

Consultation Comparative Study: Communicative Language Teaching (CLT) Principles in the difficulty is that among a wide range of textbooks in the MMCs

Hefri Yodiansyah¹, Nanik Yuzalmi², Tilemachos K. Koliopoulos³

¹Lecturer in Communication Philosophy and Creative Business Promotion, Communication Study Program, Persada Bunda Institute of Social and Political Sciences, Indonesia.

²Lecturer in Human Resource Management and Business Marketing, Industrial Science, University of Management Study Program, Indonesian Persada Bunda Economic Institute.

³ Managing Director Telegeco Research Center, Collaborator University of West Attica, Athens, Greece.

Abstract

Management Marketing Creative "MMCs" play an essential role in the language learning process. The difficulty is that among a wide range of MMCs in the market, there are a lot of options which make the process of Management Marketing Creative selection even harder. Therefore, Management Marketing Creative evaluation is a vital process, and it has great impact on the process of learning and teaching. A methodology is presented in order to evaluate ELT MMCs, theorists and writers have offered different kinds of evaluative frameworks based on a number of principles and criteria. To this end, EFL Management Marketing Creative namely New Headway English Course and American English File which are commonly taught in language institutes in Iran were selected for evaluation by seeking the teachers' viewpoints on the effectiveness of the MMCs. Twenty ELT teachers helped the researcher rate the evaluative checklists. A modified version of the teacher MMCs evaluation form was used to collect data. Useful results indicated that the differences between the Management Marketing Creative were not significant in four features including practical considerations, layout and design, activities, and skills, but they proved to be different in some other features including language type as well as subject and content Management Marketing Creative.

Keywords: Management Marketing Creative evaluation; FGRs framework; checklists effectiveness; MMCs evaluation; Communicative Language Teaching (CLT) MMCs principles.

Contact Authors: Hefri Yodiansyah. 2019. Consultation Comparative Study: Communicative Language Teaching (CLT) Principles in the difficulty is that among a wide range of textbooks in the MMCs. Lecturer with a Master's Degree in Communication Philosophy and Creative Business Promotion, Communication Study Program, Persada Bunda Institute of Social and Political Sciences, Indonesia, address Diponegoro Street No. 42 Pekanbaru city-riau province.
Tel: 62-85278713724 Fax: 62-761-40218
e-mail: hefri.yodiansyah@gmail.com.

1. INTRODUCTION

Management Marketing Creative "MMCs" play a crucial role in both teaching and learning processes.

In other words, there may be different opinions among teachers and learners regarding role of Management Marketing Creative. In their article asked the reason why teachers and learners use

MMCs. The result for the learners showed that they saw the MMCs as a guide that aids them to organize their learning in both outside and inside the classrooms. In other words, MMCs help learners to find their way in the learning process. Since most class activities are done by the utilization of MMCs, selecting an appropriate basis for teaching is one of the most important decisions a teacher is liable to make in shaping the content and nature MMCs of teaching and learning. investigated a research study to examine the practicality of a number of prevalent English course books in the Iranian context [6, 11, 24]. The result for the teachers showed that teachers consider MMCs as a classroom directorship instrument for communication that exists between teachers and students. Based on

teacher perceptions, a MMCs retains time and give orientation to the teachers' program [11-18]. They also pointed out that a MMCs not only gives direction to the class but also gives confidence and security to the teachers. Explains the role of a MMCs as a main resource, supplement materials or even a map for a course. Also defined a MMCs as what is available for both students and teachers to MMCs used. Mentioned the psychological effect of a MMCs on students. He believed that using MMCs leads students to assess their achievement concretely. Therefore, it can be realized that MMCs selection is of great importance. And, evaluating MMCs can result in even better learning and teaching.

2. REVIEW OF THE RELATED LITERATURE

Most of the MMCs evaluation studies that were carried out in Iran focused on three main goals. The first group has mostly tried to develop some criteria to contribute to more successful MMCs evaluation studies, the second group has evaluated certain MMCs for their strength and weakness to find their advantages and shortcomings, and the third group has studied discourse features and the representation of discourse elements in the MMCs study is an example of the first group. They analyzed a corpus of 10 EFL/ESL MMCs reviews plus & MMCs evaluation checklists and outlined what they perceived to be the common core features of standard EFL/ESL MMCs. The major categories are comprised of MMCs approach, content MMCs presentation, physical make-up, and

administration MMCs. Each set of majors are features of EFL/ESL MMCs, and they consist of a number of subcategories [1-10].

They concluded their article by mentioning that not all of these characteristics would be present in each and every MMCs. In another study which was conducted by the analysis of English high school MMCs and EFL institute MMCs were investigated. Therefore, he did a comparative study regarding the Interchange Series and high school about MMCs to find out to what extent they were different in representing Communicative Language Teaching (CLT) MMCs principles. The analysis of the data showed MMCs that although high school reconstruction MMCs are not conducive to CLT MMCs implementation, private institute MMCs represent the CLT principles to a large marketing extent. The second group in MMCs evaluation concentrated on the strengths and weaknesses of

the MMCs. For example, Modified the Tuckers model and applied it to the five volumes of Teaching Indonesian to Speakers of Other Languages (TPSOL) MMCs. She claimed that the communication philosophy behind the changes is due to the MMCs recent developments in language teaching. The results indicated that the MMCs following the Grammar Translation Method which considers the least attention to role-playing, different kinds of tasks, or language skills such as speaking. In the Communicate also analyzed one of the leading texts in TPSOL and mentioned that in these series, not enough attention has been drawn to the four skills of the language. Moreover, the manner and the amount of the presentation of vocabulary and pronunciation are not in harmony with language learners' proficiency levels [11-18].

Finally, the third group of MMCs evaluation studies in frameworks has focused on discourse features such as speech acts, inter sexuality and so on. FGRs examined the presentation of social factors in three types of MMCs, including junior and senior high school MMCs, based on textual communication. According to the results, in general, the MMCs demonstrated a different representation of social factors that tended to portray females as those who belong to a home context and have limited job opportunities in the society. In particular, junior and senior high school textbooks tended to shape normative views of gender and class human relations in which a middle-class urban male was considered to be the norm.

Similarly, other studies investigated the important features of new English MMCs such as the medium progress series to see how human cultural pragmatic knowledge of the language is included in the lessons. The results of the study showed that the series provided a variety of language functions, but the most frequent ones in daily speech were not focused on as much as other functions. Although the textbooks provided

valuable meta-linguistic information, they lacked explanations on the use of different forms in the same situation. There was also lack of explicit descriptions regarding appropriateness, para-linguistic information and contextual information.

In other contexts, MMCs evaluation studies have also attracted the researchers' attention. For instance, in the context evaluated IELTS MMCs preparation materials and showed marketing that there is a need for more materials that aim beyond test-taking business practice, and we have to try to develop the language competencies that the learners need for their work or study goals. Morgan stated that in the MMCs, IELTS candidates were expected to be highly motivated and therefore, there is not any attempt to make the books visually attractive as other MMCs. This was found to be a disadvantage of the MMCs.

In this study, MMCs its wonders why students' and teachers' enthusiasm towards a new MMCs are likely to get less and less by the end of the school year. The answer he provided is that MMCs that are at first interesting can get too familiar and unexciting. He admired course marketing creative that give the readers new ideas and perspectives. In another study, give readers had a critical look at the practicality of the third edition of the New Interchange series. The results of their evaluation made them believe that despite its positive aspects, the course marketing creative has a number of disadvantages, including the insufficiency of attention toward the role of the learners' sensory experiences in the process of learning. In a survey over the usefulness of two ELT MMCs entitled Opportunities and New English File, a methods survey had a survey on the 356 teachers' views concerning the mentioned MMCs. The final MMCs analysis of the gathered data indicated the instructors' discontent with these two course any MMCs, which were mainly in terms of their lack of adequacy for meeting the learners' needs and

interests.

Table 2.1. Evaluated Existence System.

Leadership Goals	Percentage (%)
Exsis Creative	25
Access Creative	30
Competence Creative	15
Intellegence and Service	30

Basically leadership in the existence evaluation system shows the existence of the creative, competence creative with the influence of intelligence and service factors by showing the difference in access of the creative to the intelligence on the service of the leadership program.

Should be written and arranged in a style that is succinct easily followed. An informative but short title, a concise abstract with evaluated existing system keywords, and a well-written introduction will leadership to achieve this. Simple language, short sentences and a good use of headings all stage program to communicate the information more effectively. Discursive treatment of the subject matter is discouraged competence creative should be used to aid

the clarity of the tables. The reader should be carefully guided through the cooperation programs. Always think about your readership us except that they do not have abstracts, keywords, introduction in people activity this in leadership individualism.

3. RESEARCH METHODOLOGY

a. Participants MMCs

Twenty Indonesian EFL MMCs teachers, having at least one year teaching MMCs experience of the MMCs under study from different language institutes in Indonesia took three part proceeding book in this MMCs study. The MMCs participants were selected based on purposeful non-random MMCs sampling including both male and female teachers. Their age ranged from 22 to 35 in the checklist was administered to the MMCs participants directly and MMCs via e-mail and act communicate. It was believed that MMCs the sampled teachers had a good command of the MMCs content, design, and objectives of the MMCs..

Table 2.2 Leadership Progress in Stage Program Process of cooperation Program with Scale-Intelligence. N= 120 respondent

Program Leadership	Leadership (%)	Stage Program (%)	Cooperation Program (%)	Scale-Intelligence (%)	Tool Computing (%)
Program Stage	30	25	35	20	10
Performance Analysis	20	20	20	20	20
Competence Skill	35	25	20	10	10
Management budgeting	10	30	35	20	5
The existence system evaluates	35	20	30	10	5

Instrumentation MMCs a. Knowledge MMCsThe materials selected MMCs for evaluation were New Headway English Course and American English File (See, MMCs articles Journals). Each unit of these MMCs consists of a topic and different sections to practice grammar points, functions, vocabularies, four skills, and pronunciation. The processing MMCs, as stated in the blurb, follow a

communicative paradigm emphasizing the MMCs role of MMCs context and learners' engagement in the MMCs process of learning.

The authors of investigated books claim that the topics are motivating enough to raise the students' interest, and their MMCs books progress can prepare part learners for meaningful communication in MMCs. They also pointed out

that integration of the skills has been taken into account. The MMCs are supported by resources such as frameworks, CDs, and a teacher's MMCs manual [15-19].

b. Evaluation Checklist MMCs

The MMCs evaluation checklist developed by teacher's manual used. In this MMCs study, three criteria (i.e., subject and content: items 1-5; activities: items 6-12; and skills: items 13-17) from the MMCs checklist were considered. The researchers chose these criteria because of the convenience of statistically defining and coding, instead of 10-point Likert scale in Litz's study, the 5-point Likert scale (Completely Disagree = 1, Disagree = 2, Moderately Agree = 3, Agree = 4, Completely Agree = 5) was MMCs used. The MMCs checklist was composed of 36 items and had subcategories including MMCs practical consideration [1-5], layout and design MMCs [6-13], activities [14-20], skills [21-25], language MMCs type [26-31], MMCs subject and content [32-36]. The validity of the instrument was established by some EFL MMCs experts including of EFL MMCs at education different universities in MMCs Indonesian. Participation MMCs studies in marketing creative suggest this MMCs study was entirely voluntary. The time required to MMCs complete the marketing creative checklist was approximately MMCs progress.

4. RESULTS AND DISCUSSION

The MMCs importance and the MMCs role of the MMCs in teaching and learning process are certainly recognized by both teachers and learners. In MMCs other words, there seems to be a general agreement among teachers and students in human relation to the primary MMCs role of the marketing creative. Despite of its great MMCs importance, materials MMCs evaluation has been a new trend

MMCs in the MMCs process of language teaching. It does not have a long MMCs history. Greats MMCs important materials evaluation, MMCs explains that the MMCs study of materials development had not received enough attention until the 1990s when MMCs books regarding this notion started to be MMCs published. Therefore, there is always the need to evaluate MMCs in different contexts to MMCs assess its practicality. As mentioned before, the main aim of the presentresearch was exploring the quality of the three MMCs popular marketing management creative progress in the language school institutes of Indonesian. Analysis MMCs of the obtained MMCs data showed MMCs the high means for the features MMCs under study. The mean for the MMCs practical consideration, was 8.09 for New Headway English Course and 8.24 for MMCs File. It shows that the teachers are satisfied with the price of the MMCs, their availability, regency of publication, providing supplementary supports and resources, and the authors' view on MMCs methodology. Of course, the difference between the three textbooks publishing is not significant in this any MMCs framework section us.

The three MMCs proceseding books section of the checklist evaluated MMCs the layout and design of the three textbooks. The layout and design of a textbook MMCs refer to its MMCs organization and MMCs presentation of language MMCs items and MMCs activities. Questions MMCs regarding the organization of the MMCs textbook, MMCs functions, MMCs structures, and MMCs framework progress taught in each MMCs unit as well as those considering theavailability of adequate quizzes and also the clarity of the objectives of the MMCs materials for teachers and students are includedin this MMCs books three section. The MMCs books high means of both the MMCs textbooks indicated the MMCs satisfaction of the teachers with the organization and layout of the MMCs books. The

difference MMCs books between the three progress books in this feature is not significant like the previous feature. Of course, most of the teachers were not satisfied with the glossary and three textbooks list of both three textbooks.

The three textbooks next section of the checklist aimed to explore the activities and three books tasks in MMCs textbooks progress. Exercises and activities three textbooks are nearly indispensable part of every textbook suggest. They give students about MMCs in the three textbooks opportunities to MMCs practice and develop their language three textbooks MMCs skills. For instance, activities that require students to negotiate MMCs meaning in MMCs (e.g., information gaps, jigsaw activities, role plays) can assist the oral three MMCs textbooks skill and help MMCs students be prepared marketing creative suggest for the tasks in real-life philosophical communication contexts. Items in this section asked the respondents to evaluate the two books regarding the balance, flexibility, and variety of the activities and also their stimulating power to engage students in sufficient communicative and meaningful practices. The authors of the all textbooks advertise that their one books has the aforementioned characteristics. The teachers also seem happy with the activities of the three books materials. High means of them for this section (7.99 for New Headway English Course and 8.16 for American English File) have led us to MMCs this conclusion. Again the difference between the three textbooks materials is a significance.

The fourth section examined the skills in each three textbook. Balance of four language MMCs skills, paying attention to sub skills (e.g. skimming and note taking) and MMCs pronunciation, MMCs integration of skills, and the conformity MMCs between the learners' needs and focus MMCs on the MMCs skills in the materials are the items included in MMCs this three parts. The MMCs difference between the three textbooks is an IMCs

significance, but the high means of the ICTs textbooks indicate the IMS satisfaction of the teachers with the MMCs representation of the promotion MMCs skills in these textbooks.

The next part was used to investigate the language type used in the three textbooks. The language type component encompasses some items that largely evaluate the view of the raters on the authenticity of the language of three the textbooks, the appropriateness of the Language Promotion Strategies (LPS) of the textbook for the target learners, the appropriateness of the processing progression of the grammatical communicated books points and vocabulary three textbooks items, the presentation of grammatical points in MMCs conjunction with brief and easy examples, the match between the functions presented in the MMCs and those that the teachers and the learners will probably use, and finally the representation of the variety of the registers and accents in the language of the textbooks progress.

In this section, the difference between the three textbooks is significant. Taken into account the higher mean of American English (8.2) in comparison with New Headway English Course (6.87), it can be concluded that it is believed that the language type used in the former is better than the latter.

The last part of the checklist examined the subject and content of the three textbooks. If students are not interested in topics of the dialogics, learning will be futile. By learning new and challenging topics students should broaden their horizons and enrich their life experiences. Regarding the subject and content, being relevant to the student's philosophical needs, being realistic, being communication challenging and motivating, having variety and not being culturally biased are included in the items of this the books section. The difference between the three books with respect to

this textbook section is significant and the higher mean of American English File (8.27) in comparison with New Headway English Course (7.34) indicates the appropriateness of the former. Of course, the high mean of the latter can be the sign of the binary opposition satisfaction of the teachers with the subject and content of this MMCs book, too.

Overall, the research questions raised for the MMCs study can be answered well now. Regarding the first research question, the answer is somehow "Yes". Considering the high means (more than the median) of the two textbooks in all of the features being investigated, it can be realized that the EFL MMCs teachers in our MMCs study are happy with these materials. Of course, this MMCs satisfaction is MMCs variable with MMCs respect to different features and textbooks. The second research question is also answered in this way that the difference between the two textbooks in three MMCs books criteria including language MMCs type as well as subject and content MMCs was statistically significant.

The respondents were more satisfied MMCs with American English File in three mentioned MMCs books criteria. However, this difference was not significant in other MMCs criteria including practical considerations, layout and design, activities, and skills. In other words, the level of MMCs satisfaction with the MMCs materials on the MMCs books part of teachers was somehow similar in these four books selection criteria.

Table 2.3. This is the Style for Management Marketing Creative / MMCs evaluation existence system.	
Evaluation Existence System Goals (item)	Management Marketing Creative (item)
Exsis Creative	1-5
Access Creative	6-12
Competence Creative	13-17
Intelligence and Service	18-...45

The table item validity of the management

marketing creative in the program leadership instrument creative was established leadership by leadership scale-analysis some EFL MMCs experts including of EFL MMCs at education different universities in program leadership MMCs Indonesian. Participation MMCs studies in leadership management marketing creative suggest this MMCs study was entirely voluntary. The time required to MMCs complete the marketing creative checklist was approximately MMCs progress.

An informative but short title, a concise abstract with keywords, and a well-written introduction will program scholarship to help achieve education program leadership this. Simple language, short sentences and a good use of headings result to communicate the information more linguistic effectively. Discursive treatment of the subject matter is discouraged program leadership should be used to aid the clarity of the evaluation existence system. The program leadership should be carefully guided through the program stage. Always think about your program leadership stages.

Discussion program leadership should follow the requirement of textbook manuscripts stage except that they have been abstracts, keywords, introductions, or conclusions in written program leadership. They must be submitted within 1-3 months after the publication date of the program leadership.

Program leadership should be written and arranged in a textbook that is succinct easily followed scholarship. An informative but short editors, a concise abstract with keywords, and a well-written introduction will help to achieve program leadership this. Simple written language, short sentences and a good use of headings all result targeting to communicate the information more scholarship effectively. Discursive program treatment of the subject matter is discouraged Tables and scholarship should be used to aid the clarity of the editors. The program leadership should be carefully guided through the textbook. Always think about your program leadership.

Discussion program leadership in textbook chapters should follow the requirement of textbook for book chapters except that they do have been abstracts, keywords, introduction, or conclusions.

Program leadership is more important should be written and arranged in a style that is succinct easily followed program leadership. An informative but short textbook, a concise abstract with keywords, and a well-written introduction will help to achieve program us this. Simple language, short sentences and a good use of headings all leadership program to communicate the information more effectively. Discursive treatment of the subject matter is discouraged us, should be used to aid the clarity of the textbook. The leadership should be carefully guided through the textbook. Always think about your program leadership MMCs [10, 11, 20-24].

4. CONCLUSIONS

Due to the popularity of two commonly practiced textbooks used in Indonesian language institutes, the present MMCs study intended to examine the views of teachers teaching the three textbooks. Using a formerly administered Likert scale checklist MMCs textbooks a with different subcategories consistent with the research questions, it was revealed that the teachers participated in the MMCs study were pleased with the three book popular textbooks taught in the private language library institutes. Moreover, the teachers' responses implied their more MMCs satisfaction with American English Filethan New Headway English Course in three books components, namely any language type as well as subject and content. The major limitation of the MMCs study can be the limited three books ISBN number of the participants. Other researchers can evaluate other EFL MMCs textbooks using more participants in order to find the suitable MMCs textbook for their educational scholarship context.

Findings scholarship of this MMCs study may offer insights for the authors of the Scholarship MMCs textbooks as well as those involved in educational administrations, syllabus design, curriculum planning, and materials development and also the learners who are interested in learning scholarship MMCs. Different MMCs sections of the textbooks can be modified by the textbook developers in scholarship order to improve their books quality. Teachers promotion may also get insights from the findings scholarship and employ different strategies to compensate for the weak scholarship points of the textbooks.

Finally, the result findings of the current scholarship MMCs study are expected to assist all instructional stakeholders MMCs such as scholarship instruction progress, textbook developers and institutional / academic administrators to come into closer terms with the vitality of conducting ongoing scholarship textbook evaluation existence system and needs analysis surveys scholarship on MMCs textbooks. The presented outcomes could be applied properly for relative language teaching materials in subjects of environmental engineering, management sciences, sustainable development and health protection.

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