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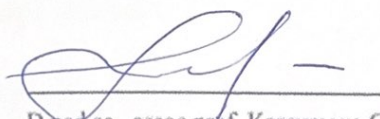
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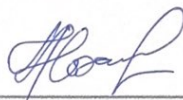
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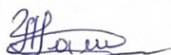
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## DECLARATION

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## **Student-orientedness of Current EFL Coursebooks for Freshmen**

### **Abstract**

In recent years the popularity of the learner-centred approach is rising rapidly and it is a trend of contemporary English language teaching. As a main source of knowledge EFL coursebooks should also meet the criteria of learner-centred approach. The current study aims to investigate whether current freshmen EFL coursebooks are student-centred or not. Employing interview, questionnaire and observation qualitative data was obtained from 10 EFL freshmen instructors. The findings reveal that the majority of teachers agree that current EFL freshmen coursebooks can be considered as learner-centred. Despite having positive answers, participants also mentioned several issues with coursebooks such as implementation of an approach, validity of content and students' engagement. Also, learner centredness is not only dependent on coursebooks but teachers play a crucial role in providing learner centred lessons.

*Key words:* Student-Centred approach, coursebook, methods of teaching, traditional method, student-orientedness, EFL, English language.

**Бірінші курс студенттеріне арналған шет тіліндегі EFL оқулықтарының студенттерге бағытталған деңгейін анықтау.**

**Аңдатпа**

Соңғы жылдары үйренушіге бағытталған әдістің танымалдығы тез өсіп келеді және бұл қазіргі заманғы ағылшын тілін оқыту үрдісі болып табылады. Білімнің негізгі көзі ретінде EFL курстық кітаптары да оқушыға бағытталған тәсіл критерийлеріне сай болуы керек. Ағымдағы зерттеу қазіргі бірінші курс студенттерінің EFL курстарының студенттерге бағытталғанын немесе жоқтығын зерттеуге бағытталған. Жеке-сауалнама, сауалнама және бақылаудың сапалы деректері EFL бірінші курсының 10 оқытушысынан алынды. Нәтижелер мұғалімдердің көпшілігінің қазіргі EFL бірінші курстарының курстық кітаптарын білім алушыға бағытталған деп санауға болатынымен келісетінін көрсетеді. Оң жауаптарына қарамастан, қатысушылар сонымен қатар әдісті енгізу, мазмұнның негізділігі және студенттердің қатысуы сияқты курстық кітаптарға қатысты бірнеше мәселелерді атап өтті. Сонымен қатар, студентке бағдарлану тек оқулықтарға ғана байланысты емес, сонымен қатар оқытушылар студентке бағдарланған сабақтар өткізуде маңызды рөл атқарады.

*Кілт сөздер:* студентке бағытталған тәсіл, оқулық, оқыту әдістері, дәстүрлі әдіс, студентке бағдарлау, EFL, ағылшын тілі.

## **Определение уровня студента ориентированности учебников Английского языка как иностранного для первокурсников.**

### **Аннотация**

В последние годы популярность подхода, ориентированного на учащегося, стремительно растет, и это тенденция современного преподавания английского языка. Как основной источник знаний учебники EFL также должны соответствовать критериям подхода, ориентированного на учащегося. Текущее исследование направлено на изучение того, ориентированы ли текущие учебники EFL для первокурсников на учащихся или нет. Используя интервью, опросы и наблюдения, были получены качественные данные от 10 преподавателей EFL для первокурсников. Результаты показывают, что большинство преподавателей согласны с тем, что текущие учебники EFL для первокурсников можно считать ориентированными на учащегося. Несмотря на положительные ответы, участники также упомянули несколько проблем с учебниками, таких как реализация подхода, обоснованность содержания и вовлеченность студентов. Кроме того, студента ориентированность зависит не только от учебников, но также, преподаватели имеют важную роль в проведении студента ориентированных уроков.

*Ключевые слова:* студента-ориентированный подход, учебник, методы обучения, традиционный метод, студента-ориентированность, EFL, английский язык.

## **CHAPTER 1**

### **Introduction**

#### **1.1 Research significance**

This topic is valid and relevant nowadays because it focuses on two important components of EFL classrooms. They are coursebooks and providing student-centred lessons. Tsiplakides (2011) claims that a coursebook is considered as a common element in teaching and learning the English language. Mostly, the EFL coursebooks affect students' engagement and motivation to study. So, the choice of appropriate coursebooks is an essential part of learning and teaching the English language. Student-centered approach is considered as the main trend of modern education and implementing it with coursebooks is beneficial for both sides as for teachers and students. Learner centred approach was based on theories of several authors including John Dewey. His concept “learning by doing” became one of the fundamental aspects of learner centred teaching. According to Crahay (2009), “ The student is the center of the teaching process, and education has to meet the student’s natural needs. The role of the educator is to place the students in contexts that require the students to call their problem-solving skills. Such approaches have beneficial effects on students, developing thinking skills close to scientific research, and solve ipso facto the difficult problem related to students’ interests” (p.85).

#### **1.2 Aim of the research**

The aim is to investigate whether the current EFL coursebooks can meet the criteria of student-centred approach and explore the reasons for being and not being learner-centred. Moreover, it aims to collect EFL teachers’ perception regarding the current EFL coursebooks for different levels in terms of student - centeredness.

### **1.3 Research novelty**

Previous studies mostly focused on general evaluation of EFL coursebooks. Moreover, there are no such studies that were provided in Kazakhstan. Those studies did not accent on learner-centredness of EFL coursebooks, especially for freshmen at universities in Kazakhstani context. Also, this paper primarily focuses on freshmen with different English proficiency levels, which is a peculiarity of this study among other studies. It has contributed to EFL, ESL, English language teaching and learning and to production of coursebooks. Learner centred approach is closely related to this study, because it takes main aspects and philosophy of this approach as a basis and theory. The findings of this study suggest practical recommendations in terms of structuring coursebooks and implementing learner centered approach in EFL coursebooks.

### **1.4 Research problem statement**

In recent years learner centred approach and methods of teaching became highly popular, in demand and it overcomes traditional approach of teaching. Also, coursebooks are considered as the main tool in teaching and learning despite subjects or methods of teaching. So, these two factors play a big role in teaching and learning the English language. However, not all ESL coursebooks meet the criteria learner centered approach which makes lessons boring, more teacher oriented and leads to some problems with adaptation, correct implementation etc. especially for not skillful, inexperienced English language instructors. High quality coursebooks can be considered as the basis of education, so that is why, coursebooks should meet the criteria of student oriented approach, which is nowadays trend in global education.

### **1.5 Research objectives**

1. To investigate whether coursebooks are suitable for a Learner-centred approach or not.
2. To propose some improvements to make books more student-oriented.

## **1.6 Research questions**

1. In what ways do EFL teachers find the current English language coursebooks student-centred?
2. What are the specific factors that make coursebooks learner-centred?
3. What are the limitations of current EFL coursebooks in terms of student-centred approach?

## CHAPTER 2

### Literature review

In order to gain a better understanding about EFL coursebooks the literature review was conducted. It shows the key factors of choosing EFL coursebooks and gives some insights such as students' or teachers' perception and preferences according to particular coursebooks.

Several studies emphasized the importance of the adaptation process of EFL coursebooks. Masuhara (1998), Graves (2000) and Koller (2005) all of them claimed that in order to meet students' needs and provide learner-centered learning with coursebooks, adaptation is a key process. While Graves (2000) and Koller (2005) provided some strategies and practical insights for adapting EFL coursebooks and by keeping them effective at the same time, Masuhara (1998) stated that coursebooks, which are produced for English speaking countries, are totally fine for local people and do not need any adaptation. Overall, these studies concluded that adaptation is a regular process and highlighted its value for a learner-centred approach in terms of using EFL coursebooks.

This study researches the role of EFL coursebooks in implementing learner-centred approach in EFL class. Tandlichova (2003) blamed traditional coursebooks for being too teacher-centred and offered that EFL coursebooks should be more flexible in terms of adaptation to students' needs. As a result of the study, the author highlighted the importance of learner-centred approach in coursebooks and emphasized the key patterns of student centered approach such as: providing communication and encouraging critical thinking. This study investigated socio-cultural aspects of EFL coursebooks from elementary to high school. The main area was not only learning English but also acquiring cultural knowledge. As stated by Ndura (2004) there are some cultural biases in this coursebook. Author also claimed that without proper integration of students' life

experience, real life topics into activities there will be no student engaged tasks. There was no evaluation of student centredness of textbooks. Couple studies reported that meeting students' needs is a crucial aspect of learner-centred EFL coursebooks. Davies (2006) and Faravani and Zeraatpishe (2016) explain how language objectives cooperate with students' needs in order to engage students and claim that alignment is very important between students' expectations and coursebooks content.

Overall, as a conclusion of sources from early 2000s to 2010s, it can be said that most of them accented on students' needs and adaptation process for different contexts. Although studies did not consider learner centred approach regarding coursebooks, they provided quite valuable information in terms of coursebooks evaluation.

Three studies were conducted in Iran by focusing on evaluation EFL coursebooks for local learners. While Jafarigohar and Ghaderi (2013) and Roshan (2014) identified that Topnotch and New Headway are better in comparative analysis with other coursebooks, Rahimpour and Hashemi (2011) identified key features of effective textbooks, such as cultural relevance, adaptability, and on what level it is linguistically appropriate. This article was conducted in an Indonesian context. Referring to Hanifa (2018) two English language coursebooks for junior high school students were evaluated. One peculiarity of this article is that the author used Harmer's (2007) framework to identify their strengths and weaknesses. Finally, there is no mention of learner centredness of given textbooks. Based on Syrbe and Rose (2018) this study aimed to identify and assess three English language textbooks in Germany. The evaluation process was carried out in terms of Global Englishes approach. The results show that all three textbooks are over-reliance of United Kingdom model of language. The approach that was used in this paper is quite topical nowadays, but student-orientedness is still not discussed. According

to Yazıcıoğlu (2019), “learner-centred teaching enables learners to shape their learning process as well as improving their own competence by learning and active participation.” In this study the author investigated whether Interchange coursebooks are aligned to student - centered approach or not. The results show that most Interchange coursebooks are suitable for a learner - centered approach but still many of them need some correction in order to be considered as learner centered coursebooks.

Regarding the papers that were published between the 2010s and 2020s, in that decade the emphasis was on specific coursebooks in different countries and contexts as it was mentioned above. Tendency was not identifying learner centredness but general evaluation and comparison of English language coursebooks.

Learner centered approach with the help of appropriate coursebooks make students more independent learners (Pasqualato, 2020). There are few studies which investigate ESL coursebooks from this perspective. However, the author concluded that there is a lack of active learning, independent learning in EFL coursebooks. Gülseren and Yazıcıoğlu (2021) claim that active engagement and participation of students make coursebooks student-oriented. From their point of view, it is clear that engagement of students is the core of learner - centered coursebooks and all the assignments should involve learners. Evaluation while choosing a coursebook is very essential. Sahin (2022) explains that “most of the teachers in the current study commented that in order to enhance the quality of the coursebooks, the MoNE should conduct a wide-scale investigation in which students and teachers are included.” (p.54). From this finding, it is clear that the role of teachers and students must be increased. They should have opportunities to choose or reject any coursebook at the beginning of semester. The discussion between administration and teachers also students must be conducted. Next research focused on the

adaptation process of EFL coursebooks. There are 3654 teachers of EFL as participants. Zhang, Liu and Li (2024) identified four adaptation profiles as a result. They are: Highly active, Moderately active, Lowly active and Adding-Deleting-oriented. Also, it was reported that teachers use EFL coursebooks as additional material or tools, not as strict guidance. In this study, three EFL coursebooks of undergraduate students were researched in Vietnam. Vo and Tran (2025) aimed to investigate how these coursebooks prepare students for future life. The peculiarity of this research is that authors used the Global Englishes Language Teaching (GELT) framework to analyze coursebooks. Findings showed that coursebooks for speaking, listening and reading meet the requirements of GELT while the writing coursebook retains traditional method's aspects.

Last five years, researchers focus on new trends such as Global Englishes Frameworks, but still discuss traditional aspects such as adaptation process, learner engagement and role of teachers and students in choosing coursebooks. Even though the authors mentioned learner-centredness, it is not enough and not the main focus.

There are many studies regarding learner centered approach in EFL context. One of the studies is a theoretical review of existing literature sources about learner centered approach in EFL. Regarding Ly (2024), this study aims on teachers' roles in providing student centered learning. As a result of the research, it was concluded that having different roles such as guide, facilitator and observer leads to students autonomy and language acquisition. In the next research, author claimed that teacher centred lessons in ESL classes is demotivational aspects of learning. Huang (2022) stated that Flipped classroom method and groupworks are effective at implementing learner oriented approach. Both of them help to increase students' motivation and make English learning more engaging. Other study was conducted in chinese college. Peculiarity

of this research is implementation of different teaching theories such as Krashen's L2 acquisition, Bloom's taxonomy etc. as a guideline for tasks and activities of learner centred teaching. Du (2021) claimed that implementation of different theories and concepts in learner centred education is very beneficial and it increased students' performance in English.

Role of learner-centred approach in EFL, ESL classes can be important and different. As a new trend in foreign language teaching especially in English language learning, learner centred approach has diverse implementation and meanings. Also, it can be practical in almost all areas of language teaching and learning.

To conclude, current literature sources provide valuable information regarding thesis topics. Also, they help to understand the background of this research by giving unexpected facts and theories. Most of the literature sources come up with good findings, there is almost no contradictory studies or results. Opposite to that, there are many researches with similar findings. As a limitation, there are not enough and up to date sources regarding this research topic. Most of the studies research learner centredness and EFL coursebooks separately. Moreover, it would be a big advantage to have many recent sources with the latest trends.

## CHAPTER 3

### Methodology

#### 3.1 Participants and materials

The purposeful sampling was used in this study because it is essential to have EFL teachers who have experienced different types of coursebooks from a regional university. There are 10 teachers who specialise in EFL, especially teachers and instructors of freshmen, four males and six females. Consent letters were sent to instructors' emails and after an agreement, the convenient time for the interview was arranged in advance. Additionally, a questionnaire was conducted among teachers to get their preferences in terms of course-books. Actually, 31 teachers of EFL participated in the questionnaire part. Moreover, in order to check and clarify obtained data, some observations were made. Particularly, by attending several teachers' lessons and by note-taking necessary parts and attitude of the teachers. For materials, a variety of EFL coursebooks were used in this research, for example: English File, Grammar in use, Headway, Traveller, Solution, Outcomes, Navigate, Speakout, Pathways and Pioneer. Overall, there are 10 ESL coursebooks. They were chosen as the most popular and spread among English language learners and instructors.

#### 3.2 Data collection

Qualitative research method was applied with content analysis in this paper. Particularly, face to face interviews with each participant were conducted individually, offline. Teachers' perception and opinions are the main focus in this process so that is why the interview was chosen as the most appropriate method. There are 10 structured questions in the interview questionnaire, also several additional questions were asked when clarification was needed. (Interview questions are provided in Appendix A). Audio-recorder was used to record the

interview, also some notes. Then, with the help of special software, that is called TurboScribe, the obtained recordings were transcribed into written form in order to make it accessible to analyze. Also, a questionnaire was conducted with the help of Google forms platform. It was sent to each teacher's email address with a detailed explanation. The questionnaire was implemented in this research to supplement the interview part and clarify some necessary information and points. (questionnaire questions are provided in Appendix B). At last, there was an observation in this study. Observation was conducted by attending the lessons of teachers in order to check and consolidate their claims and opinions about course-books in real-life situations. Consent letter was sent to each participant of the study, all the information was obtained after their agreement to participate.

## CHAPTER 4

### Findings

#### 4.1 Questionnaire

There are 31 participants in the survey part, 15 females and 16 males. Majority of the participants are young teachers (71%) between the ages of 20 - 30. The least amount of participants are adults (6.5%) between 51 - 60 years old. 12.9% of the teachers are 41 - 50 years old and 9.7% of them are 31 - 40 years old.

**Table 1**

*Rubrics of learner-centered EFL coursebook evaluation*

Criteria	Needs improvement 1	Satisfactory 2	Good 3	Outstanding 4
“Active learning” Clever (2025)	Tasks are boring. Mostly, the givens of tasks are not clear. All the tasks are similar and repetitive.	Tasks of the coursebook are quite engaging. Some sort of tasks need deeper explanation by a teacher. Range of tasks is limited. Learners find it difficult to show or explain what they learn.	Coursebook engages students. Tasks are clear and can be done by students. It has different types of tasks. Students can perform what they learn in the class. Coursebook is not so flexible in terms of ways of teaching.	Coursebook gives opportunity for active participation. Tasks can be done by students on their own. Variety of tasks allow students to perform and share their knowledge. Learners can implement their gained knowledge inside or outside the class. Coursebook is open for implementing different teaching methods, for example: PBL, TBL, TTT, Game based learning etc.

“Authenticity” Parrish (2019)	Most of the content is old and not interesting for students. There are no real life examples. Adaptation can not be provided.	Content of the coursebook is mostly old-fashioned. There are not enough authentic tasks and texts. It is hard to adapt this coursebook for students.	Content of the coursebook is mostly new and focused on learners. Different aspects of the coursebook are related to real-life. It is not perfect when it comes to adaptation.	Content of the coursebook is up to date and relevant to learners. There are a lot of real-life texts, audios and cases. It is easily adaptable in cultural context.
“Communication & Collaboration” Tucker (2023)	Communication is fully ignored in the coursebook. All tasks are individual tasks. There is no opportunity to get feedback from your partner.	Design of the coursebook is poor in terms of collaborative tasks and activities. There are only a few pair works. It is difficult for students to get feedback from groupmates.	Coursebook is designed to empower communication. There are enough pair and group works. Students usually provide feedback for each other.	Design, structure lead to communication between learners. There are a lot of pair and group works. Students can get feedback and correct each other.
“Enabling higher order thinking skills” Abdullah (2012)	There is no focus on higher order thinking skills at all. Tasks are very easy and structured.	Coursebook does not empower higher order thinking skills. Tasks are quite simple to do. It does not improve students' research skills.	Coursebook is good at forcing critical, analytical skills. Activities and tasks are not simple. It motivates learners to research more.	Coursebook encourages critical, analytical thinking skills. Activities and tasks are challenging, not easy which make them think out of box. It motivates them to research and implement problem-solving skills.
“Students’ voice and needs” Bryant	Students’ needs are not met. It is mostly irrelevant to the age and	Content does not fully meet learners' needs. Sometimes, it is not relevant to the age and levels of learners. It is	Content almost fully meets the needs of students. It is relevant to the age and level of learners. It is possible to use coursebooks	Content of the coursebook faces students’ needs and goals fully. Coursebook is appropriate to the

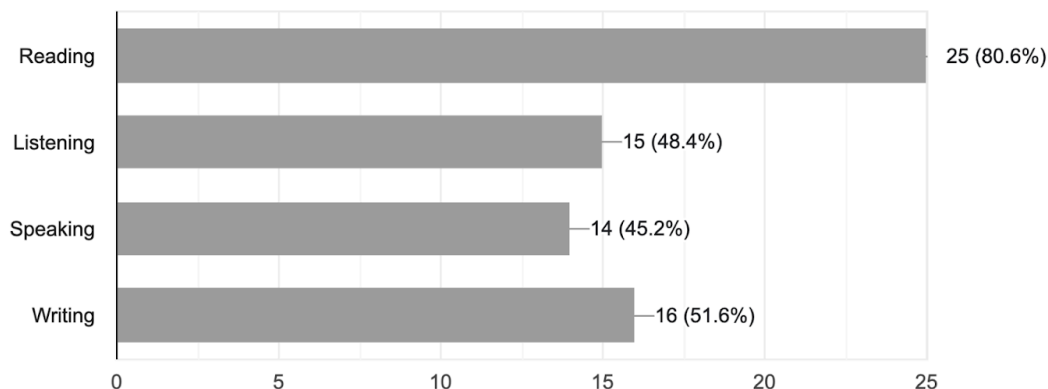
(2013)	level. Learners do not have a choice regarding the content.	hard to use a coursebook with diverse learners. Learners do not have a choice regarding the content.	with diverse students. Learners have a choice regarding the content.	level and age of learners. Coursebook is easy to use regarding students with different backgrounds and experience. It provides an opportunity for learners to choose the preferred content.
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*Note.* This rubric is adopted from several sources and used as a guideline for evaluation of learner-centredness of EFL coursebooks.

This rubric in table 1 is a guidance for participants to evaluate the EFL coursebook and share their opinions. It was given and presented for participants before survey and interview in order to provide some clarification regarding the learner centred EFL coursebooks. The rubric was created as a result of mixing the main aspects of EFL coursebooks and learner-centered approach ( Abdullah (2012), Tucker (2023), Parrish (2019), Weimer (2013), Clever (2025) and Bryant (2013) ) As it is given, there are five main criteria of evaluation. They are as follows: 1. Active learning, 2. Authenticity, 3. Communication and Collaboration, 4. Enabling higher order thinking skills and last but not least 5. Students' voice and needs. Clear descriptions of each aspect are presented in the table. Criteria is evaluated with a 4 point rating system. One is the lowest point, it means that serious improvement is needed. Two is satisfactory which means it is slightly better. Three is good but not perfect. At last, four is outstanding, it means no improvements are needed.

### **Figure 1**

*Effectiveness rate of EFL coursebooks regarding language skills*

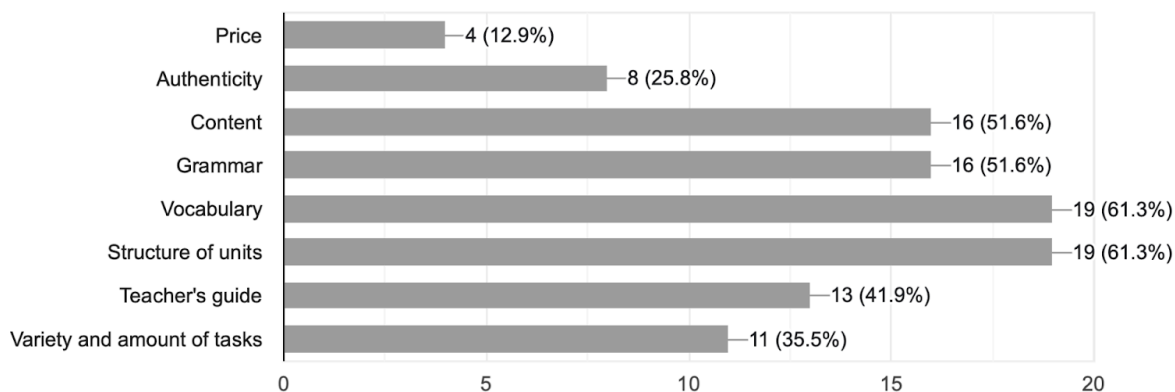


*Note.* This figure describes the effectiveness of four language skills in EFL coursebooks.

There are four different skills on the figure 1. Participants had a possibility to choose multiple options at once, not only one of them. As it is illustrated in the figure 1, EFL coursebooks are mostly effective for developing reading skills. Majority of the teachers (80.6%) chose reading skill. Writing skill is the second place with 16 votes. According to participants, EFL coursebooks' are least effective with speaking and listening skills, as they have only 14 and 15 votes each. It is quite important to mention that speaking and writing are productive skills, while favourites such as reading and listening are considered to be receptive skills. There is no absolute favorite between these two types of skills. This tendency can be discovered deeply in future studies.

## **Figure 2**

*Favourite aspects of EFL coursebooks*

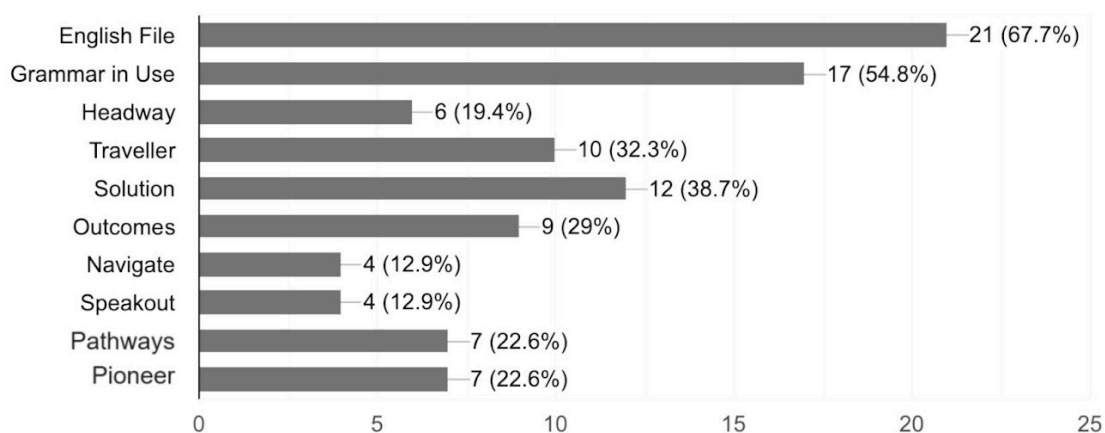


*Note.* This figure shows which aspect of EFL coursebooks participants like the most.

This bar chart (Figure 2) illustrates the favourite aspects of EFL coursebooks among participants. The milestones among all characteristics are vocabulary and structure of units with 19 votes for each of them (61.3%). It means that most of the vocabulary part of the EFL coursebooks is well developed and units are structured well. Second, the highest percentage is for the content and grammar with 16 votes (51.6%). Next one is the teacher's guide, 13 votes (41.9%). 11 participants voted for a variety and amount of tasks while authenticity has 8 votes only. Price of EFL coursebooks has the least significance with 4 votes.

### Figure 3

*Participants' preference regarding the best coursebooks*



*Note.* The figure presents a range of EFL coursebooks that participants prefer.

Most of the participants (21) selected the English file coursebook as their favourite one. At the same time, the EFL coursebooks that are called Navigate and Speakout are the least popular with 4 votes. Second place is for Grammar in use with 54.8%. Mostly, instructors use it as an additional grammar tool to their main coursebook. Other EFL coursebooks collected quite similar votes, for example: Solution (12), Traveller (10) and Outcomes (9). Pathways and Pioneer earned similar amounts of votes (7).

To sum up, from participants' choice, it is clear that EFL coursebooks are best at focusing and providing reading activities among other language skills. There are many aspects of the coursebook which instructors like but the most favourite among all of them is the vocabulary part and how units are structured. Among 10 EFL coursebooks, most participants voted for English File by Oxford University Press.

## **4.2 Interview**

Thematic analysis by Braun & Clarke (2006) was implemented for analyzing the data, particularly the interview section. The main reason is Thematic analysis provides meaningful subtopics for your obtained data by dividing it. It makes data analysis easy and gives clear vision of significant parts of the data. Overall, there are four big subtopics: 1. General evaluation of EFL coursebooks, 2. Factors of being learner-centred, 3. Limitations of coursebooks, and 4. Teachers' experience and suggestions. These subtopics give a clear image of main aspects regarding interview part that are quite essential in terms of amount and quality of information in research findings.

### **4.2.1 General evaluation of EFL coursebooks:**

In terms of a definition that describes student-centredness, most participants have a similar point of view. They mentioned several characteristics of learner-centred coursebooks such as: engaging, interactive activities and critical thinking skills. When it comes to student-centeredness, it means that students have to participate and learn actively without being passive listeners in class. For that purpose, current EFL coursebooks offer engaging real life topics and texts, different cases to develop critical thinking skills and numerous pair and group works in different sections of coursebooks:

*“Student-centred coursebooks focus on interaction, critical thinking, and personalization. They allow learners to engage with content actively rather than just receiving information.”*

*“It means that the course book focuses on the needs of students and their interest, encouraging them to participate actively”*

*“I think student centeredness is when a book offers self practice and less explanation by the teacher. Pair and group works are essential parts of student centered books. Interesting speaking can engage students. Beautiful pictures or informative graphics are helpful.”*

Some participants offer a different point of view about aspects of student-centeredness. They claim that using only EFL coursebooks is not correct and it is not enough to achieve learner-centred lessons. So that is why, teachers use additional materials from the internet or other sources to engage students and to provide learner oriented lessons. Also, teachers have some difficulties in implementing those coursebooks correctly. Coursebooks can be structured correctly in terms of learner centredness, but at the same time teachers try to use them and provide lessons in a more teacher centred manner.

*“During the lessons, I prefer not to rely on the coursebooks fully, to be honest, and rather prefer to use them as a base, from which I make a plan, and follow it. I use an English file, which my students like to use, since they are adapted to this one. However, I find it not really student-centred, that is why I need to intervene to some extent.”*

*“In my opinion modern EFL course books aim to be student-centered, but it is more teacher-led. Even if they focus on students and their personal experience and communication, the whole process is directed by the teacher.”*

Meeting the students’ needs in one coursebook is quite a challenging process. Authors face different points that should be taken into consideration while creating content of a coursebook. Moreover, in one class teachers have different students with a variety of purposes and needs. Also their English proficiency level might be different which is a problem. By considering all points above, it is obvious that teachers are not fully sure when they discuss whether EFL coursebooks meet students’ needs or not and there are various opinions.

*“Not always. Some coursebooks include communicative activities, but many still emphasize grammar and vocabulary drills without enough real-life application. Students often need more speaking and critical thinking tasks.”*

*“Meeting all the needs of the students all the time is impossible thing. However, the authors of these books tried to engage all the necessary topics and exciting activities according to the level of the participants. Mainly, they do meet the majority of students’ needs.”*

*“I think, in any case, a teacher needs to use additional materials, it will probably provide you more benefit. Following just coursebooks, of course, is not enough, because students are different.”*

*“Most coursebooks try to meet students’ needs but they not always succeed because students have different levels or needs that cannot be fully addressed.”*

*“Any course book aims to meet the needs of the majority of students, therefore it can not possibly fit all.”*

*“I think they meet students’ needs. They need grammar and readings, authors are trying to make real world authenticity with listening and speaking activities. Some texts are interesting, some of them not.”*

But for the next point, participants have similar ideas. All the teachers agree that current EFL coursebooks, to a different degree, can be considered student-centred because of their tasks, topics and instruction methods. Almost all coursebooks involve problem solving skills, projects, and long term tasks in pairs or in groups which make them student-centred coursebooks. In comparison with the last century, EFL coursebooks were significantly improved in terms of being learner centred and it is still developing till nowadays.

*“There are a lot of books (English textbooks) now, and we can say that most of them are student-oriented, because they use real-life examples, use gamification, and include the analysis, reasoning, and creativity of students.”*

*“If we compare with course books back in time, then yes, I think they are more student centered. At least they aim to be. Because for example when we were school students or*

*15-20 years ago, we studied with super traditional books, where we did not engage in a classroom at all. But now our students are participating in class all the time.”*

*“Nowadays books try to focus and include more interactive tasks, but most of them still rely on teachers to explain everything.”*

*“I suppose, the more time passes, the more student-centred the coursebooks become. The more details are taken into account. The reason is that even the research field dedicated to the coursebooks making, making a syllabus, etc never stops to improve. Students' needs also are under research; more teachers and researchers take that into consideration.”*

*“In my opinion, all the popular coursebooks are considered student centered, because they are used for this purpose. However, the issue can be found in correlation between needs of the student and the topics and activities of the coursebook.”*

”I would rate it 8 out of 10.” It is a response of one of the teachers regarding flexibility of current EFL coursebooks. Most of the participants rate them notably well. In their opinion, in general coursebooks are considered to be flexible enough, but they are not ideal.

*“Coursebooks vary in flexibility. Some allow adaptations, but others follow a rigid structure that makes it hard to modify for different students' needs.”*

*“I don't know, perhaps, 6/10 or 7/10, depending on the coursebook.”*

*“I would say 7-8 out of 10. As for me, I find it sometimes easy to adopt a student centered approach, however, there were cases when it was difficult.”*

*“I think they are not really flexible because it's hard to adapt to all students' needs.”*

*“I think it is highly flexible, 8/10.”*

*“Flexible i guess, you don’t have to be creative to make book students centered so its flexible.”*

The significance of the student-centered approach in EFL coursebooks was discussed with participants. By referring to various aspects of EFL coursebooks, all participants concluded that student-centredness of coursebooks is highly essential for English language teaching and learning:

*“It’s very important. A student-centred book engages learners, making them active participants rather than passive recipients of information. This improves motivation and long-term learning.”*

*“I think it is very important because students have to participate and express opinions.”*

*“Mainly the answer is - yes, it is. But, it is not only about the coursebook, so that’s why there should be the process of adopting, and teacher professionalism and experience.”*

*“Coursebooks are made up of ways to make students think and speak more, I think. There are more areas, in which students can express their opinions, or a teacher can contact them, discuss something. Students-centredness, admittedly, is important. The authors of many coursebooks try to reach this point, I think.”*

*“I think it is important. It is essential for the generation to have the ability to generate their own ideas, develop critical and problem solving skills. I believe these skills can be developed by challenging tasks such as open-ended questions, real-world related tasks in course books.”*

*“I think it’s really important because students tend to learn better when they feel more included.”*

*“I think student centredness in course books is really important, to involve and engage students in their learning journey. To make more comprehensive knowledge.”*

*“Yes, important as it is a new trending method in education and communication is what students want to master in learning a new language.”*

*“Yes, it is important. Since this method of teaching helps to develop students' independence, critical thinking, and thanks to this method, students learn the material better, as it has more practice, respectively.”*

#### **4.2.2 Factors of being student-centred:**

In this part teachers shared their views regarding aspects and features that make EFL coursebooks student-oriented. There are a variety of factors but two of them were emphasized mostly. They are collaboration and authenticity. These two features are considered to be the core of learner - centered coursebooks by participants. Collaboration is about working and discussing in pairs or groups, which allows students to share their ideas and cooperate with each other without any hesitation to speak or without any fear to make mistakes in front of class and teacher. In terms of engagement, classroom atmosphere, and motivation it is one of the essential factors of EFL coursebooks for providing student-oriented lessons. Authenticity has a broad meaning in coursebooks' structure. It is related to topics, passages, cultural aspects and validity of presented information, especially, according to the period of time. Secondly, authenticity refers to the personalization of content of coursebooks. It means that students can share their own ideas, answer questions by the help of their own life experiences. Moreover, the content should be interesting and engaging especially to students.

*“Personalization opportunities (students relate content to their lives), Open-ended tasks that allow creativity, Communicative activities, Problem-solving and critical thinking exercises.”*

*“Group works, works in pairs, project work etc.”*

*“Activities, Topics, Cultural aspects, and the language level.”*

*“Just as I said before, now there are more areas where students can share their ideas, and it is intended that students, probably, will have a motivation to brainstorm, and then speak.”*

*“Aspects such as involving these students into student centered tasks by group/pair works maybe. Also experiencing peer teaching, role plays, debates can be considered as student centered as these types of activities promote 100% of involvement of students in the classroom.”*

*“Activities that encourage students to share their experiences and make them feel engaged.”*

*“Usually they include interactive tasks, real life communication cases, and problem solving tasks. This type of course books prefer student engagement, personalized learning. Where students also share their experiences and thoughts on something.”*

*“Aspects may be speaking topics that lead to group discussions and real life situations.”*

*“A variety of tasks based on real life and varying difficulty, of course. They also take into account all skills (listening, reading, writing, etc.), and also give students the freedom of choice and the opportunity to show themselves.”*

Also, teachers mentioned their own experience about encountering learner-centred factors of EFL coursebooks. Most of them are identical to those that were listed above. Some coursebooks were discussed with detailed explanations and reasons are given.

*“I’ve used coursebooks that encourage discussions, debates, and real-world applications. For example, IELTS preparation books often include interactive speaking tasks, which engage students more effectively than standard grammar exercises.”*

*“For example, “Pathway - Reading, Writing, and Critical Thinking”- 4th edition. The book is oriented to have a 6-hours lesson plan. The topics cover the necessary and global context, like medicine, global challenges, etc. The activities are well organised to have both reading and writing skills, while thinking and answering the questions critically. It contains famous people, things, names of the places that students can feel the atmosphere of the book. These are the main factors. However, there are tasks that are time-consuming, and information that is not relatable these days, for this case the teacher should adapt it looking at students’ needs and expectations.”*

*“From my experience of using books like English file and Traveller, I can say that all the criteria that I have already voiced are present in the books, for example, now we are using the Traveller book and there are different tasks of different difficulties, games and many speaking practices.”*

#### **4.2.3 Limitations of coursebooks:**

Despite having a great amount of factors that lead to student-centredness, current coursebooks also have issues and challenges in this area. Teachers face different limitations while they deal with EFL coursebooks:

*“Lack of flexibility in adapting content , Too much emphasis on passive learning (reading/listening without interaction) , Limited real-world context and personalization options.”*

*“Reliability in terms of cultural context and relatability of the books.”*

*“The difficulty is that sometimes listening tasks are not really practical, and there are not as many areas where students could connect the content with their experience, as it actually could be. The tasks should be authentic, and constructed the way, so students will be able to participate more.”*

*“Usually they are structured and it’s pretty hard to provide space for creativity, therefore as a teacher, you have to provide some extra materials. So based on the topic, you have to prepare extra materials and give it to them.”*

*“When using some books, I encountered problems such as the lack of a unified structure, it is sometimes difficult to relate topics to each other, also student-oriented textbooks take a lot of time to prepare, and I can also say that not all students are ready for this type of learning, it is sometimes difficult for them to participate in discussions in project work, etc. Accordingly, a teacher constantly needs to motivate students.”*

#### **4.2.4 Teachers’ own experience and suggestions:**

Furthermore, teachers shared their own opinions and personal suggestions. They provided ideas about how well-rounded EFL coursebooks should be in terms of student-centred approach. Likewise, participants gave examples from their personal experiences about EFL coursebooks and discussed their pros and cons in the area of student-oriented teaching. EFL coursebooks such

as English File, Pathway, Speak out, and Traveller were mentioned, mostly, feedback is the same only in a few parts they are differentiated.

*“ENGLISH FILE BOOK: Pros: Good balance of skills, engaging activities, real-life topics, good pronunciation focus.*

*Cons: Some activities are too structured, not enough critical thinking tasks, and writing sections are sometimes limited.”*

*“Pathway. Reading, Writing and Critical Thinking to organize a lesson focusing on specific skills like reading and writing.”*

*“Speak out, for example, sometimes has a specifically "strange" content, where not every student will be able to express their perspectives. For instance, there can be met the texts and questions about conspiracy theories or in the context, which some students can find or close. The advantage of this coursebook is in the logical order of the contents; some students still can find some topics interesting for them.”*

*“Pros: The Traveller book contains a lot of different tasks and many relevant and interesting topics. It also includes interactive types of tasks such as games, projects, and role-playing games. Cons: There are few reflexive tasks in this book, the student cannot evaluate himself, cannot reduce the level of independence, and some tasks may be difficult for beginners.”*

Not only analysis but personal suggestions were offered. Since the teachers have enough experience in this field, they are able to provide practical and effective recommendations in the context of learner centred coursebooks. Generally, suggestions regarding coursebooks are quite basic. Teachers need them to be more project based, to have more interactive activities and to adjust for learners’ needs and interests.

*“Include more project-based learning activities, Provide flexible task options for different learning styles, Increase real-world, student-personalized exercises, Add more open-ended discussion and problem-solving tasks.”*

*“To have more practical activities and authentic materials. By that, learners would understand the concept with full of desire, otherwise, they fail their tests, even if they get the material in the class. My personal opinion.”*

*“Perhaps, I can recommend to other teachers not to follow the coursebooks as they are, and rather take into consideration their students' needs, make the additional materials, etc.”*

*“Maybe supplement more activities and games within the tasks like projects.”*

*“I can suggest adding more real life topics and creative activities, making it engaging for all students.”*

*“In my opinion, make more culturally diverse tasks therefore more relevant topics. Maybe more open ended tasks, or project based learning, where students have to create on their own. But it depends on the level of students. And in the 21st-century maybe more digital components.”*

*“Include pop culture in topics and make students think critically before answering.”*

*“They can add more self-study, can integrate authentic materials, add different interviews with foreigners (native speakers), and different video materials from real life. Also, most textbooks do not use modern technologies and I can suggest that they be digitized somehow.”*

By the help of Thematic analysis by Braun & Clarke (2006), four meaningful subtopics were identified regarding interview findings. Also, these subtopics were formed deductively

because interview questions were already divided into subsections before the interviews. The first subtopic is General evaluation of EFL coursebooks. Here, participants shared their own understanding regarding good learner-centred coursebooks. Especially, regarding the specific aspects of a learner centered coursebook and how they rate such kind of coursebook. Generally, instructors were satisfied with current EFL coursebooks. The second subtopic is Factors of being student centred. In that section, EFL teachers discussed specific aspects and factors that make coursebooks more learner oriented. In the third section, it was about Limitations of coursebooks. Participants shared drawbacks, disadvantages and negative sides of the existing coursebooks, not only in terms of learner centered approach but in general. In the last part teachers were asked about their experience and suggestions. So, participants gave examples according to coursebooks that they used before or use regularly by providing some evaluation with pros and cons. In addition, as a suggestion participants of the study offered various recommendations about how EFL coursebooks should be improved.

### **4.3 Observation**

The purpose of this observation was to analyze learner-centredness of EFL coursebooks in classroom teaching and check the truthfulness of participants' responses in the interview regarding real life situations. Overall, four teachers' classes were observed with a total number of six lessons, 50 minutes each of them. Observations were provided at SDU university, with the first year students. Coursebooks such as the New English File and Traveller were used for teaching elementary, pre-intermediate and intermediate level students. Checklist method was implemented with the help of a special rubric of evaluation of EFL coursebooks learner-centredness, also note-taking was used during the process by including additional key

features. The main focus of observation was on aspects that are presented in rubrics by ticking their presence. They are: Active learning, Adaptability, Communication & Collaboration, Higher order thinking skills and Students' voice and needs. In general, observed lessons and teachers were quite similar in terms of using learner-centered approach via EFL coursebook. The results are satisfactory but, still, there are some areas for improvement for EFL coursebooks and for teachers, particularly the aspect of correct implementation of the student-centred approach with English language coursebooks because they tend to conduct or use teacher-centred methods and techniques subconsciously. For example: Teacher D adapts the topics, discussions very well for our local students' needs and interests while Teacher B has poor participation in the class because of not correctly adapting the topic. Notably, Teacher A demonstrates no strict dependence on the given coursebooks and uses additional materials such as websites, worksheets and games frequently. As a common feature of all four teachers, it can be said that they provide learner-centered teaching, there is lots of communication in their classes and students are active, engaged and always ready to share their opinions regarding the topics. Observation shows that student centredness of EFL coursebooks is good but not perfect and it provides some aspects that should be rechecked and improved. Also, learner-centredness is not fully dependent on EFL coursebooks but a teacher plays a crucial role in correct implementation too. This pattern is visible when different teachers' lessons are compared. Finally, teachers' opinions in the interview part mostly correspond to their teaching procedures with students.

Overall, the findings of the observation part are satisfactory. Participants' responses were consolidated in real-life practice. The rubric was very helpful during the evaluation process. Also, the main conclusion was that not only EFL coursebooks but teachers too, the source of learner-centred lessons. Since they lead, guide and provide the lessons with coursebooks, their

teaching skills such as adaptability, classroom management and communication have a significant impact on the lessons.

#### **4.4 Data analysis**

In this section, obtained data by EFL teachers and results of literature review sources were analyzed in a comparative way. Data analysis shows similarities and discrepancies between two sources. Yazıcıoğlu (2019) claims that Interchange coursebook meets the criteria of student-centred approach. However, it needs some correlation. Similar situation in this study, as it is presented in findings of the interview, most of the teachers are satisfied with learner centred aspects of current coursebooks. However, in the study of Yazıcıoğlu (2019), the author took and focused particularly on the Interchange coursebook while in this study there is no focus or accent specifically on one coursebook.

In the context of students' participation during the EFL lessons, Gülseren and Yazıcıoğlu (2021) stated that students' involvement and engagement is one of the basis of student-centred approach. Similarly, as a finding shows one of the factors: "Student-centred coursebooks focus on interaction, critical thinking, and personalization. They allow learners to engage with content actively rather than just receiving information." So, engagement, active participation and involvement are directly dependent on the interaction pattern of tasks and activities in the coursebook. Also, personalization of tasks, validity of content and meeting students needs can be considered as fundamental features for engagement of students.

Masuhara (1998) reported that the adaptation process is a regular challenge for EFL teachers because most of them are appropriate for western cultures. At the same time, teachers from other countries have to adapt, analyze and change the content of the coursebooks. In the findings some

teachers offered the same idea: “Reliability in terms of cultural context and relatability of the books.”, “Lack of flexibility in adapting content”, “Limited real-world context”. In order to use the coursebook effectively it should have appropriate content including local culture aspects for the learners and only in this case the coursebook is student-oriented. Moreover, this idea is also supported by several studies. Rahimpour and Hashemi (2011) identified key features of effective textbooks, such as cultural relevance, adaptability. Corresponding previous authors, Syrbe and Rose (2018) provided research in Germany with three EFL coursebooks and concluded that all of them are too focused on the UK module of English with structure and content.

One of the ways of implementing learner centered learning in coursebooks is meeting the students needs by personalization of coursebooks’ contents. In that case, students participate actively during the lessons. Graves (2000) mentioned that meeting students’ needs is considered to be important factors of the EFL coursebooks. Except for cultural aspects , Ndura (2004) also added that without proper personalization of tasks, there will be no student engagement. Similar to participants who claimed “Most coursebooks try to meet students’ needs but they do not always succeed because students have different levels or needs that cannot be fully addressed.” and “Any course book aims to meet the needs of the majority of students, therefore it can not possibly fit all.” Next authors shared quite the same idea, Davies (2006) and Faravani and Zeraatpishe (2016). In their articles, they focused on the correlation between coursebooks content and language objectives with students’ expectations and needs. As it is presented by participants of this research: “However, the authors of these books tried to engage all the necessary topics and exciting activities according to the level of the participants.”, “They need grammar and readings, authors are trying to make real world authenticity with listening and speaking activities. Some texts are interesting, some of them not.”

Data analysis section presents a mix of literature sources and findings with elements of comparison. In terms of different aspects of the ESL coursebook, there are some similar results and also some contradictions because of context, level, country etc. Factors such as learner-centredness, student engagement, adaptation, and students' need were discussed by finding similar ideas or discrepancies. As it is visible above similarities in results and findings are much more than differences. It means that current study mostly prove the reliability and validity of previous studies from different authors. Correlation with previous researches is also a big advantage particularly for this study.

## CHAPTER 5

### Discussion

Findings of this research were positive, mostly participants agreed that current coursebooks can be considered as student-centred but not all of them.

As a suggestion, it is offered to provide research that will focus on particular two or three coursebooks in a detailed way, not in general as in this research. By taking two or three specific, relevant coursebooks authors are able to provide comparative analysis by identifying pros and cons of each EFL coursebook. If coursebooks are specified and their amount is limited, authors can produce detailed and accurate research paper. Also, further studies can accent on students' opinions, not only teachers. Students can be participants and they can share their own ideas about the topic from the point of view of the student.

The first limitation of this research is the number of participants. Ideally, it would be good to have more participants with different backgrounds, teachers who experienced a variety of EFL coursebooks in their teaching careers, even in different countries. In this research, the majority of teachers have almost the same idea and backgrounds. In this case, it is difficult to get new insights from them. Another limitation is the quality of existing literature. Especially, in terms of student centred EFL coursebooks there is almost no any kind of articles. However, it means that the topic and aim of this research are new in this area of EFL but, at the same time, there were difficulties while comparing literature with obtained results.

All three research questions were answered successfully as it was presented in the findings. The first research question is: In what ways do EFL teachers find the current English language coursebooks student-centred? This question is mostly about participants' perception and evaluation of the EFL coursebook. Actually, participants of this research shared their opinions by

the help of provided rubric which helped them to assess ESL coursebooks for students. Interview questions from the first to fifth one were about this research question. The second research question is: What are the specific factors that make coursebooks learner-centred? The sixth and seventh questions in the interview part are regarding this research question. Here, English language instructors answered what specific factors and aspects make coursebooks more learner oriented or meet the requirements of learner centred approach. The third research question is: What are the limitations of current EFL coursebooks in terms of student-centred approach? The eighth question of the interview answers this question. As it is written, it is about drawbacks, disadvantages and sides of the English language coursebooks that should be upgraded. Participants from a university revealed their answers concerning this issue. In a nutshell, despite many positive sides, coursebooks still need to be improved in several areas.

Altogether, findings were mostly positive but still some improvements should be done which is an ordinary situation. Two suggestions, recommendations were offered regarding further studies on this field of research such as accenting on the students point of views and accenting on specific coursebooks by comparing them in order to provide deeper analysis and research. As limitations of this research the accuracy and novelty of existing literature was discussed because they were quite old and their topics or focus were not similar to this research which made it difficult to write high quality literature review. The second limitation is variety and amount of participants. It is suggested that having teachers with different backgrounds and having more participants make this study more reliable and valid. Anyway, it is not a serious problem in this case.

## Conclusion

In conclusion, this study researched the student-centredness of EFL coursebooks for freshmen. This topic is not common among researchers, so that is why the amount of literature sources are limited. In general, findings were positive. Most of the participants consider current freshmen coursebooks as learner - centred. However, there are some exceptions, problems with correct implementation or with some parts such as types of activities and content of coursebooks. Rubric of evaluation of EFL coursebooks learner centredness was created by adopting different sources. Interview part consists of 10 open-ended questions which were answered successfully by participants in person. Questionnaire was a complementary part for the interview in order to obtain necessary information for the study. Also, as a main finding of the observation part, learner-centredness is not only dependent on EFL coursebooks, but teachers play a crucial role in providing learner centred lessons. All three research questions were answered as they are supposed by the help of an interview and questionnaire. By analysing the obtained data, some similarities and discrepancies were identified as a result of comparison of literature review findings and findings of the current study. Similarities are more than contradictions, so it is a good point for the reliability and validity of this research. This study contributes insights in the field of English language teaching, particularly, choosing and producing EFL coursebooks. Theme is relevant and valid for now and further investigation can be done in the future.

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## Appendix A

### Interview questions

#### ***Overall evaluation***

1. *How can you define the student-centredness of EFL coursebooks that you use ?*
2. *Do you think these coursebooks meet the majority of students' needs or not ? why?*
3. *Do you think that current EFL coursebooks are considered student centred? why?*
4. *How do you rate the flexibility of coursebooks in terms of adopting a student centred approach?*
5. *What is your opinion about the student-centred approach in coursebooks? Is it really important or not?*

#### ***Factors of being student centred***

6. *What aspects of coursebooks make it student-centred ? and why ?*
7. *Can you share your own experience when you see learner oriented features of coursebooks?*

#### ***Limitations of coursebooks***

8. *What kind of difficulties with current coursebooks do you have while providing student centered lessons?*

#### ***Teachers' own experience and suggestions***

9. *Can you name any coursebook and tell me pros and cons of this coursebook in terms of being student centred?*
10. *What do you offer in order to make coursebooks more learner centred?*

## Appendix B

### Questionnaire questions

1. *Rate, Are you satisfied with current EFL course-books? (1 - completely unsatisfied, 5 - completely satisfied)*
2. *How would you rate the learner-centredness of current EFL coursebooks? (1 - very bad, 5 - very good)*
3. *EFL coursebooks are effective at learning and teaching \_\_\_\_\_ skill(s).*
4. *Which aspect(s) of EFL coursebooks do you like most ?*
5. *Which coursebook(s) do you prefer to use at teaching?*

## Appendix C

### Consent form for participation in a research study

***Title of the research: Student-orientedness of Current EFL Coursebooks for Freshmen***

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***Dear participant,***

*I am providing research study. You are welcome to participate in it. Onwards, you can read the details of research. If you have any questions, do not hesitate to ask me. My email is: [alisher.uali@sdu.edu.kz](mailto:alisher.uali@sdu.edu.kz)*

***Purpose of the study:***

- *The aim of this article is to investigate whether the current EFL coursebooks can meet the criteria of student-centred approach and explore the reasons for being and not being learner-centred. Moreover, it aims to collect EFL teachers' perception regarding the current EFL coursebooks for different levels in terms of student - centeredness.*

***Participation selection:***

*You are chosen as one of the participants in this study because as a master's degree student with enough experience and background in academic writing. In general, 10 EFL instructors will be interviewed.*

***Time involvement:***

*It will take approximately 15 minutes, we can choose a convenient time and place for you. Online or face to face interview up to your convenience.*

**Confidentiality:**

*Your anonymity will be maintained all the time. Any personal information about you will be anonymized. Also, written, audio and video materials will be kept safe without access to anyone except researcher.*

**Voluntary participation:**

*Your participation in this research is fully voluntary. Anytime, you can refuse to participate without any consequences.*

**Contact information:**

*If you have any questions and suggestions, you can contact me:*

- *Researcher: Alisher Uali*
- *Phone: 8-776-200-24-27*
- *Email: [alisher.uali@sdu.edu.kz](mailto:alisher.uali@sdu.edu.kz)*

**Consent:**

*By signing this paper, you confirm that you have read all the information above and are ready to be part of the research.*

**Signature of researcher:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Signature of participant:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Appendix D

### Ethics commission approval



Alisher Uali <[alisher.uali@sdu.edu.kz](mailto:alisher.uali@sdu.edu.kz)>

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#### Thank you for filling out Ethics Self-assessment Form

1 message

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**Research Ethics Committee** <[no-reply@involve.me](mailto:no-reply@involve.me)>  
To: [alisher.uali@sdu.edu.kz](mailto:alisher.uali@sdu.edu.kz)

Thu, Feb 27, 2025 at 2:10 PM

Hi Alisher,

We've received your submission. Based on the information you provided, you don't need to apply for Ethics Review and you can continue with your research project.

Thank you  
Research Ethics Committee