

T. R.  
REPUBLIC OF TURKEY  
GAZİANTEP UNIVERSITY  
GRADUATE SCHOOL OF EDUCATIONAL SCIENCES  
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**MEDIATION IN ELT CURRICULUM: A COMPARATIVE  
ANALYSIS OF THE 4<sup>TH</sup> GRADE ELT TEXTBOOK AND  
THE CEFR IN TURKEY**

**MASTER OF ARTS THESIS**

**HAVVA ÇİĞDEM KURT**

**GAZİANTEP  
JUNE 2022**

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JUNE 2022

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## RESEARCH ETHICS DECLARATION

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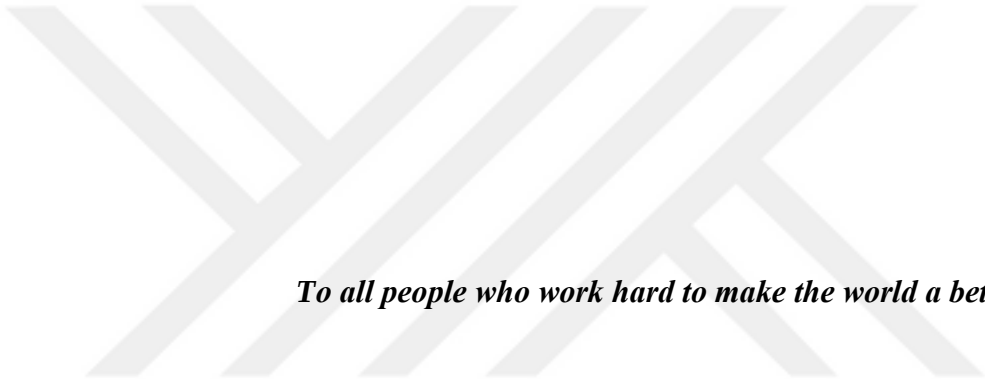
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## DEDICATION



*To all people who work hard to make the world a better place...*

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I owe a debt of gratitude to many people, without whom the completion of this process would be difficult. First of all, I would like to express my sincere gratitude and special thanks to my supervisor Assoc. Prof. Dr. Emrah CİNKARA for his wisdom, his guidance, and patience throughout the entire process. He encouraged me to complete this thesis on time scarifying his precious time.

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## ÖZET

### İNGİLİZ DİLİ ÖĞRETİMİ MÜFREDATINDA ARACILIK: TÜRKİYE'DE 4. SINIF İNGİLİZCE DERS KİTABI VE D-AOBM/TC'NİN KARŞILAŞTIRMALI BİR ANALİZİ

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Bu çalışmanın temel amacı, Türkiye’de kullanılan bir 4. sınıf İngilizce ders kitabı ile 2018 yılında Diller için Avrupa Ortak Başvuru Metni/Tamamlayıcı Cilt (D-AOBM/TC)’te yer verilen aracılık kavramı arasındaki ilişkiyi ortaya koymaktır.

Yeniden okuma, not alma gibi tekniklerin kullanımını içeren veri toplama sürecinden gelen verileri analiz etmede nitel araştırmanın tümdengelim tematik içerik analizi yöntemi kullanılmıştır. Ders kitabı etkinlikleri ayrıntılı bir şekilde incelenmiş ve önceden belirlenen temalar altında kodlanmıştır. Ardından, CEFR/CV'den aracılık tanımlayıcıları seçilmiş ve bunlar da kodlanmıştır. Ders kitabında yer alan aracılık özelliği gösteren etkinlikler ve aracılığın tanımlayıcıları karşılaştırmalı olarak analiz edilerek ne derece eşleşme olduğu ortaya konmuştur. Son olarak temalar, sınıflandırmalar ve kodlama süreçleri hakkında alanda uzman bir kişiden ikinci görüş alınmıştır.

Ders kitabı ile D-AOBM/TC'deki aracılık özellikleri arasındaki ilişkiyi göstermek için betimsel analiz kullanılmıştır. Sonuçlar, ders kitabı etkinliklerinin çoğunun D-AOBM/TC'de belirtilen aracılık özelliklerini yansıtmadığını göstermektedir. Ders kitabının 168 etkinliğinden sadece 14’ü (%8,3) aracılık özelliğine sahiptir. Ders kitabında görsel ve işitsel araçlar gibi başka araçlar da bulunmuştur.

**Anahtar sözcükler:** Aracılık, D-AOBM/TC, D-AOBM, İngilizce Ders Kitabı, YDİ

## ABSTRACT

### **MEDIATION IN ELT CURRICULUM: A COMPARATIVE ANALYSIS OF THE 4<sup>TH</sup> GRADE EFL TEXTBOOK AND THE CEFR/CV IN TURKEY**

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MA Thesis

Department of Foreign Languages Education

Department of English Language Education

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The main aim of the present study is to reveal the relationship between a 4<sup>th</sup> grade EFL textbook used in Turkey and mediation notion that is given a place in Companion Volume to the CEFR (CEFR/CV) in 2018.

Deductive thematic content analysis method of qualitative research including usage of techniques such as re-reading and taking notes was conducted to analyse the data coming from data collection process. Textbook activities were unpacked and coded under themes that were determined beforehand. Then, illustrative descriptors for mediation from the CEFR/CV were extracted and coded as well. Mediator activities found in the textbook and illustrative descriptors of mediation were comparatively analysed to reveal the extent of their match. Themes were created out of the illustrative descriptors for mediation from the CEFR/CV, and textbook activities were unpacked and categorised in the light of these themes with their IDs that were determined before. Finally, a second opinion on the themes, categorizations and coding processes is received from an expert in the field.

Descriptive analysis was utilized to display the relationship between the textbook and mediation characteristics in the CEFR/CV. The results show that most of the textbook activities do not reflect the characteristics of mediation mentioned in the CEFR/CV. There were 14 mediator activities out of 168 activities that indicate mediation, which constitutes 8,3% of the textbook. There were also other mediators found in the textbook such as visual and audial aids.

**Keywords:** Mediation, the CEFR/CV, the CEFR, EFL Textbook, EFL Learning,

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## LIST OF ABBREVIATIONS

**CEFR:** Common European Framework of Reference for Languages: Learning, Teaching, Assessment

**CEFR/CV:** Companion Volume to the CEFR

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**CoE:** Council of Europe

**MoNE:** Ministry of National Education

**BoE:** Board of Education

**ELP:** European Language Portfolio

**FLE:** Foreign Languages Education

**ID:** Identity

**L:** Listening

**S:** Speaking

**R:** Reading

**W:** Writing

**LS:** Listening/Speaking

**LW:** Listening/Writing

**RS:** Reading/Speaking

**RW:** Reading/Writing

**WS:** Writing/Speaking

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## CHAPTER I

### INTRODUCTION

#### 1.1. Introduction

English language is a widely known and spoken communication tool across the world. It has become a lingua franca with the help of globalisation since the late nineties (Kırkgöz, 2009) with an unexpected speed. This fact comes with the understanding that communicating in English has been emphasised on across the world.

The Council of Europe (CoE hereafter), which dates back to 1949, has made a great amount of progress in language teaching and learning since it was founded. There is no doubt that its most valuable contribution to language education field is to publish the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR hereafter) in 2001. CoE (2001) stated that the CEFR “provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (p. 1). It also seems that its extent is not now limited to Europe anymore.

Even though the CEFR has been seen as a reference point for teaching and learning a foreign language, it was and has been criticized in certain aspects. For example, some researchers questioned the CEFR in terms of its “clarity” in definitions; its “authenticity” referring to non-real-world language use tasks and the validation process of illustrative descriptors for them; its “applicability” and “practicality” (Simons & Colpaert, 2015, p. 67). Therefore, the CEFR has been improved with

different projects focusing on itself in a variety of ways. One of these projects was “Developing Illustrative Descriptors of Aspects of Mediation for the CEFR”, which was an attempt mainly to develop illustrative descriptors for mediation between 2014-2016. Thanks to the project, mediation has been unpacked in the ‘Companion Volume’ to the CEFR (CEFR/CV hereafter) published by CoE in 2018.

The CEFR has been a descriptive framework for language teaching and learning. Many nations reflected the principles of the CEFR into their education system as Turkey officially did in 2004. Curriculum approaches, teaching methodologies, material development processes, etc. have been planned and applied based on the framework, though it is not, in fact, prescriptive. It is rather descriptive in giving theoretical information about the levels of learners and abilities matching with these levels.

By 2004, Turkey had prepared a curriculum based on the CEFR and ELP (European Language Portfolio) after piloting its process. ELP “... provides a format in which language learning and intercultural experiences of the most diverse kinds can be recorded and formally recognized” (CoE, 2001, p. 5). It is based on self-assessment of learners through monitoring their language learning process. ELP consists of three components: the language biography, the dossier and the language passport. The language biography is a document in which learners record their foreign language learning process; the dossier is a document in which learners keep all of their documents (Mirici, 2008). The language passport summarises learners’ linguistic identity with their biography and dossier (Council of Europe, 2005). After piloting and validating ELP, MoNE began to use it in the 2006-2007 educational year.

## **1.2. Statement of the Problem and Research Questions**

Even though there is some research on EFL textbook evaluation regarding the CEFR in Turkish context, mediation has not been researched deeply in EFL textbook activities. This study is mainly concerned with interpreting and unpacking the objectives of MoNE’s 4<sup>th</sup> grade English language teaching textbook and revealing the extent of the CEFR/CV regarding to mediation in it by answering the following research questions:

RQ 1: What is the percentage of mediators in the 4<sup>th</sup> grade ELT textbook? Which skills are used as mediators most for mediating the teaching/learning of which other skills?

RQ 2: To what extent is there a relationship between mediators in the textbook and the illustrative descriptors for mediation in the CEFR/CV?

RQ 3: What is the percentage of other prominent mediators used in the textbook besides activities?

### **1.3. Purpose and Significance of the Study**

The study is concerned with a CEFR/CV-based comparison of mediation and 4<sup>th</sup> grade English language teaching textbook in Turkish context by evaluating the objectives of the activities in the textbook in the light of illustrative descriptors for mediation.

It is believed that the study will help curriculum designers and scholars in the field increase the awareness of the importance of following the principles of the CEFR and of adapting them to the English language teaching curriculum in Turkey. Promoting further research on the issue of evaluation of EFL textbooks with respect to mediation is also among the goals of the researcher.

## CHAPTER II

### LITERATURE REVIEW

#### 2.1. Introduction

This chapter provides more information about the CEFR, the CEFR/CV, mediation and the Turkish education system; ELT textbooks in particular. The literature review was needed to gain a theoretical point of view on the issues.

#### 2.2. The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR)

The CEFR was officially launched in 2001, after much work of CoE between 1993-1996 as a need that arose in the Symposium “*Transparency and Coherence in Language Learning in Europe*” held in Rüşchlikon in 1991. It does not tell one what to do; it tells where language teachers/learners/policy makers stand (North, 2007). It is one of many works on language education conducted by different departments of CoE, which were “always been politically as well as culturally and educationally motivated” (Little, 2006), since 1960s, which is the period of time regarded as “the golden decade of abstract functional programs and the Modern Languages Project” (Tosuncuoğlu & Peaci, 2019, p. 714).

Zorba and Arıkan (2016) have suggested that the CEFR was developed “to overcome the barriers to communication among professionals working in the field of modern languages and to standardize language learning across Europe” (p.14). It is

safe to state that the CEFR basically aims at setting a basis and frameworks for teaching foreign languages and assessing language learners' language proficiencies building foreign language teaching curricula with the help of international co-operation (Council of Europe, 2001; Little, 2006;). Nevertheless, it is rather descriptive than being prescriptive in that it does not suggest absolute answers to teaching and learning a language, and it mostly tackles questions that take the understanding of language teaching and learning a few steps forward; "it proposes the analysis of learners' needs" (Council of Europe, 2018, p. 27).

The CEFR has undergone various changes, alterations, updates and adding throughout decades. The Symposium "*Transparency and Coherence in Language Learning in Europe*" held in Rüşchlikon in 1991 was the introduction of the CEFR for the first time in the literature; Draft 1 of the Framework Proposal was published in 1995 and sent out to institutions and experts in 1996; Draft 2 of the Framework Proposal was submitted for scrutiny to the conference *Language learning for a new Europe* in Strasbourg in 1997 and it was printed and distributed in 1998 for piloting together with the accompanying User Guides (General Guide and ten others); the document was revised and prepared for publication with two external publishers (Cambridge University Press for the English version and Editions, Didier for the French edition) in 1999-2000; and it was officially launched in 2001 (Council of Europe, 2018).

Between years 2014-2017, there was a project carried out to fill in the gaps in the CEFR and to update it, which will be mentioned in a detailed way in the study.

Finally, the Companion Volume of CEFR (CEFR/CV) was announced in 2018 with 5 stages that are altered or added;

"Stage 1: Filling gaps on the original illustrative descriptor scales with materials then available (2014 – 2015)..."

Stage 2: Developing descriptor scales for areas missing in the original set, in particular for mediation (2014-2016)..."

Stage 3: Developing a new scale for phonological control (2015-2016)..."

Stage 4: Developing descriptors for sign languages (2015-2018)..."

Stage 5: Collating descriptors for young learners (2014–2016) ..." (Council of Europe, 2018, pp. 11-12)

The study sepecifically deals with the CEFR/CV published in 2018, and with “mediation” and its developing process in particular.

### 2.3. Mediation

Mediation has been one of the primes of language education in recent years. It means mediating between interlocutors including “bridging and exchange between different elements and spaces” (North & Piccardo, 2016a, p. 455). The term “mediation” has been used for different purposes in different contexts. In the CEFR context, mediation is the facilitator of communication since;

“... the immediate focus is on the role of language in processes like creating the space and conditions for communication and/or learning, constructing and co-constructing new meaning, and/or passing on information, whilst simplifying, elaborating, illustrating or otherwise adapting input in order to facilitate the process concerned.” (North & Piccardo, 2016a, p.455).

#### 2.3.1. Mediation in 1996 and 1998 Drafts

The 1996 CEFR gave a place to categories for scales for mediation which was counted as a complemter fourth mode to three modes of language (reception, interaction and production) (Council of Europe, 2018); however, it did not cover the whole sense of mediation in second/foreign language education field. Figure 2.1 illustrates the four mode of language and their relationship according to 1996 and 1998 Drafts of the CEFR.

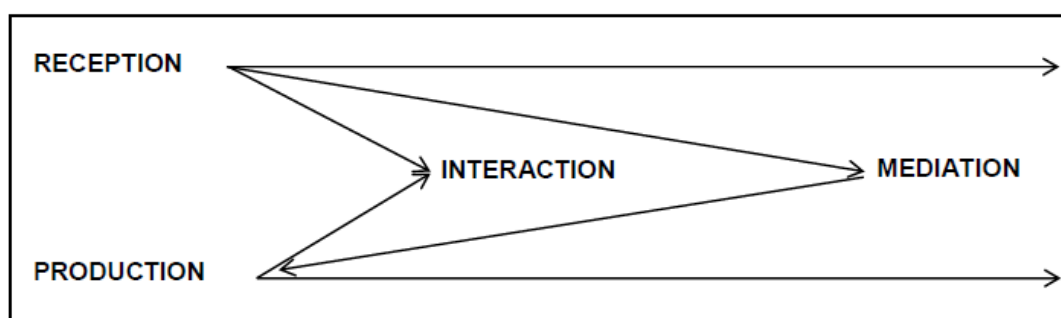


Figure 2.1. *Mediation extracted from the CEFR, 1998 edition illustrating the four modes of communication*

As for interpreting Figure 2.1, reception (listening and reading), and production (speaking and writing) constitute four skills of language together, and interaction both includes and needs both of them; but mediation integrates all of them. North and Piccardo (2016b) suggest that mediation in Figure 2.1 “appears to be interwoven with the other three modes” (p. 5). In other words, mediation has a strong relationship with other three modes of language mentioned above in existence and functioning. Yet, the mediation concept in the CEFR was tackled only with its interpretation and translation dimensions.

### **2.3.2. Mediation in the CEFR 2001**

As the CoE (2001) states, mediation is a complements mode to reception, production and introduction modes of language learning. These four modes are the elements of language activities that help language learners/users develop their communicative competence. The job of mediation activities is that they “make communication possible between persons who are unable for whatever reason, to communicate with each other directly” (p.14) To be more specific, mediation activities are tools which help two interlocutors understand each other, and mediators (language users, translation tools, mediation activities etc.) that are responsible for keeping the communication continue do not express their own ideas of the message; they are only intermediaries. So, it seems that they were reduced only to reprocessing a text that they are to mediate between interlocutors.

Oral and written mediation activities are listed in section 4.4.4 in the CEFR, as following;

oral mediation:

- simultaneous interpretation (conferences, meetings, formal speeches, etc.);
- consecutive interpretation (speeches of welcome, guided tours, etc.);
- informal interpretation:
  - of foreign visitors in own country
  - of native speakers when abroad
  - in social and transactional situations for friends, family, clients, foreign guests,

etc.

- of signs, menus, notices, etc.

written mediation:

- exact translation (e.g. of contracts, legal and scientific texts, etc.);
- literary translation (novels, drama, poetry, libretti, etc.);
- summarising gist (newspaper and magazine articles, etc.) within L2 or between L1

and L2;

- paraphrasing (specialised texts for lay persons, etc.). (p.87)

As seen above, the extent of mediation activities is strictly constructed on translation and interpretation.

One section of the CEFR that helps one explain mediation in another aspect happens to be ‘plurilingualism’. It is an indication of social structure and norms of a society. It shows that an existing society expands through some cultural or political changes (into becoming a pluricultural society), and that different people from different cultures live together. In a plurilingual society, individuals may speak more than one language or dialect (no matter if they have learnt them at an educational institution or experiencing it without an effort) and they may call upon all of them in a context by switching from one to another to ease communication. In other words, they do “... not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence ... in which languages interrelate and interact” (p. 4). In that way, plurilingualism differs from multilingualism, which “may be attained by simply diversifying the languages on offer in a particular school or educational system, or by encouraging pupils to learn more than one foreign language...” (p.4)

The CEFR slightly mentioned mediation in the aspect of plurilingualism.

“... it would be helpful if the ability to cope with several languages or cultures could also be taken into account and recognized. Translating [or summarizing], ... participating in an oral discussion involving several languages, interpreting a cultural phenomenon in relation to another culture, are examples of mediation ... which have their place to play in assessing and rewarding the ability to manage a plurilingual and pluricultural repertoire.” (p. 175).

Although the CEFR seemed to approach to ‘mediation’ in different aspects, it fell short to fully cover and interpret the issue. According to North and Piccardo

(2016b), the CEFR seemed to approach mediation in a reductionist and simplistic way. It is concerned with the notion in only one dimension: transferring information from one interlocutor to another. Furthermore, mediation activities were limited solely to translation and interpretation activities. In addition, there were illustrative descriptors needed for each level of proficiency for the use of both learners who need to know at what level they are and of stakeholders of education who are responsible for making plans and helping learners move on to the forward.

### **2.3.3. “Developing Illustrative Descriptors of Aspects of Mediation for the CEFR” Project**

North and Piccardo (2016b) published this report in 2016 after the project carried out by CoE’s Language Policy Programme between January 2014 and April 2016. The project aimed at developing “a descriptive scheme and illustrative descriptors for mediation” (p.3)

In the study, four types of mediation are explicitly introduced: *linguistic mediation*, *cultural mediation*, *social mediation* and *pedagogic mediation*.

*Linguistic mediation* is the one that is explicitly described and explained in the CEFR. It is divided into two categories: *interlinguistic* and *intra-linguistic*. In the former, mediation activities are designed for the interlocutors who do not share the same language (i.e. translating a text to L2). In the latter, on the other hand, mediation activities are observed within the same language/dialect/variety (i.e. summarising a text). A linguistic mediation process is inevitably considered as a cultural mediation process, as well.

*Cultural mediation*, as the name suggests, is the type of mediation that is concerned with whether the cultural backgrounds of the interlocutors are the same or not. In the study, “cultural awareness” also appears “with consideration of idiolects, sociolects and of the links between styles and textual genres” (p. 9) besides appearing across cultures and languages.

In *social mediation*, which is covered in a limited space in the CEFR, the focus is on the intermediary between interlocutors, engaged in activities that ‘occupy an

important place in the normal linguistic functioning of our societies” (Council of Europe, 2001, p.14).

As for the *pedagogic mediation*, different cultures and countries have different pedagogical approaches to learning. Both teachers and parents make an effort to mediate experience and knowledge and to make learners/children more aware of critically thinking on themselves, which is related to “cognitive mediation” (North and Piccardo, 2016b, p.11).

In the study, rationales of these scales, development and validation processes of illustrative descriptors for mediation are mentioned in a detailed way. However, we do not wish to go into the details that are irrelevant to our research.

#### **2.3.4. Mediation in Companion Volume to the CEFR in 2018**

Finally, in 2018, CoE published the CEFR/CV which broadens and updates the CEFR to respond to the requests that it received on developing aspects of the CEFR in particular areas (one of which is mediation). Even though the CEFR/CV is an effective complement to the original version of the CEFR, it “does not change the status of that 2001 publication” (Council of Europe, 2018, p. 23). Because, the illustrative descriptor scales of the original version have still been most benefited by the educators with only some particular changes and adding.

Although the CEFR/CV has many new issues in its content, the study hereby intends to shed light particularly on the new illustrative descriptors for mediation. The original CEFR did not include validated and calibrated descriptors for mediation. Through the project mentioned in the previous section, not only have descriptors for mediation been provided but also mediation gained different aspects in the literature.

With the perspective of the CEFR/CV, mediation is evaluated under two main categories: (1) Mediation activities, (2) Mediation Strategies (Council of Europe, 2018). These main categories with their subcategories were illustrated in Figure 2.2. In this section, readers will be informed with the last version of descriptors for mediation.

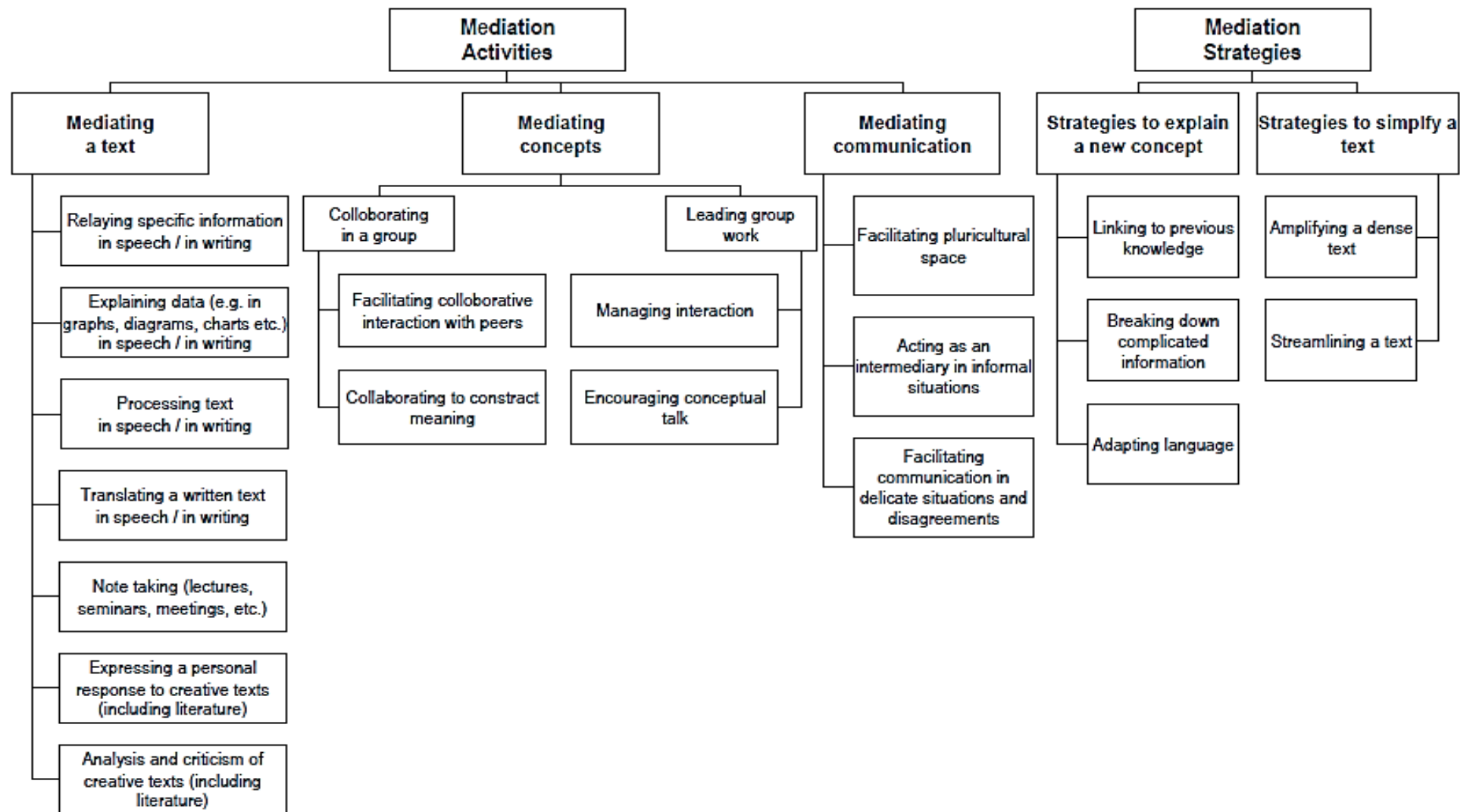


Figure 2.2. *Mediation types* (Council of Europe, 2018, p. 104)

### 2.3.4.1 Mediation activities

Mediation activities are divided into three categories: *mediating a text*, *mediating concepts* and *mediating communication*.

#### 2.3.4.1.1. *Mediating a text*

Mediating a text means transferring a content between interlocutors who are unable to understand each other due to “linguistic, cultural, semantic or technical barriers” (p. 106). The CEFR indicates that mediation is not necessarily a matter of between two different languages/varieties/registers/etc. It may be within one language, either.

##### 2.3.4.1.1.1. *Relaying specific information*

Relaying specific information refers to transferring a relevant piece of information existing in a text to an interlocutor. The descriptors belonging to relaying specific information are illustrated in Appendix 1 (Relaying specific information in speech) and Appendix 2 (Relaying specific information in writing).

##### 2.3.4.1.1.2. *Explaining data*

Explaining data refers to transform pieces information from charts, diagrams, schemes, figures etc. into a verbal text (speech or writing). The descriptors belonging to explaining data are illustrated in Appendix 3 (Explaining data in speech) and Appendix 4 (Explaining data in writing).

##### 2.3.4.1.1.3. *Processing text*

Processing text means transferring a text to an interlocutor by making it shorter and denser, because main points/elements of the text are primarily focused. (i.e. summarising). The descriptors belonging to processing text are illustrated in Appendix 5 (Processing text in speech) and Appendix 6 (Processing text in writing).

##### 2.3.4.1.1.4. *Translating a written text*

Translating a written text in speech (Appendix 7) and in writing (Appendix 8), as their names suggest, refer to translation of a written text into target language verbally (via speech or a written text–The latter is more formal than the former.) The

scale does not provide the users with “mother tongue” and “target language” concepts because the numbers of plurilingual people are on increase. And, for them, “... ‘mother tongue’ and ‘best language’ are not always synonymous” (p. 113). For this reason, languages that are involved in the activity are required to be explicitly determined.

#### *2.3.4.1.1.5. Note-taking*

Note-taking activity is used mostly for academic or professional reasons through taking notes while listening to a coherent text. The descriptors belonging to note-taking are illustrated in Appendix 9 (Note-taking (lectures, seminars, meetings, etc.)).

#### *2.3.4.1.1.6. Expressing a personal response to creative texts (including literature)*

These kinds of activities refer to expressing what one feels about a creative text personally. The descriptors belonging to expressing a personal response to creative texts (including literature) are illustrated in Appendix 10.

#### *2.3.4.1.1.7. Analysis and criticism of creative texts (including literature)*

These activities are mostly fit in for upper levels because they require formal, intellectual reactions on creative texts such as novels. The descriptors belonging to analysis and criticism of creative texts (including literature) are illustrated in Appendix 11.

#### *2.3.4.1.2. Mediating concepts*

There are two ways for language users/learners facilitate access to knowledge and concepts through language: “in the context of collaborative work” and “when someone has the official or unofficial role of facilitator, teacher or trainer” (p. 117)

|                                 | <b>Establishing conditions</b>                    | <b>Developing ideas</b>            |
|---------------------------------|---------------------------------------------------|------------------------------------|
| <b>Collaborating in a group</b> | Facilitating collaborative interaction with peers | Collaborating to construct meaning |
| <b>Leading group work</b>       | Managing interaction                              | Encouraging conceptual talk        |

Figure 2.3. *Mediating concepts* (Council of Europe, 2018, p. 118)

Figure 2.3 indicates that mediating concepts activities (Collaborating in a group and Leading group work) are analysed with two different aspects: Establishing conditions and Developing ideas. The first scale (Establishing conditions) is related to relational mediation because what it concerns is establishing conditions for effective mediation. The second scale, on the other hand, concerns “the development and elaboration of ideas” (p. 118).

Mediating concepts are divided into two, in which there are sub-categories as well.

#### *2.3.4.1.2.1. Collaborating in a group*

##### *2.3.4.1.2.1.1. Facilitating collaborative interaction with peers*

This provides a language learner/user with making contributions to a group “usually with a specific shared objective or communicative task in mind” (p.118). What matters to the learner/user is not to be a leader but to keep successful collaboration. In Appendix 12, descriptors for this issue are illustrated.

##### *2.3.4.1.2.1.2. Collaborating to construct meaning*

This refers to being a group member who develop ideas through, for example, brainstorming or problem-solving. In Appendix 12, descriptors for this issue are illustrated.

#### *2.3.4.1.2.2. Leading group work*

##### *2.3.4.1.2.2.1. Managing interaction*

This type represents that the user/learner of the language lead a group organising communicative activities as a leader (teacher, trainer, etc.). S/he consciously manages the stages in the activities through, for example, giving instructions or monitoring the group on work. In Appendix 13, descriptors for these activities are illustrated.

##### *2.3.4.1.2.2.2. Encouraging conceptual talk*

These activities involve the user/learner appearing as a leader or a group member providing others with scaffolding that help them construct a new concept. In Appendix 13, descriptors for these activities are illustrated.

#### *2.3.4.1.3. Mediating communication*

The descriptors developed for mediating communication is directly related to teachers or other facilitators of language “who wish to develop their awareness and competence in this area to achieve better outcomes in their communicative encounters in a particular language or languages, particularly when there is an intercultural element involved” (p. 122).

#### *2.3.4.1.3.1. Facilitating pluricultural space*

This scale aims at creating a shared space which has a positive atmosphere for communication between interlocutors whose cultural backgrounds and languages are different. To be able to create this atmosphere, the mediator needs to be aware of sociolinguistic and sociocultural differences between interlocutors. Descriptors for these activities are given in Appendix 14.

#### *2.3.4.1.3.2. Acting as intermediary in informal situations (with friends and colleagues)*

This scale refers to the situation that the mediator who is a plurilingual mediates across languages and cultures in informal contexts “in the public, private, occupational or educational domain” (p. 124). In Appendix 15, descriptors for these activities are illustrated.

#### *2.3.4.1.3.3. Facilitating communication in delicate situations and disagreements*

This refers to that the user/learner of the language in a formal position simply tends to resolve disagreements or misunderstanding between interlocutors by clarifying the problem without bringing her/his own opinions to the matter. In Appendix 16, descriptors for these activities are illustrated.

### **2.3.4.2. Mediation strategies**

CEFR/CV defines mediation strategies as “techniques employed to clarify meaning and facilitate understanding” (p. 126). Therefore, beside linguistically competent in relevant language(s), a mediator should also be competent on the communicative strategies such that enable her/his to perform her/his job effectively. Mediation strategies are divided into two, in which there are sub-categories as well.

### ***2.3.4.2.1. Strategies to explain in a new concept***

#### ***2.3.4.2.1.1. Linking to previous knowledge***

This process is essential in learning, as well as in mediation process. The mediator may use comparisons or describing relations between the previous and the next knowledge to explain a new concept. Appendix 17 illustrates activities that could be used for this purpose with the appropriate proficiency levels.

#### ***2.3.4.2.1.2. Adapting language***

The mediator's adapting language/variety etc. through using synonyms, similes; paraphrasing etc. is a part of strategies to explain and transfer a new concept. Appendix 17 illustrates these activities according to proficiency levels.

#### ***2.3.4.2.1.3. Breaking down complicated information***

Breaking down complicated information into pieces to analyse them is one of the strategies that mediators use to make interlocutors understand the message step by step. Appendix 17 illustrates these activities according to the levels.

### ***2.3.4.2.2. Strategies to simplify a text***

#### ***2.3.4.2.2.1. Amplifying a dense text***

Amplifying a dense text through inclusion of “helpful information, examples, details, background information, reasoning and explanatory comments” (p. 127) helps interlocutors understand it more deeply. Appendix 18 illustrates these activities according to the levels.

#### ***2.3.4.2.2.2. Streamlining a text***

Contrary to amplifying a dense text, streamlining a text refers to reducing a text to its essentials by excluding repetition or irrelevant information. Appendix 18 illustrates these activities according to proficiency levels.

## **2.4. English Language Teaching in Turkey**

One of the most prominent functions of Turkish education system is to prepare citizens to the global acts and business which demands innovative and communicative

professionals where communication is required more than ever for a higher social status or making satisfying salary. Oktay (2015) stated that teaching English as a tool of foreign language communication has been an issue in Turkish education system since Schools Period (Mektepler Dönemi) (1773-1923). Furthermore, English language teaching was first introduced to Turkish education system at *The Tanzimat Period*, and since then, policies on it have been regulated through many changes (Saricoban, 2012, p. 2643).

In Republican Turkey, the Board of Education (BoE hereafter) was founded in 1924 to unite and regulate the educational services across the country. Throughout the forthcoming years, the position of learning and teaching English has become stronger and stronger in the curriculum.

After the Ministry of National Education (MoNE hereafter) reformed the education system in 1997, teaching English starting from 4<sup>th</sup> grade became compulsory as well as that the compulsory education period was extended to 8 years across the country. Compulsory English language learning started from fourth grade. Fourth and fifth graders were taught English for 2 hours in a week while the sixth, seventh and eighth graders had four hours of English lessons per week (İnceçay, 2012). With the help of the reform, awareness of the importance of teaching English at primary level has increased in the academic field either. Teaching English to young learners have started to be evaluated as a unique field in terms of pedagogical and psychological issues, developing syllabuses and programming prospective teacher training on it across Europe as well as in Turkey (Calabrese & Dawes, 2008; Kırkgöz, 2008; Stec, 2011; Bekleyen, 2011; Damar, Gürsoy, & Korkmaz, 2013).

Since being a member of CoE in 1949, Turkey has been closely following the developments in foreign language education that emerges from European Union (Çağatay & Ünveren Gürocak, 2016). After CoE published the CEFR in 2001, MoNE piloted a project that developed a novice English teaching curriculum and adapting English language teachers to innovations and methodologies in the CEFR as well as in the European Language Portfolio (ELP) during 2001-2002 academic year. By 2004, 30 schools had taken place in the piloting process of the project (Çağatay & Ünveren Gürocak, 2016). By taking the benefits and practicality of it into consideration, MoNE decided to develop an ELP regarding the needs and began to practise it in the 2006-2007 academic period. Şentürk and Mirici (2019) state that ELP helps the development

of “learner autonomy, promote intercultural awareness and intercultural competence, and encourage plurilingualism” through “I can...” checklists based on the illustrative descriptors in the CEFR (p. 697). It helps learners monitor their learning through time with the help of their language biography, dossier and language passport, and create a learning style for themselves. Self-assessment in compliance with promoting learner autonomy is aimed to be done with the help of ELP.

In 2006, English language teaching curriculum went through a revision by the BoE because the curriculum that is reformed in 1997 had still been serving with traditional teaching methodologies and techniques (Haznedar, 2010; Işık, 2008; Sarıçoban, 2012). With this revision, duration of three-year high school education was raised to four years (Damar et al., 2013). There was seen a shift from traditional assessment to performance-based through using of portfolios.

In 2012, a new educational reform called 4+4+4 (corresponding to 4 years for each tier – primary, secondary and high school) raised the duration of compulsory education to twelve years (Damar et al., 2013). Recognition of English as a compulsory subject was also one of the changes done with the reform mentioned. Furthermore, teaching English as a subject became compulsory from 2<sup>nd</sup> grade, which means that “a new curriculum accommodating the 2<sup>nd</sup> and 3<sup>rd</sup> grades was necessary...” (Millî Eğitim Bakanlığı (MEB), 2018, p. 3)

Even though MoNE has been actively attempting to ameliorating the curriculum, teaching English still remains problematic.

Özer and Korkmaz (2016) conducted research into the reasons why Turkish students struggle to learn English. Results have shown that beside teacher cognition and inadequacy of physical environment, one of the most outstanding issues is the quality of the textbooks provided by MoNE. The authors state that curriculum and textbooks are supposed to be parallel to each other, and they are required to be prepared according to the needs of both the learners and the curriculum.

The Turkish government has been distributing textbooks from the beginning of academic years for free for compulsory tiers in the academic year 2003-2004. Since then, using these textbooks in lessons has been a must for every school in Turkey to support and standardize English learning and teaching. This has enabled scholars to conduct research on the content and quality of textbooks.

Some research aiming at understanding and analyzing the quality and usability of these textbooks has been carried out in terms of different aspects, such as the status of communicative teaching methodology used in them (Kırkgöz, 2009), status of pronunciation as a part of communication process in them (Topal, 2022), perceptions and opinions of teachers and students of them (Tekir & Arıkan, 2007; Arıkan, 2009; Kırkgöz, 2011; Şahin, 2022), usage of cultural elements in them (Kırkgöz & Ağçam, 2011; Arslan, 2016) and the extent of adaptation of the CEFR principles to them (Zorba & Arıkan, 2016) in Turkey. However, the number of research on relationship between young learner textbooks and the CEFR is inadequate in revealing the whole picture in that sense.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Introduction**

In this chapter, general research design, data sources, the steps that were followed in data collection and analysis of the data; in sum, research methodology will be presented.

#### **3.2. Research Design**

Qualitative research was carried out to collect, analyse and interpret comprehensive data, which were non-numerical. Such a design helps researchers obtain particular insights to cover and analyse the particular issue of interest (Gay, Mills , & Airasian, 2012). The main reason of selecting this design was that “...the words and categories of the participants make it much easier to produce a convincing and vivid case for a wide range of audiences” (Dörnyei, 2007, p. 41). In this research, there were no participants but documents, so ‘participants’ means ‘documents’ here. Since there was a great deal of non-numerical data in both resources (mentioned in sections 3.3.1 and 3.3.2) which was to be tackled and processed with great attention, creating themes out of the resources and coding them beforehand made it easier to cover it in detail. Thus, a deductive thematic content analysis was conducted as the research method. Document analysis was also made use of. Bowen (2009) defines document analysis as “a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted)

material” (p.27). One of the advantages of document analysis is its “availability” (p. 31). Thanks to the advance in technology, documents that are collected for analysis could easily be accessed on the Internet. This method helps researchers go into details in specific documents to reach necessary amount of data without time limitation. The non-numerical qualitative data was quantified through Microsoft Excel and analysed with descriptive statistics.

### **3.3. Data Sources**

Data were collected from two main documents: **Companion Volume to the CEFR (CEFR/CV)** and **“İlkokul İngilizce Ders Kitabı 4”**. Both resources could be accessed online as well as in hard copy, which is quite a convenience in collecting and processing data when it comes to deal with such an amount of document.

#### **3.3.1. The CEFR/CV**

The first resource to collect data from is the CEFR/CV. The document was published in 2018 with a broad description and explanation of mediation concept. Mediation is examined under two main categories: “mediation activities” and “mediation strategies” (Council of Europe, 2018, p. 104). Illustrative descriptors of mediation for A1 proficiency level were the main concern for the current study. Relevant parts of the CEFR and CEFR/CV are mentioned in sections 2.2. and 2.3. in detail.

#### **3.3.2. “İlkokul İngilizce Ders Kitabı 4”**

The second resource is the textbook written by Ferahnaz Tan, published by FCM Publishing in Ankara, which is determined by the Turkish BoE to be used for five years starting from 2019-2020 Educational Year (Tan, 2019, pp. 1-2). The textbook has got 192 pages with ten units in total. Each unit handles different subjects and makes an emphasis on different language focuses. The level of the book is determined as A1 by the MoNE.

### 3.4. Data Collection

One of the current 4<sup>th</sup> grade English language teaching textbooks, “İlkokul İngilizce Ders Kitabı 4” approved by the BoE, and the CEFR/CV that CoE published in 2018 are necessary data sources for the study. The documents were accessed online.

### 3.5. Data Analysis

Since there were themes to be identified, coded, categorised and interpreted in the textbook, steps of thematic content analysis were followed during the conduction of methodology of the study. Thematic analysis is quite popularly used by the qualitative researchers to interpret the data in general and to come to an overall conclusion about a phenomena (Braun & Clarke, 2006). Thematic analysis differs from other qualitative analysis tools in that it has a distinctive approach for identifying and analyzing data. According to Clarke and Braun (2017), thematic analysis “offers a method rather than a methodology.” (p.297). It does not involve strict boundaries or inflexible procedures as the other analytic approaches do. However, it has certain procedures in itself, which are regarded while doing the analysis.

Since it was a deductive thematic content analysis, the themes were decided on before unpacking the textbook activities. They were illustrated in Table 3.1. Then, the research questions were written down and the textbook was investigated. Extensive reading technique was conducted to familiarize with the data. Since there is a great amount of data in both the resources to be reviewed and to be worked on, using such a technique provides a convinence. The textbook activities were unpacked with the help of themes that were determined before, coded and categorized under the themes as in Table 3.1.

Table 3.1. *An example of coding and categorising the textbook activities*

| Activity ID | Activity               | Page | Target skill | Mediator skill | Mediator skill ID | Other mediators                     |
|-------------|------------------------|------|--------------|----------------|-------------------|-------------------------------------|
| u1.3a       | listening and pointing | 9    | listening    | -              | -                 | Pictures, listening track (track 2) |
| u1.3b       | repeating              | 9    | speaking     | listening      | u1.3a             | -                                   |

The third activity of unit one consisted of two parts. So, they were considered as two different activities. They were coded as “u1.3a” and “u1.3b” respectively. Then, the activity types of them were written down as “listening and pointing” and “repeating” under the theme “Activity”. The page numbers were given under the theme “Page”. The target skills of the activities were written down under “Target skill” as in “listening” and “speaking” respectively. Activity “u1.3a” was not mediated by another activity but “u1.3b” was mediated by “u1.3a”. So, themes “Mediator skill” and “Mediator skill ID” were filled accordingly. Finally, other mediators besides activities (if any) were written down under the theme “Other mediators”. The rest of the textbook activities were revealed in Appendix 19.

To be able to get the lowdown on the changes stated in the CEFR/CV, “pawing” technique offered by Ryan and Bernard (2003) was conducted. With this technique, important points in the document which were described as “unobtrusive source of information” that “can be accessed at a time convenient to researcher” (p. 180) by Creswell (2009) were read carefully, and relevant parts of mediation were highlighted. In this phase, illustrative descriptors for mediation were detected by scanning and re-reading the document. As seen in Figure 2.2, mediation is divided into 2 categories: Mediation Activities and Mediation Strategies. The category “Mediation Activities” was coded as “1” while “Mediation Strategies” was as “2”. Later, the subcategories of Mediation Activities “Mediating a text”, “Mediating Concepts” and “Mediating communication” were coded as “1.1”, “1.2” and “1.3” respectively. The first subcategory of “Mediating a text” is “Relaying specific information in speech / in writing”. This category was evaluated as two categories, named as “Relaying specific information in speech” and “Relaying specific information in writing”. They were coded as “1.1.1” and “1.1.2” respectively. This procedure was applied to other categories as well (Appendix 20/B). Can-do statements (illustrative descriptors) of these categories were extracted from the CEFR/CV (Appendix ...Appendices 1-18) and the ones for A1 proficiency level were gathered in a table (Appendix 20/A). The illustrative descriptors were placed under the theme “Illustrative Descriptors for Mediation in the CEFR/CV” with their codes. The extent of the relationship between the mediators in the textbook and the illustrative descriptors of mediation emerged through comparing. The frequency and percentage of the descriptors that could explain and match with textbook activities were revealed in a table.

Findings of the research were also achieved through descriptive statistics. “COUNTIF” function of Microsoft Excel was used to reveal frequencies of mediator activities, mediator and mediated skills, skill couples (which illustrates which skills mediate which others) and illustrative descriptors for mediation matching with textbook activities. Another Excel function, “CONCATENATE”, was applied to “Target (Mediator) Skill” and “Mediated Skill” columns in Table 4.2 to reveal the frequencies of skills in couples with new codes (i.e RS, LS, ...). Data-sets were analysed using “Descriptive Statistics” of “Data Analysis” on the “Data Tab” of Microsoft Excel. The results were discussed in Chapter V.

Much as many scholars have different opinion of ensuring trustworthiness of qualitative research, most of them agree upon the basic terms “credibility”, “transferability”, “dependability” and “confirmability” mentioned in Lincoln and Guba (1985)’s study (Creswell, 2013; Korstjens & Moserb, 2018; Nowell, Norris, White, & Moules, 2017; Whittemore, Chase, & Mandle, 2001). Strategies given in a tabular form in Korstjens and Moser (2018)’s study (p. 121) were followed for the sake of trustworthiness.

Table 3.2 illustrates strategies to ensure trustworthiness of the study.

Table 3.2 *Strategies used for the achievement of criteria of trustworthiness (based on Lincoln and Guba (1985))*

| Criterion       | Strategy             | What is done in the study                                                                                          |
|-----------------|----------------------|--------------------------------------------------------------------------------------------------------------------|
| Credibility     | Method triangulation | Conducting Qualitative and quantitative methods                                                                    |
| Transferability | Thick description    | Unpacking and interpreting background information of textbook activities                                           |
| Dependability   | Audit trail          | Receiving a second opinion on the steps of research methodology, using re-reading and extensive reading techniques |
| Confirmability  | Audit trail          | Receiving a second opinion on the methodological foundations of the research methodology                           |

Credibility is accepted as an equivalent to internal validity in quantitative research. To ensure credibility, “method triangulation”, which means combining

multiple methods for collecting and analysing data, was carried out using document analysis, thematic content analysis and descriptive statistics. As for the transferability, the result of the research was presented to be made generalizations and a base for further research in a related topic in the future. The themes that were created for our study could be also used in other research for similar purposes. “Thick description” strategy means interpreting non-verbal properties of speech such as tone of voice and gesture. This strategy was adapted to the study to achieve transferability. Background information about and properties of the textbook activities are not explicitly mentioned in the curriculum, syllabus or textbook. So, the properties of the activities were unpacked, interpreted and evaluated under themes such as “target skill”, “mediator skill”, “mediated skill” and “other mediators (visual and audial aids)”. These themes and the research design were intended to be used in further research for other contexts. Dependability means processing documents repeatedly until the interpretation of it does not change. It is akin to reliability in quantitative research. Extensive reading and re-reading techniques helped the researcher achieve dependability over time. Confirmability, the last link of the chain in *Naturalistic Inquiry* of Lincoln and Guba (1985), is the explanation of data collection and analysis steps in the light of methodological and theoretical foundations. A second opinion from an expert in EFL textbook evaluation and CEFR was received at each step of collecting and analysing the data to ensure dependability and confirmability. She is an ELT graduate and has been a research assistant for more than three years at an FLE Department in Turkey. She followed all the procedures mentioned in this section and expressed her valuable opinions of them. Without being acknowledged, she read the documents and took notes. The themes she created were compared with the existing ones, and there were no major disagreements on them. She evaluated the coding procedures of the data obtained from both of the documents and shared her opinions about them. She did the analyses on her own regarding the research methods without knowing the existing ones, and the results were compared. Consistency was observed between the findings of the two researchers. Strategies such as establishing an “audit trail” (Gay et al., 2012: p. 393) help researchers ensure dependability as well as confirmability of their research.

## **CHAPTER IV**

### **FINDINGS**

#### **4.1. Introduction**

In this chapter, findings achieved by the research methods and techniques were illustrated within tables.

#### **4.2. Data Gathered from the Textbook**

The activities in the textbook were investigated in and out, and each activity was coded in a row. 168 activities were found in the textbook in total. Appendix 19 illustrates the analysis of all units. Here is an activity page extracted from the textbook and its coding process.



Figure 4.1. Textbook Activities “u1.6a/b/c”

Activity 6 on page 11 shown in Figure 4.1 was divided into three parts while it was analysed. Table 4.1 illustrates how they were coded and categorised under themes.

Table 4.1. Sample analysis of a textbook activity

| Activity ID | Activity                            | Page | Target Skill | Mediator Skill | Mediator Skill ID | Other Mediators                    |
|-------------|-------------------------------------|------|--------------|----------------|-------------------|------------------------------------|
| u1.6a       | listening to a dialogue             | 11   | listening    | -              | -                 | pictures, listening text (track 4) |
| u1.6b       | reading a dialogue                  | 11   | reading      | -              | -                 | pictures of objects,               |
| u1.6c       | making a dialogue and acting it out | 11   | speaking     | reading        | u1.6b             | sample dialogue, extra phrases     |

The identities (IDs) of the activities were determined according to which unit they were in and their order in the unit. In Figure 4.1, the first part of the activity is a listening activity, ID of which was determined as “u1.6a”. It is done with the help of Listening Text 4. In the second part (u1.6b), there is a reading activity including a dialogue. The third part of the activity is a speaking activity (u1.6c) based on the dialogue given at the end of the page. Learners are expected to make a similar dialogue with their pair using the names of the objects and sample sentences given.

Both the mediator and the mediated activities with their skill along with the IDs of the activities are illustrated in Table 4.2.

Table 4.2. *Table of IDs, mediator skills and mediated skills of textbook activities extracted from Appendix 19.*

| Textbook Activity ID | Target (Mediator) Skill | Mediated Skill |
|----------------------|-------------------------|----------------|
| u1.3a                | L*                      | S***           |
| u1.6b                | R**                     | S              |
| u1.8a                | R                       | S              |
| u2.5a1               | L                       | S              |
| u2.6a                | L                       | W****          |
| u2.9a1               | L                       | W              |
| u2.11a               | R                       | S              |
| u3.4a                | R                       | S              |
| u3.6a                | R                       | S              |
| u3.7a                | L                       | S              |
| u3.8a                | R                       | S              |
| u3.11a               | R                       | S              |
| u4.2b1               | R                       | S              |
| u4.5a                | L                       | S              |
| u4.6a                | L                       | W              |
| u4.8a                | R                       | S              |
| u5.2a                | L                       | S              |
| u5.4a                | L                       | S              |
| u5.9a                | L                       | S              |
| u5.11a               | R                       | S              |
| u6.2a                | L                       | S              |
| u6.5a                | R                       | S              |
| u6.7a                | R                       | S              |
| u6.9a                | R                       | W              |
| u6.10a               | R                       | S              |
| u7.2a                | L                       | S              |
| u7.4a                | R                       | S              |
| u7.6a                | R                       | S              |
| u7.9a                | R                       | S              |
| u7.11a               | R                       | S              |
| u8.5a                | L                       | S              |
| u8.8a                | R                       | S              |
| u8.9a                | L                       | S              |

Table 4.2 (Cont.). Table of IDs, mediator skills and mediated skills of textbook activities extracted from Appendix 19.

| Textbook Activity ID | Target (Mediator) Skill | Mediated Skill |
|----------------------|-------------------------|----------------|
| u8.10a               | L                       | W, S           |
| u8.12a               | R                       | S              |
| u9.3                 | R                       | S.a            |
| u9.4                 | L                       | S.a            |
| u9.6a                | W                       | S.b            |
| u9.6b                | R                       | S.b            |
| u9.11a               | R                       | S              |
| u10.2a               | L                       | S              |
| u10.4a               | R                       | S              |
| u10.8a               | L                       | S              |
| u10.9a               | R                       | S              |
| Total: 44 of 168     | 44                      | 43             |
|                      | 18 L                    | 38 S           |
|                      | 25 R                    | 5W             |
|                      | 1 W                     | 0 L            |
|                      | 0 S                     | 0 R            |

\*Listening   \*\*Reading   \*\*\*Speaking   \*\*\*\*Writing

There were 44 mediator activities found through the analysis of the textbook, distribution of which is as 18 of listening, 25 of reading and 1 of writing. Besides, the number of the mediated activities is 43, distribution of which is as 38 of speaking and 5 of writing. There are some parts that need clarification. Firstly, activity u8.10a mediates both writing and speaking skills at the same time. Secondly, activities 9.3 and 9.4 mediate only one speaking activity at the same time. So, that mediated skill was coded as “S.a” for both of the mediators. Same procedure was followed with activities u9.6a and u9.6b. The total numbers of both mediators and mediated activities were counted in Microsoft Excel with the help of “COUNTIF” command. “Mediated Skill” column was rearranged manually after using COUNTIF function. In total, there were 44 different mediator activities and 43 different mediated ones revealed at the end.

### 4.3. Data Gathered from the CEFR/CV

Since both the proficiency level of 4<sup>th</sup> graders and the textbook investigated are determined as A1 by the MoNE, the illustrative descriptors (can-do statements) of mediation for A1 level from CEFR/CV were selected one by one and put in the same table with their codes (Appendix 20 / A).

Table 4.3. *Illustrative descriptors for A1 extracted from CEFR/CV / their IDs*

| Illustrative Descriptors of Mediation for A1 Level                                                                                                                                                                                    | ID       |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Learners...                                                                                                                                                                                                                           |          |
| can relay (in Language B) simple, predictable information about times and places given in short, simple statements (spoken in Language A).                                                                                            | 1.1.1.   |
| can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition.                              | 1.1.2.   |
| Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (written in Language A).                                                                             | 1.1.5.   |
| can, with the help of a dictionary, render in (Language B) simple phrases written in (Language A), but may not always select the appropriate meaning. Can copy out single words and short texts presented in standard printed format. | 1.1.6.   |
| Can provide a simple, rough spoken translation into (Language B) of simple, everyday words and phrases written in (Language A) that are encountered on signs and notices, posters, programmes, leaflets etc.                          | 1.1.7.   |
| can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning.                                                                        | 1.1.8.   |
| Can use simple words and phrases to say how a work made him/her feel.                                                                                                                                                                 | 1.1.10.  |
| Can invite others' contributions to very simple tasks using short, simple phrases.                                                                                                                                                    | 1.2.1.1. |
| Can indicate that he/she understands and ask whether others understand.                                                                                                                                                               |          |
| Can express an idea with very simple words and ask what others think.                                                                                                                                                                 | 1.2.1.2. |
| Can use simple isolated words and non-verbal signals to show interest in an idea.                                                                                                                                                     | 1.2.2.2. |
| Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.                  | 1.3.1.   |
| Can communicate (in Language B) other people's personal details and very simple, predictable information available (in Language A), provided other people help with formulation.                                                      | 1.3.2.   |
| Can recognise when speakers disagree or when someone has a problem and can use memorised simple words and phrases (e.g., "I understand" "Are you okay?") to indicate sympathy.                                                        | 1.3.3.   |
| Total: 13                                                                                                                                                                                                                             |          |

Table 4.3 illustrates that there are 13 illustrative descriptors of mediation for A1 level stated in the CEFR/CV in total. The coding procedure was mentioned before in Section 3.5.

#### 4.4. Data Gathered from the Comparison of the Textbook and the CEFR/CV

The mediator activities of the textbook that we listed and the illustrative descriptors for A1 from CEFR/CV were inserted with their IDs in an Excel spreadsheet. The documents were analysed comparatively, and the activities were matched with the illustrative descriptors as in Table 4.4.

Table 4.4. *The mediator and mediated skills of textbook activities and illustrative descriptors that fit them*

| Textbook Activity ID | Target (Mediator) Skill | Mediated Skill | Illustrative Descriptors for Mediation in CEFR/CV |
|----------------------|-------------------------|----------------|---------------------------------------------------|
| u1.3a                | L                       | S              | 1.1.1.                                            |
| u1.6b                | R                       | S              | 1.2.1.1.                                          |
| u1.8a                | R                       | S              | 1.2.1.1.                                          |
| u2.5a1               | L                       | S              | 1.1.1.                                            |
| u2.6a                | L                       | W              | 1.1.2.                                            |
| u2.9a1               | L                       | W              | 1.1.2.                                            |
| u2.11a               | R                       | S              | 1.2.1.1.                                          |
| u3.4a                | R                       | S              | -                                                 |
| u3.6a                | R                       | S              | -                                                 |
| u3.7a                | L                       | S              | -                                                 |
| u3.8a                | R                       | S              | -                                                 |
| u3.11a               | R                       | S              | 1.1.1.                                            |
| u4.2b1               | R                       | S              | -                                                 |
| u4.5a                | L                       | S              | 1.2.1.1.                                          |
| u4.6a                | L                       | W              | 1.1.2.                                            |
| u4.8a                | R                       | S              | -                                                 |
| u5.2a                | L                       | S              | -                                                 |
| u5.4a                | L                       | S              | -                                                 |
| u5.9a                | L                       | S              | -                                                 |
| u5.11a               | R                       | S              | -                                                 |
| u6.2a                | L                       | S              | -                                                 |
| u6.5a                | R                       | S              | -                                                 |
| u6.7a                | R                       | S              | -                                                 |
| u6.9a                | R                       | W              | -                                                 |
| u6.10a               | R                       | S              | 1.1.7.                                            |
| u7.2a                | L                       | S              | -                                                 |
| u7.4a                | R                       | S              | -                                                 |
| u7.6a                | R                       | S              | -                                                 |
| u7.9a                | R                       | S              | -                                                 |
| u7.11a               | R                       | S              | -                                                 |
| u8.5a                | L                       | S              | -                                                 |
| u8.8a                | R                       | S              | -                                                 |
| u8.9a                | L                       | S              | 1.2.1.1.                                          |

Table 4.4 (Cont.). *The mediator and mediated skills of textbook activities and illustrative descriptors that fit them*

| Textbook Activity ID | Target (Mediator) Skill | Mediated Skill | Illustrative Descriptors for Mediation in CEFR/CV |
|----------------------|-------------------------|----------------|---------------------------------------------------|
| u8.10a               | L                       | W, S           | 1.1.2.                                            |
| u8.12a               | R                       | S              | -                                                 |
| u9.3                 | R                       | S.a            | -                                                 |
| u9.4                 | L                       | S.a            | -                                                 |
| u9.6a                | W                       | S.b            | -                                                 |
| u9.6b                | R                       | S.b            | -                                                 |
| u9.11a               | R                       | S              | -                                                 |
| u10.2a               | L                       | S              | -                                                 |
| u10.4a               | R                       | S              | -                                                 |
| u10.8a               | L                       | S              | 1.1.1.                                            |
| u10.9a               | R                       | S              | -                                                 |
| Total: 44 of 168     | 44                      | 43             | 14                                                |
|                      | 18 L                    | 38 S           | 4 mediators – 1.1.1.                              |
|                      | 25 R                    | 5W             | 4 mediators – 1.1.2.                              |
|                      | 1 W                     | 0 L            | 1 mediator – 1.1.7.                               |
|                      | 0 S                     | 0 R            | 5 mediators – 1.2.1.1.                            |

There are 4 different illustrative descriptors of mediation matching with the textbook activities, codes of which are “1.1.1.”, “1.1.2.”, “1.1.1.7” and “1.2.1.1.”. There were 14 textbook activities (mediators) that were matched with the illustrative descriptors of mediation mentioned in the CEFR/CV in total. 9 of them are listening activities, while the rest are reading ones.

#### 4.5. Data Gathered from Descriptive Statistics

In this part, descriptive statistics was used to prepare the data for discussion in Chapter V.

Based on Table 4.2, the frequency and percentage of mediator textbook activities were given in Table 4.5.

Table 4.5. *The ratio of mediator activities to non-mediator ones in the textbook*

| Activity     | Frequency | Percent % |
|--------------|-----------|-----------|
| mediator     | 44        | 26.19     |
| non-mediator | 124       | 73.80     |
| Total        | 168       | 100       |

Table 4.5 illustrates that the number of the textbook activities is 168, 44 of which are mediator activities and 124 are non-mediator ones. Mediator activities constitute 26,19% of the textbook while non-mediator ones do 73,80% of it.

Tables 4.6 and 4.7 show respectively the percentage of mediator and mediated activities distributed to skills.

Table 4.6. *The percentage of mediator activities of the textbook activities distributed to skills*

| Mediator Skill | Frequency | Percent % |
|----------------|-----------|-----------|
| R              | 25        | 56.8      |
| L              | 18        | 40.9      |
| W              | 1         | 2.2       |
| S              | 0         | 0         |
| Total          | 44        | 100       |

According to Table 4.6, there are 44 mediator activities. The mostly used mediator skill is reading with 56,8% and 25 frequencies in use; listening activities follow the reading ones with 40,9% and 18 frequencies, and with 2,2% percentage and 1 frequency, writing activity comes last. Speaking activities do not play a role as mediators in the textbook.

Table 4.7. *The percentage of mediated activities of the textbook distributed to skills*

| Mediated Skill | Frequency | Percent % |
|----------------|-----------|-----------|
| S              | 38        | 88.3      |
| W              | 5         | 11.6      |
| L              | 0         | 0         |
| R              | 0         | 0         |
| Total          | 43        | 100       |

There are 43 mediated activities in total in the textbook, 38 of which are speaking activities while 5 of which are writing ones. Speaking skill is mediated most with 88,3% of all mediated activities in the book. Writing follows speaking with 11,6%, whereas listening and reading skills are not mediated in the textbook at all.

Based on Table 4.2, Table 4.8 shows the number of mediator-mediated activities with their percentage in 45 couples of skills.

Table 4.8. *The percentage of mediator – mediated skill couples in the textbook*

| Mediator/Mediated | Frequency | Percent % |
|-------------------|-----------|-----------|
| RS                | 24        | 53.3      |
| LS                | 15        | 33.3      |
| LW                | 4         | 8.8       |
| RW                | 1         | 2.2       |
| WS                | 1         | 2.2       |
| Total             | 45        | 100       |

(**LS**: Listening Mediator Which Mediates Speaking, **LW**: Listening Mediator Which Mediates Writing, **RS**: Reading Mediator Which Mediates Speaking, **RW**: Reading Mediator Which Mediates Writing, **WS**: Writing Mediator Which Mediates Speaking)

Based on Table 4.2, which skill mediates which others and both the frequencies and percentages of them were revealed with new codes in couples (i.e RS, LS, ...) as in Table 4.8. The first part of the couples shows the mediator skill while the second part shows the mediated one. For example, “LS” stands for “Listening-Speaking”. It means that speaking skill is mediated by a listening activity, meaning listening skill. There are a few couples to be discussed. Since activity u8.10a (L) mediates two different activities (W, S), this activity was counted as two different activities while creating skill couples. That is the reason the number of mediators in Table 4.8 is 45 instead of 44 (as in Table 4.2). The number of mediated skills is intentionally counted as 45 instead of 43. Because, there were two speaking activities, each of which was mediated two different activities. Each of these speaking activities was also counted as two different activities. Table 4.8 also displays that RS is the most common case in the textbook with 24 frequencies and 53,3% of all the mediation in the textbook. It is followed by LS with 15 frequencies and 33.3%, whereas RW and WS follow it with 1 frequency and 2,2% for each.

Based on Table 4.4, Table 4.9 illustrates the number and percentage of CEFR-based and not CEFR-based mediators of all the mediators in the textbook.

Table 4.9. *The percentage of mediators related and not related to the illustrative descriptors in the CEFR/CV*

| Mediator       | Frequency | Percent % |
|----------------|-----------|-----------|
| CEFR-based     | 14        | 31.8      |
| Not CEFR-based | 30        | 68.1      |
| Total          | 44        | 100       |

There are 14 mediators that match with illustrative descriptors of mediation of 44 in total, which constitute 31,8% of the textbook mediators. 30 of them are not CEFR-based and correlates to 68,1% of all mediators in the textbook.

In Table 4.10, frequencies and percentages of CEFR-based mediators and non-mediator ones in all textbook activities were given.

Table 4.10. *The ratio of CEFR-based mediators to non-mediator activities of all textbook activities*

| Textbook Activity | Frequency | Percent % |
|-------------------|-----------|-----------|
| CEFR-based Med.*  | 14        | 8.3       |
| Non-mediator      | 154       | 91.7      |
| Total             | 168       | 100       |

\*CEFR-based Mediator

What Table 4.10 shows that the number of textbook activities that are CEFR-based mediators is 14 of 168, which covers 8,3% of all activities in the textbook. However, there are 154 activities that are not CEFR-based mediators, which constitutes 91,7% of all.

Table 4.11 illustrates the number and percentage of illustrative descriptors of mediation matching with the activities in the textbook.

Table 4.11. *The percentage of types of illustrative descriptors matching with the textbook activities*

| IDMTA*   | Frequency | Percent % |
|----------|-----------|-----------|
| 1.1.1.   | 4         | 28.6      |
| 1.1.2.   | 4         | 28.6      |
| 1.1.7.   | 1         | 7.1       |
| 1.2.1.1. | 5         | 35.7      |
| Total    | 14        | 100       |

Both 1.1.1. and 1.1.2. seem to be matched with 4 textbook activities each, which correlates to 28,6% of 14 CEFR-based activities in the textbook. Descriptor 1.2.1.1. is the most found one in the book with 5 frequencies and 35,7% of all, whereas

descriptor 1.1.7. is the least found one with 1 frequency and 7,1%. As mentioned before in Table 4.4, there are 13 illustrative descriptors of mediation for A1 proficiency level. But, only 4 of them are found to be matched with textbook activities. 9 of them do not match with the activities at all.



## CHAPTER V

### DISCUSSION

#### 5.1. Introduction

In the 5<sup>th</sup> chapter, the research questions were interpreted and discussed in the light of findings that were gathered through analysing the data.

#### 5.2. Discussion of the Research Questions

***RQ 1: What is the percentage of mediators in the 4<sup>th</sup> grade ELT textbook? Which skills are used as mediators most for mediating the teaching/learning of which other skills?***

According to Table 4.2 in Section 4.2., there are 44 mediator activities in the textbook, which constitutes 26,19% of 168 activities in total. However, only 14 of the mediators could be matched with the illustrative descriptors for mediation in the CEFFR/CV, which constitutes 8,3% of all the textbook activities. It seems that foreign language education literature falls short to contain much research on evaluation of EFL textbooks for young learners regarding mediation, which restrains the researcher from making an overall judgement of the findings through comparisons. All in all, 8,3% indicates that the textbook is quite limited in covering mediation principles. The second part of the RQ1 is discussed with the help of Tables 4.6, 4.7, and 4.8. Regarding the tables, one could say that the mostly used mediator skill is reading, which exists in 25 different activities; listening skill follows reading skill with 19 listening activities

that are mediators. There is only one writing activity working as a mediator. Speaking activities do not seem to work as mediators in the textbook. Moreover, there are 43 different mediated activities, skills of which are speaking (38) and writing (5). In addition, the number of skill couples (mediator skill-mediated skill) is as in the following: LS:15, LW: 4, RS: 24, RW: 1, WS: 1. (The number of mediators was 44, but one of the listening activities mediates both a speaking and a writing activity. That listening activity works as two different mediators. As a result of this, the number of mediators is counted as 45 in this part.).

The findings indicate that mostly the receptive skills (listening and reading) mediate the productive skills (speaking and writing) in the textbook. There is only one writing activity mediating a speaking activity. This finding could be due to the nature of both language acquisition principles and mediation concept. Krashen (2009) states that a language is acquired while being exposed to comprehensible input through listening and reading activities; however, output (speaking and writing) activities could contribute to the process indirectly. Receptive skill activities precede the productive ones in the textbook, because they are the sources of comprehensible input. In the meantime, they mediate productive skill activities as well. Therefore, it is hardly surprising that there are no speaking activities as mediators in the textbook. So, does it mean that productive skill activities can never be considered as mediators? In fact, it was mentioned before that there was one writing activity considered as a mediator in the textbook. The ID of the activity is “u2.9b2”. It is a speaking activity mediated by writing. In the activity, there is an “introducing oneself” paragraph with blanks. Learners should fill in the blanks in the paragraph and, then, read their paragraph to their classmates. It is mainly a structured speaking activity based on their writing skill. Assuming that there might be created a speaking activity which requires learners to take notes and writing a paragraph or doing a fill-in-the-blank activity based on the speech/conversation, writing would seem to be mediated by speaking. But that speaking activity becomes a listening activity while doing the writing activities. Speaking activities automatically transform to “listening” activities if they mediate another activity. This results from the nature of speaking itself; for, speaking activities are generally formed as conversations because of the educational concerns of creating an interactive, communicative and genuine-like atmosphere in lessons. While having a conversation, there are at least two speakers exchanging information. So, speaking

activities (if they are not formed in monologues) have a feature of being listening activities at the same time as well. To sum up, it is possible for a writing activity to be a mediator but the nature of speaking does not allow speaking activities to become mediators.

***RQ 2: To what extent is there a relationship between mediators in the textbook and the illustrative descriptors for mediation in CEFR/CV?***

As findings illustrate, there are 168 activities in the textbook, and the number of illustrative descriptors matching with textbook activities is 14, which constitutes 8,3% of all the activities. In addition, there are 13 different illustrative descriptors for mediation for A1 level in the CEFR/CV (Table 4.3), and 4 of them could match with the objectives of the textbook activities (Table 4.11). These results indicate that the textbook falls behind with reflecting the principles of mediation.

It is quite a difficult job to design an EFL textbook considering theoretical and pedagogical foundations. There is much to consider: How will be the activities designed to improve the learners' language skills? To what extent do the activities encourage communication and interaction? How will be grammar taught: implicitly or explicitly? Is the choice of vocabulary appropriate for target learners' proficiency level, age and interest? Are the visual and audial aids used in the textbook appropriate for their purpose? etc. Thus, following principles of a framework such as the CEFR is considered a way to eliminate some of the challenges of preparing a foreign language teaching curriculum and a textbook. For example, reflecting mediation into an EFL textbook could be economical in variety of ways. Using activities as mediators for developing language skills would be the most outstanding one. With a smaller number of activities and less time, it is possible to design a more effective textbook if the textbook designers are aware of mediation, and reflect the principles of it as they should do. It is important to consider mediation as a nonexcludable mode of learning. North (2016) claims that mediation is more difficult language activity than the other three modes (reception, production and interaction) because "... it usually involves all of them, together with a cognitive and interpersonal challenge" (p. 133). It could be deduced from the statement that mediation is a bit complex phenomenon which can not be explained solely by transferring linguistic text or message from one to another. It is rather "creating the space and conditions for communication and/or learning" (p.133) among interlocutors. Yet, it is implied in the study that mediation is conducted

not only through fulfilling textbook activities limited to objectives but also could play a role as visual, audial and audio-visual elements in learning environment. This issue is related to the last part of the chapter where the third research question is discussed.

Furthermore, the results could be discussed with another perspective. Even though the CEFR is considered to be a convincing and satisfying framework in explaining learning and teaching, some aspects including mediation might still be expected to be improved. As stated in the CEFR/CV, there are two main categories of mediation: mediation activities and mediation strategies. Although mediation is unpacked efficiently in the CEFR/CV with new illustrative descriptors of mediation for different proficiency levels, mediation strategies and some subcategories of mediation activities do not have illustrative descriptors for A1 level. It may be due to the nature of whole mediation concept itself or a need for further research and development on the subject.

***RQ 3: What are the other prominent mediators used in the textbook besides activities?***

As Bardakçı (2011) stated, young learners have “a limited attention span” (p. 291). To draw their attention in lessons and to motivate them, teachers of young learners tend to use different kinds of materials such as flashcards, posters, pictures, listening texts, audio-visual aids and so on. Increasing learners’ level of attention to subjects, these materials also have a role of making learning easier for the learners. However, preparing a lesson with full of different materials would be challenging for teachers in many ways such as being time consumer or expensive if there are not some particular materials available to be readily used. Thus, textbooks have a crucial role in foreign language teaching and learning because they are portable course materials which make it easy to call upon any time needed. Designing a textbook is quite a demanding job which requires a strong theoretical background and effective need analysis based on the level/grade they are prepared for. For example, topics such as “Teen Life” might mean nothing to a young learner whose age is around 7-11. Moreover, using illustratives in a textbook would be much more attracting for young learners whose literacy has not been well-developed yet than secondary level learners.

Even though the CEFR/CV implies that mediation is applied and seen through textbook activities, there exist some other mediators in the textbook besides activities and skills. These are called as “other mediators” in the research. They also mediate

learning for students in some particular ways even though they are not activities themselves. The most prominent ones are visual (i.e. pictures) and audial (listening texts) aids. These materials greatly enable visual and auditory learners to understand messages and to act upon them. They implicitly help learners comprehend the hidden gist or assistance and improve their target skills, which is one of the aims of the construction of the activities anyway. There take place 143 pictures, 2 charts and 79 different listening texts in the textbook. The distribution of these mediators to the activities are illustrated in Appendix 19.



## CHAPTER VI

### CONCLUSION AND SUGGESTIONS

#### 6.1. Introduction

This chapter briefly sums up the research, informs the reader about the limitations to the study and provides suggestions for further research in the field.

#### 6.2. Summary

Throughout the study, the author tried to give information about the Companion Volume to the CEFR (CEFR/CV) focusing on the mediation notion. It was first introduced in 1996-1998 drafts of the CEFR to fill the gaps among three communicative language activity modes (reception, production and interaction). In 2001, the CoE officially launched the CEFR. Even though mediation was illustrated with scales in terms of different aspects, it was not fully covered until the CEFR/CV in 2018.

Apart from the developments in the CEFR and the elaboration of mediation, 4<sup>th</sup> grade public state textbook of English language teaching was also tackled through analysing the activities in the light of mediation notion and illustrative descriptors for mediation. The aim of the research was to reveal the degree the textbook involves mediation activities and elements such as visual and audial aids. Research methodology of the study consists of thematic content analysis and document analysis with the help of descriptive statistics. The result has shown that 8.3% activities in the

textbook could be counted as mediation activities. Since mediation takes place with the combination of three modes that are reception, production and interaction, its existence in a textbook and in any kind of learning environment is most natural and significantly important to motivate students to take part in interaction and communication without hesitates and boundaries. Mediation also clears the way to misunderstanding and misinterpreting of messages between interlocutors. That helps them ensure a healthy communication and learning.

### **6.3. Limitations**

This research was carried out only with one EFL textbook of 4<sup>th</sup> grade. To be able to discuss the findings and generalise them to all 4<sup>th</sup> grade EFL textbooks, the other current textbooks of 4<sup>th</sup> grade such as “Learn with Bouncy 4” that MoNE determines to use, would have been investigated. However, to unpack and interpret objectives of other textbooks would take longer, and there are no guidebooks or supplements of textbooks illustrating objectives for each activity. Hence, the research had to stay limited to evaluation of only one textbook.

### **6.4. Suggestions**

Textbook evaluation regarding mediation could be extended to textbooks of other grades and levels to make more comprehensive claims on the issue and to discover the lacks and disorders in foreign language education in general. Further contributions such as this study to the field would make policy-makers realize the problems and the needs more in-depth.

#### **6.4.1. Suggestions for Curriculum Designers**

As mentioned before, the CEFR does not prescribe what to do in teaching a foreign language; it rather describes the needs for and natural procedures of learning a foreign language. The CEFR is appreciated in many countries, including Turkey. Taking its theoretical and philosophical foundations into account while designing foreign language teaching curriculum will help designers save time, cost learning process less and create an efficient learning environment in classes.

#### **6.4.2. Suggestions for Textbook Designers and Writers**

Textbook designers are recommended to keep up with the innovations in the field of material development with a pedagogical point of view. Embedding mediation into the textbook activities as well as other elements such as visual and audial aids could facilitate learning through interaction. Mediators in textbooks could function as activities, skills and materials that are visual, audial and audio-visual. In addition, EFL textbooks in Turkey should be clearer in revealing objectives of every single activity in terms of language focus, skill focused, etc. so that the chance of making mistakes on assumptions of them could be decreased for further research. Teacher guidance for each textbook of each level and grade could include this information in detail.

#### **6.4.3. Suggestions for EFL Teachers**

Teachers of foreign languages could be both mediators themselves and mediaton facilitator along with textbooks. 4<sup>th</sup> grade EFL textbook investigated in the study includes, though not signifcantly, mediation in activities and in form of visual and audial materials. Teachers should be aware of and trained for the importance of benefiting from mediation usage in their classes to develop skills and to facilitate more efficient lerning / teaching process with less effort. They should not isolate mediation from language teaching/learning by ignoring it in their lessons. Moreover, learners of a foreign/second language could be provided by teachers with being informed about mediation use and strategies in order to be aware of their interactions in target language and to create a smooth communicative environment.

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## APPENDICES

*(Illustrative descriptors (APPENDICES 1-19) were extracted from Companion Volume to the CEFR (2018), pp. 196-219)*

### APPENDIX 1:

| RELAYING SPECIFIC INFORMATION IN SPEECH |                                                                                                                                                                                                  |
|-----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C2</b>                               | No descriptors available; see C1                                                                                                                                                                 |
| <b>C1</b>                               | Can explain (in Language B) the relevance of specific information found in a particular section of a long, complex text (written in Language A).                                                 |
| <b>B2</b>                               | Can relay (in Language B) which presentations given in (Language A) at a conference, which articles in a book (written in Language A) are particularly relevant for a specific purpose.          |
|                                         | Can relay (in Language B) the main point(s) contained in formal correspondence and/or reports on general subjects and on subjects related to his/her fields of interest (written in Language A). |

| RELAYING SPECIFIC INFORMATION IN SPEECH |                                                                                                                                                                                                           |
|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B1</b>                               | Can relay (in Language B) the content of public announcements and messages spoken in clear, standard (Language A) at normal speed.                                                                        |
|                                         | Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A).                                                                    |
|                                         | Can relay (in Language B) specific information given in straightforward informational texts (such as leaflets, brochure entries, notices and letters or emails) (written in Language A).                  |
| <b>A2</b>                               | Can relay (in Language B) the point made in a clear, spoken announcement (made in Language A) concerning familiar everyday subjects, though he/she may have to simplify the message and search for words. |
|                                         | Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (written in Language A) on familiar subjects.                                               |
|                                         | Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A).            |
| <b>A1</b>                               | Can relay (in Language B) in a simple way a series of short, simple instructions provided the original speech (in Language A) is clearly and slowly articulated.                                          |
|                                         | Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (spoken in Language A).                                                                |
| <b>Pre-A1</b>                           | Can relay (in Language B) simple instructions about places and times (given in Language A), provided these are repeated very slowly and clearly.                                                          |
|                                         | Can relay (in Language B) very basic information (e.g. numbers and prices) from short, simple, illustrated texts (written in Language A).                                                                 |

## APPENDIX 2:

| RELAYING SPECIFIC INFORMATION IN WRITING |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C2</b>                                | <i>No descriptors available; see B2</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>C1</b>                                | <i>No descriptors available; see B2</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>B2</b>                                | <p>Can relay in writing (in Language B) which presentations at a conference (given in Language A) were relevant, pointing out which would be worth detailed consideration.</p> <p>Can relay in writing (in Language B) the relevant point(s) contained in propositionally complex but well-structured texts (written Language A) within his/her fields of professional, academic and personal interest.</p> <p>Can relay in writing (in Language B) the relevant point(s) contained in an article (written in Language A) from an academic or professional journal.</p> <p>Can relay in a written report (in Language B) relevant decisions that were taken in a meeting (in Language A).</p> <p>Can relay in writing the significant point(s) contained in formal correspondence (in Language A).</p> |
| <b>B1</b>                                | <p>Can relay in writing (in Language B) specific information points contained in texts (spoken in Language A) on familiar subjects (e.g. telephone calls, announcements, and instructions).</p> <p>Can relay in writing (in Language B) specific, relevant information contained in straightforward informational texts (written in Language A) on familiar subjects.</p> <p>Can relay in writing (in Language B) specific information given in a straightforward recorded message (left in Language A), provided that the topics concerned are familiar and the delivery is slow and clear.</p>                                                                                                                                                                                                       |
| <b>A2</b>                                | <p>Can relay in writing (in Language B) specific information contained in short simple informational texts (written in Language A), provided the texts concern concrete, familiar subjects and are written in simple everyday language.</p> <p>Can list (in Language B) the main points of short, clear, simple messages and announcements (given in Language A) provided that speech is clearly and slowly articulated.</p> <p>Can list (in Language B) specific information contained in simple texts (written in Language A) on everyday subjects of immediate interest or need.</p>                                                                                                                                                                                                                |
| <b>A1</b>                                | Can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Pre-A1</b>                            | Can list (in Language B) names, numbers, prices and very simple information from texts (written Language A) that are of immediate interest, that are written in very simple language and contain illustrations.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## APPENDIX 3:

| EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.) |                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C2</b>                                                         | Can interpret and describe clearly and reliably (in Language B) various forms of empirical data and visually organised information (with text in Language A) from conceptually complex research concerning academic or professional topics.                                                                                                                                                                                                    |
| <b>C1</b>                                                         | Can interpret and describe clearly and reliably (in Language B) the salient points and details contained in complex diagrams and other visually organised information (with text in Language A) on complex academic or professional topics.                                                                                                                                                                                                    |
| <b>B2</b>                                                         | Can interpret and describe reliably (in Language B) detailed information contained in complex diagrams, charts and other visually organised information (with text in Language A) on topics in his/her fields of interest.                                                                                                                                                                                                                     |
| <b>B1</b>                                                         | <p>Can interpret and describe (in Language B) detailed information in diagrams in his/her fields of interest (with text in Language A), even though lexical gaps may cause hesitation or imprecise formulation.</p> <p>Can interpret and describe (in Language B) overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), even though lexical limitations cause difficulty with formulation at times.</p> |
| <b>A2</b>                                                         | <p>Can interpret and describe (in Language B) simple visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A), even though pauses, false starts and reformulation may be very evident in speech.</p> <p><i>No descriptors available</i></p>                                                                                                                                                               |
| <b>A1</b>                                                         | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Pre-A1</b>                                                     | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                                                                                                                                                |

## APPENDIX 4:

| EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.) |                                                                                                                                                                                                                                                                    |
|--------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C2                                                                 | Can interpret and present in writing (in Language B) various forms of empirical data (with text in Language A) from conceptually complex research concerning academic or professional topics.                                                                      |
| C1                                                                 | Can interpret and present clearly and reliably in writing (in Language B) the salient, relevant points contained in complex diagrams and other visually organised data (with text in Language A) on complex academic or professional topics.                       |
| B2                                                                 | Can interpret and present reliably in writing (in Language B) detailed information from diagrams and visually organised data in his fields of interest (with text in Language A).                                                                                  |
| B1                                                                 | Can interpret and present in writing (in Language B) the overall trends shown in simple diagrams (e.g. graphs, bar charts) (with text in Language A), explaining the important points in more detail, given the help of a dictionary or other reference materials. |
|                                                                    | Can describe in simple sentences (in Language B) the main facts shown in visuals on familiar topics (e.g. a weather map, a basic flow chart) (with text in Language A).                                                                                            |
| A2                                                                 | <i>No descriptors available</i>                                                                                                                                                                                                                                    |
| A1                                                                 | <i>No descriptors available</i>                                                                                                                                                                                                                                    |
| Pre-A1                                                             | <i>No descriptors available</i>                                                                                                                                                                                                                                    |

## APPENDIX 5:

| PROCESSING TEXT IN SPEECH |                                                                                                                                                                                                                                                                    |
|---------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| C2                        | Can explain (in Language B) inferences when links or implications are not made explicit (in Language A), and point out sociocultural implications of the speaker/writer's form of expression (e.g. understatement, irony, sarcasm).                                |
| C1                        | Can summarise in (Language B) long, demanding texts (in Language A).                                                                                                                                                                                               |
|                           | Can summarise (in Language B) discussion (in Language A) on matters within his/her academic or professional competence, elaborating and weighing up different points of view and identifying the most significant points.                                          |
|                           | Can summarise clearly in well-structured speech (in Language B) the main points made in complex spoken and written texts (in Language A) in fields of specialisation other than his/her own, although he/she may occasionally check particular technical concepts. |
|                           | Can explain (in Language B) subtle distinctions in the presentation of facts and arguments (in Language A).                                                                                                                                                        |
|                           | Can exploit information and arguments from a complex spoken or written text (in Language A) to talk about a topic (in Language B), glossing with evaluative comments, adding his/her opinion, etc.                                                                 |
|                           | Can explain (in Language B) the attitude or opinion expressed in a spoken or written text (in Language A) on a specialised topic, supporting inferences he/she makes with reference to specific passages in the original.                                          |

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>B2</b>     | <p>Can summarise (in Language B) the important points made in longer, complex, live spoken texts (in Language A) on subjects of current interest, including his/her fields of special interest.</p> <p>Can summarise (in Language B) the main points of complex discussions (in Language A), weighing up the different points of view presented.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|               | <p>Can synthesise and report (in Language B) information and arguments from a number of spoken and/or written sources (in Language A).</p> <p>Can summarise (in Language B) a wide range of factual and imaginative texts (in Language A), commenting on and discussing contrasting points of view and the main themes.</p> <p>Can summarise (in Language B) the important points made in longer, spoken and written complex texts (in Language A) on subjects of current interest, including his/her fields of special interest.</p> <p>Can recognise the intended audience of a spoken or written text (in Language A) on a topic of interest and explain (in Language B) the purpose, attitudes and opinion of the author.</p> <p>Can summarise (in Language B) extracts from news items, interviews or documentaries containing opinions, argument and discussion sources (in Language A).</p> <p>Can summarise and comment (in Language B) on the plot and sequence of events in a film or play (in Language A).</p>                                                                                 |
| <b>B1</b>     | <p>Can summarise (in Language B) the main points made in long spoken texts (in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can check the meaning of certain expressions.</p> <p>Can summarise (in Language B) a short narrative or article, a talk, discussion, interview or documentary (in Language A) and answer further questions about details.</p> <p>Can collate short pieces of information from several sources (in Language A) and summarise them (in Language B) for somebody else.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|               | <p>Can summarise (in Language B) the main points made in clear, well-structured spoken and written texts (in Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.</p> <p>Can summarise simply (in Language B) the main information content of straightforward texts (in Language A) on familiar subjects (e.g. a short written interview or magazine article, a travel brochure).</p> <p>Can summarise (in Language B) the main points made during a conversation (in Language A) on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.</p> <p>Can summarise (in Language B) the main points made in long texts (delivered orally in Language A) on topics in his/her fields of interest, provided that standard language is used and that he/she can listen several times.</p> <p>Can summarise (in Language B) the main points or events in TV programmes and video clips (in Language A), provided he/she can view them several times.</p> |
| <b>A2</b>     | <p>Can report (in Language B) the main points made in simple TV or radio news items (in Language A) reporting events, sports, accidents, etc., provided that the topics concerned are familiar and the delivery is slow and clear.</p> <p>Can report in simple sentences (in Language B) the information contained in clearly structured, short, simple texts (written in Language A) that have illustrations or tables.</p> <p>Can summarise (in Language B) the main point(s) in simple, short informational texts (in Language A) on familiar topics.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|               | <p>Can convey (in Language B) the main point(s) contained in clearly structured, short, simple spoken and written texts (in Language A), supplementing his/her limited repertoire with other means (e.g. gestures, drawings, words from other languages) in order to do so.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>A1</b>     | <p>Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (written in Language A).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Pre-A1</b> | <p>No descriptors available</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## APPENDIX 6:

| PROCESSING TEXT IN WRITING |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C2</b>                  | <p>Can explain in writing (in Language B) the way facts and arguments are presented in a text (in Language A), particularly when someone else's position is being reported, drawing attention to the writer's use of understatement, veiled criticism, irony, and sarcasm.</p> <p>Can summarise information from different sources, reconstructing arguments and accounts in a coherent presentation of the overall result.</p>                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>C1</b>                  | <p>Can summarise in writing (in Language B) long, complex texts (written in Language A), interpreting the content appropriately, provided that he/she can occasionally check the precise meaning of unusual, technical terms.</p> <p>Can summarise in writing a long and complex text (in Language A) (e.g. academic or political analysis article, novel extract, editorial, literary review, report, or extract from a scientific book) for a specific audience, respecting the style and register of the original.</p>                                                                                                                                                                                                                                                                                                                                     |
| <b>B2</b>                  | <p>Can summarise in writing (in Language B) the main content of well-structured but propositionally complex spoken and written texts (in Language A) on subjects within his/her fields of professional, academic and personal interest.</p> <p>Can compare, contrast and synthesise in writing (in Language B) the information and viewpoints contained in academic and professional publications (in Language A) in his/her fields of special interest.</p> <p>Can explain in writing (in Language B) the viewpoint articulated in a complex text (in Language A), supporting inferences he/she makes with reference to specific information in the original.</p> <p>Can summarise in writing (in Language B) the main content of complex spoken and written texts (in Language A) on subjects related to his/her fields of interest and specialisation.</p> |
| <b>B1</b>                  | <p>Can summarise in writing (in Language B) the information and arguments contained in texts (in Language A) on subjects of general or personal interest.</p> <p>Can summarise in writing (in Language B) the main points made in straightforward informational spoken and written texts (in Language A) on subjects that are of personal or current interest, provided spoken texts are delivered in clearly articulated standard speech.</p> <p>Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.</p>                                                                                                                                                                                                                                                                                                |
| <b>A2</b>                  | <p>Can list as a series of bullet points (in Language B) the relevant information contained in short simple texts (in Language A), provided that the texts concern concrete, familiar subjects and are written in simple everyday language.</p> <p>Can pick out and reproduce key words and phrases or short sentences from a short text within the learner's limited competence and experience.</p> <p>Can use simple language to render in (Language B) very short texts written in (Language A) on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the text remains comprehensible.</p> <p>Can copy out short texts in printed or clearly hand-written format.</p>                                                                                                                                             |
| <b>A1</b>                  | <p>Can, with the help of a dictionary, render in (Language B) simple phrases written in (Language A), but may not always select the appropriate meaning.</p> <p>Can copy out single words and short texts presented in standard printed format.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Pre-A1</b>              | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

## APPENDIX 7:

### TRANSLATING A WRITTEN TEXT IN SPEECH

**Note:** As in any case in which mediation across languages is involved, users may wish to complete the descriptor by specifying the languages concerned.

|               |                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|---------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C2</b>     | Can provide fluent spoken translation into (Language B) of abstract texts written in (Language A) on a wide range of subjects of personal, academic and professional interest, successfully conveying evaluative aspects and arguments, including the nuances and implications associated with them.                                                                                                                                                |
| <b>C1</b>     | Can provide fluent spoken translation into (Language B) of complex written texts written in (Language A) on a wide range of general and specialised topics, capturing most nuances.                                                                                                                                                                                                                                                                 |
| <b>B2</b>     | Can provide spoken translation into (Language B) of complex texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest.                                                                                                                                                                                                                                   |
| <b>B1</b>     | Can provide spoken translation into (Language B) of texts written in (Language A) containing information and arguments on subjects within his/her fields of professional, academic and personal interest, provided that they are written in uncomplicated, standard language.                                                                                                                                                                       |
|               | Can provide an approximate spoken translation into (Language B) of clear, well-structured informational texts written in (Language A) on subjects that are familiar or of personal interest, although his/her lexical limitations cause difficulty with formulation at times.                                                                                                                                                                       |
| <b>A2</b>     | Can provide an approximate spoken translation into (Language B) of short, simple everyday texts (e.g. brochure entries, notices, instructions, letters or emails) written in (Language A).                                                                                                                                                                                                                                                          |
|               | Can provide a simple, rough, spoken translation into (Language B) of short, simple texts (e.g. notices on familiar subjects) written in (Language A), capturing the most essential point.<br>Can provide a simple, rough spoken translation into (Language B) of routine information on familiar everyday subjects that is written in simple sentences in (Language A) (e.g. personal news, short narratives, directions, notices or instructions). |
| <b>A1</b>     | Can provide a simple, rough spoken translation into (Language B) of simple, everyday words and phrases written in (Language A) that are encountered on signs and notices, posters, programmes, leaflets etc.                                                                                                                                                                                                                                        |
| <b>Pre-A1</b> | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                                                                                                                                                     |

## APPENDIX 8:

### TRANSLATING A WRITTEN TEXT IN WRITING

|               |                                                                                                                                                                                                                                                                                                                         |
|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C2</b>     | Can translate into (Language B) technical material outside his/her field of specialisation written in (Language A), provided subject matter accuracy is checked by a specialist in the field concerned.                                                                                                                 |
| <b>C1</b>     | Can translate into (Language B) abstract texts on social, academic and professional subjects in his/her field written in (Language A), successfully conveying evaluative aspects and arguments, including many of the implications associated with them, though some expression may be over-influenced by the original. |
| <b>B2</b>     | Can produce clearly organised translations from (Language A) into (Language B) that reflect normal language usage but may be over-influenced by the order, paragraphing, punctuation and particular formulations of the original.                                                                                       |
|               | Can produce translations into (Language B), which closely follow the sentence and paragraph structure of the original text in (Language A), conveying the main points of the source text accurately, though the translation may read awkwardly.                                                                         |
| <b>B1</b>     | Can produce approximate translations from (Language A) into (Language B) of straightforward, factual texts that are written in uncomplicated, standard language, closely following the structure of the original; although linguistic errors may occur, the translation remains comprehensible.                         |
|               | Can produce approximate translations from (Language A) into (Language B) of information contained in short, factual texts written in uncomplicated, standard language; despite errors, the translation remains comprehensible.                                                                                          |
| <b>A2</b>     | Can use simple language to provide an approximate translation from (Language A) into (Language B) of very short texts on familiar and everyday themes that contain the highest frequency vocabulary; despite errors, the translation remains comprehensible.                                                            |
| <b>A1</b>     | Can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning.                                                                                                                                                          |
| <b>Pre-A1</b> | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                         |

## APPENDIX 9:

| NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C2</b>                                       | <p>Can, whilst continuing to participate in a meeting or seminar, create reliable notes (or minutes) for people who are not present, even when the subject matter is complex and/or unfamiliar.</p> <p><i>Is aware of the implications and allusions of what is said and can make notes on them as well as on the actual words used by the speaker.</i></p> <p>Can make notes selectively, paraphrasing and abbreviating successfully to capture abstract concepts and relationships between ideas.</p>                                                                                                                                                                      |
| <b>C1</b>                                       | <p>Can take detailed notes during a lecture on topics in his/her field of interest, recording the information so accurately and so close to the original that the notes could also be used by other people.</p> <p>Can make decisions about what to note down and what to omit as the lecture or seminar proceeds, even on unfamiliar matters.</p> <p>Can select relevant, detailed information and arguments on complex, abstract topics from multiple spoken sources (e.g. lectures, podcasts, formal discussions and debates, interviews etc.), provided that standard language is delivered at normal speed in one of the range of accents familiar to the listener.</p> |
| <b>B2</b>                                       | <p>Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though he/she tends to concentrate on the words themselves and therefore to miss some information.</p> <p>Can make accurate notes in meetings and seminars on most matters likely to arise within his/her field of interest.</p>                                                                                                                                                                                                                                                                                                  |
| <b>B1</b>                                       | <p>Can take notes during a lecture, which are precise enough for his/her own use at a later date, provided the topic is within his/her field of interest and the talk is clear and well structured.</p> <p>Can take notes as a list of key points during a straightforward lecture, provided the topic is familiar, and the talk is both formulated in simple language and delivered in clearly articulated standard speech.</p> <p>Can note down routine instructions in a meeting on a familiar subject, provided they are formulated in simple language and he/she is given sufficient time to do so.</p>                                                                 |
| <b>A2</b>                                       | Can make simple notes at a presentation/demonstration where the subject matter is familiar and predictable and the presenter allows for clarification and note-taking.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>A1</b>                                       | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Pre-A1</b>                                   | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## APPENDIX 10:

| EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C2</b>                                                               | <i>No descriptor available</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>C1</b>                                                               | <p>Can describe in detail his/her personal interpretation of a work, outlining his/her reactions to certain features and explaining their significance.</p> <p>Can outline his/her interpretation of a character in a work: their psychological/emotional state, the motives for their actions and the consequences of these actions.</p> <p>Can give his/her personal interpretation of the development of a plot, the characters and the themes in a story, novel, film or play.</p>                                                                                                                                                                                                                                    |
| <b>B2</b>                                                               | <p>Can give a clear presentation of his/her reactions to a work, developing his/her ideas and supporting them with examples and arguments.</p> <p>Can describe his/her emotional response to a work and elaborate on the way in which it has evoked this response.</p> <p>Can express in some detail his/her reactions to the form of expression, style and content of a work, explaining what he/she appreciated and why.</p>                                                                                                                                                                                                                                                                                            |
| <b>B1</b>                                                               | <p>Can explain why certain parts or aspects of a work especially interested him/her.</p> <p>Can explain in some detail which character he/she most identified with and why.</p> <p>Can relate events in a story, film or play to similar events he/she has experienced or heard about.</p> <p>Can relate the emotions experienced by a character in a work to emotions he/she has experienced.</p> <p>Can describe the emotions he/she experienced at a certain point in a story, e.g. the point(s) in a story when he/she became anxious for a character, and explain why.</p> <p>Can explain briefly the feelings and opinions that a work provoked in him/her.</p> <p>Can describe the personality of a character.</p> |
| <b>A2</b>                                                               | <p>Can express his/her reactions to a work, reporting his/her feelings and ideas in simple language.</p> <p>Can describe a character's feelings and explain the reasons for them.</p> <p>Can say in simple language which aspects of a work especially interested him/her.</p> <p>Can say whether he/she liked a work or not and explain why in simple language.</p> <p>Can select simple passages he/she particularly likes from work of literature to use as quotes.</p>                                                                                                                                                                                                                                                |
| <b>A1</b>                                                               | Can use simple words and phrases to say how a work made him/her feel.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Pre-A1</b>                                                           | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

## APPENDIX 11:

| ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C2</b>                                                       | <p>Can give a critical appraisal of work of different periods and genres (novels, poems, and plays), appreciating subtle distinctions of style and implicit as well as explicit meaning.</p> <p>Can recognise the finer subtleties of nuanced language, rhetorical effect, and stylistic language use (e.g. metaphors, abnormal syntax, ambiguity), interpreting and 'unpacking' meanings and connotations.</p> <p>Can critically evaluate the way in which structure, language and rhetorical devices are exploited in a work for a particular purpose and give a reasoned argument on their appropriateness and effectiveness.</p> <p>Can give a critical appreciation of the deliberate breach of linguistic conventions in a piece of writing.</p> |
| <b>C1</b>                                                       | <p>Can critically appraise a wide variety of texts including literary works of different periods and genres.</p> <p>Can evaluate the extent to which a work meets the conventions of its genre.</p> <p>Can describe and comment on ways in which the work engages the audience (e.g. by building up and subverting expectations).</p>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>B2</b>                                                       | <p>Can compare two works, considering themes, characters and scenes, exploring similarities and contrasts and explaining the relevance of the connections between them.</p> <p>Can give a reasoned opinion about a work, showing awareness of the thematic, structural and formal features and referring to the opinions and arguments of others.</p> <p>Can evaluate the way the work encourages identification with characters, giving examples.</p> <p>Can describe the way in which different works differ in their treatment of the same theme.</p>                                                                                                                                                                                               |
| <b>B1</b>                                                       | <p>Can point out the most important episodes and events in a clearly structured narrative in everyday language and explain the significance of events and the connection between them.</p> <p>Can describe the key themes and characters in short narratives involving familiar situations that are written in high frequency everyday language.</p>                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>A2</b>                                                       | Can identify and briefly describe, in basic formulaic language, the key themes and characters in short, simple narratives involving familiar situations that are written in high frequency everyday language.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>A1</b>                                                       | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Pre-A1</b>                                                   | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

## APPENDIX 12:

| COLLABORATING IN A GROUP |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | FACILITATING COLLABORATIVE INTERACTION WITH PEERS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | COLLABORATING TO CONSTRUCT MEANING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| C2                       | No descriptors available                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Can summarize, evaluate and link the various contributions in order to facilitate agreement for a solution or way forward.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| C1                       | Can show sensitivity to different perspectives within a group, acknowledging contributions and formulating any reservations, disagreements or criticisms in such a way as to avoid or minimize any offence.<br>Can develop the interaction and tactfully help steer it towards a conclusion.                                                                                                                                                                                                                                                                          | Can frame a discussion to decide a course of action with a partner or group, reporting on what others have said, summarising, elaborating and weighing up multiple points of view.<br>Can evaluate problems, challenges, and proposals in a collaborative discussion in order to decide the way forward.<br>Can highlight inconsistencies in thinking, and challenge others' ideas in the process of trying to reach a consensus.                                                                                                                                                                                                                                                                                                                                                     |
| B2                       | Can, based on people's reactions, adjust the way he/she formulates questions and/or intervenes in a group interaction.<br>Can act as rapporteur in a group discussion, noting ideas and decisions, discussing these with the group and later giving a summary of the group's view(s) in a plenary.<br><br>Can ask questions to stimulate discussion on how to organise collaborative work.<br>Can help to define goals for teamwork and compare options for how to achieve them.<br>Can refocus a discussion by suggesting what to consider next, and how to proceed. | Can highlight the main issue that needs to be resolved in a complex task and the important aspects that need to be taken into account.<br>Can contribute to collaborative decision-making and problem-solving, expressing and co-developing ideas, explaining details and making suggestions for future action.<br>Can help organise the discussion in a group by reporting what others have said, summarising, elaborating and weighing up different points of view.<br><br>Can further develop other people's ideas and opinions.<br>Can present his/her ideas in a group and pose questions that invite reactions from other group members' perspectives.<br>Can consider two different sides of an issue, giving arguments for and against, and propose a solution or compromise. |
| B1                       | Can collaborate on a shared task, for example formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches.<br>Can collaborate in simple, shared tasks and work towards a common goal in a group by asking and answering straightforward questions.<br>Can define the task in basic terms in a discussion and ask others to contribute their expertise and experience.<br>Can invite other people in a group to speak.                                                                                                | Can organise the work in a straightforward collaborative task by stating the aim and explaining in a simple manner the main issue that needs to be resolved.<br>Can use questions, comments and simple reformulations to maintain the focus of a discussion.<br><br>Can ask a group member to give the reason(s) for their views.<br>Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course.                                                                                                                                                                                                                                                                                                                  |
| A2                       | Can collaborate in simple, shared tasks, provided that other participants speak slowly and that one or more of them help him/her to contribute and to express his/her suggestions.<br>Can collaborate in simple, practical tasks, asking what others think, making suggestions and understanding responses, provided he/she can ask for repetition or reformulation from time to time.                                                                                                                                                                                | Can ensure that the person he/she is talking to understands what he/she means by asking appropriate questions.<br>Can make simple remarks and pose occasional questions to indicate that he/she is following.<br>Can make suggestions in a simple way in order to move the discussion forward.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| A1                       | Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.                                                                                                                                                                                                                                                                                                                                                                                                            | Can express an idea with very simple words and ask what others think.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Pre-A1                   | No descriptors available                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | No descriptors available                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## APPENDIX 13:

| LEADING GROUP WORK |                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                              |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                    | MANAGING INTERACTION                                                                                                                                                                                                                                                                                                                                                                                                | ENCOURAGING CONCEPTUAL TALK                                                                                                                                                                                                                                                                                  |
| C2                 | <p>Can take on different roles according to the needs of the participants and requirements of the activity (resource person, mediator, supervisor, etc.) and provide appropriate individualised support.</p> <p>Can recognise undercurrents in interaction and take appropriate steps accordingly to guide the direction of the talk.</p>                                                                           | <p>Can effectively lead the development of ideas in a discussion of complex abstract topics, guiding the direction of the talk by targeting questions and encouraging others to elaborate on their reasoning.</p>                                                                                            |
| C1                 | <p>Can organise a varied and balanced sequence of plenary, group and individual work, ensuring smooth transitions between the phases.</p> <p>Can intervene diplomatically in order to redirect talk, prevent one person dominating or to confront disruptive behaviour.</p>                                                                                                                                         | <p>Can ask a series of open questions that build on different contributions in order to stimulate logical reasoning (e.g. hypothesising, inferring, analysing, justifying, and predicting).</p>                                                                                                              |
| B2                 | <p>Can organise and manage collaborative group work efficiently.</p> <p>Can monitor individual and group work non-intrusively, intervening to set a group back on task or to ensure even participation.</p> <p>Can intervene supportively in order to focus people's attention on aspects of the task by asking targeted questions and inviting suggestions.</p>                                                    | <p>Can encourage members of a group to describe and elaborate on their thinking.</p> <p>Can encourage members of a group to build upon one another's information and ideas to come up with a concept or solution.</p>                                                                                        |
|                    | <p>Can explain the different roles of participants in the collaborative process, giving clear instructions for group work.</p> <p>Can explain ground rules in collaborative discussion in small groups that involves problem solving or the evaluation of alternative proposals.</p> <p>Can intervene when necessary to set a group back on task with new instructions or to encourage more even participation.</p> | <p>Can formulate questions and feedback to encourage people to expand on their thinking and justify or clarify their opinions.</p> <p>Can build on people's ideas and link them into coherent lines of thinking.</p> <p>Can ask people to explain how an idea fits with the main topic under discussion.</p> |
| B1                 | <p>Can allocate the turn in a discussion, inviting a participant to say something.</p>                                                                                                                                                                                                                                                                                                                              | <p>Can ask people to elaborate on specific points they made in their initial explanation.</p> <p>Can ask appropriate questions to check understanding of concepts that have been explained.</p> <p>Can ask questions to invite people to clarify their reasoning.</p>                                        |
|                    | <p>Can give simple, clear instructions to organise an activity.</p>                                                                                                                                                                                                                                                                                                                                                 | <p>Can ask why someone thinks something, or how they think something would work.</p>                                                                                                                                                                                                                         |
| A2                 | <p>Can give very simple instructions to a cooperative group who help with formulation when necessary.</p>                                                                                                                                                                                                                                                                                                           | <p>Can ask what somebody thinks of a certain idea.</p>                                                                                                                                                                                                                                                       |
| A1                 | <p><i>No descriptors available</i></p>                                                                                                                                                                                                                                                                                                                                                                              | <p>Can use simple isolated words and non-verbal signals to show interest in an idea.</p>                                                                                                                                                                                                                     |
| Pre-A1             | <p><i>No descriptors available</i></p>                                                                                                                                                                                                                                                                                                                                                                              | <p><i>No descriptors available</i></p>                                                                                                                                                                                                                                                                       |

## APPENDIX 14:

| FACILITATING PLURICULTURAL SPACE |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C2</b>                        | <p>Can mediate effectively and naturally between members of his/her own and other communities, taking account of sociocultural and sociolinguistic differences.</p> <p>Can guide a sensitive discussion effectively, identifying nuances and undercurrents.</p>                                                                                                                                                                                                                                                                                                     |
| <b>C1</b>                        | <p>Can act as mediator in intercultural encounters, contributing to a shared communication culture by managing ambiguity offering advice and support, and heading off misunderstandings.</p> <p>Can anticipate how people might misunderstand what has been said or written and help to maintain positive interaction by commenting on and interpreting different cultural perspectives on the issue concerned.</p>                                                                                                                                                 |
| <b>B2</b>                        | <p>Can exploit knowledge of socio-cultural conventions in order to establish a consensus on how to proceed in a particular situation unfamiliar to everyone involved.</p> <p>Can, in intercultural encounters, demonstrate appreciation of perspectives other than his/her own normal worldview, and express him/herself in a way appropriate to the context.</p> <p>Can clarify misunderstandings and misinterpretations during intercultural encounters, suggesting how things were actually meant in order to clear the air and move the discussion forward.</p> |
|                                  | <p>Can encourage a shared communication culture by expressing understanding and appreciation of different ideas, feelings and viewpoints, and inviting participants to contribute and react to each other's ideas.</p> <p>Can work collaboratively with people who have different cultural orientations, discussing similarities and differences in views and perspectives.</p> <p>Can, when collaborating with people from other cultures, adapt the way he/she works in order to create shared procedures.</p>                                                    |
| <b>B1</b>                        | <p>Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding.</p> <p>Can act in a supportive manner in intercultural encounters, recognising the feelings and different world views of other members of the group.</p>                                                                                                                                                                                                                |
|                                  | <p>Can support an intercultural exchange using a limited repertoire to introduce people from different cultural backgrounds and to ask and answer questions, showing awareness that some questions may be perceived differently in the cultures concerned.</p> <p>Can help to develop a shared communication culture, by exchanging information in a simple way about values and attitudes to language and culture.</p>                                                                                                                                             |
| <b>A2</b>                        | <p>Can contribute to an intercultural exchange, using simple words to ask people to explain things and to get clarification of what they say, whilst exploiting his/her limited repertoire to express agreement, to invite, to thank etc.</p>                                                                                                                                                                                                                                                                                                                       |
| <b>A1</b>                        | <p>Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly.</p>                                                                                                                                                                                                                                                                                                                                         |
| <b>Pre-A1</b>                    | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## APPENDIX 15:

| ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C2</b>                                                                   | Can communicate in clear, fluent, well-structured (Language B) the sense of what is said in (Language A) on a wide range of general and specialised topics, maintaining appropriate style and register, conveying finer shades of meaning and elaborating on sociocultural implications.                                                                                                                                                                                                                                                                                                                           |
| <b>C1</b>                                                                   | Can communicate fluently in (Language B) the sense of what is said in (Language A) on a wide range of subjects of personal, academic and professional interest, conveying significant information clearly and concisely as well as explaining cultural references.                                                                                                                                                                                                                                                                                                                                                 |
| <b>B2</b>                                                                   | Can mediate (between Language A and Language B), conveying detailed information, drawing the attention of both sides to background information and sociocultural cues, and posing clarification and follow-up questions or statements as necessary.                                                                                                                                                                                                                                                                                                                                                                |
|                                                                             | Can communicate in (Language B) the sense of what is said in a welcome address, anecdote or presentation in his/her field given in (Language A), interpreting cultural cues appropriately and giving additional explanations when necessary, provided that the speaker stops frequently in order to allow time for him/her to do so.<br>Can communicate in (Language B) the sense of what is said in (Language A) on subjects within his/her fields of interest, conveying and when necessary explaining the significance of important statements and viewpoints, provided speakers give clarifications if needed. |
| <b>B1</b>                                                                   | Can communicate in (Language B) the main sense of what is said in (Language A) on subjects within his/her fields of interest, conveying straightforward factual information and explicit cultural references, provided that he/she can prepare beforehand and that the speakers articulate clearly in everyday language.                                                                                                                                                                                                                                                                                           |
|                                                                             | Can communicate in (Language B) the main sense of what is said in (Language A) on subjects of personal interest, whilst following important politeness conventions, provided that the speakers articulate clearly in standard language and that he/she can ask for clarification and pause to plan how to express things.                                                                                                                                                                                                                                                                                          |
| <b>A2</b>                                                                   | Can communicate in (Language B) the overall sense of what is said in (Language A) in everyday situations, following basic cultural conventions and conveying the essential information, provided that the speakers articulate clearly in standard language and that he/she can ask for repetition and clarification.                                                                                                                                                                                                                                                                                               |
|                                                                             | Can communicate in (Language B) the main point of what is said in (Language A) in predictable, everyday situations, conveying back and forth information about personal wants and needs, provided that the speakers help with formulation.                                                                                                                                                                                                                                                                                                                                                                         |
| <b>A1</b>                                                                   | Can communicate (in Language B) other people's personal details and very simple, predictable information available (in Language A), provided other people help with formulation.                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Pre-A1</b>                                                               | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

**APPENDIX 16:**

| <b>FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>C2</b>                                                                  | <p>Can deal tactfully with a disruptive participant, framing any remarks diplomatically in relation to the situation and cultural perceptions.</p> <p>Can confidently take a firm but diplomatic stance over an issue of principle, while showing respect for the viewpoint of others.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>C1</b>                                                                  | <p>Can demonstrate sensitivity to different viewpoints, using repetition and paraphrase to demonstrate detailed understanding of each party's requirements for an agreement.</p> <p>Can formulate a diplomatic request to each side in a disagreement to determine what is central to their position, and what they may be willing to give up under certain circumstances.</p> <p>Can use persuasive language to suggest that parties in disagreement shift towards a new position.</p>                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>B2</b>                                                                  | <p>Can elicit possible solutions from parties in disagreement in order to help them to reach consensus, formulating open-ended, neutral questions to minimise embarrassment or offense.</p> <p>Can help the parties in a disagreement better understand each other by restating and reframing their positions more clearly and by prioritising needs and goals.</p> <p>Can formulate a clear and accurate summary of what has been agreed and what is expected from each of the parties.</p> <p>Can, by asking questions, identify areas of common ground and invite each side to highlight possible solutions.</p> <p>Can outline the main points in a disagreement with reasonable precision and explain the positions of the parties involved.</p> <p>Can summarise the statements made by the two sides, highlighting areas of agreement and obstacles to agreement.</p> |
| <b>B1</b>                                                                  | <p>Can ask parties in a disagreement to explain their-point of view, and can respond briefly to their explanations, provided the topic is familiar to him/her and the parties speak clearly.</p> <p>Can demonstrate his/her understanding of the key issues in a disagreement on a topic familiar to him/her and make simple requests for confirmation and/or clarification.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>A2</b>                                                                  | Can recognise when speakers disagree or when difficulties occur in interaction and adapt memorised simple phrases to seek compromise and agreement.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>A1</b>                                                                  | Can recognise when speakers disagree or when someone has a problem and can use memorised simple words and phrases (e.g. "I understand" "Are you okay?" to indicate sympathy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Pre-A1</b>                                                              | <i>No descriptors available</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

## APPENDIX 17:

| STRATEGIES TO EXPLAIN A NEW CONCEPT |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                     | LINKING TO PREVIOUS KNOWLEDGE                                                                                                                                                                                                                    | ADAPTING LANGUAGE                                                                                                                                                                                                                                                                                                                                                                                                                                                              | BREAKING DOWN COMPLICATED INFORMATION                                                                                                                                                                                          |
| C2                                  | Can introduce complex concepts (e.g. scientific notions) by providing extended definitions and explanations which draw upon assumed previous knowledge.                                                                                          | Can adapt the language of a very wide range of texts in order to present the main content in a register and degree of sophistication and detail appropriate to the audience concerned.                                                                                                                                                                                                                                                                                         | Can facilitate understanding of a complex issue by explaining the relationship of parts to the whole and encourage different ways of approaching it.                                                                           |
| C1                                  | Can spontaneously pose a series of questions to encourage people to think about their prior knowledge of an abstract issue and to help them establish a link to what is going to be explained.                                                   | Can explain technical terminology and difficult concepts when communicating with non-experts about matters within his/her field of specialisation.<br>Can adapt his/her language (e.g. syntax, idiomaticity, jargon) in order to make a complex specialist topic accessible to recipients who are not familiar with it.<br>Can paraphrase and interpret complex, technical texts, using suitably non-technical language for a listener who does not have specialist knowledge. | Can facilitate understanding of a complex issue by highlighting and categorising the main points, presenting them in a logically connected pattern and reinforcing the message by repeating the key aspects in different ways. |
| B2                                  | Can clearly explain the connections between the goals of the session and the personal or professional interests and experiences of the participant(s).                                                                                           | Can explain technical topics within his/her field, using suitably non-technical language for a listener who does not have specialist knowledge.<br>Can make a specific, complex piece of information in his/her field clearer and more explicit for others by paraphrasing it in simpler language.                                                                                                                                                                             | Can make a complicated issue easier to understand by presenting the components of the argument separately.                                                                                                                     |
|                                     | Can formulate questions and give feedback to encourage people to make connections to previous knowledge and experiences.<br>Can explain a new concept or procedure by comparing and contrasting it to one that people are already familiar with. | Can make accessible for others the main contents of a spoken or written text on a subject of interest (e.g. an essay, a forum discussion, a presentation) by paraphrasing in simpler language.                                                                                                                                                                                                                                                                                 | Can make a complicated process easier to understand by breaking it down into a series of smaller steps.                                                                                                                        |
| B1                                  | Can explain how something works by providing examples which draw upon people's everyday experiences.                                                                                                                                             | Can paraphrase more simply the main points made in short, straightforward spoken or written texts on familiar subjects (e.g. short magazine articles, interviews) to make the contents accessible for others.                                                                                                                                                                                                                                                                  | Can make a short instructional or informational text easier to understand by presenting it as a list of separate points.                                                                                                       |
|                                     | Can show how new information is related to what people are familiar with by asking simple questions.                                                                                                                                             | Can paraphrase short written passages in a simple fashion, using the original order of the text.                                                                                                                                                                                                                                                                                                                                                                               | Can make a set of instructions easier to understand by saying them slowly, a few words at a time, employing verbal and non-verbal emphasis to facilitate understanding.                                                        |
| A2                                  | No descriptors available                                                                                                                                                                                                                         | Can repeat the main point of a simple message on an everyday subject, using different words to help someone else understand it.                                                                                                                                                                                                                                                                                                                                                | No descriptors available                                                                                                                                                                                                       |
| A1                                  | No descriptors available                                                                                                                                                                                                                         | No descriptors available                                                                                                                                                                                                                                                                                                                                                                                                                                                       | No descriptors available                                                                                                                                                                                                       |
| Pre-A1                              | No descriptors available                                                                                                                                                                                                                         | No descriptors available                                                                                                                                                                                                                                                                                                                                                                                                                                                       | No descriptors available                                                                                                                                                                                                       |

## APPENDIX 18:

| STRATEGIES TO SIMPLIFY A TEXT |                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                               | AMPLIFYING A DENSE TEXT                                                                                                                                                                                                                                                                                                                                                                                                                 | STREAMLINING A TEXT                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| C2                            | Can elucidate the information given in texts on complex academic or professional topics by elaborating and exemplifying.                                                                                                                                                                                                                                                                                                                | Can redraft a complex source text, improving coherence, cohesion and the flow of an argument, whilst removing sections unnecessary for its purpose                                                                                                                                                                                                                                                                                                                     |
| C1                            | Can make complex, challenging content more accessible by explaining difficult aspects more explicitly and adding helpful detail.<br>Can make the main points contained in a complex text more accessible to the target audience by adding redundancy, explaining and modifying style and register-                                                                                                                                      | Can reorganise a complex source text in order to focus on the points of most relevance to target audience.                                                                                                                                                                                                                                                                                                                                                             |
| B2                            | Can make the content of a text on a subject in his/her fields of interest more accessible to a target audience by adding examples, reasoning and explanatory comments.<br>Can make concepts on subjects in his/her fields of interest more accessible by giving concrete examples, recapitulating step by step and repeating the main points.<br>Can make new information more accessible by using repetition and adding illustrations. | Can simplify a source text by excluding non-relevant or repetitive information and taking into consideration the intended audience.<br>Can edit a source text by deleting the parts that do not add new information that is relevant for a given audience in order to make the significant content more accessible for them.<br>Can identify related or repeated information in different parts of a text and merge it in order to make the essential message clearer. |
| B1                            | Can make an aspect of an everyday topic clearer and more explicit by conveying the main information in another way.<br>Can make an aspect of an everyday topic clearer by providing simple examples.                                                                                                                                                                                                                                    | Can identify and mark (e.g. underline, highlight etc.) the essential information in a straightforward, informational text, in order to pass this information on to someone else.                                                                                                                                                                                                                                                                                       |
| A2                            | No descriptors available                                                                                                                                                                                                                                                                                                                                                                                                                | Can identify and mark (e.g. underline, highlight etc.) the key sentences in a short, everyday text.                                                                                                                                                                                                                                                                                                                                                                    |
| A1                            | No descriptors available                                                                                                                                                                                                                                                                                                                                                                                                                | No descriptors available                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Pre-A1                        | No descriptors available                                                                                                                                                                                                                                                                                                                                                                                                                | No descriptors available                                                                                                                                                                                                                                                                                                                                                                                                                                               |



|        |                                                |    |           |           |        |                                                      |
|--------|------------------------------------------------|----|-----------|-----------|--------|------------------------------------------------------|
|        |                                                |    |           |           |        | number for lyrics                                    |
| u1.8a  | putting a dialogue in order                    | 12 | reading   | -         | -      | picture                                              |
|        |                                                |    |           |           |        | scrambled sentences of a dialogue                    |
| u1.8b  | acting out the dialogue                        | 12 | speaking  | reading   | u1.8a  | -                                                    |
| u1.9a1 | listening to numbers                           | 13 | listening | -         | -      | pictures of random numbers, listening text (track 6) |
| u1.9a2 | repeating numbers                              | 13 | speaking  | listening | u1.9a1 |                                                      |
| u1.9b  | counting up to 50                              | 13 | speaking  | -         | -      | -                                                    |
| u1.10  | listening and drawing lines                    | 13 | listening | -         | -      | pictures of numbers                                  |
|        |                                                |    |           |           |        | listening text (track 7)                             |
| u1.11  | listening to and matching numbers with colours | 14 | listening | -         | -      | picture of numbers                                   |
|        |                                                |    |           |           |        | names of particular colours                          |

## Unit 2:

| Activity ID | Activity                    | Page | Target skill | Mediator skill | Mediator skill ID | Other mediators                                                                |
|-------------|-----------------------------|------|--------------|----------------|-------------------|--------------------------------------------------------------------------------|
| u2.1        | Listening to a conversation | 22   | listening    | -              | -                 | Pictures describing the conversation                                           |
|             |                             |      |              |                |                   | Listening text (track 10)                                                      |
| u2.2a       | Listening to country names  | 23   | listening    | -              | -                 | Pictures of flags belonging to particular countries, listening text (track 11) |
| u2.2b       | Repeating country names     | 23   | speaking     | listening      | u2.2a             |                                                                                |
| u2.3        | listening and numbering     | 23   | listening    | -              | -                 | pictures of flags of                                                           |

|        |                                                 |    |           |           |        |                                                                           |
|--------|-------------------------------------------------|----|-----------|-----------|--------|---------------------------------------------------------------------------|
|        |                                                 |    |           |           |        | particular countries                                                      |
|        |                                                 |    |           |           |        | listening text (track 12)                                                 |
| u2.4a  | Listening to directions                         | 24 | listening | -         | -      | a picture of a compass with directions, listening text (track 13)         |
| u2.4b  | repeating directions                            | 24 | speaking  | listening | u2.4a  |                                                                           |
| u2.5a1 | listening to and circling cities on the map     | 24 | listening | -         | -      | a picture of a map of Turkey, listening text (track 14)                   |
| u2.5a2 | answering questions of listening text           | 24 | speaking  | listening | u2.5a1 |                                                                           |
| u2.5b1 | reading a sentence                              | 24 | reading   | -         | -      | picture, sample dialogue,                                                 |
| u2.5b2 | making similar sentences                        | 24 | speaking  | reading   | u2.5b1 |                                                                           |
| u2.6a  | listening to a speech                           | 25 | listening | -         | -      | Picture, listening text (track 15), written passage of the listening text |
| u2.6b  | filling in the blanks                           | 25 | writing   | listening | u2.6a  |                                                                           |
| u2.7   | listening and matching                          | 25 | listening | -         | -      | pictures                                                                  |
|        |                                                 |    |           |           |        | listening text (track 16)                                                 |
|        |                                                 |    |           |           |        | sentences from the listening text                                         |
| u2.8   | listening to and singing a song                 | 26 | listening | -         | -      | picture                                                                   |
|        |                                                 |    |           |           |        | listening text (track 17)                                                 |
|        |                                                 |    |           |           |        | reference page number for lyrics                                          |
| u2.9a1 | listening to a passage                          | 26 | listening | -         | -      | listening text (track 18), chart                                          |
| u2.9a2 | filling in the chart                            | 26 | writing   | listening | u2.9a1 |                                                                           |
| u2.9b1 | filling in the blanks with personal information | 27 | writing   | -         | -      | written passage with blanks                                               |

|        |                                                  |    |          |         |        |                                                                        |
|--------|--------------------------------------------------|----|----------|---------|--------|------------------------------------------------------------------------|
| u2.9b2 | reading aloud / presenting                       | 27 | speaking | writing | u2.9b1 |                                                                        |
| u2.10a | Reading questions given                          | 27 | reading  | -       | -      | pictures questions student IDs (names, nationalities, countries, ages) |
| u2.10b | making a dialogue                                | 27 | speaking | reading | u2.10a |                                                                        |
| u2.11a | reading a dialogue                               | 28 | reading  | -       | -      | picture, sample dialogue about where cities are                        |
| u2.11b | guessing where the cities are on the Turkish map | 28 | speaking | reading | u2.11a |                                                                        |

### Unit 3:

| Activity ID | Activity                | Page | Target skill | Mediator skill | Mediator skill ID | Other mediators                           |
|-------------|-------------------------|------|--------------|----------------|-------------------|-------------------------------------------|
| u3.1        | listening to a dialogue | 36   | listening    | -              | -                 | pictures describing the dialogue          |
|             |                         |      |              |                |                   | listening text (track 20)                 |
| u3.2        | listening and pointing  | 37   | listening    | -              | -                 | pictures of particular cartoon characters |
|             |                         |      |              |                |                   | listening text (track 21)                 |
| u3.3        | listening and numbering | 37   | listening    | -              | -                 | pictures of activities                    |
|             |                         |      |              |                |                   | listening text (track 22)                 |
| u3.4a       | reading a dialogue      | 38   | reading      | -              | -                 | picture, sample dialogue, extra words     |
| u3.4b       | making a dialogue       | 38   | speaking     | reading        | u3.4a             |                                           |
| u3.5        |                         | 38   | listening    | -              | -                 | pictures                                  |

|        |                                                |    |           |           |        |                                                          |
|--------|------------------------------------------------|----|-----------|-----------|--------|----------------------------------------------------------|
|        | listening and following                        |    |           |           |        | listening text (track 23)                                |
| u3.6a  | reading a dialogue                             | 39 | reading   | -         | -      | Pictures, sample dialogues, extra words / phrases        |
| u3.6b  | making a dialogue                              | 39 | speaking  | reading   | u3.6a  |                                                          |
| u3.7a  | listening and following                        | 39 | listening | -         | -      | pictures, listening text (track 24)                      |
| u3.7b  | making sentences                               | 39 | speaking  | listening | u3.7a  |                                                          |
| u3.8a  | reading a short passage                        | 40 | reading   | -         | -      | picture of the children at the park, pictures of objects |
| u3.8b  | introducing people                             | 40 | speaking  | reading   | u3.8a  |                                                          |
| u3.9   | reading and matching                           | 41 | reading   | -         | -      | pictures of people describing their objects              |
|        |                                                |    |           |           |        | pictures of objects                                      |
| u3.10  | listening to and singing a song                | 41 | listening | -         | -      | picture                                                  |
|        |                                                |    |           |           |        | listening text (track 25)                                |
|        |                                                |    |           |           |        | reference page number for lyrics                         |
| u3.11a | reading a short passage                        | 42 | reading   | -         | -      | a reading passage, questions                             |
| u3.11b | asking / answering questions about the passage | 42 | speaking  | reading   | u3.11a |                                                          |

#### Unit 4:

| Activity ID | Activity | Page | Target skill | Mediator skill | Mediator skill ID | Other mediators |
|-------------|----------|------|--------------|----------------|-------------------|-----------------|
|-------------|----------|------|--------------|----------------|-------------------|-----------------|

|        |                                 |    |           |           |        |                                                   |
|--------|---------------------------------|----|-----------|-----------|--------|---------------------------------------------------|
| u4.1   | listening to a conversation     | 50 | listening | -         | -      | pictures describing the conversation              |
|        |                                 |    |           |           |        | listening text (track 27)                         |
| u4.2a  | reading and matching            | 51 | reading   | -         | -      | pictures of activities                            |
|        |                                 |    |           |           |        | names of the activities                           |
| u4.2b1 | reading a sentence              | 51 | reading   | -         | -      | picture, sample sentence, names of the activities |
| u4.2b2 | making sentences                | 51 | speaking  | reading   | u4.2b1 |                                                   |
| u4.3   | listening and numbering         | 52 | listening | -         | -      | pictures of activities                            |
|        |                                 |    |           |           |        | listening text (track 28)                         |
| u4.4   | completing sentences            | 52 | writing   | -         | -      | pictures of activities                            |
|        |                                 |    |           |           |        | incomplete sentences                              |
| u4.5a  | listening to a dialogue         | 53 | listening | -         | -      | picture describing the conversation               |
|        |                                 |    |           |           |        | listening text (track 29)                         |
| u4.5b  | acting out the dialogue         | 53 | speaking  | listening | u4.5a  | extra words / phrases / sentences                 |
| u4.6a  | listening to a conversation     | 53 | listening | -         | -      | listening text (track 30)                         |
| u4.6b  | filling in the chart            | 53 | writing   | listening | u4.6a  | listening text (track 30)                         |
|        |                                 |    |           |           |        | chart with activities                             |
| u4.7   | listening to and singing a song | 54 | listening | -         | -      | picture                                           |
|        |                                 |    |           |           |        | listening text (track 31)                         |
|        |                                 |    |           |           |        | reference page number for lyrics                  |

|       |                                                        |    |          |         |       |                              |
|-------|--------------------------------------------------------|----|----------|---------|-------|------------------------------|
| u4.8a | putting tick or cross to activities for personal likes | 54 | reading  | -       | -     | a list of activities         |
| u4.8b | making a dialogue                                      | 54 | speaking | reading | u4.8a | a list of activities         |
|       |                                                        |    |          |         |       | picture of sample dialogue   |
| u4.9  | doing a questionnaire                                  | 55 | reading  | -       | -     | a questionnaire with options |
| u4.10 | decoding the message                                   | 56 | writing  | -       | -     | letters and shapes           |

### Unit 5:

| Activity ID | Activity                                      | Page | Target skill | Mediator skill | Mediator skill ID | Other mediators                                                         |
|-------------|-----------------------------------------------|------|--------------|----------------|-------------------|-------------------------------------------------------------------------|
| u5.1        | listening to a passage                        | 64   | listening    | -              | -                 | pictures describing the passage                                         |
|             |                                               |      |              |                |                   | listening text (track 33)                                               |
| u5.2a       | listening days of the week and parts of a day | 65   | listening    | -              | -                 | listening text (track 34), list of days of week, list of parts of a day |
| u5.2b       | repeating days of the week and parts of a day | 65   | speaking     | listening      | u5.2a             |                                                                         |
| u5.3        | listening and numbering sentences             | 65   | listening    | -              | -                 | listening text (track 35)                                               |
|             |                                               |      |              |                |                   | pictures of activities                                                  |
| u5.4a       | listening to someone telling the time         | 66   | listening    | -              | -                 | pictures of clocks with different time, listening text (track 36)       |
| u5.4b       | repeating the time                            | 66   | speaking     | listening      | u5.4a             |                                                                         |
| u5.5        | listening and numbering                       | 66   | listening    | -              | -                 | pictures of clocks with different time                                  |

|        |                                                        |    |           |           |        |                                                                                              |
|--------|--------------------------------------------------------|----|-----------|-----------|--------|----------------------------------------------------------------------------------------------|
|        |                                                        |    |           |           |        | listening text<br>(track 37)                                                                 |
| u5.6   | telling the<br>time in<br>different<br>cities          | 67 | speaking  | -         | -      | pictures of<br>clocks                                                                        |
|        |                                                        |    |           |           |        | pictures of<br>different cities                                                              |
| u5.7   | listening and<br>drawing<br>clocks                     | 67 | listening | -         | -      | pictures of two<br>different daily<br>routine<br>activities                                  |
|        |                                                        |    |           |           |        | clocks with<br>missing<br>hands                                                              |
|        |                                                        |    |           |           |        | listening text<br>(track 38)                                                                 |
| u5.8   | listening to<br>and singing a<br>song                  | 68 | listening | -         | -      | picture                                                                                      |
|        |                                                        |    |           |           |        | listening text<br>(track 39)                                                                 |
|        |                                                        |    |           |           |        | reference page<br>number for<br>lyrics                                                       |
| u5.9a  | listening to a<br>conversation<br>and putting<br>ticks | 69 | listening | -         | -      | listening text<br>(track 40),<br>chart including<br>daily routines<br>and parts of a<br>day, |
| u5.9b  | making<br>dialogues<br>based on the<br>chart           | 69 | speaking  | listening | u5.9a  | pictures                                                                                     |
|        |                                                        |    |           |           |        | sample<br>dialogue                                                                           |
| u5.10  | listening and<br>circling the<br>correct word          | 69 | listening | -         | -      | pictures of<br>speech bubbles<br>with both<br>correct and<br>incorrect time<br>expressions   |
|        |                                                        |    |           |           |        | listening text<br>(track 41)                                                                 |
| u5.11a | reading and<br>matching                                | 70 | reading   | -         | -      | pictures,<br>daily routine<br>sentences                                                      |
| u5.11b | telling about<br>one's daily<br>routine                | 70 | speaking  | reading   | u5.11a |                                                                                              |

## Unit 6:

| Activity ID | Activity                                  | Page | Target skill | Mediator skill | Mediator skill ID | Other mediators                                                 |
|-------------|-------------------------------------------|------|--------------|----------------|-------------------|-----------------------------------------------------------------|
| u6.1        | listening to a dialogue                   | 80   | listening    | -              | -                 | picture describing the dialogue                                 |
|             |                                           |      |              |                |                   | listening text (track 43)                                       |
| u6.2a       | listening to prepositions of place        | 81   | listening    | -              | -                 | pictures describing the prepositions, listening text (track 44) |
| u6.2b       | repeating prepositions of place           | 81   | speaking     | listening      | u6.2a             |                                                                 |
| u6.3        | reading and drawing objects               | 81   | reading      | -              | -                 | incomplete pictures                                             |
|             |                                           |      |              |                |                   | sentences to help complete pictures                             |
| u6.4        | pointing and saying where the objects are | 82   | speaking     | -              | -                 | pictures of objects                                             |
| u6.5a       | reading a dialogue                        | 82   | reading      | -              | -                 | sample dialogue, pictures of objects                            |
| u6.5b       | making a dialogue                         | 82   | speaking     | reading        | u6.5a             |                                                                 |
| u6.6        | listening and numbering                   | 83   | listening    | -              | -                 | listening text (track 45)                                       |
|             |                                           |      |              |                |                   | pictures describing actions                                     |
| u6.7a       | reading sentences                         | 83   | reading      | -              | -                 | picture, affirmative sentences                                  |
| u6.7b       | making sentences negative                 | 83   | speaking     | reading        | u6.7a             |                                                                 |
| u6.8        | listening and ordering                    | 84   | listening    | -              | -                 | pictures                                                        |
|             |                                           |      |              |                |                   | listening text (track 46)                                       |
| u6.9a       | reading sentences                         | 84   | reading      | -              | -                 | pictures, ability sentences                                     |
| u6.9b       | matching and writing                      | 84   | writing      | reading        | u6.9a             |                                                                 |
| u6.10a      | reading a dialogue                        | 85   | reading      | -              | -                 | pictures                                                        |
|             |                                           |      |              |                |                   | sample dialogue                                                 |
| u6.10b      | making a dialogue                         | 85   | speaking     | reading        | u6.10a            | extra words                                                     |
| u6.11       |                                           | 85   | listening    | -              | -                 | picture                                                         |

|  |                                       |  |  |  |  |                                        |
|--|---------------------------------------|--|--|--|--|----------------------------------------|
|  | listening to<br>and singing a<br>song |  |  |  |  | listening text<br>(track 47)           |
|  |                                       |  |  |  |  | reference page<br>number for<br>lyrics |

### Unit 7:

| Activity ID | Activity                        | Page | Target skill | Mediator skill | Mediator skill ID | Other mediators                                                    |
|-------------|---------------------------------|------|--------------|----------------|-------------------|--------------------------------------------------------------------|
| u7.1        | listening to a conversation     | 94   | listening    | -              | -                 | pictures describing the conversation<br>listening text (track 49)  |
| u7.2a       | listening and pointing          | 95   | listening    | -              | -                 | pictures of jobs,<br>listening text (track 50)                     |
| u7.2b       | repeating jobs                  | 95   | speaking     | listening      | u7.2a             |                                                                    |
| u7.3        | listening to a dialogue         | 95   | listening    | -              | -                 | picture describing the dialogue<br>listening text (track 51)       |
| u7.4a       | reading a dialogue              | 96   | reading      | -              | -                 | sample dialogue,<br>pictures of people of different jobs           |
| u7.4b       | making a dialogue               | 96   | speaking     | reading        | u7.4a             |                                                                    |
| u7.5        | listening and matching          | 96   | listening    | -              | -                 | pictures of people of different jobs,<br>listening text (track 52) |
| u7.6a       | reading a dialogue              | 97   | reading      | -              | -                 | sample dialogue,<br>pictures of people of different jobs           |
| u7.6b       | making a dialogue               | 97   | speaking     | reading        | u7.6a             |                                                                    |
| u7.7        | listening and numbering         | 97   | listening    | -              | -                 | pictures<br>listening text (track 53)                              |
| u7.8        | listening to and singing a song | 85   | listening    | -              | -                 | picture<br>listening text (track 54)                               |

|        |                                           |     |          |         |        |                                                                          |
|--------|-------------------------------------------|-----|----------|---------|--------|--------------------------------------------------------------------------|
|        |                                           |     |          |         |        | reference<br>page number<br>for lyrics                                   |
| u7.9a  | reading a<br>short passage                | 98  | reading  | -       | -      | short sample<br>paragraph,<br>pictures of<br>people of<br>different jobs |
| u7.9b  | introducing<br>people                     | 98  | speaking | reading | u7.9a  |                                                                          |
| u7.10  | answering<br>questions by<br>using clues  | 99  | speaking | -       | -      | picture                                                                  |
|        |                                           |     |          |         |        | a set of<br>questions                                                    |
|        |                                           |     |          |         |        | clues about a<br>farmer                                                  |
| u7.11a | reading a<br>dialogue                     | 99  | reading  | -       | -      | picture,<br>sample<br>dialogue                                           |
| u7.11b | making a<br>dialogue and<br>acting it out | 99  | speaking | reading | u7.11a |                                                                          |
| u7.12  | ordering<br>sentences of<br>a dialogue    | 100 | reading  | -       | -      | picture,<br>scrambled<br>sentences of<br>a dialogue                      |

### Unit 8:

| Activity<br>ID | Activity                                                     | Page | Target<br>skill | Mediator<br>skill | Mediator<br>or skill<br>ID | Other<br>mediators                     |
|----------------|--------------------------------------------------------------|------|-----------------|-------------------|----------------------------|----------------------------------------|
| u8.1a          | listening to a<br>dialogue                                   | 108  | listening       | -                 | -                          | pictures<br>describing the<br>dialogue |
|                |                                                              |      |                 |                   |                            | listening text<br>(track 56)           |
| u8.1b          | repeating<br>clothes                                         | 108  | speaking        | -                 | -                          | listening text<br>(track 57)           |
|                |                                                              |      |                 |                   |                            | names of<br>clothes in 1a              |
| u8.2           | listening and<br>putting a tick                              | 109  | listening       | -                 | -                          | pictures                               |
|                |                                                              |      |                 |                   |                            | listening text<br>(track 58)           |
| u8.3           | reading and<br>putting T or<br>F according<br>to the picture | 109  | reading         | -                 | -                          | picture                                |
|                |                                                              |      |                 |                   |                            | T/F<br>statements                      |
| u8.4           | listening and<br>colouring                                   | 109  | listening       | -                 | -                          | picture                                |
|                |                                                              |      |                 |                   |                            | listening text<br>(track 59)           |





|        |                                           |     |           |         |        |                                       |
|--------|-------------------------------------------|-----|-----------|---------|--------|---------------------------------------|
|        |                                           |     |           |         |        | different children                    |
| u9.9   | listening to and singing a song           | 126 | listening | -       | -      | picture                               |
|        |                                           |     |           |         |        | listening text (track 70)             |
|        |                                           |     |           |         |        | reference page number for lyrics      |
| u9.10  | drawing and describing                    | 126 | writing   | -       | -      | space to draw and write               |
| u9.11a | reading a dialogue                        | 127 | reading   | -       | -      | pictures, sample dialogue             |
| u9.11b | making a dialogue                         | 127 | speaking  | reading | u9.11a |                                       |
| u9.12  | asking/answering questions through a game | 127 | speaking  | -       | -      | game board including questions/orders |
| u9.13  | drawing oneself and describing            | 128 | writing   | -       | -      | space to draw and write               |

### Unit 10:

| Activity ID | Activity                    | Page | Target skill | Mediator skill | Mediator skill ID | Other mediators                                        |
|-------------|-----------------------------|------|--------------|----------------|-------------------|--------------------------------------------------------|
| u10.1       | listening to a conversation | 136  | listening    | -              | -                 | pictures describing the conversation                   |
|             |                             |      |              |                |                   | listening text (track 72)                              |
| u10.2a      | listening and pointing      | 137  | listening    | -              | -                 | pictures of food and drinks, listening text (track 73) |
| u10.2b      | repeating food and drinks   | 137  | speaking     | listening      | u10.2a            |                                                        |
| u10.3       | listening and matching      | 137  | listening    | -              | -                 | pictures of a mouse, a cat and their food and drinks   |
|             |                             |      |              |                |                   | listening text (track 74)                              |

|        |                                                       |     |           |           |        |                                                                             |
|--------|-------------------------------------------------------|-----|-----------|-----------|--------|-----------------------------------------------------------------------------|
| u10.4a | reading a dialogue                                    | 138 | reading   | -         | -      | sample dialogue picture                                                     |
| u10.4b | making a dialogue and acting it out                   | 138 | speaking  | reading   | u10.4a |                                                                             |
| u10.5  | listening and putting a tick                          | 138 | listening | -         | -      | pictures of food                                                            |
|        |                                                       |     |           |           |        | listening text (track 75)                                                   |
| u10.6  | listening and completing faces                        | 139 | listening | -         | -      | pictures of food                                                            |
|        |                                                       |     |           |           |        | incomplete faces under the pictures                                         |
|        |                                                       |     |           |           |        | listening text (track 76)                                                   |
| u10.7  | listening to and singing a song                       | 139 | listening | -         | -      | picture                                                                     |
|        |                                                       |     |           |           |        | listening text (track 77)                                                   |
|        |                                                       |     |           |           |        | reference page number for lyrics                                            |
| u10.8a | listening and matching                                | 140 | listening | -         | -      | pictures of food, pictures of different children, listening text (track 78) |
| u10.8b | asking / answering questions about the children given | 140 | speaking  | listening | u10.8a |                                                                             |
| u10.9a | reading a dialogue                                    | 140 | reading   | -         | -      | picture, sample dialogue                                                    |
| u10.9b | acting out the dialogue                               | 140 | speaking  | reading   | u10.9a |                                                                             |
| u10.10 | listening and circling                                | 141 | listening | -         | -      | pictures of food                                                            |
|        |                                                       |     |           |           |        | pictures of people                                                          |
|        |                                                       |     |           |           |        | listening text (track 79)                                                   |

**APPENDIX 20 / A:**

*(Can-do statements of mediation in CEFR/CV for A1 proficiency levels with IDs)*

| 1. Mediation activities         |                                                                                                                                                                                                                                          |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1. Mediating a text           |                                                                                                                                                                                                                                          |
| 1.1.1                           |                                                                                                                                                                                                                                          |
| A1                              | Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (spoken in Language A).                                                                                               |
| 1.1.2                           |                                                                                                                                                                                                                                          |
| A1                              | Can list (in Language B) names, numbers, prices and very simple information of immediate interest (given in Language A), provided that the speaker articulates very slowly and clearly, with repetition.                                 |
| 1.1.3                           |                                                                                                                                                                                                                                          |
| A1                              | No descriptors available                                                                                                                                                                                                                 |
| 1.1.4                           |                                                                                                                                                                                                                                          |
| A1                              | No descriptors available                                                                                                                                                                                                                 |
| 1.1.5                           |                                                                                                                                                                                                                                          |
| A1                              | Can convey (in Language B) simple, predictable information given in short, very simple signs and notices, posters and programmes (written in Language A).                                                                                |
| 1.1.6                           |                                                                                                                                                                                                                                          |
| A1                              | Can, with the help of a dictionary, render in (Language B) simple phrases written in (Language A), but may not always select the appropriate meaning.<br>Can copy out single words and short texts presented in standard printed format. |
| 1.1.7                           |                                                                                                                                                                                                                                          |
| A1                              | Can provide a simple, rough spoken translation into (Language B) of simple, everyday words and phrases written in (Language A) that are encountered on signs and notices, posters, programmes, leaflets etc.                             |
| 1.1.8                           |                                                                                                                                                                                                                                          |
| A1                              | Can, with the help of a dictionary, translate simple words and phrases from (Language A) into (Language B), but may not always select the appropriate meaning.                                                                           |
| 1.1.9                           |                                                                                                                                                                                                                                          |
| A1                              | No descriptors available                                                                                                                                                                                                                 |
| 1.1.10                          |                                                                                                                                                                                                                                          |
| A1                              | Can use simple words and phrases to say how a work made him/her feel.                                                                                                                                                                    |
| 1.1.11                          |                                                                                                                                                                                                                                          |
| A1                              | No descriptors available                                                                                                                                                                                                                 |
| 1.2. Mediating Concepts         |                                                                                                                                                                                                                                          |
| 1.2.1. Collaborating In A Group |                                                                                                                                                                                                                                          |
| 1.2.1.1                         |                                                                                                                                                                                                                                          |
|                                 | Can invite others' contributions to very simple tasks using short, simple phrases. Can indicate that he/she understands and ask whether others understand.                                                                               |
| 1.2.1.2                         |                                                                                                                                                                                                                                          |
|                                 | Can express an idea with very simple words and ask what others think.                                                                                                                                                                    |
| 1.2.2. Leading Group Work       |                                                                                                                                                                                                                                          |
| 1.2.2.1                         |                                                                                                                                                                                                                                          |
| A1                              | No descriptors available                                                                                                                                                                                                                 |
| 1.2.2.2                         |                                                                                                                                                                                                                                          |
|                                 | Can use simple isolated words and non-verbal signals to show interest in an idea.                                                                                                                                                        |

| 1.3. Mediating Communication             |                                                                                                                                                                                                                      |
|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.3.1                                    |                                                                                                                                                                                                                      |
| A1                                       | Can facilitate an intercultural exchange by showing welcome and interest with simple words and non-verbal signals, by inviting others to speak and by indicating whether he/she understands when addressed directly. |
| 1.3.2                                    |                                                                                                                                                                                                                      |
| A1                                       | Can communicate (in Language B) other people's personal details and very simple, predictable information available (in Language A), provided other people help with formulation.                                     |
| 1.3.3                                    |                                                                                                                                                                                                                      |
| A1                                       | Can recognise when speakers disagree or when someone has a problem and can use memorised simple words and phrases (e.g. "I understand" "Are you okay?" to indicate sympathy.                                         |
| 2. Mediation Strategies                  |                                                                                                                                                                                                                      |
| 2.1. Strategies To Explain a New Concept |                                                                                                                                                                                                                      |
| 2.1.1                                    |                                                                                                                                                                                                                      |
| A1                                       | No descriptors available                                                                                                                                                                                             |
| 2.1.2                                    |                                                                                                                                                                                                                      |
| A1                                       | No descriptors available                                                                                                                                                                                             |
| 2.1.3                                    |                                                                                                                                                                                                                      |
| A1                                       | No descriptors available                                                                                                                                                                                             |
| 2.2. Strategies To Simplify A Text       |                                                                                                                                                                                                                      |
| 2.2.1                                    |                                                                                                                                                                                                                      |
| A1                                       | No descriptors available                                                                                                                                                                                             |
| 2.2.2                                    |                                                                                                                                                                                                                      |
| A1                                       | No descriptors available                                                                                                                                                                                             |

**APPENDIX 20 / B** (*Mediation Types in CEFR/CV*)

| MEDIATION                                                                      |                                                           |                                            |                                                                           |                                                                                   |  |  |                                     |                         |
|--------------------------------------------------------------------------------|-----------------------------------------------------------|--------------------------------------------|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--|--|-------------------------------------|-------------------------|
| 1. MEDIATION ACTIVITIES                                                        |                                                           |                                            |                                                                           | 2. MEDIATION STRATEGIES                                                           |  |  |                                     |                         |
| 1.1 MEDIATING A TEXT                                                           | 1.2 MEDIATING CONCEPTS                                    |                                            | 1.3 MEDIATING COMMUNICATION                                               | 2.1 STRATEGIES TO EXPLAIN A NEW CONCEPT                                           |  |  | 2.2 STRATEGIES TO SIMPLIFY A TEXT   |                         |
| 1.1.1 RELAYING SPECIFIC INFORMATION IN SPEECH                                  | 1.2.1.1 FACILITATING COLLABORATIVE INTERACTION WITH PEERS | 1.2.1.2 COLLABORATING TO CONSTRUCT MEANING | 1.3.1 FACILITATING PLURICULTURAL SPACE                                    |                                                                                   |  |  | 2.1.1 LINKING TO PREVIOUS KNOWLEDGE | 2.1.2 ADAPTING LANGUAGE |
|                                                                                | 1.1.2 RELAYING SPECIFIC INFORMATION IN WRITING            | 1.2.2 LEADING GROUP WORK                   |                                                                           | 1.3.2 ACTING AS INTERMEDIARY IN INFORMAL SITUATIONS (WITH FRIENDS AND COLLEAGUES) |  |  |                                     |                         |
| 1.1.3 EXPLAINING DATA IN SPEECH (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)        | 1.2.2.1 MANAGING INTERACTION                              | 1.2.2.2 ENCOURAGING CONCEPTUAL TALK        | 1.3.3 FACILITATING COMMUNICATION IN DELICATE SITUATIONS AND DISAGREEMENTS |                                                                                   |  |  |                                     |                         |
| 1.1.4 EXPLAINING DATA IN WRITING (E.G. IN GRAPHS, DIAGRAMS, CHARTS ETC.)       |                                                           |                                            |                                                                           |                                                                                   |  |  |                                     |                         |
| 1.1.5 PROCESSING TEXT IN SPEECH                                                |                                                           |                                            |                                                                           |                                                                                   |  |  |                                     |                         |
| 1.1.6 PROCESSING TEXT IN WRITING                                               |                                                           |                                            |                                                                           |                                                                                   |  |  |                                     |                         |
| 1.1.7 TRANSLATING A WRITTEN TEXT IN SPEECH                                     |                                                           |                                            |                                                                           |                                                                                   |  |  |                                     |                         |
| 1.1.8 TRANSLATING A WRITTEN TEXT IN WRITING                                    |                                                           |                                            |                                                                           |                                                                                   |  |  |                                     |                         |
| 1.1.9 NOTE-TAKING (LECTURES, SEMINARS, MEETINGS ETC.)                          |                                                           |                                            |                                                                           |                                                                                   |  |  |                                     |                         |
| 1.1.10 EXPRESSING A PERSONAL RESPONSE TO CREATIVE TEXTS (INCLUDING LITERATURE) |                                                           |                                            |                                                                           |                                                                                   |  |  |                                     |                         |
| 1.1.11 ANALYSIS AND CRITICISM OF CREATIVE TEXTS (INCLUDING LITERATURE)         |                                                           |                                            |                                                                           |                                                                                   |  |  |                                     |                         |

## ÖZGEÇMİŞ

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## CURRICULUM VITAE

Havva Çiğdem KURT graduated from Hacettepe University Faculty of Education English Language Teaching Department in 2015. She has been working as an English language teacher at public schools of Ministry of National Education since then.