

COMPARATIVE ANALYSIS OF THE 12<sup>TH</sup>-GRADE ENGLISH CURRICULUM  
AND COURSEBOOK WITH THE CEFR

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GRADUATE SCHOOL OF EDUCATION

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**ABSTRACT**

Comparative Analysis of the 12<sup>th</sup>-grade English Curriculum and Coursebook with the CEFR

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MA in Curriculum and Instruction

Advisor: Prof. Dr. Alipaşa Ayas

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In today's world, learning a language is becoming more important to have a better place to be a world citizen. English, as a lingua franca, has become the most common language used by a great majority of people. In this sense, countries support language learning and try to provide a better English language education. To provide a common basis for language learning for educators, learners, examiners, and material designers, the Council of Europe published the Common European Framework for References (CEFR). The framework aims to provide a guideline to language learners, teachers, examiners, and material designers and set standards for language levels. As a member country of Council of Europe (CoE), Türkiye has adopted the CEFR in its language education for both curriculum and coursebook. In this research, the researcher aims to determine to what extent the curriculum and coursebook align with the CEFR-related level B2 & B2+ levels compared to the framework. A qualitative research design is utilised. Regarding the findings, it is found out that although the objectives and the activities correspond to the CEFR, some revisions and changes are needed to have a full correspondence to have a better language education.

*Keywords:* CEFR, English curriculum, coursebook, language learning

## ÖZET

Onikinci Sınıf İngilizce Müfredat ve Ders Kitabının ADOÇEP ile Karşılaştırmalı

Analizi

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Eğitim Programları ve Öğretim Yüksek Lisans Programı

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Günümüz dünyasında dünya vatandaşı olmak adına dil öğrenimi büyük bir önem taşımaktadır. Bir *Lingua Franca* olarak İngilizce büyük kitleler tarafından yaygın olarak kullanılmaktadır. Ortak bir dil öğrenimi standardı sağlamak amacıyla Avrupa Konseyi dil öğrenen, öğreten ve materyal ve sınav hazırlayanlar için Avrupa Dil Öğretimi Ortak Çerçeve Programı'nı (ADOÇEP) yayınladı. Programın amacı tüm dil öğrenen, dil öğreten ve materyal ve sınav hazırlayanlar için ortak bir dil seviye standardı sağlamaktır. Avrupa Konseyine üye olan bir ülke olarak Türkiye, yabancı dil öğretim modelini bu programa göre tekrardan hazırlamıştır. İngilizce ders kitabı ve müfredatı ADOÇEP doğrultusunda hazırlanıp güncellenmiştir. Bu güncellemelerden sonra 12. Sınıf İngilizce ders kitabı ve müfredatının ilgili dil seviyesinin B2 ve B2+ seviyesine göre hazırlandığı belirtilmiştir. Bu çalışma 12. Sınıf İngilizce ders kitabı ve müfredatının ne ölçüde ADOÇEP B2 & B2+ seviyesi ile uyumlu olduğunu ölçmeyi amaçlanmıştır. Kitaptaki okuma parçaları, konuşma ve yazma aktiviteleri birer birer incelenmiş olup ADOÇEP'in sağladığı dil seviyesi kriterleri ile karşılaştırılmıştır. Araştırma sonucunda aktivitelerin bir bölümünün ilgili seviye ile örtüşme sağladığı bulunsa da daha etkili bir dil eğitimine erişme ülküsünde tam örtüşme sağlamak için bazı güncellemelerin gerekli olduğu sonucuna ulaşılmıştır.

*Anahtar Kelimeler:* ADOÇEP, dil öğrenimi, İngilizce ders kitabı, müfredat

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## **CHAPTER 1: INTRODUCTION**

### **Introduction**

Foreign languages play a crucial role in today's world as people live together and have relations with people who reside in other parts of the world with the help of the fast-paced developed technology and transportation. Therefore, people are becoming more accustomed to a world where multicultural diversity and many cultural identities are melting in a pot. Communication is vital in that sense to create peace between speakers from different backgrounds and connect these cultures to one another. To interact with people from diverse backgrounds more meaningfully, sharing a commonplace requires having a common language. Ollinger (2012) states that the "English language has, over time, developed to serve as a means to bridge such diversity" (p. 1). English is becoming a 'bridge language' between diverse cultures and people speaking different languages. In this sense, English has been used as a lingua franca (hereafter ELF). Gnutzman (2004) explains this term as the following: "This a language that is used as a medium of communication between people or groups of people each speaking a different native language." (p. 356). Jenkins, Cogo, and Dewey (2011) describe it as a "shared language used for communication between speakers of different native languages" (p. 281). In this context, people live in a globalised world where English is a global language that connects different cultures and diverse ethnic backgrounds due to technological and social development.

There are some numerical data available that show the status of English speakers. As the British Council stated in the English Effect Report (2013), two billion people were going to speak or learn English in the world by 2020. but as of now according to Statista (2024) there are around 1.4 billion people speaking English worldwide. In addition, it is recognised as an official or semi-official language in 75 countries as well as a predominant language in international politics such as the United Nations, The World Bank, UNESCO and UNICEF, the World Health Organisation and European Union (Todorova & Todorova, 2018). English has been chosen as a common communication medium by many member-nation organisations and the most preferred language around the world. This leading role of English makes learning vital and having a good level of English is getting more important in non-European countries.

These social and technological developments have affected language learning, as well. Teaching and learning a foreign language is a long process that is open to constant change. As the world's economy, culture and social structure are changing, the language is also changing simultaneously. So, the teaching methods are changing and developing themselves. Due to inevitable changes, there should be some regulations in language teaching strategies to catch up with the new developments. Accordingly, the Ministry of National Education in Türkiye (MoNE) has gone through changes in the English curriculum and the coursebook to align them with the Common European Framework of References (CEFR).

The union of European nations under the name of the Council of Europe (hereafter CoE) was founded on May 5, 1949 (CEFR, 2001a). Türkiye, as a founder member of this organisation, has taken an active role and the Council seeks to enhance the lives of European citizens by addressing issues like racism, racial

discrimination, and environmental protection, fostering understanding among Europeans from various cultural backgrounds, and encouraging a sense of European identity in each and every citizen (Demirel, 2005). With this aim, the Council of Europe declared in 2001 that the Common European Framework of References is presented to all European countries to provide a common basis for language assessment, teaching and learning. The Common European Framework aims to overcome the barriers of communication among professionals working in the field of modern languages arising from the different educational systems in Europe (CEFR, 2001a).

The CEFR is a framework that describes language levels and skills. It classifies the levels on a six-point scale from A1 and A2 basic users to B1 and B2 independent users, and lastly to, C1 and C2 as proficient users for five language skills: listening, reading, spoken interaction, spoken production and writing (CEFR, 2001a). The framework states that the CEFR does not offer 'one single uniform system.' It should be open, flexible, dynamic, multi-purpose and non-dogmatic (CEFR, 2001a). The CEFR has nine chapters that describe the nature of language acquisition, learning and teaching English. Chapter one explains the aims and objectives within its political and educational context. Chapter two defines the action-oriented approach, general and communicative language competences that allow the learners to perform actions in several conditions and under various constraints to engage in language activities to produce or comprehend text. Chapter three clarifies and outlines common reference levels, proficiency standards and descriptors that are used to describe the language levels to reach a consensus on learning and teaching English. Chapters four and five present a detailed scheme of categories such as domains, situations, conditions, and themes for the description of

language use and language users. Chapter six focuses on the things that learners must acquire. In chapter seven, tasks and their role in language teaching are addressed. Chapter eight addresses linguistic diversification and curricular design with curriculum scenarios. Lastly, in chapter nine, assessment, and its roles, and aims in language learning and teaching are discussed.

As a member of CoE, Türkiye has gone through changes in the English curriculum and coursebook and updated the materials and curriculum in accordance with the CEFR in 2001. In this research, as the basis of this thesis, the process of integration of the CEFR into the English national curriculum and English coursebook by MoNE will be investigated, as well as to which extent the English curriculum and coursebook are aligned with the CEFR will be clarified.

### **Background**

English has been accepted as the lingua franca worldwide and holds a significant place in business and education. Therefore, learning English is vital for anyone who wants to be a world citizen. Unfortunately, according to Education First (EF), which is a private company that ranks the countries depending on their adults' English levels shows in their EF EPI reports (2022) that Türkiye is one of the lowest countries in terms of English skills in English Proficiency Index (EPI) (<http://www.ef.com.tr/eipi/>). Türkiye has a place of 64 out of 111 countries around the world and 34 out of 35 in Europe, which demonstrates 'low' degrees in English proficiency, which indicates that there are problems in English teaching in Türkiye. Being an online and adaptive English test, EF SET assesses the listening and reading skills of people by balancing the ratio between males and females from a wide range of ages and categorising participants' English levels into five proficiency bands: very

high, high, moderate, low and very low (<https://www.ef.com/wwen/epi/about-epi/>).

The EF EPI proficiency bands are given in Table 1 below.

**Table 1**

*EF EPI Proficiency Band*

| Proficiency Bands                                  | Skills                                                                                                                                          |
|----------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Very High<br>EF EPI score 600+                     | Use nuanced and appropriate language in social situations<br><br>Read advanced texts with ease                                                  |
| High proficiency<br><br>EF EPI score 550 - 599     | Negotiate a contract with a native English speaker<br>Make a presentation at work<br><br>Understand TV shows                                    |
| Moderate proficiency<br><br>EF EPI score 500 - 549 | Read a newspaper<br>Participate in meetings in one's area of expertise<br><br>Understand song lyrics                                            |
| Low proficiency<br><br>EF EPI score 450 - 499      | Write professional emails on familiar subjects<br>Navigate an English-speaking country as a tourist<br><br>Engage in small talk with colleagues |
| Very low proficiency<br><br>EF EPI score < 450     | Understand simple emails from colleagues<br>Introduce oneself simply (name, age, country of origin)<br><br>Understand simple signs              |
|                                                    | Give basic directions to a foreign visitor                                                                                                      |

*Note.* From *EF EPI proficiency bands*, 2024, EF

(<https://www.ef.com/wwen/epi/about-epi/>)

In this test, Türkiye's EPI score is 495 out of 600+, which indicates that test takers have the ability to understand simple emails from colleagues and engage in small talk with colleagues. As EPI explains its policy, a minimum of 400 participants are required to take the exam to include a country in their database. To determine a country's EF EPI score, the scores from each test were adjusted to reflect the percentage of correct answers. These scores were then averaged for each country or

region, with equal importance given to each test. The regional and global averages considered the populations of each country or region within their respective regions. Therefore, it can be deduced that even after ten years of English education at schools, people cannot understand advanced texts, cannot write professional emails, negotiate a contract with a native English speaker or understand TV shows that are originally in English.

Therefore, in Türkiye, to increase the quality of English language learning, in compliance with the Council of Europe, the country has renewed its curriculum in accordance with the Common European Framework of Reference (CEFR). In the literature, there are limited studies regarding how Türkiye's English coursebook, and curriculum reflect descriptors of the CEFR. Ideally, complying with the CEFR will help English educators to improve students' English subsequently. Hence, it will be important to ensure that the national curriculum does indeed meet the CEFR's descriptors and criteria.

There are many studies that investigate the implementation of the CEFR in different countries around the world. As an example, Natakani (2012) examines the conversational skills of 62 female students from mix-level EFL classes at a private school in Japan. These students joined an English course for 12 weeks using the communicative approach, which is the main principle of the CEFR. After the training, the researcher observed a significant difference between their conversational skills ( $p < .01$ ). It means that, after training per the CEFR principle, students' speaking skill develops, and they feel more confident in conversation. Another study about the impact of CEFRs was conducted in Canada. As Arnott (et al., 2017) stated significantly, the implementation of the CEFR in the Canadian context has set in motion a beneficial advancement at the level of rethinking the frameworks and tools

related to pedagogy, curriculum, and assessment. In Canadian language education, the CEFR has a positive impact on language learning and teaching. Also, Noriko (2011) stated that implementing the CEFR into Japanese language education has provided great strides and led to significant positive effects. She also added that especially ‘can do’ schemes had a growing influence on education in Japan. From another aspect, Rehner et al. (2021) conducted research on the impacts of the CEFR on French as a Second Language (FSL) teachers in Canada, and it is concluded that the CEFR has a huge impact on FSL teachers’ modifying their planning, evaluation and teaching methods such as communicative, action-oriented, competence-based language learning that create a more engaged classroom environment for the students.

In Türkiye, there are studies that investigate 2nd, 4th, 9th, and 11th-grade MoNE’s curriculum and coursebook alignment with the CEFR. Ak (2016) evaluated the 2nd-grade coursebook according to the CEFR, Kurt (2022) analysed the 4th-grade coursebook, Yüce (2018) evaluated the high school 9th-grade English language curriculum in relation to the CEFR and Coşkun (2018) studied the contrastive analysis of the 11th-grade curriculum and coursebook within the CEFR. In this research, researchers investigated to what extent the MoNE’s curriculum and 9<sup>th</sup> & 11<sup>th</sup> coursebooks aligned with the CEFR criteria.

### **Problem**

Ideally, complying with the CEFR will help English educators to improve students’ English learning. Hence, it will be important to ensure that the national curriculum does indeed meet the CEFR descriptors and criteria. There are studies that show CEFR improves the English skills of students and provides a better English level. For example, in Japan, Nagai and O’Dwyer (2011) state that the CEFR

descriptors affect English language learning positively provided that they are fully and widely understood (p. 149). Also in Türkiye, Ak (2016), Yüce (2018), and Coşkun (2018) have already investigated several grades' English coursebooks and curricula from a wide range of levels. There are some examples of how other grade levels, such as Ak's (2016) 2nd grade, Yüce (2018) studied the 9th grade English language curriculum, and Coşkun (2018) conducted a contrastive analysis of the 11th grade incorporating the CEFR descriptors and criteria. In this sense, Ak (2016) showed in his research that “the coursebook *I Know English*, published in 2015 by the Ministry of National Education in Türkiye (MoNE), embraces 8 out of 10 criteria of the CEFR (p. 90).”

To this date, until this thesis was proposed, there was not any research regarding how Türkiye's twelfth-grade English coursebook and curriculum reflect descriptors of the CEFR. According to the MoNE's 12<sup>th</sup>-grade English curriculum, students study B2 and B2+ English, which corresponds to independent users and vantage at the CEFR level. Since the coursebook and curriculum aims to bring the learners to B2 and B2+ levels of the CEFR, there is a gap in the literature investigating the alignment between the curriculum & coursebook and the CEFR. This research explores how MoNE's 12<sup>th</sup>-grade English curriculum and coursebook Notifier English (Çimen et al., 2023) align with the CEFR descriptors.

### **Purpose**

The CEFR designs the content of different levels about what an English lesson should cover and provides a common framework for English language learning. It determines the descriptors that show the requirements and necessities of how an English lesson should be taught. Therefore, this study aims to investigate how MoNE's twelfth-grade English curriculum and coursebook align with the CEFR

descriptors. In particular, in this thesis, the CEFR descriptors of B2 and B2+ levels were compared with the twelfth-grade English coursebook. This qualitative study was designed to investigate how the twelfth-grade English coursebook and curriculum aligns with the CEFR descriptors. For the qualitative method, document analysis, which is a systematic procedure for reviewing or evaluating documents, such as organisational or institutional reports, books, and program proposals, were utilised (Bowen, 2009). Another definition is "Document analysis is a research method used to review and interpret the content of documents to gain insight into social phenomena. It involves a detailed examination of documents to understand their purpose, structure, and the meaning behind their content" (MacNeil, 2014, p. 42). Scott (1990) also explained that document analysis is a 'systematic examination of documents' (p. 9). Following that, frequency tables were utilised to show to what extent the descriptors in the coursebook and curriculum meet the CEFR criteria.

As noted previously, other English language high school grade levels (such as 9<sup>th</sup> and 11<sup>th</sup>) of the Turkish curriculum had already been analysed to examine how they comply with the CEFR. Yüce (2018) and Coşkun (2018) had already investigated the ninth and eleventh grades of MoNE's high school curriculum and the coursebook, respectively. The reasons for selecting this grade are that 12<sup>th</sup> is the last high school education level, and it is claimed in the curriculum that after graduation, students are expected to have a B2 level of English proficiency. However, many students still attend the university's preparatory schools, which indicates a discrepancy between the actual and the expected situation. Also, there is a gap in the literature in that the tenth and twelfth-grade curriculum and coursebooks have not been studied yet. For these reasons, this grade's coursebook and curriculum have been chosen for this research.

### Research Questions

The current study aims to answer the following research questions below:

1. To what extent do the learning objectives of MoNE's twelfth-grade English language curriculum and associated coursebook align with the Common European Framework of Reference for Languages (CEFR) descriptors?
2. To what extent do the activities in the twelfth-grade MoNE English language coursebooks (*Notifier English*) align with the descriptors B2+ of the CEFR?

### Significance

Türkiye has a crucial place with its strategic location in the world. With its areas both in Asia and Europe continents, Türkiye strategically plays an important role in the global economy, trade, and tourism. Due to its geographical position, as a lingua franca, learning English has a strategic significance in terms of developing in science, economy, and business to take part in and follow the developments in many fields in the world. However, considering its strategic location, according to the EF EPI scores, Türkiye is 64 out of 111 in the world and 34 out of 35 in Europe, which is considered “low” level from the perspective of literature in ELT. (EF EPI, 2022).

According to the British Council report, the studies show that a great majority of English teachers (more than 80%) have the necessary skills and adequate language level to teach effectively in the classroom. Hence, the majority of Turkish students can graduate from high school with an intermediate or upper-intermediate English level. However, according to a British Council and TEPAV report, English language learning and teaching in state schools in Türkiye faces significant challenges. Despite the importance of English for communication, innovation, exports, trade, tourism, and job prospects, most students in Türkiye have only rudimentary English skills, even after 1000+ hours (estimated at the end of Grade 12) of English classes (2013).

Improving the quality of English education, teaching and learning in Türkiye is essential.

When the schooling rates in Türkiye are regarded, it can be seen that most of the students go to state schools and use English books provided by the government. According to the statistics prepared by the MoNE, only 11% of the students are studying in private high schools and a great majority of students are being educated in state schools. (MoNE Statistics, 2021/20122). When the rates are considered, plenty of students are using books given by the school. In accordance with the Free Textbook Distribution Project, the MoNE began producing and distributing secondary school textbooks for free starting from the academic year 2006–07 (Karababa, Serbes & Şahin, 2010).

Considering this information given above, since these books are commonly used, it is important to know that ensuring these books' compliance with the CEFR will contribute to stronger English education in Türkiye. It is important to investigate whether these updates contribute to better English learning and teaching and whether they provide a well-qualified English education. Hence, this study can show teachers how CEFR is included in MoNE and increase teachers' awareness of teaching English. This study offers to analyse the 12th-grade English curriculum and coursebooks in Anatolian High Schools in Türkiye. It emphasises how the MoNE's 12th-grade coursebook and curriculum align with the CEFR, and the new developments and changes made in 2018. One way to accomplish this is to define the criteria and objectives of the CEFR. The findings of this study will reveal to what extent the English curriculum and English coursebook have complied with the CEFR and may help teachers to analyse and assess the quality of the books and improve their English teaching in the classroom and may help the administration and material/

curriculum developers to become more aware of the current situation of the coursebook and curriculum to improve English teaching in congruence with the CEFR levels. All things considered; these findings may offer guidance to the teachers in deciding how to design the coursebooks. In this way, more robust English language teaching can be developed and successfully implemented in European standards. If English improves, Türkiye will score higher in the EPI and will gain prestige in English education. This study, when considered holistically, can also help our country more easily adopt new developments and keep up with the advancements in technology, business, and exports by becoming more proficient in the lingua franca, thereby improving communication skills in any necessary field.

### **Definition of Key Terms**

**Alignment:** "Alignment as used in curriculum theory refers to a deliberate and intrinsic connection between aspects of the curriculum and assessment methods, and ideally including teaching methods, institutional policies, and climate." (Biggs & Tang, 2012)

**Benchmarking:** "Benchmarking in education refers to the process of systematically comparing educational practices, processes, or outcomes against established standards or best practices. (McKinney & Smith, 2018)

**Common European Framework for References:** "The Common European Framework of Reference for Languages (CEFR) is a guideline used to describe the achievements of learners of foreign languages across Europe and, increasingly, in other countries. It provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe. It also describes the proficiency levels of language learners" (Council of Europe, 2001).

**Council of Europe:** "The Council of Europe (CoE) is an international organisation founded in 1949 to promote democracy, human rights, and the rule of law in Europe. "(Council of Europe).

**Curriculum:** "A curriculum is a structured set of learning outcomes or tasks that educators usually set in educational institutions. It encompasses the knowledge, skills, and attitudes that students are expected to learn, which is organised into a coherent sequence across subjects and grade levels" (Marsh & Willis, 2007).



## **CHAPTER 2: REVIEW OF RELATED LITERATURE**

### **Introduction**

This chapter discusses and introduces relevant studies that analyse the use of the CEFR in Türkiye and Europe to summarise the basis of the CEFR. As a document, the CEFR and its sections were analysed respectively by presenting a general overview of all the chapters since comprehension of the CEFR has a main role compared to the English Language Coursebook (ELC) and coursebook with the CEFR. Considering this role, firstly the implementation of the CEFR in Europe will first be dealt with. Then, the evolution of Turkish curriculum development with the CEFR and the research studies about how it is implemented and upgraded by MoNE were investigated.

### **Context**

In this chapter of the thesis, the approaches adopted in the text, along with the important terminologies, were comprehensively presented. The terminologies were defined specifically to comprehend the text in a more detailed manner. The first approach is the action-oriented approach that views the users and learners as social agents who are members of a society and have tasks to achieve under certain conditions in a specific environment. (CEFR. 2001a). When a learner acts the speaking within language activities, by considering emotional, cognitive, and volitional resources and abilities implemented as a social agent, the activities will create a social context that gives the full purpose. This phenomenon is described in the CEFR as:

Language use, embracing language learning, comprises the actions performed by persons who as individuals and as social agents develop a range of competences, both general and in particular communicative language competences. They draw on the competences at their disposal in various contexts under various conditions and under various constraints to engage in language activities involving language processes to produce and/or receive texts in relation to themes in specific domains, activating those strategies which seem most appropriate for carrying out the tasks to be accomplished. The monitoring of these actions by the participants leads to the reinforcement or modification of their competences. (CEFR, 2001a, p. 9)

Another important term emphasised in the CEFR is plurilingualism. The Council of Europe has given too much importance to plurilingualism in learning a language. It claims that when a person learns a language, s/he does not keep these languages and cultures in strictly separated mental compartments, but rather builds up a communicative competence to which all knowledge and experience of language contributes and in which languages interrelate and interact with one another (CEFR, 2001a, p. 4). In another saying, plurilingualism can be explained as a term that highlights that if a person learns different languages and cultures, this person does not store these languages and cultures in separate mental spaces. Instead, this person enhances a communicative competence set where all languages and knowledge interact with and influence each other. They are not kept separate in different brain sections; they affect and promote language skills concerning uniformity. This implies that language learners are encouraged to be proficient not in one language, but in several languages separately and have the confidence to handle the problems that

may occur while learning a new language. It naturally creates the basis of the Ministry of National Education curriculum that encourages plurilingualism, communicative competencies and collaborations that promote learning a language in a natural way and context.

Lastly, communicative language competence was mentioned in this section of the thesis. Communicative language competence comprises the competences such as linguistic, sociolinguistic, and pragmatic. Respectively, these components refer to knowledge, skill, and know-how. Linguistic competences are about the understanding of grammar, vocabulary, and structure of a language apart from its sociolinguistic value. On the other hand, sociolinguistic competences are related to the sociocultural context where the language is used. It is important to be respectful and sensitive to social norms, including kindness, gender, and social class. Sociolinguistic competence is highly effective in all language communication among individuals from different cultures. Last but not least, pragmatic competence engages in pronunciation, acts of speech, and cohesion and coherence. All these competences aim to be internalised by the ‘social agent’ to enhance the learning process.

### **The Common European Framework of Reference**

Published by the Council of Europe (CoE) in 2001, CEFR aims to be a guideline to provide a better quality of teaching a foreign language as well as increasing the quality by creating a common base in European countries (CEFR, 2001a). The Council of Europe, founded in 1949, deals with increasing the quality of communication among countries by emphasising that better communication leads to better understanding. With these aims, the CEFR is a guideline for learners to teach and assess a foreign language. The aim of creating the CEFR at all levels is to encourage collaboration among educational institutions in different countries, to

supply a foundation for shared and common acknowledgement of language qualifications and to allow learners, teachers, course designers and educational administrators to position their efforts (Trim, 2007, p. 38). Many pilot projects were investigated between 2008 and 2000 to explore the possible forms the document may have taken in different educational contexts (Little, 2012, p. 1) and it has been updated based on the feedback from the users and debates. In this way, the CEFR was officially published in English and French in 2001. “It intends to overcome the barriers to communication among professionals working in the field of modern languages arising from the different educational systems in Europe” (CEFR, 2001a). However, its aim is not to say how to do that, it tries to promote communication and collaboration among the learners.

After being adopted by the Council of Europe in its language policies, the CEFR has been used for over 20 years by different countries around the world. The CEFR is undoubtedly the most common and globalised framework regarding how to teach, learn and assess the English language. That’s why it is a significant and leading example for educators, policymakers, and teachers. Since it is translated into many languages, there are studies conducted to examine the benefits and the effects of the CEFR in language teaching. One of these researches is done by Martyniuk & Noijons (2007). According to the survey that they conducted among the teachers, they received responses from 30 Council of Europe member states, which included Türkiye, as well. The results show that “The CEFR has proved to be the most useful for the planning and the development of curricula/syllabi – respondents from 26 out of 29 states (90%) found it very useful or rather useful for this purpose.” Also, it was concluded that this is becoming the most reliable reference for curriculum planning (Martyniuk & Noijons, p. 7. 2007). Moreover, the framework was mentioned as ‘one

of the most influential publications of the last decade in the field of language learning and language testing in Europe' (Figueras et al. 2005, p. 261). In Table 2, brief information about each CEFR chapter was given to present in a more organised and coherent manner.

**Table 2**

*Common European Framework of References or Languages: Overview of the CEFR*

| CEFR Chapters | Summary of the Chapters                                                                                                                                                                                                                           |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Chapter 1     | states the aims, objectives, and functions of the CEFR.                                                                                                                                                                                           |
| Chapter 2     | introduces the CEFR's action-oriented approach and its descriptive scheme.                                                                                                                                                                        |
| Chapter 3     | introduces and summarises the Common Reference Levels                                                                                                                                                                                             |
| Chapter 4     | presents categories for describing language user/learner; the themes, tasks and purposes of communication; communicative activities and strategies; and text in relation to activities and media.                                                 |
| Chapter 5     | describes the competences on which the language user/learner depends in order to carry out communicative tasks.                                                                                                                                   |
| Chapter 6     | is concerned with language learning and teaching.                                                                                                                                                                                                 |
| Chapter 7     | examines the role of tasks in language learning and teaching.                                                                                                                                                                                     |
| Chapter 8     | discusses the implications of linguistic diversification for curriculum design, considering plurilingualism and pluriculturalism, learning objectives, some principles of curriculum design, lifelong language learning, and partial competences. |
| Chapter 9     | is concerned with the ways in which the CEFR can support the assessment of communicative proficiency, criteria and various types of assessment.                                                                                                   |
| Appendix A    | discusses the description of levels of language attainment from a technical perspective.                                                                                                                                                          |
| Appendix B    | describes the Swiss research project that developed the illustrative descriptors for the CEFR.                                                                                                                                                    |
| Appendix C    | presents DIALANG, an on-line assessment system that uses the scales and descriptors of the CEFR to provide language learners with diagnostic information about their L2 proficiency.                                                              |
| Appendix D    | describes the ALTE 'can-do' statements, which were developed, related to ALTE language examinations, and anchored to the CEFR.                                                                                                                    |

*Note.* From “The CEFR: Content, Purpose, Origin, Reception and Impact,” by D. Little, 2006, *Language Teaching*, p. 173. Copyright 2006 CUP.  
(<https://doi.org/10.1017/S0261444806003557>).

### **Common Reference Levels**

In the CEFR, common reference levels and the process that explains how they were created were clarified extensively. This framework was designed to outline the basics of creating a textbook, curriculum or syllabus for textbook writers, test developers and teachers. It provides a standardisation in language learning in different countries all over the world, as Tannenbaum & Wylie (2005) stated.

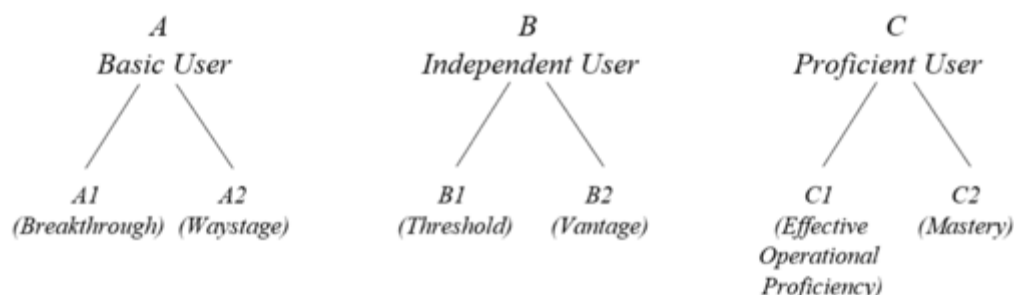
The CEFR creates a standardisation for the test takers and instructors to label their proficiency for admission to a university degree. Heyworth (2006) states that the best-known feature of the CEFR is the Common Reference Levels, which are at the heart of the framework (p. 181). Also, it provides a common reference level for proficiency in composing general consistency among countries around the world.

The framework depicts language proficiency in listening, writing, speaking, and reading on a six-level scale. The CEFR descriptors outline what a language learner can do in terms of skills and language knowledge with the ‘can-do’ statements. The CEFR describes the six levels in three bands: A1-A2 (Basic User), B1-B2 (Independent User) and C1-C2 (Proficient User). These levels have been developed to guide policymakers, instructors, and language educators to designate the current language knowledge and develop a curriculum rich in communicative competence. Six broad levels Breakthrough (A1) and Waystage (A2), Threshold (B1) and Vantage (B2), and Effective Operational Proficiency (C1) and Mastery (C2) have been outlined by the Council of Europe (Council of Europe, 2001, p. 23). According to the scale shown in the CEFR table, C2 (Mastery) is located at the top, and A1

(Breakthrough) is located at the bottom. Common Reference Levels consist of three main levels and two sub-levels for each as shown in Table 1:

**Figure 1**

*General proficiency levels (CEFR, 2001a, p. 23)*

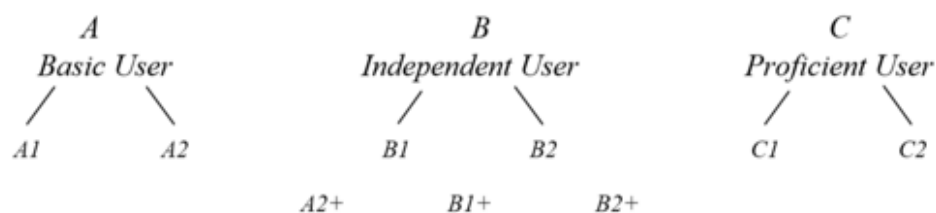


*Note.* From Common European Framework of References: *Learning, Teaching, Assessment*, p.23, by Language Policy Unit, 2001, Council of Europe, (<https://rm.coe.int>). Copyright 2001 by Cambridge University Press.

Despite being the most accepted scale, the Swiss Research Project creates the levels again as can be seen in Figure 2:

**Figure 2**

*Narrower proficiency levels (CEFR, 2001a, p. 31).*



*Note.* From Common European Framework of References: *Learning, Teaching, Assessment*, p. 31, by Language Policy Unit, 2001, Council of Europe, (<https://rm.coe.int>). Copyright 2001 by Cambridge University Press.

Although it is not problematic to present different common reference standards for various objectives, presenting a more comprehensive summary of the reference levels could be very helpful. The general information and the skills that the

learners have about each CEFR level are presented in Table 3 briefly. Consolidating the key points into a single, cohesive set of holistic paragraphs would allow for a clearer and more organised understanding of the framework. Table 3 displays brief information regarding each level.

**Table 3**

*Common Reference Levels: Global Scale(CEFR. 2001a, p. 24)*

| Users            | CEFR Levels | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------|-------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Proficient User  | C2          | Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.                                                                                                                                      |
|                  | C1          | Can understand a wide range of demanding, longer texts, and recognize implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.                                       |
| Independent User | B2          | Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options. |
| Independent User | B1          | Can understand main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics, which are familiar, or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.                       |
| Basic User       | A2          | Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.                              |
| Basic User       | A1          | Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.                                                                       |

*Note.* From Common European Framework of References: *Learning, Teaching, Assessment*, p. 24, by Language Policy Unit, 2001, Council of Europe (<https://rm.coe.int>). Copyright 2001 by Cambridge University Press.

A levels are capable of having a conversation about a daily language talk such as the hometown, where does he/she live, introduce herself/himself, routines like shopping or work. While C levels are able to use the language flexibly and speak fluently with a wide range of vocabulary. Also, C level learners can summarise a complex text or spoken material. These can-do statements clarify what the levels cover, and the learners should do the level below itself. For example, it is considered that C1 level learners can do A1, A2, B1, B2 levels. However, a C2 level learner should not be regarded as a native person because with the CEFR descriptors are meant to label language skills expected to be a successful learner.

Since this study particularly focuses on B2 levels, presenting general information about these levels is of vital importance. To start with, learners at the B2 level can understand the content of difficult texts in concrete and abstract subjects and discussions in their field. S/he can interact with a native speaker naturally and fluently and express himself/herself clearly in a wide range of subjects. S/he can express his/her opinion on a current topic and list the advantages and disadvantages of different options. When the learner becomes B2 + level, s/he can contribute to the development of the discussion by giving feedback on the explanations and deductions of the speaker during the conversation. S/he can use the connectors efficiently to ensure coherence and unity between ideas. S/he can develop his/her argument by focusing on important issues and providing necessary details. Table 4 shows what a learner can do at B2 and B2 + levels in terms of different skills as a self-assessment grid.

**Table 4**

*Common References Levels: Self-Assessment Grid for B2 (CEFR, 2001a, p. 26)*

| B2                  |                     |                                                                                                                                                                                                                                                            |
|---------------------|---------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Language Activities | Skills              | Can-do statements                                                                                                                                                                                                                                          |
| Reception           | Listening           | I can understand extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar. I can understand most TV news and current affairs programs. I can understand the majority of films in standard dialect. |
|                     | Reading             | I can read articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints. I can understand contemporary literary prose.                                                                            |
| Interaction         | Spoken Interaction  | I can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. I can take an active part in discussion in familiar contexts, accounting for and sustaining my views.                          |
|                     | Written Interaction | I can write letters highlighting the personal significance of events and experiences.                                                                                                                                                                      |
| Production          | Spoken Production   | I can present clear, detailed descriptions on a wide range of subjects related to my field of interest. I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.                                           |
|                     | Written Production  | I can write clear, detailed text on a wide range of subjects related to my interests. I can write an essay or report, passing on information or giving reasons in support of or against a particular point of view.                                        |

*Note.* From Common European Framework of References: *Learning, Teaching,*

*Assessment*, p.26, by Language Policy Unit, 2001, Council of Europe,

(<https://rm.coe.int>). Copyright 2001 by Cambridge University Press.

### CEFR in the World

In the previous sections, extensive information about the CEFR was given, and the effects of the framework were widely discussed. In this section, its effects on language education in countries around the world were comprehensively investigated. The implementation of the CEFR in the curriculum and the textbook in several countries on different continents and its effects on language education and learning was discussed.

There is a growing trend in using the CEFR in the world for various purposes (Van Huy & Hamid, 2015; Figueras, 2012). The majority of researchers around the world investigate the utilisation and implementation of the CEFR in national curriculums and coursebooks. One of them is Natakani(2012), who researched Japanese college students to discover whether the Communication Strategy (CS) in the CEFR develops students' proficiency in communicative skills proficiency. After the 12-week training, students' development in oral communication proficiency was collected through three types of data collection which are pre- and post-conversation test scores, transcription data from the test, and the result of the self-report questionnaire. After the 12-week strategy training, the researcher found out that "the improvement in the student's speech scores was significant after the strategy training ( $p < .01$ ).” Also, the researcher stated that after the CS education, students learned how to use the CSs to overcome their inadequacy, and they became more adaptable in keeping the conversation flow and having an active/reactive interaction with the people actively. Seemingly, the CEFR was considered a significant *intermedium* in enhancing communicative skills in language learning and teaching.

A study in Malaysia, Alih et al. (2021) completed, conducted research on the CEFR implementation in Malaysia to investigate the teacher's beliefs, readiness, and the challenges that they encounter in language teaching. 365 teachers' responses are collected with the mixed-method design, the questionnaire, and semi-structured interviews for data collection. In the research, it can be deduced that teachers did not have adequate knowledge and training on how to implement the CEFR in the classroom and they lacked materials which matched up with the CEFR requirements. However, according to the teachers' responses in the interview and questionnaire, the data revealed that although the implementation of the CEFR needs more time for

reasons such as teachers' motivation deficiency, material availability, and time constraints, when the necessary support was provided to the teachers, implementation of the CEFR is full of potential changes in education to ensure the stability and standardisation in English teaching in Malaysia.

After being grouped under the 'low proficiency' countries, which means the language score is under 500 out of 700, according to EF, the Vietnamese government decided to implement the CEFR into their curriculum in 2008 'with a vision for quantifiable change' to enhance their language education and educate a better workforce that would be at the international level (Von Huy & Hamid, 2015).

According to the research done by Von Huy & Hamid (2015), a qualitative case study was conducted by using policy document analysis, classroom observation and in-depth interviews. First, implementation starts from the top. As well as students, to test if the teachers have adequate proficiency to teach English as the CEFR standards necessitate, teachers were to take the proficiency exam with the result of CEFR C1 level. In this way, this top-down policy has created awareness among the teachers and learners. On the other hand, the research has shown that the implementation of the CEFR in such local contexts could pose many challenges. The rapid implementation of the framework with a direct translation caused some challenges. There were a lot of obstacles generated by the adaptation of the CEFR in the Vietnamese education system, such as teachers' lack of knowledge and motivation and limited resources because the framework was underdeveloped and needed more adjustments. Despite challenges, the authorities decided to stick with the CEFR to harvest its fruits.

In China, the CEFR has been adopted in language education and is still being investigated by teachers in their approach, and their knowledge in language teaching.

Zheng, Zhang, and Yan (2016) studied the implementation of the CEFR in Chinese language education by focusing on the writing assessment of the College English Test (CET). A mixed method approach, which is a survey and questionnaire with 40 teachers from Wuhan University, has been implemented for data collection. As a result of the research that has been conducted, the adoption of the CEFR was considered feasible with appropriate implementation, and it was possible to achieve it with teachers who can understand the CEFR requirements and are familiar with the CEFR.

As seen in the researches above, previous studies have shown that the application of the CEFR in education systems is worldwide, and it is widely used to create unity in teaching and assessing the language as well as providing ‘numerous scales that describe a series of levels of language’ (Alderson, 2006). As Fulcher (2004) stated, it is ‘a tool for harmonisation of language learning, teaching and assessment’. Regarding this research, it can be stated that familiarisation with the CEFR is essential for the implementation of it.

### **CEFR in Europe**

In the previous sections, extensive information about the CEFR, its effects on the framework, and the impacts on the education systems of countries around the world have been comprehensively discussed. This section investigated its effects on language education in European countries. The implementation of the CEFR in the curriculum and the textbook in European countries and its effects on language education and learning were discussed.

CEFR is becoming more and more popular in Europe and around the world. This framework has been used by many countries to provide standardisation in language learning and teaching. It is becoming a ‘common currency’ in Europe.

(Van Huy & Hamid, 2015 and Figueras, 2012). The CEFR has influenced many European countries that desire to catch up with the new developments and new assessments that the CEFR has offered. Therefore, many countries have introduced new regulations in their coursebooks and curricula that claim to have been aligned with the CEFR standards. These countries have rearranged their assessment tools, curricula and syllabi based on the CEFR and its descriptors and requirements. Buckland (2010) conducted a study assessing the alignment of learning outcomes at the Wall Street Institute (WSI) with the CEFR in Spain. The study was divided into two phases: quantitative and qualitative. The researcher aimed to find out if the WSI curriculum and the CEFR can-do statements match, and the study reveals that there is a high correlation between the WSI curriculum and CEFR outcomes, with about 80% match. Buckland concluded that the alignment between WSI and CEFR was credible, reliable and valid.

Another remarkable study was conducted by Bérešová (2011) in Slovakia. She investigated linking the English school-leaving test to the CEFR in Slovakia. As a result of her research, the researcher found out that the changes happening in English teaching and learning after the introduction of the CEFR in Central and Eastern European countries have had remarkable outcomes in language education because of its communicative approach that embraces collaboration in classes and helps the development of reflexive learning habits. She also concluded her research by stating that ‘linking the institutional documents and national examinations to the CEFR is expected to initiate strategic actions within three major areas in education: standards, evaluation and professional development.’

Tsagari (2010) undertook a project in the Netherlands named “Linking the Textbooks to the CEFR: A Collaborative Approach”, and the researcher presented at

the 7<sup>th</sup> Annual EALTA Conference. Contrary to what is believed, though textbook publishers and curriculum developers had claimed that their products align with the CEFR, very little evidence supports these claims. Herein, it is aimed to address the dubious support by assessing the Greek State School system for levels from A1 to B1 coursebooks. For her research, pre-use and post-use analysis were utilised using the CEFR Content Analysis Grids (Manual for Relating Language Examinations to the CEFR, 2009) initially created for exam analysis. For the pre-use evaluation, 22 pre-service and in-service teachers were requested to examine texts and textbooks in collaboration using the Content Analysis Grid for 4 hours of familiarisation with the CEFR along with five meetings. In the end, they determined their level. For the post-use, 147 in-service English language teachers had filled out the same checklist that was used in the pre-use evaluation. As a result of this research, it was concluded that it was fruitful to work with teachers in collaboration to examine the textbooks because it increases the reliability of the textbooks.

The European Union has been trying to develop a framework that provides unity in learning and teaching a language across Europe for many years. As a result of this attempt, the Council of Europe declared the CEFR in 2001. Shortly after, member countries of the Council of Europe started to investigate the framework to implement it in their curriculums, coursebooks and classrooms. Estonia is one of the European countries that implement the CEFR in its language education. With the Ministry of Education and Research organisation in cooperation with the Estonian Association for Applied Linguistics, a committee was formed to develop the Estonian version of the CEFR and ELP. After implementing the framework, training courses, and testing the schools, the Estonian model was approved by the Validation of the Council of Europe, and the principles of the framework were taken into

account for the design of a new national curriculum. Accordingly, students are required to graduate with the English level of B2. Estonia has taken an active role in the programs since 1995. (Estonia Language Education Policy Profile, 2010).

### **CEFR in Türkiye**

Following the presentation of the CEFR by explaining the framework and expanding the meaning and implementation in the world and in Europe, the process of implementing the CEFR in the English coursebook and curriculum in Türkiye and how the Ministry of National Education adopted it into the English language teaching in the education system were investigated in this section. With the relevant research carried out on the national scope, the steps and the outcomes were comprehensively scrutinised.

As mentioned in the previous sections, the Council of Europe (CoE) was founded in 1949 and publicised the CEFR in 2001. The aim was to provide unity in language teaching and learning among the European countries to break the language walls in communication that arose from the different education policies and education systems (CEFR, 2001a). As Demirel (2005) stated Türkiye has been the founder member of CoE since 1949, it has adopted the CEFR in its language education in the early 2000s (MoNe, 2018). Subsequently, the two important terms plurilingualism and pluriculturalism have been emphasised in the updated curriculum by MoNe (Mirici, 2008). These terms are emphasised not to create one domain culture in language learning but to draw attention to the value of different cultures and realise the importance of knowing more languages. First, MoNE piloted the CEFR in 20 schools in two towns in the years between 2001-2002 in Türkiye (Hişmanoğlu, 2013). It helped English teachers to have become familiar with CEFR. As Şahinkaya, Yumru & Inozu (2009) stated, MoNE piloted the CEFR in 20 schools

and then decided to put the framework into practice in the whole country in 2006-2007. With the adoption of the CEFR into the English curriculum in Türkiye, materials, coursebooks and curriculum have been updated according to the requirements of the framework that meet the learners' needs for the global world. Therefore, to be in line with the CEFR, the Ministry of National Education integrated a communicative approach to support students' competence and learning by perceiving English as a tool for understanding the world rather than a subject to study (MoNE, 2018). In addition to these changes, with the Free Textbook Distribution Project, the government has published and contributed the coursebooks to all the students for free, so updated English coursebooks have become prevalent in the country.

As a first issue, teachers' perceptions and understanding of the CEFR was touched upon in this research. Tosun and Glover (2020) conducted research on teachers' knowledge and understanding of the application of CEFR in schools. The data was collected from eight EFL teachers in local areas via interview and was elicited through a semi-structured interview in two parts. First, teachers were asked eight questions about the CEFR, and then they were required to watch a video to assess the students who had a Key English Test (KET), which is a speaking test. One of their questions was, 'Have you received training concerning the CEFR? If you have, what kind of training was that (pre-service training, in-service training, etc.)?' It was revealed in the research that only two of the teachers had received pre-service training about the CEFR, and six of them barely knew anything about the framework. Despite their little knowledge, they realised the differences and the CEFR's influence on the curriculum and coursebooks. When compared to the previous years, they stated that the activities are more learner-centred and promote a communicative

approach. According to the results of this research, teachers' approach to the CEFR was quite positive. Researchers concluded that if the framework was understood comprehensively and applied to the lessons, it would enhance language teaching and learning in Türkiye.

Another study was conducted by Çelik (2013) with the purpose of shedding some light on the understanding of the state-run public elementary school teachers about two important terms in the CEFR, which are plurilingualism and multiculturalism. The researcher aimed to measure the knowledge and awareness of the teachers on these important issues and believes that plurilingualism and multiculturalism should be promoted and supported in the early years of language education and utilise the CEFR requirements in the language classrooms. For this research, the qualitative research design was applied. A case study was conducted with five Turkish teachers of English who are employed at state-run elementary schools. The researcher aimed to collect data about the teachers' understanding of plurilingualism and multiculturalism and whether they included these concepts in their teaching. Through the survey, the participants were given questions, some of which were open-ended. It was concluded in this study that some participants thought there was no place for these terms in the classroom and that it was hard to apply them, while some of them tried to make an effort to learn its requirements and implement them in their language classes. It can be said that there are controversial ideas about these terms and how they are used in the lessons. Also, there are doubts among the participants that the English curriculum doesn't promote plurilingualism and multiculturalism.

Gürocak and Çağatay (2016) investigated the knowledge and perceptions of English language instructors at universities on the CEFR-based curriculum by

comparing the application in state and private universities in Türkiye. 54 instructors participated: 18 instructors were from a private university, and 36 of them were from a state university. The results have shown that nearly half of the teachers were neutral about the impact of the CEFR on coursebooks and curriculum and did not believe it had an impact. Another result was that 36% of the instructors did not believe that their teaching practices were in line with the CEFR. According to the research above, it can be concluded that the instructors were not aware of the requirements of CEFR and were aware of CEFR-based teaching applications.

Another important study on the CEFR application and teachers' awareness in Türkiye was done by Kır & Sülü (2014). The researchers determined to find out what the language teachers had known about the framework and how they applied it in their language lessons. The questionnaire, which has both open-ended and closed-ended questions, gathered data from 46 participants from 13 different cities in Türkiye. The teachers were teaching at different levels, such as primary school, university, high school, and private language centres. The results have shown that while 42% of the participants haven't read the document yet, and 66% of them did not follow the CEFR issues in teaching, 88% of them thought that the CEFR should be included in language education. As a result, inadequate in-service teaching in faculties seem to be evident. In the research, it was also stated that 82% of the participants answered the question "Do you need in-service training on the CEFR?" as 'yes'. It can be concluded that teachers need both in-service and pre-service training about the CEFR and how to benefit from the tool in preparing the materials and teaching language and language skills more effectively.

There are studies that draw upon the CEFR to use it as a tool to prepare a syllabus for a specific level and targeted learner needs. One of them is Mut (2007),

who focused on reading skill and developed a reading syllabus for the B2 level. Herein, the criteria for reading skills B2 level of the CEFR was used as a base that puts the students at the centre of learning for self-directed learners and self-evaluation. Mut (2007) suggested a reading syllabus that promotes presenting the reading in real-life situations and themes such as personal life, public and educational. The syllabus covers communicative competence, language awareness, and plurilingualism to develop reading with sub-skills.

Karababa, Serbes, and Şahin (2010) conducted research to evaluate the English Book, which was published by MoNE for ninth-grade high school English lessons. The textbook *Breeze* is A2 level, as it was claimed, according to the CEFR proficiency levels. The textbook was analysed in terms of the total number of tasks, their distribution among five skills, communicative approach and learner autonomy, student-centeredness, pair/group work and authentic text use. Then, every activity was analysed individually with CEFR descriptors taken from the European Language Portfolio, which has a checklist of the A2 level. The research concluded that the book does not promote student-centred and autonomous learning, and it does not serve communicative purposes as it had previously claimed. Therefore, it can be stated that the book does not meet the expectations of the CEFR, and the activities are not in line with the framework.

In conclusion, in this chapter, the extent of the CEFR was comprehensively presented. The CEFR is published to provide a standardisation in language learning and teaching all around the world as a second language. It is a guideline which helps teachers, curriculum developers, and students to assess, learn, and teach English in a standardised scope. Since its declaration, the member countries of Council of Europe adopted the framework into their coursebooks and curriculum. Herein, adopting the

framework in English language education had a vital role and this helped countries to have a qualified language education. In this study, it was discovered that the 12<sup>th</sup> grade high school coursebook points out that the students who study this grade were assumed to have B2 and B2+ levels of English. There has been no study by far in the literature investigating whether the 12<sup>th</sup> grade English coursebook covers all the requirements of the related level according to the CEFR. With this aim, if the ELC (English Language Curriculum) is in line with the framework was investigated.



## **CHAPTER 3: METHODOLOGY**

### **Introduction**

In this chapter, the methodology used during the writing process of this thesis was explained comprehensively. With the aim of elaborating on the research process, in the first section, the research design, research questions, data collection and analysis of the data were discussed. In the second section, the 12th-grade English coursebook and curriculum, the context of the study was described respectively. Lastly, the instrumentation, the tools used to collect the data, and the analysis of the data was clarified through the information given regarding how the 12th-grade English coursebook and curriculum were in congruence with the related level of the CEFR. After the analysis process, the findings were presented in the frequency and percentage tables that show the data with numerical values.

### **Research Design**

In this research, qualitative research design was used to analyse to what extent MoNE's 12th-grade English coursebook and curriculum aligned with the CEFR. For the qualitative data, document analysis is used to collect and analyse the data from the target documents for the 12<sup>th</sup>-grade English curriculum and coursebook and interpret the data from these documents. Fischer (2006) defines document analysis as a systematic procedure for reviewing or interpreting printed or electronic documents. In qualitative research, the data must be interpreted and examined to get meaningful data that leads us to a new perspective.

Bowen (2007) has stated that document analysis is used to interpret the data to gain meaning and develop empirical knowledge. For the qualitative data, the data obtained via document analysis from the 12<sup>th</sup>-grade English coursebook and curriculum will be demonstrated with the frequency and percentage tables to depict the coherence to what extent the coursebook and curriculum aligned to the CEFR.

In this study, after analysing the documents, the data and findings were shown as frequency and percentage tables to make it easier to comment on the findings. In this study, CEFR, 12<sup>th</sup> -grade English Language Curriculum (ELC) and *Notifier English B2 & B2+*, which was accessed through the OGM materials page (<https://ogmmateryal.eba.gov.tr>) are the documents that were analysed to search for pertinence between the CEFR, coursebook and curriculum. In this sense, the research questions that were answered in this study are:

1. To what extent do the learning objectives of MoNE's twelfth-grade English language curriculum and associated coursebook align with the Common European Framework of Reference for Languages (CEFR) descriptors?
2. To what extent do the activities in the twelfth-grade official MoNE English language coursebooks align with the descriptors of the CEFR?

### **Instrumentation**

The 12<sup>th</sup>-grade coursebook and the curriculum can be accessed from the website of the Ministry of National Education (MoNE) and can be accessed in the book in Eğitim Bilişim Ağı (EBA), aka Educational Informatics Network (<https://ogmmateryal.eba.gov.tr>). First of all, the 12th-grade English curriculum and coursebook were investigated to find congruence with the CEFR. For that, Coşkun's (2018) regrouped CEFR descriptor tool for curriculum analysis and the adapted form of the Content Analysis Grid and Specification Tables and Grids for the coursebook

analysis were used. In the CEFR, there are descriptors that explain the abilities and the competences that a learner should have, and they are described in six levels (A1, A2, B1, B2, C1, C2). 31 of the scales, which are for the communicative language activities that are chosen to compare with the ELC objectives. The 12th grade English Language Coursebook has objectives for four skills, which are listening, writing, reading, and speaking. Therefore, the descriptors of the CEFR start with “1”, while the objectives of ELC start with “2”. The second number refers to the skill the CEFR addresses. For example, “1” refers to listening, “2” indicates reading, “3” indicates speaking and lastly, “4” indicates writing. Among the CEFR scales, the third number addresses the illustrative scales for communicative activity. Table 5 presents the grouped CEFR scales with numberings.

**Table 5**

*Regrouping of the CEFR Scales According to Four Skills and Numbering*

|        |                                                   |
|--------|---------------------------------------------------|
| 1.     | CEFR                                              |
| 1.1.   | Listening                                         |
| 1.1.1. | Overall Listening Comprehension                   |
| 1.1.2. | Understanding Interaction between Native Speakers |
| 1.1.3. | Listening as a Member of a Live Audience          |
| 1.1.4. | Listening to Announcements and Instructions       |
| 1.1.5. | Listening to Radio Audio and Recordings           |
| 1.1.6. | Watching TV and Film                              |
| 1.2.   | Reading                                           |
| 1.2.1. | Overall Reading Comprehension                     |
| 1.2.2. | Reading Correspondence                            |
| 1.2.3. | . Reading for Orientation                         |
| 1.2.4. | Reading for Information and Argument              |
| 1.2.5. | Reading Instructions                              |

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1.CEFR

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## 1.3. Speaking

1.3.1. Overall Spoken Interaction

1.3.2. Understanding a Native Interlocutor

1.3.3. Conversation

1.3.4. Informal Discussion

1.3.5. Formal Discussion Meetings

1.3.6. Goal-oriented Co-operation

1.3.7. Obtaining Goods and Services

1.3.8. Information Exchange

1.3.9. Interviewing and Being Interview

1.3.10. Overall Spoken Production

1.3.11. Sustained Monologue: Described Experience

1.3.12. Sustained Monologue: Putting a Case (e.g. Debate)

1.3.13. Public Announcements

1.3.14. Addressing Audiences

## 1.4. Writing

1.4.1. Overall Written Interaction

1.4.2. Correspondence

1.4.3. Overall Written Production

1.4.4. Creative Writing

1.4.5. Writing Reports and Essays

---

By grouping the CEFR scales, this study aimed to compare the CEFR descriptors with the ELC and 12th-grade English Curriculum B2 & B2+ objectives and the congruence were investigated. Also, to show the matching congruences between the descriptors and objectives, frequency tables and percentages were displayed, providing insight into the reliability of the research.

The manual provides 24 specification tables and forms to analyse a test, and each can be used to assess the relation of a test with the CEFR. However, Content Analysis Grids were chosen for the benchmarking process for the reading skills and activities in the coursebook in this research as they provide more detailed research and are the most suitable form for this process. On the other hand, Specification Forms and Tables were chosen for the productive skills of speaking and writing activities in the coursebook as they were the most suitable and the ones that serve the purpose of this research. These tools are entirely suitable to carry out the relating process of the coursebook to the CEFR. Hence, the tools were used for the benchmarking process without making any changes to the nature of the tools. However, since some criteria did not fulfil the needs or serve the purpose, they were removed from the forms for a better benchmarking process.

In order to collect and analyse the data, two tools from the Manual for Relating Examination to the CEFR were implemented. Manual aims “to help the providers of examinations to develop, apply and report transparent, practical procedures in a cumulative process of continuing improvement in order to situate their examination(s) in relation to the CEFR” (Manual for Relating Examination to the CEFR, p. 1, 2009). The Manual offers us tools to check the level of the exams related to the CEFR. However, as the Manual stated it is not “the sole guide” to link the tests to the CEFR (Manual for Relating Examination to the CEFR, 2009). However, it was created to help examiners and institutions that desire to prove the validity of their tests and their relationship with the CEFR. In addition to the examination, Manual (2009) suggests that “a single use or method was never intended for these Grids, and it is not possible to give comprehensive instructions for their use” (p. 171). So, it is indicated that these tools can be used for several

purposes. Manual offers two different tools that can be used for the analysis of tests:

(i) Specification Tables and Forms for communicative language activities and aspects of communicative language competences and (ii) the CEFR Content Analysis Grid for Listening & Reading and the CEFR Content Analysis Grids for Speaking & Writing (Manual for Relating Examination to the CEFR, 2009). In this study, the adapted forms of the tools from Coşkun (2018) were utilised and implemented to analyse the curriculum and coursebook.

### **The CEFR Content Analysis for Reading**

For the 12th-grade English coursebook Notifier English, the original CEFR Content Analysis for Reading was implemented, as shown in the table below. To relate the reading texts of the coursebook to the CEFR, only the Text Length component was not included in the research since it does not provide any necessary and meaningful information for this research.

**Table 6**

*The CEFR Content Analysis Grid for Reading*

| <i>Characteristics</i> | <i>Text 1</i> | <i>Text 2</i> | <i>Text 3</i> | <i>Text 4</i> |
|------------------------|---------------|---------------|---------------|---------------|
| Text Source            |               |               |               |               |
| Authenticity           |               |               |               |               |
| Discourse Type         |               |               |               |               |
| Domain                 |               |               |               |               |
| Topic                  |               |               |               |               |
| Nature of Content      |               |               |               |               |
| Text Length            |               |               |               |               |
| Vocabulary             |               |               |               |               |
| Grammar                |               |               |               |               |
| Text likely to be      |               |               |               |               |
| comprehensible at the  |               |               |               |               |
| CEFR level:            |               |               |               |               |

According to the tool above, in the process of analysing the reading texts, text source, authenticity, discourse type, domain, topic, nature of content, vocabulary,

grammar, and text likely to be comprehensible at the CEFR level, which were the characteristics that were considered while doing this relating process. These tools were from the Manual for Relating Examination to the CEFR, which is a manual that was produced by the Council of Europe to “help the providers of examinations to develop, apply and report transparent, practical procedures in a cumulative process of continuing improvement in order to situate their examination(s) in relation to the Common European Framework (p. 1). In their article, Alderson et al. (2006) analysed the implementation of the Manual and offered all the inputs. The clarification and explanation of the tool was provided below. For the text source, 40 different text sources were offered, and it can be found in Table 7.

**Table 7**

*Characteristics of Input Text for Reading Text Sources*

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*Text Source: Reading*

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|                                    |                               |
|------------------------------------|-------------------------------|
| Abstract                           | Leaflets, graffiti            |
| Advertising Material               | Life safety notices           |
| Blackboard text                    | Magazines                     |
| Broadcast and recorded spoken text | Menus                         |
| Abstracts                          | Newspapers                    |
| Advertising material               | Notices, regulations          |
| Blackboard text                    | Novels                        |
| Broadcast and recorded spoken text | OP text                       |
| Brochures                          | Personal letters              |
| Business letter                    | Programmes                    |
| Computer screen text               | Public announcements, notices |
| Contracts                          | Recipes                       |
| Dictionaries                       | Reference books               |
| Exercise materials                 | Regulations                   |
| Guarantees                         | Reports, memorandum           |
| Instruction manuals                | Sacred texts, sermons, hymns  |
| Instructional material             | Signposting                   |
| Job description                    | Teletext                      |
| Journal articles                   | Textbooks, readers            |
| Junk mail                          | Tickets, timetables           |
| Labels and packaging               | Videotext                     |
|                                    | Visiting cards                |

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*Note.* “Analysing tests of reading and listening in relation to the Common European Framework of

Reference: The experience of the Dutch CEFR Construct Project,” by Alderson et al., 2006,

([https://doi.org/10.1207/s15434311laq0301\\_2](https://doi.org/10.1207/s15434311laq0301_2))

For *authenticity*, the texts appear *genuine, adapted/simplified, and pedagogic*.

For *discourse types*, there are four types: *Mainly argumentative, mainly descriptive,*

*mainly expository, mainly instructive, mainly narrative and mainly phatic.* For *domains* which refer to the different areas of social life, four domain types are displayed as *personal, public, occupational and educational*. For *Topic*, 15 different topics are selected, but the option *Other* gives the ability to choose a different topic depending on the related reading text. *Personal identification, House and home, environment, daily life, Free time, entertainment, travel, relations with other people, health and body care, education, shopping, food and drink, services, places, language, weather, and others* are the possible topics. For *nature of content*, only *concrete, mostly concrete, fairly abstract and mainly abstract* are shown as the types of content. When it comes to *vocabulary*, the options are *only frequent vocabulary, mostly frequent vocabulary, rather extended, and extended*. Lastly, the four options for grammar are *only simple structures, mostly simple structures, a limited range of complex structures, and a wide range of complex structures*.

### **Specification Tables and Forms for Writing**

As mentioned above, Content analysis for grids was chosen for the reading. However, different skills can be required to be analysed with other tools. Therefore, Specification Tables and Forms have been selected for the writing analysis. They have 24 forms that enable researchers to analyse the writing tasks. However, this research chooses Form A12: Written Interaction and Form 14: Written Production. These two forms' combinations were used to analyse the writing tasks in the 12th-grade English coursebook. In the combination of Form 12 and Form 14, the second and third criteria were combined in a column to make the process easier to read. To justify the assignment of a task to a particular level, scale descriptors were primarily used, in addition to direct quotes from the CEFR (2001) and Vantage (Ek & Trim, 2001), a document that extensively describes levels B2 and B2.+ of the CEFR.

Specification Forms for Writing in this tool, the characteristics were nearly the same as the previous tool. First, themes and domains share the same options. For the subtheme, it was stated that researchers were allowed to write it according to the activity. The activity and strategy were chosen from the CEFR descriptors that suited best for the text.

### Specification Forms for Speaking

Specification Forms will be used for the speaking task analysis in this research. The coursebook has two types of speaking activities: spoken interaction and spoken production, so the two forms will be employed after being combined and added some adaptations. Form 11: Spoke Interaction and Form 13: Spoken Production are the forms selected for the research because these two forms are suitable for the speaking activities in the coursebook. Specification Form is presented

**Table 8**

#### *Specification Form for Speaking*

| <i>Number of Activities</i> | <p>1. Which communication themes and/or subthemes are the students expected to be able to handle? (Reference: The lists in CEFR 4.2)</p> <p>2. Which communicative tasks, activities, strategies and text-types are the students expected to be able to handle? (Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3. 4.6.2., 4.6.3.)</p> <p>3. After reading the scale for Overall Spoken Interaction &amp; Overall Spoken Production, indicate and justify at which levels of the scale the activity should be situated. (Reference: Illustrative Scales for Understanding a Native Speaker Interlocutor, Conversation, Informal Discussion, Formal Discussion, Goal-oriented Co-operation, Obtaining Goods and Service, Information Exchange, Interviewing &amp; Being Interviewed, Sustained Monologue: Describing Experience, Sustained Monologue: Putting a Case, Public Announcements, Addressing Audiences, the CEFR, Vantage).</p> |           |                                  |
|-----------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------|
|                             | 1.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Task:     | Estimated Level of the Activity: |
|                             | Theme:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Activity: |                                  |
|                             | Subtheme:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Strategy: |                                  |
|                             | Domain:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |           |                                  |

After giving comprehensive details about the CEFR, explaining the tools that were used and making necessary adaptations to the forms, in the next chapter, the

findings that were found in this light of information were discussed comprehensively and will be presented.

### **Method of Data Collection and Analysis**

In the present study, the related coursebook Notifier English and the curriculum were available on the website of the Ministry of National Education on Educational Informatics Network (EBA) and the coursebook can be accessed through (<https://ogmmateryal.eba.gov.tr>). The data and the activities can be reached online and also can be downloaded. The date of access to the data and the materials was April 2024.

First, the familiarisation process was done. This was very important for the researcher to have a comprehensive knowledge of the framework. Through what the manual offers, familiarisation was done with the CEF Train Project, which is a website created by the Language Policy Division of CoE. This site offers activities that allow the researcher to perform by working on the activities and levels. The researcher analysed the activities, their levels and illustrative scales. So, he/she had the opportunity to assess his/her language proficiency by assessing every activity from different levels. The researcher became familiar with all the CEFR levels (A1, A2, B1, B2, C1, C2). The CEFR levels were studied, and the requirements, levels, and can-do statements were found out. This training project was provided to increase the validity and reliability of the research. So, the researcher had the ability and the comprehensive knowledge about the levels and illustrative scales.

Next, the curriculum was analysed. The researcher gathered all the objectives and compared them with the CEFR descriptors. While doing this process, the keywords were the main codes to match the descriptors and objectives. The main verb of the objectives was compared with the descriptors' verbs in the linking

process. The matching objectives were written across from the descriptors that show they are matching. Lastly, the alignment with the CEFR was shown in percentages, and an analysis was performed after each skill.

The analysis of the coursebook and the Specification Tools were utilised for separate writing and speaking skills. In this process, the reading texts were chosen. While doing this process, the texts that have “read, analyse, and comprehend” in their instructions were chosen to be analysed. These texts were short or long paragraphs that required the learners to comprehend the meaning and convey it. Then, they were ordered as Text 1, Text 2 as the order in the book. In the tool, the information about the texts was given as themes, subthemes, and domains. Then, the types of activity were stated, including the communicative activity the student handled. Lastly, the illustrative scales from the CEFR (2001) and some quotations from Vantage (Ek & Trim, 2001), which is a booklet that gives information about the related levels B2 & B2+, were addressed to provide justification. At the end, the estimated levels were given. So, the analysis of the writing texts was done with the tool in Table 6, and the analysis of the speaking activities was done with the tool in Table 9. The findings were presented in tables with percentages, and the discussion was provided after each analysis.

In summary, the tools used for both curriculum and coursebook in this research and the implementation process were presented and explained above. In the next chapter, the tools were implemented in the curriculum, reading texts, and speaking & writing texts. Following that, the findings were discussed.

## CHAPTER 4: RESULTS

### Introduction

This chapter presents the results of the analysis of the 12th-grade English coursebook, and curriculum compared with the CEFR. First, the research questions were answered through this chapter. The purpose of this thesis is to find answers to these questions by giving a comprehensive analysis of how the 12th-grade English coursebook Notifier English B2 & B2+ (Çimen et al., 2023) and curriculum alignment with the CEFR. Comparing the targeted materials with CEFR intended to find the congruence between them and explain it with percentage tables shown with the numerical data.

Within the scope of this thesis, the questions below were answered:

1. To what extent do the learning objectives of MoNE's twelfth-grade English language curriculum and associated coursebook align with the Common European Framework of Reference for Languages (CEFR) descriptors?
2. To what extent do the activities in the twelfth-grade official MoNE English language coursebooks (*Notifier English*) align with the descriptors B2+ of the CEFR?

In this research, the English coursebook prepared and provided by the state was analysed and compared with the CEFR to find the parallelism. Notifier English is a coursebook used by all state high schools which covers B2 & B2+ level English. The qualitative research design was applied to analyse the data and the findings were presented in frequency tables to provide an easier understanding.

Firstly, the congruence between curriculum and CEFR was researched and analysed. As explained in the previous chapter, the CEFR descriptors were grouped according to the four skills for a better comparison. These descriptors match the objectives of the curriculum. Each objective was compared and matched. After this matching process, the congruence was shown with the percentage tables and given with the numerical data.

### **12<sup>th</sup>-grade English Curriculum Listening Skill**

In Table 9, the analysis of the curriculum listening skills were displayed:

**Table 9**

*Comparative Analysis of CEFR Descriptors and 12<sup>th</sup>-Grade English Curriculum Listening Objectives*

| CEFR                                                                                                                                                                      | 12 <sup>th</sup> -grade English Curriculum Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1. Listening                                                                                                                                                            | 1.2. Listening                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| 1.1.1. Overall Listening Comprehension                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| 1.1.1.1. Can understand spoken language, live or broadcast, on both familiar and unfamiliar topics normally encountered in personal, social, academic or vocational life. | <p>2.1.1. Students will be able to detect the embedded information in songs/media tools.</p> <p>2.1.4. Students will be able to guess the meaning of lexis and jargon about human rights in a recorded text/video.</p> <p>2.1.5. Students will be able to distinguish the positive and negative expressions about human rights in a recorded text/video.</p> <p>2.1.6. Students will be able to match the topics with recorded passages corresponding to virtual reality and imaginary world.</p> |

| CEFR     | 12 <sup>th</sup> -grade English Curriculum Objectives                                                                                                                                                                        |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          | 2.1.10. Students will be able to identify phrases, and the highest frequency vocabulary related to requests in various contexts in a recorded text.                                                                          |
|          | 2.1.11. Students will be able to complete a conversation about favours in a recorded text/video.                                                                                                                             |
|          | 2.1.12. Students will be able to list the sequences of the past events in a recorded text/video.                                                                                                                             |
|          | 2.1.13. Students will be able to complete a recorded text using cohesive devices.                                                                                                                                            |
|          | 2.1.14. Students will be able to list the things needed to be done in a recorded text/video.                                                                                                                                 |
|          | 2.1.17. Students will be able to identify the phrases about wishes, regrets and apologies in a recorded text.                                                                                                                |
| 1.1.1.2. | Can understand the main ideas of propositionally and linguistically complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in his/her field of specialisation. |

- 
- 1.1.1.3. Can follow extended speech and complex lines of argument provided the topic is reasonably familiar, and the direction of the talk is sign-posted by explicit markers.
- 1.1.2. Understanding Interaction between Native Speakers
- 1.1.2.1. Can with some effort catch much of what is said around him/her but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language in any way.
- 2.1.2. Students will be able to extract specific information from a conversation between friends.
- 2.1.3. Students will be able to make inferences about the qualities of a good friend through a recorded text.
- 1.1.2.2. Can keep up with an animated conversation between native speakers.
- 1.1.3. Listening as a member of Live Audience
- 1.1.3.1. Can follow the essential of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex.
- 1.1.4. Listening to Announcements & Instructions
-

| CEFR                                                                                                                                                                                                        | 12 <sup>th</sup> -grade English Curriculum Objectives                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.1.4.1. Can understand announcements and messages on concrete and abstract topics spoken in standard dialect at normal speed.                                                                              | 2.1.8. Students will be able to list the suggestions to change mood given by a psychologist/friend in recorded text.<br>2.1.9. Students will be able to identify the speaker's mood, tone, etc in a recorded text.                                                                                                                                                |
| 1.1.5. Listening to Radio Audio & Recordings                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                   |
| 1.1.5.1. Can understand most radio documentaries and most other recorded or broadcast audio material delivered in standard dialect and can identify the speaker's mood, tone etc.                           | 2.1.7. Students will be able to take notes during an informal debate/poster presentation/seminar in a video.<br>2.1.15. Students will be able to note down the solutions to the problems of excessive energy consumption around the world in a recorded text.<br>2.1.16. Students will be able to find the main idea of a video about technological developments. |
| 1.1.5.2. Can understand recordings in standard dialect likely to be encountered in social, professional, or academic life and identify speaker viewpoints and attitudes as well as the information content. |                                                                                                                                                                                                                                                                                                                                                                   |
| 1.1.6. Watching TV and Film                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                   |
| 1.1.6.1. Can understand documentaries, live interviews, talk shows, plays and the majority of the film in standard dialect.                                                                                 | 2.1.18. Students will be able to classify the manners in a TV or radio program regarding their origin and practice in daily life.                                                                                                                                                                                                                                 |

| CEFR | 12 <sup>th</sup> -grade English Curriculum Objectives              |
|------|--------------------------------------------------------------------|
|      | 1.1.6.2. Can understand most TV news and current affairs programs. |

Table 10 matches the CEFR B2 and B2+ descriptors and 18 curriculum objectives accordingly. To interpret the alignment and in order to explain in detail, their congruence is shown in Table 10 with numbers and percentages.

**Table 10**

*Demonstration of Number and Percentages for Listening*

| Illustrative Scales of the CEFR Related to Listening | Number of Descriptors | Number of Matching Descriptors with Objectives | Number of matching Objectives with Descriptors and Percentages (n=18) |
|------------------------------------------------------|-----------------------|------------------------------------------------|-----------------------------------------------------------------------|
| Overall Listening Comprehension                      | 3                     | 1                                              | 10 (55.56%)                                                           |
| Understanding Interaction Between Native Speakers    | 2                     | 1                                              | 2 (9.9%)                                                              |
| Listening as a Member of Live Audience               | 1                     | 0                                              | 0 (0%)                                                                |
| Listening to Announcements & Instructions            | 1                     | 0                                              | 0 (0%)                                                                |
| Listening to Radio Audio & Recordings                | 2                     | 2                                              | 5 (22.73%)                                                            |
| Watching TV and Film                                 | 2                     | 1                                              | 1 (4.55%)                                                             |
| Total                                                | 11                    | 5                                              | 18 (100%)                                                             |

Table 10 presents the matching of the 12th-grade English curriculum objectives with the CEFR descriptors. The table shows that all the objectives have a correspondence with the CEFR descriptors 18 (100%). Therefore, it can be stated that curriculum objectives correspond to the requirements of the CEFR level B2 and B2+ levels. However, when the distribution was taken into consideration, it can be seen that the distribution is not even among the various descriptors because most of

the objectives are matched with one descriptor and in total matched with 5 out of 11 different descriptors (45.45%). When the descriptor distribution was analysed, *Overall Listening Comprehension* was found out to be the one which corresponds to most of the ELC objectives with the rate of 55.56% (n=10) and it corresponds to more than half of the ELC objectives. Subsequently, *Listening to Radio Audio & Recordings* corresponds to the 22.73% (n=5). Lastly, *Understanding Interaction Between Native Speakers* matches 9.9% (n=2) and *Watching TV and Film* matches 4.55% (n=1). Nevertheless, *listening as a Member of Live Audience* and *Listening to Radio Audio & Recordings* were found out that they do not match with any ELC objectives.

These findings show that all the ELC objectives correspond with the CEFR descriptors, but not all the descriptors correspond with the ELC objectives. Accordingly, the uneven distribution indicates that the concentration of the alignment in certain areas was mainly on understanding main ideas, radio or TV broadcasts. On the other hand, understanding native people, academic or complex lectures, and presentations do not meet the expectations of CEFR B2 and B2+ level requirements. Since these abilities take an important place in this level, the 12th-grade English curriculum lacks alignment and shortcomings specifically in this area.

In summary, it can be stated from these findings that while all the curriculum objectives align with the CEFR descriptors, the variety of the descriptors does not match them. Certain types of descriptors were concentrated mostly and only in the curriculum by MoNE. When the rates were analysed, only 45.45% (n=5) provide alignment with the CEFR, and 54.54% (n=6) of the descriptors do not match with the ELC objectives. It can be said that this rate is below to claim that the listening skill

corresponds to the CEFR B2 and B2+ level requirements in the 12th-grade English curriculum.

### 12<sup>th</sup>-grade English Curriculum Reading Skill

In this part of the chapter, the reading skills were analysed in the 12th-grade English curriculum to determine to what extent the reading skill objectives align with the CEFR B2 and B2+ level descriptors. Prepared by MoNE, there are 19 objectives that cover reading skill objectives in the curriculum to achieve this level. On the other hand, CEFR offers 5 scales for the reading skill: overall reading comprehension, reading correspondence, reading for orientation, reading for information & argument, and reading for instruction with 8 descriptors that demonstrate the requirements. The analysis of the reading skill objectives is in Table 11.

**Table 11**

*Comparative Analysis of CEFR Descriptors and 12<sup>th</sup>-Grade English Curriculum*

| 1. CEFR                                                                                                                                                                                                                                                                             | 2. 12 <sup>th</sup> -grade English Curriculum Objectives                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| 1.2.1. Overall Reading Comprehension                                                                                                                                                                                                                                                | 2.1. Reading                                                                                            |
| 1.2.1.1. Can read with a large degree of independence, adapting style and speed of reading to different texts and purposes and using appropriate reference sources selectively. Has a broad active reading vocabulary but may experience some difficulty with low-frequency idioms. | 2.2.3. Students will be able to find irrelevant content about the descriptions of the people in a text. |
|                                                                                                                                                                                                                                                                                     | 2.2.4. Students will be able to identify the main conclusion in argumentative texts.                    |
| 1.2.2. Reading Correspondence                                                                                                                                                                                                                                                       |                                                                                                         |
| 1.2.2.1. Can read correspondence relating to his/her field of interest and readily grasp the essential meaning.                                                                                                                                                                     |                                                                                                         |

| CEFR                                                                                                                                                                              | 12 <sup>th</sup> -grade English Curriculum Objectives                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| 1.2.3. Reading for Orientation                                                                                                                                                    |                                                                                                                            |
| 1.2.3.1. Can scan quickly through long and complex texts, locating relevant details.                                                                                              | 2.2.11. Students will be able to scan a text for the specific information about a charity organisation/ foundation.        |
| 1.2.3.2. Can quickly identify the content and relevance of news items, articles, and reports on a wide range of professional topics, deciding whether closer study is worthwhile. |                                                                                                                            |
| 1.2.4. Reading for Information & Argument                                                                                                                                         |                                                                                                                            |
| 1.2.4.1. Can obtain information, ideas, and opinions from highly specialised sources within his/her field.                                                                        | 2.2.1. Students will be able to infer people's music preferences from their ideas about music in a reading text.           |
|                                                                                                                                                                                   | 2.2.2. Students will be able to analyse surveys/ interviews to answer related questions.                                   |
|                                                                                                                                                                                   | 2.2.5. Students will be able to find the supporting ideas in a text about good practices on human rights around the world. |
|                                                                                                                                                                                   | 2.2.18. Students will be able to identify the main conclusion in argumentative essays.                                     |
| 1.2.4.2. Can understand specialised articles outside his/her field, provided he/she can use a dictionary occasionally to confirm his/her interpretation of terminology.           |                                                                                                                            |

| CEFR                                                                                                                                                             | 12 <sup>th</sup> -grade English Curriculum Objectives                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| 1.2.4.3. Can understand articles and reports concerned with contemporary problems in which the writers adopt particular stances or viewpoints.                   | 2.2.15. Students will be able to analyse a reading passage to find out solutions to environmental problems. |
| 1.2.5. Reading for Instructions                                                                                                                                  |                                                                                                             |
| 1.2.5.1. Can understand lengthy, complex instructions in his field, including details on conditions and warnings, provided he/she can reread difficult sections. |                                                                                                             |

This table shows the matching objectives with the CEFR descriptors. To show the percentages of correspondence, the number of matching objectives and their percentages are presented in Table 12 to make comments on the alignment with the CEFR. These percentages are given on the 19 reading objectives.

**Table 12**

*Demonstration of Number and Percentages for Reading*

| Illustrative Scales of CEFR Reading | Number of Descriptors | Number of Matching Descriptors with Objectives | Number of Matching Objectives with Descriptors and Percentages (n=19) |
|-------------------------------------|-----------------------|------------------------------------------------|-----------------------------------------------------------------------|
| Overall Reading Comprehension       | 1                     | 1                                              | 2 (10.53%)                                                            |
| Reading Correspondence              | 1                     | 0                                              | 0 (0%)                                                                |
| Reading for Orientation             | 2                     | 1                                              | 1 (5.26%)                                                             |
| Reading for Information & Argument  | 3                     | 4                                              | 5 (26.32%)                                                            |
| Reading For Instructions            | 1                     | 0                                              | 0 (0%)                                                                |
| Total                               | 8                     | 6                                              | 8 (42.11%)                                                            |

After matching the objectives with the descriptors, the correspondence ratio was 42.11% for the matching objectives. This ratio can be interpreted as a low ratio, which is under 50% of correspondence. Looking at the table, only 8 (42.11%) of the objectives match with the CEFR descriptors out of 19 (100%). Moreover, there was no objective that meets the reading correspondence description of the reading, which requires replying to and understanding a written text related to the interests. *Reading for Instruction* is another descriptor that does not match with the ELC objective. In the matching process, no objectives for this description in the 12th-grade English curriculum can be found. Looking at the table closely, it appears that only 8 out of 19 objectives match with the CEFR descriptors. Moreover, 11 objectives, which makes 58%, do not correspond with the descriptors and do not meet the B2 & B2+ level requirements. In the first place, only 2 (10.53%) of the objectives correspond with *Overall Reading Comprehension*. Like *Reading for Orientation*, there is only 1 (5.26%) objective that corresponds with the descriptor. Still, when the number of descriptors is considered, the ratio is rather low compared to *Overall Reading Comprehension* because there are two descriptors from the CEFR for this one. However, there are no objectives that meet the descriptor *Reading Correspondence* (0%) and *Reading for Instructions* 0 (0%). Lastly, *Reading for Information and Argument* is the descriptor corresponding with the highest number of objectives, 5 (26.32%), corresponding to more than half of the matching objectives. When the two descriptors, *Reading for Instruction* and *Reading for Correspondence*, are considered, it can be concluded that the ELC does not provide a comprehensive content for the reading skill in B2 & B2+ levels.

In summary, 8 (42.11%) out of 19 objectives were matched with the B2 & B2+ level descriptors, and 11 (57.89%) of the objectives do not match this level. It

can be said that this rate is not valid enough to claim that the reading skill corresponds to the CEFR B2 and B2+ level requirements in the 12th-grade English curriculum and does not accomplish the requirements of the related level.

### 12<sup>th</sup>-grade English Curriculum Writing Skill

In this part of the chapter, the writing skills were analysed in the 12th-grade English curriculum to determine to what extent the writing skill objectives align with the CEFR B2 and B2+ level descriptors. Prepared by MoNE, 18 objectives over writing skill objectives in the curriculum to achieve this level. On the other hand, CEFR offers 5 scales and for reading skills: *overall written interaction, correspondence, overall written production, creative writing, and reports & essays*. The analysis of the reading skill objectives is in Table 13. The objectives were analysed with the tool which regrouped the objectives, and the objectives were matched with the related CEFR descriptors to show the alignment between the CEFR descriptors and 12<sup>th</sup>-grade English curriculum objectives. Table 13 shows the alignment of the descriptors with the objectives. Their analysis was presented in Table 14 with percentages and numbers to offer a better understanding of their alignment.

**Table 13**

*Comparative Analysis of CEFR Descriptors and 12<sup>th</sup>-Grade English Curriculum Writing Objectives*

| CEFR                                                                                      | 12 <sup>th</sup> -grade English Curriculum Objectives |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------|
| 1.2. Writing                                                                              | 1.2. Writing                                          |
| 1.3.1. 1.3.1. Overall Written Interaction                                                 |                                                       |
| 1.3.1.1. Can express news and views effectively in writing and relate to those of others. |                                                       |

| CEFR                                                                                                                                                                                                                     | 12 <sup>th</sup> -grade English Curriculum Objectives                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.3.2. Correspondence                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1.3.2.1. Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.                                       | <p>2.3.12. Students will be able to write an email/a letter of complaint to a local authority about an environmental problem to suggest solutions.</p> <p>2.3.17. Students will be able to write a letter, note or report on wishes, regrets, and apology.</p> <p>2.3.18. Students will be able to write personal letters describing experiences, feelings, and events in detail in relation to the topic.</p> |
| 1.3.3. Overall Written Production                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1.3.3.1. Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.                                      | <p>2.3.8. Students will be able to write an announcement to invite people for a charity organisation/foundation.</p> <p>2.3.9. Students will be able to write an application letter to an organisation for scholarship</p>                                                                                                                                                                                     |
| 1.3.3.Creative Writing                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                |
| 1.3.3.2. Can write clear, detailed descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text and following established conventions of the genre concerned. | <p>2.3.5. Students will be able to write detailed descriptions of an imaginary future.</p> <p>2.3.6. Students will be able to compose a cyber game scenario.</p> <p>2.3.11. Students will be able to write a news story/ past experience/ an imaginary story.</p> <p>2.3.16. Students will be able to write a description pf a hi-tech product by using linking words.</p>                                     |
| 1.3.3.3. Can write clear, detailed descriptions on a variety of subjects related to his/her field of interest.                                                                                                           | 2.3.7. Students will be able to describe their current mood/mood reflected in a song/painting/ photograph through creative writing.                                                                                                                                                                                                                                                                            |

| CEFR                                                                                                                                                                                                     | 12 <sup>th</sup> -grade English Curriculum Objectives                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.3.3.4. Can write a review of a film, book or play.                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                               |
| 1.3.4. Reports and Essays                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                               |
| 1.3.4.1. Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.                                       | <p>2.3.1. Students will be able to write a survey report on their friends'/teachers' music preferences.</p> <p>2.3.2. Students will be able to write an opinion essay about qualities of a good friend by stating reasons.</p> <p>2.3.10. Students will be able to paraphrase news/ stories/ past events.</p>                 |
| 1.3.4.2. Can evaluate different ideas or solutions to a problem.                                                                                                                                         |                                                                                                                                                                                                                                                                                                                               |
| 1.3.4.3. Can write an essay or report which develops an argument, giving reasons in support of or against a particular point of view and explaining the advantages and disadvantages of various options. | <p>2.3.4. Students will be able to write an argumentative essay including solutions for disadvantaged people's problems.</p> <p>2.3.15. Students will be able to write a for and against essay discussing technology.</p> <p>2.3.13. Students will be able to write their opinions about the usage of alternative energy.</p> |
| 1.3.4.4. Can synthesize information and arguments from a number of sources.                                                                                                                              |                                                                                                                                                                                                                                                                                                                               |

In Table 13, only matching objectives are shown. All writing objectives are listed in the Appendix E. The table below gives the number of scales, number of descriptors, number of matching descriptors and their percentages for a better and easier analysis.

**Table 14***Demonstration of Number and Percentages for Writing*

| Illustrative Scales of<br>CEFR<br>Related to Writing | Number of Descriptors | Number of<br>Matching<br>Descriptors with<br>Objectives | Number of Matching<br>Objectives with<br>Descriptors and<br>Percentages<br>(n=18) |
|------------------------------------------------------|-----------------------|---------------------------------------------------------|-----------------------------------------------------------------------------------|
| Overall Written Interaction                          | 1                     | 0                                                       | 0 (0%)                                                                            |
| Correspondence                                       | 1                     | 1                                                       | 3 (16.67%)                                                                        |
| Overall Written Production                           | 1                     | 1                                                       | 2 (11.11%)                                                                        |
| Creative Writing                                     | 3                     | 3                                                       | 5 (27.78%)                                                                        |
| Reports and Essays                                   | 4                     | 4                                                       | 6 (33.33%)                                                                        |
| Total                                                | 10                    | 9                                                       | 16 (88.89%)                                                                       |

According to Table 14, the findings indicate that the correspondence ratio is exceptionally high at 88.89%, which is the highest among all the assessed skills so far. Table 15 shows that although 2 of the objectives do not match, the ratio of the remaining objectives that match is very high, 16 (88.89%). The unmatched objectives do not meet any criteria because of writing mottos and notes, which are not included in the CEFR writing scales at the related level.

When the distribution was analysed, it was found out that the *Overall Written Interaction* does not match the objective. On the other hand, *Reports and Essays* are the ones that get the highest number of objectives, 6 (33.33%), and this objective is the one that MoNE's most focused and implemented skill used in writing objectives. Following that, *Creative Writing* has the second-highest matching ratio with 5 (27.78%). Right after, it is followed by *Correspondence* with the ratio 3 (16.67%). Lastly, *Overall Written Production* matches with two objectives (11.11%).

In summary, 16 (88.88%) of 18 objectives match the B2 & B2+ level descriptors, and 2 (11.11%) do not match this level. There is a high ratio to claim that the writing skill corresponds to the CEFR B2 and B2+ level requirements in the 12th-grade English curriculum and it can be suggested that it accomplishes the requirements of the related level.

### **12<sup>th</sup>-grade English Curriculum Speaking Skill**

For the 12<sup>th</sup>-grade English lesson, there are 22 objectives in the curriculum and 35 descriptors in the CEFR for speaking skills at the level of B2 & B2+ levels.

As the main titles, the scales are focused on *interaction* and *production* skills. For the interactive skills overall *speaking interaction, conversation, informal discussion with friends, formal discussion in meetings, goal-oriented co-operation, transactions to obtain goods & services, information exchange, interviewing and being interviewed* were covered. On the other hand, among these, 5 scales address productive skills; *overall spoken production, sustained monologue: describing experiences, sustained monologue: putting a case, public announcement, and addressing audiences*. When the descriptors were analysed, because the CEFR emphasises plurilingualism and multiculturalism, the descriptors put *communication and interaction* in the centre and put emphasis on the student's ability to express himself/herself clearly and fluently. The descriptors mostly require *negotiation, presentation, discussion with native people, and advocating one's own ideas*. The topics in can-do statements focus on enabling students to discuss and think about complex topics rather than daily conversation. Table 15 shows the analysis of the speaking activities.

**Table 15***Comparative Analysis of CEFR Descriptors and 12<sup>th</sup>-Grade English Curriculum**Speaking Objective*

| CEFR                                                                                                                                                                                                   | 12 <sup>th</sup> -grade English Curriculum Objectives                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.3. Speaking                                                                                                                                                                                          | 1.4. Speaking                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 1.4.1. Overall Spoken Interaction                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1.4.1.1. Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas.                | <p>2.4.4. Students will be able to state reasons while giving clear detailed descriptions about physical appearances.</p> <p>2.4.6. Students will be able to make suggestions about improving human rights.</p> <p>2.4.8. Students will be able to talk about predictions and plans.</p> <p>2.4.17. Students will be able to make complaints and offer solutions to environmentally/energy problems.</p> <p>2.4.21. Students will be able to express regrets, wishes and apologies.</p> |
| 1.4.1.2. Can communicate spontaneously with good grammatical control without much sign of having to restrict what he/she wants to say, adopting a level of formality appropriate to the circumstances. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1.4.1.3. Can highlight the personal significance of events and experiences, account for and sustain views clearly by providing relevant explanations and arguments.                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| 1.4.2. Conversation                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |

| CEFR                                                                                                                                                                                                                           | 12 <sup>th</sup> -grade English Curriculum Objectives                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.4.2.1. Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a noisy environment.                                                                                           |                                                                                                                                                   |
| 1.4.2.2. Can sustain relationships with native speakers without unintentionally amusing or irritating them or requiring them to behave other than they would with a native speaker.                                            |                                                                                                                                                   |
| 1.4.2.3. Can convey degrees of emotion and highlight the personal significance of events and experiences.                                                                                                                      | 2.4.19. Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices. |
| 1.4.3. Informal Discussion (with friends)                                                                                                                                                                                      |                                                                                                                                                   |
| 1.4.3.1. Can keep up with an animated discussion between native speakers.                                                                                                                                                      | 2.4.22. Students will be able to discuss manners in different cultures.                                                                           |
| 1.4.3.2. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.                                                                                                 | 2.4.19. Students will be able to participate in an informal debate about alternative energy in the future.                                        |
| 1.4.3.3. Can with some effort catch much of what is said around him/her in discussion but may find it difficult to participate effectively in discussion with several native speakers who do not modify their language anyway. |                                                                                                                                                   |
| 1.4.3.4. Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.                                                                                               |                                                                                                                                                   |
| 1.4.4. Formal Discussion (meetings)                                                                                                                                                                                            |                                                                                                                                                   |
| 1.4.4.1. Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view.                                                                                                     | 2.4.1. Students will be able to exchange ideas about their music preferences.                                                                     |

| CEFR                                                                                                                                                                                             | 12 <sup>th</sup> -grade English Curriculum Objectives                                                                                                                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                  | <p>2.4.7. Students will be able to discuss the problems/difficulties of the disadvantaged people in the world.</p> <p>2.4.9. Students will be able to participate in an informal debate about virtual reality and imaginary world/cyber games to share ideas.</p> |
| <p>1.4.4.2. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.</p>                                                            |                                                                                                                                                                                                                                                                   |
| <p>1.4.4.3. Can participate actively in routine and non-routine formal discussion.</p>                                                                                                           |                                                                                                                                                                                                                                                                   |
| <p>1.4.4.4. Can contribute, account for and sustain his/her opinion, evaluate alternative proposals and make and respond to hypotheses.</p>                                                      |                                                                                                                                                                                                                                                                   |
| <p>1.4.5. Goal-Oriented Co-operation</p>                                                                                                                                                         |                                                                                                                                                                                                                                                                   |
| <p>1.4.5.1. Can help along the progress of the work by inviting others to join in, say what they think etc.</p>                                                                                  |                                                                                                                                                                                                                                                                   |
| <p>1.4.5.2. Can outline an issue or a problem clearly and weigh advantages and disadvantages of different approaches.</p>                                                                        |                                                                                                                                                                                                                                                                   |
| <p>1.4.6. Transactions to Obtain Good &amp; Services</p>                                                                                                                                         |                                                                                                                                                                                                                                                                   |
| <p>1.4.6.1. Can cope linguistically to negotiate a solution to a dispute line: an undeserved traffic ticket, financial responsibility for damage in a flat, for blame regarding an accident.</p> |                                                                                                                                                                                                                                                                   |
| <p>1.4.6.2. Can outline a case for compensation, using persuasive language to demand</p>                                                                                                         |                                                                                                                                                                                                                                                                   |

| CEFR                                                                                                                                                                                                            | 12 <sup>th</sup> -grade English Curriculum Objectives                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| satisfaction and state clearly the limits to any concession he/she is prepared to make.                                                                                                                         |                                                                                                                    |
| 1.4.6.3. Can explain a problem which has arisen and make it clear that the provider of the service/customer must make a concession.                                                                             |                                                                                                                    |
| 1.4.7. Information Exchange                                                                                                                                                                                     |                                                                                                                    |
| 1.4.7.2. Can pass on detailed information reliably.                                                                                                                                                             |                                                                                                                    |
| 1.4.7.3. Can give a clear, detailed description of how to carry out a procedure.                                                                                                                                |                                                                                                                    |
| 1.4.7.4. Can synthesise and report information and arguments from a number of sources.                                                                                                                          |                                                                                                                    |
| 1.4.8. Interviewing and Being Interviewed                                                                                                                                                                       |                                                                                                                    |
| 1.4.8.1. Can carry out an effective, fluent interview, departing spontaneously from prepared questions, following up and probing interesting replies.                                                           | 2.4.20. Students will be able to make an interview with a friend about the influence of technology on social life. |
| 1.4.8.2. Can take initiatives in an interview, expand and develop ideas with little help or prodding from an interviewer.                                                                                       |                                                                                                                    |
| 1.4.9. Overall Spoken Production                                                                                                                                                                                |                                                                                                                    |
| 1.4.9.1. Can give clear, detailed descriptions and presentations on a wide range of subjects related to his/her field of interest, expanding and supporting ideas with subsidiary points and relevant examples. |                                                                                                                    |
| 1.4.10. Sustained Monologue: Describing Experiences                                                                                                                                                             |                                                                                                                    |

| CEFR                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 12 <sup>th</sup> -grade English Curriculum Objectives                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| <p>1.4.10.1. Can give clear, detailed description on a wide range of subjects related to his/her field of interest.</p> <p>1.4.11. Sustained Monologue: Putting a Case (e.g. in a debate)</p> <p>1.4.11.1. Can develop a clear argument, points of view at some length with subsidiary points and relevant examples.</p> <p>1.4.11.2. Can construct a chain of reasoned arguments.</p> <p>1.4.11.3. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</p> <p>1.4.12. Public Announcement</p> <p>1.4.12.1. Can deliver announcements on most general topics with a degree of clarity, fluency and spontaneity which causes no strain or inconvenience to the listener.</p> <p>1.4.13. Addressing Audiences</p> <p>1.4.13.1. Can give a clear, systematically developed presentation, with highlighting of significant points, and relevant supporting detail.</p> <p>1.4.13.2. Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression.</p> | <p>2.4.16. Students will be able to make a presentation about unusual/odd news stories.</p> |

| CEFR                                                                                                                                                                                  | 12 <sup>th</sup> -grade English Curriculum Objectives |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
| 1.4.13.3. Can give a clear, prepared presentation, giving reasons in support of or against a particular point of view and giving the advantages and disadvantages of various options. |                                                       |
| 1.4.13.4. Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience.                             |                                                       |

In Table 16, only matching objectives are shown. All writing objectives are listed in the Appendix. The table below gives the number of scales, number of descriptors, number of matching descriptors and their percentages for a better and easier analysis.

**Table 16**

*Demonstration of Number and Percentages for Speaking*

| Illustrative Scales of CEFR Related to Speaking | Number of Descriptors | Number of Matching Descriptors with Objectives | Number of Matching Objectives with Descriptors and Percentages (n=22) |
|-------------------------------------------------|-----------------------|------------------------------------------------|-----------------------------------------------------------------------|
| Overall Spoken Interaction                      | 3                     | 1                                              | 5 (22.73%)                                                            |
| Conversation                                    | 3                     | 1                                              | 1 (4.55%)                                                             |
| Informal Discussion (with friends)              | 4                     | 2                                              | 2 (9.09%)                                                             |
| Formal Discussion (meetings)                    | 4                     | 1                                              | 3 (13.64%)                                                            |
| Goal-Oriented Co-operation                      | 2                     | 0                                              | 0 (0%)                                                                |
| Transactions to Obtain Goods & Services         | 3                     | 0                                              | 0 (0%)                                                                |
| Information Exchange                            | 4                     | 0                                              | 0 (0%)                                                                |

| Illustrative Scales of CEFR Related to Speaking | Number of Descriptors | Number of Matching Descriptors with Objectives | Number of Matching Objectives with Descriptors and Percentages (n=22) |
|-------------------------------------------------|-----------------------|------------------------------------------------|-----------------------------------------------------------------------|
| Interviewing and Being Interviewed              | 2                     | 1                                              | 1 (4.55%)                                                             |
| Spoken Interaction Total                        | 25                    | 5                                              | 12 (54.55%)                                                           |
| Overall Spoken Production                       | 1                     | 0                                              | 0 (0%)                                                                |
| Sustained Monologue: Describing Experiences     | 1                     | 0                                              | 0 (0%)                                                                |
| Sustained Monologue: Putting a Case             | 3                     | 0                                              | 0 (0%)                                                                |
| Public Announcement                             | 1                     | 0                                              | 0 (0%)                                                                |
| Addressing Audiences                            | 4                     | 1                                              | 1 (4.55%)                                                             |
| Spoken Production Total                         | 10                    | 1                                              | 1 (4.55%)                                                             |
| Total                                           | 35                    | 8                                              | 13 (59.09%)                                                           |

In table 16, the analysis shows that only 13 (59.09%) out of 22 objectives meet the framework's requirements and match the CEFR descriptors. However, when the distribution was examined, it was deduced that there are 12 (54.55%) objectives for *Interactive Speaking Skills*, while there is only 1 (4.55%) objective for *Productive Speaking Skills*, which requires much more effort than interactive skills. Moreover, 9 (40.91%) of the objectives do not meet the criteria since there is no alignment of objectives and descriptors regarding themes and level appropriateness. For example, “Students will be able to interpret information from graphic features (graphs, charts, tables, etc.)”. When the descriptors were analysed and compared with the objectives, it was seen that they do not explain or cover *Interpretation Skills, Reading Charts or Graphs, etc.* Another example is that no descriptor explains the intonation or voice level while giving an instruction. Upon doing researches, this paper has come across that in MoNE’s curriculum there is a descriptor that was not mentioned in the CEFR

descriptors and this is as follows: “Students will be able to use different voice levels, phrasing and intonation to give and follow instructions in different moods” (p. 60).

With this, it can be suggested that MoNE’s curriculum is one step ahead considering the importance of *intonation* and *phrasing*.

After shedding light on the alignment ratio, the distribution of the objectives was examined. Firstly, *Overall Spoken Interaction* is the descriptor which is practised in the curriculum most 5 (22.73%). Subsequently, *Conversation* is corresponded with only 1 (4.55%) objective. After that, discussion descriptors were the most matched descriptors aligned with 5 objectives in total. *Informal Discussion* (with friends) aligns with 2 (9.09%) objectives, While *Formal Discussion* (meetings) aligns with 3 (13.64%) objectives. Lastly, from the spoken interaction skills, *Interviewing & Being Interviewed* match only 1 (4.55%) objective from the curriculum. Whereas spoken production skills do not meet the B2 & B2+ levels requirements of the CEFR: When delved into the findings, *Only Addressing The Audience* is practised with corresponding 1 (4.55%) objective and *Overall Spoken Production*, *Sustain Monologue: Describing Experiences*, *Sustained Monologue: Putting a Case*, and *Public Announcement* do not match with any of the objectives.

In summary, the distribution of the objectives in descriptors, *spoken interaction* matched 12 (54.55%); however, *Spoken Production* matched 1 (4.55%) objective. In total, 13 (59.09%) objectives matched with the descriptors and 9 (40.91%) of the objectives did not match. The findings imply that the balance between *Spoken Interaction* and *Spoken Production* was overlooked in favour of interaction skills. Both skills are crucial for effective communication in language learning. If one skill is prioritised over the other, it might lead to a gap in students’ language proficiency. So, it would be very helpful to ensure that if the objectives

address a variety of descriptors to provide a comprehensive learning process and proficiency level.

**Table 17**

*Demonstration of the findings in Terms of Skill Distribution*

| Skills    | Number of<br>Descriptors | Numbers of<br>Objectives | Correspondence Ratio<br>Curriculum & CEFR |
|-----------|--------------------------|--------------------------|-------------------------------------------|
| Listening | 11                       | 18                       | 18 (100%)                                 |
| Reading   | 8                        | 19                       | 8 (42.11%)                                |
| Writing   | 10                       | 18                       | 16 (88.89%)                               |
| Speaking  | 35                       | 18                       | 13 (59.09%)                               |

### **Comparing the 12<sup>th</sup>-grade English Coursebook with the CEFR**

In the previous section, a comprehensive analysis was conducted to examine how much the 12th-grade English curriculum aligns with the Common European Framework of Reference for Languages (CEFR). The findings were presented in percentage tables to provide a simpler and clearer understanding of the analysis. In this section, the alignment of the 12th-grade English coursebook with the CEFR was scrutinised, and the findings were discussed. Since it is the most recent book printed by the government and used by all state schools, Notifier English (Çimen et al., 2023) was the main source of this research. The coursebook comprises ten distinct units, each outlining a unique theme and topic, including a total of 174 activities. For the analysis of the texts in the coursebook, the CEFR Content Grid Analysis for Reading (Manual for Relating Examination to the CEFR, 2009) was implemented for reading texts. On the other hand, the Specification Form and Tables (Manual for Relating Examination to the CEFR, 2009) were used to examine the speaking and writing activities. Using these two tools, the reading texts were scrutinised, and a

CEFR level was allocated at the end of the process. In the following section, reading, speaking, and writing were analysed, respectively.

### Comparing the CEFR Scales with Reading Texts

*Notifier English* (Çimen et al., 2023) is composed of 174 activities, and 36 of them consist of reading texts. The first skill assessed is the reading skill. The CEFR Content Grid Analysis (Manual for Relating Examination to the CEFR, 2009) was implemented to analyse the alignment of the reading texts with the CEFR. The tool was used in its original form but with only changes in Text Length, as it does not serve any meaningful contribution to the scope of this research. Therefore, Text Length was removed from the tool. The detailed analysis of the reading texts is displayed in Table 18.

**Table 18**

#### *Analysis of Reading Texts*

| <i>Characteristics</i> | <i>Text 1</i>              | <i>Tex 2</i>               | <i>Text 3</i>              | <i>Text 4</i>                  |
|------------------------|----------------------------|----------------------------|----------------------------|--------------------------------|
| Text Source            | Magazine extract           | Forum                      | Dialogue                   | Magazine extract               |
| Authenticity           | Genuine                    | Genuine                    | Genuine                    | Genuine                        |
| Discourse Type         | Mainly Narrative           | Mainly Narrative           | Mainly<br>Argumentative    | Mainly Narrative               |
| Domain                 | Personal                   | Personal                   | Personal                   | Educational                    |
| Topic                  | Free Time                  | Entertainment              | Entertainment              | Relations with<br>other people |
| Nature of Content      | Mostly Concrete<br>Content | Mostly Concrete<br>Content | Mostly Concrete<br>Content | Mainly abstract<br>content     |
| Vocabulary             | Rather Extended            | Mostly<br>Frequented       | Rather Extended            | Mostly<br>frequented           |

|                                                 |                                     |                             |                             |                                     |
|-------------------------------------------------|-------------------------------------|-----------------------------|-----------------------------|-------------------------------------|
| Grammar                                         | Limited range of complex structure  | Mostly simple Structures    | Mostly simple structures    | Limited range of complex structure. |
| Text likely to be comprehensible at CEFR level: | B2                                  | B1                          | B1                          | B1                                  |
| <i>Characteristics</i>                          | <i>Text 5</i>                       | <i>Text 6</i>               | <i>Text 7</i>               | <i>Text 8</i>                       |
| Text Source                                     | Magazine extract                    | Magazine extract            | Abstracts                   | Magazine extract                    |
| Authenticity                                    | Genuine                             | Genuine                     | Genuine                     | Genuine                             |
| Discourse Type                                  | Mainly argumentative                | Mainly expository           | Mainly Descriptive          | Mainly expository                   |
| Domain                                          | Public                              | Public                      | Public                      | Public                              |
| Topic                                           | Relations with other people         | Relations with other people | Relations with other people | Education                           |
| Nature of Content                               | Mainly abstract content             | Mainly abstract content     | Mainly abstract content     | Mainly abstract content             |
| Vocabulary                                      | Rather extended                     | Rather extended             | Rather extended             | Rather extended                     |
| Grammar                                         | Limited range of complex structures | Only simple structures      | Only simple structures      | Limited range of complex structures |
| Text likely to be comprehensible at CEFR level: | B2                                  | B1                          | B1                          | B2                                  |
| <i>Characteristics</i>                          | <i>Text 9</i>                       | <i>Text 10</i>              | <i>Text 11</i>              | <i>Text 12</i>                      |
| Text Source                                     | Magazine extract                    | Abstracts                   | Abstracts                   | Magazine extract                    |
| Authenticity                                    | Genuine                             | Genuine                     | Genuine                     | Genuine                             |
| Discourse Type                                  | Mainly argumentative                | Mainly instructive          | Mainly expository           | Mainly expository                   |
| Domain                                          | Public                              | Public                      | Public                      | Educational                         |

|                                                 |                                     |                                     |                                     |                                     |
|-------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Topic                                           | Relations with other people         | Human rights                        | Human rights                        | Space                               |
| Nature of Content                               | Mostly concrete content             | Mostly concrete content             | Mainly abstract content             | Mainly concrete content             |
| Vocabulary                                      | Mostly frequent vocabulary          | Rather extended                     | Rather extended                     | Rather extended                     |
| Grammar                                         | Limited range of complex structures | Limited range of complex structures | Limited range of complex structures | Limited range of complex structures |
| Text likely to be comprehensible at CEFR level: | B1                                  | B2                                  | B2                                  | B2                                  |
| <i>Characteristics</i>                          | <i>Text 13</i>                      | <i>Text 14</i>                      | <i>Text 15</i>                      | <i>Text 16</i>                      |
| Text Source                                     | Forum                               | Magazine extract                    | Magazine extract                    | Magazine extract                    |
| Authenticity                                    | Genuine                             | Genuine                             | Genuine                             | Genuine                             |
| Discourse Type                                  | Mainly expository                   | Mainly descriptive                  | Mainly expository                   | Mainly instructive                  |
| Domain                                          | Personal                            | Personal                            | Occupational                        | Occupational                        |
| Topic                                           | Entertainment                       | Future Plans                        | Technology                          | Education                           |
| Nature of Content                               | Mainly concrete content             | Mainly abstract content             | Mainly concrete content             | Mainly concrete content             |
| Vocabulary                                      | Mostly frequent vocabulary          | Mostly frequented vocabulary        | Rather extended vocabulary          | Rather extended vocabulary          |
| Grammar                                         | Only simple structure               | Limited range of complex structure  | Limited range of complex structure  | Limited range of complex structure  |
| Text likely to be comprehensible at CEFR level: | B1                                  | B1                                  | B2                                  | B2                                  |

| <i>Characteristics</i>                                | <i>Text 17</i>                           | <i>Text 18</i>              | <i>Text 19</i>                            | <i>Text 20</i>                           |
|-------------------------------------------------------|------------------------------------------|-----------------------------|-------------------------------------------|------------------------------------------|
| Text Source                                           | Poem                                     | Magazine extract            | Chatting text                             | Dialogue                                 |
| Authenticity                                          | Adapted                                  | Genuine                     | Genuine                                   | Genuine                                  |
| Discourse Type                                        | Mainly<br>descriptive                    | Mainly<br>expository        | Mainly<br>descriptive                     | Mainly<br>descriptive                    |
| Domain                                                | Public                                   | Educational                 | Personal                                  | Personal                                 |
| Topic                                                 | Struggle                                 | Health                      | Relations with<br>other                   | Relation with<br>others                  |
| Nature of Content                                     | Mainly abstract<br>content               | Fairly abstract<br>content  | Mostly concrete<br>content                | Mostly concrete<br>content               |
| Vocabulary                                            | Rather extended                          | Rather extended             | Rather extended                           | Mostly frequent<br>vocabulary            |
| Grammar                                               | Limited range of<br>complex<br>structure | Mostly simple<br>structures | Limited range of<br>complex<br>structures | Limited range of<br>complex<br>structure |
| Text likely to be<br>comprehensible at<br>CEFR level: | B2                                       | B1                          | B2                                        | B1                                       |
| <i>Characteristics</i>                                | <i>Text 21</i>                           | <i>Text 22</i>              | <i>Text 23</i>                            | <i>Text 24</i>                           |
| Text Source                                           | Dialogue                                 | Magazine extract            | Cover letter                              | Magazine extract                         |
| Authenticity                                          | Genuine                                  | Genuine                     | Genuine                                   | Genuine                                  |
| Discourse Type                                        | Mainly<br>expository                     | Mainly<br>expository        | Mainly<br>descriptive                     | Mainly<br>descriptive                    |
| Domain                                                | Personal                                 | Educational                 | Educational                               | Public                                   |
| Topic                                                 | Relation with<br>others                  | Health service              | Education                                 | Sports                                   |
| Nature of Content                                     | Mostly concrete<br>content               | Mostly concrete<br>content  | Mostly concrete<br>content                | Mostly concrete<br>content               |
| Vocabulary                                            | Rather extended                          | Extended                    | Mostly<br>frequented                      | Mostly<br>frequented                     |

|                                                       |                                           |                                        |                             |                                          |
|-------------------------------------------------------|-------------------------------------------|----------------------------------------|-----------------------------|------------------------------------------|
| Grammar                                               | Limited range of<br>complex<br>structures | Wide range of<br>complex<br>structures | Mostly simple<br>structures | Mostly simple<br>structures              |
| Text likely to be<br>comprehensible at<br>CEFR level: | B2                                        | C1                                     | B1                          | B1                                       |
| <i>Characteristics</i>                                | <i>Text 25</i>                            | <i>Text 26</i>                         | <i>Text 27</i>              | <i>Text 28</i>                           |
| Text Source                                           | Magazine extract                          | Magazine extract                       | Email                       | Magazine extract                         |
| Authenticity                                          | Genuine                                   | Genuine                                | Genuine                     | Genuine                                  |
| Discourse Type                                        | Mainly<br>expository                      | Mainly<br>expository                   | Mainly<br>descriptive       | Mainly<br>expository                     |
| Domain                                                | Public                                    | Public                                 | Public                      | Public                                   |
| Topic                                                 | Environment                               | Environment                            | Environment                 | Technology                               |
| Nature of Content                                     | Mainly concrete<br>content                | Mainly abstract<br>content             | Mainly concrete<br>content  | Mainly concrete<br>content               |
| Vocabulary                                            | Extended                                  | Rather extended                        | Rather extended             | Rather extended                          |
| Grammar                                               | Limited range of<br>complex<br>structure  | Mostly simple<br>structures            | Mostly simple<br>structures | Limited range of<br>complex<br>structure |
| Text likely to be<br>comprehensible at<br>CEFR level: | B2                                        | B1                                     | B1                          | B2                                       |
| <i>Characteristics</i>                                | <i>Text 29</i>                            | <i>Text 30</i>                         | <i>Text 31</i>              | <i>Text 32</i>                           |
| Text Source                                           | Newspaper                                 | Dialogue                               | Magazine extract            | Magazine extract                         |
| Authenticity                                          | Genuine                                   | Genuine                                | Genuine                     | Genuine                                  |
| Discourse Type                                        | Mainly<br>expository                      | Mainly<br>expository                   | Mainly<br>expository        | Mainly<br>expository                     |
| Domain                                                | Personal                                  | Personal                               | Public                      | Personal                                 |
| Topic                                                 | Education                                 | House and home                         | Technology                  | Life                                     |

|                                                 |                                     |                                     |                                     |                                     |
|-------------------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Nature of Content                               | Only concrete content               | Only concrete content               | Mostly concrete content             | Mostly concrete content             |
| Vocabulary                                      | Rather extended                     | Mostly frequented vocabulary        | Rather extended vocabulary          | Rather extended vocabulary          |
| Grammar                                         | Limited range of complex structures | Limited range of complex structures | Limited range of complex structures | Limited range of complex structures |
| Text likely to be comprehensible at CEFR level: | B2                                  | B2                                  | B2                                  | B2                                  |
| <i>Characteristics</i>                          | <i>Text 33</i>                      | <i>Text 34</i>                      | <i>Text 35</i>                      | <i>Text 36</i>                      |
| Text Source                                     | Magazine extract                    | Message                             | Dairy                               | Magazine extract                    |
| Authenticity                                    | Genuine                             | Genuine                             | Genuine                             | Genuine                             |
| Discourse Type                                  | Mainly expository                   | Mainly narrative                    | Mainly descriptive                  | Mainly expository                   |
| Domain                                          | Public                              | Personal                            | Personal                            | Public                              |
| Topic                                           | Technology                          | Daily life                          | Daily life                          | Daily life                          |
| Nature of Content                               | Only concrete content               | Only concrete content               | Mostly concrete content             | Mainly abstract content             |
| Vocabulary                                      | Extended Vocabulary                 | Rather extended                     | Rather extended                     | Rather extended                     |
| Grammar                                         | Limited range of complex structures | Wide range of complex structures    | Limited range of complex structures | Limited range of complex structures |
| Text likely to be comprehensible at CEFR level: | B2                                  | B2                                  | B2                                  | B2                                  |

In Table 18, the analysis of the reading texts in *Notifier English*. The reading texts were scrutinised in detail to better analyse and interpret the coursebook's CEFR level. A comprehensive tool with various features was implemented to achieve this goal, *considering text source, authenticity, discourse type, domain, topic, nature of content, vocabulary, and grammar*. The book was scanned, and each reading activity was examined thoroughly one by one. An estimated CEFR level was allocated for each activity at the end of the analysis.

In the first place, the characteristics were delved into successively. *Text source* was the first feature examined. There are 11 different text sources that are utilised in the coursebook, such as *poems, emails, dairy, and magazine extracts*. The most frequently used text sources are *magazine extracts*, with 20 reading texts (55.56%). Following that, *dialogue* is the second most used text source that appeared in the coursebook with four examples (6.15%). So, in 36 texts, 11 different types of text sources were used, and students were provided with various reading texts depending on the theme and the topic of the unit. Secondly, for *authenticity*, it is noted that all the texts are genuine (100%), have not been adopted from any other sources, nor simplified from the more advanced sources. Instead of utilising other sources, coursebook writers preferred to create new texts for this coursebook. When it comes to discourse type, there was a noticeable difference among the discourse types, *mainly narrative, argumentative, expository, descriptive, instructive, and phatic*. The most frequently used discourse type was mainly expository by a wide margin (50%, n=18). Following this, *mainly descriptive* is the second most frequently used one among nine texts (25%, n=9), *mainly narrative* (14.9%, n=5), *mainly argumentative* and *instructive* were used only two times (5.56%). Meanwhile,

*phatic* was not utilised in this coursebook for reading texts. In Table 19 and in figure 3, the distribution of the discourse type is displayed in a percentage table.

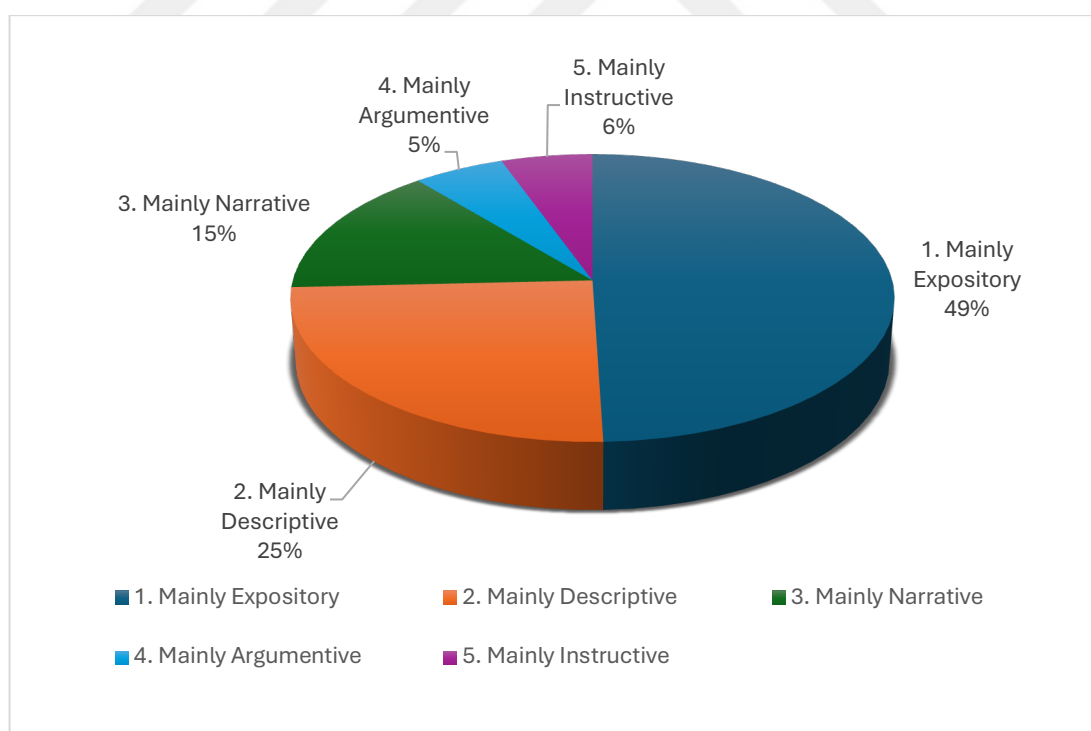
**Table 19**

*Demonstration of Discourse Types in Reading Texts*

| Discourse Types      | Number in Reading Texts | Percentages |
|----------------------|-------------------------|-------------|
| Mainly narrative     | 5                       | 14.9%       |
| Mainly argumentative | 2                       | 5.56%       |
| Mainly expository    | 18                      | 50%         |
| Mainly descriptive   | 9                       | 25%         |
| Mainly instructive   | 2                       | 5.56%       |
| Mainly phatic.       | 0                       | 0%          |

**Figure 3**

*Distribution of Discourse Types in Reading Texts*



For domain, these are the features: *public*, *personal*, *educational*, and *occupational*. After the analysis, it was noticed that the public domain is the most widely used domain by a wide margin in the reading texts at 16 times (44.4%).

Following that, personal is the second preferred one (36.11%, n=13). Lastly, educational is used in 5 texts (13.9%), and occupational was used only in two reading texts with a percentage of 5.56%. However, since each reading text has its own different topic and various topics were utilised, no classification and percentages were carried out because they do not provide a clear representation for the content distribution. Table 20 and Figure 4 show the distribution of domains in reading texts.

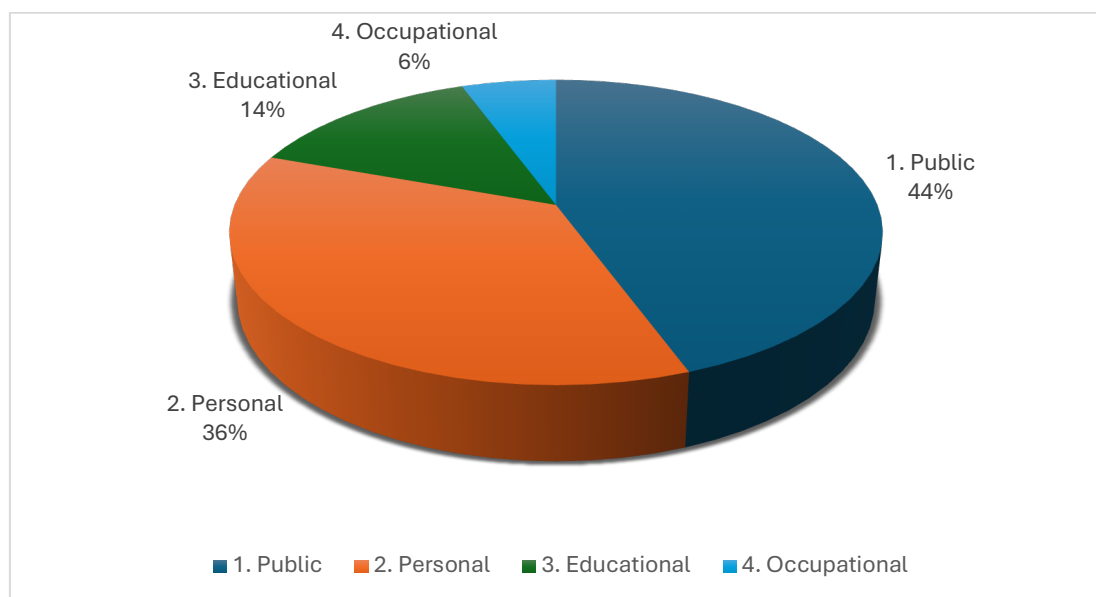
**Table 20**

*Demonstration of Domains in Reading Text*

| Domains      | Number in Reading Texts | Percentages |
|--------------|-------------------------|-------------|
| Public       | 16                      | 44.4%       |
| Personal     | 13                      | 36.11%      |
| Educational  | 5                       | 13.9%       |
| Occupational | 2                       | 5.56%       |

**Figure 4**

*Distribution of Domains in Reading Texts.*



Regarding the *nature of content*, a significant portion of the reading texts are dominated by *mostly concrete content*, consisting of 21 of the texts (58.3%).

After that, *abstract content* is the second most frequently used content, with a percentage of 27.8% (n=10). In four texts, *only concrete content* was implemented (11.1%). Lastly, *fairly abstract content* was used in only one reading text (2.8%).

Regarding *vocabulary*, there are four features: *extended*, *rather extended*, *mostly frequented*, and *only frequent vocabulary*. When the vocabulary is delved into, it can be found out that *rather extended vocabulary* is the most used (63.9%, n=23). Next, *mostly frequented* is utilised in ten texts (27.8%). *Extended vocabulary* was rarely used in this book, only in three reading texts (8.3%). On the other hand, it was revealed that *only frequented vocabulary* was not used in the reading texts.

**Table 21**

*Demonstration of Vocabulary in Reading Texts*

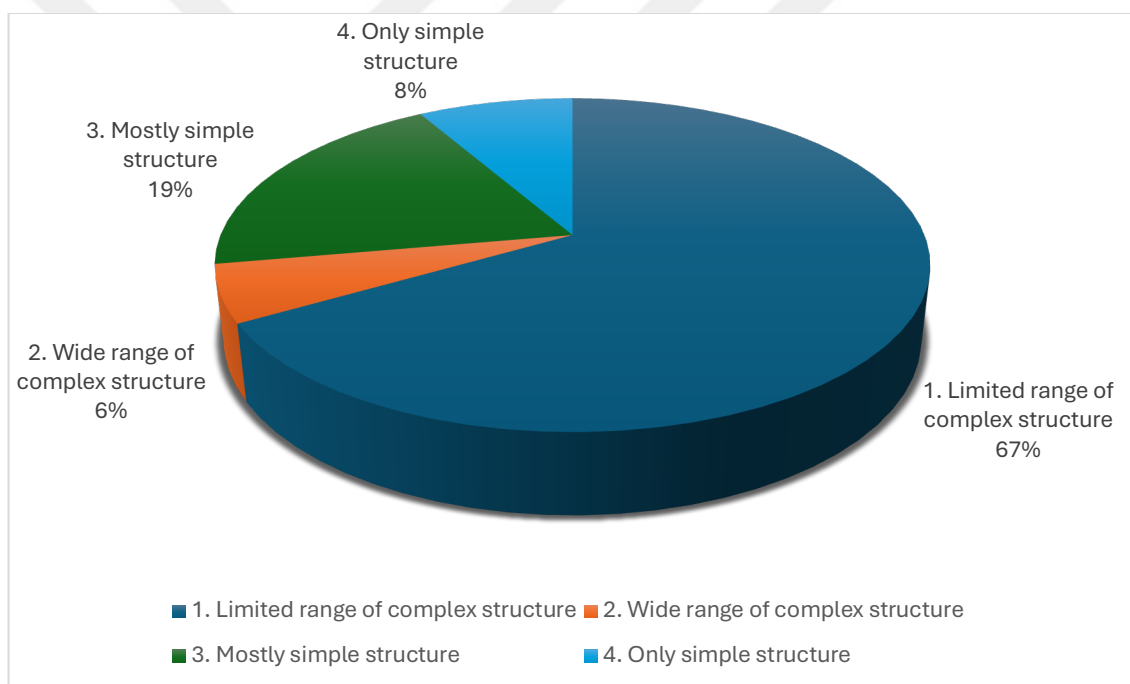
| Vocabulary               | Numbers in Texts | Percentages |
|--------------------------|------------------|-------------|
| Only frequent vocabulary | 0                | 0%          |
| Mostly frequented        | 10               | 27.8%       |
| Rather extended          | 23               | 63.9%       |
| Extended                 | 3                | 8.3%        |

In Table 21, distribution of vocabulary is shown. As the last characteristic, grammar has four different levels: *only simple structures*, *mostly simple structures*, *a limited range of complex structures*, and *wide range of complex structures*. *Limited range of complex structure* has the majority of the texts with 66.67% (n=24). Next, *mostly simple structure* was used in seven texts (19.44%). *Only simple structure* was used in three activities (8.33%). Lastly, a *wide range of complex structures* was used in only two texts with 5.56% (n=2).

When it comes to grammar, Table 22 and Figure 5 show the analysis of grammar in reading texts.

**Table 22***Demonstration of Grammar in Reading Texts*

| Grammar                             | Numbers in Texts | Percentages |
|-------------------------------------|------------------|-------------|
| Only simple structures              | 3                | 8.33%       |
| Mostly simple structures            | 7                | 19.44%      |
| Limited range of complex structures | 24               | 66.67%      |
| Wide range of complex structures    | 2                | 5.56%       |

**Figure 5***Distribution of Grammar in Reading Texts*

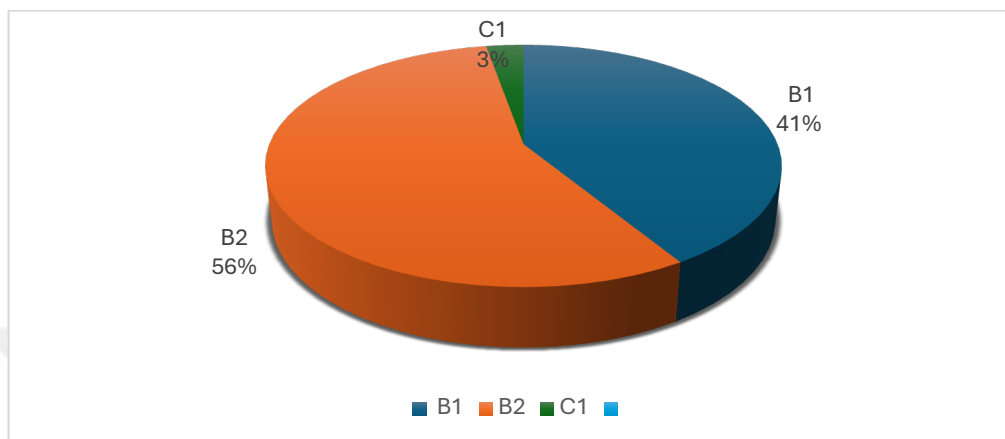
The percentages and distribution of the characteristics can be found in the figures above, and the analysis and relation to the CEFR have been displayed individually. Referring to the CEFR, all the reading texts were scrutinised, and the findings show that 20 of the texts were aligned with the related level B2 & B2+ of the CEFR (56.56%). Meanwhile, 15 reading texts matched the level B1 (41.67%).

Only one of the reading texts was found to be related to the CEFR level C1 (2.78%).

Figure 6 shows the estimated level of the reading texts.

**Figure 6**

*Estimated Levels of Reading Texts*



All things considered, all the reading texts in the *Notifier English B2 & B2+* level coursebook were investigated with the CEFR Content Analysis Grid for Reading, and a CEFR level was assigned to each text. While implementing the correspondence process, the characteristics offered by the grid regarding *text source*, *authenticity*, *discourse type*, *domain*, *topic*, *nature of content*, *vocabulary*, and *grammar* were considered. This correspondence process was done in accordance with the CEFR scales that designate the level of the texts, activities, or exams by outlining the levels. Illustrative scales were matched with the texts by referring to the requirements of the scales, and the possible CEFR level was stated at the end of the correspondence process for each text. In light of this information, the findings show that 56% of the texts are in accordance with the CEFR B2 & B2+ level. On the other hand, 41% of the texts were appropriate with the B1 level, and 3% of the texts were in accordance with the C1 level. This information indicated that 56% of the texts are moderately complex on both *abstract and concrete topics* about various problems and viewpoints. B1-level texts have simpler structures and grammar compared to the

B2-level texts. Lastly, 3% of the texts have a higher and complex degree of grammar and structure usage and are more challenging. These percentages show that there is a balanced distribution of the level targets, mostly declining on the B2 level. However, a significant number of the texts are at the B1 level. It ensures that most of the reading texts are in accordance with the target CEFR level B2 & B2+, and they offer suitable texts with the target level and complex language structures and grammar for English teaching and learning in 12<sup>th</sup>-grade English classrooms.

### **Comparing the CEFR Scales with Writing Activities**

The *Notifier English* B2 & B2+ consists of 10 units with different themes for each unit. The coursebook includes reading, writing, speaking, and listening skills to provide English education that is aligned with the CEFR requirements and develop comprehensive language skills. The book is designed for the B2 & B2+ level of CEFR and aims to teach complex structures and grammar. There are 29 writing activities that demand students to produce various writing texts such as essays, paragraphs, letters and emails, requiring interaction with people or writing a proper essay about the given topics. Each section has both types of writing activities and offers students opportunities to state themselves in written language. The adapted form of the tool Specification Form A12: Written Interaction and Specification Form A14: Written Production from Coşkun (2018) was used to analyse the writing activities. While carrying out the analysis process, illustrative scales from CEFR (2001) and Vantage (Ek & Trim, 2001) were used to justify the analysis, and for each activity, a CEFR level was assigned to show an estimated level.

**Table 23***Analysis of the Writing Activities*

| Number of Activities | 1. Themes and/or subthemes and domain (Reference: The lists in CEFR 4.2)                             | 2. Communicative tasks, activities and text-types (Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2., 4.6.3.)                                | 3. Indicate and justify at which level(s) of the scales the activity should be situated. (Reference: Illustrative Scales for Writing (see Table 8, the CEFR and Vantage).                                                                                                                                                                                                                                                        |
|----------------------|------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                   | Theme: Free time<br>Subtheme: Hobbies and interests<br>Domain: Personal                              | Task: Expressing opinions, views, attitudes, emotions, wishes. (Vantage, 2001, p. 17)<br>Activity: Written Production – Creative writing<br>Text: Paragraph | Overall Written Production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.<br><br>Estimated level of the activity: B1                                                                                                                                                                          |
| 2.                   | Theme: Free time<br>Subtheme: Social relations with other people<br>Domain: Personal (Vantage, 2001) | Task: Giving and obtaining information (Vantage, 2001, p. 74)<br>Activity: Written production -Reports & Essay<br>Text: Survey                              | Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.<br><br>Estimated level of the activity: B2                                                                                                                                                                                |
| 3.                   | Theme: Free time<br>Subtheme: Hobbies and interests<br>Domain: Personal                              | Task: Expressing opinions views, attitudes, emotions, wishes<br>Activity: Written production- Reports & Essay<br>Text: Report                               | Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.<br>Reports & Essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.<br><br>Estimated level of the activity: B2 |
| 4.                   | Theme: Personal identification<br>Subtheme: Personality types<br>Domain: Personal                    | Task: Describing personalities<br>Activity: Written production- Creative writing<br>Text: Paragraph                                                         | Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesizing and evaluating information and arguments from a number of sources.<br>“The learners can describe and discuss the appearance, character and personality of other people; and they can elicit/understand similar                                                                               |

| Number of Activities | 1. Themes and/or subthemes and domain (Reference: The lists in CEFR 4.2)                         | 2. Communicative tasks, activities and text-types (Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2., 4.6.3.)  | 3. Indicate and justify at which level(s) of the scales the activity should be situated. (Reference: Illustrative Scales for Writing (see Table 8, the CEFR and Vantage).                                                                                                                                                                                                                                                        |
|----------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | 1                                                                                                |                                                                                                                               | information from others and discuss factual details, views and opinions as required" (Vantage, 2001, p. 74).<br>Estimated level of the activity: B2                                                                                                                                                                                                                                                                              |
| 5.                   | Theme: Personal identification<br>Subtheme: Introduction<br>Domain: Personal                     | Task: Providing personal information<br>Activity: Written production- Creative writing<br>Text: Paragraph                     | Overall Written Production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.<br>Creative writing: Can write accounts of experiences, describing feelings and reactions in simple connected text.<br><br>Estimated level of the activity: B2                                                      |
| 6.                   | Theme: Relations with others<br>Subtheme: Social relations with other people<br>Domain: Personal | Task: Providing personal information<br>Activity: Written interaction – Filling a form<br>Text: Form                          | Can take messages communicating enquiries, explaining problems.<br>Can write notes conveying simple information of immediate relevance to friends, services people, teachers and others who feature in his/her everyday life, getting across comprehensively the points he/she feels are important.<br><br>Estimated level of the activity: B1                                                                                   |
| 7.                   | Theme: Relations with others<br>Subtheme: Social relations with other people<br>Domain: Personal | Task: Expressing opinions views, attitudes, emotions, wishes<br>Activity: Written production- Reports & Essay<br>Text: Report | Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.<br>Reports & Essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.<br><br>Estimated level of the activity: B2 |
| 8.                   | Theme: Relations with others<br>Subtheme: Social relations with other people                     | Task: Expressing opinions views, attitudes, emotions, wishes                                                                  | Can write clear, detailed expressions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text,                                                                                                                                                                                                                                                                               |

| Number of Activities | 1. Themes and/or subthemes and domain (Reference: The lists in CEFR 4.2)              | 2. Communicative tasks, activities and text-types (Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2., 4.6.3.)                       | 3. Indicate and justify at which level(s) of the scales the activity should be situated. (Reference: Illustrative Scales for Writing (see Table 8, the CEFR and Vantage).                                                                                                                                                                                                                                                                                                                                                                                |
|----------------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Domain: Personal                                                                      | Activity: Written production- Reports & Essay<br>Text: Dialogue                                                                                    | and following established conventions of the genre concerned.<br>Estimated level of the activity: B2                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| 9.                   | Theme: Environment<br><br>Subtheme: Solutions to the problems<br>Domain: Public       | Task: Filling the map<br>Activity: Written interaction – Filling a map<br>Text: Paragraph                                                          | Can write short, simple essays on topics of interest. Can write very brief reports to a standard conventionalised format, which pass on routine factual information and state reasons for actions.<br>Estimated level of the activity: B1                                                                                                                                                                                                                                                                                                                |
| 10.                  | Theme: Environment<br>Subtheme: Solutions to the problems<br>Domain: Public           | Task: Expressing opinions views, attitudes, emotions, wishes<br>Activity: Written production- Reports & Essay<br>Text: Essay                       | “Learners are able to exchange information and opinions on personal and social themes” (Vantage, 2001, p. 16).<br>Reports & Essays: Can write an essay or report that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail.<br>Can write clear, detailed expressions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.<br>Estimated level of the activity: B2 |
| 11.                  | Theme: Environment problems<br>Subtheme: Solutions to the problems<br>Domain: Public  | Task: Express and account for their views and opinions about the problems<br>Activity: Written Production- Creative Writing<br>Text: Essay writing | Reading for information & Argument: Can obtain information, ideas and opinions from highly specialised sources within his/her field.<br>Reports & Essays: Can synthesise information and arguments from a number of sources.<br>Estimated level of the activity: B2                                                                                                                                                                                                                                                                                      |
| 12.                  | Theme: Personal feelings and affections<br>Subtheme: Human rights<br>Domain: Personal | Task: Writing mottos<br>Activity: Written production – Creative writing<br>Text: Motto                                                             | Overall Written Production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.                                                                                                                                                                                                                                                                                                                                             |

| Number of Activities | 1. Themes and/or subthemes and domain (Reference: The lists in CEFR 4.2) | 2. Communicative tasks, activities and text-types (Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2., 4.6.3.)                                                  | 3. Indicate and justify at which level(s) of the scales the activity should be situated. (Reference: Illustrative Scales for Writing (see Table 8, the CEFR and Vantage).                                                                                                                                                                                  |
|----------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      |                                                                          |                                                                                                                                                                               | Creative writing: Can write straightforward, detailed descriptions on a range of familiar subjects within his field of interest.<br>Estimated level of the activity: B1                                                                                                                                                                                    |
| 13.                  | Theme: Technology<br>Subtheme: Technology in future<br>Domain: Public    | Task: Describing the possible future events<br>Activity: Written production – Creative writing<br>Text: Paragraph                                                             | Creative writing: Can write clear, detailed, descriptions of real or imaginary events and experiences marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.<br>Estimated level of the activity: B2                                                                                 |
| 14.                  | Theme: Technology<br>Subtheme: Cyber game<br>Domain: Public              | Task: Producing longer sequences of coherent discourse and describing an event with subsidiary details.<br>Activity: Written production – Creative writing<br>Text: Paragraph | Reports & Essays: Can report and give his/her opinion about accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.<br>Estimated level of the activity: B1                                                                                                                                  |
| 15.                  | Theme: Technology<br>Subtheme: Cyber game<br>Domain: Public              | Task: Expressing and accounting for views with relevant examples<br>Activity: Written production – Reports & Essay<br>Text: Paragraph                                         | Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.<br>“Learners are able to express and account for their views, feelings and opinions” (Vantage, 2001, p. 74).<br>Estimated level of the activity: B2 |
| 16.                  | Theme: Arts<br>Subtheme: Paintings<br>Domain: Personal                   | Task: Describing his/her mood<br>Activity: Written production – Creative writing<br>Text: Paragraph                                                                           | Overall written production: Can write straightforward connected texts on a range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.<br>Can write a description of an event, a recent trip -real or imagined.<br>Estimated level of the activity: B1                               |
| 17.                  | Theme: Services                                                          | Task: Designing a flier for a charity event                                                                                                                                   | Overall written production: Can write straightforward connected texts on a                                                                                                                                                                                                                                                                                 |

| Number of Activities | 1. Themes and/or subthemes and domain (Reference: The lists in CEFR 4.2)                 | 2. Communicative tasks, activities and text-types (Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2., 4.6.3.)                                                          | 3. Indicate and justify at which level(s) of the scales the activity should be situated. (Reference: Illustrative Scales for Writing (see Table 8, the CEFR and Vantage).                                                                                                                                                                                                    |
|----------------------|------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Subtheme: Charity<br>Domain: Public                                                      | Activity: Written production – Creative writing<br>Text: Flier                                                                                                                        | range of familiar subjects within his field of interest, by linking a series of shorter discrete elements into a linear sequence.<br>Can write a description of an event, a recent trip -real or imagined.<br>Estimated level of the activity: B1                                                                                                                            |
| 18.                  | Theme: Relation with other people<br>Subtheme: Asking for a help<br>Domain: Personal     | Task: Expressing opinions, views, attitudes, emotions, wishes (Vantage, 2001, p. 17).                                                                                                 | Correspondence: Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent's news and views.<br>Estimated level of the activity: B2                                                                                                                                             |
| 19.                  | Theme: Education<br>Subtheme: Application process<br>Domain: Educational (Vantage, 2001) | Task: Imparting and seeking information about a university application (Vantage, 2001, p. 29)<br>Activity: Written interaction – Writing an email<br>Text: Information request letter | Overall written interaction: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.<br>“The learners can exchange information and views on education, school subjects and qualifications” (Vantage, 2001, p. 76).<br>Estimated level of the activity: B2 |
| 20.                  | Theme: Daily life<br>Subtheme: News story<br>Domain: Public                              | Task: Making the table of a news story<br>Activity: Written production<br>Text: Table                                                                                                 | Overall written production: Can write clear, detailed texts on a variety of subjects related to his/her field of interest, synthesising and evaluating information and arguments from a number of sources.<br>Estimated level of the activity: B2                                                                                                                            |
| 21.                  | Theme: Travel<br>Subtheme: Recovery<br>Domain: Personal                                  | Task: Paraphrase the story<br>Activity: Written production – Creative writing<br>Text: Summary                                                                                        | Processing the text: Can collocate short pieces of information from several sources and summarise them for somebody else.<br>Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.<br>Estimated level of the activity: B1                                                                                                 |
| 22.                  | Theme: Technology                                                                        | Task: Paraphrase the story                                                                                                                                                            | Processing the text: Can collocate short pieces of information from several                                                                                                                                                                                                                                                                                                  |

| Number of Activities | 1. Themes and/or subthemes and domain (Reference: The lists in CEFR 4.2) | 2. Communicative tasks, activities and text-types (Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2., 4.6.3.)       | 3. Indicate and justify at which level(s) of the scales the activity should be situated. (Reference: Illustrative Scales for Writing (see Table 8, the CEFR and Vantage).                                                                                                                                                                                              |
|----------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      | Subtheme: Source of energy<br>Domain: Public                             | Activity: Written production – Creative writing<br>Text: Summary                                                                   | sources and summarise them for somebody else.<br>Can paraphrase short written passages in a simple fashion, using the original text wording and ordering.<br>Estimated level of the activity: B1                                                                                                                                                                       |
| 23.                  | Theme: Energy<br>Subtheme: Using alternative energy<br>Domain: Public    | Task: Expressing opinions and views about alternative energy<br>Activity: Written interaction - Correspondence<br>Text: Dialogue   | Overall written interaction: Can convey information and ideas on abstracts as well as concrete topics, check information and ask about or explain problems with reasonable precision.<br>Correspondence: Can write personal letters giving news and expressing thoughts about abstract or cultural topics such as music, films.<br>Estimated level of the activity: B1 |
| 24.                  | Theme: Environment<br>Subtheme: Environmental problems<br>Domain: Public | Task: Complaining about a problem by providing supporting details<br>Activity: Written interaction – Correspondence<br>Text: Email | Overall written interactive: Can express news and views effectively in writing and relate to those of others.<br>“Learners are able to describe/narrate complex events, occurrences, experiences” (Vantage, 2001, p. 74).<br>Estimated level of the activity: B2                                                                                                       |
| 25.                  | Theme: Daily Life<br>Subtheme: Chores<br>Domain: Personal                | Task: Writing a message<br>Activity: Written production- Creative writing<br>Text: Paragraph                                       | Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.<br>“Learners are able to express and account for their views, feelings and opinions” (Vantage, 2001, p. 74).<br>Estimated level of the activity: B2             |
| 26.                  | Theme: Technology<br>Subtheme: High-tech product<br>Domain: Personal     | Task: Describing a high-tech product<br>Written production – Reports & Essays<br>Text: Paragraph                                   | Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.<br>Estimated level of the activity: B2                                                                                                                          |

| Number of Activities | 1. Themes and/or subthemes and domain (Reference: The lists in CEFR 4.2)           | 2. Communicative tasks, activities and text-types (Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2., 4.6.3.)          | 3. Indicate and justify at which levels(s) of the scales the activity should be situated. (Reference: Illustrative Scales for Writing (see Table 8, the CEFR and Vantage).                                                                                                                                                                                                                                                                                                       |
|----------------------|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 27.                  | Theme: Technology<br>Subtheme: Technology in social life<br>Domain: Personal       | Task: Expressing views and opinions on an imaginative occurrence<br>Activity: Written production- Creative writing<br>Text: Interview | Overall written production: Can write clear, detailed texts on a variety of subjects related to his field of interest, synthesising and evaluating information and arguments from a number of sources.<br>“Learners can write letters of application and attend interviews giving written or spoken information about their own personal data, qualifications and experiences and answer the questions about them (Vantage, 2001, p. 15).<br>Estimated level of the activity: B2 |
| 28.                  | Theme: Feelings and affections<br>Subtheme: Regrets and wishes<br>Domain: Personal | Task: Expressing opinions views, attitudes, emotions, wishes<br>Activity: Written production- Reports & Essay<br>Text: Paragraph      | “Learners are able to exchange information and opinions on personal and social themes” (Vantage, 2001, p. 16).<br>Can write clear, detailed expressions of real or imaginary events and experiences, marking the relationship between ideas in clear connected text, and following established conventions of the genre concerned.<br>Estimated level of the activity: B2                                                                                                        |
| 29.                  | Theme: Feelings and affections<br>Subtheme: Regrets and wishes<br>Domain: Personal | Task: Expressing opinions views, attitudes, emotions, wishes<br>Activity: Written interaction – Writing a letter<br>Text: Letter      | Correspondence: Can write letters conveying degrees of emotion and highlighting the personal significance of events and experiences and commenting on the correspondent’s new and views.<br>Estimated level of the activity: B2                                                                                                                                                                                                                                                  |

The analysis of the writing activities from Notifier English was presented in

Table 23. There are 29 writing activities in total with their estimated level. The activities were analysed with the version Coşkun (2018) used in her research, the adapted form of the tool Specification Form A12: Written Interaction and Specification Form A14: Written Production. The tool has offered characteristics and focuses on theme, subtheme, domain, task, activity, text and illustrative CEFR

descriptors. Each activity has been referred to a related level of the CEFR descriptors to validate and justify the research to situate the research in a reliable and valid place. In order to support the estimated level of the activity, references and quotations were displayed, and the activities were supported by CEFR (2001), Vantage (2001) and Threshold (1990).

Firstly, themes, sub-themes and domains were the first category to evaluate and decide on ‘the situational context may take place’ (Threshold, 1999, p. 59).

There are 14 themes that Vantage offered to teachers and material designers to follow in the materials. These are personal identification, house & home, environment, daily life, free time, entertainment, travel, relations with other people, health & body care, education, shopping, food & drink, services, places, language and weather. To facilitate the reference of the themes, there are sub-themes to indicate the context of the activity in a more comprehensive way. For the alternative exponents, the specification contexts were left to the teachers and material designers to find the best one that suits for their purposes (Threshold, 1999). Lastly, there are four domains: personal, public, educational and occupational, which show the related subjects of the activity.

Firstly, for themes, a great variety of themes were facilitated in the book. Of 14 themes, *technology* is the most frequently used theme, with 20.7% (n=6). Next, *relations with others* and the *environment* are the second most used themes in the writing activities, with 13.8% (n=4). *Personal feelings & affection*, and *free time* have been used in three activities with 10.34%. Following, *personal identification* and *daily life* are facilitated in two activities (6.9%). Lastly, *arts*, *services*, *education*, *travel*, and *energy* consist of 3.45% (n=1) of the themes in the writing activities. The

distribution and analysis of themes can be seen in Table 24 and Figure 7 in numbers and percentages.

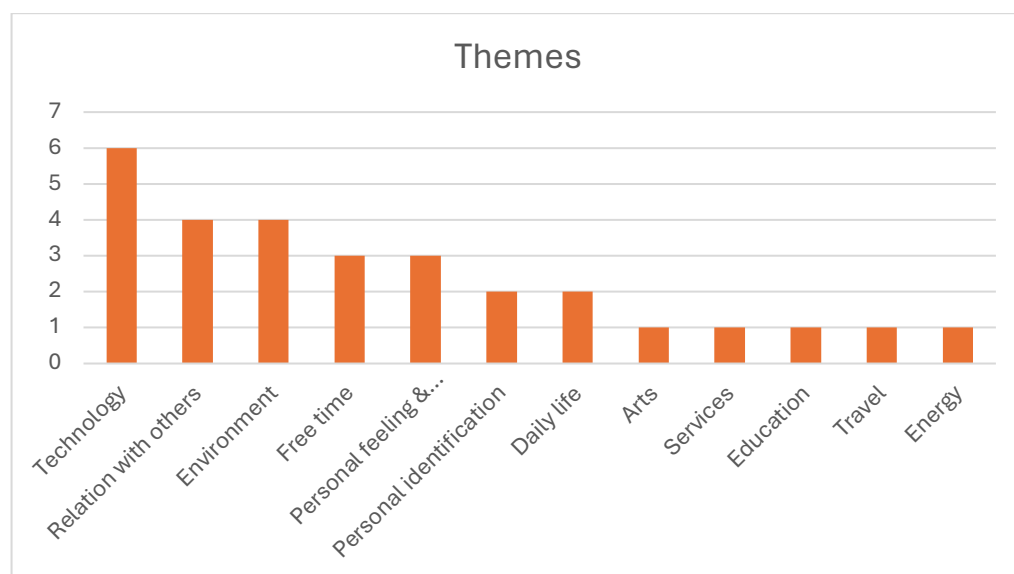
**Table 24**

*Demonstration of Themes in Writing Activities*

| Themes                      | Number in Writing<br>Activities | Percentages |
|-----------------------------|---------------------------------|-------------|
| Technology                  | 6                               | 20.7%       |
| Relations with other people | 4                               | 13.8%       |
| Environment                 | 4                               | 13.8%       |
| Free time                   | 3                               | 10.34%      |
| Personal feeling            | 3                               | 10.34%      |
| Personal identification     | 2                               | 6.9%        |
| Daily life                  | 2                               | 6.9%        |
| Arts                        | 1                               | 3.45%       |
| Services                    | 1                               | 3.45%       |
| Education                   | 1                               | 3.45%       |
| Sevices                     | 1                               | 3.45%       |
| Energy (Others)             | 1                               | 3.45%       |

**Figure 7**

*Distribution of Themes*



Among four domains: *-personal, public, educational and occupational*, by a clear margin, with 58.62% (n=17), the *personal domain* is the most frequently used domain in the book. Secondly, *the public domain* is the second domain facilitated in the book for the writing activities, with 37.93% (n=11). Lastly, the *educational domain* is used only in one text 3.45%, and the *occupational domain* was never used in writing activities. Table 25 and Figure 8 show the analysis and distribution of domains in writing activities.

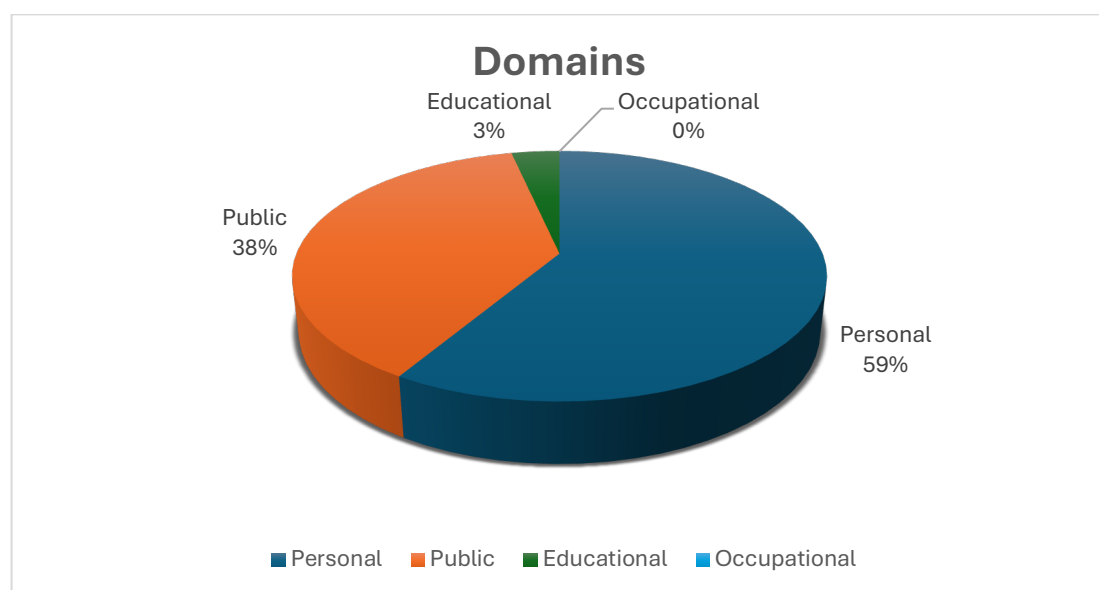
**Table 25**

*Demonstration of Domains in Writing Activities*

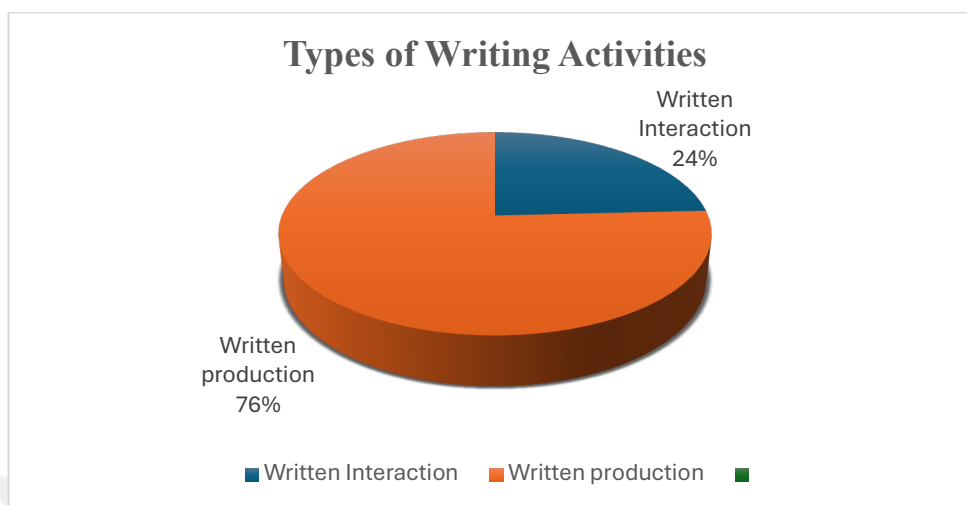
| Domains      | Number in Writing Activities | Percentages |
|--------------|------------------------------|-------------|
| Public       | 11                           | 37.93%      |
| Personal     | 17                           | 58.62%      |
| Educational  | 1                            | 3.45%       |
| Occupational | 0                            | 0%          |

**Figure 8**

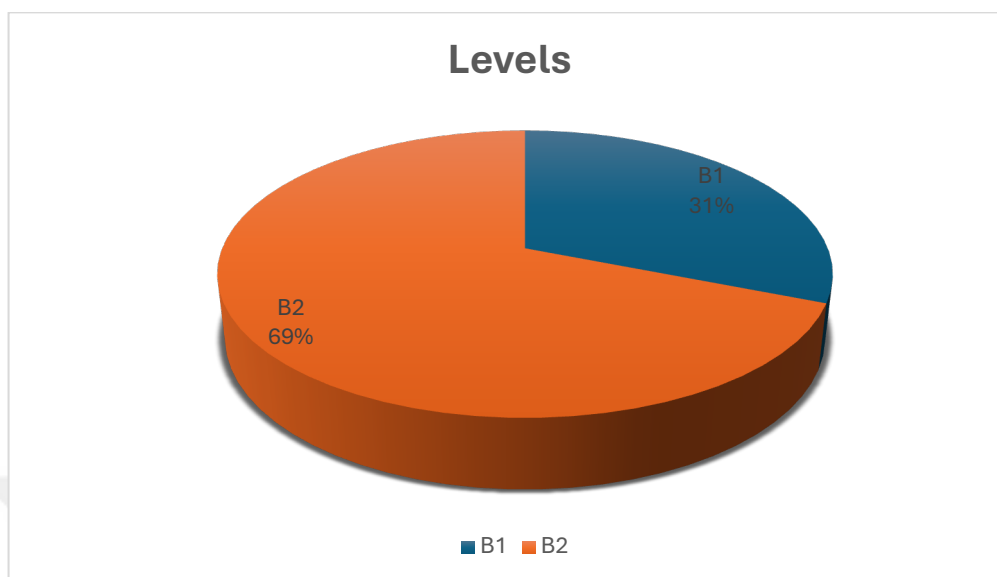
*The Distribution of Domains*



In terms of types of activity, the main types were *written production*, in which “the language user writer produces a written text which is received by a readership of one or more” (CEFR, 2001, p. 61) and *written interaction* activities, which require correspondence, negotiating, exchanging ideas (CEFR, 2001). In the writing activities, most of the writing texts are *written production* 75.86% (n=22), and written interaction consisted of 24.14% (n=7). The texts were based on *reports & essays, creative writing in written production, writing a letter, correspondence, and filling a form/map in written interaction*. In terms of *written production*, *reports & essays* consist of 27.59% (n=8) and *creative writing* consists of 41.38% of the written production activities. On the other hand, *correspondence* was used in three texts with 10.34% (n=3). The other types of *written interaction*, *filling a map/form and writing a letter/email* consist of 6.9% of the writing activities (n=2). The findings show that *Notifier English* is mostly based on production-based writing activities that lead students to creative writing and produce new mottos, ideas and essays. These types of writing activities require students to read and interpret the tables and understand the forms. In terms of written interaction, by writing emails or letters and filling out forms, students were encouraged to communicate with other people in formal ways and exposed to daily life activities in a more natural way.

**Figure 9***The Distribution of Writing Activities*

Lastly, as it can be seen in Figure 9, the distribution of the writing activities in terms of the levels was discussed. Out of 29 writing activities, 68.97% correspond to the B2 level (n=20), and 31.03% (n=9) of the writing texts correspond to the B1 level of English. It can be said that the writing activities fulfil the criteria of the CEFR B2 & B2+ levels. The other B1-level activities consist of nine activities that are not the majority. The reason for having B1-level activities in the 12<sup>th</sup>-grade English coursebook can be explained by the curriculum. In the English curriculum prepared by MonE, 12<sup>th</sup> grade is seen as the ‘overall synthesis of what students have learned up to this grade’ (English Curriculum, 2018, p. 14). Therefore, having B1-level writing activities may have aimed to practise and strengthen students' prior English knowledge. Figure 10 shows the distribution of estimated levels in writing activities.

**Figure 10***Distribution of the Levels in Writing Activities*

In accordance with the findings above, the vast majority of writing activities in the coursebook could be categorised under B2 levels and meet the language needs of the related levels B2 & B2+.

### **Comparing the CEFR Scales with Speaking Activities**

In the Notifier English B2 & B2 program, there are 52 activities designed to encourage students to communicate with others through speaking. These activities aim to provide well-developed English education aligned with CEFR requirements, fostering comprehensive language skills that enable students to engage globally and keep up with the innovations. As it is stated in the 12th-grade English curriculum, “English is seen as a vehicle for communication rather than a lesson to study” (MoNE’s English curriculum, 2018, p. 4). It aims to educate the students to make them feel comfortable and confident in English as well as training them to ‘become effective, fluent, and self-directed users of English’ (MoNE’s English curriculum, 2018, p. 4). In order to achieve this goal, speaking was given a great importance while learning English and communicative competence became the main focus.

Therefore, the functions and four skills of language were integrated into the language teaching in the English curriculum to overcome the problem of giving priority to only grammar and structures and assessing them (MoNE's English curriculum, 2018).

The adapted form of the tool Specification Form A11: Spoken Interaction and Specification Form A13: Spoken Production from Coşkun (2018) was used to analyse the speaking activities. While carrying out the analysis process, illustrative scales from CEFR (2001) and Vantage (Ek & Trim, 2001) were used to justify the analysis, and for each activity, a CEFR level was assigned to show an estimated level. Table 26 displays the analysis of speaking activities in the coursebook.

**Table 26**

*Analysis of the Speaking Activities*

| Number of the Activities | 1.Communication themes/ subthemes/ domains<br>(Reference: The lists in CEFR 4.2) | 2.Communicative tasks/ activities<br>(Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2,4.6.3) | 3.Indicate and justify at which level(s) of the scale the activity should be situated<br>(Reference: Illustrative Scales for Speaking the CEFR, Vantage)                                                                                                                                                                                                                                     |
|--------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.                       | Theme: Free time<br>Subtheme: Music<br>Domain: Personal                          | Task: Discussing the questions<br>Activity: Spoken Interaction – Informal discussion (with friends)          | Informal Discussion (with friends)<br>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.<br>Estimated level of the activity: B2 |
| 2.                       | Theme: Free time:<br>Subtheme: Music<br>Domain: Personal                         | Task: Discussing the questions<br>Activity: Spoken Interaction – Informal discussion (with friends)          | Informal Discussion (with friends)<br>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.<br>Estimated level of the activity: B2                                                                                                                                                                                          |
| 3.                       | Theme: Free time<br>Subtheme: Music                                              | Task: Exchanging ideas about a topic                                                                         | Can take an active part in informal discussion in familiar contexts,                                                                                                                                                                                                                                                                                                                         |

| Number of the Activities | 1.Communication themes/ subthemes/ domains<br>(Reference: The lists in CEFR 4.2) | 2.Communicative tasks/ activities<br>(Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2,4.6.3)       | 3.Indicate and justify at which level(s) of the scale the activity should be situated<br>(Reference: Illustrative Scales for Speaking the CEFR, Vantage)                                                                                                                                                                                                                                                                |
|--------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | Domain: Personal                                                                 | Activity: Spoken Interaction – Informal discussion (with friends)                                                  | commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. Learners can obtain /understand similar information from others and can exchange views on these matters and account for and discuss their likes and dislikes. (Vantage. 2001. p. 75).<br>Estimated level of the activity: B2                                                                       |
| 4.                       | Theme: Free time<br>Subtheme: Music<br>Domain: Personal                          | Task: Exchanging ideas about a topic<br>Activity: Spoken Interaction – Informal discussion (with friends)          | Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses. “Learners can obtain /understand similar information from others and can exchange views on these matters and account for and discuss their likes and dislikes” (Vantage. 2001. p. 75).<br>Estimated level of the activity: B2 |
| 5.                       | Theme: Free time<br>Subtheme: Music<br>Domain: Personal                          | Task: Discussing and determine the intonation<br>Activity: Spoken Interaction – Informal discussion (with friends) | Can account for and sustain his/her opinions in discussion by providing relevant. explanations, arguments, and comments.<br>Estimated level of the activity:B2                                                                                                                                                                                                                                                          |
| 6.                       | Theme: Social relations with people<br>Subtheme: Friendship<br>Domain: Personal  | Task: Providing and getting information about friendship<br>Activity: Spoken Interaction – Information exchange    | Can obtain more detailed information. Can exchange, check and confirm. accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.<br>Estimated level of the activity: B1                                                                                                                                                                                    |
| 7.                       | Theme: Social relations with people<br>Subtheme: Friendship<br>Domain: Personal  | Task: Describing a table about a survey<br>Activity: Spoken Interaction – Information exchange                     | Can pass detailed information. Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.<br>Can synthesise and report information and arguments from a number of sources.<br>Estimated level of the activity: B2                                                                                                                                    |

| Number of the Activities | 1.Communication themes/ subthemes/ domains<br>(Reference: The lists in CEFR 4.2) | 2.Communicative tasks/ activities<br>(Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2,4.6.3)                      | 3.Indicate and justify at which level(s) of the scale the activity should be situated<br>(Reference: Illustrative Scales for Speaking the CEFR, Vantage)                                                                                                                                                                                                                                        |
|--------------------------|----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8.                       | Theme: Social relations with people<br>Subtheme: Friendship<br>Domain: Personal  | Task: Providing and getting information about friendship<br>Activity: Spoken<br>Interaction – Information exchange                | Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.<br>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.<br>Estimated level of the activity: B2                                                                                                         |
| 9.                       | Theme: Social relations with people<br>Subtheme: Friendship<br>Domain: Personal  | Task: Discussing and sharing the impressions about people<br>Activity: Spoken<br>Interaction – Informal discussion (with friends) | Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.<br>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.<br>Estimated level of the activity: B2                                       |
| 10.                      | Theme: Social relations with people<br>Subtheme: Friendship<br>Domain: Personal  | Task: Describing a mind map about the qualities of a good friend<br>Activity: Spoken<br>Interaction – Information exchange        | Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.<br>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.<br>Estimated level of the activity: B2                                       |
| 11.                      | Theme: Social relations with people<br>Subtheme: Friendship<br>Domain: Personal  | Task: Discussing the questions<br>Activity: Spoken<br>Interaction – Informal discussion (with friends)                            | Informal Discussion (with friends)<br>Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.<br>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.<br>Estimated level of the activity: B2 |
| 12.                      | Theme: Social relations with people                                              | Task: Acting out a conversation about being a roommate                                                                            | Sustained monologue: Putting a case<br>Can construct a chain of reasoned arguments.                                                                                                                                                                                                                                                                                                             |

| Number of the Activities | 1.Communication themes/ subthemes/ domains<br>(Reference: The lists in CEFR 4.2)    | 2.Communicative tasks/ activities<br>(Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2,4.6.3)               | 3.Indicate and justify at which level(s) of the scale the activity should be situated<br>(Reference: Illustrative Scales for Speaking the CEFR, Vantage)                                                                                                                                                                                                                                                        |
|--------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | Subtheme: Friendship<br>Domain: Personal                                            | Activity: Spoken Production – Sustained monologue: Putting a case                                                          | Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.<br>Estimated level of the activity: B2                                                                                                                                                                                                                                              |
| 13.                      | Theme: Human rights<br>Subtheme: Human rights<br>Domain: Public                     | Task: Discussing and providing information about human rights<br>Activity: Spoken Interaction – Information exchange       | Can obtain more detailed information.<br>Can exchange, check and confirm. accumulated factual information on familiar routine and non-routine matters within his/her field with some confidence.<br>Estimated level of the activity: B1                                                                                                                                                                         |
| 14.                      | Theme: Human rights<br>Subtheme: Human rights in the world<br>Domain: Public        | Task: Discussing and providing information about human rights<br>Activity: Spoken Interaction – Information exchange       | Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.<br>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.<br>Estimated level of the activity: B2                                                                                                                         |
| 15.                      | Theme: Human rights<br>Subtheme: Problems of disadvantaged people<br>Domain: Public | Task: Exchanging ideas about a topic<br>Activity: Spoken Interaction – Informal discussion (with friends)                  | Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.<br>Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.<br>“Learners are able to exchange information and opinions on personal and social themes” (Vantage, 2001, p. 16).<br>Estimated level of the activity: B2 |
| 16.                      | Theme: Human rights<br>Subtheme: Solution to a problem<br>Domain: Public            | Task: Expressing and finding solutions to the problems<br>Activity: Spoken interaction – Informal discussion (with friend) | Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.<br>Can develop an argument systematically with appropriate highlighting of significant points, and relevant supporting detail.                                                                                                                                                          |

| Number of the Activities            | 1.Communication themes/ subthemes/ domains<br>(Reference: The lists in CEFR 4.2)         | 2.Communicative tasks/ activities<br>(Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2,4.6.3)             | 3.Indicate and justify at which level(s) of the scale the activity should be situated<br>(Reference: Illustrative Scales for Speaking the CEFR, Vantage)                                                                                                                                                                                                  |
|-------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Estimated level of the activity: B2 |                                                                                          |                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                           |
| 17.                                 | Theme: Human rights<br>Subtheme: Universal declaration of human rights<br>Domain: Public | Task: Discussing the human rights<br>Activity: Spoken interaction – Informal discussion (with friend)                    | Can understand and exchange complex information and advice on the full range of matters related to his /her occupational role.<br>Can pass on detailed information reliably.<br>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.<br>Estimated level of the activity: B2              |
| 18.                                 | Theme: Human rights<br>Subtheme: Universal declaration of human rights<br>Domain: Public | Task: Discussing the problems and making suggestions<br>Activity: Spoken interaction – Informal discussion (with friend) | Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.<br>Can express his/her ideas and opinions with precision, present and respond to complex lines of argument convincingly.<br>Estimated level of the activity: B2 |
| 19.                                 | Theme: Human rights<br>Subtheme: Universal declaration of human rights<br>Domain: Public | Task: Discussing the mottos<br>Activity: Spoken interaction – Information exchange                                       | Can find out and pass on straightforward factual information.<br>Can ask for and follow detailed information<br>Estimated level of the activity: B1                                                                                                                                                                                                       |
| 20.                                 | Theme: Technology<br>Subtheme: Artificial environment<br>Domain: Public                  | Task: Discussing the questions about the technology<br>Activity: Spoken interaction – Informal discussion (with friend)  | Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.<br>Can pass on detailed information reliably.<br>Estimated level of the activity: B2                                                                            |
| 21.                                 | Theme: Technology<br>Subtheme: Virtual technology<br>Domain: Public                      | Task: Sharing ideas about virtual reality<br>Activity: Spoken Production – Sustained monologue: Putting a case           | Can briefly give reasons and explanations for opinions, plans and actions.<br>Estimated level of the activity: B1                                                                                                                                                                                                                                         |

| Number of the Activities | 1.Communication themes/ subthemes/ domains<br>(Reference: The lists in CEFR 4.2) | 2.Communicative tasks/ activities<br>(Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2,4.6.3)                   | 3.Indicate and justify at which level(s) of the scale the activity should be situated<br>(Reference: Illustrative Scales for Speaking the CEFR, Vantage)                                                                                                                       |
|--------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 22.                      | Theme: Technology<br>Subtheme: Virtual reality<br>Domain: Public                 | Task: Expressing and opposing ideas about virtual reality<br>Activity: Spoken Production – Sustained monologue: Putting a case | Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.<br>Can construct a chain of reasoned argument<br>Estimated level of the activity: B2                                                |
| 23.                      | Theme: Technology<br>Subtheme: Virtual reality<br>Domain: Public                 | Task: Expressing ideas about current situations<br>Activity: Spoken Production – Sustained monologue: Putting a case           | Can develop a clear argument, expanding and supporting his/her points of view at some length with subsidiary points and relevant examples.<br>Can construct a chain of reasoned argument<br>Estimated level of the activity: B2                                                |
| 24.                      | Theme: Technology<br>Subtheme: Future<br>Domain: Personal                        | Task: Making predictions about the situations<br>Activity: Spoken interaction – information exchange                           | Can pass on detailed information reliably<br>Can synthesise and report information and arguments from a number of sources<br>Estimated level of the activity: B2                                                                                                               |
| 25.                      | Theme: Technology<br>Subtheme: Future<br>Domain: Personal                        | Task: Describing an experiment<br>Activity: Spoken interaction – Information exchange                                          | Can pass on detailed information reliably<br>Can synthesise and report information and arguments from a number of sources<br>Estimated level of the activity: B2                                                                                                               |
| 26.                      | Theme: Technology<br>Subtheme: Cyber games<br>Domain: Personal                   | Task: Discussing the help of cybergames<br>Activity: Spoken interaction – Informal discussion (with friend)                    | Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.<br>Can pass on detailed information reliably.<br>Estimated level of the activity: B2 |
| 27.                      | Theme: Social relations with people                                              | Task: Discussing the moods of the people                                                                                       | Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly,                                                                                                                                                                |

| Number of the Activities | 1.Communication themes/ subthemes/ domains<br>(Reference: The lists in CEFR 4.2) | 2.Communicative tasks/ activities<br>(Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2,4.6.3)                                          | 3.Indicate and justify at which level(s) of the scale the activity should be situated<br>(Reference: Illustrative Scales for Speaking the CEFR, Vantage)                                                                                                                                                                                                                                                     |
|--------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          | Subtheme: Feelings<br>Domain: Personal                                           | Activity: Spoken interaction – Informal discussion (with friend)                                                                                      | evaluating alternative proposals and making and responding to hypotheses.<br>Can pass on detailed information reliably.<br>Estimated level of the activity: B2                                                                                                                                                                                                                                               |
| 28.                      | Theme: Social relations with people<br>Subtheme: Feelings<br>Domain: Personal    | Task: Describing the moods by giving explanations<br>Activity: Spoken interaction – Informal discussion (with friend)                                 | Can express his/her ideas with precision, present and respond to complex lines of arguments.<br>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.<br>Estimated level of the activity: B2                                                                                                                                                |
| 29.                      | Theme: Psychology<br>Subtheme: Poems<br>Domain: Personal                         | Task: Emphasizing emotions by using different voice levels and intonation<br>Activity: Spoken production – Sustained monologue: Describing experience | Can use stress and intonation convey finer shades of meaning precisely into.<br>Can give reasonably fluently relate a straightforward narrative or description as a linear sequence of points.<br>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.<br>Estimated level of the activity: B2 |
| 30.                      | Theme: Psychology<br>Subtheme: Poems<br>Domain: Educational                      | Task: Reading the poems by using different voice levels and intonation<br>Activity: Spoken production – Sustained monologue: Describing experience    | Can use stress and intonation convey finer shades of meaning precisely into.<br>Can give reasonably fluently relate a straightforward narrative or description as a linear sequence of points.<br>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.<br>Estimated level of the activity: B2 |
| 31.                      | Theme: Psychology<br>Subtheme: Education<br>Domain: Educational                  | Task: Acting out a conversation between a student and school counsellor<br>Activity: Spoken interaction – Informal discussion (with friends)          | Can give or seek views and opinions in discussing topics of interest.<br>Can make his/her opinions and reactions understood as regards solutions to problems or practical questions of where to go, what to do, how to organise and event.<br>Estimated level of the activity: B1                                                                                                                            |

| Number of the Activities | 1.Communication themes/ subthemes/ domains<br>(Reference: The lists in CEFR 4.2) | 2.Communicative tasks/ activities<br>(Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2,4.6.3)                                          | 3.Indicate and justify at which level(s) of the scale the activity should be situated<br>(Reference: Illustrative Scales for Speaking the CEFR, Vantage)                                                                                                                                                                                                                                                     |
|--------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 32.                      | Theme: Psychology<br>Subtheme: Moods<br>Domain: Personal                         | Task: Describing the mood caused by the paintings<br>Spoken interaction – Information exchange                                                        | Can pass on detailed information reliably.<br>Can synthesize and report information and arguments from a number of sources.<br>Estimated level of the activity: B2                                                                                                                                                                                                                                           |
| 33.                      | Theme: Psychology<br>Subtheme: Moods<br>Domain: Personal                         | Task: Emphasizing emotions by using different voice levels and intonation<br>Activity: Spoken production – Sustained monologue: Describing experience | Can use stress and intonation convey finer shades of meaning precisely into.<br>Can give reasonably fluently relate a straightforward narrative or description as a linear sequence of points.<br>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.<br>Estimated level of the activity: B2 |
| 34.                      | Theme: Social relations with people<br>Subtheme: Favours<br>Domain: Personal     | Task: Discussing the dialogues with the pictures<br>Activity: Spoken interaction – Information exchange                                               | Can exchange, check and confirm accumulated information on familiar routine and non-routine matters within his/her field with some confidence.<br>Can describe how to do something.<br>Can find out and pass on straightforward factual information.<br>Estimated level of the activity: B1                                                                                                                  |
| 35.                      | Theme: Social relations with people<br>Subtheme: Favours<br>Domain: Personal     | Task: Discussing differences and similarities<br>Activity: Spoken interaction – Informal discussion (with friends)                                    | Can pass on detailed information reliably.<br>Can synthesize and report information and arguments from a number of sources.<br>Estimated level of the activity: B2                                                                                                                                                                                                                                           |
| 36.                      | Theme: Social relations with people<br>Subtheme: Favours<br>Domain: Personal     | Task: Carrying out a conversation asking for a favour<br>Activity: Spoken interaction – Conversation                                                  | Can enter unprepared into conversations on familiar topics.<br>Can express and respond to feelings such as surprise, happiness, sadness, interest and indifference.<br>Estimated level of the activity: B1                                                                                                                                                                                                   |

| Number of the Activities | 1.Communication themes/ subthemes/ domains<br>(Reference: The lists in CEFR 4.2) | 2.Communicative tasks/ activities<br>(Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2,4.6.3)                           | 3.Indicate and justify at which level(s) of the scale the activity should be situated<br>(Reference: Illustrative Scales for Speaking the CEFR, Vantage)                                                                                                                                                                                               |
|--------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 37.                      | Theme: Social relations with people<br>Subtheme: Favours<br>Domain: Personal     | Task: Expressing views, opinions and feelings about favour<br>Activity: Spoken production – Sustained monologue: Describing experience | Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.<br>Can give detailed accounts of experiences, describing feelings and reactions.<br>Can describe dreams, hopes and ambitions.<br>Estimated level of the activity: B1                                                                         |
| 38.                      | Theme: Social relations with people<br>Subtheme: Favours<br>Domain: Personal     | Task: Acting out a conversation about a favour<br>Activity: Spoken interaction – Informal discussion (with friends)                    | Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments and comments.<br>Can take active part in informal discussion in familiar contexts commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypothesis.<br>Estimated level of the activity: B2 |
| 39.                      | Theme: News stories<br>Subtheme: Magazine<br>Domain: Personal                    | Task: Discussing differences and similarities<br>Activity: Spoken interaction – Informal discussion (with friends)                     | Can take an active part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.<br>Can pass on detailed information reliably.<br>Estimated level of the activity: B2                                                                         |
| 40.                      | Theme: News stories<br>Subtheme: Magazine<br>Domain: Educational                 | Task: Making a presentation about a news story<br>Activity: Spoken Production – Addressing the audiences                               | Can give a prepared straightforward presentation on a familiar topic within his/her field which is clear enough to be followed without difficulty most of the time, and in which the main points are explained with reasonable precision.<br>Estimated level of the activity: B1                                                                       |

| Number of the Activities | 1.Communication themes/ subthemes/ domains<br>(Reference: The lists in CEFR 4.2) | 2.Communicative tasks/ activities<br>(Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2,4.6.3)                   | 3.Indicate and justify at which level(s) of the scale the activity should be situated<br>(Reference: Illustrative Scales for Speaking the CEFR, Vantage)                                                                                                                                                                                                                                                        |
|--------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 41.                      | Theme: News stories<br>Subtheme: Past events<br>Domain: Educational              | Task: Summarizing a story in detail<br>Activity: Spoken production – Describing an experience                                  | Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.<br>Can narrate a story.<br>Can describe events, real or imagined.<br>Estimated level of the activity: B1                                                                                                                                                                                              |
| 42.                      | Theme: Energy<br>Subtheme: Problems<br>Domain: Occupational                      | Task: Acting out a conversation with a mayor<br>Activity: Spoken interaction – Information exchange                            | Can understand and exchange complex information and advice on the full range of matters related to his/her occupational role.<br>Can pass on detailed information reliably.<br>Can give a clear, detailed description of how to carry out a procedure.<br>Estimated level of the activity: B2                                                                                                                   |
| 43.                      | Theme: Energy<br>Subtheme: Problems<br>Domain: Personal                          | Task: Discussing and determining the intonation<br>Activity: Spoken interaction – Informal discussion (with friends)           | Can use stress and intonation to convey finer shades of meaning precisely into.<br>Can give reasonably fluently relate a straightforward narrative or description as a linear sequence of points.<br>Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.<br>Estimated level of the activity: B2 |
| 44.                      | Theme: Technology<br>Subtheme: Second-hand products<br>Domain: Personal          | Task: Discussing the questions about second-hand products<br>Activity: Spoken interaction – Informal discussion (with friends) | Can pass on detailed information reliably.<br>Can synthesise and report information and arguments from a number of sources.<br>Estimated level of the activity: B2                                                                                                                                                                                                                                              |
| 45.                      | Theme: Technology<br>Subtheme: Technological developments<br>Domain: Personal    | Task: Discussing the main idea<br>Activity: Spoken interaction – Informal discussion (with friends)                            | Can understand the main idea of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation.<br>Can take an active part in informal discussion in familiar contexts, commenting, putting the point of view                                                                                                                                            |

| Number of the Activities | 1.Communication themes/ subthemes/ domains<br>(Reference: The lists in CEFR 4.2) | 2.Communicative tasks/ activities<br>(Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2,4.6.3)                           | 3.Indicate and justify at which level(s) of the scale the activity should be situated<br>(Reference: Illustrative Scales for Speaking the CEFR, Vantage)                                                                                    |
|--------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          |                                                                                  |                                                                                                                                        | clearly, evaluating alternative proposals and making and responding to hypotheses.<br>Estimated level of the activity: B2                                                                                                                   |
| 46.                      | Theme: Technology<br>Subtheme: Hi-tech products<br>Domain: Personal              | Task: Expressing views and opinions by providing reasons and examples<br>Activity: Spoken interaction – Information exchange           | Can pass on detailed information reliably.<br>Can synthesise and report information and arguments from a number of sources.<br>Can give a clear, detailed description of how to carry out a process.<br>Estimated level of the activity: B2 |
| 47.                      | Theme: Technology<br>Subtheme: Hi-tech products<br>Domain: Public                | Task: Discussing the effects of technological devices/innovations<br>Activity: Spoken interaction – Informal discussion (with friends) | Can take an active part in informal discussion in familiar contexts, commenting, putting the point of view clearly, evaluating alternative proposals and making and responding to hypotheses.<br>Estimated level of the activity: B2        |
| 48.                      | Theme: Technology<br>Subtheme: Hi-tech products<br>Domain: Personal              | Task: Carrying out an interview<br>Activity: Spoken interaction – Information exchange                                                 | Can find out and pass on straightforward factual information<br>Can ask for and follow detailed directions.<br>Can obtain more detailed information<br>Estimated level of the activity: B1                                                  |
| 49.                      | Theme: Feelings<br>Subtheme: Manners<br>Domain: Personal                         | Task: Expressing views and opinions about the wishes<br>Activity: Spoken interaction – Information exchange                            | Can find out and pass on straightforward factual information.<br>Can ask for and follow detailed directions<br>Can obtain more detailed information<br>Estimated level of the activity: B1                                                  |
| 50.                      | Theme: Feelings<br>Subtheme: Wishes and regrets<br>Domain: Personal              | Task: Discussing the answers about the wishes and regrets<br>Activity: Spoken interaction – Informal discussion (with friends)         | Can pass on detailed information reliably.<br>Can synthesise and report information and arguments from a number of sources.<br>Estimated level of the activity: B2                                                                          |

| Number of the Activities | 1.Communication themes/ subthemes/ domains<br>(Reference: The lists in CEFR 4.2) | 2.Communicative tasks/ activities<br>(Reference: The lists in CEFR 4.3, 4.4.2.1, 7.1, 7.2, 7.3, 4.6.2,4.6.3)       | 3.Indicate and justify at which level(s) of the scale the activity should be situated<br>(Reference: Illustrative Scales for Speaking the CEFR, Vantage)                                                                                                                                                                                          |
|--------------------------|----------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 51.                      | Theme: Feelings<br>Subtheme: Wishes and regrets<br>Domain: Public                | Task: Summarising a story in detail<br>Activity: Spoken production – Describing an experience                      | Can reasonably fluently relate a straightforward narrative or description as a linear sequence of points.<br>Can narrate a story.<br>Can describe events, real or imagined.<br>Estimated level of the activity: B1                                                                                                                                |
| 52.                      | Theme: Feelings<br>Subtheme: Wishes and regrets<br>Domain: Personal              | Task: Discussing the manners in the pictures<br>Activity: Spoken interaction – Informal discussions (with friends) | Can take part in informal discussion in familiar contexts, commenting, putting point of view clearly, evaluating alternative proposals and making and responding to hypotheses.<br>Can account for and sustain his/her opinions in discussion by providing relevant explanations, arguments, and comments.<br>Estimated level of the activity: B2 |

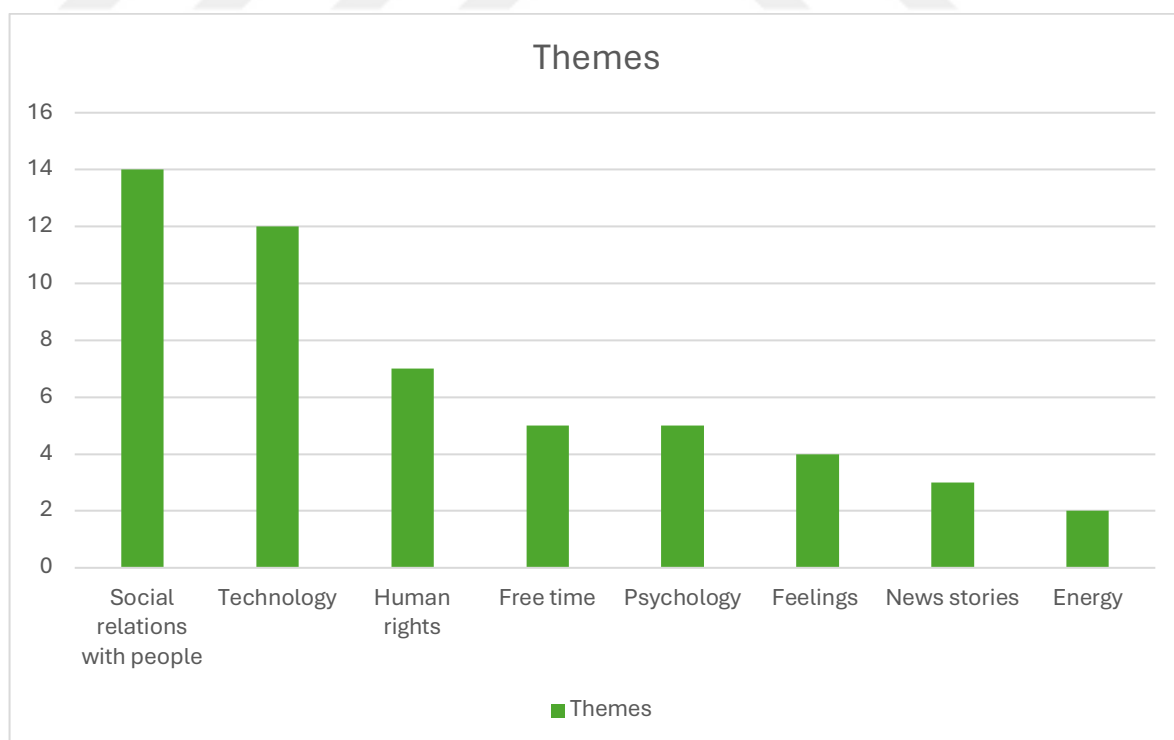
The analysis of the speaking activities in the coursebook is given in Table 21. In the process of making correlation, the activities were investigated in terms of theme, subtheme, domain, tasks, and type of activities. 52 of the activities were analysed one by one to see their relevance to the related level of the CEFR B2 & B2+. Each speaking activity was matched with a CEFR level. To justify their CEFR levels, the CEFR descriptors of illustrative scales and requirements from Vantage were referred to in the relating process. Since the relating process was not the evidence of the levels, it was referred as the ‘Estimated level’, which offers comprehensive information about the activities and provides material designers, teachers and learners an idea about the level of the activities.

First of all, the first characteristic in the form, theme, was analysed. Many different themes were utilised in the speaking activities. Themes give the learner the concept of the activity that requires to have content-based vocabulary a learner needs

to use. Although mostly the offered themes in the CEFR were used, there were some themes that were not given by the CEFR. *Social relations with others* is the most frequently used theme within the coursebook, accounting for %26.92 (n=14) of the activities. Following this theme, *technology* is the second most used theme, accounting for %23.08 (n=12) of the activities. *Human rights* are not taken from Vantage and are irrelevant to its themes. *Human rights* are utilised with a percentage of 13.46% (n=7). *Free time* and *psychology* are facilitated with a percentage of 9.62% (n=5), and *feelings* are used with a percentage of 7.69% (n=4). *News stories* are used, accounting for 5.77% (n=3), and lastly, *energy* is used with a percentage of 3.85% (n=2). *Human rights*, *news & stories*, and *psychology* are the themes that not the Vantage has in the booklet. *Social relations with people* is the theme that is mostly used in the coursebook for speaking activities. It can be shown as a reason for communicative competence, highlighted by the MoNE in the curriculum. Since the curriculum has given great importance to communication and more active lessons in terms of using the language, social relations with the people is the most suitable one and has been covered a lot to provide more collaboration among the students to have them interact with each other and make this process easier. Along with this, *technology* is the second most used theme because it makes it easier to talk about current situations. It may be seen as the updated theme for the students to attract their attention more easily. The distribution of the themes can be seen in Figure 11 and Table 27 presents the analysis of the themes with percentages.

**Table 27***Demonstration of Themes in Speaking Activities*

| Themes                             | Number in Writing<br>Activities | Percentages |
|------------------------------------|---------------------------------|-------------|
| Social Relations with other people | 14                              | 26.92%      |
| Travel                             | 12                              | 23.08%      |
| Human Rights                       | 7                               | 13.46%      |
| Free time                          | 3                               | 10.34%      |
| Psychology                         | 5                               | 9.62%       |
| Feelings                           | 4                               | 7.69%       |
| News stories                       | 3                               | 5.77%       |
| Energy                             | 2                               | 3.85%       |

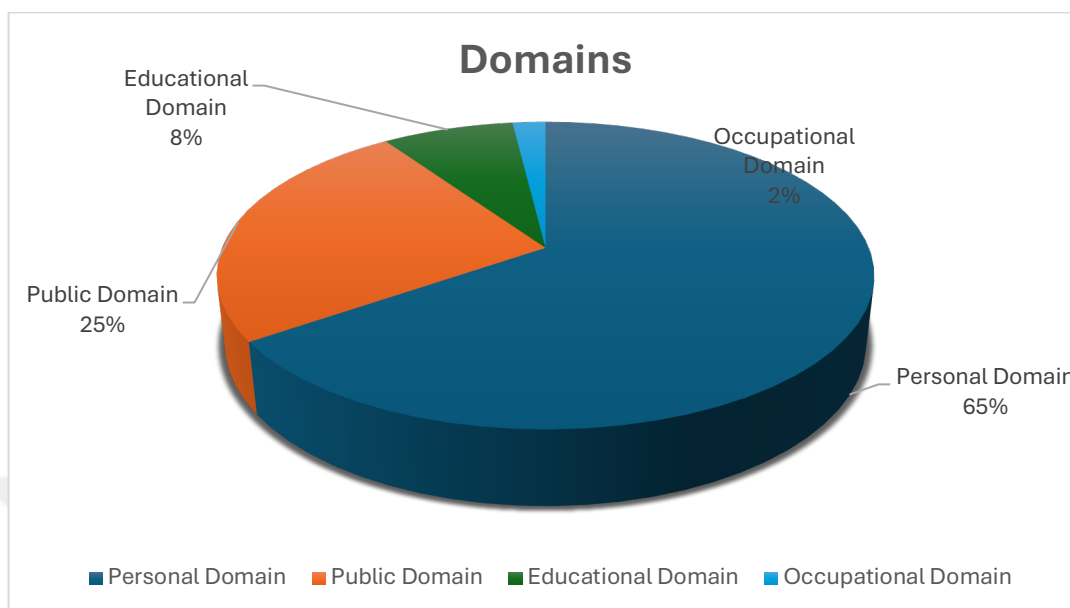
**Figure 11***Distribution of Themes in Speaking Activities*

When it comes to domains, which refer to the social life area in which language is used, there are four domains: *personal*, *public*, *educational*, and *occupational*. Among these four domains, the *personal domain* has by far the highest ratio, with a percentage of 65.38% (n=34). Secondly, *the public domain* has been used in 13 activities, with a 25% percentage. Meanwhile, the *educational domain* showed a presence of 7.69% (n=4), and the *occupational domain* was used only once, at 1.92% (n=1). These findings demonstrate that all of the domains have been utilised in the coursebook but not equally benefited. The *occupational domain* is the least used one among the four domains, which requires job-related speaking with clients, workers or colleagues in a workplace who are not given much space in the coursebook. *Personal domain* has the highest ratio, which involves interaction with family and friends about personal interests and experiences in an informal way. The distribution of the domains is presented in Figure 12 and in Table 28, the analysis of domains is shown.

**Table 28**

*Demonstration of Domains in Speaking Activities*

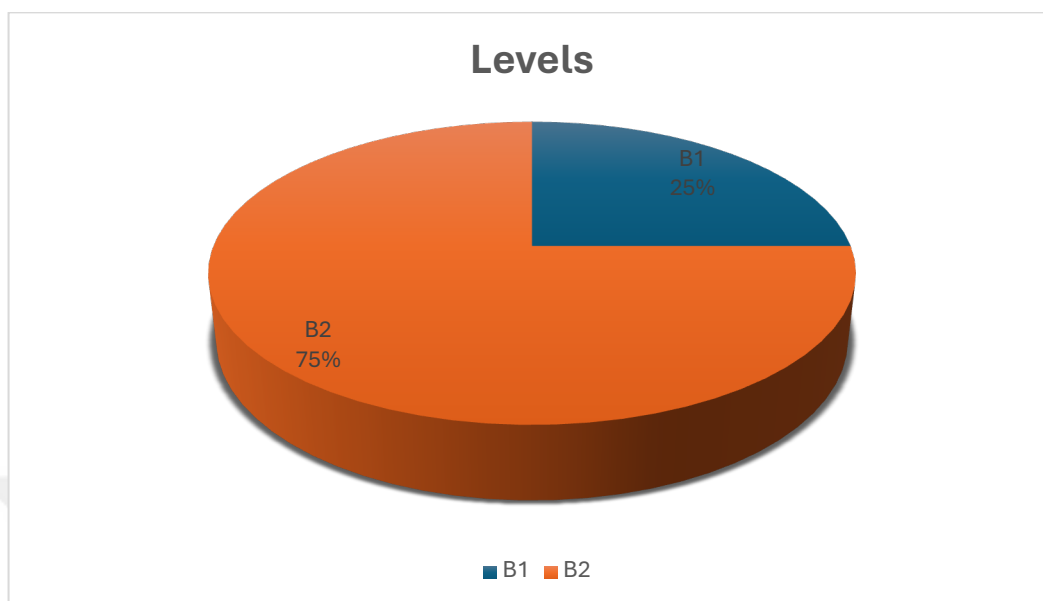
| Domains      | Number in Speaking Activities | Percentages |
|--------------|-------------------------------|-------------|
| Public       | 13                            | 25%         |
| Personal     | 34                            | 65.38%      |
| Educational  | 4                             | 7.69%       |
| Occupational | 1                             | 1.92%       |

**Figure 12***Distribution of Domains in Speaking Activities*

For the types of activities, which are broad characteristics, there are two main aspects of language usage: *spoken interaction*, a dynamic process that requires students to interact with people involving understanding & listening and *spoken production*, which requires students to produce a dialogue or speech independently. When we analysed Table 21, a great majority of the speaking activities were focused on spoken interaction, 78.85% (n=41), and 21.15% (n=11) of the activities were spoken production activities. As can be seen in Table 21, a detailed analysis has been done. Of the spoken interaction, *understanding a native speaker interlocutor*, *formal discussion*, *goal-oriented co-operation*, *obtaining goods & services*, and *interviewing & being interviewed* were not practices and are not involved in the speaking activities. The speaking activities in spoken interaction involve *conversation* 1.92% (n=1), *informal discussion* 48.08% (n=25), which consists of the majority of the speaking activities, and lastly, *information exchange* by 28.85% (n=15) is the second highest one among the speaking activities. Of the *spoken production*, *public announcements* were not included in the activities at all. *Sustained monologue*:

*Putting a case* was used in four activities with a percentage of 7.69% (n=4), and *sustained monologue: describing an experience* was utilised with a percentage of 11.54% (n=6). In total, *information discussion* was the most common activity type in the coursebook and has the highest number of activities. The least used activity type is *conversation* and *addressing the audiences* at an equal rate (1.92%, n=1). *Spoken interaction* has been given much more importance in speaking activities that encourage students to interact with people and discuss some related topics by stating their own ideas and experiences. Most of the speaking activities focus on discussing the topic, ideas, pictures and some given information that probably makes students feel more comfortable and makes it easier to speak in the classroom environment. However, *obtaining goods & services* that require interaction with sellers, making requests or assistance, and shopping has not been utilised in the coursebook. With the help of acting activities, these types of activities could be better in a classroom and give the students the ability to manage social life dialogues.

For the level of the activities, this characteristic focuses on the CEFR level of the activity. By focusing on the illustrative scales in the CEFR and Vantage to justify the research, the activities were assigned a level that demonstrates the extent of the activity and the target ability that students need to get. When looking at the levels, the findings explicitly show that the speaking activities in the coursebook successfully meet the requirements of the CEFR-related level and match the descriptors. Of the 52 speaking activities, 30 of the activities were found to be B2 level with a percentage of 75%, and 13 of the activities were found to be B1 level with a percentage of 25%. The distribution of estimated levels of speaking activities was given in Figure 13.

**Figure 13***Distribution of Level in Speaking Activities*

In summary, the 12th-grade coursebook and curriculum were analysed, and the results were presented in percentage and frequency tables to make them easier to understand. In terms of curriculum, it is discovered that there are objectives that do not match with the CEFR descriptors and do not meet the requirements. Also, the matching objectives are not comprehensive enough to meet all the descriptors. In terms of coursebook, reading texts %56, speaking activities %75 and writing activities %69 meet the B2 level requirements. So, although the coursebook and curriculum align with the CEFR related level, still some revisions and updates are needed.

## CHAPTER 5: DISCUSSION

### Introduction

This chapter aims to discuss the analysis and findings of the study. It starts with an overview of the instrumentation, methods, and tools along with brief information about the Common European Framework of References (CEFR). Following this, it presents a comprehensive summary of the analysis conducted on the curriculum and 12<sup>th</sup>-grade English coursebook, including methodology and results. Then, implications and suggestions for further research in this area were explored. Lastly, this chapter ends by addressing the limitations and delimitations of the current study.

### Overview of the Study

This study aims to scrutinise the alignment of the 12<sup>th</sup>-grade English coursebook and curriculum with the Common European Framework of Reference (CEFR). With this aim, the study addresses these research questions:

1. To what extent do the learning objectives of MoNE's twelfth-grade English language curriculum and associated coursebook align with the Common European Framework of Reference for Languages (CEFR) descriptors?
2. To what extent do the activities in the twelfth-grade official MoNE English language coursebooks (*Notifier English*) align with the descriptors B2+ of the CEFR?

This research explores the alignment of the coursebook *Notifier English* B2 & B2+ levels, which was printed by the Ministry of National Education in 2018 for the 12<sup>th</sup>-grade Common European Framework of Reference (CEFR).

It is a framework that was launched in 2001 by the Language Policy Division unit of Council of Europe (CoE). It aims to provide unity in English teaching and learning around the world and guide material designers, examiners, teachers, and learners in language teaching and learning. Therefore, since many countries adopted the CEFR requirements in their language teaching, it is translated into many different languages, and many researchers are investigating it. As a member of CoE, Türkiye has adopted the CEFR in its language education and designed its curriculum and coursebook according to the CEFR. Since it is an essential change in education, investigating the alignment of the coursebook and the curriculum has been a significant research question for researchers.

Prepared by the MoNE, *Notifier English* (Çimen et al., 2023) and the English 12<sup>th</sup>-grade curriculum were investigated through document analysis. The book can be accessed via the Educational Informatics Network (EBA) website offered by MoNE.

By considering these questions, to determine to what extent the curriculum and coursebook align with the CEFR B2 & B2+ level and to analyse the curriculum by using the tool which is prepared by regrouping the CEFR descriptors extracted from it. The curriculum objectives and CEFR descriptors are matched one by one to find the correspondence. After the matching process, the percentages were presented to offer a better and easier comment. On the other hand, the CEFR Content Analysis Grid for Reading, which the Manual offers, is utilised to analyse the activities in the coursebook for the reading texts. For the writing and speaking activities, the adopted form of Specification Form for Writing (Form A12: Written Interaction and Form A14: Written Production) and Specification Form for Speaking (Form A11: Spoken Interaction and Form A13: Spoken Production) from Coşkun (2018) are implemented with a few changes to find out the level of the activities. For these two skills,

quotations from Vantage benefit in justifying the level of the activities. During this process, listening activities in the coursebook were not analysed since the listening records could not be reached.

In order to do this research, descriptors of illustrative scales from the CEFR were referred to and compared with the activities from the coursebook & objectives from the curriculum. 12th grade was chosen for this research because it is claimed that after graduating from high school in Türkiye, the students will have at least a B2 level of English. Finding out if the coursebook and curriculum meet the requirements of this level is seen as a problem worth investigating. For this reason, to analyse the curriculum, the descriptors were regrouped, and the objectives were matched to determine the alignment they had with one another.

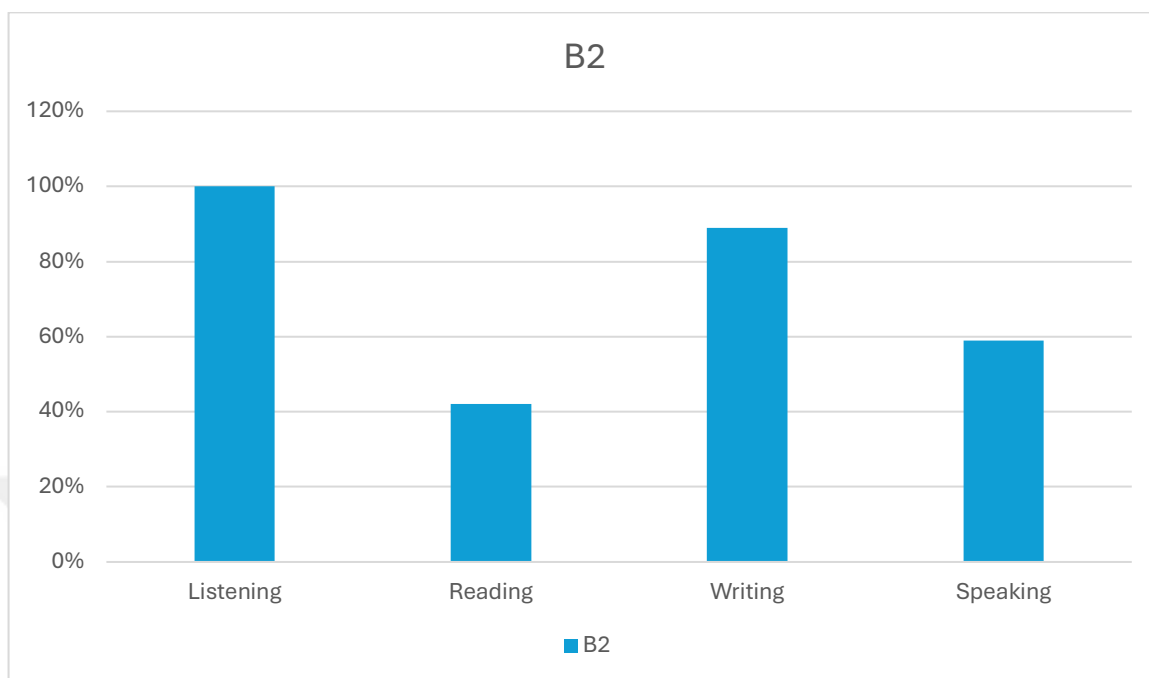
### **Discussion of Major Findings**

#### **The Analysis of Curriculum**

In the analysis of the curriculum, each skill, listening, writing, reading, and speaking objectives were compared to the CEFR B2 & B2+ levels descriptors. It was discovered that all the listening objectives correspond to the descriptors (100%,  $n=18$ ). This ratio suggests that all the listening objectives align with the descriptors successfully and meet the requirements. In terms of reading, the correspondence ratio is 42.11% for the matching objectives, and 57.89% ( $n=11$ ) of the objectives do not match the descriptors. For the writing activities, the correspondence ratio was found to be 88.89% ( $n=16$ ), which is quite a high ratio that suggests the writing objectives align with the CEFR and meet its requirements. Lastly, 13 of the speaking objectives match descriptors with a ratio of 59.09% ( $n=13$ ). The distribution of the objectives is demonstrated in Figure 14.

**Figure 14**

*Percentages of Matching Objectives with CEFR Descriptors.*



The findings show that the curriculum does not fully meet the requirements of the CEFR. Listening objectives correspond with the related level in the highest correspondence, and all the objectives match the descriptors perfectly. Since the listening texts are not available, the coursebook ratio was not found. The second highest correspondence is writing, which is successfully prepared and well-designed to meet the standards. This ratio means that the writing objectives are highly effective and enable students to develop their writing skills properly at the target level. Speaking objectives with a ratio of nearly 60%, even though there is an alignment, some improvements are needed to require the standards. Even though the correspondence ratio is not low, not all the descriptors are addressed evenly. *Goal-oriented cooperation, addressing audiences, interviewing, and being interviewed* are the descriptors that are not utilised in the curriculum. This means the objectives between the overall spoken and overall interaction were not distributed equally, and overall interaction requires students to communicate and interact with friends by

listening, understanding and responding, while *overall spoken needs presentation, addressing the audiences and making speeches* were not covered by the curriculum. This is a gap in the curriculum that needs to be improved. Therefore, more comprehensive objectives should be added to the curriculum to address various descriptors to provide a better English education to the students. Enhancements in speaking activities could be better to provide more comprehensive coverage. Lastly, for the reading objectives, less than half of them meet the requirements, and more than half of them do not meet the standards, which indicates that there is a significant gap in reading objectives that need to be improved. *Reading for correspondence, the ability to comprehend/ send emails, and reading for instructions, as well as the ability to follow the instructions*, are not addressed in the curriculum, which brings along some shortcomings in terms of specific skills. Therefore, a review or updates could be needed to provide alignment. As Coşkun (2018) stated in her research, “as for current study, it was found out that eleventh grade ELC has certain shortcomings in terms of meeting the aim of the program which is accomplishing B2 levels” (p. 201). She found out that the curriculum does not meet the requirements of the related level completely. Compared to Coşkun’s (2018) research, in which writing objectives are the highest rate in alignment with the CEFR in 11th grade, this research found that the highest rate of alignment with the CEFR in 12th grade curriculum was found to be in listening skill.

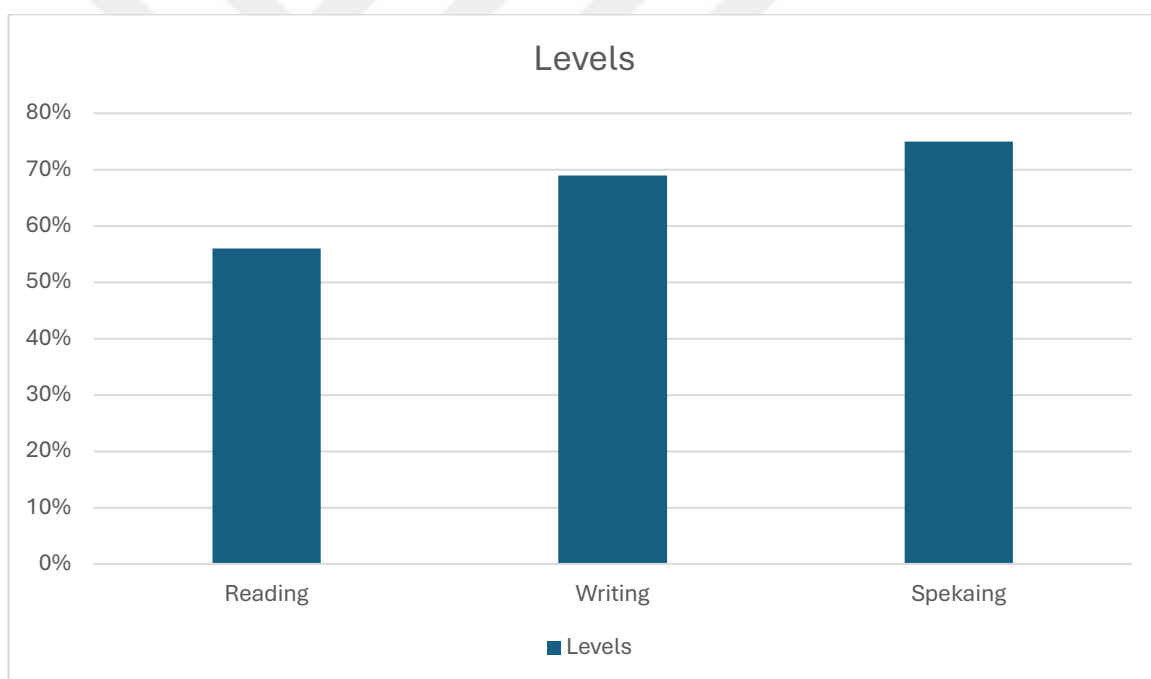
### **The Analysis of English Coursebook**

In terms of the coursebook, reading, writing, and speaking activities were analysed. However, the listening activities were not analysed as the listening texts were not reachable at the date when this study and thesis was written. Apart from that the following data were found out: Firstly, reading texts include a variety of levels

compared to the other skills. When looking at the levels, it was found out that 56% of the reading texts align with the related level and 41% of the texts reflect B1 level features, and 3% of the activities are at a higher level, which refers to C1 level. Secondly, writing activities were highly aligned with the related level of B2. 69% of the writing activities are related to the target level and meet the requirements, and 31% of the activities correspond to the B1 level. Lastly, speaking is the most successful skill and has a ratio of 75%, which is a high rate that maintains alignment with the CEFR. Figure 15 shows the distribution of estimated levels of the skills.

**Figure 15**

*Distribution of the Levels in the Coursebook*



As Coşkun (2018) stated in her study that investigated 11<sup>th</sup>-grade English coursebook and curriculum, she found out that “coursebook and ELC were found not to be related to the relevant levels effectively, it can be asserted that they fall short in preparing the students for the target level” (p. 202). Another study that investigated the A2 level English textbook (Karababa, Serbes & Şahin, 2010) stated that only 81

out of 331 of the texts are in line with the related level, and their distribution is not equal among the skills. Also, stated that 47 of the texts do not address communicative purposes and that the communicative approach is necessitated. However, having activities that promote a communicative approach and support communicative skills plays a vital role in language learning. Brown (2007) highlights the importance of the communicative approach as a ‘primary means in language learning’ (p. 28). While having such an important role in language learning, allocating less space to communicative activities can cause problems even in the early stages of education.

Another study done by Ak (2016) investigated a 2nd-grade coursebook; he stated that the coursebook aligns with the CEFR and promotes plurilingualism and multiculturalism. However, even though the coursebook was in line with the related level A1, when the activities were specifically considered and analysed, he found out that there was an unequal distribution among the activities that matched the curriculum. Allegedly, listening and speaking outweigh reading and writing skills.

Overall, the coursebook Notifier English (Çimen, Tiğın, Çokçalışkan, Özdemir & Cellat, 2023) was designed according to the CEFR principles and it was claimed that the book accomplishes the related level of the CEFR. After analysis of the book, the findings indicate that 66% of the coursebook aligns with the related level of CEFR and meets the standards. These activities are well-designed activities that enable students to develop their skills. On the other hand, 33% of the activities need improvements to provide better learning components. Reading texts requires revision and updating to meet the standards of the CEFR.

Unlike Ak’s research that stated the coursebook aligns with the related CEFR level A1, the 12th-grade coursebook does not correspond with the CEFR

completely. Still, some changes need to be made and added. Coşkun (2018) found that reading texts (54.6%), writing activities (67.6%), and speaking activities (62.2%) align with the CEFR. Since the results are close enough, it can be claimed that some updates and revisions would be useful in coursebooks.

In conclusion, although the coursebook has been designed according to the CEFR, there are some significant gaps in the level of the activities. Only speaking activities have a high level of relevance, while the other two skills present shortcomings in alignment. Additionally, some activities designated different levels than the target level, which may indicate that the coursebook designers may have desire to address the higher or lower levels along with the target level to make it more student-friendly and to capture every student in the classroom with different English levels. When we consider language education and challenging conditions in Türkiye, it is really important to have a coursebook that embraces and supports every student in the classroom, helping them to understand the material and feel more confident.

### **Conclusion**

Subsequent to these findings, although there is an alignment with the CEFR and curriculum, the distribution is not equal and does not present itself in every skill. While the alignment is high in listening, in reading skills, the alignment is under 50%. Although writing skills show alignment with the CEFR (88.8%), speaking skill has a 59.3% alignment ratio. According to these findings, some revisions would be useful since a full alignment cannot be found in every skill.

The coursebook has a better alignment when compared to the curriculum. Speaking activities have the highest ratio, with 75%, and reading texts have an alignment of 56%. The findings show that the coursebook has a higher alignment

ratio than the curriculum, even though the distribution is not even between the skills in the coursebook, either. This alignment ratio can be enhanced to 90 or 100% to have a better English language education in Türkiye.

### **Implications for Further Studies**

Having discussed the findings, the alignment of the curriculum and the coursebook with the CEFR was analysed in detail. This study was implemented through a document analysis using tools from *The Manual*. Following this study, firstly, with the different methods such as interviews, surveys or classroom observations, the efficiency of different levels of the coursebooks can be evaluated. In the literature, there are several studies that do research similar to the current study, using different methods. However, not all the coursebooks are investigated, so it would be better to explore all the materials provided by MoNE to the students to see whether all the coursebooks are designed according to the related level of the CEFR. Since language education is like an interconnected chain that affects/contributes to the next level, it is important to see the role of the coursebooks in language education. As English language education is not at the desired level, to improve it and have a better standard it should be checked whether the coursebooks available in the market meet the expectations or have adequate requirements of the CEFR.

Secondly, since the listening audio of the listening activities is not reachable, another study where the listening audios are reached and analysed would serve better results in evaluating the efficacy of the coursebook.

Thirdly, this study can be expanded by adding different methods to the document analysis to see the reflections about the coursebook and curriculum in classrooms and real life. For instance, comments of teachers or students can be added

to the study along with the document analysis to see the reflections of the coursebook and curriculum in classrooms and real life.

### **Suggestions**

This study can be taken further by including teachers, their perceptions and experiences, as well as the curriculum and coursebook. To have an idea about how the coursebook and curriculum promote a good-quality language education can be enhanced with teachers' experiences. Also, the implementation of the coursebook and activities in the classroom can be a point of another study.

Coursebook writers and curriculum developers can promote plurilingualism and pluriculturalism in their materials to meet the CEFR requirements and align with the related level. As CEFR suggests, these terms are vital in language learning and teaching; they can be more focused on.

Another suggestion is for the other researchers. This study can be implemented in different books and curricula from different levels or publishing. These tools are used in only two studies. So, it would be valuable to explore the alignment of different language sources.

Lastly, teachers can benefit from this study by analysing the coursebook and curriculum. They can have knowledge about the materials and the CEFR.

### **Limitations**

Since the listening audios in the coursebook cannot be reached during the time this thesis was written, listening activities were not analysed. It can be a suggestion for further research to analyse the coursebook with the listening activities when they are reachable.

Another limitation is that this research is limited to only this coursebook.

Other coursebooks from different levels can be analysed by utilising the tools used in this research.



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## Appendix A

English Language Curriculum for 12<sup>th</sup>-grade

| THEME 1: MUSIC                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                               |
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| Functions and Useful Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Language Skills and Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Suggested Materials and Tasks                                                                                                                                                                                                                                                                                                                                 |
| <p>1. Expressing opinion (agreeing, disagreeing, etc.)</p> <p>2. Expressing preferences</p> <p>What do you think about...?</p> <p>What are your feelings about...?</p> <p>Don't you think...?</p> <p>Why do you think that ....?</p> <p>I believe/think/suppose...</p> <p>In my opinion,...</p> <p>according to....</p> <p>My idea/answer/explanation is similar to/related to ....</p> <p>He doesn't agree with him because...</p> <p>I agree/disagree with ...that/on ...</p> <p>I tend to agree with you.</p> <p>The majority believe that...</p> | <p><b>Listening</b><br/>E12.1.I.1. Students will be able to detect the embedded information in songs/media tools.</p> <p><b>Pronunciation</b><br/>E12.1.P1. Students will be able to practice intonation in sentences.<br/><i>Eg. Is this your camera? (rising and falling intonation)</i></p> <p><b>Speaking</b><br/>E12.1.S1. Students will be able to exchange ideas about their music preferences.<br/>E12.1.S2. Students will be able to agree or disagree with others by sharing their opinions about music.</p> <p><b>Reading</b><br/>E12.1.R1. Students will be able to infer people's music preferences from their ideas about music in a reading text.<br/>E12.1.R2. Students will be able to analyze surveys/interviews to answer related questions.</p> <p><b>Writing</b><br/>E12.1.W1. Students will be able to write a survey report on their friends'/teachers' music preferences.</p> | <p>Conversations</p> <p>Songs</p> <p>Interviews / Surveys</p> <p>Survey Report</p> <p>Argumentative / Descriptive Texts</p> <p>TV / Radio Recordings</p> <p>Games</p> <p>Project<br/>(music contest e.g. karaoke, music quiz)</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> |

| THEME 2: FRIENDSHIP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                   |
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| <p>1. Describing personal features<br/>2. Making conclusions<br/>3. Stating reasons</p> <p>What does she look like?<br/>What kind of a person is...?</p> <p>He can't be in his 60s.<br/>He looks much younger.<br/>...who behaves like a child...<br/>...as handsome as...</p> <p>Kyle and Randy are similar because they are both...<br/>Claire and Vivian are similar in that ....</p> <p>The twins differ in their attitude towards animals.<br/>One similarity between Trevor and John is...</p> <p>What do you have in common with...?</p> <p>She writes to him every day. She must be...</p> <p>A good friend is generous, supportive, helpful and patient.</p> | <p><b>Listening</b><br/>E12.2.L1. Students will be able to extract specific information from a conversation between friends.<br/>E12.2.L2. Students will be able to make inferences about the qualities of a good friend through a recorded text.</p> <p><b>Pronunciation</b><br/>E12.2.P1. Students will be able to practice syllable/word stress.<br/>Eg. <i>Engineer / ˈendʒɪniə(r) /</i></p> <p><b>Speaking</b><br/>E12.2.S1. Students will be able to ask and answer questions about personal features.<br/>E12.2.S2. Students will be able to state reasons while giving clear detailed descriptions about physical appearances.<br/>E12.2.S3. Students will be able to interpret information from graphic features (graphs, charts, tables, etc.)</p> <p><b>Reading</b><br/>E12.2.R1. Students will be able to find irrelevant content about the descriptions of the people in a text.<br/>E12.2.R2. Students will be able to identify the main conclusions in argumentative texts.</p> <p><b>Writing</b><br/>E12.2.W1. Students will be able to write an opinion essay about qualities of a good friend by stating reasons.</p> | <p>Conversations<br/>Information Gap<br/>Graphics /Charts/Tables<br/>Games<br/>Poems<br/>Songs /Chants<br/>Posters<br/>Argumentative/ Descriptive Texts Project (e.g. Survey)</p> <p>IDIOMS/PROVERBS OF THE WEEK<br/>DISCUSSION TIME<br/>TECH PACK<br/>E-PORTFOLIO ENTRY<br/>VIDEO BLOG ENTRY</p> |

| THEME 3: HUMAN RIGHTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                          |
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| <p>1. Expressing ideas on human rights (gender equality, children rights...)</p> <p>2. Making suggestions</p> <p>3. Discussing problems</p> <p>Look after those who looked after you.</p> <p>Everyone deserves equal rights.</p> <p>Do the educational opportunities for disabled young people grow rapidly?</p> <p>Every child has the right to get health services, food, education, etc.</p> <p>Freedom of expression is a basic human right.</p> <p>All the governments should do their best to meet the needs of disabled people.</p> | <p><b>Listening</b><br/> <b>E12.3.L1.</b> Students will be able to guess the meaning of lexis and jargon about human rights in a recorded text/video.<br/> <b>E12.3.L2.</b> Students will be able to distinguish the positive and negative expressions about human rights in a recorded text/video.</p> <p><b>Pronunciation</b><br/> <b>E12.3.P1.</b> Students will be able to practice syllable/word stress.<br/> <i>Eg. Disability /dɪsəˈbɪləti/</i></p> <p><b>Speaking</b><br/> <b>E12.3.S1.</b> Students will be able to make suggestions about improving human rights.<br/> <b>E12.3.S2.</b> Students will be able to discuss the problems/difficulties of the disadvantaged people in the world.</p> <p><b>Reading</b><br/> <b>E12.3.R1.</b> Students will be able to find the supporting ideas in a text about good practices on human rights around the world.<br/> <b>E12.3.R2.</b> Students will be able to match the paragraphs with the correct phrases/visuals (children rights/gender equality/animal rights/the rights of disadvantaged people, etc.).</p> <p><b>Writing</b><br/> <b>E12.3.W1.</b> Students will be able to write mottos/slogans about human rights.<br/> <b>E12.3.W2.</b> Students will be able to write an argumentative essay including solutions for disadvantaged people's problems.</p> | <p>Conversations</p> <p>Games</p> <p>Songs</p> <p>Real-life tasks</p> <p>Note-taking (e.g. an agenda)</p> <p>Descriptive Texts</p> <p>Project (e.g. comparing jobs)</p> <p>Interviews</p> <p>Roleplay</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> |

| THEME 4: COMING SOON                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                    |
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| <p><b>1. Making predictions</b><br/> <b>2. Expressing degrees of certainty and uncertainty</b><br/> <b>3. Receiving instructions about cyber games</b></p> <p>I imagine driverless cars will be common in the near future.</p> <p>I guess there won't be cars running with petrol in the future.<br/>         Next century is going to be very hi- tech, I believe.</p> <p>He is going to buy a high-mileage gas car in order to reduce carbon footprints.</p> <p>What do you think will happen in the year 2030?</p> <p>There won't be ... any more in the future.</p> <p>I think air pollution is going to decrease due to the usage of bio-energy until 2030.</p> <p>Please verify your e-mail...<br/>         Choose your avatar.</p> <p>If people use natural sources excessively, the world will not let human survival.</p> <p>Did you mean this petrol-free car will reduce costs?</p> <p>Many children cannot differentiate between reality and computer games.</p> <p>Cyber and cyborg figures will be around us in near future.</p> | <p><b>Listening</b><br/> <b>E12.4.L1.</b> Students will be able to take notes during an informal debate/poster presentation/seminar in a video.<br/> <b>E12.4.L2.</b> Students will be able to match the topics with recorded passages corresponding to virtual reality and imaginary world.</p> <p><b>Pronunciation</b><br/> <b>E12.4.P1.</b> Students will be able to pronounce reduced forms (e.g. 'I'll, won't).</p> <p><b>Speaking</b><br/> <b>E12.4.S1.</b> Students will be able to talk about predictions and plans.<br/> <b>E12.4.S2.</b> Students will be able to participate in an informal debate about virtual reality and imaginary world/ cyber games to share ideas.</p> <p><b>Reading</b><br/> <b>E12.4.R1.</b> Students will be able to read (aloud) a text about cyber crimes and rights to distinguish the lexis and jargon.<br/> <b>E12.4.R2.</b> Students will be able to reorder the scrambled steps of a cyber game in a text.</p> <p><b>Writing</b><br/> <b>E12.4.W1.</b> Students will be able to write detailed descriptions of an imaginary future.<br/> <b>E12.4.W2.</b> Students will be able to compose a cyber game scenario.</p> | <p>Games<br/>         Flashcards<br/>         Posters<br/>         Note-taking<br/>         Having an informal debate<br/>         Project (e.g. Future Cities)<br/>         Drawing (e.g. Future Cars)</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b><br/> <b>DISCUSSION TIME</b><br/> <b>TECH PACK</b><br/> <b>E-PORTFOLIO ENTRY</b><br/> <b>VIDEO BLOG ENTRY</b></p> |

| THEME 5: PSYCHOLOGY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>1. Describing mood</p> <p>2. Making suggestions to change negative mood</p> <p>3. Following and giving instructions</p> <p>-I feel exhausted and I can't concentrate.<br/>-Let's take a break.<br/>-I suggest that you take a nap.<br/>-I suggest going for a walk.</p> <p>I'd rather have tickets for the opera.<br/>If I had a choice, I would go for...</p> <p>Why don't you join a music club?</p> <p>What do you do to clear your mind after school?</p> <p>Close your eyes!<br/>Breathe deeply!</p> | <p><b>Listening</b><br/>E12.5.L1. Students will be able to list the suggestions to change mood given by a psychologist/friend in recorded text.<br/>E12.5.L2. Students will be able to identify the speaker's mood, tone, etc in a recorded text.</p> <p><b>Pronunciation</b><br/>E12.5.P1. Students will be able to practice sentence intonation and stress.<br/><i>Eg. Let's take a break. (rising and falling intonation)</i></p> <p><b>Speaking</b><br/>E12.5.S1. Students will be able to make a Roleplay between a psychologist/school counsellor and a client.<br/>E12.5.S2. Students will be able to make comment on moods by looking at flashcards.<br/>E12.5.S3. Students will be able to use different voice levels, phrasing and intonation to give and follow instructions in different moods.</p> <p><b>Reading</b><br/>E12.5.R1. Students will be able to read a poem loudly by reflecting its tone.<br/>E12.5.R2. Students will be able to identify specific information in a real-life text.</p> <p><b>Writing</b><br/>E12.5.W1. Students will be able to describe their current mood / mood reflected in a song/ painting/photograph through creative writing.</p> | <p>Conversations</p> <p>Real-life texts (Colors and moods)</p> <p>Songs/Poems</p> <p>Pictures/Flashcards Editing</p> <p>Oral retelling</p> <p>Drama/Miming/ Roleplay</p> <p>Project (e.g. At the psychologist/Relaxation techniques/Meditation)</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> |

| THEME 6: FAVORS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>1. Making requests<br/>2. Accepting and declining requests<br/>3. Asking for and responding to favors</p> <p>Can/Could I borrow your...?<br/>Is it OK if I use your mobile phone?<br/>I would be glad to...<br/>I need a/an/some...<br/>I'm really sorry....</p> <p>Would you mind...?<br/>Do you mind if I turn on the conditioner?<br/>Did you mean you need my laptop the whole day?<br/>I was wondering if you'd mind lending me your bike.</p> <p>Sure!<br/>Of course! Help yourself!<br/>No, I'm sorry. I don't have one.</p> | <p><b>Listening</b><br/>E12.6.L1. Students will be able to identify phrases and the highest frequency vocabulary related to requests in various contexts in a recorded text.<br/>E12.6.L2. Students will be able to complete a conversation about favors in a recorded text/video.</p> <p><b>Pronunciation</b><br/>E12.6.P1. Students will be able to practice "yod coalescence" "Would you / wʊdʒu/ and could you /kʊdʒu/".</p> <p><b>Speaking</b><br/>E12.6.S1. Students will be able to distinguish between formal and informal language while accepting and declining requests.<br/>E12.6.S2. Students will be able to act out a self-prepared dialogue about requests/favors.</p> <p><b>Reading</b><br/>E12.6.R1. Students will be able to scan a text for the specific information about a charity organization/foundation.</p> <p><b>Writing</b><br/>E12.6.W1. Students will be able to write an announcement to invite people for a charity organization.<br/>E12.6.W2. Students will be able to write an application letter to an organization for scholarship.</p> | <p>Conversations<br/>Flashcards/ Wordcards<br/>Roleplay<br/>Songs<br/>Communicative Tasks<br/>Games<br/>Competition</p> <p>Project work (Bringing authentic materials such as video scripts into the classroom and focusing on register types)</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b><br/><b>DISCUSSION TIME</b><br/><b>TECH PACK</b><br/><b>E-PORTFOLIO ENTRY</b><br/><b>VIDEO BLOG ENTRY</b></p> |

| THEME 7: NEWS STORIES                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| <p>1. Narrating a past event / experience<br/>2. Talking about sequential actions</p> <p>Two people were struck and injured on Monday as they tried to cross the street.<br/>When he died, he had already published 20 novels.<br/>Fortunately, he survived the accident without a scratch.<br/>After, before, first....</p> <p>Meanwhile....<br/>Following this event, ...<br/>Unfortunately, I missed the last episode of ...</p> <p>That reminds me of my childhood.</p> | <p><b>Listening</b><br/>E12.7.L1. Students will be able to list the sequences of the past events in a recorded text/video.<br/>E12.7.L2. Students will be able to complete a recorded text using cohesive devices.</p> <p><b>Pronunciation</b><br/>E12.7.P1. Students will be able to practice sentence stress appropriately.<br/>Eg. <i>I missed the last episode. (rising and falling intonation)</i></p> <p><b>Speaking</b><br/>E12.7.S1. Students will be able to narrate the events in the past.<br/>E12.7.S2. Students will be able to make a presentation about unusual/odd news stories.</p> <p><b>Reading</b><br/>E12.7.R1. Students will be able to list vocabulary for narrating and describing events in a text.<br/>E12.7.R2. Students will be able to reorder the past events in a news story.</p> <p><b>Writing</b><br/>E12.7.W1. Students will be able to paraphrase news/ stories/ past events.<br/>E12.7.W2. Students will be able to write a news story/a past experience/an imaginary story.</p> | <p>Conversations</p> <p>Songs</p> <p>Summarizing</p> <p>Preparing a poster or finding headlines for news stories</p> <p>Oral presentation (a news story or a self-made video)</p> <p>Guessing</p> <p>Communicative tasks (e.g. producing a story)</p> <p>Project (e.g. comic strips)</p> <p>Jigsaw puzzle</p> <p>IDIOMS/PROVERBS OF THE WEEK</p> <p>DISCUSSION TIME</p> <p>TECH PACK</p> <p>E-PORTFOLIO ENTRY</p> <p>VIDEO BLOG ENTRY</p> |

| THEME 8: ALTERNATIVE ENERGY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <p>1. Describing problems<br/>2. Making complaints<br/>3. Offering solutions</p> <p>Sorry to bother you, but I think there's a problem that requires an urgent solution.</p> <p>We'd like you to...</p> <p>I think we should...</p> <p>In order to solve this problem we must first/ initially....</p> <p>Another way of looking at this problem is...</p> <p>The solution to this problem is...</p> <p>Don't get me wrong, but I think we should...</p> <p>...was a result of...</p> <p>Maybe you forgot to...</p> <p>I think you might have forgotten to...</p> | <p><b>Listening</b><br/>E12.8.L1. Students will be able to note down the solutions to the problems of excessive energy consumption around the world in a recorded text.</p> <p><b>Pronunciation</b><br/>E12.8.P1. Students will be able to use intonation in a sentence appropriately.<br/><i>Eg. I think we're completely lost. (falling intonation)</i></p> <p><b>Speaking</b><br/>E12.8.S1. Students will be able to make complaints and offer solutions to environmental /energy problems.<br/>E12.8.S2. Students will be able to participate in an informal debate about alternative energy in the future.</p> <p><b>Reading</b><br/>E12.8.R1. Students will be able to summarize a reading passage about alternative energy.<br/>E12.8.R2. Students will be able to analyze a reading passage to find out solutions to environmental problems.</p> <p><b>Writing</b><br/>E12.8.W1. Students will be able to write an email/a letter of complaint to a local authority about an environmental problem to suggest solutions.<br/>E12.8.W2. Students will be able to write their opinions about the usage of alternative energy.</p> | <p>Conversations</p> <p>Roleplay/Simulation</p> <p>Summarizing</p> <p>Video project</p> <p>Interviews</p> <p>Outdoor activities</p> <p>Posters</p> <p>(e.g. wildlife protection, public health)</p> <p>E-mails</p> <p>Environmental Project<br/>(e.g. Describing animal habitats )</p> <p><b>IDIOMS/PROVERBS OF THE WEEK</b></p> <p><b>DISCUSSION TIME</b></p> <p><b>TECH PACK</b></p> <p><b>E-PORTFOLIO ENTRY</b></p> <p><b>VIDEO BLOG ENTRY</b></p> |

| THEME 9: TECHNOLOGY                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <p>1. Talking about things needed to be done</p> <p>2. Asking and answering questions in interviews</p> <p>What do you think about the future of smart phones?</p> <p>I'll have the computer formatted.<br/>She wants her smart phone fixed.</p> <p>The teacher does not let the students use their phones in class.</p> <p>Sorry, I can't talk any longer on this issue.</p> <p>I had Mindy download a movie for me.<br/>We'll get the PPP done as soon as possible.</p> <p>The teacher made the class do online research on the topic.</p> <p>Could you please get the warranty approved?</p> | <p><b>Listening</b><br/>E12.9.L1. Students will be able to list the things needed to be done in a recorded text/video.<br/>E12.9.L2. Students will be able to find the main idea of a video about technological developments.</p> <p><b>Pronunciation</b><br/>E12.9.P1. Students will be able to practice word stress correctly.<br/><i>Eg. Technology /tek'nɒlədʒi/</i></p> <p><b>Speaking</b><br/>E12.9.S1. Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices.<br/>E12.9.S2. Students will be able to make an interview with a friend about the influence of technology on social life.</p> <p><b>Reading</b><br/>E12.9.R1. Students will be able to identify the written lexis and jargon about a web-page on technology.<br/>E12.9.R2. Students will be able to categorize information in everyday material, such as websites, brochures and magazines.</p> <p><b>Writing</b><br/>E12.9.W1. Students will be able to write a note asking someone to have something done.<br/>E12.9.W2. Students will be able to write a for and against essay discussing technology.<br/>E12.9.W3. Students will be able to write a description of a hi-tech product by using linking words.</p> | <p>To do lists<br/>Notes and messages<br/>Songs<br/>Advertisements<br/>Illustrations<br/>Survey/Tables<br/>Techno-Project<br/>Roleplay/Simulation<br/>Informal Debate<br/>Presentation<br/>Proverbs<br/>Idioms<br/>Argumentative/ Descriptive Text<br/>Competition (e.g. picture of a hi-tech product)</p> <p>IDIOMS/PROVERBS OF THE WEEK<br/>DISCUSSION TIME<br/>TECH PACK<br/>E-PORTFOLIO ENTRY<br/>VIDEO BLOG ENTRY</p> |

| THEME 10: MANNERS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                              |
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| Functions and Useful Language                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Language Skills and Learning Outcomes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Suggested Materials and Tasks                                                                                                                                                                                                                                                                                                                                                |
| <p>1. Talking about wishes and regrets<br/>2. Apologizing<br/>3. Giving explanations</p> <p>Please accept my apology/apologies for yesterday.<br/>I shouldn't have said that... I'm terribly sorry to/about/for...<br/>It was not my intention to ...<br/>If only John knew about it.<br/>I wish that someone had told John about it.<br/>If only I had woken up early.<br/>I wish you wouldn't play with your mobile phone.<br/>What I'd like more than anything else is ....<br/>Something I have always wanted is ....<br/>I didn't mean to hurt you</p> | <p><b>Listening</b><br/>E12.10.L1. Students will be able to identify the phrases about wishes, regrets and apologies in a recorded text.<br/>E12.10.L2. Students will be able to classify the manners in a TV or radio program regarding their origin and practice in daily life.</p> <p><b>Pronunciation</b><br/>E12.10.P1. Students will be able to practice sentence stress correctly.<br/><i>Eg. I'll make a pot of tea if you would like some.</i></p> <p><b>Speaking</b><br/>E12.10.S1. Students will be able to express regrets, wishes and apologies.<br/>E12.10.S2. Students will be able to discuss manners in different cultures.</p> <p><b>Reading</b><br/>E12.10.R1. Students will be able to identify the main conclusions in argumentative texts.<br/>E12.10.R2. Students will be able to organize description of events, feelings and wishes in diaries and personal letters.</p> <p><b>Writing</b><br/>E12.10.W1. Students will be able to write a letter, note or report on wishes, regrets and apology.<br/>E12.10.W2. Students will be able to write personal letters describing experiences, feelings and events in detail in relation to the topic.</p> | <p>Conversations<br/>Poems<br/>Roleplay<br/>Games/acting/ Imitation Songs<br/>Project (e.g. Shooting a video about wishes, regrets, and apologies)<br/>Survey report<br/>Pictures/Flashcards<br/>Proverbs<br/>Idioms<br/>Argumentative/Descriptive texts</p> <p>IDIOMS/PROVERBS OF THE WEEK<br/>DISCUSSION TIME<br/>TECH PACK<br/>E-PORTFOLIO ENTRY<br/>VIDEO BLOG ENTRY</p> |

Note. From Ortaöğretim İngilizce Dersi (9, 10, 11 ve 12. Sınıflar) Öğretim Programı, pp.56-65, by Ministry of National Education (MoNE), 2018, Milli Eğitim Bakanlığı.  
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## Appendix B

### 12<sup>th</sup>-grade Listening Objectives

| <b>12<sup>th</sup>-Grade English Curriculum Listening Objectives</b>                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1.1. Students will be able to detect the embedded information in songs/media.                                                                     |
| 2.1.2. Students will be able to extract specific information from a conversation between friends.                                                   |
| 2.1.3. Students will be able to make inferences about the qualities of a good friend through a recorded text.                                       |
| 2.1.4. Students will be able to guess the meaning of lexis and jargon about human rights in a recorded text/video.                                  |
| 2.1.5. Students will be able to distinguish the positive and negative expressions about human rights in a recorded text/video.                      |
| 2.1.6. Students will be able to take notes during an informal debate/poster presentation/seminar in a video.                                        |
| 2.1.7. Students will be able to match the topics with recorded passages corresponding to virtual reality and imaginary world.                       |
| 2.1.8. Students will be able to list the suggestions to change mood given by a psychologist/friend in a recorded text.                              |
| 2.1.9. Students will be able to identify the speaker's mood, tone, etc. in a recorded text.                                                         |
| 2.1.10. Students will be able to identify phrases and the highest frequency vocabulary related to requests in various contexts in a recorded video. |
| 2.1.11. Students will be able to complete a conversation about favours in a recorded text/video.                                                    |
| 2.1.12. Students will be able to list the sequences of the past events in a recorded text/video.                                                    |
| 2.1.13. Students will be able to complete a recorded text using cohesive devices.                                                                   |
| 2.1.14. Students will be able to note down the solutions to the problems of excessive energy consumption around the world in a recorded text.       |
| 2.1.15. Students will be able to list the things needed to be done in a recorded text/video.                                                        |
| 2.1.16. Students will be able to find the main idea of a video about technological developments.                                                    |
| 2.1.17. Students will be able to identify phrases about wishes, regrets and apologies in a recorded text.                                           |
| 2.1.18. Students will be able to classify the manners in a TV or radio program regarding their origin and practice in daily life.                   |

## Appendix C

### 12<sup>th</sup>-grade Speaking Objectives

| <b>12<sup>th</sup>-Grade English Curriculum Speaking Objectives</b>                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.4.1. Students will be able to exchange ideas about their music preferences.                                                                     |
| 2.4.2. Students will be able to agree or disagree with others by sharing their opinions about music.                                              |
| 2.4.3. Students will be able to ask and answer questions about personal features.                                                                 |
| 2.4.4. Students will be able to state reasons while giving clear, detailed descriptions about physical appearances.                               |
| 2.4.5. Students will be able to interpret information from graphic features (graphs, charts, tables, etc.)                                        |
| 2.4.6. Students will be able to make suggestions about improving human rights.                                                                    |
| 2.4.7. Students will be able to discuss the problems/difficulties of the disadvantaged people in the world.                                       |
| 2.4.8. Students will be able to talk about predictions and plans.                                                                                 |
| 2.4.9. Students will be able to participate in an informal debate about virtual reality and imaginary world/cyber games to share ideas.           |
| 2.4.10. Students will be able to make a roleplay between a psychologist/school counsellor and a client.                                           |
| 2.4.11. Students will be able to make comment on moods by looking at flashcard.                                                                   |
| 2.4.12. Students will be able to use different voice levels, phrasing and intonation to give and follow instructions in different mood.           |
| 2.4.13. Students will be able to distinguish between formal and informal language while accepting and declining requests.                         |
| 2.4.14. Students will be able to act out a self-prepared dialogue about requests/favours.                                                         |
| 2.4.15. Students will be able to narrate the events in the past.                                                                                  |
| 2.4.16. Students will be able to make a presentation about unusual/odd news stories.                                                              |
| 2.4.17. Students will be able to make complaints and offer solutions to environmental/energy problems.                                            |
| 2.4.18. Students will be able to participate in an informal debate about alternative energy problems.                                             |
| 2.4.19. Students will be able to exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices. |
| 2.4.20. Students will be able to make an interview with a friend about the influence of technology on social life.                                |
| 2.4.21. Students will be able to express regrets, wishes and apologies.                                                                           |
| 2.4.22. Students will be able to discuss in different cultures.                                                                                   |

## Appendix D

### 12<sup>th</sup>-grade Reading Objectives

| <b>12<sup>th</sup>-Grade English Curriculum Reading Objectives</b>                                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.2.1. Students will be able to infer people's music preferences from their ideas about music in a reading text.                                                               |
| 2.2.2. Students will be able to analyse surveys/interviews to answer related questions.                                                                                        |
| 2.2.3. Students will be able to find irrelevant content about the descriptions of the people in a text.                                                                        |
| 2.2.4. Students will be able to identify the main conclusion in argumentative texts.                                                                                           |
| 2.2.5. Students will be able to find the supporting ideas in a text about good practices on human rights around the world.                                                     |
| 2.2.6. Students will be able to match the paragraphs with the correct phrases/visuals (children rights/gender equality/animal rights/the rights of disadvantaged people, etc.) |
| 2.2.7. Students will be able to read (aloud) a text about cyber crimes and rights to distinguish the lexis and jargon.                                                         |
| 2.2.8. Students will be able to reorder the scrambled steps of a cyber game in a text.                                                                                         |
| 2.2.9. Students will be able to read a poem loudly by reflecting its tone.                                                                                                     |
| 2.2.10. Students will be able to identify specific information in a real-life text.                                                                                            |
| 2.2.11. Students will be able to scan a text for the specific information about a charity organization/foundation.                                                             |
| 2.2.12. Students will be able to list vocabulary for narrating and describing events in a text.                                                                                |
| 2.2.13. Students will be able to reorder the past in a news story.                                                                                                             |
| 2.2.14. Students will be able to summarise a reading passage about alternative energy.                                                                                         |
| 2.2.15. Students will be able to analyse a reading passage to find out solutions to environmental problems.                                                                    |
| 2.2.16. Students will be able to identify the written lexis and jargon about a web-page on technology.                                                                         |
| 2.2.17. Students will be able to categorise information in everyday material, such as websites, brochures, and magazine.                                                       |
| 2.2.18. Students will be able to identify the main conclusion in argumentative texts.                                                                                          |
| 2.2.19. Students will be able to organise description of events, feelings and wishes in diaries and personal letters.                                                          |

## Appendix E

### 12<sup>th</sup>-grade Writing Objectives

| <b>12<sup>th</sup>-Grade English Curriculum Writing Objectives</b>                                                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.3.1. Students will be able to write a survey report on their friend's/teacher's music preferences.                                            |
| 2.3.2. Students will be able to write an opinion essay about qualities of a good friend by stating reasons.                                     |
| 2.3.3. Students will be able to write mottos/slogans about human rights.                                                                        |
| 2.3.4. Students will be able to write an argumentative essay including solutions for disadvantaged people's problems.                           |
| 2.3.5. Students will be able to write detailed descriptions of an imaginary future.                                                             |
| 2.3.6. Students will be able to compose a cyber game scenario.                                                                                  |
| 2.3.7. Students will be able to describe their current mood/mod reflected in a song/painting/photograph through creative writing.               |
| 2.3.8. Students will be able to write an announcement to invite people for a charity organisation.                                              |
| 2.3.9. Students will be able to write an application letter to an organisation for scholarship.                                                 |
| 2.3.10. Students will be able to paraphrase news/stories/past events.                                                                           |
| 2.3.11. Students will be able to write a news story/a past experience/an imaginary story.                                                       |
| 2.3.12. Students will be able to write an email/a letter of complaint to a local authority about an environmental problem to suggest solutions. |
| 2.3.13. Students will be able to write their opinions about the usage of alternative energy.                                                    |
| 2.3.14. Students will be able to write a note asking someone to have something done.                                                            |
| 2.3.15. Students will be able to write a for and against essay discussing technology.                                                           |
| 2.3.16. Students will be able to write a description of a hi-tech product by using linking words.                                               |
| 2.3.17. Students will be able to write a letter, note or report on wishes, regrets and apology.                                                 |
| 2.3.18. Students will be able to write personal letters describing experiences, feeling and events in detail in relation to the topic.          |

## Appendix F

### Reading Texts in *Notifier English*

#### TEXT 1

**5** Read the dialog, and in pairs, list the expressions for preferences.

**Susan** Oh, isn't that an interesting choice for a ringtone?

**Carol** It is not. Most people show their music choices through their ringtones, and these choices say something about you.

**Susan** Wow! What do they say?

**Carol** A lot. Your music choices may be connected to your mood, lifestyle, or even personality. I've read it in a recently published article.

**Susan** Interesting!

**Carol** If a university student or an architect needs to stay up late for a project, they are more likely to prefer complex, energetic, and upbeat music. They prefer genres like country, rock, or folk music.

**Susan** You have a point there. I'd rather listen to energetic, upbeat music for most of the time in the office. I suppose this keeps me active during the day. When I listen to slow or classical music, I may feel sleepy, but my ringtone is a classical piece. I do not want to disturb others with noisy, raucous music in public.

**Carol** That's what I'm saying. That's about your personality. A considerate and respectful one, my friend.

**Susan** What else does the research say?

**Carol** Well, it's not only mood or personality, of course. People's ringtone or music choices depend on many reasons. Some go composer-based, some go instrument-based. Some like percussion instruments, while some may like woodwind or string instruments. Some may be fond of instrumentalists. They may prefer the ringtone or song just because of a drummer, violinist, or pianist. It's their taste. The voice of the singer has an important role as well.

**Susan** No doubt about it.



*Note.* From *Notifier English 12<sup>th</sup> grade English coursebook*, by F. Çimen, B. Tiğın,

A. Çokçalışkan, M. Özdemir, & S. Cellat, 2023. Copyright by Ministry of National Education.

## TEXT 2

**7** Below are some forum comments about music by decades. In pairs, read and tick the statements that can be inferred from the forum members' ideas.

Pages (3) 1 2 3 Next>> Community Forums > General Discussion > Music

---



**masu**  
member

Posts: 1,815  
Threads: 99  
Joined: Jul 2010  
Reputation: 50

2022-09-11, 05:18 PM #1

If I could travel back in the history of music, I think I would travel to the 40s. A song is not its beat and tune. Lyrics matter and the songs of that time had great lyrics.

[Find](#) [Reply](#)

---



**paws**  
regular

Posts: 132  
Threads: 201  
Joined: June 2012  
Reputation: 24

2022-09-11, 05:25 PM #2

To me, the music of the 90s does not focus on emotions. Hip-hop and rap are based on the beat and lyrics. It should be beyond that. The songs of the period may be catchy and uplifting but are not tuneless and emotional at all.

[Find](#) [Reply](#)

---



**stallion**  
member

Posts: 5,543  
Threads: 1520  
Joined: Sep 2002  
Reputation: 85

2022-09-11, 06:31 PM #3

If you ask me, mood and music affect one another. Soundtracks, for example, make you feel the scene deeper. The genre of the music I prefer depends on my energy and mood. If I am nervous, I listen to slow and soothing music. If I need energy, I listen to an uplifting piece, and in the last 20 years, any kind of music is just a click away. I love the 2000s up to today.

[Find](#) [Reply](#)

---



**earthling**  
addict

Posts: 1,024  
Threads: 352  
Joined: Jul 2011  
Reputation: 32

2022-09-11, 08:22 PM #4

I suppose I would consider the 50s my favorite period. Can you imagine listening to those iconic singers live at a concert? Images of those iconic singers, energy, rhythms and electric instruments. All are amazing. I see it as a revolutionary period.

[Find](#) [Reply](#)

---



**li**  
regular

Posts: 715  
Threads: 56  
Joined: Apr 2009  
Reputation: 69

2022-09-11, 08:48 PM #5

I'd rather not listen to the music around the 80s, but witnessing the birth of music videos would have been lovely. Witnessing the change, I mean. After all, videos make music much more meaningful.

[Find](#) [Reply](#)

## TEXT 3

**8** Take a quick look at the dialog. In pairs, place the expressions in bold in the table below.

- |                 |                                                                                                                                                                                                                                                                             |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Gary</b>     | Have you read the posts on your blog?                                                                                                                                                                                                                                       |
| <b>Scarlett</b> | Not yet.                                                                                                                                                                                                                                                                    |
| <b>Gary</b>     | They are quite interesting. Look at this. Masu, I mean. He says a song is not its beat and tune, lyrics matter.                                                                                                                                                             |
| <b>Scarlett</b> | Well, <b>that is so true. I prefer</b> songs with meaningful lyrics. Some songwriters may come up with words that do not make sense.                                                                                                                                        |
| <b>Gary</b>     | Perhaps that's for rhyme only.                                                                                                                                                                                                                                              |
| <b>Scarlett</b> | <b>You are right.</b> What else do we have?                                                                                                                                                                                                                                 |
| <b>Gary</b>     | Mmm, let me take a look. Paws says music of the 90s does not focus on emotions.                                                                                                                                                                                             |
| <b>Scarlett</b> | <b>I'm afraid I disagree.</b> Why on earth do they think so? I still remember a lot of pop songs about love, joy, sorrow, and other emotions.                                                                                                                               |
| <b>Gary</b>     | The comment is not about pop, by the way. What do you think about music videos? Li says they make music more meaningful.                                                                                                                                                    |
| <b>Scarlett</b> | Oh, <b>that's not always true.</b> If the lyrics and the video match, there is no problem. I sometimes see weird videos. The song may be about loneliness, but in the video, the person may be having a good time with beloved ones. Absurdity! Where is the sense in that? |
| <b>Gary</b>     | Ha ha ha!                                                                                                                                                                                                                                                                   |



## TEXT 4

7 Read the text. In pairs, underline the irrelevant sentence in each paragraph.

## ● OUT ● OF RIVALRY INTO ● FRIENDSHIP



Not all friendships are based on similarities, mutual understanding, or respect. There may be different reasons for them. Rafael Nadal and Roger Federer, two tennis idols, have been displaying an example of this. Theirs is a friendship that grew out of rivalry. Some people don't like them.

Roger Federer won his first grand slam title at Wimbledon, and his success dominated the early 21<sup>st</sup> century. He would soon become a world-famous sportsman thanks to his success in tennis and personal qualities. He started to draw attention as a calm, strategic, patient, and wise character on and off the court. When he was a child, he was a great student. He has been respected as a charismatic and noble tennis idol.

When the rise in his career started, Rafael Nadal looked a little bit shy on the court. Soon, the world of tennis would witness a dominant, powerful, ambitious, and determined tennis character. He always wanted to wear his hair long. His competitive spirit, along with his extraordinary tennis style and skills, brought him millions of fans. Rafael would soon become "Rafa", like a close friend or family member for them.

The rivalry between Roger Federer and

Rafael Nadal couldn't have been an ordinary one. Their matches were watched by millions all around the world. While competing with one another, they respected each other's skills and success. In interviews, they both admitted pushing each other to be better. They both liked coffee. They wanted each other in the finals as a victory over each other would be more valuable and prestigious. Thanks to sports events and social organizations, they came together often on and off the court. The respect and awareness-based rivalry turned out to be a deep friendship.

Thanks to the long-standing rivalry between Federer and Nadal, tennis lovers have often compared them focusing on similarities and differences. They both are wealthy. In the eyes of most people, Federer and Nadal are similar because they are both strong characters and determined to win. They both look younger than they are. Most think that Federer cannot be in his forties. The two idols differ in their attitudes towards the game and strategies.

## TEXT 5

- 11** Work in pairs. Read the argumentative text and write the number of the main conclusion for each paragraph in the boxes. One is extra.

- 1 ☐ There are certain answers to the question, "What makes a good friend?" However, the answers to the question "What does a good friend make?" are under debate. Some see good friendships as a natural part of everyday social life, while there are others who believe that friendships are vital to personal development.
- 2 ☐ People who think that friendships are a natural part of everyday social life see them as a form of social relationship. They believe that humans have to construct relationships for survival and social needs, and friendship is one of them. Like other relationships such as marriages, kinship, club memberships, etc., friendship is a form of sharing, and it may include both the positive and negative. People who are thought to be good friends may be part of the negative.
- 3 ☐ On the other hand, proponents of the idea that good friendships are vital to personal development focus on the definition of a true friendship. They emphasize that a close or best friend is not necessarily a true friend. To them, true friends are the ones who stand by you through hard times and in making better decisions. The support throughout hard times and in decision-making will ease up the pain and push you forward. Therefore, a true friend is an invaluable person in one's personal development.
- 4 ☐ In conclusion, people may see and define friendship in different ways. Their points of view determine the importance of friends in life. However, if one has true friends for support throughout hardships and decision-making process, they are likely to feel and do better.

## TEXT 6

- 12** Work in pairs. Read the essay and join the sentences to explore the functions of the paragraphs.



It is out of the question that most people would describe a good friend through the qualities of their own good friends. Despite this probable variety, some adjectives will come to the fore to describe the qualities of a good friend, though. Personally, I believe that some of the personal qualities are more important for a good friendship.

Firstly, the most important personal quality of a good friend is reliability. A good friend must be reliable because good friends should help you feel comfortable and confident. You also need someone to share

your secrets, plans, and thoughts to relax. To me, the second personal quality for a good friendship is about supporting. There will be tough times when you need support, and supportive friends will give you help and courage. They will not leave you halfway through and will stand by you. Another important quality is being understanding. Understanding friends will be able to understand how you feel and if there's something wrong, they will be tolerant.

To sum up, people may have different views on the qualities of a good friend, but as I see it, being reliable, supportive, and understanding is vital.

- |                                                 |                                                           |
|-------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> 1 The first paragraph  | a is the final, gives a short impression.                 |
| <input type="checkbox"/> 2 The second paragraph | b gives the writer's basic opinion on personal qualities. |
| <input type="checkbox"/> 3 The third paragraph  | c gives the qualities of good friends and reasons.        |

## TEXT 7

**17** Read the dialog. If you were Lindo, what other questions would you ask about your probable roommate's personal features? Choose from the box and/or make your own list.

- David** Lindo, you told me that you needed a roommate. Do you still need that?
- Lindo** Yes. I need one.
- David** Look, I have a classmate, Martin. He needs a place to stay. Perhaps, you could be roommates.
- Lindo** What kind of a person is he? Do you think we can get on well?
- David** Most probably. He is a dependable person. That's very important, you know. He is also modest.
- Lindo** Great. He needs to be honest and generous as well. Is he?
- David** He is. No doubt. He is ready to give help and share what he has at any time. You are similar in that.
- Lindo** That's great. Does he have a good sense of humor? You know, I make jokes often.
- David** He is not as humorous as you, but you can teach him about that. Ha hah ha!
- Lindo** Is he a cooperative one? Cooperation is vital.
- David** As far as I know, he is. He used to share his apartment with someone else, but he graduated and left. So, he needs a new roommate now. He cannot afford the rent on his own. He must be aware of the importance of being cooperative. He is also neat and organized. You will like his company.
- Lindo** I hope so. Where is he from?
- David** From Hungary. Budapest.
- Lindo** That's great. We have a lot in common with Hungarian people. We can go for a coffee and talk about the details tomorrow.

## TEXT 8

A jewelry store has to be protected with security systems. Likewise, the data of a company have to be protected from danger. In a world shared by billions of people, valuable things have to be protected. When it comes to human life, the most valuable thing, things are much more complicated but not out of control. Basic human rights, which are vital to human life, have been clearly defined in the Universal Declaration of Human Rights and many countries recognize it.

The Universal Declaration of Human Rights focuses on human rights in many respects. One of them is gender equality. Men and women should have equality before the law, in social and political life.

Another important issue is children's rights. Children should be able to enjoy the privilege of being a child to the fullest extent. They shouldn't be deprived of education and basic children's rights.

The disadvantaged are also of great importance. They have been defined clearly for different contexts and countries, and their rights have to be observed. Efforts have to be made to improve their conditions.

To sum up, humans go through different contexts and experiences, and the Universal Declaration of Human Rights is considered to be a reference to protect human rights from danger and disadvantages.

## TEXT 9

**WHY ARE CHARITY EVENTS GOOD TO HELP THE DISADVANTAGED?**

As the word "disadvantaged" suggests, the disadvantaged have to struggle against serious challenges. It is out of the question that they need support, and one of the best ways to help them is to arrange charity events, although some believe that it is not so.

Charity events, such as matches and concerts, can bring together a lot of people easily. In almost any community, there are already a lot of people who are interested in matches and concerts, and when it comes to a charity event, they will not hesitate to enjoy such an organization. Therefore, the money from the tickets of such crowded events will be of great help.

In addition, charity events draw people's attention to problems of the disadvantaged. If there is an organization to take place, people will try to understand the reasons behind from each other. By doing so, they will have learned more about the problems of the disadvantaged.

On the other hand, some people argue that charity events require a lot of effort and planning, and this may cause serious problems. Volunteers and those involved in the organization assume all the challenges in advance. As any charity event cannot be arranged at ease, this argument cannot prevent attempts.

In conclusion, charity events are good instruments of helping the disadvantaged since they bring together crowds and draw attention to problems. There will be challenges, but a good planning will help overcome them.

## TEXT 10

- Maurice** I hate it when someone shares my photos on social media without my permission.  
**Jacob** Women are not allowed to have a driver's license in some countries.  
**Mel** She may be my close friend, but she cannot read the messages on my mobile phone!  
**Sari** The boss sometimes asks us to work online even when we are off.  
**Salah** There are not enough facilities for the disabled on campus.  
**Gabi** Some athletes speak out against others at flash interviews after games.  
**Nando** The coach shouldn't have tried to dishonor the time-honored rival club at the press conference.  
**Tom** Anyone, even officials, cannot enter your apartment unless you allow them to.  
**Kim** She has been blamed for bribery in the media, but no trials have taken place yet.  
**Alice** The police have found that the company has not provided the workers with insurance.

## TEXT 11

It is true that we do not live in a world full of pure-hearted and innocent people. Also, it is true that there is a lot of content about crimes and human rights abuses as well as other crimes in news bulletins or on social media. However, all is not bad. Human being, in essence, works for the good of humanity and the planet. There is a lot going well in terms of the good practices about human rights all around the world.

In education, one of the focal points has been inclusive education to improve the processes inclusive students go through. Türkiye, for instance, has revised the regulations on assessment and evaluation for the sake of eliminating the disadvantages of inclusive students. It's challenging. Thanks to the new regulations, inclusive students will go through assessment and evaluation processes matching their characteristics.

There are good practices for the disabled as well. In addition to the Paralympic Games, tournaments and similar sports events, such as wheelchair basketball leagues, goalball tournaments, and amputee football organizations are becoming more common in most countries. They are very enjoyable. Tactile sidewalks and text to speech applications make life easier for the blind. More and more televisions are using sign language translations for the deaf.

Good examples related to gender equality are taking place. Women are now allowed to have a driver's license and be a part of the traffic as drivers in more countries. They must be very happy.

## TEXT 12

The phrase "just a click away" has been used to point out how close things on the Internet are. "Just a headset away", a probable phrase, offers much more thanks to the virtual reality (VR) technologies.

Virtual reality (VR) is the use of computer modeling and simulation that enables a person to interact with an artificial three-dimensional (3D) visual or other sensory environment. VR technologies immerse the user in a computer-generated environment that simulates reality. This means a lot to users as it becomes possible to enjoy different environments.

The new generation headsets come out with VR applications ranging from games to those giving socialization opportunities. When the user puts on the headset and its components, she/he interacts with a virtual environment, even with imaginary objects. While sitting in your living room, you can enjoy a virtual travel to China, the Egyptian Pyramids, or even to space. You can even travel back in time to a house in the 1970s. Similarly, you can walk in the corridors of your future house. While doing these, the environment is not real; it is computer created, but you feel as if it were a real experience.

More and more sectors and businesses are benefiting from the advantages of VR these days. After all, an army can practice in the mountains, in a desert, either imaginary or simulated, without actually going there and suffering from anything. It saves lives, time, and money. Doctors can work on imaginary patients before significant operations, pilots can be raised while seated in a room on the ground. Students can take distance learning classes as if they were sitting in a classroom. Possibilities are increasing day by day as new applications are developed.

It is out of the question that most of what we have in our imaginary futures is likely to become possible, at least in a virtual way thanks to VR. Millions will be able to enjoy traveling in space, see the Arctic, or climb Mount Everest in their lives. What would you pick?

## TEXT 13

 **admin**  
Administrator  
13 hours ago  
I think people will enjoy chats with their favorite stars in imaginary rooms of VR. It will be possible for most people soon as VR headsets are becoming more accessible for moderate prices day by day.  
Quote Reply

 **tony**  
Moderator  
15 hours ago  
Most of the socialization will be via virtual and augmented reality tools. People may tend to spend time with their acquaintances using technology.  
Quote Reply

 **petty**  
Administrator  
13 hours ago  
Teachers' avatars are going to present students with alternative course contents. I believe schools and face-to-face education will exist forever, but these avatars will also help students throughout out of class activities.  
Quote Reply

 **july**  
Regular  
13 hours ago  
Most people will not even go to the gym to work out. One does not necessarily need to lift weights to build muscles or be fit. By taking part in an imaginary game, people will be able to get enough physical exercises.  
Quote Reply

 **Frank**  
Passer  
9 hours ago  
My dad is dreaming of climbing the highest mountains on the planet. He says he is going to experience the excitement of climbing thanks to a headset.  
Quote Reply

 **Yuri**  
Regular  
1 hour ago  
  
Quote Reply

## TEXT 14

As the saying goes, the only constant in life is change itself. From birth to death, life is a period full of changes. From infancy to the crinkles of old age, our bodies go through changes. So do our minds, capabilities, friends, belongings, social and physical environments. We remember and know about

the changes in our past, but we do not know what changes the future holds for us. Perhaps, that's why we are curious about it.

We barely know anything about the future, but we are sure that it holds changes for us. In a way, if you are curious about the future, you are curious about the changes to occur.

Our predictions and plans take place here. They may be parts of imaginations or be based on our thoughts, guesses, or evidence. As for imagination, there is no limit or reason, but for the others, ongoing events and latest developments may form the basis. Doctor Timothy Hopkins explains this as follows:

"Our predictions and plans cannot be considered independent of the present. If a coach notices that the rival team is in good form, his prediction will be 'It is going to be a tough game.', and his plan will



be 'We are going to be careful with the defense.' The prediction of the same coach, if he believes in his team, at the press conference before the game will be 'I believe we will win the game today.' If a mother sees her child playing cyber games on a smart device often, her predictions may be 'Your eyesight is going to get worse.' or 'I think you'll have to go to an optician.' If it is snowing heavily, drivers may predict that the road is going to be blocked and decide to wait at the nearest stopover."

## TEXT 15

# CYBER CRIMES

Since the advent of the Internet and mobile technologies, changes have occurred much faster. The wait time in banking lines has been replaced by the wait time in banking applications on mobile devices. Chats in the living room have partly moved to chats on social media. Archives have been transferred from rooms to computers. Kids playing on the streets have partly moved to cyberspace to play cyber games.

It would be irrational to imagine the cyberspace without criminals. Like billions of people together with events, they haven't missed the chance ever since the first day. Bullies became cyberbullies, thieves became hackers and phishers, ransomers became ransomware committers. Awareness about common cyber crimes and your rights is vital. Common forms of cyber crime include phishing, identity theft, ransomware, cyberbullying, and invasion of privacy.

Phishing is using fake email messages to get personal information from internet users. The most common of it is providing unusual offers through "click and win" links. Once you click on the link provided, the phisher has your personal information, such as personal identification numbers (PIN), social security number, passwords, etc. You are in serious trouble. It is best not to click on links offering prizes, holidays, etc. Acquiring a phishing filter works as well.

Identity theft is misusing personal information. Scammers may get your personal information through spam emails, fake websites, pop-up surveys, social media accounts, etc. Once the attacker has enough information about the victim, she/he can commit fraudulent activities under your name. These activities can cause very serious problems. Avoid opening suspicious websites, emails and links. Monitor your accounts and bank records often.

Ransomware is a type of malware (malicious software) which locks and encrypts the victim's data and important files for the attacker. Once the attacker has these, she/he asks for a payment, ransom, to unlock and decrypt the data. Do not leave your devices vulnerable to cyber attacks. Use a strong antivirus software.

Another serious threat is cyberbullying, which is to bully a person via electronic communication. The victims usually receive messages threatening them. If you are experiencing cyberbullying, don't respond immediately, use a calm and neutral language, take screenshots for later use, and stop checking posts frequently.

Invasion of privacy is one of the most serious threats to internet users. This occurs through breaking into someone's computer, reading their emails, monitoring their online activities, stealing their valuable information, and using them without the owner's permission. The most effective tool to protect yourself from being a victim is encryption.

Cybercrooks, i.e., cybercriminals, will keep working. However, you are not desperate. Learn about cyber crimes and ways to cope with them. Use your rights to report them to public authorities, to ask software and application owners for stronger protection, to go to the court or to make official complaints.

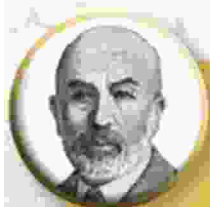
## TEXT 16

# Voca-learn®

is a memory game aimed at language learners of all levels. You can play it individually online. It is meant to help learn new words through fun.

The game has two steps, the first of which is to visit scholars of a language domain to learn new words and phrases specific to a field. The second step is a test. Before going through these steps, you should download the application. Remember that you have to create an account for the download if you don't have one. Once you are in the application, you will be asked to choose an avatar to represent you. Then, you will need to choose one of the language levels given and choose one of the fifteen language domains given. Next, you will visit the language domains scholar room. The scholar will present you with 10 words or phrases specific to the domain. If your domain is education, you will be presented with words/phrases specific to education. If you feel the need to listen again, you can. After finishing with the scholar, you will proceed to the quiz room to answer the vocabulary questions. You have three goes to answer all of the questions correctly and leave the room. When you have completed the quizzes for all the domains of your level, you will be awarded a badge. You can move on to the next level.

## TEXT 17



Oh coy crescent  
do not frown for  
I am ready to  
sacrifice myself for you!  
Please smile  
upon my heroic nation,  
why that anger,  
why that rage?  
If you frown,  
our blood shed for you  
will not be worthy.  
Freedom is the right  
of my nation who  
worships God and  
seeks what is right.

**Mehmet Akif Ersoy**



In winter I get up at night  
And dress by yellow candle-light.  
In summer, quite the other way,  
I have to go to bed by day.

I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.

And does it not seem hard to you,  
When all the sky is clear and blue,  
And I should like so much to play,  
To have to go to bed by day?

**Robert Louis Stevenson**

## TEXT 18

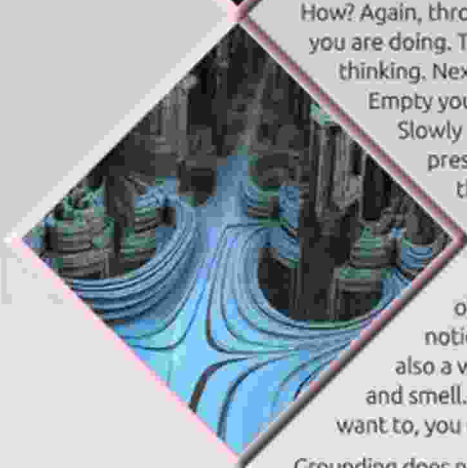
Life does not present us with great moments and stories all the time. There are moments that hurt. Let's see what the guide of World Health Organization (WHO) says about moments of stress, feelings, and stories that are painful.

An "emotional storm" means that you experience intensely difficult thoughts and feelings. They are so strong. They are like a mighty storm and they can easily overpower you. When an emotional storm appears, we must learn how to "ground ourselves". What does that mean?

Imagine you are high in a tree when a storm begins. Would you want to stay in the tree? While you are in the tree, you are in great danger! You need to get down to the ground as quickly as possible! On the ground, you are much safer, and on the ground, you can help others. For example, you could comfort others while the storm rages, and if there's somewhere safe for you to hide, you can only get there after you are on the ground. So, we need to "ground ourselves" when our emotional storms appear.

How? Again, through engaging with the world around you and focusing on what you are doing. The first step is to notice how you are feeling and what you are thinking. Next, slow down and connect with your body. Slow your breathing. Empty your lungs completely. Then, let them refill as slowly as possible. Slowly press your feet into the floor. Slowly stretch your arms, or slowly press your hands together. The next step in grounding is to refocus on the world around you. Notice where you are. What are five things you can see? What are three or four things you can hear? Breathe the air. What can you smell? Notice where you are and what you are doing. Touch your knees or the surface beneath you, or any object you can reach. Notice what it feels like under your fingers, so notice there are difficult thoughts and feelings appearing. And there's also a world around you that you can see and hear and touch and taste and smell. And you can also move your arms and legs and mouth, so if you want to, you can act in line with your values.

Grounding does not make your emotional storms disappear. It just keeps you safe until the storm passes. Some storms last a long time. Others pass quickly.



## TEXT 19

1

19:41 I have the fear of failure, I admit.

Andy

Hey, chill out. If I were you, I would focus on my strengths and try to boost my self-esteem. 19:45

Woody

You should give yourself permission to fail. I'd rather do this and not upset myself. 19:53

Sid

Let's go for a walk and talk about the ways of coping with it. 19:53

2

09:32 Someone is cyberbullying me. I'm terribly nervous.

Sergeant

Come on, it's not a big deal. It happens to many people. You should keep calm. 09:41

Shark

I suggest avoiding prompt answers. 09:50

Shine

Why don't we take screenshots and go to the police? Let's do it, and then enjoy a coffee for relaxation. 09:51

3

18:26 I can't help thinking about my home and family. I'm homesick.

Molly

I suggest that you take up a hobby to distract yourself. 18:27

Lenny

No worries. Let's stop talking about that and wander the campus. 18:28

4

20:59 I'm not in the mood for a family gathering. I'm upset with my favorite team's loss.

Penny

Come on! If I were you, I'd go there. Family members will cheer you up. 21:05

Gabby

Forget about that, buddy. There are more important things than match scores. 21:05

Chuckles

I'd rather spend time with the beloved ones than stay at home. It'll do you good. 21:06

## TEXT 20

|               |                                                    |
|---------------|----------------------------------------------------|
| <b>Pat</b>    | Will you help me carry the parcel?                 |
| <b>Terry</b>  | Sure. Here we go.                                  |
| <b>Sally</b>  | Can you record the meeting for me?                 |
| <b>Sammy</b>  | So sorry. I don't know how to do.                  |
| <b>Kate</b>   | Could I ask you to fill in this form?              |
| <b>Ozzy</b>   | Certainly.                                         |
| <b>Perry</b>  | Would you mind leaving us a contact number?        |
| <b>Celia</b>  | Certainly not. That's 202-555-0122.                |
| <b>Tammy</b>  | Would you please share your location with us?      |
| <b>George</b> | I'm afraid I can't. I have no Internet connection. |
| <b>Elias</b>  | Will you help me clean up the kitchen?             |
| <b>Mousa</b>  | No problem. Let's begin with the floor.            |

## TEXT 21



**Carol** Good afternoon, Murmush Travel, this is Carol speaking.

**David** Hello, this is David Minton. Could you put me through to Tom Harrison, please if he is available?

**Carol** Certainly, but would you please tell me why you are calling?



**David** Sure. I'm calling to invite him to a charity organization. I'm his classmate from college.

**Carol** Thank you. Hold the line, please. I'm sorry, Mr. Minton, the line is engaged, would you mind waiting for a few minutes?

**David** Not at all. I'm waiting.

**Carol** Sorry, I can't hear you very well. Do you mind speaking up a bit, please?

**David** Certainly, I'll do that. I said "not at all."

**Carol** Thank you, Mr. Minton, I got it. Oh, Mr. Harrison is on the line now.



**David** Hello, Tom.

**Tom** Hello, David, what a surprise! Hope everything is alright with you.

**David** So far, so good, Tom. We have a lot to talk. I think we'll come together soon. We are scheduling a charity event for 15<sup>th</sup> May. We will be happy to see you there.



**Tom** It will be my pleasure, David, but I must work out my schedule first. Can you give me half an hour for the answer?

**David** Of course, no problem.

**Tom** And will you please leave your cell phone number? I'm afraid I don't have it.

**David** Sure. Uh, Tom, I need a favor. The charity event should be known to more people.

**Tom** With pleasure. What can I do about it?

**David** Well ... Can you help us write an announcement for the charity event? You've always been creative. Actually, we need a flier with the announcement on.

**Tom** I'll be glad to help out. I need the details.

**David** Well, it's on 15<sup>th</sup> May at 5 p.m. Madison Square Garden is the venue. A charity bazaar will be set up, and the money from the items sold will be donated to orphans.

**Tom** OK. I'll design a flier with the announcement on. Bye. Take care.

**David** I will, thanks. Same to you, buddy.

## TEXT 22

Turkish Red Crescent, called Türk Kızılay in Turkish, is the largest humanitarian organization in Türkiye. As the name suggests, it is the Turkish body of the International Red Cross and Red Crescent Movement. It is a nonprofit organization. It provides unconditional services and aid not only in Türkiye but also all around the world.

Founded in 1868 with the name Hilal-i Ahmer Cemiyeti (Society for Aiding the Wounded and Ailing Ottoman Soldiers), the organization has been serving since the Ottoman Empire. Ever since its foundation, it has taken on various names. It was Ottoman Red Crescent Society in 1877, Türkiye's Red Crescent Community in 1923, and Turkish Red Crescent Society in 1947. It was the great leader Atatürk who lent the name "KIZILAY" (Red Crescent) to the institution.

The purpose of Turkish Red Crescent Society is to protect life and health and to ensure respect for human being. It promotes mutual understanding, friendship, cooperation, and lasting peace amongst all peoples. Red Crescent is the symbol of solidarity at the time of need, of equality at the time of suffering, of humanitarianism, neutrality and peace even in the heat of war.

Ever since its operations at the Ottoman-Russian war in 1876, Red Crescent has provided aid and service to people of all nations and religions without any discrimination at all, at wars and natural disasters, such as earthquakes, avalanches, soil erosion disasters, forest fires, etc. These include mobile health services, tents, food and water, clothes, etc., which are vital to the human life and survival.

The organization is also a very important official body to support Turkish health services and units. It serves as the blood bank in Türkiye since safe blood donations are made at Kızılay Blood Centers and mobile blood donation vehicles located throughout the country and directed to the needs in cooperation with official health units.

The organization is made up of general headquarters and branches. The duties and responsibilities undertaken in all levels of the organization, other than the headquarters, are honorary.



## TEXT 23

Edward Skowranska  
Przemysłowa 2  
Gorzów Wielkopolski  
66-400 Poland

Türkiye Scholarships

Öğuzlar Mah. Mevlana Bulvarı  
No: 145 06520 Balgat Ankara/TÜRKİYE  
June 27, 2022

Dear Scholarship Committee,

My name is Edward Skowranska and I am holding a bachelor's degree in international relations. I graduated from the University of Wrocław and am pursuing postgraduate studies in the field of international relations. I came across your website and felt excited to learn about the opportunities you offer as I have long been seeking for such opportunities. I graduated from the University of Wrocław in 2021. My GPA (general point average) was 3.76 out of 4. During my 4-year education, I was an outstanding student at school. The documents attached will give all the evidence for this.

I can guess that you receive a lot of application letters for scholarships, and I believe that you will consider my application and accept me for the final interview. I strongly believe that studying in a time-honored country such as Türkiye will not only give me a good academic background but also the chance to observe many cultures.

I am looking forward to hearing from you.

Yours sincerely,



Edward Skowranska  
eddysko99@geemail.com  
(95) 714 00 01

## TEXT 24

## WHAT A GAME!

It was a warm Saturday evening of April, with 21°C outside. The atmosphere at the stadium was amazing besides the weather. All the tickets were sold out. Waterloo Stadium was ready to host the cup final game. Waterloo was the home team.

The Waterloo team started the game badly, so they conceded a goal in the 21<sup>st</sup> minute of the game. Therefore, the Waterloo team players got demoralized, and the fans felt disappointed. Meanwhile, the Waterloo coach was following the game carefully and discussing it with his assistants. He noticed the weaknesses. First, he changed the tactic. The footballers managed to carry out the fresh tactics successfully. The fans did not quit cheering for their team. They kept shouting chants. They were trying to push the team. Everyone was working hard. The coach made effective substitutions. The game clock was running fast. The footballers kept fighting as well. In the end, the goals came for Waterloo, and they won the game together with the cup. It was a breathtaking game of football and will remain unforgettable to me.



## TEXT 25

For millions of vehicles manufactured, for generating electricity, for heating and cooling, and for other industrial needs, humans have long been dependent on fossil fuels as the source of energy. Almost 90% of the energy used in the world is from oil, coal, and gas, which are fossil fuels. What is worrying about these fuels is that they are not eco-friendly and sustainable.

Being on the verge of running out and being harmful to the planet, fossil fuels need alternatives. Furthermore, unlike fossil fuels, these energy sources have to be renewable and eco-friendly. They have to be renewable; otherwise, they would not be sustainable. They have to be eco-friendly, or else our planet, which is already suffering from environmental problems, would not be good enough for human, plant, and animal lives.

Alternative energy can be defined as energy sources other than fossil fuels, which are non-renewable. Therefore, eco-friendly and renewable forms of energy such as solar energy, wind energy, hydroelectric energy, ocean energy, geothermal energy, hydrogen energy, and biomass energy come to the fore as common types of alternative energy.



## TEXT 26

## GLOBAL WARMING & CLIMATE CHANGE

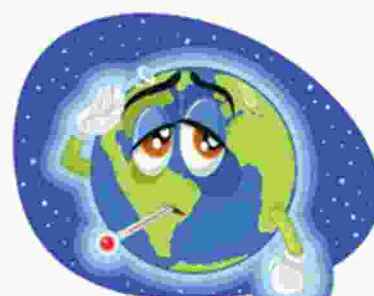
If you type in the words "global" and "climate" while browsing the Internet, the words "warming" and "change" will appear to complete them. This is about the home truth of our planet: environmental problems.

Although global warming and climate change seem to be the major threats to the planet Earth, they are the effects of many other major environmental problems and are related to one another. Greenhouse gases, which come mainly from fossil fuels and automobile emissions, are the main causes for global warming and climate change. Deforestation, solid waste management, and water pollution are also some other major environmental problems.

World-wide organizations, scientific commissions, non-governmental organizations, and government bodies have been working hard to cope with environmental problems at a macro level. The Kyoto Protocol and Paris Climate Agreement, which mainly focus on reducing carbon emissions, are two examples on a global scale. However, there is a lot more to do at international, national, and local levels. Some of the most common solutions to environmental problems are as follows:

- Reconsidering consumption habits
- Awareness-raising activities
- Avoiding overuse of paper
- Conserving water and electricity
- Replacing disposable items with reusable ones
- Using public transportation

What are your recommendations to "go green"?



## TEXT 27

Compose

To : tulip@municipality.gov

Subject : Complaint about an environmental issue

**a** To Whom It May Concern,

**b** I'm writing to let you know about an environmental problem in my neighborhood.

**c** I hate to tell you that the open-air market causes serious problems for the residents of Tulip Street. At the end of the day, when the market is over, there is a lot of waste and mess left behind. To make matters worse, garbagemen collect the mess the next day. During the night, the residents of the area suffer from the terrible smell and unhealthy mess.

**d** In order to solve this problem, you should first consider sending garbagemen to the area as soon as the market is over, and in the long-term, moving the open-air marketplace to another part of the city.

**e** I expect that you will find a solution to this problem.

**f** Sincerely,

Marina Thomas

Send

A

😊

↗

🗑

## TEXT 28

**refurbishment,**  
(noun): RENOVATION

The refurbishment of something is the operation of deep cleaning it, redecorating it, and renewing it with new equipment or facilities. Repair works can be included in refurbishment. However, refurbishment takes longer than repair works. It ranges from demolishing walls and roofs to relocating sinks and bathtubs.

In electronics, it usually covers deep cleaning and replacement of some parts like mainboards or screens if necessary.

The word refurbishment is linked mostly with the construction industry.

Companies or individuals buy old houses, buildings for low prices and sell them at a profit after the necessary repair. Before making decisions, they surf the webpages of real estate agents or wander around to find a suitable building. These buildings are usually in similar states. The walls need painting, the floors want covering, the gates and fences need repairing, and the roofs want tiling. Then, they work out the budget and buy the building. They hire a team of workers and get them to do the repair. Soon, they have the walls painted, they have the floors covered, get the gates and fences repaired, and they have the roofs tiled. Now, the building is ready for sale. However, not all buildings are for sale after the refurbishment. Some owners may get their buildings refurbished for themselves.

With similar purposes and principles, refurbishment has found favor in the world of technology as well. People or companies may get their devices refurbished either for themselves or for sale. If you want to buy a refurbished item, get it from the reliable brands or stores of the market. Since refurbishing an electronic device involves getting some parts replaced and others repaired, you may need a bit of good luck.

## TEXT 29

"All the News That's Fit to Print"

# The New Daily Times

National Edition  
Sections: NATIONAL, SPORTS, BUSINESS, ARTS, LIFESTYLE, OPINION, LOCAL, WORLD, SPECIAL REPORTS  
Published: 1998  
Subscription: \$12.50

VOL. 100, No. 100  
SATURDAY, SEPTEMBER 10, 2007  
\$3.50

## Maryd follows his skills

Maryd Brook was always interested in repairing things, particularly household appliances. As a child, he dismantled the appliances that were out of use and tried to figure out their systems and mechanics. He went to a vocational school and learned a lot about household appliances. In order to help him make progress, his parents first allowed him to work on broken items, and then had him repair the broken household appliances. This worked a lot. Soon, his skills were noticed by his relatives and neighbors, and they asked him to repair things for them. He acquired repair kits and rented a small room. He soon gained a reputation in town and moved into a bigger shop. In



time, he started to collect and store parts. He focused on refurbishment. More and more people came to his shop to get their screens changed, to have their motherboards replaced, to have their PCs formatted, and to get their household appliances refurbished. He earned a lot of money from his job. He says he's happy through self-fulfillment.

## TEXT 30

- John** There's a lot to do here. If we get all the work done by professionals, we'll have to pay a fortune.
- Tony** That's right. Now, let's see what we can do by ourselves first, and what we need professional help with.
- John** Tom was talking about a friend of his. A handyman. We can make a list and ask Tom to have his friend do the work for us. I think he will charge us less. OK, I think we can replace the door handles and fix the drawers.
- Tony** Yes, that's all we can do. We need to get the walls painted, get the toilet seat fixed, have the faucets replaced, and the railings repaired. I'll text Tom to get them done by his friend.



## TEXT 31

I have just seen this air charger in an advertisement and decided to get one **because** it will ease up charging devices. There are a lot of chargers on the market using similar technologies. **However**, this one has more advantages. **First**, it helps you get rid of the ugly cords around. **Then**, it makes it possible for you to charge your device while it is on the move with you. It uses a very strong antenna to transfer energy to your phone, **so** the charging runs smoothly and effectively. **Finally**, it makes it possible to charge multiple devices at a time, and I find this revolutionary. **Therefore**, it is expected to be one of the leading chargers on the market despite having many other rivals.

## TEXT 32

Most people seek ways of maintaining their household appliances for several reasons. Getting a household appliance refurbished stands as an important alternative.

Firstly, I think that refurbishment helps with the family budget. Since new products are more expensive, getting an item refurbished will help with lowering the costs. In addition, refurbishment is more eco-friendly as it prevents some used parts from going into waste dumps. Another advantage is that some people who have emotional bonds with their belongings maintain that bond thanks to refurbishment.

On the other hand, some people believe that refurbishment is not so helpful with the family budget as it is believed. Newer products come with warranties and consume less electricity. Also, refurbished items are more likely to have malfunctions more often, and this causes waste of time and money as well. Another disadvantage is that refurbished items are more difficult to sell on second-hand shopping websites.

In conclusion, refurbishment is a good alternative for maintaining your products. Despite some disadvantages, if you work with good firms or professionals, you can eliminate risks and help with costs and the environment.

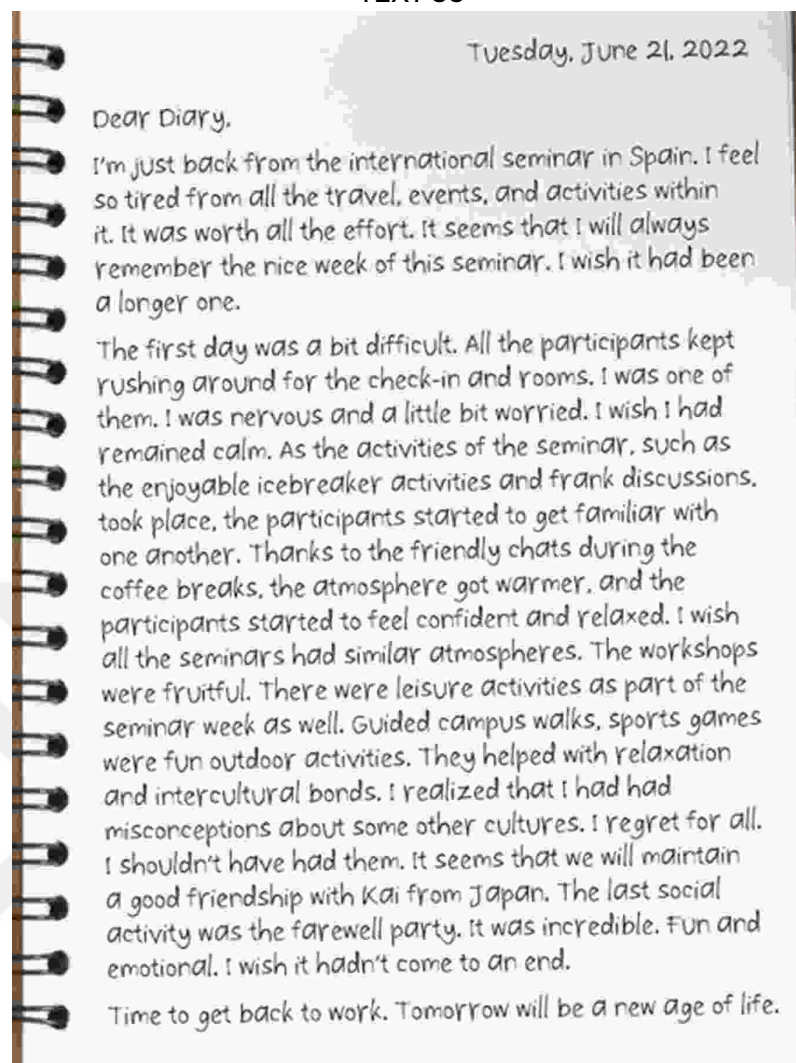
## TEXT 33

Webpages are documents that are accessible through the Net or other networks using an Internet browser. They are created in HyperText Markup Language, which is known as HTML. Webpage visitors may have the purpose of accessing various types of content, from videos to texts, from graphics to pictures. Despite the variety in content, webpages have a lot in common. By entering its URL in **the address bar**, you can access the webpage. If the webpage provides **a search box**, you can search for whatever you need on the webpage you are visiting. **Advertisements** may be placed anywhere on the webpage. **The navigation menu** of a webpage is usually and traditionally located on the left-hand side. **The scroll bar** is to move up and down the page easily. The bottom part of the webpage is **the footer** and has the copyright notice, **the back-to-top button** as well as other important information about the website. Most webpages also give **social share links** so that their content can reach more people via social media.

## TEXT 34

I don't know how to say, but I'm still on the way. You may think that I'll be arriving late, but even a late arrival will not be possible. 'Cause my car's broken down. I've called a mechanic, and I'm waiting. It's boiling hot. **I wish it wasn't, and I wish I were there with you at the wedding.** Buddy, **I'm so sorry. I should've gotten my car serviced timely.** I didn't. Believe me, I was so busy trying to catch the schedule. **I wish I had worked harder and hadn't postponed most of the work till the last day.** You can never know what will happen. **If only I could bring back those days,** I would have tried harder. Buddy, please accept my apologies. For now, **wish you happiness for a lifetime.**

## TEXT 35



## TEXT 36

**Manners** are polite ways of treating other people and behaving in public. In most cases, they are culture-specific, and thus they may mean different things to strangers and cause trouble. To cope with problems of this kind, some believe that schools should offer courses to raise awareness about other cultures, while some think they should be taken for granted.



**People** who believe that schools should offer courses to raise awareness about manners specific to cultures claim that if you know about common manners, you will know what to expect. Therefore, there will be no shocks at all. In addition, knowing culture-specific manners will not only prevent shocks but also disputes. Also, in the long run, good practices will spread sooner, and the world will be a better place.

**Proponents** of the idea that culture-specific manners should be taken for granted believe in respect to diversity. If you run into strange manners in another country, you should not react harshly as they may be different from what you think. If all manners meant the same to everyone, the world would be dull.

**In** conclusion, people have different views on ways of handling culture-specific manners. Awareness and tolerance seem to be two key factors to prevent problems.

## Appendix G

### Speaking Activities in *Notifier English*

#### ACTIVITY 1

Discuss the following questions about your favorite musical instrument.

- 1 What musical instrument do you like best?
- 2 What do you like best about it (design, sound, usability, etc.)?
- 3 Do you know what instrument family (strings, percussion, etc.) it belongs to?

#### ACTIVITY 2

Below are some reasons for people's ringtone choices. Read and discuss if you agree or disagree.

- It's instrument-based. I focus on ringtones with percussion instruments, especially the drums.
- I'm an artist. I need inspiration. I'd rather choose pieces of famous composers as ringtones.
- I prefer soft, lovely tunes as ringtones. They have a soothing effect.
- The piano makes a huge difference. I can say that I like keyboard instruments more than the others.
- I pick soundtracks as my ringtones. It's like traveling back to different movie scenes.
- My choices are genre-based. My favorite one is jazz and when my phone rings, I hear lovely music.

#### ACTIVITY 3

Now, exchange ideas about your music preferences with your classmates as in the dialog. Try to include instruments, artists, tunes, mood, etc.

#### ACTIVITY 4

Now, discuss with your partner and place the following phrases in the table in Part 8.

- |                                      |                                |
|--------------------------------------|--------------------------------|
| 1 She likes jazz more than pop.      | 7 No doubt about it.           |
| 2 I couldn't agree more.             | 8 You are absolutely right.    |
| 3 I'd rather listen to soft rock.    | 9 That's 100% true.            |
| 4 I agree to an extent.              | 10 I don't think so.           |
| 5 I totally disagree.                | 11 I'd say the exact opposite. |
| 6 He would prefer to play the drums. | 12 You have a point there.     |

### ACTIVITY 5

Work in pairs. Discuss and determine where intonation, either rising or falling, occurs in the following sentences.

- |                                                   |                                       |
|---------------------------------------------------|---------------------------------------|
| 1 Would you join the concert?                     | 5 You can play the guitar, can't you? |
| 2 Should we listen to the radio or the playlist?  | 6 What an impressive performance!     |
| 3 If you are sentimental, you will like the song. | 7 Pay attention to the voice!         |
| 4 Do you need a ticket?                           | 8 Who composed that song?             |

### ACTIVITY 6

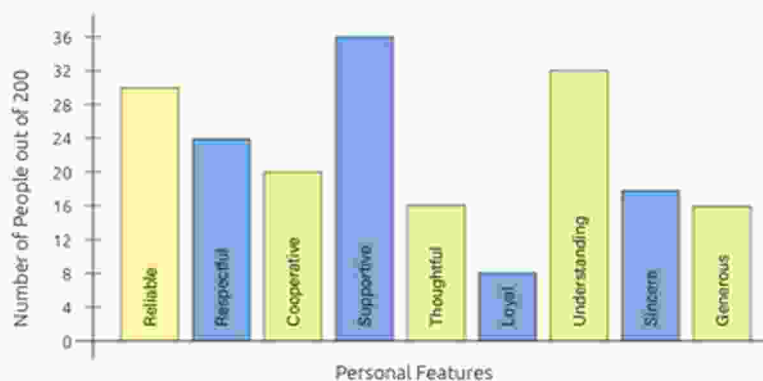
Look at the picture and share your opinions about true friends. How do you think the people in the picture managed to remain friends for such a long time? Discuss.



### ACTIVITY 7

Below is a survey chart which shows how people describe their best friends through one single adjective. Study it and share your inferences and comments as in the example.

**E.g.** Only 8 participants believe that being loyal describes a true friendship, but I believe it is much more important.



## ACTIVITY 8

Think about your favorite friendship. Which of the following do you think is the reason for it? Discuss and if you have other reasons, share with your friends.

- We have a lot in common.
- We get on well for some reason.
- We can understand each other well.
- We support each other well.
- We enjoy our time together.

## ACTIVITY 9

Look at the people in the images and share your impressions about them. Make sentences about their appearances and give reasons as in Part 9.



1



2



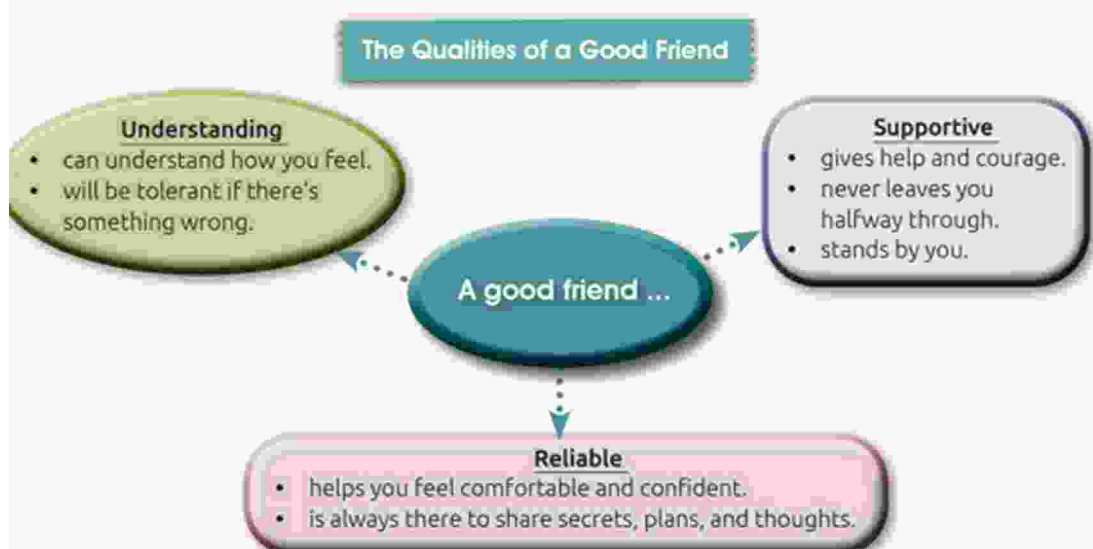
3



4

## ACTIVITY 10

Below is a mind map for the essay in Part 12. In pairs, study it and discuss how it is related to the forum on page 23.



## ACTIVITY 11

What do you think makes a good roommate? Discuss.

## ACTIVITY 12

Work in pairs. Imagine that you and your partner are thinking of being roommates, and you both need to ask and answer questions about each other's personal features. Make a dialog and act it out for your classmates. You can make your notes below.

## ACTIVITY 13

How do you think the pictures below are related to human rights? Discuss.



## ACTIVITY 14

Below are some pictures related to disadvantaged people. In groups, discuss the pictures and try to write a definition for the disadvantaged. Exchange your definitions.



Three kids playing basketball at sand field



A senior man sitting in a wheelchair



A Down syndrome schoolboy sitting at school, playing the piano



A boy drawing water from the well



A box with donation; supporting volunteer bringing a donation box for the homeless woman



A child reading book using candles for lighting

## ACTIVITY 15

Discuss the problems of the disadvantaged people in Part 4. Then, talk about and give examples of the problems of the disadvantaged. Consider age, disabilities, deprivations, poverty, war, etc.

## ACTIVITY 16

Now, work in pairs. Take one of the solutions from the mind map in Part 8, and note down positive and negative points about it as in the example. Then, share your sentences.

E.g. arranging charity events

| Points                                                                                  | Positive | Negative |
|-----------------------------------------------------------------------------------------|----------|----------|
| Charity events, such as matches and concerts can bring together a lot of people easily. | X        |          |
| Charity events draw people's attention to problems.                                     | X        |          |
| Charity events require a lot of effort and planning.                                    |          | X        |

## ACTIVITY 17

Work in groups. Read the sentences below and discuss which statement(s) of the Universal Declaration of Human Rights they are related to. More than one option is possible.

|                |                                                                                                 |
|----------------|-------------------------------------------------------------------------------------------------|
| <b>Maurice</b> | I hate it when someone shares my photos on social media without my permission.                  |
| <b>Jacob</b>   | Women are not allowed to have a driver's license in some countries.                             |
| <b>Mel</b>     | She may be my close friend, but she cannot read the messages on my mobile phone!                |
| <b>Sari</b>    | The boss sometimes asks us to work online even when we are off.                                 |
| <b>Salah</b>   | There are not enough facilities for the disabled on campus.                                     |
| <b>Gabi</b>    | Some athletes speak out against others at flash interviews after games.                         |
| <b>Nando</b>   | The coach shouldn't have tried to dishonor the time-honored rival club at the press conference. |
| <b>Tom</b>     | Anyone, even officials, cannot enter your apartment unless you allow them to.                   |
| <b>Kim</b>     | She has been blamed for bribery in the media, but no trials have taken place yet.               |
| <b>Alice</b>   | The police have found that the company has not provided the workers with insurance.             |

## ACTIVITY 18

Now, in your groups, choose at least two of the problems in Part 13 and make suggestions to improve the situations as on the forums in Part 7.

## ACTIVITY 19

Below are the mottoes used by some of the people in Part 13. In pairs, discuss whose they are.



## ACTIVITY 20

What do you think these people are doing? Consider the following and discuss.

- a Isolation from the real environment
- b Interaction with an artificial environment



## ACTIVITY 21

Imagine that the sentences about virtual reality below, either for or against, are your views. Try to justify them. Benefit from the reading text in Part 4 and the supplementary video below.



Scan/Click the QR code for the supplementary video presentation.

**Statement** Virtual reality is overrated.

**Statement** Virtual reality is not overrated.

**Statement** It is likely that most people will have access to virtual reality.

**Statement** It is not likely that most people will have access to virtual reality.

**Statement** Virtual reality will dominate the future.

**Statement** Virtual reality cannot dominate the future.

## ACTIVITY 22

Now, you will hear statements from an interlocutor. Imagine that you are having a debate with him over virtual reality. Upon hearing the statements, oppose them by using your notes.

## ACTIVITY 23

Now, make notes about your predictions and plans based on the following situations/events and tell them to your friends.



Scan/Click the QR code for the supplementary video presentation.

| The Current Situation/Event                              | The Prediction/Plan |
|----------------------------------------------------------|---------------------|
| 1 Fewer people are growing vegetables these days.        |                     |
| 2 Entrepreneurship is becoming a more important skill.   |                     |
| 3 Fast-food chains are appearing more in advertisements. |                     |
| 4 World's oil reserves are running out.                  |                     |
| 5 More and more jobs are requiring fluent English.       |                     |

## ACTIVITY 24

Below are some predictions about the future. Express your level of certainty or uncertainty by placing the phrases given at the beginning of the sentences.

Phrases in speech bubbles:

- I am absolutely sure that
- I have no doubt that
- I'm quite sure that
- I'm positive that
- I don't think that
- I'm not sure that
- I doubt that
- There is some doubt in my mind that

- \_\_\_\_\_ most mobile devices have pens. I think pencils and pens will be a thing of the past.
- \_\_\_\_\_ texting will be a more common form of communication than face-to-face communication.
- \_\_\_\_\_ history repeats itself. Just like the acoustic gramophone, many items will come back in updated forms.
- \_\_\_\_\_ wearable technologies will dominate the near future.
- \_\_\_\_\_ most people will have the chance for space travel.

## ACTIVITY 25

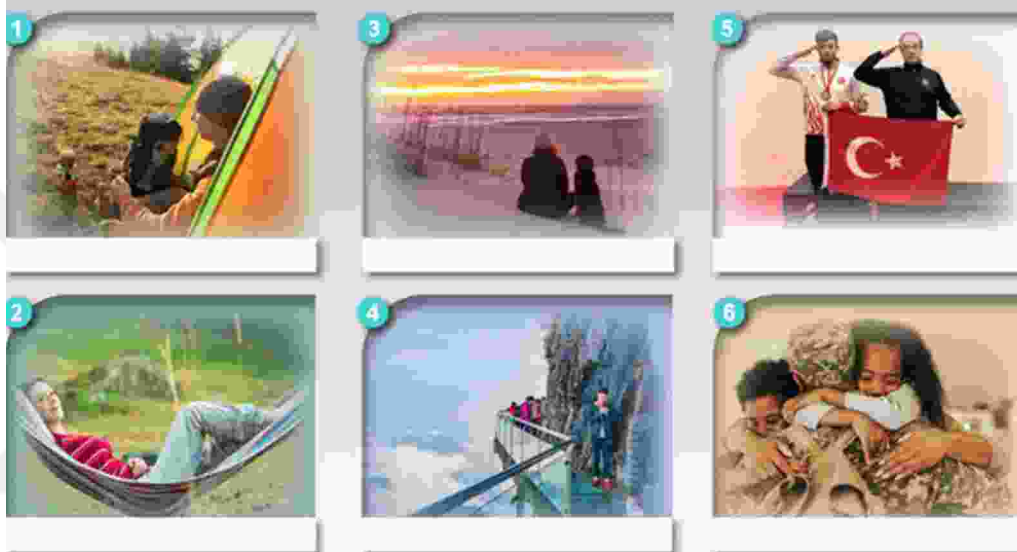
Have you ever experienced any of the cyber crimes mentioned? If yes, tell your friends about it.

## ACTIVITY 26

In what way do you think cyber games may be of help? Discuss.

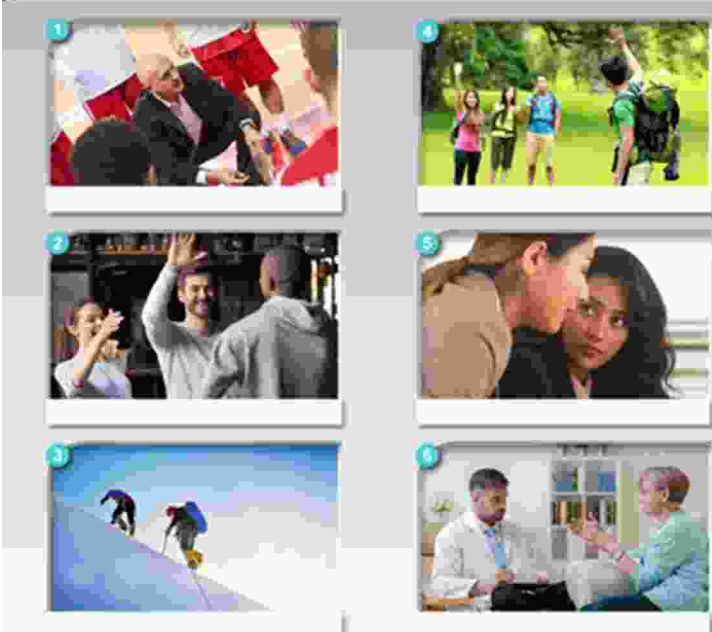
## ACTIVITY 27

Discuss the moods of the people in the pictures.



## ACTIVITY 28

Imagine that you have the following flashcards for the same audition for inspiration. How would you comment on them in terms of moods?



## ACTIVITY 29

Now, imagine that you are at the audition and have been asked to voice at least two of the people in the pictures in Part 5 using different voice levels and intonation. Use your own phrases. Give feedback to your friends.

## ACTIVITY 30

Read one of the following poems out for your friends. Pay attention to use the tone that goes best with it.



Scan/Click the QR code for the supplementary video presentation.



Oh coy crescent  
do not frown for  
I am ready to  
sacrifice myself for you!  
Please smile  
upon my heroic nation,  
why that anger,  
why that rage?  
If you frown,  
our blood shed for you  
will not be worthy.  
Freedom is the right  
of my nation who  
worships God and  
seeks what is right.

**Mehmet Akif Ersoy**



In winter I get up at night  
And dress by yellow candle-light.  
In summer, quite the other way,  
I have to go to bed by day.

I have to go to bed and see  
The birds still hopping on the tree,  
Or hear the grown-up people's feet  
Still going past me in the street.

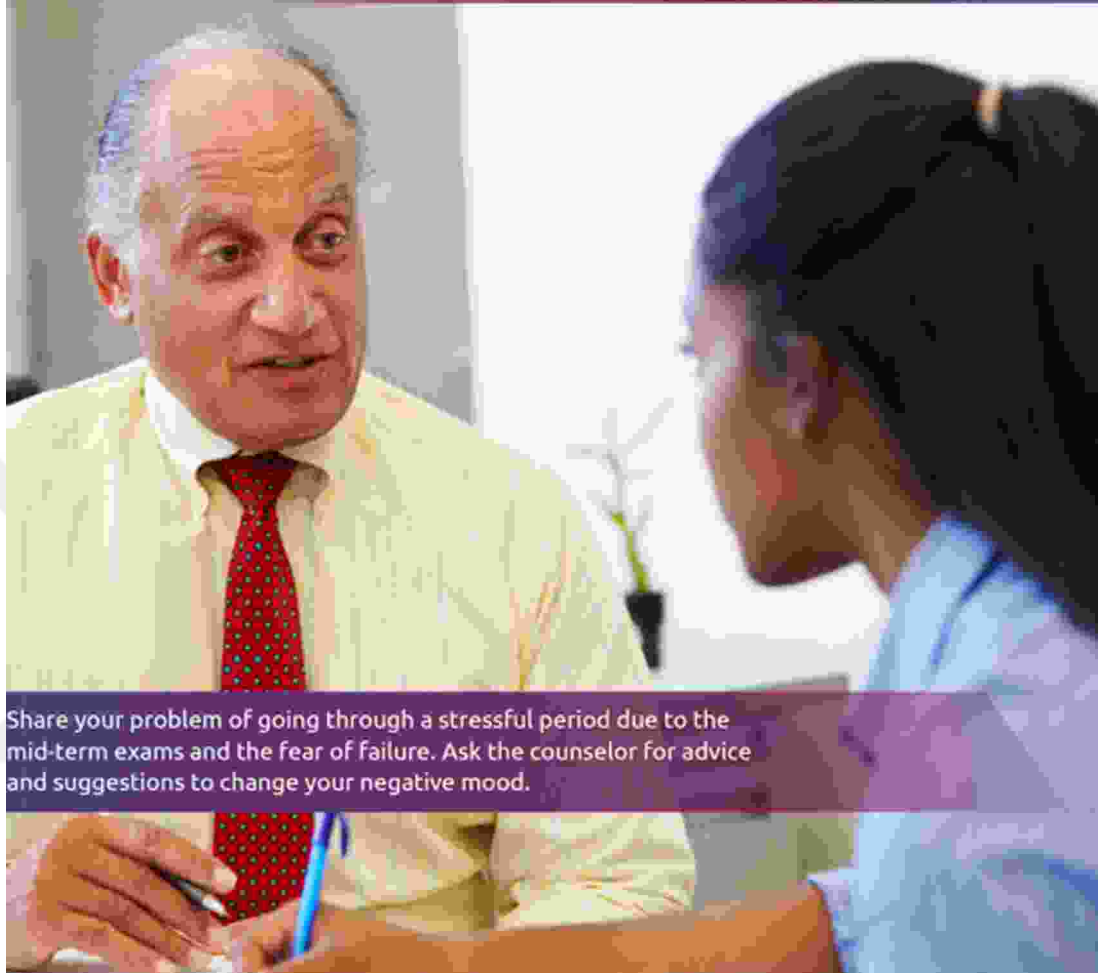
And does it not seem hard to you,  
When all the sky is clear and blue,  
And I should like so much to play,  
To have to go to bed by day?

**Robert Louis Stevenson**

## ACTIVITY 31

Work in pairs. Follow the instructions below to create a dialog as a student and a school counselor. Then, role-play the dialog.

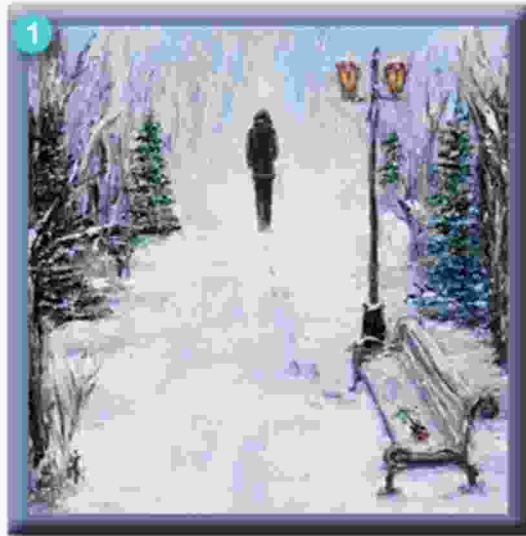
Listen to the student and tell that you understand her/him. Use the text in Part 9 and the texts in Part 10 while giving advice.



Share your problem of going through a stressful period due to the mid-term exams and the fear of failure. Ask the counselor for advice and suggestions to change your negative mood.

## ACTIVITY 32

Choose one of the paintings below and describe your current mood caused by it. Including the answers to the questions given may be of help.



- What do you see in the painting?
- How does it make you feel? What is your current mood?
- What do you associate it with?
- What does it remind you of?

## ACTIVITY 33

Work in pairs. Discuss and determine where the intonation occurs in the following sentences.

- 1 I don't think so.
- 2 She's such a clever student, isn't she?
- 3 It's impossible for me to concentrate.
- 4 It can be true.
- 5 Perhaps, we could go out to take a break.
- 6 I'm not quite sure.
- 7 I felt exhausted because I didn't take a break, didn't I?
- 8 I'm really surprised.

## ACTIVITY 34

Now, discuss which dialogs in Part 1 are formal and which are informal. Write formal or informal into the boxes on the right of the dialogs.

## ACTIVITY 35

Discuss each flier in terms of differences and similarities, and how they emphasize the charity events.

## ACTIVITY 36

How would you caption the following pictures? Use the phrases for asking for favors.



- a I need a favor. Could you please get me a painkiller?
- b Do you mind passing the book?
- c Would it be possible to cover the repair?
- d Do me a favor and help me carry the boxes.

## ACTIVITY 37

When was the last time you asked for a favor? What was it? Work in pairs. Tell your partner about it as in the example. The phrases given could be of help.



Scan/Click the QR code for supplementary video presentation.

**E.g.** I was too tired to do the laundry. I asked my roommate to do it for me. I said, "Do me a favor and do the laundry." He accepted it. He said, "Sure, bro."

- |                      |                       |
|----------------------|-----------------------|
| • help with homework | • give a lift         |
| • prepare a project  | • translate a text    |
| • take the trash out | • share pictures/data |
| • iron a shirt       | • lend the cell phone |

## ACTIVITY 38

Now, choose one of the favors you talked about and act it out for your friends. You can make your notes below.

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## ACTIVITY 39

Below is the paraphrased form of the first part of the news story by a journalist for a magazine. Work in groups. Compare and study the two forms of the story. Discuss the changes in terms of sentence structure, synonyms, and phrases.

Munira Abdulla of the United Arab Emirates was having an ordinary day. Her brother-in-law was driving and they were headed for school to collect Munira's son. Munira and Omar, then only four, were seated at the back of the car. Suddenly, Munira hugged Omar tightly as she realized that they were about to crash into a bus.

Unfortunately, a terrible accident took place. Omar got over it with almost no problems while Munira was seriously injured. Ms. Abdulla was hospitalized, and then taken to London. Her state was declared as vegetative state. She couldn't react to anything or move but was able to sense pain. Then, she was taken back to Al Ain of the UAE and moved to various medical facilities. She survived thanks to tube feeding.

## ACTIVITY 40

Now, consider the questions in Part 10 to create the content of a news story you have read or heard about, using the empty slides below. Then, make a presentation about it.

The image shows six empty arrow-shaped slides arranged in a 3x2 grid. Each slide has a different color and a number in a small triangle at the bottom right corner. The slides are numbered 1 through 6. Slide 1 is light blue, slide 2 is light green, slide 3 is light grey, slide 4 is light purple, slide 5 is light pink, and slide 6 is light grey. Each slide has several horizontal lines for writing.

## ACTIVITY 41

Now, consider all the factors while narrating past events throughout the theme content and narrate events of your choice for the class.

## ACTIVITY 42

Imagine that you are talking to the mayor of your hometown. What environmental problems would you complain about, and what solutions would you offer? Work in pairs, make notes, and share with the class. You can refer to the text in Part 7 and the media communications in Part 8.



Scan/Click the QR code for supplementary video presentation.

A large empty rectangular box with a light grey border and several horizontal lines for writing, intended for students to take notes.

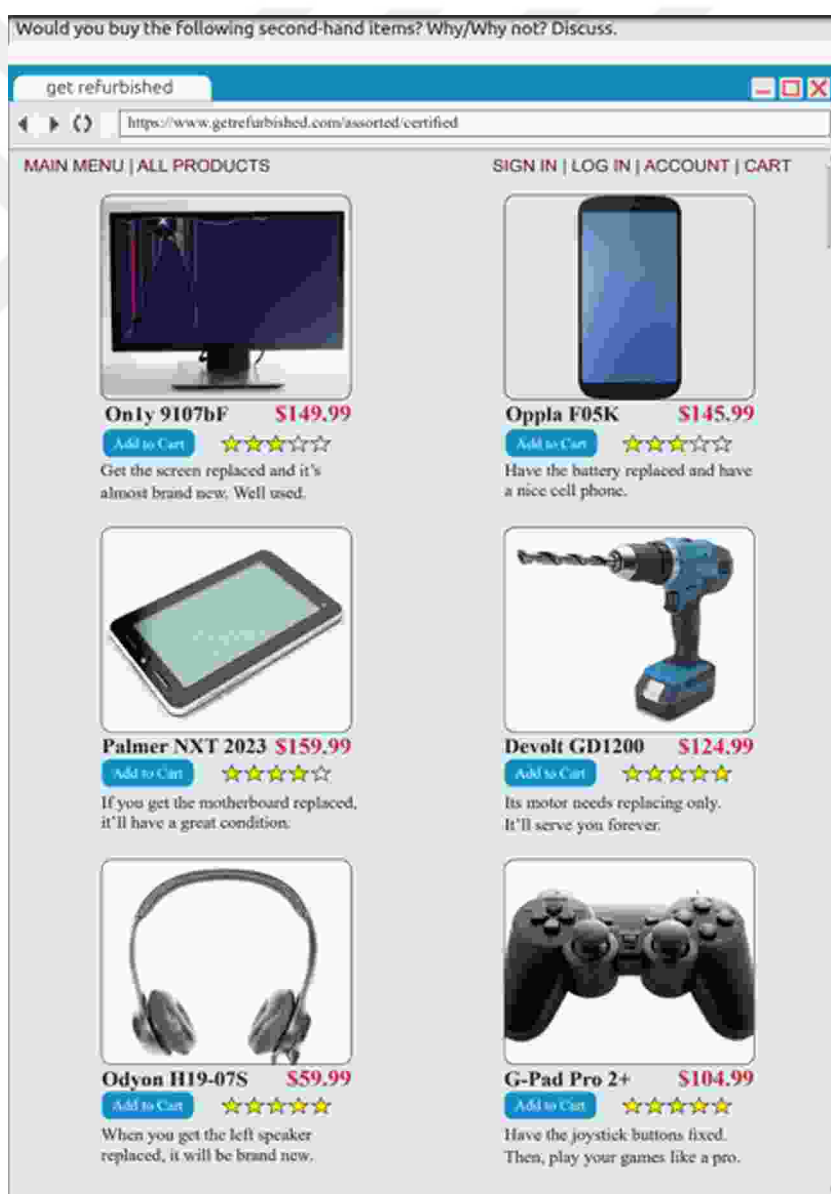
## ACTIVITY 43

**4** Work in pairs. Discuss and determine where the intonation occurs in the following sentences.

- 1 What is your name?
- 2 Good evening!
- 3 Did you hear what happened?
- 4 I'm sure you will find a solution.
- 5 I don't think I will come to the party.

## ACTIVITY 44

Would you buy the following second-hand items? Why/Why not? Discuss.



| Item            | Price    | Condition/Notes                                                    |
|-----------------|----------|--------------------------------------------------------------------|
| Only 9107bF     | \$149.99 | Get the screen replaced and it's almost brand new. Well used.      |
| Oppla F05K      | \$145.99 | Have the battery replaced and have a nice cell phone.              |
| Palmer NXT 2023 | \$159.99 | If you get the motherboard replaced, it'll have a great condition. |
| Devolt GD1200   | \$124.99 | Its motor needs replacing only. It'll serve you forever.           |
| Odyon H19-07S   | \$59.99  | When you get the left speaker replaced, it will be brand new.      |
| G-Pad Pro 2+    | \$104.99 | Have the joystick buttons fixed. Then, play your games like a pro. |

## ACTIVITY 45

Watch the video about technological developments and discuss the main idea of it.

## ACTIVITY 46

Listen to your classmates' descriptions of hi-tech products and exchange ideas and feelings about them. Try to use phrases of surprise, happiness, interest, or indifference as in Part 3 and from the box below.

|                  |                          |                       |
|------------------|--------------------------|-----------------------|
| Yippee!          | Wow!                     | That's incredible!    |
| Lovely!          | It doesn't matter to me. | Really!               |
| You are kidding! | I'm mad about it.        | I couldn't care less. |

## ACTIVITY 47

Discuss how technological devices/innovations affect social life. Consider the following.

- |                              |                                |
|------------------------------|--------------------------------|
| 1 Texting                    | 5 Place and time of work       |
| 2 Face-to-face communication | 6 Saving time                  |
| 3 Easier communication       | 7 Distraction from the context |
| 4 Social media interactions  | 8 Your choice                  |

## ACTIVITY 48

Now, walk around asking the interview questions to your classmates. Take notes and once you are finished, discuss the points that you think are interesting.

## ACTIVITY 49

What do you think the people in the pictures wish? Discuss.



## ACTIVITY 50

You will hear Mostapha Sare, a footballer, talking about an incident in a game of football. Listen and write as many phrases as you can related to wishes, regrets, and apologies. Then, discuss your answers.

TAPESCRIPT 10.1




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## ACTIVITY 51

Think about an incident in your life that required expressing apologies, regrets, and wishes. Share them with the class. Make your notes here.



Scan/Click the QR code for supplementary video presentation.

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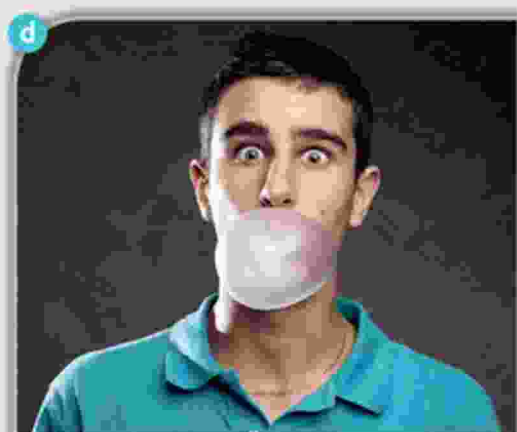
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## ACTIVITY 52

Look at the pictures. Discuss the manners considering different cultures.



Scan/Click the QR code for supplementary video presentation.



## Appendix H

### Writing Activities in *Notifier English*

#### ACTIVITY 1

Scarlett and Gary's dialog in Part 8 is based on the posts in Part 7. Take a quick look at the posts again and find out who you agree and disagree with. Share your opinions and preferences about music with your classmates. Use the phrases from Part 8.

**E.g.** Stallion thinks that music and mood affect one another. I agree to a large extent because I feel the same about music and mood. When I need to rest my head, I listen to relaxing instrumentals, or if I need concentration, I listen to my favorite soundtracks about motivation. It works.

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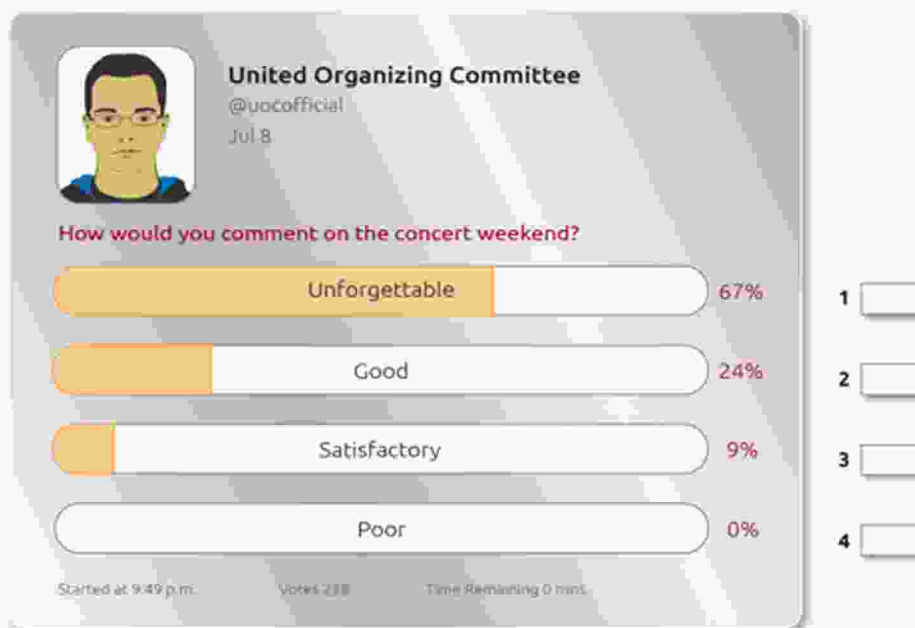
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#### ACTIVITY 2

Work in pairs. Study the results table of the survey given and answer the questions.



- 1 Who gave the survey?  
\_\_\_\_\_
- 2 What is the survey question?  
\_\_\_\_\_
- 3 What is the number of the participants?  
\_\_\_\_\_
- 4 What is the most important result?  
\_\_\_\_\_

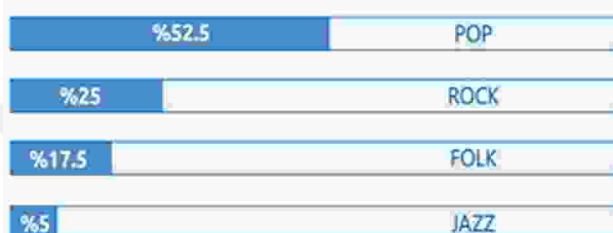
### ACTIVITY 3

Imagine that the table below shows the survey results of your classmates' music preferences. Study it and write a survey report as the one given in Part 14. Alternatively, walk around the class asking the given survey question to your friends, create your survey result bars, and write a report.

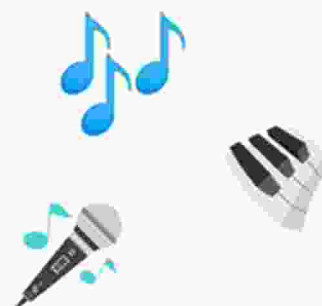


Scan/Click the QR code for supplementary video presentation.

What is your favorite genre of music?



Votes: 40




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### ACTIVITY 4

Look at the people in the images and share your impressions about them. Make sentences about their appearances and give reasons as in Part 9.



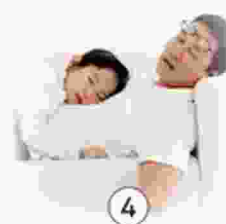
①



②



③



④

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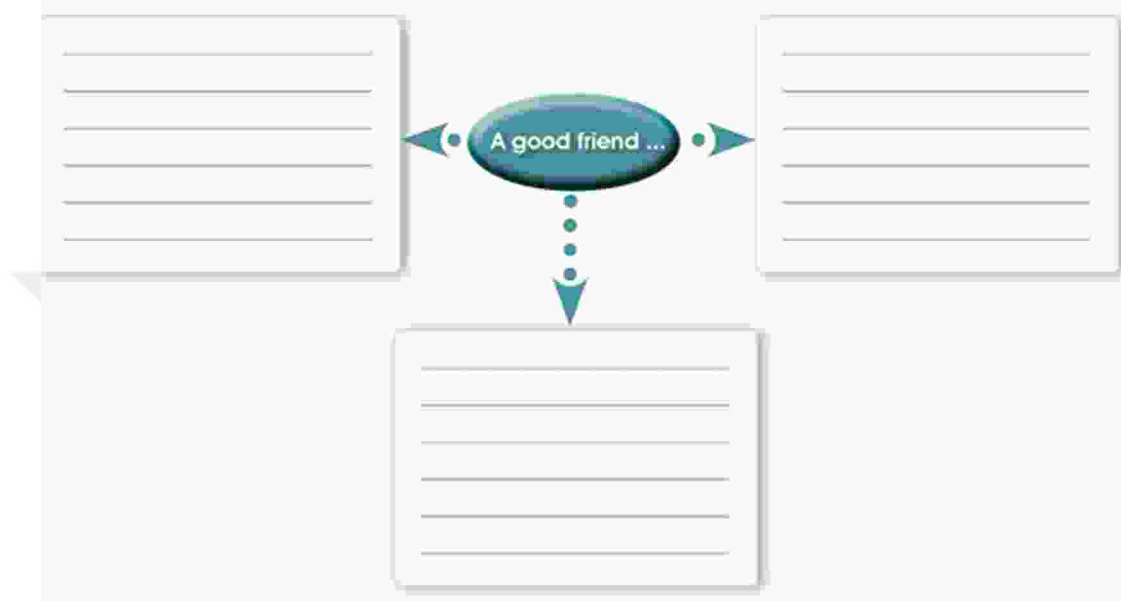
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## ACTIVITY 5

Fill in the mind map with short notes related to an opinion essay on the qualities of a good friend as in Part 12. You can use the forum notes on page 23 for personal qualities and reasons.



## ACTIVITY 6

Now, use your mind map and write an opinion essay on the qualities of a good friend as in Part 12.



Scan/Click the QR code for supplementary video presentation.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

### ACTIVITY 7

Work in pairs. Imagine that you and your partner are thinking of being roommates, and you both need to ask and answer questions about each other's personal features. Make a dialog and act it out for your classmates. You can make your notes below.

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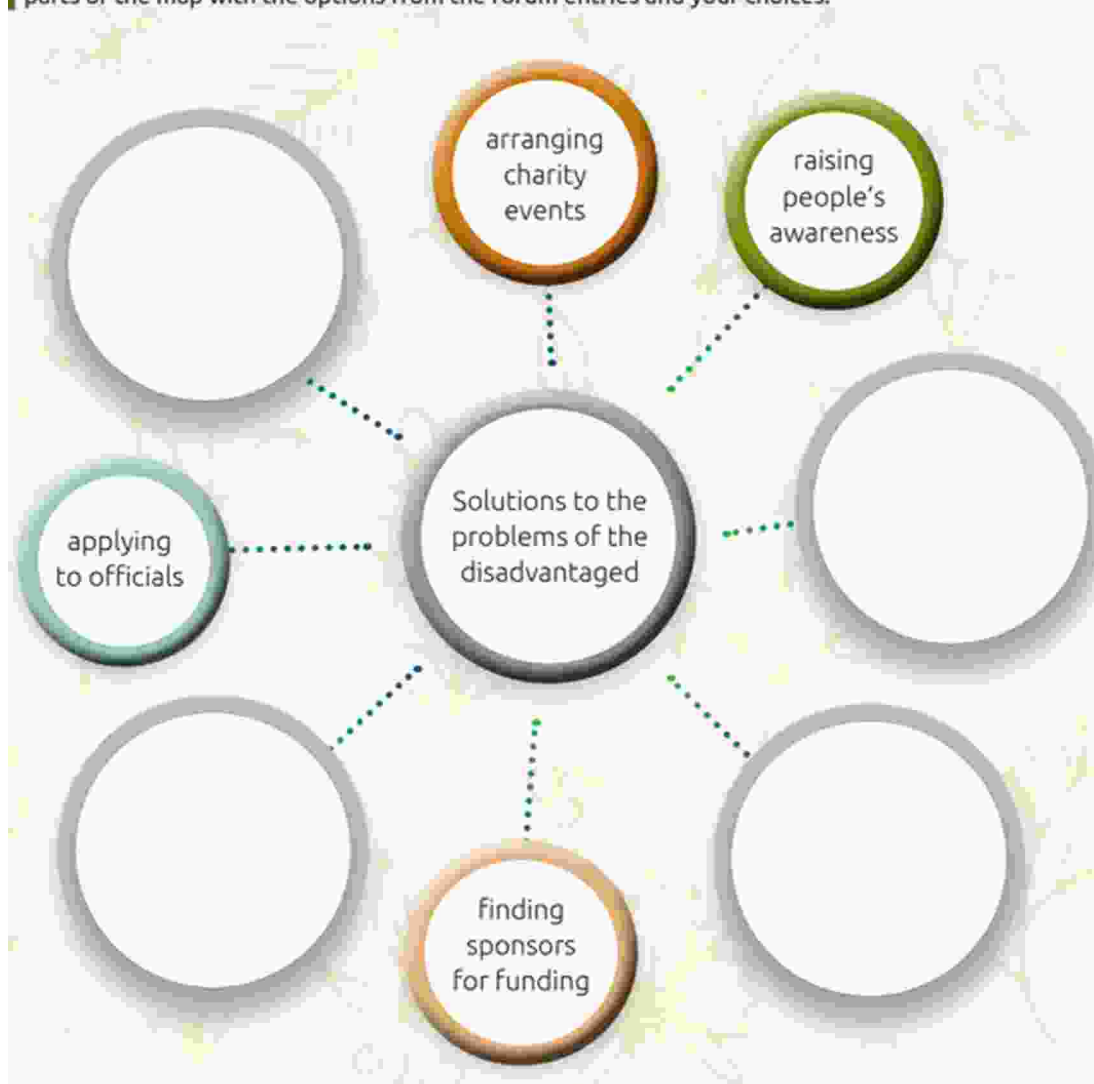
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### ACTIVITY 8

Below are some solutions to the problems of the disadvantaged. Study them and fill in the missing parts of the map with the options from the forum entries and your choices.



### ACTIVITY 9

Now, work in pairs. Take one of the solutions from the mind map in Part 8, and note down positive and negative points about it as in the example. Then, share your sentences.

E.g. arranging charity events

| Points                                                                                  | Positive | Negative |
|-----------------------------------------------------------------------------------------|----------|----------|
| Charity events, such as matches and concerts can bring together a lot of people easily. | X        |          |
| Charity events draw people's attention to problems.                                     | X        |          |
| Charity events require a lot of effort and planning.                                    |          | X        |

### ACTIVITY 10

Now, write a variation of the essay in Part 10. Choose one of the solutions in the mind map in Part 8. Note down the positive and negative points as in Part 9. Remember to cover your points as the topic sentences for the body paragraphs. Make your notes here.

| Points | Positive | Negative |
|--------|----------|----------|
|        |          |          |

### ACTIVITY 11

Now, choose at least two of the situations in Part 13 and write mottoes about them.



Scan/Click the QR code for the supplementary video presentation.

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### ACTIVITY 14

Imagine that you have been asked to write a cyber game scenario by your company. Make notes in the following frames and write the full text.

|                                                 |                            |
|-------------------------------------------------|----------------------------|
| <p>Title of the game</p>                        | <p>The target audience</p> |
| <p>Steps/Main actions</p>                       | <p>Type of the game</p>    |
| <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> |                            |

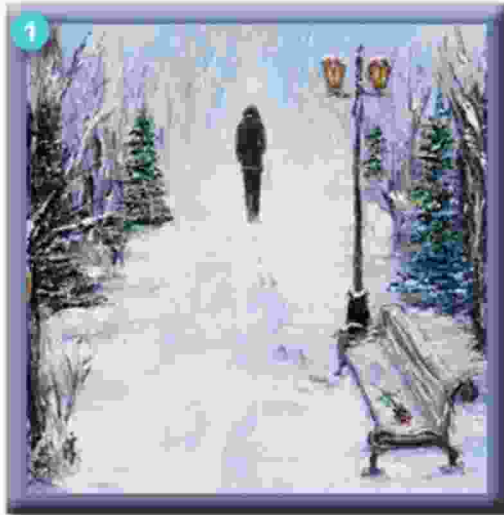
### ACTIVITY 15

What do you do to get over the problem when you are going through stress or painful feelings? List and share with your friends.

|                                                 |
|-------------------------------------------------|
| <p></p> <p></p> <p></p> <p></p> <p></p> <p></p> |
|-------------------------------------------------|

### ACTIVITY 16

Choose one of the paintings below and describe your current mood caused by it. Including the answers to the questions given may be of help.



- What do you see in the painting?
- How does it make you feel? What is your current mood?
- What do you associate it with?
- What does it remind you of?

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### ACTIVITY 17

Design a flier for a charity event. Include the event, venue, and time as parts of the announcement texts as the ones in Part 5.

### ACTIVITY 18

Imagine that the people in the dialogs made the following requests. How would you accept or decline them? Consider being formal or informal. Make notes and share your answers with classmates.



Scan/Click the QR code for supplementary video presentation.

**Your roommate** I'm out for shopping. Can you do the laundry for me?

**You** \_\_\_\_\_

**Receptionist** Could you please take time to answer our survey questions?

**You** \_\_\_\_\_

**A friend** Can you look after my goldfish for the weekend? I'll be away.

**You** \_\_\_\_\_

**Tour guide** Would you please rate our service if you go online?

**You** \_\_\_\_\_

## ACTIVITY 19

Look at the scholarship announcements below and write a scholarship application letter for one of them. Include the letter parts in Part 14.



**University of Glasgow**

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**FOUNDATION PROGRAM SPECIFIC SCHOLARSHIPS**

2 Meritorious applicants per program  
Apply by 15<sup>th</sup> June, 2023

**SCHOLARSHIPS FOR ARTISTS OF THE FUTURE**

High school students with artistic skills at painting and music will be awarded and supported throughout college education.

Please visit:  
<https://artscholars.com/>

**SON OF THE WIND FOUNDATION OFFERS YEARLY SCHOLARSHIPS**

for  
50 talented athletes  
**\$15,000 per year**  
for further details visit:  
<http://sonofthewind.org/>

**SCHOLARSHIPS AVAILABLE**

Government Funded

500 students to meet the scholarship terms will be supported throughout college education

Apply on:  
<http://government.gov/>

## ACTIVITY 20

Now, make the table of a news story you know or a past experience as in Part 2. Then, put it down in a text. Include the setting details and actions of the people involved.



Scan/Click the QR code for supplementary video presentation.

| THE SETTING DETAILS          |  |  |  |
|------------------------------|--|--|--|
|                              |  |  |  |
| THE PEOPLE AND THEIR ACTIONS |  |  |  |
|                              |  |  |  |
|                              |  |  |  |

## ACTIVITY 21

Work in groups. Paraphrase the rest part of the news story in Part 7. Share your text with the class and discuss the changes.



Scan/Click the QR code for supplementary video presentation.

In 2017, thanks to a grant by a government body of Abu Dhabi, she was transferred to Germany, where she underwent a number of surgeries and was given medication to improve her state. One day, Omar heard her making strange sounds and told it to doctors. According to doctors, everything was normal. 3 days later, Omar woke up to the sound of someone calling his name and verses from the Quran. Omar was flying with joy. It was the moment of his dreams. Ever since that day, Munira has been going through a rapid recovery. She can now join family life and still works hard to get healthier.

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## ACTIVITY 22

Now, work in groups. Write a short summary of the text in Part 2 and read it out for your friends. Once the groups have finished sharing their summaries, vote for the best summary and give the winner a round of applause.

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## ACTIVITY 23

**5** Work in pairs. In the spaces provided, write your opinions on the usage of alternative energy in the future. Use the infographics for further details.

| TODAY                                                                |                                                                                 | <<PREVIOUS   NEXT>> |
|----------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------|
| Xavier                                                               | Is alternative energy a must?                                                   | 58m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |
| Yuliya                                                               | Definitely. Fossil fuels are finite. It is not a choice. It is the only option. | 56m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |
| You                                                                  |                                                                                 | 51m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |
| TODAY                                                                |                                                                                 | <<PREVIOUS   NEXT>> |
| Alice                                                                | How is alternative energy related to eco-systems?                               | 42m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |
| Pure                                                                 | Types of alternative energy are eco-friendly.                                   | 38m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |
| Cooper                                                               | Fossil fuels cause deadly pollution, renewables do not.                         | 38m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |
| You                                                                  |                                                                                 | 35m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |
| TODAY                                                                |                                                                                 | <<PREVIOUS   NEXT>> |
| Erin                                                                 | What about the cost issues?                                                     | 28m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |
| Felicity                                                             | Some types are currently more expensive, but we have no other way out.          | 23m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |
| You                                                                  |                                                                                 | 20m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |
| TODAY                                                                |                                                                                 | <<PREVIOUS   NEXT>> |
| Hanna                                                                | What are other challenges in practice?                                          | 18m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |
| Igor                                                                 | Staff matters could be challenging.                                             | 16m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |
| You                                                                  |                                                                                 | 14m ago             |
| <a href="#">QUOTE</a>   <a href="#">REPLY</a>   <a href="#">LIKE</a> |                                                                                 |                     |

## ACTIVITY 24

Now, write an email to the local authority to make a complaint about an environmental problem and offer a solution, as the one given in Part 10.

Compose ↑ ↓ ×

To :

Subject :

Send

A
😊
↗
🗑

## ACTIVITY 25

Read the dialog between John and Tony. Then, write the message to Tom asking him to have things done for them.



Scan/Click the QR code for supplementary video presentation.

**John** There's a lot to do here. If we get all the work done by professionals, we'll have to pay a fortune.

**Tony** That's right. Now, let's see what we can do by ourselves first, and what we need professional help with.

**John** Tom was talking about a friend of his. A handyman. We can make a list and ask Tom to have his friend do the work for us. I think he will charge us less. OK, I think we can replace the door handles and fix the drawers.

**Tony** Yes, that's all we can do. We need to get the walls painted, get the toilet seat fixed, have the faucets replaced, and the railings repaired. I'll text Tom to get them done by his friend.



< Messages

Tom

More

Hi, Tom. We need a favor. You were talking about a handyman the other day. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## ACTIVITY 26

In a paragraph, describe a hi-tech product as in Part 10. Include linking words.

[illegible]

## ACTIVITY 27

Work in groups. Imagine that you are going to interview a sociologist about the influences of technology on social life and write as many questions as possible for the interview.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has rounded corners on the left side and a small tab on the right edge.

## ACTIVITY 28

Write notes for the following situations. Express your apologies, regrets, and wishes to the people mentioned.

- a** Due to an unstable connection, you missed an online meeting. Write about it to your teacher.

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- b** Because of missing the bus, you couldn't make it to your friend's birthday. Write about it to your friend.

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## ACTIVITY 29

In an informal letter to one of your friends, write about one of your experiences. Describe the events and how they made you feel as covered in the diary in Part 8.

## Appendix I

### Approval Form

Date 2024-06-05 13:48

Summary Headers

Merhaba Esra hocam,

Bahsettiğiniz ölçme araçlarını kullanmanızda hiçbir sakınca yoktur. Çalışmalarınızda başarılar dilerim.

Saygılar, Hande.

Hande Hocam Merhaba,

Ben Bilkent Üniversitesi Eğitim Bilimleri Bölümü Eğitim Programları ve Öğretimi alanında yüksek lisans yapmaktayım. Tez çalışmam kapsamında sizin kendi tezinizde kullandığınız; "Specification Forms and Tables", "CEFR Content Analysis Grid for Listening & Reading" ve "CEFR Content Analysis Grid for Speaking & Writing" araçlarını izninizle kullanmak istiyorum. Tezimde size uygun şekilde atıf yapacağım. Ayrıca tezimde sizin izniniz dahilinde ölçme araçlarını kullandığımı belirten yazınızı da tezimin ekler bölümüne koyacağım. Tez çalışmamı başarıyla tamamlayabilmek adına vereceğiniz izin benim için büyük önem arz etmektedir. Yardım ve desteğiniz için çok teşekkür ederim.

Saygılar sunarım

Esra Kulaklı  
Yüksek Lisans Öğrencisi  
Bilkent Üniversitesi  
Eğitim Bilimleri Enstitüsü