

INTERACTION LEVEL OF SPEAKING ACTIVITIES IN A COURSEBOOK SERIES OF TEACHING TURKISH AS A FOREIGN LANGUAGE

Muazzez YAVUZ KIRIK*

ABSTRACT

Informed by the principles of communicative foreign language teaching, this study focuses on the interaction level of speaking activities in the coursebook series of 'İstanbul- Yabancılar İçin Türkçe Ders Kitabı'. To this end, the study analyzed firstly the rate of two-way speech to one-way speech among speaking activities and then the characteristics of two-way activities were explored with a focus on their compatibility with the nature of real interaction as described in the relevant literature. The analysis revealed that the activities named as two-way as a preliminary characteristic of being interactive are rather few in number and fifty six percent of the two-way activities display the other features of real interaction. Overall, the interaction level of the speaking activities could still be considered low within the total number of speaking activities.

Keywords: teaching Turkish as a foreign language, speaking, interactive activities, coursebook analysis

BİR YABANCI DİL OLARAK TÜRKÇE ÖĞRETİMİ DERS KİTABINDAKİ KONUŞMA AKTİVİTELERİNİN ETKİLEŞİMSELLİK DÜZEYİ

ÖZ

İletişimsel yabancı dil öğretim ilkeleri doğrultusunda bu çalışma 'İstanbul- Yabancılar İçin Türkçe Ders Kitabı' serisinde konuşma becerisi aktivitelerinin etkileşimsellik düzeyine odaklanmaktadır. Bu amaçla çalışmada öncelikle konuşma aktivitelerinde tek yönlü konuşma aktivitelerinin iki yönlü konuşma aktivitelerine oranı belirlenmiş, daha sonra iki yönlü konuşma aktivitelerinin özellikleriyle ilintili alandaki tanımlar üzerinden bu iki yönlü aktivitelerin gerçek etkileşimselliğin doğasına uygunluğu araştırılmıştır. Yapılan çözümleme etkileşimsel olmanın öncelikli niteliği olan iki yönlü aktivitelerin sayısının oldukça düşük olduğunu ve iki yönlü konuşma aktivitelerinin yüzde elli altısının gerçek etkileşimsel özellikleri taşıdığını ortaya koymuştur. Özetle, konuşma aktivitelerinin etkileşimsellik düzeyi toplam konuşma aktivitelerinin içinde oldukça düşük olarak değerlendirilebilir.

Anahtar Kelimeler: yabancı dil olarak Türkçe öğretimi, konuşma becerisi, etkileşimsel aktiviteler, ders kitabı incelemesi

* Assistant Professor, İstanbul University, Hasan Ali Yücel Faculty of Education, İstanbul-Turkey, yavuzzk@istanbul.edu.tr

1. INTRODUCTION

Since 1970s language has started to be defined and described as a means of communication rather than a set of structures and teaching language as communication gained importance in language teaching literature. With a high emphasis on communicative competence in Common European Framework (Council of Europe, 2004), communicative competence in general could be defined as a combination of various components such as linguistic, functional, discourse, socio-linguistic, strategic and so on competences (Benati, 2009; Littlewood, 1981; Savignon, 2002). From the beginning of the introduction of Communicative Approach into language teaching, coursebook series of foreign language teaching started to reflect the characteristics of this approach into their language learning practices all over the world.

The criteria of communicativeness in language teaching and learning process vary among language learning and teaching specialists. However, the level of interaction and the number of interactive activities are the ones having a consensus among most of the theorists researching communicative language learning. On the other hand, as Sallabaş (2012) emphasizes in his paper researching the anxiety levels of students of Turkish as a foreign language, and referring to the relevant literature on the field, speaking is a central skill to the aim of communication. This central position of speaking skill could be transferred into the field of Teaching Turkish as a Foreign Language, which is an of value area of study in Turkey. On the field of teaching Turkish as a Foreign Language existing studies research and study various aspects of teaching language such as teacher competences (Karababa and Çalışkan, 2012), the importance of teaching materials (Özdemir, 2013), learners' anxiety levels while speaking (Sallabaş, 2012), and so on. However, still a gap exists on researching the speaking skill and activities in coursebooks in order to interpret how effective the coursebooks are in "teaching-learning relationship" and naturally how classroom activities support learning a foreign language (Littlejohn: 2011, p. 204).

The analysis part of the study covers the spoken language activities in the coursebook series of 'İstanbul- Yabancılar İçin Türkçe Ders Kitabı' (Bölükbaşı, et al., 2014). 'İstanbul' coursebook series includes 5 coursebooks for the levels of A1, A2, B1, B2, C1/+. This coursebook series is designed with the language levels of Common European Framework (CEF) and communicative competence sits at the center of CEF. Interaction levels in language classes and thus, in language teaching materials are one of the main qualities to assess the communicativeness of language settings and materials making it an of importance criterion to be analyzed in coursebooks. Therefore, interaction level of the oral activities in the stated coursebook series is the main research concern of the present study, which could become a part of a whole "internal evaluation" of a coursebook as Awasthi (2006, p.8) defines in his work. Following the analysis, the results have been interpreted to answer to what extent oral activities promote real communication in Turkish as a foreign language classes.

1.1. Communicative Language Teaching (CLT) and Language Learning

With the criticism of audio-lingualism in language learning and teaching, language started to be differently defined and in general as a means of communication. Then came the question of what communication is. Pachler (2000, p. 22) in his review of CLT summarizes the necessary characteristics of communication as: social interaction, unpredictability,

creativity, appropriateness to the actual socio-cultural contexts and discourses, purposeful and authentic. At present, no single communicative method is used in language teaching and starting from the Natural Approach to Task-Based Instruction, all the methods of teaching in foreign language classrooms carry the principles of CLT. These principles include meaning focus, active learner participation, all language skills and skills integration (not only oral skills), authentic language use and exposure from the very beginning of instruction and purposeful language learning tasks (VanPatten, 2002).

Different from the traditional methods of language teaching, CLT methods are based on learning rather than teaching since language can be acquired only by the active use of language by learners rather than by automatic language practice which is highly controlled by language teachers in classrooms. As Bang (2003, p. 19) suggests, learning a language “requires the involvement of learners in a dynamic and interactive process of communication. If language learning is acquiring communicative competence and communicative competence is made up of four integrative components as grammatical, discourse, socio-cultural and strategic competences, this competence asks for the ‘expression, interpretation and negotiation of meaning’ (Savignon, 1972, 1997, p. 1). That is why; the use of interactive activities is more than beneficial but necessary for language learning. On the other hand, as communicative competence is not merely expression but also negotiation of meaning, two-way activities but not one-way ones can be counted as interactive activities.

1.2. The Definition of Interaction

As an indispensable ingredient of communication, interaction sits at the centre of communication. Thus, interaction could be defined as the heart of communication (Brown, 2001). Interaction could not be limited to only spoken exchanges but it is written as well. However, spoken interaction was of greater concern in language learning to promote language learning and development. Since interaction is a social activity that learning takes place as Ellis (1999) describes in detail, it “becomes an essential to survival in the new language” (Rivers, 1987, p. 5).

Rather than focusing on the definition of interaction, it could be more beneficial to observe what it is not. It is not “merely a question of someone saying something to someone” (Rivers, 1987, p. 10). Depending on its temperamental quality, so as to define interaction, the actual situation of the interaction should be observed carefully. Sometimes spoken production could be long and sometimes short but to be qualified as interaction it should be purposeful and not mechanical. Furthermore, one-way production can never be counted as interaction as Rivers (1987) suggests.

Parallel with the scope of this study, the framework of the definition of interaction in Common European Framework should also be highlighted. Specifically for oral communication the two-way nature of interaction is stated as follows:

‘In interaction at least two individuals participate in an oral/written exchange in which production and reception alternate and may in fact overlap in oral communication. Not only may two interlocutors be speaking and yet listening to each other simultaneously. ...Learning to interact thus involves more than listening to receive and to produce utterance.’ (Council of Europe, 2004, p. 4)

As can be comprehended from the citation above and the definitions of theorists of language learning and teaching interaction is the core of communication, and it is a process

of receiving and producing language simultaneously even sometimes with interruptions to the aim of communication.

1.2.1. The Role of Interaction in Language Learning

The role of interaction in language classrooms between students and the teacher or more ideally among students is rather a controversial topic. Although some theorists minimize, but not totally ignore, some others accept the role of interaction to promote language acquisition. Long, Pica and Gass (as cited in Ellis, 1999, p. ix) support the idea that “learners learn the grammar of the language through interaction rather than learn grammar in order to interact.” Referring directly to the Interaction Hypothesis (Ellis, 1999), language learning is achieved during an interaction process, not by practicing specific speech patterns to learn a language. The stated hypothesis is based on the significance of negotiation of meaning and such type of communication facilitates language learning.

By the help of interaction process in language classrooms, students get the chance of transferring what they have learned to real speech situations via trial and error. What distinguishes controlled drill-like language activities from the interactive ones is the characteristic of interaction activities that they are not possible to be drilled but rather to be really communicated. Paulson (1992) with the characteristics given above underlines the significance of interaction to promote real communication.

Provided that language learning is the process of skills getting and using (Nunan, 1989), interaction in language classes promotes also authenticity in language learning. Learners create their messages depending on what they hear and this makes language use a very purposeful one. This type of language is what language learners are engaged in out of the language classroom besides the actual learning environments. Rivers (1987, p. 4) sees interaction for learners even at elementary levels as a chance to learn to exploit “the elasticity of language”. On the other hand, what Jeyasala (2014) adds to the argument is the capacity of interaction to motivate creativity among learners. Richards and Rodgers (2001) are also among specialists prioritizing interaction in language learning over form-based activities which focus on the correctness of language structures not the meaningful communication. To summarize, interaction in language learning is the key to success in language learning because it promotes actual, purposeful, meaningful and creative language learning.

1.2.2. Characteristics of Spoken (Oral) Interaction Activities

The first characteristic of oral interaction which is agreed upon is its being at least two-way rather than one-way. This is called as interpersonal communication by Ellis (1999). This characteristic could be assessed by analyzing whether activities allow learners to negotiate the meaning or not (Loschky, 1994; Pica, Young and Doughty, 1987).

The second characteristic is that interactive activities do not ask for a one correct answer and the responses in interactive activities cannot be controlled in the same way with mechanical drills. This characteristic calls for another supportive quality, which is that interactive activities are meaningful and are the acts of struggle of learners to construct meaning.

Although Paulston (1992) does not still name the following characteristic as real communication, interactive activities at least are open to allow language production which could be expressed in more than one correct way. However, in more interactive activities there is more space for adjusting the language to the appropriate context and situation of com-

munication. Whenever the potential of the activities to promote more free response from the students increases, the potential of these activities to be called interactive increases in parallel. Looking at the characteristics above, meaningful dialogues, problem-solution tasks, role-plays, debates, discussions, surveys etc. could be surely identified as interactive activities. However, “set dialogues and plays cannot be considered as role play, nor the acting out of dialogues and plays written by the students themselves.” (Paulston, 1992, p. 60) Another point to be noted is that teacher-directed or dominated classes cannot provide an opportunity to practice language in an interactive way (Rivers, 1987). Interactive activities, on the contrary, are learner-centred. That is why, interactive activities should promote meaningful communication and learners should have a choice of what and how to say something to achieve their goals in communication and negotiate the meaning. The “gap” activities, categorized into three groups as info-gap, reasoning-gap and opinion-gap by Prabhu, Clark and Pattison (as cited in Nunan, 1989, p. 66), could be considered as types of communicative activities which are interactive. Such ‘gap’ activities with their potential of not only seeking response and feedback but also being meaning or content- focused while not being form-focused fulfil the interaction criteria.

Among all the characteristics stated above, last but not least one which makes an activity interactive is about the format of the activity: pair or group activities provide an opportunity for students to be actively engaged in oral communication (Gao, 2008).

To outline the necessary qualities of a language activity to be called interactive, an activity should be at least two-way, open to free and equally much responses from learners, meaning-focused (in other words include the negotiation of meaning among learners while speaking) and group format. However, group format is not a necessary quality because if an activity is two-way it naturally has a pair format, and this is enough to be called interactive. These characteristics listed above have been the criteria while analysing the activities in ‘İstanbul -Yabancılar İçin Türkçe’ coursebook series and interpreting the results.

2. THE STUDY

2.1 Aim and Procedure of the Study

The scope of this study was based on the analysis of speaking activities in İstanbul -Yabancılar İçin Türkçe coursebook series. Thus, the following research questions were answered:

- What is the rate of two-way speech to one-way speech among speaking activities in İstanbul -Yabancılar İçin Türkçe coursebook series?
- To what extent are the two-way activities various and interactive?

The coursebook series analysed with the purpose of answering the research questions above include 5 coursebooks in total. This coursebook series starts with A1 level and the last coursebook is for the language level of C1 and C1+ compatible with the language levels of CEF. At first sight each coursebook was checked if each unit contains a ‘spoken language’ part or not. Then, the speaking activities were grouped as one-way and two-way and the types of the two-way activities or in other words interactive activities were noted. First, the analysis of activities was done by the author of the article and another academician of English Language Teaching. Then, the analyses were compared before the findings were started to be interpreted. All these finding were shown with graph(s) and table(s) to present the results more concretely and the results were interpreted to assess the interaction level of the activities. Also, some suggestions compatible with the literature were made while

interpreting the results.

2.2. Significance of the Study

The significance of the present study could be discussed in two angles. One is that teaching Turkish as a foreign language is a new but developing field in Turkey. This study aims to support the developments specifically on materials development to teach Turkish as a foreign language since second or foreign language materials are different from materials to teach Turkish as a native language.

On the other hand, the literature of especially English Language Teaching lends a lot to the field of teaching Turkish as a foreign language. For the scope of this study, the necessary foreign language teaching literature was examined and it was observed that most of the modern teaching views prioritize CLT. To provide a high level of communicativeness, spoken interaction plays an important role. Depending on the assumption that if language teaching materials increase the quality of spoken language practices and activities, learning of a foreign language will be eased. Therefore, the present study aims to provide support to the field of teaching Turkish as a foreign language.

3. FINDINGS AND DISCUSSION

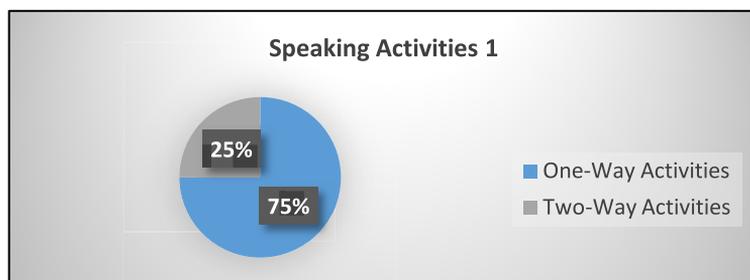
‘İstanbul’ coursebook series are 5 books for the language levels of A1, A2, B1, B2 and C1+, and each coursebook includes 6 units except the last one which is for levels C1 and C1+. The last one includes 12 units. Secondly, each unit in each coursebook includes 3 parts and each part includes a ‘Speaking’ part. Thus, each coursebook except C1/+ includes 18 speaking parts in total and C1/+ coursebook has 36. Coursebook series also includes ‘Eğlenelim Öğrenelim (Enjoy and Learn)’ parts but those parts were not covered in the analysis of the coursebooks as they are not always speaking activities but other skills activities like writing, reading and pronunciation.

As it could be observed from the back covers of the coursebooks, this coursebook series aims to practice both one-way and interactive talk. Therefore, the second thing analysed in coursebooks was the rate of activities promoting one-way or two-way (interactive) speech of learners. It could be easily observed at first sight that these coursebooks practice more one-way speech although they propose they practice both. The following table shows a comparison of the numbers of one-way and two-way speech activities

Table 1: Comparison of the Numbers of One-Way and Two-Way Activities in Each Coursebook

Language Level of the Coursebook	Numbers of One-way Activities	Numbers of Two-Way Activities
A1	10	8
A2	17	18
B1	8	10
B2	16	2
C1/+	30	6

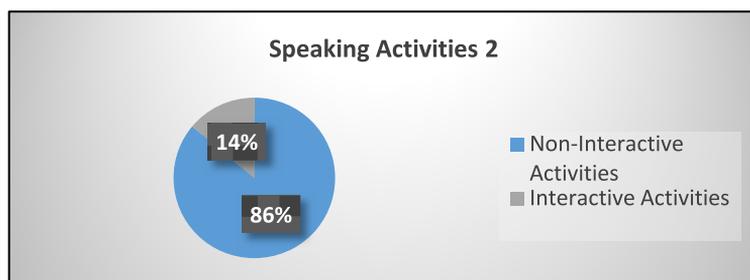
As can be seen from *Table 1*, the rate of one-way speech practising activities is three times higher than two-way speech (see *Graph 1*). Although the number of one-way activities is fewer in coursebooks A1 and B1 compared with the others, it is difficult to explain this difference with higher or lower language levels because there is no meaningful increase in the number of two-way activities from lower level to higher level coursebooks.



Graph 1: The Rate of Two-Way Activities to One-way Activities

To start with, the ones named as one-way are the ones asking the learners to practice the target language structure, vocabulary or function as an individual such as ‘telling what your room includes’ in A1 coursebook Unit 2A, ‘telling what you did before you came to İstanbul’ in A2 coursebook Unit 4A, ‘telling about your last family meeting’ in B1 coursebook Unit 6B, ‘telling the advantages and disadvantages of being very into technology’ in B2 coursebook Unit 5C, ‘talking about if you agree or disagree with the following proverbs’ in C1/+ coursebook 3C and so on.

The activities identified as two-way were analyzed and interpreted in detail because depending on the literature review above, it is clear that not being one-way is the necessary but not enough criterion to call activities as interactive ones. The rate of real interactive activities, thus having a higher potential of communicativeness, can be seen on the following two graphs (Graph 2 and Graph 3), and this would provide an overall picture of speaking activities before interpreting the activities in detail.



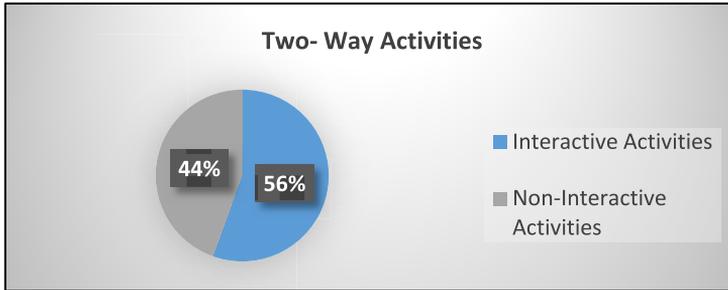
Graph 2: The Rate of Interactive Activities to Non-Interactive Activities in Total Number of Activities

Graph 2 shows the rate of interactive activities to the total number of speaking activities.

As can be clearly seen on the graph, the rate of interactive activities is rather low since the number of two-way activities is only 1/4 of all the speaking activities. In order to provide the readers of the article with a more comprehensible picture of the two-way activities, another graph showing the rate of interactive activities to the total number of two-way speaking activities was created depending on the Table 2. Table 2 categorizes two-way activities as interactive or non-interactive for each level coursebook referring to the necessary characteristics of interactive activities. The first two columns were counted as the necessary characteristics but the group format was also checked in speaking activities as an increasing factor for the interaction level of activities. Therefore, the activities identified with a tick for the first two characteristics were counted as interactive, and Graph 3 shows the rate of interactive activities to the total number of two-way activities. As can be observed, more than half (56%) of the two-way activities carry the characteristics to be called interactive and this rate could be accepted as beneficial to promote communicativeness in the coursebook series. The following paragraphs of the paper till part 4 exemplifies and interpret some of the two-way activities identified as both interactive and non-interactive.

Table 2: Two-way activities and interactive characteristics

		Negotiation of meaning	Open to free and equally much responses from the two-sides	Group format
1	A1-1A (Aynı soruları arkadaşımıza soralım.)	×	×	×
2	A1-1C (Aşağıdaki gibi sorular yazalım. Arkadaşımıza soralım.)	×	×	×
3	A1-2B (Eşli çalışalım. Üç sayı söyleyelim. Arkadaşımız yazsın sonra kontrol edelim.)	×	×	×
4	A1-3A (Bir sınıf arkadaşımıza aşağıdaki kelimeler ile en yakın arkadaşı ile ilgili 5 soru soralım. Sonra arkadaşımızın cevaplarını söyleyelim.)	×	×	×
5	A1-3B (Cümleleri okuyalım. Hangisi kendimiz için doğru? Arkadaşımıza soralım. Hangi cevaplar aynı ve farklı söyleyelim.)	×	×	×
6	A1-4A (Aşağıdaki resimlere bakalım. Bir resim seçelim. Bu resmi arkadaşımıza anlatalım. 'Hangi resim?' diye soralım.)	×	×	×
7	A1-4B (Aşağıdaki soruları arkadaşımıza soralım.)	×	×	×
8	A1-6B (Sınıfımızdan bir eşya seçelim. Aşağıdaki kelimeleri kullanarak o eşya veya kişinin yerini söyleyelim. O kişi ya da eşyayı tahmin edelim.)	×	×	×
9	A2-1B (Arkadaşlarımızla grup oluşturalım. Bir kişi garson diğer kişiler müşteri olsun. Bir diyalog yazalım.)	√	√	√
10	B1-1A (Gereksiz eşyalarımızı arkadaşımıza pazarlık yaparak satmaya çalışalım. Arkadaşımızla konuşalım.)	×	×	×
11	B1- 2A (Sizce çalışanlar için en önemli şey nedir? Tartışalım.)	√	√	×
12	B1- 2B (Aşağıdaki konularla ilgili arkadaşımıza sorular sorup konuşalım.)	√	√	×
13	B1- 2C (Aşağıdaki kelimeleri kullanalım ve meslekler hakkında konuşalım.)	×	×	×
14	B1- 3A (Siz bir gazetecisiniz, arkadaşınız ise ünlü bir sporcu. Röportaj yapalım.)	√	√	×
15	B1- 3B (Aşağıdaki rollerden yararlanarak bir diyalog oluşturalım.)	√	√	×
16	B1-3C (İki arkadaş konuşuyorlar. Biri hastalıktan şikayet ediyor diğeri onu eleştiriyor. Biz de aşağıdaki örnekteki gibi diyaloglar oluşturalım.)	√	√	×
17	B1-4A (Arkadaşımıza sorular sorarak onun hangi zekâ alanlarında güçlü olduğunu bulmaya çalışalım. Sonra da kararımızı sebepleriyle birlikte sınıfa açıklayalım.)	√	√	×
18	B1- 4C (İkili gruplar oluşturalım ve arkadaşlarımızla üzüntülerimiz hakkında konuşalım. Sonra rolleri değiştirelim.)	√	√	×
19	B1- 5B (Bir zaman çizelgesi hazırlayalım. Arkadaşımızın çizelgesine bakıp sorular soralım.)	×	×	×
20	B2- 2B (Geçmişteki iletişim mi günümüzdeki iletişim mi daha iyidir? Sınıf olarak iki gruba ayrılalım. Aşağıdaki düşüncelerden birinin daha iyi olduğunu savunalım.)	√	√	√
21	B2-6A (Türkçe öğrenirken yanlış anlaşıldığımız bir olay var mı? Diyalog oluşturalım.)	√	√	×
22	C1-2A (Aşk mı para mı? Sınıf içinde iki gruba ayrılalım ve bunlardan birini savunalım.)	√	√	√
23	C1- 8A (İnsanları suç işlemeye ailevi sebepler mi sosyal sebepler mi iter? İki grup oluşturalım ve tartışalım)	√	√	√
24	C1-10A (... Sizce kredi kartından sonar nasıl bir ödeme şekli getirilebilir. Sınıf arkadaşlarımızla tartışalım.)	√	√	√
25	C1-11B (İkili gruplar oluşturalım. Arkadaşınız çevre sorunlarına duysuz. Onu bu sorunlara ikna edelim Afişte anlatılan etkinliklere gitmek için plan yapalım.)	√	√	×
26	C1-11C(İkili gruplar halinde aşağıdaki roller canlandırarak konuşalım)	√	√	×
27	C1-12A(Aşağıdaki soruları kullanarak bir arkadaşımız ile röportaj yapalım)	×	×	×



Graph 3: The Rate of Interactive Activities to Non-Interactive Activities in Two-Way Activities

In A1 coursebook 1B and 4C unit activities can be neither counted as speaking nor interactive since the former is a spelling activity (spell your name) and the latter is a write and read activity. The other 8 activities cannot be identified as interactive because they are too much structured to be called interactive although they are not one-way; for example, the one in Unit 1A is a purposeful one, whose purpose is to greet each other, but the language learners will use is already structured before and there is no place for the negotiation of meaning and unexpectedness. On the other hand, the 3B activity is not one-way. However, it is not very possible to call it interactive, either. It is a question-answer procedure activity and students ask some yes/no questions to their partners and the other side answers only yes or no. Another point is that those questions are written on the coursebook. Thus, there is no place for free responses of learners and this activity is not a speaking but reading activity. The only activity to be considered as interactive might be Unit 6B activity since it is a guessing activity. However, the potential of the activity to provide a chance for each side to express, interpret and negotiate the meaning is low since the role of one side is reacting with limited language such as saying the name of the person or the object, person A is describing. Thus, person A does not have to negotiate the meaning while he/she is trying to describe. To conclude, for the A1 coursebook there is no activity to be interpreted as interactive.

In A2 coursebook, on the other hand, there is only one activity which is not counted as one-way. This activity appears in Unit 1B and it is a restaurant speech between the customers and the waiter or waitress. Although at the beginning of Unit 1B there is an example speech that language learners read and do some after reading activities, this activity still could be counted as an interactive one because 'Speaking Part' of the unit does not provide a model dialogue to the learners and this speech is possible to be as free as it could be in real life and real life like speech could be called as communicative depending on the authenticity principle of CLT.

B1 level coursebook is the one that one-way speaking activities are the fewest. Three out of 10 two-way activities are examples of structured-interaction, but the other seven could be called as interactive. The ones which are not really interactive and thus, not communicative enough are the ones lacking a communicative purpose. For example, 2C activity includes 4 turns-2 for each student- but, it is a prescribed dialogue rather than a creative one. One person asks the questions about different professions and the other one answer.

This activity is like a substitution drill rather than an interactive one. If the other 7 more interactive activities to be exemplified, the activity in Unit 3A could be a good example to compare with the 2C activity described above. Although this activity also provides a model dialogue for the students, it is still a purposeful activity since there is some place for unexpected language production depending on the roles of speakers. While the role of the speaker who replies in 2C is to choose from the words in the table and give information, the one in 3A activity fulfils other functions of language such as advising, showing appreciation or criticising, etc. 7 interactive activities in this coursebook share the characteristics of being meaning-focused, purposeful and opening a space for unexpected and creative language use.

Different from B1 level coursebook, B2 level coursebook includes only 2 two-way activities, and both of them could be interpreted as interactive although the one in 6A could be very restrictive in terms of its potential for providing a communicative context to the learners. But the one in Unit 2B is an interactive one, since it is an example of a debate activity which is an interactive and communicative activity as stated in the literature review part of the present study.

Coursebook C1/+ includes only 6 two-way activities although Rivers (1987, p.4) sees interaction 'even at elementary level' as a chance for learners. 5 of these activities are examples of a debate, discussion, pair work and a guessing game; that is why, they were identified as interactive activities. The activity in Unit 12A is two-way at first sight but is not interactive because the learners are given a number of questions to ask their friends and there is only one learner producing meaningful language in fact. Lastly, a few activities like in 1A asking learners to discuss were identified as one-way since neither are the questions in the activities appropriate to be discussed (i.e. "How would our lives be if we had no time perceptions? Discuss."), nor is the procedure of the activities clearly defined to make them two-way and interactive.

4. CONCLUSION

On the whole, the results and interpretations suggest that both the activities which could be named as two-way as a preliminary characteristic of being interactive and the activities carrying the other characteristics of interactive activities are rather few in number.

Depending on the literature review and some good examples of interactive activities analysed in the İstanbul coursebook series, the following suggestions could be made:

- Firstly, it could be rather beneficial to increase the number of two-way activities since this is the first step making an activity interactive and in turn carrying it to an increased level of communicativeness.
- Among two-way activities, the number of activities controlling and limiting the language production of learners via model dialogues or forcing students to repeat a pre-taught structure could be replaced with others that are more free activities providing a chance for students for more unexpected speech production. This could be made possible by increasing the number of activities like 2C and 3A activities in B1 level coursebook, which allocate roles to learners and create contexts to produce and practice various language functions such as making suggestions, criticising or appreciating.
- The number of such types of interactive activities as debates, guessing games, gap

activities (info, opinion, reasoning-gap), and problem-solving tasks, some examples of which are included in C1/+ coursebook, could be increased in all levels to allow learners to negotiate meaning and produce authentic language.

- Another point to be noted is that if the formats of activities are changed into a pair or a better group format, it could promote the communicative potential of language activities. Some could criticise group activities because of the limited time for each student to speak, but this problem could be solved by organizing group activities well. Further, as implied above in the literature on interaction, communication is not how long someone speaks but how well the meaning is constructed and negotiated.
- Last but not least, the number of interactive activities should be increased in all language level coursebooks since learners even at beginning levels need a chance to learn to exploit ‘the elasticity of language’ and interaction is a way of giving this chance to the learners. (Rivers, 1987, p. 4).

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