout the coursebook, what it presents to the attention of its utilizers is that it uses successful bilingual speakers so that they can be models for the Turkish EFL learners and enable them to lean towards the idea that they can also be able to produce their target language in a written and oral way. In the matter of how the coursebook provides such motivation and encouragement for the learners, the speakers included in the book introduce themselves with Turkish names such as Ahmet, Zeynep, Deniz, and so on. Here, the only issue is that the audio tracks are comprised of certain number of speakers and the same speakers can sometimes introduce themselves with a Turkish name and sometimes with an American or British name. At this point, the Turkish EFL students may realize that the speakers they thought as bilinguals and regarded as models are actually nothing more than a disappointment. Moreover, that may even cause the students to lose their interest in learning English. Therefore, being consisted in the way to include bilingual speakers of English into a coursebook should be a criterion to be taken into consideration in order to enable the book to reach its aim without deviating from it.

As it has been asserted by Kachru (2006), there are World Englishes and that enables conversations between two non-native speakers or one native and one non-native speaker to take place in real life easily and commonly. In this sense, what is implicated by Alptekin (2002) and McKay (2011) is that a coursebook should provide students with native & non-native and non-native & non-native instances of interaction so that they can be prepared for what they are expected to encounter when they go out. When it came to examine the English coursebook on the basis of that implication, what was revealed was that it includes some instances of both types of the interactions; however, the frequency is not in a state of being sufficient for the students to be able to gain awareness in that matter. For this reason, it can be stated that the coursebook is insufficient in terms of providing the eleventh grade EFL students in Turkey with native & non-native and non-native & non-native instances of interaction. Nevertheless, as Jenkins also suggests (2006), the book can be improved in this matter if enough attention is paid to raise awareness among the students in terms of the fact that it is possible to encounter native & non-native and non-native & non-native instances of interaction in real life more frequently than the native & native ones by providing the students with these two instances of interaction as much as possible.

Learning a language is not only the process of learning the system of sounds, words, phrases or rules. While learning a language, people are also exposed to its culture as these two establish an indispensable whole. Being competent in a language is of importance as it enables people to understand each other in an easy way. However, at this point, one cannot assert that it is everything needed for a communication to take place without any gaps or misunderstandings. There is also a part of communication, entitled as

'non-verbal communication' and it consists of eye-contact, tone of voice, gestures, mimics etc., which can all demonstrate changes in terms of their meanings depending on the culture people belong to. For this reason, no matter how proficient people are at a certain language, if they are not aware of the culture of their interlocutors, it is possible for their conversation to end in a way that they would not expect in the first place. Hence, as Alptekin (2002) also propounds, Intercultural Communicative Competence (ICC) is what is necessary for language learners to have so that they can interact with their interlocutors without having any difficulties in understanding each other. Considering the coursebook regarding whether it includes any certain activities or units that promote the eleventh grade EFL students in Turkey in the matter of understanding other cultures, it was realized that it contains an activity, in which the students are expected to write down the differences between the Eastern and Western cultures depending on the text they read, in the very last unit. However, it would have been much fostering and beneficial for the Turkish EFL students if the coursebook had given place to that kind of activities much more frequently. In that way, it would have sufficiently provided opportunities for the students to develop their intercultural communicative competencies.

Based upon the criterion emphasized by Alptekin (2002) and McKay (2011) as that education should be global and local at the same time, the English coursebook was analysed in a detailed way. As a result of the analysis, what was obtained is that the book gives place to some activities, which enable the eleventh graders in Turkey to be exposed to the lives of people from countries across the world to the ones from a town in Turkey. In this matter, what can be stated is that being global and acting local is a view that is taken cognizance of in the coursebook, but to a limited extent. As Alptekin also sets forth in his study (2002), what is prioritized in English coursebooks is to include topics that are accepted and touched upon globally due to the fact that the language is the one that is used as a lingua franca. Here, he maintains his assertion as that being global is valid to a certain extent because, at some point, that may cause students to feel disconnected from what they read or listen to in an activity that takes place in their coursebooks as they are not familiar to it. Thus, what requires to be included in these books in this respect are more local events, figures, notions etc. so that the students can feel like they belong somewhere and be more engaged in what they encounter in their coursebooks. In this sense, the English coursebook should be edited in the way that it can provide the eleventh graders in Turkey with much more local contents that will be relatable for them and encourage them to be more enthusiastic about learning English.

When it came to analyse the coursebook in terms of its relevance to the linguistic ecology and the way it considers the L1 of the eleventh graders, what was found as necessary to be touched upon was that it does not reflect the status, power, and prestige of English in Turkey. The reason behind this is that there is no content in the coursebook, signifying the fact that English is learned as a foreign language in Turkey or that it is necessary for Turkish citizens to be proficient in the language to a certain extent in order to be accepted for a well-paid job and that being able to speak in English is regarded as prestigious as it is counted as the lingua franca of the world (Kırkgöz, 2007). However, the fact that the coursebook includes a variety of activities that are encouraging for the Turkish EFL learners in the matter of improving their target language proficiency enables it to be considered as relevant to the linguistic ecology. As for the consideration of the native language of the learners, only 'Anıtkabir', the mausoleum of Atatürk who is the founder of the Turkish Republic, was detected as an *intrasentential* (i.e. shifting from one language to another in the middle of a sentence) and *intersentential code-switching* (i.e. shifting from one language to another at the boundaries of sentences). However, as the mausoleum of such a valuable figure in Turkey, the name of the place is also accepted in English as the way it is in Turkish. Therefore, it may not completely be counted as a sample of code-switching in the coursebook. On the other side, it was seen that the historical sites, historical figures or religious holidays, mentioned

in the book, are preferred to be written by taking into account their English equivalents. Considering the fact that all these parts of the Turkish culture are known internationally, including their English equivalents in the coursebook rather than causing the Turkish EFL learners to be stuck in their native language in this sense can be regarded as more beneficial for the learners as they may be required to use these equivalents in the course of communicating with people from other countries.

Altering the case of English learning only among the elite of the country is what is suggested by Alptekin (2002) and McKay (2011) in their studies upon the main idea that English is the lingua franca of the world and curriculums should enable learners to be aware of the fact that there is no word as 'standard' when it comes to speak such a common language. In light of this implication, what can be uttered regarding Turkey and its language teaching policy is that it holds an egalitarian view (i.e. the view that puts emphasis on the equality of people) and aims to encourage its citizen to learn English because the Turkish government provides the EFL learners at the state schools in Turkey with the English coursebook without expecting them to pay money for such a service. As Turkey is considered as an 'expanding circle country' according to Kachru (as cited in Alptekin, 2002, p.60), which means that the citizens of the country are expected to learn English as a foreign language, the Turkish government provides an opportunity for the Turkish EFL learner who study at state schools to learn the language by only distributing them the coursebook without any charges. However, having an access to the coursebook is not sufficient for the learners to improve their target language proficiency and not every learner may afford to purchase extra sources for themselves or enrol in a language course. For this reason, the Turkish government should make adjustments in its policy and be in tendency to provide more sources and opportunities for the EFL learners, which will be free of charge or cost little to utilize. By this way, more and more students can be encouraged to learn English and much better results can be obtained.

Throughout this research, the aim was to evaluate an English coursebook used in state high schools in Turkey by taking into consideration seven criteria that consisted of the implications in the studies of Alptekin (2002) and McKay (2011), regarding the way English as a lingua franca can be taught to students who aim to learn it as a second or foreign language. As a result of this evaluation, what was firstly found out was that the coursebook does not provide the eleventh graders in Turkey with the varieties of English other than the American and British accents. However, it should be improved by including the varieties of English so that the Turkish EFL learners can be aware of the fact that they will not encounter only one standard accent when they go abroad and communicate with people in their target language. In the second place, it was realized that the coursebook pays attention to include audio tracks, in which people who introduce themselves with Turkish names speak in English so that students can regard them as models and be encouraged to practice English in order to be able to produce their target language like these people do. However, the issue at this point is that the students are exposed to only a few different speakers and the same speakers can introduce themselves by using different Turkish, American or British names from one activity to another. At this point, the coursebook should be improved by giving place to more speakers in order not to cause inconsistency. Third, it was seen that the coursebook includes hardly any native & non-native or non-native & non-native instances of interaction. With regard to the fourth criterion, it was revealed that the book underestimates the importance of ICC for the students because it contains only one activity regarding what other cultures do. Whereas, it can well be improved by giving place to several more activities raising awareness of various cultures in the world. For the following criterion, it became evident that the coursebook gives place to audio or written texts concerning both people from different countries of the world and the ones from some of the towns in Turkey. Thus, it can be stated that being both global and local is taken into account in the book, but not as much as it should be. If the coursebook is adjusted in the way that it will provide the Turkish EFL learners with more local contents, they can be more engaged in learning their target language. Next,

what was also attained in this evaluation process was that the coursebook does not have any content regarding the status, power or prestige of English in Turkey, and that it does not include instances of code-switching other than the name of a historical site, which has actually been accepted to be used in English in the same way. Apart from that, it was seen that using the English equivalents of the places, figures, and holidays in Turkey is what is preferred by the authors of the coursebook, which seems more beneficial for the Turkish EFL students as they may need to use these equivalents while communicating with people in their target language. When it came to the case of learning English only among the elite of the country, what could be uttered about Turkey was that it is an egalitarian country in terms of providing its students at state schools with an English source without requesting a fee for the service. Nevertheless, the country seems lacking of policy regarding the prices of learning English with the help of extra sources. In this sense, what can be suggested is that the Turkish government should pay more attention to lower the prices of English sources in the country so that higher number of citizens can have the opportunity to be proficient in their target language.

6. LIMITATIONS & SUGGESTIONS

As the main focus of the present study was to evaluate an English coursebook by taking into consideration seven critical points in association with sociolinguistics, only one coursebook that has been used at the state high schools in Turkey was at the core of the study and only sociolinguistic aspects were put emphasis on throughout the whole evaluation process. For that reason, it would be inaccurate to allege that what was obtained as a result of this study can be generalized to all the English coursebooks across the country. However, in future studies, the scope can be extended by means of the evaluation of more than one English coursebook and the use of various other aspects as the bases of them.

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