

ZEYNEP YILDIZ

2024

A QUALITATIVE CONTENT ANALYSIS OF WRITING TASKS IN EFL HIGH
SCHOOL TEXTBOOKS: EXPLORING INTERCULTURAL COMMUNICATIVE
COMPETENCE

ZEYNEP YILDIZ

A THESIS SUBMITTED

FOR

THE DEGREE OF MASTER OF ARTS

IN

TEACHING ENGLISH AS A FOREIGN LANGUAGE

İHSAN DOĞRAMACI BILKENT UNIVERSITY

ANKARA

SEPTEMBER 2024

A Qualitative Analysis of Writing Tasks in EFL High School Textbooks: Exploring
Intercultural Communicative Competence

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Zeynep Yıldız

In Partial Fulfilment of the Requirements for the Degree of

Master of Arts

in

Teaching English as a Foreign Language

The Department of English Language Teaching

Ankara

September 2024

İHSAN DOĞRAMACI BILKENT UNIVERSITY

GRADUATE SCHOOL OF EDUCATION

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Zeynep Yıldız

September 2024

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Asst. Prof. Dr. Necmi Akşit (Advisor)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Asst. Prof. Dr. Tijen Akşit (Examining Committee Member)

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Teaching English as a Foreign Language.

Assoc. Prof. Dr. Elif Tokdemir Demirel, Kırıkkale University (Examining
Committee Member)

Approval of the Graduate School of Education

Prof. Dr. Alipaşa Ayas (Director)

ABSTRACT

A Qualitative Analysis of Writing Tasks in EFL High School Textbooks: Exploring Intercultural Communicative Competence

Zeynep Yıldız

MA in Teaching English as a Foreign Language

Advisor: Asst. Prof. Dr. Necmi Akşit

September 2024

The study explores to what extent writing tasks in EFL high school textbooks in Türkiye provide a platform for developing Intercultural Communicative Competence (ICC) as conceptualized by Byram (2021). Through a qualitative content analysis, four textbooks—*Uplift* (Grade 9), *Count Me In* (Grade 10), *Spice Up* (Grade 11), and *Notifier* (Grade 12)—were analyzed using multiple theoretical frameworks. For intercultural competence, Byram's (2021) ICC model, with a focus on the Knowledge domain, was employed. To assess communicative competence, the study applied Van Ek's (1986) model, Halliday's *Language Functions* (1975), Adam's eight Text Types (1985, as cited in Fludernik, 2000), and Bloom's *Revised Taxonomy* (Anderson & Krathwohl, 2001). The findings indicate that while the writing tasks in the textbooks include some elements supporting the development of communicative competence, there are notable gaps in developing intercultural competence. The analysis of writing tasks revealed limited representation of, or exposure to, intercultural contexts, and a need for a more systematic integration of key elements of both communicative competence and intercultural competence across all grade levels. Recommendations are made for curriculum developers and textbook writers to incorporate writing tasks that enhance both communicative competence and intercultural competence for better alignment with the needs of students in a globalized world.

Keywords: Intercultural communicative competence, EFL textbooks, writing tasks, communicative competence, language function, genre, cognitive, revised taxonomy

ÖZET

Yabancı Dil Olarak İngilizce Öğreten Lise Ders Kitaplarındaki Yazma Görevlerinin

İncelenmesi: Kültürlerarası İletişimsel Yeterlik Üzerine Nitel Bir İçerik Analizi

Zeynep Yıldız

Yabancı Dil Olarak İngilizce Öğretimi Yüksek Lisans Programı

Tez Danışmanı: Dr. Öğr. Üyesi Necmi Akşit

Eylül 2024

Bu çalışma, Türkiye’de İngilizceyi yabancı dil olarak öğreten Anadolu liseleri için hazırlanmış ders kitaplarındaki yazma görevlerinin, Byram’ın (2021) kavramsallaştırdığı *Kültürlerarası İletişimsel Yeterlilik* modelini geliştirmeye ne ölçüde katkıda bulunduğunu incelemeyi amaçlamaktadır. Çalışmada, nitel bir içerik analizi yöntemi ile dört ders kitabı—*Uplift* (9. sınıf), *Count Me In* (10. sınıf), *Spice Up* (11. sınıf) ve *Notifier* (12. sınıf) —beraber birden fazla teorik çerçeve kullanılarak incelenmiştir. *Kültürlerarası Yeterliliği* değerlendirmek için Byram’ın (2021) *Kültürlerarası İletişimsel Yeterlilik Modelinin Bilgi* boyutuna odaklanılmıştır. *İletişimsel Yeterliliği* değerlendirmek amacıyla ise Van Ek’in *İletişimsel Yeterlilik* modeli (1986), Halliday’in *Dilin İşlevleri* (1975), *Adam’ın Sekiz Metin Türü* (1985, Fludernik, 2000’de atıfta bulunulmuştur) ve *Bloom’un Revize Edilmiş Taksonomisi* (Anderson & Krathwohl, 2001) kullanılmıştır. Bulgular, ders kitaplarındaki yazma görevlerinin *İletişimsel Yeterliliği* destekleyen bazı unsurlar içerdiğini ancak *Kültürlerarası Yeterliliği* geliştirme konusunda önemli eksiklikler bulunduğunu göstermektedir. Yazma görevlerinin incelenmesi, *kültürlerarası* bağlamların sınırlı bir şekilde temsil edildiğini veya sunulduğunu ortaya çıkarmış ve tüm sınıf seviyelerinde hem iletişimsel hem de kültürlerarası ve iletişimsel yeterliliğin temel unsurlarının tüm sınıf düzeylerinde daha sistematik bir şekilde entegre edilmesi gerektiğini ortaya koymaktadır. Müfredat geliştiricilere ve ders kitabı yazarlarına, öğrencilerin küreselleşen dünyadaki ihtiyaçlarına daha iyi cevap verebilmesi için her iki yeterliliği de geliştiren daha fazla sayıda yazma görevlerinin (writing tasks) ders kitaplarına eklenmesi önerilmektedir.

Anahtar Kelimeler: Kültürlerarası iletişimsel yeterlik, yabancı dil olarak İngilizce, ders kitabı, yazma görevleri, iletişimsel yeterlik

ACKNOWLEDGEMENTS

First, I would like to express my deepest gratitude to my advisor, Asst. Prof. Dr. Necmi Akşit, for his valuable guidance, encouragement, and support throughout the process of writing my thesis. His insightful feedback and expertise have been instrumental in shaping the outcome of this work. This thesis would not have been possible without his guidance and help. Under his mentorship, I acquired a deep understanding of the teaching profession and was able to examine it from various angles. His guidance instilled in me the value of being a lifelong learner, a resilient teacher, a dedicated educator, and a committed researcher.

I am deeply grateful to committee members, Asst. Prof. Dr. Tijen Akşit and Assoc. Prof. Dr. Elif Tokdemir Demirel for their constructive feedback and significant contributions to my thesis. Their guidance and expertise have been valuable.

I would like to extend my heartfelt thanks to all the faculty members of Bilkent University Graduate School of Education.

I would like to dedicate my thesis to my beloved parents and grandparents. I feel incredibly blessed to have you by my side. Your constant support and prayers have been my strongest foundation. I am deeply thankful for everything you have done for me.

I would also like to dedicate my thesis to the bright young generations of the Republic of Türkiye. May they continue to inspire progress, nurture the pursuit of knowledge, and uphold the values of education, learning, language, culture, tradition, innovation, and unity. May they carry the torch of enlightenment forward with wisdom and grace.

TABLE OF CONTENTS

ABSTRACT	iii
ÖZET.....	iv
ACKNOWLEDGEMENTS	v
LIST OF TABLES.....	xii
LIST OF FIGURES	xvi
CHAPTER 1: INTRODUCTION.....	1
Introduction	1
Background	1
Problem	4
Purpose.....	5
Research Questions.....	6
Significance	7
Definition of Key Terms	9
CHAPTER 2: REVIEW OF RELATED LITERATURE	11
Introduction	11
Intercultural Competence	11
Byram's Intercultural Communicative Competence	11
Dimensions of Intercultural (Communicative) Competence.....	13
Attitudes.....	13
Skills.....	14
Critical Cultural Awareness.....	14

Knowledge	15
Interpretation of a Document	16
Byram's Concept of the Knowledge Domain	17
Communicative Competence	18
Hymes' Model.....	19
Canale and Swain's Model	20
Canale's Model	21
Celce-Murcia's Model.....	21
Frameworks as Lenses for Enhancing Communicative Competence.....	22
Halliday's Language Functions	24
Adam's Text Types	25
Bloom's Revised Taxonomy (2001)	26
Studies on Intercultural Communicative Competence Throughout the World.....	29
CHAPTER 3: METHOD	41
Introduction	41
Research Design	41
Context	43
Sampling	44
Methods of Data Collection and Analysis	44
CHAPTER 4: RESULTS	46
Introduction	46
Grade 9 English Language Textbook for Anatolian High Schools	46
Grade 9 Textbook Structure.....	46
Grade 9 Writing Curriculum Objectives	46

Grade 9 Language Functions: Writing	50
Grade 9 Text Types: Writing	53
Grade 9: Communicative Competence in Writing	57
Grade 9: Intercultural Communicative Competence in the Knowledge Domain ..	60
<i>Grade 9: The Means of Achieving Contact with Interlocutors... (Objective b)</i>	<i>61</i>
<i>Grade 9: The National Memories of One's Interlocutor's Country and the</i>	
<i>Perspective on Them from One's Own Country (Objective e)</i>	<i>63</i>
<i>Grade 9: The national definitions of geographical space in one's own country, and</i>	
<i>how these are perceived from the perspective of other countries (Objective f)</i>	<i>65</i>
<i>Grade 9: The national definitions of geographical space in one's interlocutor's</i>	
<i>country and the perspective on them from one's own (Objective g)</i>	<i>67</i>
<i>Grade 9: Social distinctions and their principal markers, in one's own country and</i>	
<i>one's interlocutor's (Objective i)</i>	<i>69</i>
<i>Grade 9: The processes of social interaction in one's interlocutor's country</i>	
<i>(Objective k).....</i>	<i>70</i>
Grade 10 English Language Textbook for Anatolian High Schools	71
Grade 10 Textbook Structure.....	71
Grade 10: Writing Curriculum Objectives	72
Grade 10: Language Functions	74
Grade 10: Text Types	79
Grade 10: Communicative Competence in Writing	84
Grade 10 Intercultural Competence in the Knowledge Domain.....	86
<i>Grade 10: Social distinctions and their principal markers, in one's own country</i>	<i>87</i>
<i>and one's interlocutor's (Objective i)</i>	<i>87</i>

<i>Grade 10: The processes of social interaction in one's interlocutor's country</i> (Objective k).....	89
<i>Grade 10: The national definitions of geographical space in one's interlocutor's</i> <i>country and the perspective on them from one's own (Objective g)</i>	91
Grade 11 English Language Textbook for Anatolian High Schools	92
Grade 11 Textbook Structure.....	92
Curriculum Objectives: Writing.....	92
Grade 11 Language Functions: Writing	95
Grade 11: Text Types	101
Grade 11: Communicative Competence in Writing.....	107
Grade 11: Intercultural Competence in the Knowledge Domain.....	111
<i>Grade 11: Historical and contemporary relationships between one's own and</i> <i>one's interlocutor's countries (Objective a)</i>	111
<i>Grade 11: The Means of Achieving Contact with Interlocutors... (Objective b)</i>	112
<i>Grade 11: Social distinctions and their principal markers, in one's own country</i>	114
<i>and one's interlocutor's (Objective i)</i>	114
<i>Grade 11: The processes of social interaction in one's interlocutor's country</i> (Objective k).....	117
Grade 12 English Language Textbook for Anatolian High Schools	118
Grade 12 Textbook Structure.....	118
Grade 12: Writing Curriculum Objectives	119
Grade 12: Language Functions	122
Grade 12: Text Types	128
Grade 12: Communicative Competence in Writing.....	134

Grade 12 Intercultural Competence: Knowledge Domain	139
<i>Grade 12: The Means of Achieving Contact with Interlocutors... (Objective b)</i> .	139
<i>Grade 12: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)</i>	142
<i>Grade 12: The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own (Objective g)</i>	143
<i>Grade 12: The institutions, and perceptions of them, which impinge on daily life within one's own and one's interlocutor's country and which conduct and influence relationships between them (Objective j)</i>	144
CHAPTER 5: DISCUSSION	146
Introduction	146
Overview of the Study	146
Discussion of Major Findings	147
Writing Objectives within the Context of Bloom's Revised Taxonomy	147
Language Functions	149
Text Types	151
Communicative Competence	153
Intercultural Communicative Competence	154
Implications for Practice	160
Implications for Further Research	162
Limitations	163
REFERENCES	164
Appendix A	171

Themes: Grade 9 English Language Textbook for Anatolian High Schools	171
Appendix B.....	173
Themes: Grade 10 English Language Textbook for Anatolian High Schools	173
Appendix C.....	174
Themes: Grade 11 English Language Textbook for Anatolian High Schools	174
Appendix D	176
Themes: Grade 12 English Language Textbook for Anatolian High Schools	176
Appendix E.....	177
Main Categories of Byram's (2021) ICC Knowledge Domain Objectives	177
Appendix F	178
Sub-Category (a) of Byram's (2021) ICC Knowledge Domain Objectives	178
Appendix G	179
Distribution of Cognitive Skills Across Grades 9 to 12.....	179
Appendix H	180
Language Functions Across Grades 9 to 12.....	180
Appendix I.....	181
Text Types Grade by Grade	181
Appendix J.....	182
Communicative Competence Across Grades 9 to 12	182

LIST OF TABLES

Table		Page
1	Objectives in the Knowledge Domain	17
2	Adam's Eight Text Types and Speech Acts	26
3	The Cognitive Processes Dimension	27
4	Grade 9 English Language Curriculum: Writing Objectives	47
5	Grade 9 Uplift SB: While-Writing Tasks & Language Functions	50
6	Grade 9 Uplift SB: While-Writing Tasks & Text Types/Genres	54
7	Grade 9 Uplift SB: While-Writing Tasks & Communicative Competence	58
8	Grade 9 Uplift SB: The Means of Achieving Contact with Interlocutors... (Objective b)	61
9	Grade 9 Uplift SB: The National Memories of One's Interlocutor's Country and the Perspective on Them from One's Own Country (Objective e)	64
10	Grade 9 Uplift SB: The national definitions of geographical space in one's own country, and how these are perceived from the perspective of other countries (Objective f)	65
11	Grade 9 Uplift SB: The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own (Objective g)	67

12	Grade 9 Uplift SB: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)	69
13	Grade 9 Uplift SB: the processes of social interaction in one's interlocutor's country. (Objective k)	70
14	Grade 10 English Language: Writing Objectives	72
15	Grade 10 Count Me in SB: While-Writing Tasks & Language Functions	75
16	Grade 10 Count Me in SB: While-Writing Tasks & Text Types	79
17	Grade 10 Count Me in SB: While-Writing Tasks & Communicative Competence	84
18	Grade 10 Count Me in SB: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)	87
19	Grade 10 Count Me in SB: the processes of social interaction in one's interlocutor's country. (Objective k)	90
20	Grade 10 Count Me in SB: The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own (Objective g)	91
21	Grade 11 English Language Curriculum: Writing Objectives	93

22	Grade 11 Spice Up SB: While-Writing Tasks & Language Functions	95
23	Grade 11 Spice Up SB: While-Writing Tasks & Text Types	101
24	Grade 11 Spice Up SB: While-Writing Tasks & Communicative Competence	107
25	Grade 11 Spice Up SB: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective a)	111
26	Grade 11 Spice Up SB: The Means of Achieving Contact with Interlocutors... (Objective b)	113
27	Grade 11 Spice Up SB: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)	114
28	Grade 11 Spice Up SB: the processes of social interaction in one's interlocutor's country. (Objective k)	117
29	Grade 12 English Language Curriculum and Writing Objectives	119
30	Grade 12 Notifier SB: While-Writing Tasks & Language Functions	122
31	Grade 12 Notifier SB: While-Writing Tasks & Text Types	129
32	Grade 12 Notifier SB: While-Writing Tasks & Communicative Competence	134
33	Grade 12 Notifier SB: The Means of Achieving Contact with Interlocutors... (Objective b)	140

34	Grade 12 Notifier SB: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)	142
35	Grade 12 Notifier SB: The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own (Objective g)	143
36	Grade 12 Notifier SB: The institutions, and perceptions of them, that impinge on daily life within one's own and one's interlocutor's country and which conduct and influence relationships between them (Objective j)	145

LIST OF FIGURES

Figure		Page
1	Intercultural Competence and Intercultural Communicative Competence	12
2	Dimensions of Intercultural (Communicative) Competence	13
3	Chronological Evolution of Communicative Competence	19



CHAPTER 1: INTRODUCTION

Introduction

This chapter provides an overview of the study. It begins by discussing the background and theoretical framework underpinning the research. The chapter one outlines the problem statement, purpose, and significance of the study, including the research questions guiding the investigation and definitions of key terms used throughout the research

Background

Language is not only a medium of communication but also a vessel for cultural values and societal norms. It empowers individuals to connect, negotiate, and convey their cultural experiences. While linguistic proficiency is fundamental, effective communication in today's increasingly interconnected world also requires an understanding of cultural nuances and the ability to interact meaningfully with people from diverse backgrounds. This ability is encapsulated in the term *Intercultural Communicative Competence (ICC)* (Byram, 2021).

According to Spitzberg and Changnon (2009), *Intercultural Communication Models* can be categorized into five types: *Compositional*, *Co-Orientational*, *Developmental*, *Adaptational*, and *Causal*. Byram's Model of *Intercultural Competence*, which is *Co-Orientational* in nature, emphasizes understanding, aligning perspectives, and communicating across cultures. It includes four interacting components: *Linguistic Competence*, *Sociolinguistic Competence*, *Discourse Competence*, and *Intercultural Competence*. *Intercultural Competence* itself is composed of *Attitudes*, *Skills*, *Critical Cultural Awareness*, and *Knowledge*. Byram's *Knowledge Domain* encompasses 12 objectives covering areas like historical

relationships, communication, national memories, geographical definitions, socialization, social distinctions, institutions, social interaction, and symbolic competence.

The concept of ICC has evolved alongside a broader understanding of *Communicative Competence* in language education. Early definitions of *Communicative Competence* introduced *Sociolinguistic Competence* (Hymes, 1967, 1972) as a response to the theories of the formal linguist, Noam Chomsky” (Celce-Murcia, 2008, p.42). The ability to use language effectively and appropriately in various contexts has been central to language teaching since the 1970s. Canale and Swain’s Model (1980) added the importance of strategic competence, while Canale’s (1983) model introduced discourse competence. Later, Celce-Murcia et al. (1995) expanded the model with actional competence.

Communicative Competence can also be enhanced through frameworks, such as *Bloom’s Revised Taxonomy* to increase awareness in terms of cognitive demand and communication skills (Anderson & Krathwohl, 2001); Halliday’s (2002) *Language Functions* to ensure representation of a wide variety of *Language Functions* (Halliday, 2002); and Adam’s (Adam, 1985, as cited in Fludernik, 2000) and *Text Types* to ensure exposure to a wide variety of genres.

Several studies have examined ICC integration in language education worldwide and in Türkiye, highlighting the need for better representation of ICC in textbooks and teaching materials. For instance, Gonja and Musaev (2023) found a bias toward Japanese and United States cultures. Similarly, Tian (2022) reviewed the Chinese university Portuguese textbooks and found gaps in communicative methods. Nguyen et al. (2020) observed that English textbooks in Vietnam lacked communicative tasks, focusing on form, which limited the development of

communicative competence. Sterci (2016) highlighted the shortcomings in three Brazilian EFL textbooks, stating they lacked communicative activities.

In China, Jiang (2010) criticized Chinese language textbooks for lacking colloquial language, presenting overly simplistic scenarios, and failing to integrate cultural factors effectively.

In Finland, Aijala (2009) found that writing tasks in the Finnish Upper Secondary School English language coursebook series often emphasized cultural knowledge, though they lacked diversity in task types. Sercu (2000) argued that foreign language textbooks need to be more student-centered to effectively promote intercultural communicative competence among adolescent learners. Sercu found that the intercultural contact situations in textbooks were extremely limited and needed to be less product and target-culture-oriented and more pupil and learning-process-oriented.

In Korea, Cha (1989) examined the Korean junior-high English as a Foreign Language (EFL) textbooks to explore the communicative goals of language learning activities. Cha used Paulston and Bruder's criteria for structural pattern drills (1976) and Littlewood's categories of learning activities (1981). Cha found that textbooks focused heavily on developing students' linguistic competence, offering limited opportunities for moving from controlled practice to learner-centered communicative interaction.

In Türkiye, Çalışkan (2022) found that the local EFL coursebook "Relearn" for 9th graders in Turkish public high schools had a limited number of intercultural activities and lacked cultural elements. Kaya (2017) determined that ICC integration in A1 and A2 level textbooks was limited to a few cultural references, while Gözgenç (2016) found that the "Speakout" series fell short in integrating (ICC)

within its reading activities. Ander (2015) found that the activities in the textbook primarily offered engagement rather than systematic means to facilitate communicative competence. Köroğlu (2013) explored the perceptions of English language instructors at the university's School of Foreign Languages regarding the intercultural communicative competence (ICC) content in textbooks through a questionnaire and in-depth interviews with instructors. The research found that instructors believe the "English for Life" textbook series contains insufficient content for enhancing students' intercultural competence.

Problem

The Ministry of National Education (MoNE, 2018) acknowledges that many learners in Türkiye still struggle with developing effective *Communicative Competence* despite recent efforts in English language education. This persistent struggle may be attributed to the longstanding focus on largely stems from a traditional emphasis on prioritizing *Grammatical Competence*, with a strong focus emphasis on teaching and assessing students' mastery of English grammar rules. To address this issue, the new 9th-12th Grades English Curriculum has been developed to encompass all aspects of *Communicative Competence*. While the revised curriculum seeks to focus toward integrating *Language Functions* and the four *Language Skills*, there remains a need to assess whether high school EFL textbooks adequately address the development of *Communicative Competence*. Given the complexity of analyzing *Communicative Competence* across various *Language Skills*, this study prioritizes tasks designed to develop productive skills, particularly writing, as these are known to provide a strong foundation for fostering *Communicative Competence* (Green, 2020).

According to Byram (2021), *Communicative Competence* is one component of the broader concept to of *Intercultural Communicative Competence*. Thus, focusing solely on *Communicative Competence* may provide a limited perspective, as it overlooks the larger context of intercultural competence. Upon reviewing the high school English curriculum aims and objectives (MoNE, 2018), the researcher noticed that the term *Intercultural* is mentioned only twice, --once in relation to instructional technology, and once as part of a reading skills objective. This limited emphasis raises concerns about whether the curriculum and accompanying textbooks sufficiently address the development of *Intercultural Communicative Competence*.

Purpose

The purpose of this study was to explore how high school EFL textbooks provide a platform for developing *Intercultural Communicative Competence* as conceptualized by Byram (2021), particularly through writing tasks, which are central to fostering productive skills. To this end, the researcher analysed the writing tasks in a series of English language textbooks used in Anatolian high schools in Türkiye - specifically, Grade 9 *Uplift*; Grade 10 *Count Me In*; Grade 11 *Spice Up*; and Grade 12 *Notifier*).

In order to achieve this, this study employed a multifaceted approach, drawing upon several established frameworks. This comprehensive analysis was necessary to evaluate the extent to which the writing tasks in high school EFL textbooks are conducive to the development of *Communicative Competence*.

First, each writing task in the 9th-10th-11th-12th grades student textbooks was analyzed against the objectives in the *Knowledge Domain* of Byram's (2021 Model of *Intercultural Communicative Competence*. This analysis sought to determine the extent to which the writing tasks align with these objectives (Byram, 2021, p. 65).

Second, the writing tasks were analyzed using Van Ek's (1986) Model of *Competences*, which includes *Linguistic Competence*, *Sociolinguistic Competence*, and *Discourse Competence* (as cited in Byram, 2021). This phase of the analysis aimed identify the degree to which theses competences are present in the tasks, with a focus on their role in activating *Communicative Competence*.

Third, the writing tasks were examined according to their *Language Functions*, as outlined by Halliday (1975, 2002). The purpose of this analysis was to assess the extent to which the tasks encompass Halliday's essential *Language Functions* in general and how they contribute to the development of competences in particular.

Fourth, the writing tasks were also analyzed in terms of Adam's eight *Text Types* (Adam, 1985, as cited in Fludernik, 2000). This analysis aimed to explore the extent to which the writing tasks were conducive to developing students' writing across different genres serving different purposes in communication.

Finally, the MoNE English Language Program's writing objectives for grades 9th - 12th were analyzed using *Bloom's Revised Taxonomy* (Anderson & Krathwohl, 2001). This analysis focused on capturing the cognitive landscape of the writing objectives, assessing the extent to which the cognitive demands align with the development of effective communication skills across these grades.

Research Questions

In this study, the following research questions are addressed:

1. To what extent are the writing tasks in the EFL textbooks used in Anatolian high schools in Türkiye conducive to the development of *Intercultural Communicative Competence*?

- a. To what extent do the writing tasks in these textbooks align with the Knowledge domain objectives of Byram's (2021) Model of *Intercultural Communicative Competence*?
- b. To what extent do the writing tasks address the development of *Sociolinguistic, Linguistic, and Discourse Competence*, as outlined in Van Ek's Model?
- c. To what extent do the writing tasks address Halliday's *Language Functions*?
- d. To what extent do the writing tasks address the development of students' writing skills across different genres, as per Adam's eight *Text Types*?
- e. To what extent do the writing tasks address the cognitive demands of the writing objectives in MoNE's English language program for effective communication skills, as measured against *Bloom's Revised Taxonomy*?

Significance

Despite recent efforts to increase the impact of English language education in Türkiye, many learners face challenges in developing effective *Communicative Competence* (MoNE, 2018). While the updated English language curriculum for grades 9-12 has shifted towards the four main *Language Skills*, and *Language Functions*, there remains a need to assess whether the school EFL textbooks adequately address the development of *Communicative Competence*, particularly in productive skills like writing and speaking. This study aims to analyze the writing tasks in EFL textbooks used in Anatolian high schools, focusing on the extent to

which they are conducive to developing key components of *Communicative Competence*.

From a theoretical perspective, this study uses Byram's (2021) *ICC Model*, Van Ek's *Competences*, Halliday's *Language Functions*, and *Revised Bloom's Taxonomy*, offering a detailed evaluation of how these frameworks are represented in the textbooks. The study's focus on writing tasks in particular provides valuable insights into the role of productive skills in enhancing ICC, thus expanding the body of research on *Communicative Competence* in foreign language education. By integrating these established frameworks, the research offers a multidimensional analysis of textbook content, contributing to the broader understanding of how ICC can be effectively developed in classroom settings.

On a practical level, the findings of this study can inform curriculum developers, textbook writers, and educators in Türkiye and beyond. By identifying the strengths and shortcomings of current EFL textbooks in fostering ICC through writing tasks, this research offers concrete recommendations for improving the content and design of language learning materials.

Furthermore, this study has potential implications for policy. As Türkiye continues to align its language education policies with international standards such as the Common European Framework of Reference for Languages (CEFR), there is pressing need to ensure that textbooks adequately support the development of both *Communicative* and *Intercultural Competence*. The results may provide valuable insights for policymakers in evaluating and updating educational materials.

Finally, this study paves the way for future research. By focusing on ICC in the context of writing tasks, it opens up avenues for further exploration into other *Language Skills* to explore how they contribute the development of *Intercultural*

Competence. It may also serve as a foundation for comparative studies in different educational contexts, enriching the global dialogue on the role of ICC in language education.

Definition of Key Terms

ICC: Byram's (1997 as cited in Byram, 2021) a model for *Intercultural Communicative Competence* which has 5 factors: *Knowledge (savoirs)*, *Skills of Interpreting And Relating (Savoir Comprendre)*, *'Skills Of Discovery And Interaction' (Savoir Apprendre/Faire)*, *'Critical Cultural Awareness/Political Education' (Savoir S'engager)*, and *'Attitudes' (Savoir Être)*.

Knowledge domain: The *Knowledge Domain* encompasses understanding social groups, products, and cultural practices within one's own culture and foreign cultures in order to use the *Skills of Relating and Interpreting* which involves the ability to *interpret* and *explain* a document or event from another culture and connect it to similar aspects within one's own culture and to use the *Skills Of Discovery And Interaction* refer to the capacity to acquire new knowledge and cultural practices, as well as the ability to apply knowledge, skills, and attitudes effectively during real-time interactions. (Byram, 1997)

IC: *Intercultural Competence* is the ability to navigate between different cultural systems, tolerate ambiguity, demonstrate empathy, show respect, respond to others in a non-judgmental and non-evaluative manner, and effectively exchange information about cultural systems. (Gupta, 2023)

CC: *Communicative Competence* refers to a person's ability to use a foreign language in a manner that is linguistically, sociolinguistically, and pragmatically appropriate. (Council of Europe, 2001)

Bloom's Revised Taxonomy: *Bloom's Revised Taxonomy* can enhance awareness of cognitive demand and communication skills by structuring learning objectives and tasks according to different levels of cognitive processes. The taxonomy progresses from basic skills, such as *Remembering* and *Understanding*, to more complex and higher-order thinking skills like *Applying*, *Analyzing*, *Evaluating*, and *Creating*. Educators can help students develop deeper cognitive abilities and improve their communication skills, encouraging them to move beyond simple recall and towards critical thinking, problem-solving, and creative expression with aligning tasks to the cognitive levels. (Anderson & Krathwohl, 2001)

Language functions: Halliday (1975, as cited in Richards & Rodgers, 2014) formulated a pivotal theory concerning *Language Functions*, reinforcing Hymes's widely regarded concept of *Communicative Competence* among scholars. He identified seven essential functions that language fulfills for children as they acquire their first language. Proponents of *Communicative Language Teaching* similarly viewed learning a second language as acquiring the linguistic means to perform various functions.

Text Types: Adams' *Text Types* (Adam, 1985, as cited in Fludernik, 2000) refer to a classification system for different forms of written or spoken communication. This system is often used in educational settings to help students understand and produce a variety of *Text Genres*. These text types are typically categorized based on purpose, structure, and language features.

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This chapter provides a comprehensive conceptual and empirical literature reviews on Bayram's model of Intercultural Communicative Competence, and key concepts involved in communicative competence. It introduces frameworks such as, Halliday's Language Functions (1975), Adam's Text Types, Revised Bloom's Taxonomy (2001) as analytical lenses for examining communicative competence.

Intercultural Competence

According to Spitzberg and Changnon (2009), models of *Intercultural Communication* are "... divided into the following types: compositional, co-orientational, developmental, adaptational, and causal process" (p.10):

Compositional Models identify components of competence without specifying relationships. *Co-Orientational Models* focus on achieving mutual understanding and shared meanings. *Developmental Models* recognize that competence evolves. *Adaptational Models* focus on the adaptation process as a critical criterion of competence. *Causal Path Models* are statistical models used to analyze relationships between different factors (Spitzberg & Changnon, 2009).

Byram's Intercultural Communicative Competence

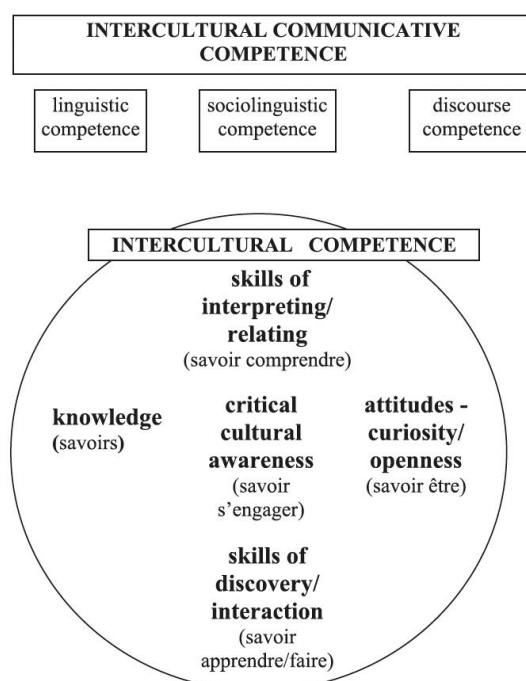
Byram's model of *Intercultural Competence* is considered co-orientational due to its emphasis on aligning perspectives, understanding, and communication across cultures. The model distinguishes between bicultural and intercultural individuals, placing emphasis on identity. It is assumed that "[b] speakers tend to have experience in two cultures ... [but] there are tensions between the person's values and identity in one culture vis-à-vis the other culture. ... The intercultural

speaker, however, is more of a mediator between cultures, able to negotiate in both but posing individual identity that is flexible in its ability to combine aspects of multiple cultures in performance” (Spitzberg & Changnon, 2009, p. 18).

Byram’s model is composed of four components in a constant state of interaction: *Linguistic Competence*, *Sociolinguistic Competence*, *Discourse Competence*, and *Intercultural Competence* (Figure 1).

Figure 1

Intercultural Competence and Intercultural Communicative Competence



Note. From *Teaching and Assessing Intercultural Communicative Competence* (p.62), by M. Byram, 2021, Multilingual Matters. Copyright © 2021 Michael Byram.

Byram based his *Communicative Competence* on Van Ek’s (1986) definitions of *Linguistic Competence*, *Sociolinguistic Competence*, and *Discourse Competence*, refining them as follows (as cited in Byram, 2021):

- *Linguistic Competence*: the ability to apply knowledge of the rules of a the standard version of the language to produce and interpret spoken and written language;
- *Sociolinguistic Competence*: the ability to give to the language produced

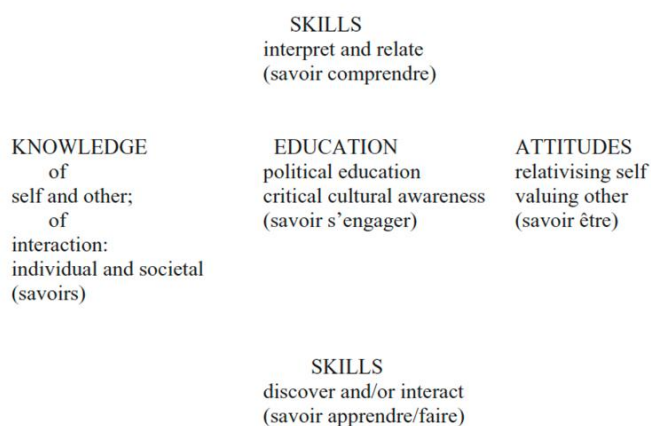
by an interlocutor – whether native speaker or not – meanings which are taken for granted by the interlocutor or which are negotiated and made explicit with the interlocutor;

- *Discourse Competence*: the ability to use, discover and negotiate strategies for the production and interpretation of monologic or dialogic texts which follow the conventions of the culture of an interlocutor or are negotiated as intercultural texts for particular purposes. (p.60).

As for *Intercultural Competence*, to Byram (2021), there are five aspects of interaction: *Knowledge, Attitudes, Skills of Interpreting and Relating, and Skills of Discovery and Interaction, and Critical Cultural Awareness* (Figure 2).

Figure 2

Dimensions of Intercultural (Communicative) Competence



Note. From Teaching and Assessing Intercultural Communicative Competence (p.85), by M. Byram, 2021, Multilingual Matters. Copyright © 2021 Michael Byram.

Attitudes

According to Byram (2021), attitudes are a significant element in maintaining intercultural communication, especially in educational settings. Therefore, effective intercultural communication is achieved through positive or tolerant *Attitudes*; it requires a deep sense of curiosity, openness, and the willingness to set aside

judgments about others' cultural meanings, beliefs, and behaviors. This is also called decentering, which is a challenging task of stepping outside one's own cultural framework to understand and engage with other cultures from their perspective.

Byram (2021) also indicates the importance of educational strategies to avoid prejudice and to promote *Intercultural Competence*. Therefore, teachers play a significant role by advocating communication processes, stereotypes, and prejudices, as well as developing *Critical Cultural Awareness* among students.

Skills

Byram (2021) states that the *Knowledge* obtained may be categorized as '*Instrumental*' or '*Interpretative*.' The latter, achievable without direct interpersonal contact, can still satisfy curiosity and foster openness. In today's globalized context, many individuals may never directly use a foreign language in interpersonal interactions but still require an understanding of foreign cultures and countries. In *Instrumental* scenarios, an individual may need to navigate new societal landscapes, understand the administrative procedures for travel and residence, or the institutions managing diplomatic relations between the native and host countries. *The Discovery Skill* involves recognizing significant phenomena in a foreign context, understanding their meanings and connotations, and discerning their interrelationships. Although this skill remains consistent across various contexts, it presents greater challenges in environments that share little in common with the individual's native culture, particularly in so-called 'exotic' languages and cultures.

Critical Cultural Awareness

According to Byram (2021), the capacity to reflect on one's own stereotypes and prejudices stems from '*Critical Cultural Awareness*.' This involves critically

evaluating one's thinking and behavior and recognizing how societal influences shape them.

Additionally, critical thinking is crucial for developing advanced levels of *Intercultural Communicative Competence*. To communicate with greater proficiency, the learners must recognize that the cultural context constrains interactions, including using specific language and registers. Therefore, while communicating in a foreign language, the learners must use critical thinking to use the information they have learned in new situations.

Therefore, there is a need for reflective and analytical challenges in an educational framework designed to promote cultural awareness, questioning of one's own, and respecting others' meanings, beliefs, values, and behaviors

Knowledge

In interactions, *Knowledge* is shared with individuals, whether from their own or another country. These interactions can be categorized into two: understanding one's own social groups and cultures, having similar insights into the social groups and cultures of the other person, and understanding the interaction processes. (Byram, 2021)

As indicated by Byram (2021), the *Knowledge* that a learner or intercultural speaker has about other countries—or even different regions within their own country—and the identities that their interlocutor brings to an interaction is typically "relational." This means that it is knowledge gained through socialization within one's own social groups and is often understood in contrast to the defining characteristics of one's national group and identity. For instance, *Knowledge* of another country's history is often filtered through the lens of one's own national history, leading to a different interpretation than that which might be presented in the

foreign country. These narratives are often biased and stereotyped, particularly through informal socialization processes, such as within the family or through the media. Consequently, the closer the proximity and the more frequent the interactions between an individual's country and that of their interlocutor, the more *Knowledge* each will bring to the interaction.

Interpretation of a Document

Byram (2021) states that the *Interpretation* of a document from one's own cultural context typically relies on both conscious and taken-for-granted *Knowledge*, where the latter may conceal the ethnocentric biases and implications embedded in the document. Thus, complicating access for individuals from other countries.

Consequently, the ability to *Interpret* documents from foreign countries or to establish relationships between documents from various nations hinges on an understanding of both one's native and foreign contexts. *Interpreting* a document in relation to another or translating it to make it accessible to individuals from different countries involves addressing and resolving contradictions and inconsistencies, as well as acknowledging issues that may be irresolvable. This interpretative ability draws extensively on pre-existing *Knowledge*.

Additionally, this *Interpretative Skill* is distinct from the skills of *Discovery* and *Interaction*. It does not necessarily involve direct communication with others. It allows the individual to operate within their own preferred timeline, unbound by the immediate demands of social interaction.

The *Discovery Skill*, while also operable independently, may engage in social interactions. It is activated when an individual lacks or has only partial knowledge, causing the development of specific insights and an understanding of the meanings,

beliefs, values, and behaviors associated with phenomena, be they documents or interactions.

Byram's Concept of the Knowledge Domain

Knowledge in Byram's conception (2021) is defined as *Knowledge* of social groups and their products and practices in one's own and in one's interlocutor's country and of the general processes of societal and individual interaction (p.85)

There are 12 objectives in this Domain (Table 1)

Table 1

Objectives in the Knowledge Domain

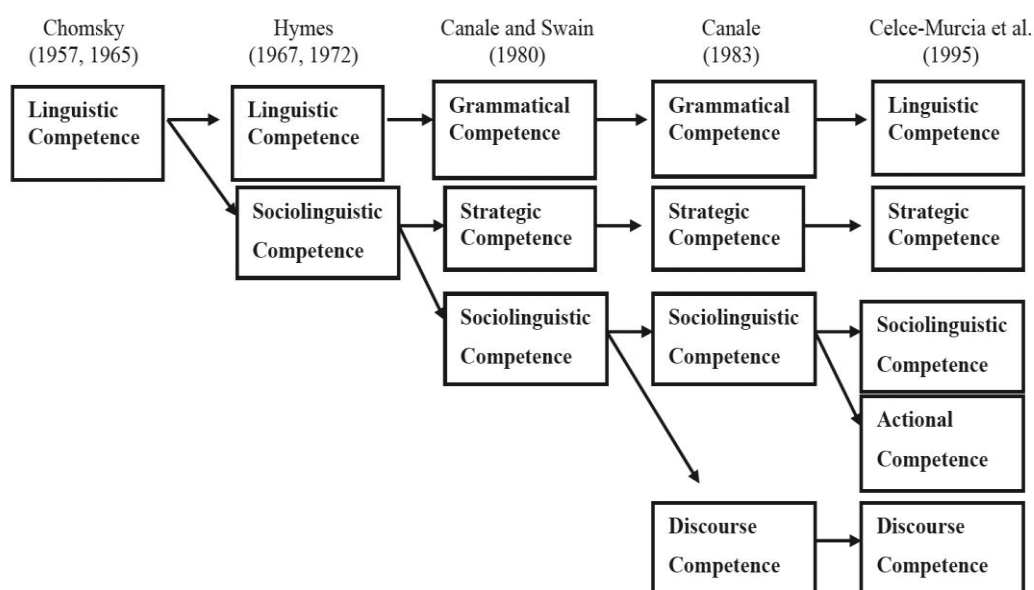
Objective	Descriptors
a	historical and contemporary relationships between one's own and one's interlocutor's countries. The intercultural speaker: • knows about events, significant individuals and diverse interpretations of events which have involved both countries and the traces left in the national memory; and about political and economic factors in the contemporary alliances of each country
b	the means of achieving contact with interlocutors from another country (at a distance or in proximity), of travel to and from, and the institutions which facilitate contact or help resolve problems • knows about (and how to use) telecommunications, consular and similar services, modes and means of travel, and public and private organisations which facilitate commercial, cultural/leisure and individual partnerships across frontiers
c	the types of cause and process of misunderstanding between interlocutors of different cultural origins • knows about conventions of communication and interaction in their own and other cultures, about the unconscious effects of paralinguistic and non-verbal phenomena, about alternative interpretations of shared concepts, gestures, customs and rituals
d	the national memory of one's own country and how its events are related to and seen from the perspective of other countries • knows the events and their emblems (myths, cultural products, sites of significance to the collective memory) which are markers of national identity in one's own country as they are portrayed in public institutions and transmitted through processes of socialisation, particularly those experienced in schools; and is aware of other perspectives on those events
e	the national memories of one's interlocutor's country and the perspective on them from one's own country • knows about the national memory of the other in the same way as their own

Objective	Descriptors
f	the national definitions of geographical space in one's own country, and how these are perceived from the perspective of other countries • knows about perceptions of regions and regional identities, of linguistic varieties (particularly regional dialects and languages), of landmarks of significance, of markers of internal and external borders and frontiers, and how these are perceived by others
g	the national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own • knows about perceptions of space in the other country as they do about their own
h	the processes and institutions of socialisation in one's own and one's interlocutor's country • knows about education systems, religious institutions, and similar locations where individuals acquire a national identity, are introduced to the dominant culture in their society and pass through specific rites marking stages in the life-cycle, in both their own and the other country
i	social distinctions and their principal markers, in one's own country and one's interlocutor's • knows about the social distinctions dominant in the two countries – e.g. those of social class, ethnicity, gender, profession, religion – and how these are marked by visible phenomena such as clothing or food, and intangible phenomena such as language variety – e.g. minority languages and socially determined accent – or non-verbal behaviour, or modes of socialisation and rites of passage
j	institutions, and perceptions of them, which impinge on daily life within one's own and one's interlocutor's country and which conduct and influence relationships between them • knows about public or private institutions which affect the living conditions of the individual in the two countries – e.g. with respect to health, recreation, financial situation, access to information in the media, access to education
k	the processes of social interaction in one's interlocutor's country • knows about levels of formality in the language and non-verbal behaviour of interaction, about conventions of behaviour and beliefs and taboos in routine situations such as meals, different forms of public and private meeting, public behaviour such as use of transport, etc.
l	the significance of symbolic competence • knows how different languages position their speakers in different symbolic spaces; how languages evoke historic cultural memories; how language performance can create alternative realities

Communicative Competence

Hymes (1967) coined the term *Communicative Competence* “in response to the theories of the formal linguist Noam Chomsky” (Celce-Murcia, 2008, p.42).

The components of the concept of communicative evolved over the years (Figure 3).

Figure 3*Chronological Evolution of Communicative Competence*

Note. From Rethinking the Role of Communicative Competence in Language Teaching (p. 50), by M. Celce-Murcia, in E. Alcón Soler & M. P. Safont Jordà (Eds.), *Intercultural Language Use and Language Learning*, 2008, Springer. Copyright 2008 by Springer Science+Business Media B.V.

Hymes' Model

Hymes' model of *Communicative Competence* includes two key competencies: *Linguistic Competence* and *Sociolinguistic Competence*. The foundational component is grammatical competence, which aligns with Chomsky's notion of *Linguistic Competence*. This aspect encompasses a native speaker's *Knowledge* of the language's syntactic, lexical, morphological, and phonological features, as well as the ability to use these features to create correctly formed words and sentences. It underpins the rules of usage that typically lead to accurate language performance (Alptekin, 2002).

Chomsky (1965 as cited in Hymes 1972), acknowledges the necessity of defining situations in mentalistic terms, pointing to the need for understanding what might be expected from anthropological research. This suggests that a

comprehensive approach to the relationship between sentences and situations requires a "mentalistic" perspective, including tacit *Knowledge* and *Competence*. However, Hymes (1979) considers that the focus of theoretical development remains restricted to *Grammatical Knowledge*, leaving performance as the only remaining aspect. There is no discussion on how judgments of sentences in relation to situations are made or how these judgments could be analyzed. The lack of clarity and the implicit contradiction of a "mentalistic account" that must be part of performance highlights the need to integrate linguistic theory within a broader sociocultural framework. Misunderstandings may arise due to differences in phonological systems, grammatical systems, and the systems used to interpret language and its functions, potentially affecting the evaluation of intents and innate abilities.

Therefore, Hymes (1979) argues that new speech habits and verbal training must be introduced through specific sources to particular receivers, using a particular code and methods, and addressing specific topics within particular settings. This process involves individuals who already have established patterns of linguistic routines, personality expression through speech, speech usage in social contexts, and attitudes toward speech. It is reasonable to assume that success in such educational endeavors will be enhanced by understanding this existing structure. Innovations that align with these existing patterns are likely to be more successful than those that conflict with them. The concept of sociolinguistic interference is crucial for understanding the relationship between theory and practice.

Canale and Swain's Model

According to Canale and Swain (1980), in the early phases of second language acquisition, getting an argument beyond grammatical accuracy has no strong theoretical reason. Oiler and Obrecht (1968, as cited in Canale and Swain,

1980) discovered that their efficacy increases considerably when the vocabulary used in pattern drills is relevant to communication. They conclude that *Grammatical Competence* should be taught in meaningful communication from the beginning of a second language program.

Canale and Swain (1980 as cited in Mau and He, 2021) and Canale (1983 as cited in Mau and He, 2021) innovate the components of *Communicative Competence* by their componential model by *Adding Grammatical, Sociolinguistic, and Strategic Competence*. They referred to *Grammatical Competence* as knowledge of lexis and rules pertaining to sentence structure, morphology, syntax, semantics, and phonology. They identified *Sociolinguistic Competence* with including sociocultural rules of use which is whether an individual can interpret and produce an utterance appropriately in a given social context. They referred to *Strategic Competence* as verbal and nonverbal strategies to solve the breakdown in communication and referred to *Discourse Competence* as appropriateness, cohesion, and coherence of utterances in a context.

Canale's Model

Canale and Swain (1980) were among the first applied linguists to develop a model of *Communicative Competence* that could be utilized by course designers and language teachers for both teaching and assessment. A few years later, Canale (1983 as cited in Celce-Murcia 2008, p.42) expanded the model further by adding *Discourse Competence*, which involves the ability to produce and understand language at a level beyond individual sentences.

Celce-Murcia's Model

Celce-Murcia et al. (1995) make terminological distinctions between their model and Canale and Swain's model. Celce-Murcia et al. (1995) preferred to use

"*Linguistic Competence*" rather than "*Grammatical Competence*" to address the fact that this component also includes lexis and phonology in addition to morphology and syntax. Another distinction they made is using the term "*Sociocultural Competence*" rather than "*Sociolinguistic Competence*" to distinguish it from *Actional Competence*. Also, the leading resources for language are the *linguistic, Actional, And Discourse Components*, and *Sociocultural Knowledge* is essential for appropriately using the resources in the other components.

Additionally, Celce-Murcia (2008) states that "In the mid-nineties, Celce-Murcia et al. (1995) proposed that *Actional Competence* (the ability to comprehend and produce all significant speech acts and speech act sets) should also be part of *Communicative Competence*. These authors made two changes in terminology re: the Canale-Swain model: (1) that *Sociolinguistic Competence* be modified to *Sociocultural Competence* (the cultural background knowledge needed to interpret and use a language effectively) and (2) that *Grammatical Competence* be re-labeled as *Linguistic Competence* to explicitly include the sound system and the lexicon as well as the grammar (i.e., morphology and syntax)." (p.11).

Frameworks as Lenses for Enhancing Communicative Competence

Richards and Rodgers (2014) indicate that the *Communicative Approach* to language teaching is based on the idea that language fundamentally serves the purpose of communication. The primary purpose of teaching language is to develop "*Communicative Competence*." Hymes (1972 as cited in Richards and Rodgers, 2014), introduced this term to contrast a communicative perspective on language with Chomsky's theory of competence.

In Hymes's (1972 as cited in Richards and Rodgers 2014, p.159) view, a person who acquires *Communicative Competence* acquires both *Knowledge* and ability for *Language Use* with respect to;

1. whether (and to what degree) something is formally possible
2. whether (and to what degree) something is feasible in virtue of the means of implementation available
3. whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated
4. whether (and to what degree) something is in fact, done, performed, and what it entails

Halliday (1975, as cited in Richards and Rodgers 2014) developed a significant theory on the *Functions of Language*, which supports Hymes's concept of *Communicative Competence* as influential for many scholars. He outlined seven fundamental functions that language serves for children learning their first language.

1. *The Instrumental Function*: using language to get things
2. *The Regulatory Function*: using language to control the behavior of others
3. *The Interactional Function*: using language to create interaction with others
4. *The Personal Function*: using language to express personal feelings and meanings
5. *The Heuristic Function*: using language to learn and to discover
6. *The Imaginative Function*: using language to create a world of the imagination
7. *The Representational Function*: using language to communicate

information proponents of *Communicative Language Teaching* similarly viewed

learning a second language as acquiring the linguistic means to perform various functions.

Canale and Swain's (1980) work, more educationally significant, examines *Communicative Competence*, delineating four dimensions of competence: *Grammatical*, *Sociolinguistic*, *Discourse*, and *Strategic*.

According to Richards and Rodgers (2014), *Grammatical Competence* is called linguistic competence by Chomsky. *Grammatical Competence* is the domain of grammatical and lexical capacity. Additionally, sociolinguistic competence is to be able to understand the social context of communication, which includes role relationships, shared information of the participants, and the communicative purpose of their interactions. Moreover, *Discourse Competence* is the ability to interpret the elements of an individual message within the interconnectedness and representation in relationship to the entire discourse or to the text. Furthermore, *Strategic Competence* is used by the communicators to initiate, terminate, maintain, repair, and redirect communication.

Halliday's Language Functions

Halliday's (Halliday, 1972; Halliday, 2002; Richard & Rodgers, 2014) framework encompasses *Representational*, *Interactional*, *Instrumental*, *Personal*, *Regulatory*, and *Heuristic Functions*.

- The *Instrumental Function* influences others' actions or behavior or uses words to achieve specific goals and fulfill needs.
- The *Regulatory Function* involves using language to control or regulate the behavior of others.
- The *Interactional Function* aims to establish and maintain social relationships.

- The *Personal Function* allows an individual to express their identifies, feelings, and opinions.
- The *Heuristic Function* fosters exploration and use language to learn new information.
- The *Imaginative Function* focus on using language to create and explore fictional worlds and scenarios; they are often employed in storytelling, role-playing, creative writing, humor, or fostering imagination.
- The *Representational Function* primarily conveys factual information and describes the world around us, such as cities or historical places.

Four additional longitudinal case studies have supported Halliday's view that language development is not an isolated but a deeply social processes (Painter, 2009, as cited Flowerdew (2012).

Adam's Text Types

Genres fulfill particular communicative functions within different social contexts. They influence and are influenced by the communities and environments in which they operate. They are interconnected, not isolated, and relate to other genres and discourses (Tardy & Swales, 2014). "Genres are far more than textual forms embodying goals, actional values tasks, histories and politics" (p.167). Methods for genre analysis are varied, and "how people accomplish task through language" could be considered as one of them (Tardy & Swales, 2014, p. 183).

Different *Text Types* serve distinct purposes in communication, each characterized by specific purposes and genres (Adam, 1985; Fludernik, 2000; Smith, 2002; Tsiplakou & Floros, 2013). As Table 2 emphasizes *Narrative Texts* assert events and experiences. *Descriptive Texts* use assertions to create vivid images of

places, people, or objects. *Expository Texts* rely on assertions to convey factual information and explanations. *Argumentative Texts* aim to convince readers by presenting reasoned arguments and evidence—*Injunctive Texts* issue directives, guiding actions or behavior. *Predictive Texts* offer predictions about future events.

Table 2

Adam's Eight Text Types and Speech Acts

le type	speech act
textuel narratif	assertion
textuel descriptif	assertion
textuel explicatif	assertion
textuel argumentatif	convince
textuel injonctif	directive
textuel prédictif	prophecy
textuel conversationnel	excuse; promise; genres: interview; dialogue
textuel rhétorique	genres: poetry; songs; proverbs; graffiti

Note. From “Genres, Text Types, or Discourse Modes? Narrative Modalities and Generic Categorization”, by M. Fludernik, 2000, *Style*, 34(2), p.277 (<https://www.jstor.org/stable/10.5325/style.34.2.274>). Copyright 2000 by Fludernik, M.

Conversational Texts involve a range of speech acts, including questions, apologies, and promises, fostering interaction and exchange. Lastly, *Rhetorical Texts* employ artistic language and figurative devices to evoke emotions or persuade audiences (Adam, 1985, as cited in Fludernik, 2000).

Bloom's Revised Taxonomy (2001)

Categories of the Cognitive Process Dimension

The Bloom's taxonomy was revised in 2001 by Anderson and Krathwohl (2001). The main changes are at the terminology, structure level and cognitive processes level. As for the changes in terminology, the nouns were turned into verbs to describe cognitive processes. Next, the highest level was changed from *Synthesis* to *Creating*. As regards structure, the top two levels were switched. *Creating* is now

the highest level, followed by *Evaluating*. Finally, each category includes explicit cognitive processes (Anderson et al., 2001).

Table 3

The Cognitive Processes Dimension (Anderson et al., 2001, p.67)

Categories & Cognitive Processes	Alternative Names	Definitions and examples
1. Remember		Retrieve Relevant Knowledge From long Term Memory
1.1 Recognizing	Identifying	Locating knowledge in long-term memory that is consistent with presented material (e.g., recognizing the dates of important events in U.S. history)
1.2 Recalling	Retrieving	Retrieving relevant knowledge from the long-term. Memory (e.g., recalling the dates of important events in U.S. history)
2. Understand		Construct meaning from instructional messages, including oral, written, and graphic communication
2.1 Interpreting	Clarifying, Paraphrasing, Representing, Translating	Changing from one form of representation (e.g., numerical) to another (e.g., verbal) (e.g., paraphrasing important speeches And documents)
2.2 Exemplifying	Illustrating, Instantiating	Finding a specific example or illustration of a concept or principle (e.g., give examples of various artistic painting styles)
2.3 Classifying	Categorizing, Subsuming	Determining that something belongs to a category (e.g., Concept or principle) (e.g., classify observed or described cases of mental disorders)
2.4 Summarizing	Abstracting, Generalizing	Abstracting a general theme or major point(s) (e.g., write a short summary of the events portrayed on a videotape)
2.5 Inferring	Concluding, Extrapolating, Interpolating, Predicting	Drawing a logical conclusion from presented information (e.g., in learning a foreign language, infer grammatical principles from examples)
2.6 Comparing	Contrasting, Mapping, Matching	Detecting correspondences between two ideas, objects, and the like (e.g., compare historical events to contemporary situations)
2.7 Explaining	Constructing Models	Constructing a cause-and-effect model of a system (e.g., explain the causes of important 18th-century events in France)
3. Apply		Carry out or use a procedure in a given situation
3.1 Executing	Carrying Out	Applying a procedure to a familiar task (e.g., divide one whole number by another whole number, both with multiple digits)
3.2 Implementing	Using	Applying a procedure to an unfamiliar task (e.g., use Newton's second law in situations in which it is appropriate)
4. Analyze		Break material into its constituent parts and determine how the parts relate to one Another and to an overall structure or purpose

Categories & Cognitive Processes	Alternative Names	Definitions and examples
4.1 Differentiating	Discriminating Distinguishing focusing Selecting	Distinguishing relevant from irrelevant parts or important from unimportant parts of presented material (e.g., distinguish between relevant and irrelevant Numbers in a mathematical word problem)
4.2 Organizing	Finding Coherence, Integrating, Outlining, Parsing, Structuring	Determining how elements fit or function within a Structure (e.g., structure evidence in a historical Description of evidence for and against a particular Historical explanation)
4.3 Attributing	Deconstructin g	Determine a point of view, bias, values, or intent underlying presented material (e.g., determine the point of view of the author of an essay in terms of his or her Political perspective)
5. Evaluate		Make judgments based on criteria and standards
5.1 Checking	Coordinating, Detecting, Monitoring, Testing	Detecting inconsistencies or fallacies within a process or product; determining whether a process or product has internal consistency; detecting the effectiveness of a procedure as it is being implemented (e.g., determine if a scientist's conclusions follow from observed data)
5.2 Critiquing	Judging	Detecting inconsistencies between a product and external criteria, determining whether a product has external consistency; detecting the appropriateness of a procedure for a given problem (e.g., judge which of two methods is the best way to solve a given problem)
6. Create		Put Elements Together to Form a coherent Or Functional Whole; Reorganize Elements Into A New Pattern or Structure
6.1 Generating	Hypothesizing	Coming up with alternative hypotheses based on Criteria (e.g., generate hypotheses to account for an observed phenomenon)
6.2 Planning	Designing	Devising a procedure for accomplishing some task (e.g., plan a research paper on a given historical topic)
6.3 Producing	Constructing	Inventing a product (e.g., build habitats for a specific Purpose)

Note. From Anderson and Krathwohl Bloom's Taxonomy Revised Understanding the

New Version of Bloom's Taxonomy (p.4), by L. O. Wilson, 2016, Quincy College

([https://quincycollege.edu/wp-content/uploads/Anderson-and-Krathwohl_Revised-](https://quincycollege.edu/wp-content/uploads/Anderson-and-Krathwohl_Revised-Blooms-Taxonomy.pdf)

[Blooms-Taxonomy.pdf](https://quincycollege.edu/wp-content/uploads/Anderson-and-Krathwohl_Revised-Blooms-Taxonomy.pdf)). Copyright 2016 by Leslie Owen Wilson.

Additionally, as Table 3 emphasizes the revised version includes a new Knowledge Dimension called *Metacognitive* and the previously established ones:

Factual, Conceptual, and Procedural (Anderson et al., 2001).

Studies on Intercultural Communicative Competence Throughout the World

Gonja and Musaev (2023) examined the government-approved textbook for a required high school course from Sanseido Press in Japan. They analyzed the textbook content using Alptekin's intercultural communicative competence model. The content analysis results showed that the textbooks have a clear bias towards Japanese cultures and US citizens. They recommended that there needs to be an inclusion of diverse cultures and involvement of non-native speakers in coursebooks to achieve the concept of World English.

Moreover, Isaksen (2022) researched the EFL textbooks published for the LK20 curriculum in Norway. Isaksen used theories of othering and stereotypes and a model highlighting how intercultural readers engage with foreign language literature to analyze more than 200 texts across two EFL textbook series. Isaksen found that the coursebooks interact with texts that provide intercultural competence. Therefore, within the in-class use, the coursebooks can be integrated into interactions and exchanges of intercultural competence. However, the coursebooks presented a few stereotypes and single narratives of experiences in specific contexts.

Similarly, Tian (2022) analyzed the teaching Portuguese textbooks from Chinese universities and surveyed students attending or completing undergraduate Portuguese courses in Chinese universities to explore the reasons for the current situation from the perspective of a communicative approach. Tian concluded that there is a need for using communicative methods to improve Portuguese language teaching.

Furthermore, Ostrem (2021) analyzed if the Norwegian 8th-grade English as a foreign language (EFL) textbook learning tasks support the development of intercultural competence (IC) and Byram's (ICC) (1997). Ostrem also analyzed the

IC in the guidelines of the curriculum of LK20. Ostrem found that textbooks Engelsk 8 (Madsen & Mohammad-Roe, 2020) and Enter 8 (Diskin, Kasbo & Winsvold, 2020) contain many IC-related learning tasks. In contrast, Stages 8 (Pettersen & Røkaas, 2020) features fewer tasks focused on the development of IC. However, Stages 8 (Pettersen & Røkaas, 2020) has fewer tasks focusing on the development of IC. In addition, Ostrem revealed that the tasks are uneven in the distribution corresponding to Byrams's ICC. Most of the tasks enhance the domain of Knowledge. Overall, the findings suggested that textbooks align with the curricular guidelines in the case of IC. However, tasks fall short of addressing them. Additionally, textbooks have diverse lifestyles, ways of thinking, and communication patterns but do not challenge students' worldviews. Therefore, few of the tasks promote critical cultural awareness.

Moreover, Alzahrani (2020) investigated the conversational English representation of the lexical bundles in Saudi high school communicative textbooks. Alzahrani used a comparative corpus study to analyze the textbooks' ten most frequent lexical bundles against those in an English reference corpus. Alzahrani found that three- and four-word lexical bundles are less common in the textbooks compared to the reference corpus, and there is significant variation in the structural and functional patterns of the bundles between the two corpora.

Moreover, Danielsen (2020) investigated and compared how two English language textbooks for the upper primary level in Norway (one old and one new) support intercultural competence. Danielsen used qualitative critical discourse to analyze the textbooks. Danielsen sorted the findings using the categories developed by a combination of Byram's model for intercultural communicative competence and Barrett's (2018) definition of intercultural competence. The categories describe the

values, skills, attitudes, and knowledge/understanding needed to acquire intercultural competence. Danielsen found that older textbooks contain stereotypical and superficial representations of culture, which limits cultural knowledge. Similarly, the new textbook still has some stereotypical portrayals following curriculum revisions. However, According to Danielsen, the new textbooks are progressive and try to move away from superficial presentations, aiming for deeper learning and a more profound cultural understanding.

In another study, Ghasedi and Azizi (2020) investigated how the content of ELT textbooks in Iranian high schools fosters language learners' intercultural communicative competence. They used an in-depth content analysis of Vision 1, Vision 2, and Vision 3 based on Hillard's (2014) model in four phases. The statistical analysis results indicated that most topics covered in the Vision series were limited in the cultural wise, and most written sentences and pictures were culture-free. Additionally, they found that the textbook exercises, texts, and dialogues were written in mono-perspective style, contained no multicultural comparisons, and had no information regarding the historical background of the target culture.

Similarly, Maghsoudi (2020) conducted a comparative analysis of Iranian high school textbooks (*Prospect* and *Vision*) and official high school textbooks in India (*Standard English*), focusing on intercultural communicative competence with an emphasis on critical awareness, discovery, and interaction skills as key criteria. Maghsoudi used content analysis to examine the intercultural communicative 12 volumes of Iranian and Indian high school English textbooks. Maghsoudi quantitatively recorded, classified, and discussed and found that *Standard English*, the textbook developed in India's outer circle, included a limited intercultural communicative competence, particularly limited critical cultural awareness. In

contrast, the Iranian high school English textbooks lacked an intercultural communicative competence component. Therefore, the *Prospect* and *Vision* textbooks lacked any plausible examples of interculturally communicative tasks.

Furthermore, Nguyen et al. (2020) conducted a theoretical evaluation. They gathered findings from teachers' and students' evaluations of tasks and tasks in English 6, an English textbook from a series of four textbooks that have been used as compulsory textbooks for all students from grades 6 to 9 (ages 12 to 16) in all junior secondary schools in Vietnam since 2001. They analyzed the textbooks with a theoretical evaluation and analyzed the data collected from the questionnaires, semi-structured interviews, and classroom observation. They concluded that the textbooks lack a variety of tasks, and they primarily focus on form rather than meaning. They concluded that the tasks do not help develop learners' communicative competence.

Susan et al. (2020) evaluated the exercises in Indonesia from the English textbook Bahasa Inggris Kelas X (2017). The research utilized a descriptive, evaluative approach, analyzing all exercises with the Revised Bloom's Taxonomy and the 2013 Curriculum to assess their compatibility. Additionally, it examined the alignment of the 2013 Curriculum with the Revised Bloom's Taxonomy. However, despite the alignment with the Revised Bloom's Taxonomy and the 2013 Curriculum, the textbook material was less suited to the specific needs of vocational students, who require more specialized content.

Moreover, Al Raqqad and Ismail (2018) examined the lower and higher-order thinking skills in the reading comprehension questions of the *Action Pack 12* English Language textbook for 12th-grade students in Jordan. Content analysis was employed to collect, analyze, and classify the reading questions based on Bloom's Taxonomy of the Cognitive Domain. The researcher calculated the frequencies and

percentages for each unit of the textbook. The findings revealed that the reading comprehension questions addressed all levels of Bloom's Taxonomy (knowledge, comprehension, application, analysis, synthesis, and evaluation). Specifically, 79 questions were geared towards lower-order thinking skills (knowledge, comprehension, and application), while 35 targeted higher-order thinking skills (analysis, synthesis, and evaluation).

Al-hasanat (2016) analyzed the assessment questions included in an Arabic language textbook (Communication Skills) for eighth grade in Jordanian schools, evaluating by using the levels of knowledge in Bloom's Taxonomy to reveal the percentages of distributing these questions against this taxonomy. Al-hasanat developed an analysis instrument and applied it to 520 questions from the first and second semesters. Al-hasanat collected, recorded, and compared the data to standard percentages set by specialists. They found that most of the textbook questions concentrated on lower levels of thinking. Additionally, there was a notable disparity between the textbook's question distribution and the standard percentages across five levels (Remembering, Understanding, Application, Analysis, and Evaluation). Based on these findings, the study recommended a greater emphasis on higher-level thinking questions, particularly at the application, analysis, and evaluation levels. Al-hasanat also suggested a gradual increase in balanced questions in future textbook editions and called for further content analysis studies to cover Arabic language textbooks across all educational stages.

Moreover, Sterci (2016) examined the effectiveness of three EFL textbooks commonly used in Brazilian private schools—New Interchange (Richards, 2000), American Headway 1 (Soars & Soars, 2001), and Top Notch 1 (Saslow & Ascher, 2006)—all published by non-Brazilian companies. The systematic analysis revealed

that all three textbooks had some shortcomings, particularly in pre-reading, pre-listening, and topic preview activities, as well as a lack of communicative tasks that require students to negotiate meaning.

Assaly and Smadi (2015) evaluated the cognitive levels of the questions following the reading texts of high school English textbook Master Class textbook in Israel. They used a checklist based on Bloom's Taxonomy. The results showed that approximately 40% of the textbook's questions focused on higher-order thinking skills, aligning with the expectations of the revised curriculum.

Furthermore, Ko (2014) examined the textbook excerpts used in Hong Kong and Malaysia to compare the textbook designs and structural approaches to grammar teaching in textbooks. Ko concluded that future textbook designs must incorporate communicative language teaching (CLT) principles. Ko offered strategies for pre- and in-service English teachers to align with the current CLT trends.

Similarly, Jiang (2010) analyzed three communicative situations in novice and intermediate Chinese textbooks in China, highlighting significant issues in Teaching Chinese as a Foreign Language (TCFL). Jiang found that novice and intermediate Chinese textbooks often lack language used in daily life, present overly simplistic scenarios, and do not integrate culture. The research involving foreign and Chinese university students showed that foreign learners struggle with complex sentences and cultural nuances due to these textbook deficiencies. The study suggests that future textbook design should focus more on the language used in daily life, cultural integration, and better differentiation by proficiency level.

Moreover, Aijala (2009) analyzed the learning tasks in Finnish Upper Secondary School English language coursebooks to assess intercultural competence (IC) development. Aijala applied a modified version of Byram's IC model using

quantitative and qualitative methods. The study revealed that IC learning tasks were most frequently found in the extended themes of the units or coursebooks, particularly in tasks focused on text comprehension, discussion, writing, and creative tasks. Aijala also found that writing tasks and conversational exercises were the most prevalent types of IC tasks, with the majority aimed at enhancing learners' cultural knowledge.

Similarly, Sercu (2000) explored the potential of the 6 foreign language textbook series for teaching German currently in use in Flanders for promoting the acquisition of intercultural communicative competence with Flemish adolescent pupils. Sercu modeled the study's theoretical framework using insights from socialization theory, developmental psychology, information processing theory, stereotyping theory, educational psychology, and textbook research. Sercu used qualitative and quantitative data collection techniques to collect pupil perceptions, attitudes, contacts with the target culture, and textbook data. In order to analyze the data, Sercu gathered the pupil and textbook data together in a qualitative analyze to make it possible to evaluate their potential for promoting the pupils' learning of culture and their acquisition of intercultural communicative competence and found that intercultural contact situations in textbooks are extremely low and situations modeled ‘‘are mostly of the ' Flemingmeets-German- in - Germany'-type’(Sercu, 2000, p. 291) In addition to that, Sercu found that the tasks merely requires the pupils to ‘attend to or apperceive’ the information presented. Sercu suggests that textbooks need to be less product and target-culture-oriented and more pupil and learning-process-oriented.

Moreover, Cha (1989) conducted a study to examine how well communicative goals are pursued in language learning tasks within current Korean

junior-high EFL textbooks. The study also compared these textbooks with older Korean junior-high EFL materials and newly published beginning ESL textbooks that claim to emphasize communicative competence across the four language skills. Cha used Paulston and Bruder's criteria for structural pattern drills (1976) and Littlewood's categories of learning activities (1981). The study found that the majority of tasks in the textbooks focused heavily on developing students' linguistic competence, offering limited opportunities for moving from controlled practice to learner-centered communicative interaction. The study also revealed that writing skills were most emphasized in current and past Korean junior-high EFL textbooks while speaking skills were prioritized in the selected ESL textbooks. Overall, the current Korean junior-high EFL textbooks primarily emphasize grammatical training, often at the expense of developing listening, speaking, and reading skills.

Furthermore, Level (1983) investigated how communicative competence is reflected in high school-level ESL textbooks in the U.S. and Venezuela. The study analyzed three groups of textbooks: those most frequently mentioned in a survey, those claiming to develop communicative competence, and Venezuelan ESL texts where English instruction is mandatory. The findings revealed that the most commonly mentioned ESL texts primarily used mechanical drills with few communicative activities. American ESL textbooks published more recently showed increased meaningful drills and communicative activities, although the use of communicative drills remained low. Venezuelan ESL textbooks exhibited minimal use of communicative drills and activities. The study concluded that while some American ESL textbooks are beginning to focus more on communicative competence, there is still significant room for improvement.

Studies on Intercultural Communicative Competence in Türkiye

According to the results based on the databases of the National Thesis Center of the Council of Higher Education (2024), studies in Türkiye are mostly done on the perceptions of ELT teachers and students. The analysis mostly used is ICC attitudes and ICC awareness dimensions. Therefore, studies on ELT coursebooks have been few over the years.

Çalışkan (2022) evaluated the local EFL coursebook "Relearn" used for 9th graders in Turkish public high schools, focusing on its integration of intercultural communicative competence (ICC) components. The coursebook, developed according to the Common European Framework of Reference for Languages (CEFR) and the Turkish national ELT curriculum, was analyzed using a checklist based on Byram's Intercultural Communicative Competence Model (1997). Çalışkan found that most of the coursebook's content lacked cultural elements, with only a limited number of intercultural activities included. These tasks primarily addressed the "knowledge" dimension of Byram's framework. The research highlights the importance of incorporating ICC into EFL materials and offers valuable insights for teachers, educators, coursebook writers, and curriculum developers.

Furthermore, Arslan (2018) examined the cultural content of a self-study textbook designed for the Open Education Faculty in Türkiye. The textbooks were analyzed using descriptive content analysis to find the aspects of intercultural communicative competence addressed. The findings revealed that a significant portion of the activities emphasized cultural aspects. Additionally, the study offered practical recommendations on the content that should be included in textbooks to develop intercultural communicative competence effectively.

Similarly, Kaya (2017) examined a set of A1 and A2 level ESL/EFL textbooks commonly used in Türkiye, aiming to answer two key questions: the extent to which intercultural elements are integrated into these textbooks and how ICC components are embedded within them. The findings indicate that ICC is integrated to some degree, particularly in areas such as fostering curiosity about other cultures, highlighting creative arts from the target language culture, and representing a variety of cultures. The study concludes with pedagogical recommendations for better integrating ICC into ESL/EFL textbooks.

Moreover, Demirel and Tarakçıoğlu (2016) investigate the perceptions of language instructors regarding the content of the "New Inside Out Elementary" coursebook, particularly in terms of intercultural communicative competence (ICC) in a multicultural learning environment. Demirel and Tarakçıoğlu conducted the study at the Turkish Military Academy during the 2014-2015 academic year. They gathered data through questionnaires and structured interviews with 48 language instructors, with in-depth interviews conducted with 15 of them. The analysis, using SPSS 17.0, revealed that instructors generally found the coursebook content lacking in terms of its goals, aims, and ability to address multicultural, cross-cultural, and ICC components. However, they considered the coursebook adequate in representing the target culture. The findings suggest that while the coursebook is sufficient for teaching the target culture, it fails to promote a broader understanding of intercultural communication.

Moreover, Ergün's (2016) study investigates the impact of integrating intercultural communicative competence (ICC) into English language instruction for Turkish university students at the pre-intermediate level. This study addresses the validity and reliability of the ICC scales (Attitude, Skill, Knowledge, and Action

Scales) developed for this research, the effect of ICC-integrated instruction on students' ICC, measured through pre-test and post-test comparisons, and the students' perceptions of ICC-integrated classes, based on responses to open-ended questions. Ergün found that the ICC scales were valid and reliable tools in their Turkish version. While the pre-test and post-test comparisons showed no significant improvement in attitudes, skills, and knowledge, there was a notable improvement in students' actions related to ICC. Additionally, the students' feedback indicated that the integrated instruction heightened their awareness of ICC and its importance in communication with people from different cultures.

Similarly, Gözgenç (2016) examined the extent to which the coursebook "Speakout" integrates intercultural communicative competence (ICC) within its reading activities. The findings revealed that the "Speakout" textbook series falls short in enhancing learners' ICC through its content, particularly in reading tasks. This study underscores the need for a more robust integration of intercultural elements in language teaching materials.

Furthermore, Ander (2015) studied whether the Turkish high school textbook *New Bridge to Success* aligns with communicative language teaching (CLT) principles. Content analysis is used to examine the tasks in each textbook section to determine how well they adhere to CLT principles and which sub-skills they emphasize. The study results showed that the coursebook tasks merely provide guiding questions and 141 pictures leading to speaking, listening, and lexical development for activating background and facilitating engagement. Also, considerable effort to integrate the stages of the four language skills and to differentiate pre-stage and post-stage language skills and sub-skills are reported.

Moreover, Demirbaş (2013) investigated the intercultural elements in coursebooks. Demirbaş analyzed the contents of *My English 5*, *Unique 6*, *Spring 7*, and *Four Seasons English 8*, which are used for English language instruction in Turkish primary schools. The key findings indicate that target culture-specific items in conversations and visuals are more prominent than intercultural elements. Moreover, when intercultural items are included, they represent certain cultures, such as Japanese, French, and German. The study concludes that while local coursebooks have made strides in incorporating cultural items, it remains largely up to teachers to adapt and use these items in communicative and creative ways in the classroom.

Similarly, Köroğlu (2013) explored the perceptions of English language instructors at the university's School of Foreign Languages regarding the intercultural communicative competence (ICC) content in textbooks. She collected her data data through a questionnaire and in-depth interviews with instructors. The research found that instructors believe the "English for Life" textbook series is insufficient for enhancing students' intercultural competence. Specifically, the instructors felt that the textbook units did not adequately represent key components of ICC, such as attitudes, knowledge, and intercultural awareness. However, the instructors acknowledged the importance of integrating intercultural communication into textbook content and knew its significance in language education.

CHAPTER 3: METHOD

Introduction

This chapter outlines the methodology of the current study, starting with a description of the research design. It then provides details about the study's context, followed by an explanation of the data collection and analysis procedures.

Research Design

This study explores communicative and intercultural communicative competence in the writing tasks in grades 9, 10, 11, and 12 High School English Language Textbooks published by Turkish MoNE.

To attain this purpose, the study focuses on qualitative research as it aligns more effectively with the nature of the data collected and the aims of this research study. As Maxwell (2005) states, “in qualitative research, the goal of coding is not to count things but to “fracture” the data and rearrange them into categories that facilitate comparison between things in the same category and that aid in the development of theoretical concepts” (p. 96).

This study used qualitative content analysis to address the research questions. Although QCA can involve focusing on frequencies, it is fundamentally “a method for systematically describing the meaning of qualitative data...” and its core lies in assigning “successive parts of the material to the categories of a coding frame” (Schreier, 2014, p. 172). In essence, QCA strives to reduce qualitative data flexibly and systematically (Schreier, 2014).

While quantitative content analysis primarily focuses on “manifest meaning”, qualitative content analysis emphasizes “latent and more context-dependent meaning” (Schreier, 2014, p. 173; Selvi, 2019).

Another distinction between the two approaches lies in their application. Quantitative content analysis “is often used to test hypotheses ... the focus of qualitative content analysis is more often on providing detailed description of the material under analysis” (Schreier, 2014, p. 173). In the former, coding is seen as data collection and preparation for a potential statistical analysis, while in the latter, it is considered a method for data analysis itself.

Unlike inductive coding, which allows the assignment of multiple codes to a text segment, QCA is more restricted in this regard (Schreier, 2014). This implies that the coding frame generally remains unchanged throughout the analysis process.

According to Schreier (2014), conducting QCA involves the following steps (p. 174): *Deciding on a research question, Selecting material, Building a coding frame, Segmentation, Trial coding, Evaluating and modifying the coding frame, Main analysis, Presenting and interpreting the findings.*

Qualitative content analysis (QCA) begins with deciding on a specific research question, which sets the direction for the entire process. Next relevant material is selected to ensure a comprehensive analysis. A coding frame is constructed, consisting of main categories and subcategories that organize the data meaningfully. The material is segmented into units that align with coding categories, Trial coding is constructed to test the effectiveness of the coding frame, identifying any issues that require modification. After evaluating and refining the coding frame for consistency, the main analysis is conducted, systematically coding the entire material. Finally, the findings are presented and interpreted in relation to the research question, using either qualitative narratives or quantitative measures like coding frequencies.

Context

The Turkish Ministry of National Education (MoNE) issues the coursebooks, oversees their publishing, and arranging related aspects such as content, topics, and tasks for each grade. The Ministry has established regulations governing the textbooks used in public schools. According to the Turkish Ministry of National Education, Coursebooks and Training Tools' regulations, the 25th article in section three states that a period of five years, beginning with the academic year in which the coursebook is published, is the specified period for teaching the Ministry's coursebooks. This means that the Ministry's coursebooks, which are taught in public schools for one to five years, are issued for a specific time period. When a coursebook's publication date expires, it must be reissued, amended, or replaced entirely (MoNE, 2009).

While the content and level of each coursebook may differ from one another, the syllabi and key objectives to be met for each grade are nearly identical. The tasks included in the coursebook's units are determined by the teacher's and students' progress.

The coursebooks examined in this study were listed on the Turkish MoNE website, along with the description and publication information. While schools can select the textbooks to be taught from the list of books, public schools are strongly advised to employ educational materials published or endorsed by the Turkish MoNE. Syllabi for how to use and teach them are also included in the Education Board's regulations.

The Turkish MoNE Curriculum (2018) aligns with the Common European Framework of Reference for Languages (CEFR) pedagogical principles. It intends to foster communicative skills in English for 9th-12th graders. One of the language

teaching and principles reoccurring in the 9th-12th Grades English Curriculum is “English seen as a lingua franca and international language used in today’s global world.” The other prioritizes communicative competence over other traditional approaches.

Sampling

The textbooks selected for analysis in the study are the Anatolian High School English language textbooks published by the MoNE (2023). These comprise:

- Grade 9: *Uplift* Student’s Book, authored by Aynur Yadigar Artiran, Berrin Kodalak Korkutan, Esin Özen, Nezaket Birgül Aktaş.
- Grade 10: *Count Me in* Student’s Book, authored by Fethi Çimen, Bilgen Taşkiran Tiğın, Ayten Çokçalışkan, Nihan Özyıldırım, Mustafa Özdemir, Esra Demir, Gözde Findikçi
- Grade 11: *Spice Up* Student’s Book, authored by *Burcu Koyutürk, Ebru Akdağ, Funda Baydar Ertopcu, Müzeyyen Hande Bozbiyik, Seda Umur Özadali, Tuğba Aktaş.*
- Grade 12: *Notifier* Student’s, authored by Fethi Çimen, Bilgen Taşkiran Tiğın, Ayten Çokçalışkan, Mustafa Özdemir, Dr. Senem Cellat.

Methods of Data Collection and Analysis

The process of data collection and analysis began with the formulation of research questions, followed by selecting relevant textbooks. A coding frame was then developed to categorize the data, addressing specific aspects such as the Knowledge domain (Bayram’s model), Linguistic, Sociolinguistic, and Discourse competence (Van Ek’s framework), Language functions (Halliday), Genres (Adam’s text types), and cognitive demands (Bloom’s revised taxonomy). The coding frame was segmented for easier analysis, where possible, followed by trial coding to test

and refine the coding frame. The main analysis was then conducted transferring all data including tasks and unit analysis to spreadsheets. Findings were presented and interpreted based on the coded data.

According to Selvi (2019), regardless of the type of qualitative content analysis (QCA) used, researchers must carefully develop, follow, and outline a coding frame to ensure trustworthiness. A common approach to maintaining this is to provide a detailed description of the analytical process, reference specific data points, ensure intercoder reliability, use member checks during coding, and thoroughly describe the research context.

This study approaches trustworthiness by applying the key criteria established by Guba and Lincoln (1985): credibility, transferability, dependability and confirmability. Credibility is ensured by getting constant feedback from the advisor about the choices made and making alterations as necessary. Transferability is addressed through providing details, layered details when it comes to communicative competence, to ensure the results can be applied to the other contexts. Dependability is supported by maintaining detailed records of the analysis to facilitated replicability. Conformity is tackled by ensuring that the findings are clearly derived from the data and are not included by the researcher's motivations.

CHAPTER 4: RESULTS

Introduction

This chapter presents the findings of the study, organized by grade level. Each grade level is analyzed through following sections: the structure of the textbook's writing strand, writing curriculum objectives, *Language Functions*, *Text Types*, *Communicative Competence*, and *Intercultural Competence* in the *Knowledge Domain*.

Grade 9 English Language Textbook for Anatolian High Schools

Grade 9 Textbook Structure

The textbook has 10 themes (Appendix 1) and 4 modules. Each theme is composed of 4 modules, and there are 5 strands in each theme, namely Functions, Vocabulary, Listening & Speaking, Reading & Writing, and Pronunciation. Additionally, Themes include the following Icons in the textbook: 'Proverb of the Day,' 'Game Time', 'Did you know?', 'e-portfolio,' 'QR Codes.' Functions, Vocabulary, and Pronunciation strands are given separately. However, Listening & Speaking, Reading & Writing skills are integrated and given together inside the themes in the coursebook. At the end of the student's book, there is a list of irregular verbs, phonetic Alphabets, and student's book references.

Grade 9 Writing Curriculum Objectives

Curriculum objectives are first analyzed in terms of cognitive demand on the part of the learners. According to Celce-Murcia (2008), cognitive strategies are "... an available inventory of communicative, cognitive, and metacognitive strategies that allow a skilled interlocutor to negotiate meanings, resolve ambiguities, and compensate for deficiencies in any of the other competencies" (p.44). Likewise,

according to Manchón and Roca de Larios (2008), "... L2 writing needs to take account of the cognitive conceptualizations writing as a recursive, cognitively demanding, problem-solving task" (p. 104).

The initial purpose of the study is to take a snapshot of the cognitive landscape in the Grade 9 writing curriculum. Table 4 introduces Grade 9 English Language Curriculum Objectives within the context of *Bloom's Revised Taxonomy* (Anderson et al., 2001).

Table 4

Grade 9 English Language Curriculum: Writing Objectives

G	T	S	MoNE (2018) Grade 9 ELT Curriculum Objectives	Bloom's Taxonomy
9	2	W2	to describe different environments in simple sentences and phrases.	Understand
9	2	W1	to fill in a chart comparing cities in different countries/Türkiye.	Understand
9	10	W1	to write a comment on a topic via social media.	Apply
9	1	W1	to write simple sentences and phrases (a postcard, an e-mail or a hotel registration form).	Apply
9	3	W2	to write short text messages to invite their friends for a movie.	Apply
9	6	W1	to write a short message to leave at the reception desk for their parents.	Apply
9	6	W2	to write a series of sentences about the city that they would like to visit by indicating reasons.	Analyze
9	7	W1	to write a series of sentences about historical places they visited in the past.	Analyze
9	9	W1	to write simple invitation letters.	Analyze
9	4	W1	to write about their friend's daily life and the frequencies of their tasks.	Analyze
9	4	W2	to write a short paragraph about love for nature	Analyze

G	T	S	MoNE (2018) Grade 9 ELT Curriculum Objectives	Bloom's Taxonomy
9	5	W1	to write a text comparing characteristics of people by giving their opinions.	Analyze
9	5	W2	write a text describing their inspirational character.	Analyze
9	3	W1	to write their opinions on a blog.	Evaluate
9	9	W2	to write a short paragraph about their future plans.	Evaluate
9	8	W1	to prepare posters/leaflet/brochures about safety and health at work.	Create

Overall, there are 16 objectives covering a spectrum of cognitive skills from understanding and application to higher-order thinking skills such as analysis, evaluation, and creation. Specifically, Table 4 highlights that out of the total 16 objectives:

- 2 objectives focus on *Understanding*
- 4 objectives emphasize *Applying* knowledge and skills
- 7 objectives target *Analyzing*
- 2 objectives involve *Evaluating*
- 1 objective fosters *Creativity*

Writing instruction is a multifaceted endeavor that involves guiding students through various cognitive processes and levels of linguistic complexity. At the foundational level of *Revised Bloom's Taxonomy*, the *Remembering* focus on the recall of vocabulary and basic sentence structures. Students might describe a simple scene in simple sentences or complete a chart comparing different cities based on their understanding of facts.

The next set of objectives focuses on *Applying* acquired knowledge in new situations. Students might write a postcard detailing their holiday experiences or

write a text message inviting friends to a movie, demonstrating their ability to adapt language for specific purposes and audiences.

Moving into the level of *Analysis*, students examine and break information into parts, identifying motives or causes. They might write a series of sentences analyzing why they would like to visit a particular city, providing reasons based on their understanding of historical sites or cultural attractions. The analysis-related objectives extend to more personal and reflective writing. Students might write about their friend's daily life; they could also express their love for nature in a short paragraph. Furthermore, students might be asked to compare and contrast characteristics of different people, giving their opinions.

The *Evaluation* level requires students to present and defend opinions; this might involve writing a blog post evaluating a movie or articulating future plans.

Finally, at the level of *Creating*, students are expected to compile information in a different way by combining elements in a new pattern. They might design a workplace safety brochure at work.

Regarding writing demand, the objectives progress from simple sentence-level tasks to more complex paragraph or extended text-level challenges. Initially, the focus is on recalling vocabulary, using correct grammar, and constructing basic sentences. As students progress, they are expected to organize sentences into cohesive paragraphs, expressing opinions or arguments and adhering to specific genres and formats.

The curriculum strongly emphasizes higher-order thinking skills based on the distribution of objectives across different cognitive levels.

Grade 9 Language Functions: Writing

Table 5 demonstrates the while-writing task tasks of the 9th-grade MoNE textbook called *Uplift* (2023). The grade 9 student's book contains 40 writing task tasks: 10 while-writing, 9 post-writing, and 21 pre-writing. The analysis of while writing tasks within the student's book reveals a diverse range of *Language Functions* aligning with Halliday's framework, which encompasses *Instrumental*, *Personal*, *Heuristic*, *Interactional*, *Imaginative*, *Representational*, and *Regulatory Functions* (Halliday, 2002; Richard & Rodgers, 2014).

Table 5

Grade 9 Uplift SB: While-Writing Tasks & Language Functions

Task No.	Skill_Stage	Tasks	Example	Language Functions
3 DW_c	while_writing: Film review, blog post writing / Guided	Think of a film you have seen and write your opinion about it as a film review on a blog. Use the following guidelines and at least three of the highlighted words in Exercise b.	• Mention the film's title, genre, and release date. • Tell the film's story (without spoilers). • Share your opinion of the film and the actors. Why (not) watch it?	Personal Function,
6 DW_e	while_writing: modeled writing	Write a similar paragraph as in Exercise d. Express your reasons.	(Exercise d: Read Jan's paragraph about the city she would like to visit and underline the sentences expressing reason)	Representational Function
1 DW_f	while_writing: modeled email writing	Imagine you are an exchange student, and your partner is abroad. Email him/her to get the information you need. Use the text in Exercise a as a model. In your email, you should...	• start with a greeting. • introduce yourself. • ask questions. • keep your message short. • end with a sign-off.	Interactional Function

Task No.	Skill_Stage	Tasks	Example	Language Functions
10 DW_b	while_writing: reading/comprehension+ social media comment writing, modeled	Read the comments on the discussion forum. Then write your own comment on the topic below.	Lisa E.,I believe that it has a positive impact on my life because it allows me to share ideas and emotions with people who feel the same way. I feel like I am not the only one, and everyone can sometimes have problems in life. / Zavian M., I think social media makes us less social...	Interactional Function
2 DW_d	while_writing: writing, sentence writing	Write a few sentences to describe the city you live in.		Representational Function
5 DW_e	while_writing: writing a text	Write a text to describe a Turkish person who inspires you the most. Use the information you have written in Exercise d.	Exercise d: Work in groups. Think about what information you need to describe someone. Then complete the chart.	Representational Function
4 DW_e	while_writing: write a short paragraph	Write a short paragraph about the sentences you ranked as the top two or three above. In your paragraph, you should...	1 take the paragraph in Exercise b as a model. 2 write a title. 3 start with a topic sentence. 4 support the topic sentence. 5 draw a conclusion.	Personal Function
8 DW_e	while_writing: poster, in group	Work in groups. Prepare a poster or a leaflet about safety and health at school, home, or work as in Exercise b. Choose one of the topics below.	• How to get ready for natural disasters at school/home/work • How to deal with emergencies such as falls, cuts, etc. at school/home/work	Regulatory Function

7	while_writing: guided	Use the following	history. • Share
DW_c	short paragraph	guidelines and at	your opinion about
		least three of the	the place. • Talk
		highlighted words	about your feelings
		in Exercise b.	and what you
			did/saw there.

Tasks within the *Regulatory Function* involve using language to regulate the behavior of others (Halliday, 2002; Richard & Rodgers, 2001).

7	while_writing: guided	Use the following	history. • Share
DW_c	short paragraph	guidelines and at	your opinion about
		least three of the	the place. • Talk
		highlighted words	about your feelings
		in Exercise b.	and what you
			did/saw there.

Tasks within the *Regulatory Function* involve using language to regulate the behavior of others (Halliday, 2002; Richard & Rodgers, 2001).

7	while_writing: guided short paragraph	Use the following guidelines and at least three of the highlighted words in Exercise b.	history. • Share your opinion about the place. • Talk about your feelings and what you did/saw there.
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Tasks within the *Regulatory Function* involve using language to regulate the behavior of others (Halliday, 2002; Richard & Rodgers, 2001).

7	while_writing: guided	Use the following	history. • Share
DW_c	short paragraph	guidelines and at	your opinion about
		least three of the	the place. • Talk
		highlighted words	about your feelings
		in Exercise b.	and what you
			did/saw there.

Tasks within the *Regulatory Function* involve using language to regulate the behavior of others (Halliday, 2002; Richard & Rodgers, 2001).

review (3 DW_c), writing a paragraph justifying the ranking of sentences (4 DW_e) and Write a short paragraph about a historical place you visited in the past. Use the following guidelines and at least three highlighted words in Exercise b (7DW_c).

Tasks utilizing the *Representational Function* primarily convey factual information and describe the world around us, such as cities or historical places. For example, write a paragraph similar to that in Exercise d. Express your reasons.

Exercise d: Read Jan's paragraph about the city she would like to visit and underline the sentences expressing reason (6 DW_e); write a few sentences to describe the city you live in (2 DW_d) and Write a text to describe a Turkish person who inspires you the most. Use the information you have written in Exercise d (5 DW_e).

Grade 9 Text Types: Writing

Different *Text Types* serve distinct purposes in communication each characterized by specific purposes and genres (Adam, 1985; Fludernik, 2000; Smith, 2002; Tsiplakou & Floros, 2013). *Narrative Texts* assert events and experiences.

Descriptive Texts use assertions to create vivid images of places, people, or objects.

Expository Texts rely on assertions to convey factual information and explanations.

Argumentative Texts aim to convince readers by presenting reasoned arguments and evidence. *Injunctive Texts* issue directives, guiding actions or behavior. *Predictive*

Texts offer predications about future events. *Conversational Texts* involve a range of speech acts, including questions, apologies, promises, fostering interaction and exchange. Lastly, *Rhetorical Texts* employ artistic language and figurative devices to evoke emotional or persuade audiences (Adam, 1985, as cited in Fludernik, 2000).

Table 3 illustrates a range of *Genres* and *Text Types* employed in various writing tasks. Adam's study in 1985 (as cited in Fludernik, 2000) highlights eight *Text Types*: *Narrative, Descriptive, Expository, Argumentative, Injunctive, Predictive,*

Conversational, and *Dialogue*. Table 6 introduces the Grade 9 *Uplift* Student's Book includes 9 *while-writing* tasks, each designed to develop students' writing skills across different *Genres* and *Text Types*.

Table 6

Grade 9 Uplift SB: While-Writing Tasks & Text Types/Genres

Task No.	Skill_Stage	Tasks	Example	Product/ Outcome	Text Type/Genre
3 DW _c	while_writing: Film review, blog post writing / Guided	Think of a film you have seen and write your opinion about it as a film review on a blog. Use the following guidelines and at least three of the highlighted words in Exercise b.	• Mention the film's title, genre, and release date. • Tell the film's story (without spoilers). • Share your opinion of the film and the actors. Why (not) watch it?	film review on a blog post	Argumentative
6 DW _e	while_writing: modeled writing	Write a similar paragraph as in Exercise d. Express your reasons. Imagine you are an exchange student, and your partner is abroad. Email him/her to get the information you need. Use the text in Exercise a as a model. In your email, you should...	(Exercise d: Read Jan's paragraph about the city she would like to visit and underline the sentences expressing reason) • start with a greeting. • introduce yourself. • ask questions. • keep your message short. • end with a sign-off.	modelled paragraph writing	Argumentative
1 DW _f	while_writing: modelled email writing			e-mail	Conversational
10 DW _b	while_writing: Reading/Comp rehension+ social media comment Writing, modeled	Read the comments on the discussion forum. Then write your own comment on the topic below.	Lisa E., I believe that it has a positive impact on my life because it allows me to share ideas and emotions with people who feel the same way. I feel like I am not the only one, and everyone can sometimes have problems in life. / Zavian M., I think social media makes us less social...	Comments on discussion forum	Conversational

Task No.	Skill_Stage	Tasks	Example	Product/ Outcome	Text Type/Genre
2 DW _d	while_writing: writing, sentence writing	Write a few sentences to describe the city you live in.		Few sentences	Descriptive
5 DW _e	while_writing: writing a text	Write a text to describe a Turkish person who inspires you the most. Use the information you have written in Exercise d.	Exercise d: Work in groups. Think about what information you need to describe someone. Then complete the chart.	A text	Descriptive
4 DW _e	while_writing: write a short paragraph	Write a short paragraph about the sentences you ranked as the top two or three above. In your paragraph, you should...	1 take the paragraph in Exercise b as a model. 2 write a title. 3 start with a topic sentence. 4 support the topic sentence. 5 draw a conclusion.	short paragraph	Expository
8 DW _e	while_writing: poster, in group	Work in groups. Prepare a poster or a leaflet about safety and health at school, home, or work as in Exercise b. Choose one of the topics below.	• How to get ready for natural disasters at school/home/work • How to deal with emergencies such as falls, cuts, etc. at school/home/work • Mention your reason(s) for throwing a party. • Inform the guest of the date, time, and location of the party • Give the guest some extra information about the event. • Let the guest know if you have a special request.	poster/leaflet	Injunctive
9 DW _c	while_writing: Guided invitation letter writing	Imagine you are throwing a garden party or a surprise party and write an invitation letter to a friend. Use the following guidelines.	• Mention its location, importance, and history. • Share your opinion about the place. • Talk about your feelings and what you did/saw there.	invitation letter	Injunctive
7 DW _c	while_writing: guided short paragraph	Write a short paragraph about a historical place you visited in the past. Use the following guidelines and at least three of the highlighted words in Exercise b.	• Mention its location, importance, and history. • Share your opinion about the place. • Talk about your feelings and what you did/saw there.	short paragraph	Narrative

Argumentative Texts focus on persuading the reader by supporting and presenting a point of view or an argument. Therefore, the task: write a film review on a blog, share your opinion about the film using specific guidelines (3 DW_c), and write a paragraph expressing reasons, modeled after another example (6 DW_e) are tasks reinforcing argumentative text type use which also fosters critical thinking, questioning.

Conversational Texts mimic dialogues, and they are often informal. They can be used to simulate real-life interactions or practice dialogue writing. For example, write an email as an exchange student to get information (1DW_f), read comments on a discussion forum, and write your comment on the topic (10 DW_b).

Descriptive Texts provide in-depth portrayals of people, places, objects, or events, often employing sensory details to help the reader vividly imagine the subject. Tasks (2DW_d) and (5DW_e) encourage the students to write a few sentences describing their city and a text describing a Turkish person who inspires them the most.

Expository Texts inform or explain something to the reader. They are structured logically and often include facts, examples, and explanations. For example, task 4 DW_e encourages students to write a short paragraph about the sentences they ranked as top two or three, following specific guidelines.

Injunctive Texts aim to instruct or guide the reader to take specific actions. They often include commands, requests, or advice. Tasks 8 DW_e and 9 DW_c makes the students prepare a poster or a leaflet about safety and health at school, home, or work and write an invitation letter for a garden or surprise party.

Narrative Texts tell a story or describe a sequence of events. They often include characters, settings, and a plot. For example, in task 7 DW_c, students write

a short paragraph about a historical place they visited, using specific guidelines that make the students describe the past events in a short paragraph.

Grade 9: Communicative Competence in Writing

The while-writing tasks were analyzed by using Van Ek's (1986) definitions Model of Competencies, including *Linguistic Discourse*, *Sociolinguistic Discourse*, and *Discourse Competence* (as cited in Byram, 2021). According to Byram (2021), *Linguistic*, *Sociolinguistic*, and *Discourse Competencies* significantly influence obtaining *Intercultural Communicative Competence*. Therefore, the existence of the three competencies in a task equals to the task being a tool for activating *Intercultural Communicative Competence*.

The term "*Communicative Competence*" was coined by Hymes (1967, 1972), who argued that "in addition to linguistic competence ... one also needed notions of sociolinguistic competence (Celce-Murcia, 2008, p. 42). Canale (1983) further expanded the concept by adding discourse competence to the concept of communicative competence (Celce-Murcia, 2008).

This study used these competencies as lenses to identify the authentic tasks that allow room for the development of all three competencies. Authentic tasks are defined as those that use "language to communicate in situations where the meanings are unpredictable" (Littlewood, 2013, p. 12). The researcher also ensured that there was a clear authentic audience, purpose, context and genre (Halliday, 1994) before finalizing her decision about a task.

Table 7 displays the analyses of Grade 9 while-writing tasks in terms of sociolinguistic, linguistic, and discourse competence.

Table 7*Grade 9 Uplift SB: While-Writing Tasks & Communicative Competence*

Task No.	Skill Stage	Instruction of the Question	Task Example	LC	SC	DC
10 DW_b	while_writing: Reading/Comprehension+ social media comment Writing, modeled	Read the comments on the discussion forum. Then write your own comment on the topic below. Imagine you are an exchange student, and your partner is abroad. Email him/her to get the information you need. Use the text in Exercise a as a model. In your email, you should...	Lisa E., I believe that it has a positive impact on my life because it allows me to share ideas and emotions with people who feel the same way. I feel like I am not the only one, and everyone can sometimes have problems in life. / Zavian M., I think social media makes us less social...	1	1	1
1 DW_f	while_writing: modeled email writing	Think of a film you have seen and write your opinion about it as a film review on a blog. Use the following guidelines and at least three of the highlighted words in Exercise b.	• start with a greeting. • introduce yourself. • ask questions. • keep your message short. • end with a sign-off.	1	1	1
3 DW_c	while_writing: Film review, blog post writing / Guided		• Mention the film's title, genre, and release date. • Tell the film's story (without spoilers). • Share your opinion of the film and the actors. Why (not) watch it?	1	1	1

Task No.	Skill Stage	Instruction of the Question	Task Example	LC	SC	DC
8 DW_e	while_writing: poster, in group	Work in groups. Prepare a poster or a leaflet about safety and health at school, home, or work as in Exercise b. Choose one of the topics below.	• How to get ready for natural disasters at school/home/work • How to deal with emergencies such as falls, cuts, etc. at school/home/work • Mention your reason(s) for throwing a party. • Inform the guest of the date, time, and location of the party • Give the guest some extra information about the event. • Let the guest know if you have a special request.	1	1	1
9 DW_c	while_writing: Guided invitation letter writing	Imagine you are throwing a garden party or a surprise party and write an invitation letter to a friend. Use the following guidelines.		1	1	1
2 DW_d	while_writing: writing, sentence writing	Write a few sentences to describe the city you live in.		1	0	1
5 DW_e	While_writing: writing a text	Write a text to describe a Turkish person who inspires you the most. Use the information you have written in Exercise d.		1	0	1
4 DW_e	while_writing: write a short paragraph	Write a short paragraph about the sentences you ranked as the top two or three above. In your paragraph, you should...	1 take the paragraph in Exercise b as a model. 2 write a title. 3 start with a topic sentence. 4 support the topic sentence. 5 draw a conclusion.	1	0	1

Task No.	Skill Stage	Instruction of the Question	Task Example	LC	SC	DC
6 DW_e	while_writing: modeled writing	Write a similar paragraph as in Exercise d. Express your reasons.		1	0	1
7 DW_c	while_writing: guided short paragraph	Write a short paragraph about a historical place you visited in the past. Use the following guidelines and at least three of the highlighted words in Exercise b.	• Mention its location, importance, and history. • Share your opinion about the place. • Talk about your feelings and what you did/saw there.	1	0	1

There are 5 while-writing tasks that intend to develop the three aspects of *Communicative Competence*, and they are authentic in nature. They incorporate clear, authentic purpose, audience, context, and genre. These tasks mirror real-world written communication scenarios, providing learners with meaningful opportunities to apply language skills in various contexts. For example, communicative tasks require students to comment on the discussion forum, write an e-mail to a partner as an imaginary exchange student, write a film review on a blog, write an invitation letter and prepare a leaflet or poster.

Grade 9: Intercultural Communicative Competence in the Knowledge Domain

Grade 9 *Uplift* SB Pre-Writing, While-Writing, Post-Writing tasks are analyzed by using Byram's *Intercultural Communicative Competence Model* (2021). For the analysis, the category of *Knowledge Domain's* objectives is used from the Model of Byram's *Intercultural Communicative Competence* (2021) to inquire if the writing tasks align with the objectives of the *Knowledge Domain* to be a tool for

students to engage with *Intercultural Communicative Competence* through the textbooks.

According to Byram (2021), the category of *Knowledge* identified as: “Specific knowledge of social groups and their products and practices in one’s own and one’s interlocutor’s country, and of the general knowledge of processes of societal and individual interaction.” (p. 65)

Grade 9 *Uplift* SB students' books contain 10 while-writing tasks, 9 post writing tasks and 21 pre-writing. Only the tasks that aligns with the knowledge domain objectives are given in the tables below. The tasks that do not align with the Knowledge Domain’s objectives have been excluded from the tables.

Grade 9: The Means of Achieving Contact with Interlocutors... (Objective b)

Objective *b* (Table 8) emphasizes “the means of achieving contact with interlocutors from another country (at a distance or in proximity), of travel to and from, and the institutions which facilitate contact or help resolve problems. [One is expected to] know about (and how to use) telecommunications, consular and similar services, modes and means of travel, and public and private organizations which facilitate commercial, cultural/leisure and individual partnerships across frontiers” (Byram, 2021, p.85).

A number of tasks supporting the development of skills related to this objective were identified in the textbook (Table 8).

Table 8

Grade 9 Uplift SB: The Means of Achieving Contact (Objective b)

Task No.	Obj.	1 st Level	2 nd level coding	Stage	Tasks	Example of the Question
1DW_a	b (Prep)	Cont_Wth_Int er_Othr (exchange student)	Cont_Wth_In ter_Othr	pre_writing: skim and circle	Skim the text and circle what it is about.	1 It is about the autumn season. 2 It is about lunchtime duration. 3 It is about social

Task No.	Obj.	1 st Level	2 nd level coding	Stage	Tasks	Example of the Question
						activities. 4 It is about an exchange student.
5D_W_b	b (exp)	Cont_Wth_Int er_Othr	Pub_Priv_Co m_Cult_Indv_ Part	pre_writing: reading, scan, fill in the blanks	Scan the text and write the required information below	Age: Characteristic traits: Job: Physical appearance:
5D_W_c	b (exp)	Cont_Wth_Int er_Othr	Pub_Priv_Co m_Cult_Indv_ Part	pre_writing: pair work, modeled speaking about text	Work in pairs. Ask and answer questions about Karsu Dönmez as in the example.	e.g. A: What does Karsu Dönmez do? B: She's a singer, pianist, and composer. A: How old is she? B: She's 32 years old. 1 Q: How long did the journey last? A:... 2 Q: What did the author have for brunch? A:..... 3 Q:.... A: They went to the Acropolis of Athens. 4 Q:..... A: Before they ate dinner. Text: As a lover of old things and places, I always dreamt of going to Greece to see its historical places. I was thrilled when I learnt that my school arranged a trip to Athens for the spring break. I couldn't sleep the night before the trip because I was so excited...
7D_W_b	b (Exp)	0, (Exposure to b no action in the task) Cont_Wth_Int er_Othr	0, Pub_Priv_Co m_Cult_Indv_ Part(Exposure to b no action in the task)	pre_writing: compere hension q&a	Read the text and write answers and questions about it. Imagine you are an exchange student, and your partner is abroad. Email him/her to get the information you need. Use the text in Exercise a as a model. In your email, you should...	
1DW_f	b (mediated)	Cont_Wth_Int er_Othr (exchange student)	Cont_Wth_Int er_Othr	while_writing: modeled email writing		• start with a greeting. • introduce yourself. • ask questions. • keep your message short. • end with a sign-off.

All the tasks are related to the objective of establishing and maintaining contact with interlocutors from another country by providing learners with various means of achieving contact and understanding individuals from different cultural backgrounds.

- Task 1DWa introduces the concept of exchange programs, a fundamental system facilitating intercultural contact.
- Tasks 5DWb and 5DWc, while focusing on gathering information about an individual from another culture, indirectly prepare learners for potential interactions by highlighting professional details.
- Task 7DWb, though not directly focused on contact, exposes learners to travel experiences, emphasizing travel as a means of intercultural communication.
- Task 1DWf directly addresses communication skills by simulating an email exchange with an individual abroad, exemplifying a practical application of maintaining contact across borders.

Grade 9: The National Memories of One's Interlocutor's Country and the Perspective on Them from One's Own Country (Objective e)

Objective *e* (Table 9) emphasizes “the national memories of one's interlocutor's country and the perspective on them from one's own country [One is expected to] know about the national memory of the other in the same way as their own” (Byram, 2021, p.86).

A number of tasks supporting the development of skills related to this objective were identified in the textbook (Table 9).

Table 9

Grade 9 Uplift SB: The National Memories of One's Interlocutor's Country and the Perspective on Them from One's Own Country (Objective e)

Task No.	Obj.	1 st Level	2 nd level coding	Stage	Tasks	Example of the Question
7D_W_c	e(e xp)	Interloc_Nat_Mem_and_f rom_Persp_Own	Knows_n at_mem_ other_ow n, Nat_Def _GeoSP_ Own	while_writing: guided short paragraph	Write a short paragraph about a historical place you have visited in the past. Use the following guidelines and at least three of the highlighted words in Exercise b.	• Mention its location, importance, and history. • Share your opinion about the place. • Talk about your feelings and what you did/saw there.
7D_W_e	e(e xp)	Interloc_Nat_Mem_and_f rom_Persp_Own	Knows_n at_mem_ other_ow n, Nat_Def _GeoSP_ Own	post_writing: presentation	Choose and research an ancient civilization. Then, prepare a slide presentation with the information you have collected and present it to your classmates.	• Mention your reason(s) for throwing a party. • Inform the guest of the date, time, and location of the party. • Give the guest some extra information about the event. • Let the guest know if you have a special request.
9D_W_c	k / e (med)	Pro_Soc_Int_Inte r_Count / Interloc_Nat_Mem_and_f rom_Persp_Own	Knows_Ab_Lev_ Form_Ve rb_Beh_ Bel_Tab / Knows_n at_mem_ other_ow n	while_writing: guided invitation letter writing	Imagine you are throwing a garden party as a surprise party and write an invitation letter to a friend. Use the following guidelines.	• Give the guest some extra information about the event. • Let the guest know if you have a special request.

The listed tasks can be connected to this object in the following ways.

- 7DWc: By writing about a historical place, students are encouraged to focus on their own, or target, country to set a foundation for understanding and appreciating different cultural perspectives.

- 7DWe: By researching and presenting on an ancient civilization, students are exposed to different cultures and learn about significant events, figures, and cultural practices.
- 9DWc: By writing an invitation letter to throw a thematic imaginary garden party, the students explore the events and emblems of other cultures to make requests to their friends in their invitations, such as dress code.

Grade 9: The national definitions of geographical space in one's own country, and how these are perceived from the perspective of other countries (Objective f)

Objective *f* (Table 10) emphasizes “the national definitions of geographical space in one's own country and how these are perceived from the perspective of other countries. [One is expected to] know about perceptions of regions and regional identities, of linguistic varieties (particularly regional dialects and languages), of landmarks of significance, of markers of internal and external borders and frontiers, and how these are perceived by others” (Byram, 2021, p.86).

A number of tasks supporting the development of skills related to this objective were identified in the textbook (Table 10).

Table 10

Grade 9 Uplift SB: The national definitions of geographical space in one's own country, and how these are perceived from the perspective of other countries (Objective f)

Task No.	Obj.	1 st Level	2 nd level coding	Stage	Tasks	Example of the Question
2D_ W_a	f (exp)	Nat_Def_GeoSp_ of_Own_From_O thers_Persp, no own given. Cultural exposure	Nat_Def_Geo Sp_Other	while_re ading: skim, read, match	Skim the texts and write the names of the cities on the brochures.	

Task No.	Obj.	1 st Level	2 nd level coding	Stage	Tasks	Example of the Question
						(low to high)
2D_W_b	f (exp)	Nat_Def_GeoSp_of_Own_From_Others_Persp, no own given. Cultural exposure	Nat_Def_GeoSp_Other	while_reading: interpret (words to symbols), read, complete chart	Complete the missing parts on the chart to compare the cities in Exercise a. Use stars to rank.	Quebec City Ica Manaus Population Area Average Temperature
7D_W_a_2	f (prep)	Nat_Def_GeoSp_of_Own_From_Others_Persp	Knows_Perc_Landm_of_Sig_Bor_Front	pre_writing: read, discuss group work/ speaking	Work in groups. Talk about the following questions.	2 Which historical places in your town/city do tourists generally like to visit?
6D_W_d	f (exp)	Nat_Def_GeoSp_of_Own_From_Others_Persp	Nat_Def_GeoSp_Other	pre_writing: reading, sentence underlining	Read Jan's paragraph about the city she would like to visit and underline the sentences expressing reason.	I really want to visit İstanbul one day because I believe that it is one of the most beautiful cities...

The listed tasks can be connected to this object in the following ways.

- 2DWa: By identifying the names of the cities, students indirectly have a perspective on a country's geography.
- 2DWb: By comparing the cities, students indirectly learn about geographical space or characteristics of different countries.
- 6DWd: By reading about a tourist's point of view about the student's country, the students indirectly gain a perspective about foreigners' opinions on Istanbul city. This task prepares the students for the upcoming writing task.

- 7DWa2: By researching the historical places in the city where they live, the students indirectly learn about the perspectives and preferences of tourists about their city.

Grade 9: The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own (Objective g)

Objective g (Table 11) emphasizes “the national definitions of geographical space in one's interlocutor's country, and the perspective on them from one's own [One is expected to] knows about perceptions of space in the other country as they do about their own” (Byram, 2021, p.86).

Table 11

Grade 9 Uplift SB: The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own (Objective g)

Task No.	Obj.	1 st Level	2 nd level coding	Stage	Tasks	Example of the Question
7D_W_e	g (exp)	Nat_GeoS p_of_Inter _and_Fro m_Owns_ Persp	Knows_nat_ mem_other_ own, Nat_Def_Ge oSP_Own	post_writ ing: presentat ion	Choose and research an ancient civilization. Then, prepare a slide presentation with the information you have collected and present it your classmates.	
7D_W_c	g (exp)	Nat_GeoS p_of_Inter _and_Fro m_Owns_ Persp	Knows_nat_ mem_other_ own, Nat_Def_Ge oSP_Own	while_wr iting: guided short paragrap h	Write a short paragraph about a historical place you have visited in the past. Use the following guidelines and at least three of the highlighted words in Exercise b.	• Mention its location, importance, and history. • Share your opinion about the place. • Talk about your feelings and what you did/saw there.

Task No.	Obj.	1 st Level	2 nd level coding	Stage	Tasks	Example of the Question
6D_We	g (intra) (exp)	Nat_GeoS p_of_Inter _and_Fro m_Owns_ Persp / Intra Cultural	Knows_Perc _Sp_Own_O ther / Intra cultural	while_wr iting: modeled writing	Write a similar paragraph as in Exercise d. Express your reasons.	Jan's paragraph about the city she would like to visit and underline the sentences expressing reason: I really want to visit İstanbul one day because I believe that it is one of the most beautiful cities in the world. ...

The listed tasks can be connected to this object in the following ways.

- 7DWe: By preparing a slide presentation about an ancient civilization, the students are required to research how the chosen ancient civilization is written and perceived by other ancient civilizations and its significant landmarks, languages, and geography.
- 7DWc: By writing about a historical place, students are encouraged to focus on their own or target country to indirectly gain an understanding of the relationship between an important location and its people and language.
- 6DWe: By modeling the paragraph that an imaginary foreigner's opinions and wishes about a city she would like to visit, the students indirectly gain the perspective of a foreigner's opinions about the favorite places of the city in their country, and then they wrote their own.

Grade 9: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)

Objective *i* (Table 12) emphasizes “social distinctions and their principal markers, in one's own country and one's interlocutor's. [One is expected to] know about the social distinctions dominant in the two countries – e.g. those of social class, ethnicity, gender, profession, religion – and how these are marked by visible phenomena such as clothing or food, and intangible phenomena such as language variety – e.g. minority languages and socially determined accent – or non-verbal behaviour, or modes of socialization and rites of passage (Byram, 2021, p.87).

Table 12

Grade 9 Uplift SB: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)

Task No.	Obj.	1 st Level	2 nd level coding	Stage	Tasks	Example of the Question
9D_W_a	I (pre p)	Soc_Dis_Mark_Own_and_Other	Soc_Dis_Mark,	Pre_writing: Group work, reading, Speaking	Work in groups. Talk about the following questions.	1 What types of parties do you think are the most interesting? Why? 2 What occasions do you think are worth celebrating? Mention your reason(s) for throwing a party. • Inform the guest of the date, time, and location of the party. • Give the guest some extra information about the event. • Let the guest know if you have a special request.
9D_W_c	I (mediate)	Soc_Dis_Mark_Own_and_Other	Soc_Dis_Mark	while_writing: Guided invitation letter writing	Imagine you are throwing a garden party as a surprise party and write an invitation letter to a friend. Use the following guidelines.	

The listed tasks can be connected to this object in the following ways.

- 9DWa: By discussing the types of parties and occasions worth celebrating, the task facilitates the student's perspective on the social distinctions dominant in the two countries.
- 9DWc: By writing an imaginary garden party invitation to send to a friend, the students indirectly search and acknowledge the different types of foods, clothing, professions, modes of socialization, and rites of passage between people.

Grade 9: The processes of social interaction in one's interlocutor's country

(Objective k)

Objective k (Table 13) emphasizes “the processes of social interaction in one's interlocutor's country. [One is expected to] know about levels of formality in the language and non-verbal behaviour of interaction, about conventions of behaviour and beliefs and taboos in routine situations such as meals, different forms of public and private meeting, public behaviour such as use of transport, etc.”

(Byram, 2021, p.87)

Table 13

Grade 9 Uplift SB: the processes of social interaction in one's interlocutor's country. (Objective k)

Task No.	Obj.	1 st Level	2 nd level coding	Stage	Tasks	Example of the Question
9D_W_a	k / e	Pro_So c_Int_I nter_C ount / Interloc _Nat_ Mem_a nd_fro m_Pers p_Own (prep)	Knows_Ab _Lev_For m_Verb_B eh_Bel_Ta b / Knows_nat _mem_oth er_own	pre_writin g: group work, reading, speaking	Work in groups. Talk about the following questions.	1 What types of parties do you think are the most interesting? Why? 2 What occasions do you think are worth celebrating?

Task No.	Obj.	1 st Level	2 nd level coding	Stage	Tasks	Example of the Question
9D_W_c	k / e	Pro_Soc_Int_I nter_Count / Interloc _Nat_Mem_a nd_fro m_Pers p_Own (prep)	Knows_Ab _Lev_For m_Verb_B eh_Bel-Ta b / Knows_nat _mem_oth er_own	while_writ ing: guided invitation letter writing	Imagine you are throwing a garden party as a surprise party and write an invitation letter to a friend. Use the following guidelines.	Mention your reason(s) for throwing a party. • Inform the guest of the date, time, and location of the party. • Give the guest some extra information about the event. • Let the guest know if you have a special request.

The listed tasks can be connected to this object in the following ways.

- 9DWa: By answering and discussing the questions given, the students indirectly explore the interaction process and routine situations, such as meals and public and private meetings, of the other countries and their own.
- 9DWc: By imagining writing and designing an invitation letter to a friend for a garden party, the students are indirectly encouraged to inquire about the level of formality, use of transport, private meeting, and public meeting forms.

Grade 10 English Language Textbook for Anatolian High Schools

Grade 10 Textbook Structure

There are 10 themes in the textbook. Each theme has 5 strands: *Reading, Listening, Speaking, Writing, Pronunciation, and Sample Usage*, which are given separately. Additionally, the textbook has an introductory part called *How to Use This Book*, which shows where the *'Theme Number,' 'Cover Page Images,' 'Title of the Them,' 'Functions Covered,' 'QR Code of the Theme,' 'Number and Title Banner,' 'Parts and Skills,' 'Instructions,' 'Page Number,'* are on the pages inside the *themes*.

Grade 10: Writing Curriculum Objectives

Table 6 introduces Grade 10 English Language Curriculum Objectives within the context of *Bloom's Revised Taxonomy* (Anderson et al., 2001).

Table 14

Grade 10 English Language: Writing Objectives

G	T	S	MoNE (2018) Grade 9 ELT Curriculum Objectives	Bloom's Taxonomy
10	4	W2	to write the things they used to do when they were children.	Remember
10	5	W1	to write an e- mail to a friend about their holiday experiences.	Understand
10	1	W1	to describe themselves, their family and their habits in a short descriptive paragraph with the help of cues and/or guiding questions.	Understand
10	6	W1	to write a paragraph about possible consequences when they don't obey the rules.	Understand
10	7	W1	to write a process paragraph/blog about their favourite festival.	Understand
10	8	W1	to write a cause-and-effect paragraph about the importance of netiquette.	Understand
10	2	W1	to write an opinion paragraph about their plans.	Apply
10	3	W1	to write the end of a given unfinished story	Analyze
10	10	W2	to write an informative paragraph about prices and characteristics of a type of product in order to compare their preferences.	Analyze
10	4	W1	to write a short paragraph of comparing traditions around the world.	Analyze
10	6	W2	to write an advice letter about youth problems.	Evaluate
10	9	W1	to write a paragraph imagining themselves as a hero/heroine.	Create
10	5	W2	to prepare a travel guide of a city they have visited.	Create
10	8	W2	to write an online-digital collaborative story.	Create
10	10	W1	to prepare a blog about new trends on technology/architecture/fashion etc...	Create

Overall, as Table 14 emphasizes 15 objectives cover cognitive skills from *Remembering* and *Applying* to higher-order thinking skills such as *Analysis*,

Evaluation, and *Creation*. Specifically, it highlights that out of the total 15 objectives:

- 1 objective emphasizes *Remembering* knowledge and skills
- 5 objectives focus on Understanding
- 1 objective emphasizes *Applying* knowledge and skills
- 3 objectives target *Analyzing*
- 1 objective involves *Evaluating*
- 4 objectives foster *Creativity*

According to the Table 14, the cognitive level expected from the students starts with the foundational level of *Bloom's Revised Taxonomy*: remember. The objective of the cognitive level of *Remembering* is to require the students to recall the things they used to do when they were children and to write them down, which facilitates the recall of learned material and memories.

The objectives that align with the second level of the *Bloom's Revised Taxonomy*, *Understand* require the students to describe, explain, and summarize information; students are required to write an email to a friend about their holiday experiences, describe themselves, describe themselves, their family, and their habits in a short descriptive paragraph with the help of cues or guiding questions, write a paragraph about possible consequences when they do not obey the rules, write a process paragraph/blog about their favorite festival, write a cause-and-effect paragraph about the importance of netiquette.

Level 3 of the *Bloom's Revised Taxonomy* is *Apply*, which facilitates applying previously learned knowledge to a new context. The students write an opinion paragraph about their plans, which requires them to use what they have learned about the structure of an opinion paragraph in a new context.

The next set of objectives requires the students to use *Analysis* skills. The students break down the information into parts to understand and write an informative paragraph about prices and characteristics of a type of product to compare their preferences, write a short paragraph comparing traditions around the world, and complete and write an ending to a given unfinished story.

The *Evaluation* level intends the students to inquire about the topic from all perspectives. For example, students are required to think and question the youth's problems and write an advice letter about them.

Finally, the *Create* level is given with exercises that require the students to write an online digital collaborative story, blog about new technology/ architecture/ fashion trends, etc., and a paragraph imagining themselves as a hero/heroine. These tasks help the students plan a topic and produce the required tasks.

In terms of writing, the objectives direct the students to start with a basic level of writing for 10th grade, which is guided-short-descriptive paragraph writing. After that, objectives require the students to be able to write an opinion paragraph, prepare a travel guide, write an e-mail, write an advice letter, write a cause-and-effect paragraph, and write an online collaborative story. Lastly, the objectives require the students to prepare a blog about new trends, allowing them to create their own written product.

Grade 10: Language Functions

Table 15 demonstrates the while-writing task tasks of the 10th-grade MoNE textbook *Count Me in* (2023). The grade 10 student's book contains the 63 writing tasks. The examination of 14 while-writing tasks *Language Functions* aligns with Halliday's framework, which encompasses *Instrumental*, *Personal*, *Heuristic*,

Interactional, Imaginative, Representational, and Regulatory Functions (Halliday, 2002; Richard & Rodgers, 2014).

Table 15

Grade 10 Count Me in SB: While-Writing Tasks & Language Functions

Task No.	Skill Stage	Task	Example	Language Functions
4_7B	while_writing: write a short paragraph	Study the details of Turkish and Greek eating traditions given below and write a short paragraph of comparison as in 7 A. You can use the signal words in the boxes.	similar alike both too as like similarly Book a table at Highlander's Restaurant 2 adults, 2children 24th November 1 pm. Non-smoking area / Book a flight ticket at M-48 Airlines Departing for New Jersey 30th June Late afternoon flights an aisle seat First class	Heuristic Function and Representational
5_1D	while_writing: reading, acting out, dialogue writing	Work in pairs, read the given situations below and choose one of them. Make your dialogue and act it out. Below is the template of a digital collaborative story. Its first sentence has been given for you. Each time before a group, pair or student adds a sentence, discuss it and make changes if necessary to create a collaborative story which shows the advantages of technology. Then, arrange it online.	First line They realized that they were lost. Add sentence Add sentence Last line	Instrumental Function, Interactional
8_6E	while_writing: modeled + guided Writing, Speaking			Imaginative Function, Interactional Function
9_2C	while_writing: write what you would do for people and the world if you were a hero / heroine, in a paragraph. Modeled	Below are what some people said about doing a good thing for people and the world. Read them and write what you would do for people and the world if you were a hero/heroine, in a paragraph.		Imaginative Function, Interactional Function
	while_writing: writing modeled descriptive paragraph	Now, write a descriptive paragraph about yourself. Describe yourself, your family and your habits as in		Personal And Representational Function

Task No.	Skill Stage	Task	Example	Language Functions
1_9B		the sample paragraph in 9 A.		
2_6E	while_writing: paragraph writing /note- taking	Write an opinion paragraph on one of your plans. You can jot down some notes here.		Personal And Argumentative Function
4_2B	while_writing: writing	Now, write some of the things you used to do when you were a child. Then, read them out for your friends.		Personal And Representational Function
5_3B	while_writing: modeled travelers guide writing	Now, study the traveler's guide above and prepare a travel guide of a city you have visited using the template given below. Share it with your friends.		Representational Function (Potentially Instrumental)
6_5D	while_writing: modeled advice letter while_writing: processes of your favorite festivals on the blog page	Imagine that you are a professor of psychology, and a school administrator needs your advice about problems of youth. Write an advice letter to him/her. Refer to Professor Juliana Anderson's handbook in Part 4 D for some problems and solutions if necessary		Regulatory Function
7_2C		Write the processes of your favorite festivals on the blog page below. You can use the information in Part 2 A/B.		Representational Function
7_5C	while_writing: jot down some notes	Work in pairs and jot down some notes about common processes of preparing traditional dishes and foods like pickles, tarhana, yogurt, dried apricots in your area, and share them with your friends.		Representational Function
8_3G	while_writing: cause and effect paragraph	Now, write a cause-and-effect paragraph' on the importance of netiquette. Look at the pair of sneakers below and write an informative paragraph. Include their prices and features.		Representational Function and Regulatory Function
10_3C	while_writing: modeled informative paragraph	Use previous paragraphs as your models. Include some of the expressions below.		Representational Function and Potentially Instrumental

Task No.	Skill Stage	Task	Example	Language Functions
10_6D	while_writing: prepare a blog about new trends on technology /architecture or fashion. Modeled	Now, prepare a blog about new trends on technology/architecture or fashion.		Representational Function Potentially, Personal Function and Potentially, Interactional and Heuristic Function

The *Personal Function* involves writing about awareness, emotions, opinions of self, and sharing personal perspectives. Therefore, tasks (1_9B), (2_6E), (4_2B), and (9_2C) require the students to write a descriptive paragraph about themselves, their family, and their habits, an opinion paragraph on one of their plans, write about the things they used to do when they were children and write about what they would do for people and the world if they were heroes/heroines.

Furthermore, the *Representational Function* consists of delivering information to the reader, presenting factual information, and describing a process. Hence, tasks: write a descriptive paragraph about yourself, your family, and your habits (1_9B), write some of the things you used to do when you were a child (4_2B), write a short paragraph comparing Turkish and Greek eating traditions (4_7B), prepare a travel guide of a city you have visited. (5_3B), write the processes of your favorite festivals on a blog page (7_2C), jot down notes about common processes of preparing traditional dishes and foods (7_5C), write a cause-and-effect paragraph on the importance of netiquette (8_3G), write an informative paragraph about a pair of sneakers, including their prices and features (10_3C), prepare a blog about new trends in technology, architecture, or fashion. (10_6D) conveys information, describes processes, and presents factual content.

Moreover, the *Heuristic Function* involves exploring and discovering information, fostering analytical thinking, and comparing and contrasting

information. For example, the task of comparing Turkish and Greek eating traditions uses signal words (4_7B) and preparing a blog about new trends on technology/architecture or fashion (10_6D) which allows the students to gather and compare the information and write it down.

Furthermore, the language's *Instrumental Function* is used to achieve practical outcomes such as creating and acting out dialogues for booking a table or flight tickets (5_1D), writing an informative paragraph about sneakers (10_3C) and studying the traveler's guide and preparing a travel guide of a city you have visited using the template given. Sharing it with friends (5_3B).

Moreover, the *Regulatory Function* is used to regulate, control, direct, and regulate the behaviors of others. For example, write an advice letter to a school administrator about youth problems (6_5D), a cause-and-effect paragraph on the importance of netiquette (8_3G), and an email to local authorities to complain about an environmental problem and offer a solution (8_11).

Furthermore, the *Imaginative Function* of the language is used when creativity and imaginative thinking are needed for the task. Tasks such as creating a collaborative digital story about the advantages of technology (8_6E), writing about heroic actions for the world (9_2C), writing a cyber game scenario (4_20), and writing about an imaginary future (4_9) fosters creative thinking.

Moreover, *Interactional Function* of the aim to establish and maintain social relationships. For example, preparing a blog post (10_6D), reading what some people said about doing a good thing for people and the world and writing what the students would do for people and the world if they were a hero/heroine, in a paragraph (9_2C), writing a collaborative digital story (8_6E) and working in pairs to write a dialogue and acting it out (5_1D).

Grade 10: Text Types

Adam's study in 1985 (as cited in Fludernik, 2000) emphasizes how texts' specific linguistic and formal features contribute to their overall meaning and function. Therefore, he provides a framework that categorizes different kinds of texts based on their structures and communicative purposes. Adam's study in 1985 (as cited in Fludernik, 2000) highlights eight *Text Types: Narrative, Descriptive, Expository, Argumentative, Injunctive, Predictive, Conversational, and Dialogue*.

Table 16 illustrates a range of genres and text types employed in various writing tasks. The Grade 10 *Count Me in* Student's Book includes 14 *while-writing* tasks designed to develop students' writing skills across different genres.

Table 16

Grade 10 Count Me in SB: While-Writing Tasks & Text Types

Task No.	Skill Stage	Tasks/	Example	Product/Outcome	Text Types / Genre
2_6E	while_writing: paragraph writing /note taking	Write an opinion paragraph on one of your plans. You can jot down some notes here.		opinion paragraph /notetaking	Argumentative
5_1D	while_writing: reading, acting out, dialogue writing	Work in pairs, read the given situations below and choose one of them. Make your dialogue and act it out.		modeled dialogue writing	Conversational
1_9B	while_writing: writing modeled descriptive paragraph	Now, write a descriptive paragraph about yourself. Describe yourself, your family and your habits as in the sample paragraph in 9 A.	Exercise 9A: Read the descriptive paragraph about Linda and match the colors to what they are about in the paragraph. One has been done for you.	modeled_descriptive paragraph	Descriptive

Task No.	Skill Stage	Tasks/	Example	Product/Outcome	Text Types / Genre
5_3 B	while_writing: modeled travelers guide writing	Now, study the traveler's guide above and prepare a travel guide of a city you have visited using the template given below. Share it with your friends.		modeled traveler's guide writing	Descriptive
4_7 B	while_writing: write a short paragraph	Study the details of Turkish and Greek eating traditions given below and write a short paragraph of comparison as in 7 A. You can use the signal words in the boxes.	-similar -alike -both -too -as -like -similarly	a guided short paragraph of comparison	Expository
7_2 C	while_writing: processes of your favorite festivals on the blog page	Write the processes of your favorite festivals on the blog page below. You can use the information in Part 2 A/B.		blog post processes of your favorite festivals on the blog page	Expository
7_5 C	while_writing: jot down some notes	Work in pairs and jot down some notes about common processes of preparing traditional dishes and foods like pickles, tarhana, yogurt, dried apricots in your area, and share them with your friends.		note taking	Expository
8_3 G	while_writing: cause and effect paragraph	Now, write a 'cause and effect paragraph' on the importance of netiquette.		cause and effect paragraph	Expository
10_3 C	while_writing: modeled informative paragraph	Look at the pair of sneakers below and write an informative paragraph. Include their prices and features. Use		modeled informative paragraph	Expository

Task No.	Skill_Stage	Tasks/	Example	Product/Outcome	Text Types / Genre
		previous paragraphs as your models. Include some of the expressions below.			
10_6 D	while_writing: prepare a blog about new trends on technology/architecture or fashion. Modeled	Now, prepare a blog about new trends on technology/architecture or fashion.		prepare a blog about new trends on technology/architecture or fashion. Modeled	Expository (Mainly) But Could Include Other Types, For Example, Descriptive and Argumentative.
6_5 D	while_writing: modeled advice letter	Imagine that you are a professor of psychology and a school administrator needs your advice about problems of youth. Write an advice letter to him/her. Refer to Professor Juliana Anderson's handbook in Part 4 D for some problems and solutions if necessary	Part 4D: Jammie, the school counselor is having a phone call with her friend Professor Juliana Anderson. Listen to the dialogue and fill in the blanks with the expressions of advice. Tapescript 6.2	modeled advice letter	Injunctive
4_2 B	while_writing: writing	Now, write some of the things you used to do when you were a child. Then, read them out for your friends.		modeled sentence writing	Narrative

Task No.	Skill_Stage	Tasks/	Example	Product/Outcome	Text Types / Genre
8_6E	while_writing: modeled + guided Writing, Speaking	Below is the template of a digital collaborative story. Its first sentence has been given for you. Each time before a group, pair or student adds a sentence, discuss it and make changes if necessary to create a collaborative story which shows the advantages of technology. Then, arrange it online.	First line They realized that they were lost. Add sentence Add sentence Last line	template of a digital collaborative story. writing modeled + guided	Narrative
9_2C	while_writing: write what you would do for people and the world if you were a hero/heroine, in a paragraph. Modeled	Below are what some people said about doing a good thing for people and the world. Read them and write what you would do for people and the world if you were a hero/heroine, in a paragraph.		modeled paragraph writing	Narrative And or Argumentative

The task that requires the students to write in *Narrative Text Type/Genre* is task (4_2B), which makes the students write about things they used to do when they were a child. Also, (8_6E) requires the students to create a collaborative digital story about the advantages of technology. Each group/pair/student adds a sentence to the story template. Additionally, task (9_2C) requires students to write what they would do for people and the world if they were a hero/heroine.

Furthermore, the tasks that require the students to write *Descriptive Text Type/Genre* Text are (5_3B): Prepare a travel guide for a city you have visited using

a template. Write a modeled traveler's guide. Task (1_9B): write a descriptive paragraph about yourself. Describe yourself, your family, and your habits. Write a descriptive paragraph and Task (10_6D): Now, prepare a blog about new trends on technology/architecture or fashion.

Moreover, *Argumentative Text Types* require the students to write about their points of view and opinions, which are required in tasks 2_6E, take notes, and then write an opinion paragraph on one of your plans. 9_2C, write what you would do for people and the world if you were a hero/heroine. Narrative and/or argumentative paragraph writing. Task 10_6D, preparing a blog about new trends on technology/architecture or fashion.

The Expository Text Types/Genres are *Informative Texts* that are designed to explain and describe, such as required in tasks 4_7B: write a short paragraph comparing Turkish and Greek eating traditions. Use signal words from the given boxes. Short comparison paragraph. 7_2C; write about the processes of your favorite festivals. Blog post. 7_5C; jot down notes about the common processes of preparing traditional dishes and foods. Share notes with friends. Note-taking. 8_3G; write a cause-and-effect paragraph on the importance of netiquette. Cause-and-effect paragraph. 10_3C; write an informative paragraph about a pair of sneakers. Include prices and features using the previous paragraph. Informative paragraph. 10_6D; prepare a blog about new trends in technology/architecture or fashion. Use the given template. Blog about new trends. Expository (mainly) but could include other types, for example, descriptive and argumentative.

The Injunctive Text Types/Genres require the text to provide instruction or guidelines on how to perform and behave, as seen in task 6_5D, which requires the

students to write an advice letter as a professor of psychology. Refer to Professor Juliana Anderson's handbook for problems and solutions.

The Conversational Text Type is interactive and can be informal in nature.

Therefore, the tasks 5_1D; read given situations, choose one, and act out the dialogue. Work in pairs, 8_6; create a guided dialogue about alternative energy. Refer to the reading text in Part 2 and the infographics in Part 4 are *Conversational Text Type* examples.

Grade 10: Communicative Competence in Writing

Table 17 displays the analyses of Grade 10 while-writing tasks in terms of *Sociolinguistic, Linguistic, and Discourse Competence*.

Table 17

Grade 10 Count Me in SB: While-Writing Tasks & Communicative Competence

Task No.	Skill_Stage	Instruction of the Question	Task Example	L C	S C	D C
4_2B	while_writing: writing	Now, write some of the things you used to do when you were a child. Then, read them out for your friends. Imagine that you are a professor of psychology, and a school administrator needs your advice about problems of youth. Write an advice letter to him/her. Refer to Professor Juliana Anderson's handbook in Part 4 D for some problems and solutions if necessary		1	1	1
6_5D	while_writing: modeled advice letter			1	1	1
1_9B	while_writing: writing modeled descriptive paragraph	Now, write a descriptive paragraph about yourself. Describe yourself, your family and your habits as in the sample paragraph in 9 A.		1	0	1
2_6E	while_writing: paragraph writing /note taking	Write an opinion paragraph on one of your plans. You can jot down some notes here. Study the details of Turkish and Greek eating traditions given below and write a short paragraph of comparison as in 7 A. You can use the signal words in the boxes.	similar alike both too as like similarly	1	0	1
4_7B	while_writing: write a short paragraph			1	0	1
5_1D	while_writing: reading, act out, dialogue writing	Work in pairs, read the given situations below and choose one of them. Make your dialogue and act it out.		1	0	1

Task No.	Skill_Stage	Instruction of the Question	Task Example	L C	S C	D C
5_3B	while_writing: modeled travelers guide writing	Now, study the traveler's guide above and prepare a travel guide of a city you have visited using the template given below. Share it with your friends.		1	0	1
7_2C	while_writing: processes of your favorite festivals on the blog page	Write the processes of your favorite festivals on the blog page below. You can use the information in Part 2 A/B. Work in pairs and jot down some notes about common processes of preparing traditional dishes and foods like pickles, tarhana, yogurt, dried apricots in your area, and share them with your friends.		1	0	1
7_5C	while_writing: jot down some notes			1	0	1
8_3G	while_writing: cause and effect paragraph	Now, write a 'cause and effect paragraph' on the importance of netiquette. Below is the template of a digital collaborative story. Its first sentence has been given for you. Each time before a group, pair or student adds a sentence, discuss it and make changes if necessary to create a collaborative story which shows the advantages of technology. Then, arrange it online.	first line they realized that they were lost. add sentence add sentence last line	1	0	1
8_6E	while_writing: modeled + guided Writing, Speaking					
9_2C	while_writing: write what you would do for people and the world if you were a hero/heroine, in a paragraph. Modeled	Below are what some people said about doing a good thing for people and the world. Read them and write what you would do for people and the world if you were a hero/heroine, in a paragraph.		1	0	1
10_3C	while_writing: modeled informative paragraph	Look at the pair of sneakers below and write an informative paragraph. Include their prices and features. Use previous paragraphs as your models. Include some of the expressions below.		1	0	1
10_6D	while_writing: prepare a blog about new trends on technology /architecture or fashion. Modeled	Now, prepare a blog about new trends on technology/architecture or fashion.		1	0	1

The grade 10 students' books contain 14 while-writing tasks, 2 of which intend to develop the three aspects of *Communicative Competence: Sociolinguistic Competence, Linguistic Competence, and Discourse Competence*. Tasks incorporate the ability to produce meaningful utterances using the rules of language. Visible language forms according to the setting, intention of communication, addressee, and

the construction and interpretation, using proper strategies. For instance, task 4_2B asks the students to write some of the things they used to do when they were a child. Then, read them to their friends. This task requires the students to use the correct grammar and vocabulary to describe their childhood and to write it according to the intended audience, which is their friends. The students need to organize their thoughts into writing clearly, ensuring that their text fits the intended genre.

Task 6_5D asks the students to imagine that they are a professor of psychology and a school administrator who needs your advice about the problems of youth. Write an advice letter to him/her. Refer to Professor Juliana Anderson's handbook in Part 4 D for some problems and solutions, if necessary. Task 6_5D requires the students to use formal language to write for professional correspondence. Students are required to use a respectful and authoritative tone that is suitable for the intended audience, and they need to write it according to its genre.

Grade 10 Intercultural Competence in the Knowledge Domain

Grade 10 SB *Pre-Writing, While-Writing, Post-Writing* tasks are analyzed by using Byram's *Intercultural Communicative Competence* Model (2021). For the analysis, objectives in the *Knowledge* Domain is used from the Model of Byram's *Intercultural Communicative Competence* (2021) to inquire if the writing tasks align with the objectives of the *Knowledge* domain to be a tool for students to engage with *Intercultural Communicative Competence* through the textbooks.

The grade 10 *Count Me in* students' books contain 14 while-writing tasks, 3 post writing tasks and 46 pre-writing tasks. Only the tasks that aligns with the *Knowledge* domain objectives are given in the tables below. The tasks that do not align with the objectives have been excluded from the tables.

Grade 10: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)

Objective *i* (Table 18) emphasizes “social distinctions and their principal markers, in one's own country and one's interlocutor's. [One is expected to] know about the social distinctions dominant in the two countries – e.g. those of social class, ethnicity, gender, profession, religion – and how these are marked by visible phenomena such as clothing or food, and intangible phenomena such as language variety – e.g. minority languages and socially determined accent – or non-verbal behaviour, or modes of socialization and rites of passage” (Byram, 2021, p.87).

Table 18

Grade 10 Count me in SB: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
7_2C	intra cultural + i/k	Soc_Dis_Mark_Own_and_Other / Pro_Soc_Int_Inter_Count	Knows_Soc_Dist_Marked_Visib_Phenomena_Own_Other / Knows_Abel_Level_Form_Verb_Behavioral_Table	while_writing: processes of your favorite festivals on the blog page	Write the processes of your favorite festivals on the blog page below. You can use the information in Part 2 A/B.	
7_2B	intra cultural + i/k	Soc_Dis_Mark_Own_and_Other / Pro_Soc_Int_Inter_Count	Knows_Soc_Dist_Marked_Visib_Phenomena_Own_Other / Knows_Abel_Level_Form_Verb_Behavioral_Table	pre_writing: read, speaking	Look at the pairs of national and international festivals below. Pick one from each pair and describe them using the data about them.	National Sovereignty and Children's Day When: April 23 How long: 1 day Where: Türkiye Main events: Parade, folk dances...
4_7B	i	Soc_Dis_Mark_Own_and_Other	Knows_Soc_Dist_Marked_Visib_Phenomena	while_writing: write a short	Study the details of Turkish and Greek eating traditions given	similar alike both too as like similarly

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
			no_Own_Other	paragraph	below and write a short paragraph of comparison as in 7 A. You can use the signal words in the boxes.	
4_7A	i	Soc_Dis_Mark_Own_and_Other	Knows_Soc_Dist_Marked_Visib_Phenomena	pre_writing: matching	Read the comparison paragraph on Indonesian and Malaysian traditions and match the colors to their functions.	a Details (examples for similarities) b Signal words (words for showing similarity) c Topic sentence (two things to compare)
4_6C	i	Soc_Dis_Mark_Own_and_Other	Knows_Soc_Dist_Marked_Visib_Phenomena	pre_writing: discuss	What did you notice about Indonesian and Malaysian traditions? Are they mainly similar or different? Discuss with your friends.	
4_6B	i	Soc_Dis_Mark_Own_and_Other	Knows_Soc_Dist_Marked_Visib_Phenomena	pre_writing: watching, locating expressions	You will watch short documentaries on Malaysian and Indonesian traditions. Watch and locate the expressions in the box in the suitable part of the chart. Video 4.1	

The listed tasks can be connected to this object in the following ways.

- 7_2C: By facilitating research to write the process of a chosen festival, students indirectly learn different countries' customs, clothing, religion, and social interactions.
- 7_2B: By selecting and writing about a national and an international festival, the students directly learn about their own culture and the others,

which facilitates a base ground for intercultural communicative competence knowledge.

- 4_7B: By writing a detailed comparison paragraph about Greek and Turkish eating traditions, the students understand the visible phenomena of their own and the others such as food.
- 4_7A: By reading about the Malaysian and Indonesian traditions, the students indirectly discover the social distinctions and their principal markers.
- 4_6C: By comparing the Indonesian and Malaysian traditions the students indirectly discover the social distinctions and their principal markers.
- 4_6B: By comparing Indonesian and Malaysian traditions, the students indirectly discover the social distinctions and principal markers between the two countries.

Grade 10: The processes of social interaction in one's interlocutor's country
(Objective k)

Objective *k* (Table 19) emphasizes “the processes of social interaction in one's interlocutor's country. [One is expected to] know about levels of formality in the language and non-verbal behaviour of interaction, about conventions of behaviour and beliefs and taboos in routine situations such as meals, different forms of public and private meeting, public behaviour such as use of transport, etc.” (Byram, 2021, p.87).

Table 19

Grade 10 Count me in SB: the processes of social interaction in one's interlocutor's country. (Objective k)

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
7_2C	intra cultural + i/k	Soc_Dis_Mark_Own_and_Other / Pro_Soc_Int_Inter_Count	Knows_Soc_Dist_Marked_Visib_Pheno_Own_Other, Knows_Soc_Dist_Marked_Intan_Pheno_Own_Other / Knows_Ab_Lev_For_m_Verb_Beh_Bel_Tab	while_writing: processes of your favorite festivals on the blog page	Write the processes of your favorite festivals on the blog page below. You can use the information in Part 2 A/B.	
			Knows_Soc_Dist_Marked_Visib_Pheno_Own_Other, Knows_Soc_Dist_Marked_Intan_Pheno_Own_Other / Knows_Ab_Lev_For_m_Verb_Beh_Bel_Tab		Look at the pairs of national and international festivals below. Pick one from each pair and describe them using the data about them.	National Sovereignty and Children's Day When: April 23 How long: 1 day Where: Türkiye Main events: Parade, folk dances...
7_2B	intra cultural + i/k	Soc_Dis_Mark_Own_and_Other / Pro_Soc_Int_Inter_Count	Knows_Soc_Dist_Marked_Visib_Pheno_Own_Other, Knows_Soc_Dist_Marked_Intan_Pheno_Own_Other / Knows_Ab_Lev_For_m_Verb_Beh_Bel_Tab	pre_writing: read, speaking		

The listed tasks can be connected to this object in the following ways.

- 7_2B: By picking one from the pairs of festivals from 1 Russian, 1 Muslim Religion, and 2 Turkish, students inquire and gain direct insight about the length, location, formal and informal social interactions, and routines of the festivals.
- 7_2C: By writing the step-by-step procedure of a favorite festival, the students gain indirect insight into the behaviors, beliefs, and taboos in the

yearly routine preparations of the festivals. Additionally, the students learn the distinctive features of what makes the festival different from the others which can be understood from the formal and informal social interactions during the festival.

Grade 10: The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own (Objective g)

Objective g (Table 20) emphasizes “the national definitions of geographical space in one's interlocutor's country, and the perspective on them from one's own [One is expected to] knows about perceptions of space in the other country as they do about their own” (Byram, 2021, p.86).

Table 20

Grade 10: The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own (Objective g)

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
5_3B	g / intra cultural	Nat_GeoS p_of_Inter _and_Fro m_Owns_ Persp	Knows_Pe rc_Sp_Ow n_Other	while_writing: modeled travelers guide writing	Now, study the traveler's guide above and prepare a travel guide of a city you have visited using the template given below. Share it with your friends.	Food & Restaurants, Location and Transportation, Shopping, Sports Activities and Events, Accommodation, Sights

The listed tasks can be connected to this object in the following ways.

- 5_3B: By modeling a traveler's guide, the students prepare one for the city they have visited. Therefore, they need to address and research the geographical places that can fascinate tourists. (shopping, food& restaurants, location and transportation, sports activities and events, accommodation, sights)

Grade 11 English Language Textbook for Anatolian High Schools

Grade 11 Textbook Structure

The textbook published and registered for Grade 11 by the Turkish Ministry of National Education is called *Spice Up. Spice Up Student's Book* was published in 2023 and was written by *Burcu Koyutürk, Ebru Akdağ, Funda Baydar Ertopcu, Müzeyyen Hande Bozbiyik, Seda Umur Özadali, Tuğba Aktaş*.

There are 10 themes and 4 modules in the textbook Each theme is composed of 4 modules, and there are 5 strands in each theme, namely *Functions, Vocabulary, Listening & Reading, Speaking & Writing, Pronunciation, CLIL* (Content and Language Integrated Learning). Content that is integrated into language learning has been chosen from the subjects of *Psychology, ICT* (Information and Communication Technology), *Health, Art, History, Music, Geography, Physical Education, Poetry, and Sociology* for the *CLIL* sections. Additionally, Themes include '*Let's Think Aloud*', '*Content and Language Integrated Learning*', '*visuals*', and '*QR Codes*'. At the end of the textbook, there are *Appendices* for the '*1D - Exercise 2*', '*3D Exercise 4*', '*5B Exercise 3*', '*7A Exercise 5a*', '*7D Exercise 4*', '*Spotlight Exercise 1*', '*9B Exercise 7*', '*9D Exercise 3*', '*CLIL Exercise 4*'. Also, there is an *Irregular Verbs List, Word List, References, and Visual, Public Network, and E-Content References* section.

Curriculum Objectives: Writing

Table 21 introduces Grade 11 English Language Curriculum Objectives within the context of *Bloom's Revised Taxonomy* (Anderson et al., 2001).

Table 21*Grade 11 English Language Curriculum: Writing Objectives*

G	T	S	MoNE (2018) Grade 11 ELT Curriculum Objectives	Bloom's Taxonomy
11	10	W1	to write an essay about the importance and effects of values and norms in society	Analyze
11	3	W1	to complete the missing parts of a short story with their own words.	Analyze
11	8	W1	to write a report on the interview they have made.	Analyze
11	4	W1	to write an essay about a well-known figure from Turkish history.	Analyze
11	2	W1	to write a paragraph about their interests and abilities.	Apply
11	1	W1	to write CVs/Letters of intent for different job applications.	Apply
11	10	W2	to write slogans about spiritual, moral and social values.	Apply
11	7	W1	to write a blog post recommending places to visit in Türkiye.	Create
11	9	W1	to write a text about their teachers and friends for a school magazine.	Understand
11	9	W2	to write a booklet to describe their hometown.	Understand
11	5	W1	to write their opinions and regrets according to #Iwish.	Evaluate
11	6	W1	to write a letter to criticize an event/organization.	Evaluate

Overall, 12 objectives cover various cognitive skills such as analysis, *Evaluation*, and *Creation*. Specifically, it highlights that out of the total 12 objectives:

- 2 objectives focus on *Understanding*
- 3 objectives emphasize *Applying* knowledge and skills

- 4 objectives target *Analyzing*
- 2 objectives involve *Evaluating*
- 1 objective fosters *Creativity*

According to the table, the objectives start with understanding, the 2nd foundational level of *Bloom's Revised Taxonomy*, *Understand*. The students write a text about their teachers and friends for a school magazine and a booklet to describe their hometown, which requires them to explain and describe the information by demonstrating it.

Secondly, objectives require the students to write a paragraph about their interests and abilities, write CVs/Letters of intent for different job applications, and write slogans about spiritual, moral, and social values. These objectives align with the 3rd level of *Bloom's Revised Taxonomy* called *Apply*, which fosters the student's adaptability to applying the previously learned knowledge to new content.

Furthermore, the objectives such as completing the missing parts of a short story in their own words, writing a report on the interview they have made, writing an essay about a well-known figure from Turkish history, writing an essay about the importance and effects of values and norms in society are in the cognitive level of *Analyze*. These objectives require the students to learn to understand how the text is organized, distinguish and relate to useful information, decode the underlying messages, and extract the correct information to write about it.

The *Evaluation* level requires the students to check the positive and negative features and possible inconsistencies and consistencies in given or researched information. The objectives, such as writing their opinions and regrets according to #Iwish and writing a letter to criticize an event/organization, foster the students to make judgments and critiquing skills.

The objective, which is on the level of *Creation*, requires the students to mentally reorganize the information they have learned or researched and create a new product according to the given instructions, such as writing a blog post recommending places to visit in Türkiye. The objectives start with CVs/Letters of intent writing, which require specific necessities to write, making it complex and meaningful for the student. After that, the objectives demand the student to write a paragraph about their interests and abilities to complete the missing parts of a short story with their own words. Students are also required to write more complex texts by writing an essay, a criticizing letter, a blog post, a report of an interview, text for a school magazine, a booklet to describe their hometown, and slogans according to moral and social values.

Grade 11 Language Functions: Writing

Table 22 demonstrates the while-writing tasks of the 11th-grade MoNE textbook *Spice Up* (2023).

The grade 11 *Spice Up* student's book contains 19 while-writing tasks. The analysis of 19 while-writing tasks reveals a diverse range of *Language Functions* aligning with Halliday's (2002) framework, encompassing *Representational*, *Interactional*, *Instrumental*, *Personal*, *Regulatory*, and *Heuristic Imaginative Language Functions*.

Table 22

Grade 11 Spice Up SB: While-Writing Tasks & Language Functions

Task No.	Skill Stage	Tasks	Example	Language Functions
3B_6	while_writing: writing a story	Imagine Grandpa George didn't leave his village. Write a different story for him.		Imaginative Function

Task No.	Skill Stage	Tasks	Example	Language Functions
1D_2_b	while_writing: modeled writing, letter of intent	Choose one of the job ads on pages 93-94 to write a letter of intent following the outline given. Now, write an email for applying to a school club using the information in exercise 2 a.	Job Description FWE is looking for a talented and passionate freelance comic book writers to join our team and work with writers all over the world! FWE is the most respected comic book culture website in the world. If you are eager to make an impact in the world of ...	Instrumental Function, Personal Function
2D_2_b	while_writing: writing, e-mail, modeled			Instrumental Function, Personal Function
6D_2	while_writing: modeled writing	Study the following plan and use the information given in the box to write a letter of complaint to the restaurant manager.	Opening Remark: Dear Sir/Madam Introduction: Reason for writing Main Body: Details of complaints and reasons Conclusion: Your demand Closing Remark: Yours faithfully Complaints....	Instrumental Function and, Potentially Regulatory Function
4A_2	while_writing: modeled dialogue writing and speaking	Work in pairs. Make a similar dialogue as in the example using the notes below. Then, act it out.	Isla: Who was Terry Fox? Theo: He was an athlete and an activist who had a strong determination. Isla: Oh, I've never heard of him. Where was he born? Theo: He was born ...	Interactional Function
8A_3	while_writing: writing, role-play	Work in pairs. Prepare a dialogue as in the example. Then, act it out.	Josh: Nowadays, I'm really into watching extreme sports on the Net. Do you enjoy watching them? Brad: I actually enjoy ... Student A: Imagine that you are an interviewer at a sports channel. Make an interview with a sportsperson you admire. You can also add some more questions if you like. Student B: Imagine	Interactional Potentially Imaginative
8C_3	while_writing: modeled writing	Work in pairs. Prepare a similar dialogue as in exercise 2.		Interactional And Potentially Imaginative Function

Task No.	Skill Stage	Tasks	Example	Language Functions
			that you are a famous sportsperson. Answer the interviewer's questions.	
10C_1_b	while_writing: write, speak, write a modeled dialogue, act it out	Work in pairs. Prepare a similar dialogue with the quotes above. Use the given expressions in the table as in the example. Then, act it out. Choose a topic and write an opinion essay using the template in the appendix on page 95.	Finally To make matters worse To begin with In addition However	Interactional Potentially Imaginative Function
3D_4	while_writing: modeled opinion essay writing with a template	Work in pairs and prepare a dialogue about your childhood as in exercise 2. Think about your favourite toys, books and the activities you did as a child.		Personal Function
4C_3	while_writing: modeled Dialogue writing in pairs	Write down the things you wish you'd done sooner by using the #Iwish hashtag.		Personal Function, And Interactional
5D_3	while_writing: writing			Personal Function
8_2	while_writing: guided riddle writing, speaking	Follow the steps given and enjoy writing your own riddle about sports.	R Decide what you want to ask first. Make sure that your answer is simple enough to guess for your friends. R Describe the colour, shape, smell, etc. of the answer. Try to make connections in your mind. What is it like? What else does it look like? Take notes. R Write your riddle and ask your friends.	Personal Function, Imaginative Function, Heuristic Function
9_2	while_writing: writing, speaking	Work in pairs and write your motto about friendship.		Personal Function

Task No.	Skill Stage	Tasks	Example	Language Functions
10A_4	while_writing: speaking, discussion, writing, modeled comment writing "as in"	Work in pairs and make comments about the moral values and norms of different cultures as in exercise 3.		Personal Function and Interactional Function
10D_2	while_writing: guided slogan writing	Write at least three slogans on moral and social values (kindness, honesty, love, justice, gratitude, compassion, respect, etc.) in the spaces provided, following the steps with your partner.	Brainstorm a word list about your topic. Keep it short and simple. Make it timeless. Give your message clearly and effectively. 1. In his free time, he preferred to watch TV alone rather than hang out with friends. (fancy) 2. What he liked most was spending time with filming tools. (keen on) 3. He preferred pursuing his dreams to giving up. (choose)	Regulatory, Heuristic, Instrumental
2B_4	while_writing, Vocabulary	Rewrite the following statements using the words in brackets without changing the meaning.	1. Where did you go on your last holiday? 2. How did you get there? 3. Which place did you visit while you were there? 4. Was the place you visited historically significant? 5. What was the backstory of that place? 6. Was the place special for its natural beauty? 7. Which natural features make that place popular?	Representational Function
7C_2_a	while_writing: answer the questions, write	Answer the questions about the place you last visited.		Representational Function
8D_2	while_writing: modeled writing	Write a report as in exercise 1. Use your interview notes that you have made with a sportsperson in exercise 3 on page 74 and prepare your report.		Representational Function

Task No.	Skill Stage	Tasks	Example	Language Functions
			1-Organise the information about your hometown in the spider-map below. Begin by giving basic details about your hometown in the middle section. Add two more titles to your booklet if you like 2Organise your notes into a booklet on paper. Include some pictures of your hometown as well.3- Share your booklet with your classmates.	
9D_3	while_writing: speaking, modelled writing, writing a booklet using a spider map	Now it's your turn. In your notebook, write a booklet to describe your hometown using the spider map in the appendix on page 101.		Representational Function and Personal Function

The Instrumental Function of language is used when there is a need to get things done or express needs with language. Therefore, the tasks: write a letter of intent for a job ad (1D_2_b), write an email applying to a school club (2D_2_b), write a letter of complaint (6D_2), and write slogans on moral and social values (10D_2), require the students to accomplish specific goals with the use of language.

The Regulatory Function of language is used when there is a need to regulate, influence, or control the behavior of others through language. Tasks such as writing a letter of complaint (6D_2) and creating slogans on moral and social values(10D_2) require the students to use language in a regulatory function. The students are required to use language to guide or influence the behavior of others by writing complaint letters and creating slogans.

The Interactional Function of language is used to communicate and interact with the people around and to form relationships. Hence, the tasks, write and act out a dialogue (4A_2), prepare and act out a dialogue(8A_3), prepare a dialogue imagining an interview(8C_3), write and act out a dialogue using provided expressions (10C_1_b), work in pairs write dialogue about childhood (4C_3), make

comments about moral values and norms (10A_4) requires the students to use the language in a communicative way. For example, the students create dialogues, role-play, and respond to questions, which helps the students develop skills to interact with the use of language.

The Personal Function of language is used to express opinions, emotions, and personal identity. The tasks, write an opinion essay using a template (3D_4), write a letter of intent for a job ad (1D_2_b), write an email applying to a school club (2D_2_b), write dialogue about childhood (4C_3), write things you wish you'd done sooner using a hashtag (5D_3), write a riddle about sports (8_2), write a motto about friendship (9_2), make comments about moral values and norms (10A_4), and write a booklet describing your hometown(9D_3) requires the students to express their opinions, emotions and experiences with reflecting, and using the life experiences.

The Heuristic Function of language is used to explore and learn new information about reality and to solve problems. Tasks such as writing riddles about sports (8_2) and slogans on moral and social values (10D_2) require the students to explore, inquire, and critically think about the world around them.

The Imaginative Function of language is used to create an imaginary world and to express creative language. Therefore, the tasks, write a story imagining a different scenario(3B_6), prepare and act out a dialogue(8A_3), prepare a dialogue imagining an interview(8C_3), write and act out a dialogue using provided expressions(10C_1_b), and write a riddle about sports(8_2) fosters the student's creativity, imaginary world creating abilities and creative thinking skills.

The Representational Function of language is used to give and report information and facts using language. The tasks, rewrite statements using specific vocabulary (2B_4), answer questions about a place visited (7C_2_a), write a report

using interview notes (8D_2), and write a booklet describing your hometown (9D_3) requires the students to describe and report facts, convey information.

Grade 11: Text Types

Adam's study in 1985 (as cited in Fludernik, 2000) emphasizes how the specific linguistic and formal features of texts contribute to their overall meaning and function. Therefore, Adam categorizes diverse kinds of texts based on their structures and communicative purposes in his framework. Adam's study in 1985 (as cited in Fludernik, 2000) highlights eight *Text Types: Narrative, Descriptive, Expository, Argumentative, Injunctive, Predictive, Conversational, and Dialogue*.

Table 23 illustrates a range of genres and *Text Types* employed in various writing tasks. The Grade 11 *Spice Up* Student's Book includes 19 *while-writing* tasks each designed to develop students' writing skills across different genres.

Table 23

Grade 11 Spice Up SB: While-Writing Tasks & Text Types

Task No.	Skill Stage	Tasks	Example	Product / Outcome	Text Type / Genre
3D_4	while_writing: modelled opinion essay writing with a template	Choose a topic and write an opinion essay using the template in the appendix on page 95.		modeled opinion essay writing with a template	Argumentative
10A_4	while_writing: speaking, discussion, writing, modelled comment writing "as in"	Work in pairs and make comments about the moral values and norms of different cultures as in exercise 3.		modelled comment writing "as in"	Argumentative

Task No.	Skill Stage	Tasks	Example	Product / Outcome	Text Type / Genre
4A_2	while_writing: modelled dialogue writing and speaking	Work in pairs. Make a similar dialogue as in the example using the notes below. Then, act it out.	Isla: Who was Terry Fox? Theo: He was an athlete and an activist who had a strong determination. Isla: Oh, I've never heard of him. Where was he born? Theo: He was born in Winnipeg, Canada in 1958. Isla: What did he do?	modelled dialogue writing	Conversational
4C_3	while_writing: modelled Dialogue writing in pairs	Work in pairs and prepare a dialogue about your childhood as in exercise 2. Think about your favourite toys, books and the activities you did as a child.		modeled dialogue writing	Conversational And Narrative
8A_3	while_writing: writing, role-play	Work in pairs. Prepare a dialogue as in the example. Then, act it out.	Josh: Nowadays, I'm really into watching extreme sports on the Net. Do you enjoy watching them? Brad: I actually enjoy doing them. I've been doing mountain biking for two years...	modeled dialogue writing	Conversational
8C_3	while_writing: modelled writing	Work in pairs. Prepare a similar dialogue as in exercise 2.	Student A: Imagine that you are an interviewer at a sports channel. Make an interview with a sportsperson you admire. You can also add some more questions if you like. Student B: Imagine that you are a famous sportsperson. Answer the interviewer's questions.	modeled dialogue writing	Conversational
10C_1_b	while_writing: write, speak, write a modeled dialogue, act it out	Work in pairs. Prepare a similar dialogue with the quotes above. Use the given expressions in the table as in the example. Then, act it out.	Finally To make matters worse To begin with In addition However	modeled dialogue	Conversational

Task No.	Skill Stage	Tasks	Example	Product / Outcome	Text Type / Genre
9D_3	while_writing: speaking, modelled writing, writing a booklet using a spider map	Now it's your turn. In your notebook, write a booklet to describe your hometown using the spider map in the appendix on page 101.	1-Organise the information about your hometown in the spider-map below. Begin by giving basic details about your hometown in the middle section. Add two more titles to your booklet if you like 2- Organise your notes into a booklet on paper. Include some pictures of your hometown as well. 3- Share your booklet with your classmates.	modelled writing, writing a booklet using a spider map	Descriptive
2B_4	while_writing, Vocabulary	Rewrite the following statements using the words in brackets without changing the meaning.	1. In his free time, he preferred to watch TV alone rather than hang out with friends. (fancy) 2. What he liked most was spending time with filming tools. (keen on) 3. He preferred pursuing his dreams to giving up. (choose)	paraphrasing the statements	Expository (Conveying the Same Information)
7C_2_a	while_writing: answer the questions, write	Answer the questions about the place you last visited. Write a report as in exercise 1. Use your interview notes that you have made with a sportsperson in exercise 3 on page 74 and prepare your report.	1. Where did you go on your last holiday? .2. How did you get there?3. Which place did you visit while you were there?4. Was the place you visited historically significant? .5. What was the backstory of that place? 6. Was the place special for its natural beauty? 7. Which natural features make that place popular?	sentence writing	Expository
8D_2	while_writing: modelled writing	Choose one of the job ads on pages 93-94 to write a letter of intent following the outline given.	Job Description FWE is looking for talented and passionate freelance comic book writers to join our team and work with writers all over the world...	modeled report writing	Expository
1D_2_b	while_writing: modeled writing, letter of intent			modeled letter of intent writing	Injunctive And Argumentative

Task No.	Skill Stage	Tasks	Example	Product / Outcome	Text Type / Genre
2D_2_b	while_writing: writing, e-mail, modeled	Now, write an email for applying to a school club using the information in exercise 2 a.		modeled e-mail school club application writing	Injunctive
6D_2	while_writing: modelled writing	Study the following plan and use the information given in the box to write a letter of complaint to the restaurant manager.	Opening Remark: Dear Sir/Madam Introduction: Reason for writing Main Body: Details of complaints and reasons Conclusion: Your demand Closing Remark: Yours faithfully Complaints Reasons • Service was too slow. • Music was very loud. • Food was badly cooked.	letter of complaint	Injunctive, and Argumentative
3B_6	while_writing: writing a story	Imagine Grandpa George didn't leave his village. Write a different story for him.		guided story writing	Narrative
5D_3	while_writing: writing	Write down the things you wish you'd done sooner by using the #Iwish hashtag.		social media post	Narrative and/or Expository
8_2	while_writing: guided riddle writing, speaking	Follow the steps given and enjoy writing your own riddle about sports.	R Decide what you want to ask first. Make sure that your answer is simple enough to guess for your friends. R Describe the colour, shape, smell, etc. of the answer. Try to make connections in your mind. What is it like? What else does it look like? Take notes. Write your riddle and ask your friends.	guided riddle writing	Rhetorical
9_2	while_writing: writing, speaking	Work in pairs and write your motto about friendship.		motto writing	Rhetorical

Task No.	Skill Stage	Tasks	Example	Product / Outcome	Text Type / Genre
10D_2	while_writing: guided slogan writing	Write at least three slogans on moral and social values (kindness, honesty, love, justice, gratitude, compassion, respect, etc.) in the spaces provided, following the steps with your partner.	Brainstorm a word list about your topic. Keep it short and simple. Make it timeless. Give your message clearly and effectively.	guided slogan writing	Rhetorical

The Argumentative Text Type/Genre aims to persuade the reader and prove or present a viewpoint. Hence, tasks, make a similar dialogue as in the example using the notes below, then act it out (4A_2), prepare a dialogue about your childhood, modeled dialogue writing (4C_3), prepare a dialogue, then act it out, modeled dialogue writing (8A_3), prepare a similar dialogue, make an interview, Example: Student A: imagine that you are an interviewer at a sports channel. Make an interview with a sportsperson you admire. You can also add some more questions if you like. Student B: imagine that you are a famous sportsperson. Answer the interviewer's questions, modeled dialogue writing (8C_3), and prepare a similar dialogue with quotes; modeled dialogue writing (10C_1_b) facilitates convincing to a particular point, reasoning and persuasion skills.

The Conversational Text Type/Genre focuses on simulating real-life interactions, conversations, and dialogues. For example, tasks, make a similar dialogue as in the example using the notes below, then act it out(4A_2), prepare a dialogue about your childhood (4C_3), prepare a dialogue, then act it out (8A_3), Prepare a similar dialogue, make an interview (8C_3), Prepare a similar dialogue with quotes(10C_1_b), requires the students to write modeled dialogues according

to the given context. These tasks make the students understand and use the conversational text type/genre.

The Descriptive Text Type/Genre focuses on describing people, places, objects, or events. The task, write a booklet to describe your hometown using a spider map. (9D_3), which is a modeled descriptive booklet writing promotes the student's ability to write detailed descriptions.

The Expository Text Type/Genre is used to explain concepts and processes, make assumptions, clarify, and inform. Therefore, in the tasks, rewrite the following statements using the words in brackets without changing the meaning (2B_4), answer questions about the place you last visited(7C_2_a), write a report using interview notes (8D_2), write an email applying to a school club (2D_2_b), and write things you wish you'd done sooner using the #Iwish hashtag (5D_3) the students are required to explain describe and convey information.

The Narrative Text Type/Genre is used to tell stories and recount events. In task 3B_6, students write a different guided story for Grandpa George, which is a guided story writing task.

The Rhetorical Text Type/Genre is used in writing poetry, songs, proverbs, and graffiti, which wakes emotions and conveys deep meanings with the use of ethos, pathos, and logos. Therefore, in the tasks, write your own riddle about sports (8_2), write your motto about friendship (9_2), and write three slogans on moral and social values (10D_2), the students use the figures of speech and engage the reader in a specific way.

Grade 11: Communicative Competence in Writing

The grade 11 students' books contain 19 while-writing tasks, 3 of which intend to develop the three aspects of *Communicative Competence: Sociolinguistic Competence, Linguistic Competence, and Discourse Competence* (Table 24).

Table 24

Grade 11 Spice Up SB: While-Writing Tasks & Communicative Competence

Task No.	Skill	Skill_Stage	Instruction of the Question	Task Example	L C	S C	D C
2D_2_b	W	while_writing: writing, e-mail, modeled	Now, write an email for applying to a school club using the information in exercise 2 a.	Opening Remark: Dear Sir/Madam Introduction: Reason for writing Main Body: Details of complaints and reasons Conclusion: Your demand Closing Remark: Yours ...	1	1	1
6D_2	W	while_writing: modelled writing	Study the following plan and use the information given in the box to write a letter of complaint to the restaurant manager.	Job Description FWE is looking for talented and passionate freelance comic book writers to join our team and work with writers all over the world...	1	1	1
1D_2_b	W	while_writing: writing, e-mail, modeled	Choose one of the job ads on pages 93-94 to write a letter of intent following the outline given		1	1	1
3B_6	W	while_writing: writing a story	Imagine Grandpa George didn't leave his village. Write a different story for him.		1	0	1
8D_2	W	while_writing: modelled writing	Write a report as in exercise 1. Use your interview notes that you have made with a sportsperson in exercise 3 on page 74 and prepare your report.		1	0	1
10D_2	W	while_writing: guided slogan writing	Write at least three slogans on moral and social values (kindness, honesty, love, justice, gratitude, compassion, respect, etc.) in the spaces provided, following the steps with your partner.	Brainstorm a word list about your topic. Keep it short and simple. Make it timeless. Give your message clearly and effectively.	1	0	1

Task No.	Skill	Skill_Stage	Instruction of the Question	Task Example	L C	S C	D C
9_2	W	while_writing: writing, speaking	Work in pairs and write your motto about friendship.	Josh: Nowadays, I'm really into watching extreme sports on the Net. Do you enjoy watching them? Brad: I actually enjoy doing them. I've been doing mountain biking for two years. Josh: Wow, this is amazing!...	1	0	1
8A_3	W	while_writing: writing, role-play	Work in pairs. Prepare a dialogue as in the example. Then, act it out.		1	0	1
5D_3	W	while_writing: writing	Write down the things you wish you'd done sooner by using the #Iwish hashtag.		1	0	1
10C_1_b	W	while_writing: write, speak, write a modeled dialogue, act it out	Work in pairs. Prepare a similar dialogue with the quotes above. Use the given expressions in the table as in the example. Then, act it out.	Finally To make matters worse To begin with In addition However 1-Organise the information about your hometown in the spider-map below. Begin by giving basic details about your hometown in the middle section. Add two more titles to your booklet if you like 2- Organise your notes into a booklet on paper. Include some pictures of your hometown as well. 3- Share your booklet with your classmates.	1	0	1
9D_3	W	while_writing: speaking, modelled writing, writing a booklet using a spider map	Now it's your turn. In your notebook, write a booklet to describe your hometown using the spider map in the appendix on page 101.		1	0	1
10A_4	W	while_writing: speaking, discussion, writing, modelled comment writing "as in"	Work in pairs and make comments about the moral values and norms of different cultures as in exercise 3.		1	0	1
8C_3	W	while_writing: modelled writing	Work in pairs. Prepare a similar dialogue as in exercise 2.	Student A: Imagine that you are an interviewer at a sports channel. Make an interview with a	1	0	1

Task No.	Skill	Skill_Stage	Instruction of the Question	Task Example	L C	S C	D C
				sportsperson you admire. You can also add some more...			
3D_4	W	while_writing: modelled opinion essay writing with a template	Choose a topic and write an opinion essay using the template in the appendix on page 95. Work in pairs and		1	0	1
4C_3	W	while_writing: modelled Dialogue writing in pairs	prepare a dialogue about your childhood as in exercise 2. Think about your favourite toys, books and the activities you did as a child.		1	0	1
4A_2	W	while_writing: modelled dialogue writing and speaking	Work in pairs. Make a similar dialogue as in the example using the notes below. Then, act it out.	Isla: Who was Terry Fox? Theo: He was an athlete and an activist who had a strong determination. Isla: Oh, I've never heard of him. Where was he born? Theo: He was born in Winnipeg, Canada in 1958.	1	0	1
8_2	W	while_writing: guided riddle writing, speaking	Follow the steps given and enjoy writing your own riddle about sports.	R Decide what you want to ask first. Make sure that your answer is simple enough to guess for your friends. R Describe the colour, shape, smell, etc. of the answer. Try to make connections in your mind. What is it like? What else does it look like? Take notes. R Write your riddle and ask your friends.	1	0	1
7C_2_a	W	while_writing: answer the questions, write	Answer the questions about the place you last visited.	1. Where did you go on your last holiday? 2. How did you get there?3. Which place did you visit while you were there?4. Was the place you visited historically significant?5. What was the backstory of that place?6. Was the place special for its natural beauty? 7. Which natural features make that place popular?	1	0	1

Task No.	Skill	Skill_Stage	Instruction of the Question	Task Example	L C	S C	D C
2B_4	W	while_ writing, vocabulary	Rewrite the following statements using the words in brackets without changing the meaning.	1. In his free time, he preferred to watch TV alone rather than hang out with friends. (fancy) 2. What he liked most was spending time with filming tools. (keen on) 3. He preferred pursuing his dreams to giving up. (choose)	1	0	1

Tasks incorporate the ability to produce meaningful utterances using the rules of language. Visible language forms according to the setting, intention of communication, addressee, and the construction and interpretation, using proper strategies.

For instance, task 2D_2_b asks the students to write an email to apply to a school club using the information in exercise 2 a. Task 2D_2_b requires the students to use the correct grammar and vocabulary to write a professional, formal email. It also requires the students to write in a suitable tone in a specific genre for the intended audience.

Moreover, task 6D_2 asks the students to study the following plan and use the information given in the box to write a letter of complaint to the restaurant manager. This task requires the students to use a formal and appropriate tone for the restaurant manager and to use accurate grammar and vocabulary suitable for a complaint letter and genre and similarly, the task 1D_2_b, makes the students write a letter of intent to one of the job applications given within the task which has a purpose, audience and use of correct discourse for the situation asked.

Grade 11: Intercultural Competence in the Knowledge Domain

Grade 11 *Spice Up* SB *Pre-Writing, While-Writing, Post-Writing* tasks are analyzed by using Byram's *Intercultural Communicative Competence* Model (2021). For the analysis, the category of *Knowledge Domain's* objectives is used from the Model of Byram's *Intercultural Communicative Competence* (2021) to inquire if the writing tasks align with the objectives of the *Knowledge Domain* to be a tool for students to engage with *Intercultural Communicative Competence* through the textbooks.

Grade 11 *Spice Up* students' books contain 19 *while-writing* tasks, 10 *post-writing tasks* and 31 *pre-writing*. Only the tasks that aligns with the *Knowledge Domain* objectives are given in the tables below. The tasks that do not align with the objectives have been excluded from the tables.

Grade 11: Historical and contemporary relationships between one's own and one's interlocutor's countries (Objective a)

Objective *a* (Table 25) emphasizes “historical and contemporary relationships between one's own and one's interlocutor's countries. [One is expected to] know about events, significant individuals and diverse interpretations of events which have involved both countries and the traces left in the national memory; and about political and economic factors in the contemporary alliances of each country” (Byram, 2021, p.85).

Table 25

Grade 11 Spice Up SB: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective a)

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
4A_2	a	Hst_Cntm p_Rel_Btw n	Events_Indi viduals_Inter	while_writ ing: modeled	Work in pairs. Make a similar	Isla: Who was Terry Fox? Theo: He was an

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
			preations_Traces	dialogue writing and speaking	dialogue as in the example using the notes below. Then, act it out.	athlete and an activist who had a strong determination. Isla: Oh, I've never heard of him. Where was he born? Theo: He was born in Winnipeg, Canada in 1958. Isla: What did he do? Theo: He started the Marathon of Hope to raise money for cancer research. He also became the first single person to collect such a large sum of money. Sorry to say that, but he died at the age of 22.

The listed tasks can be connected to this object in the following ways.

- 4A_2: By reading short information about Florance Nightingale, Elvis Presley, and Marie Curie, students gain direct insight into significant individuals and the events in which they have been involved and affected the relationship between other different countries.

Grade 11: The Means of Achieving Contact with Interlocutors... (Objective b)

Objective *b* (Table 26) emphasizes “the means of achieving contact with interlocutors from another country (at a distance or in proximity), of travel to and from, and the institutions which facilitate contact or help resolve problems. [One is expected to] know about (and how to use) telecommunications, consular and similar services, modes, and means of travel, and public and private organizations which facilitate commercial, cultural/leisure and individual partnerships across frontiers” (Byram, 2021, p.86).

Table 26

Grade 11 Spice Up SB: The Means of Achieving Contact with Interlocutors...

(Objective b)

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
8C_2	b	Cont_Wt h_Inter_ Othr	Mods_Means_Travel	pre_writing: reading, complete the missing parts, matching pre_writing: fill in the blanks with expressions	Alisha is an exchange student in Türkiye. Read her radio interview with the Turkish swimmer Karan Beydemir and complete the missing parts with the questions below. One is extra. Read the letter and fill in the blanks with the correct expressions. One is extra.	Alisha: Good morning, everybody! We're so happy to have Karan Beydemir here with us today. Well, Karan, in your category, you are the only Turkish swimmer, who broke the European and the world records in the men's 100-meter backstroke. (1)___Karan: I think dedication and discipline for any sport are the keys to success. I can say that swimming has been...
6D_1	b	Cont_Wt h_Inter_ Othr	Telcom_Consumers_Services, Mods_Means_Travel	while_writing: modeled writing	Study the following plan and use the information given in the box to write a letter of complaint to the restaurant manager.	I am writing to express my strong dissatisfaction with the service provided by your airline during my flight to Los Angeles three days ago... Opening Remark: Dear Sir/Madam Introduction: Reason for writing Main Body: Details of complaints and reasons Conclusion: Your demand Closing Remark: Yours faithfully Complaints Reasons • Service was too slow. • Music was very loud. • Food was badly cooked. • Waiter was rude. • We waited for an hour. • We couldn't hear each other. • The steak was tough, the rice was greasy, and the salad wasn't fresh. • He didn't even apologise for spilling the tea on my shirt.
6D_2	b	Cont_Wt h_Inter_ Othr	Telcom_Consumers_Services,			

The listed tasks can be connected to this object in the following ways.

- 8C_2: By reading about an exchange student interviewing a famous swimmer in Türkiye, the students indirectly learn about the possibilities that being an exchange student can bring to them. Also, being an exchange student shows mods and means of travel and how it can facilitate social interactions with people from different countries.
- 6D_1: By reading and filling in the blanks of the letter of complaint, students indirectly learn about airline service procedures and how to access airline services abroad.
- 6D_2: By modeling the letter of complaint students write a letter of complaint to an imaginary restaurant. Therefore, the students are encouraged to learn about the services that they can for contact.

Grade 11: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)

Objective *i* (Table 27) emphasizes “social distinctions and their principal markers, in one's own country and one's interlocutor's. [One is expected to] know about the social distinctions dominant in the two countries – e.g. those of social class, ethnicity, gender, profession, religion – and how these are marked by visible phenomena such as clothing or food, and intangible phenomena such as language variety – e.g. minority languages and socially determined accent – or non-verbal behaviour, or modes of socialization and rites of passage” (Byram, 2021, p.87).

Table 27

Grade 11 Spice Up SB: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
8A_5	i	Nat_Mem_Own_and_fro	Knows_Ev_Emb_Own_Other	post_writing: listen,	Listen to the podcast about two	A big hello to all my listeners. Today, I have two guests here with me.

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
		m_Oth_Rel_Persp		select, interpret (image to word, word to image)	extreme sports and tick (✓) the equipments you hear.	Andy Richardson, the mountain biking champion of this year, and Lisa Brown, who runs her own skydiving school in Texas. Right, Andy, first things first. Let's start with you. Can you tell us a bit about mountain biking?
8A_7	i	Nat_Mem_Own_and_fro m_Oth_Rel_Persp	Knows_Ev _Emb_Ow n_Other	post_writing: listen, comprehend	Listen again and answer the questions with one word.	1. What is a brain bucket? __2. How does Lisa feel with each jump? __3. What kind of sport is skydiving? __ -Alara: I really appreciate Germans' orderly life. They follow the rules and show _____ to each other. That's why they're well known for their punctuality. The best thing about life in Mexico is the friendliness of the people. I was fascinated with their hospitality. These warm-hearted people make contact with foreigners and create a _____ easily. - Leo: Contrary to its cold climate, Icelanders are really warm people. As a woman, I was very impressed to see women treated well and respected in society. Icelanders give much importance to gender _____ and women rights. -Jaya: In Indonesia, there's a saying, "It's better to have your hand above than below," which means "it pays to be charitable." __ is the basic principle of this society where people are eager to donate money, help a stranger and volunteer. Dave
10A_3	i,k t	Soc_Dis_Mark_Own_and _Other /Pro_Soc_Int _Inter_Coun	Knows_Soc_Dist_Marked_Intan _Pheno_Own_Other/ Knows_Ab_Lev_For m_Verb_Beh_Bel_Ta b	pre_writing: reading, vocabulary, matching	Complete the comments with the words given below. One is extra.	

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
10A_4	i,k	Soc_Dis_Mark_Own_and_Other/Pro_Soc_Int_Inter_Coun	Knows_Social_Dist_Marked_Intan_Pheno_Own_Other/ Knows_Ab_Lev_For_m_Verb_Beh_Bel_Tab	while_writing: speaking, discussion, writing, modelled comment writing "as in"	Work in pairs and make comments about the moral values and norms of different cultures as in exercise 3.	

The listed tasks can be connected to this object in the following ways.

- 8A_5: By listening to the podcast, students indirectly learn about the 2 successful people in the USA's professions of skydiving and mountain biking. This helps the students to indirectly discover the importance given to certain professions in different countries and their own.
- 8A_7: By listening to the podcast after the writing activity, the students indirectly gain more insight into the social distinctions dominant in the given country by the given gender, profession, and ethnicity.
- 10A_3: By completing the comments with the given words, the students indirectly comprehend the meaning of the text, which talks about the different countries and the basic principles in their societies.
- 10A_4: By proposing new perspectives on the moral values and norms of different cultures, the students directly grasp the social distinctions between the countries and indirectly understand how they affect verbal and non-verbal behaviour while socializing.

Grade 11: The processes of social interaction in one's interlocutor's country

(Objective k)

Objective k (Table 28) emphasizes “the processes of social interaction in one's interlocutor's country. [One is expected to] know about levels of formality in the language and non-verbal behaviour of interaction, about conventions of behaviour and beliefs and taboos in routine situations such as meals, different forms of public and private meeting, public behaviour such as use of transport, etc.” (Byram, 2021, p.87).

Table 28

Grade 11 Spice Up SB: the processes of social interaction in one's interlocutor's country. (Objective k)

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
10A_3	i,k	Soc_Dis_Mark_Own_and_Other/Pro_Soc_Int_Inte_r_Count	Knows_Soc_Dist_Marked_Intan_Phenno_Own_Other/Knows_Ab_Lev_Form_Verb_Beh_Bel_Tab	pre_writing: reading, vocabulary, matching	Complete the comments with the words given below. One is extra.	-Alara: I really appreciate Germans' orderly life. They follow the rules and show_____ to each other. That's why they're well known for their punctuality. The best thing about life in Mexico is the friendliness of the people. I was fascinated with their hospitality. These warm-hearted people make contact with foreigners and create a _____ easily. -Leo: Contrary to its cold climate, Icelanders are really warm people. As a woman, I was very impressed to see women treated well and respected in society. Icelanders give much importance to gender ___ and women rights. -Jaya: In Indonesia, there's a saying, "It's better to have your hand above than below," which means "it pays to be charitable." ___ is the basic principle of this society where people are eager to donate money, help a stranger and volunteer. Dave

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
10A_4	i,k	Soc_Dis_Mark_Own_and_Other/Pro_Soc_Int_Inte_r_Count	Knows_Soc_Dist_Marked_Intan_Phenomena_Other/Knows_Ab_Lev_Formal_Verb_Belief_Tab	while_writing; speaking, discussion, writing, modelled comment writing "as in"	Work in pairs and make comments about the moral values and norms of different cultures as in exercise 3.	

The listed tasks can be connected to this object in the following ways.

- 10A_3: By giving a perspective on different countries and people from a foreigner, the students can understand how it is perceived by foreigners and themselves. The students can indirectly learn about the behaviors, taboos, and beliefs in routine situations in public and private meetings and meals.
- 10A_4: By questioning the morals and norms of different cultures, the students learn to recognize behaviors, taboos, and beliefs in routine situations in public and private meetings and meals.

Grade 12 English Language Textbook for Anatolian High Schools

Grade 12 Textbook Structure

The textbook published and registered for Grade 12 by the Turkish Ministry of National Education is called *Notifier*. *Notifier* Student's Book was published in 2023 and was written by *Fethi Çimen, Bilgen Taşkıran Tiğin, Ayten Çokçalışkan, Mustafa Özdemir, Dr. Senem Cellat*.

There are 10 themes in the textbook. Each theme has 6 strands: *Reading, Listening, Speaking, Writing, Pronunciation, and Sample Usage*. The *Theme's* layout

has the *Cover Page*, *Theme Number*, *QR code for the presentation*, *QR Code for the Theme*, *The Functions Covered*, *Theme Title*, *Theme Number*, *Part Number*, *Listening Indicator*, and *QR Code for the Transcript*. At the end of the *Student's Book*, there is a list of the *Irregular Verbs*, a *Word List*, and *References*.

Grade 12: Writing Curriculum Objectives

Table 29 introduces Grade 12 English Language Curriculum Objectives within the context of *Bloom's Revised Taxonomy* (Anderson et al., 2001).

Table 29

Grade 12 English Language Curriculum and Writing Objectives

G	T	S	MoNE (2018) Grade 9 ELT Curriculum Objectives	Bloom's Taxonomy
12	10	W2	to write personal letters describing experiences, feelings and events in detail in relation to the topic. (10-11 p. 1)	Analyze
12	6	W1	to write an announcement to invite people for a charity organization. (p.71) (6-7 p. 1)	Apply
12	6	W2	to write an application letter to an organization for scholarship. (6-10 p. 5)	Apply
12	3	W1	to write mottos/slogans about human rights.	Create
12	4	W2	to compose a cyber game scenerio.	Create
12	4	W1	to write detailed descriptions of an imaginary future.	Create
12	5	W1	to describe their current mood/mood reflected in a song/painting/photograph through creative writing.	Create
12	7	W2	to write a news story/a past experience/an imaginary story	Create
12	7	W1	to paraphrase news/ stories/ past events.	Understand
12	9	W1	to write a note asking someone to have something done.	Understand
12	1	W1	to write a survey report on their friends'/teachers' music preferences.	Understand
12	9	W3	to write a description of a hi-tech product by using linking words.	Understand
12	10	W1	to write a letter, note or report on wishes, regrets and apology.	Evaluate

G	T	S	MoNE (2018) Grade 9 ELT Curriculum Objectives	Bloom's Taxonomy
12	8	W1	to write an email/a letter of complaint to a local authority about an environmental problem to suggest solutions.	Evaluate
12	9	W2	to write a for and against essay discussing technology.	Evaluate
12	8	W2	to write their opinions about the usage of alternative energy.	Evaluate
12	2	W1	to write an opinion essay about qualities of a good friend by stating reasons.	Evaluate
12	3	W2	to write an argumentative essay including solutions for disadvantaged people's problems.	Evaluate

There are 18 overall objectives that encompass a range of cognitive skills from comprehension and application to higher order thinking abilities, including *Analysis, Assessment, And Innovation*. In particular, it emphasizes that among the 18 objectives in total:

- 4 objectives focus on Understanding
- 2 objectives emphasize Applying knowledge and skills
- 1 objectives target Analyzing
- 6 objectives involve Evaluating
- 5 objectives foster Creativity

Beginning with the 2nd basic level of *Bloom's Revised Taxonomy* which is *Understand*, students are expected to be able to summarize, describe, and explain the given contents, such as understanding and paraphrasing past events, news, and stories, writing notes to communicate and ask for basic needs, describing a hi-tech product using linking words, and writing a survey report on their friends'/teachers' music preferences.

The 3rd level of *Revised Bloom's Taxonomy* which is *Apply*, requires the students to use the information they have learned in new situations, such as writing

an announcement to invite people to a charity organization and writing an application letter to an organization for a scholarship.

Moreover, the 4th level of analysis which is *Analyze* is given with a set of objectives that require the students to use differentiation, compare and contrast, breaking down to its components to be able to write personal letters describing experiences, feelings, and events in detail in relation to the topic.

Furthermore, the *Evaluation* level requires the students to use critical thinking, making judgments, and finding solutions to social problems, such as writing an email/a letter of complaint to a local authority about an environmental problem to suggest solutions, writing an argumentative essay including solutions for disadvantaged people's problems, writing an opinion essay about qualities of a good friend by stating reasons, write a for and against essay discussing technology and writing their opinions about the usage of alternative energy. Subsequently, the students are expected to combine ideas from several sources to create a unique product relevant to their knowledge. They must produce something that can be seen and goes beyond the student's initial materials to produce a new product, such as writing mottos/slogans about human rights, composing a cyber game scenario, describing their current mood/mood reflected in a song/painting/photograph through creative writing, writing a news story/a past experience/an imaginary story and writing detailed descriptions of an imaginary future.

Regarding writing demand, the objectives start with writing a survey report and then on to essay-level text. After that, the objectives require the students to write an argumentative essay, mottos/slogans, and a scenario. Later, the writing demands creative writing from the students, requiring them to describe their current mood/mood reflected in a song/painting/photograph. The objectives are all given,

along with a genre for the student to use on specific occasions. Such as writing an email/a letter of complaint to a local authority about an environmental problem to suggest solutions. Additionally, the text level goes on as opinion writing, for and against essay writing, note taking, and writing a letter.

Grade 12: Language Functions

Table 30 illustrates the while-writing tasks of the 12th-grade MoNE textbook *Notifier* (2023). The grade 12 student's book contains 63 writing tasks and 17 while-writing tasks. The analysis of 17 while-writing tasks reveals a diverse range of language functions aligning with Halliday's (2002) *Framework, Encompassing Representational, Interactional, Instrumental, Personal, Regulatory, and Heuristic, Imaginative Language Functions*.

Table 30

Grade 12 Notifier SB: While-Writing Tasks & Language Functions

Task No.	Skill	Skill_Stage	Tasks	Example	Language Functions
8_6	W	while_writing: guided dialogue writing, pair work	Work in pairs. Follow the instructions to make a dialog about alternative energy. Refer to the reading text in Part 2 and the infographics in Part 4.		Heuristic function and interactional function, representational (potentially)
9_14	W	while_writing: writing questions for an interview	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.		Heuristic Function

Task No.	Skill	Skill_Stage	Tasks	Example	Language Functions
4_9	W	while_writing: writing	Write about an imaginary future related to the categories in Part 8 benefiting from your notes. You can add and write about your own categories. 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.	Title of the game Steps/Main actions The target audience Type of the game	Imaginative Function
4_20	W	while_writing: writing a cyber game scenario	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. 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		Imaginative Function
8_9	W	while_writing: NOTE FORM writing: 'make notes', in pairs			Imaginative Function, instrumental Function and interactional Function
3_11	W	while_writing: modeled writing (write a variation of the ...)		Points/Positive/Negative	Instrumental Function

Task No.	Skill	Skill_Stage	Tasks	Example	Language Functions
			topic sentences for the body paragraphs. Make your notes here		
8_5	W	while_writing: write an opinion using infographics, pair work	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.		Instrumental function
8_11	W	while_writing: modeled email writing	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.		Instrumental Function, Regulatory Function
10_6_b	W	writing: note writing	Write notes for the following situations. Express your apologies, regrets, and wishes to the people mentioned. 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.	b Because of missing the bus, you couldn't make it to your friend's birthday. Write about it to your friend.	Interactional Function and Imaginative Function
1_10	W	while_writing: writing and speaking writing opinion using the given phrases		e.g. Stallion thinks that music and mood affect one another. I agree to a large extent because I feel the same...	Personal Function, interactional function

Task No.	Skill	Skill_Stage	Tasks	Example	Language Functions
2_15	W	While_writing: write an opinion essay using the mind map, modeled (as in part 12)	Now, use your mind map and write an opinion essay on the qualities of a good friend as in Part 12.		Personal Function
6_15	W	while_writing: writing, modeled writing	Look at the scholarship announcements below and write a scholarship application letter for one of them. Include the letter parts in Part 14.		Personal function, instrumental function
10_6_a	W	writing: note writing	Write notes for the following situations. Express your apologies, regrets, and wishes to the people mentioned.	Due to an unstable connection, you missed an online meeting. Write about it to your teacher.	Personal Function, Interactional Function, and (potentially) Imaginative Function
10_7	W	writing: note writing (grammar in use, functions in use)	Think about an incident in your life that required expressing apologies, regrets, and wishes. Share them with the class. Make your notes here.		Personal function and interactional Function
7_9	W	while_writing: paraphrase, group work, write	Work in groups. Paraphrase the rest part of the news story in Part 7. Share your text with the class and discuss the changes.		Representational Function

Task No.	Skill	Skill_Stage	Tasks	Example	Language Functions
7_11	W	while_writing: guided writing, create the content of a news story on slide	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.		Representational Function (report)
9_11	W	while_writing: modeled writing	In a paragraph, describe a hi-tech product as in Part 10. Include linking words.		Representational Function

The Heuristic Function of language is used to learn and discover. To ask questions and seek information. For instance, the tasks guided dialogue writing about alternative energy (8_6) and writing questions for an interview with a sociologist (9_14) require the students to question, explore, and investigate.

The Imaginative Function of language is used to express fantasy and create a world of imagination. Such as the tasks, write about an imaginary future related to the categories in Part 8 benefiting from your notes. You can add and write about your own categories (4_9), 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. Title of the game, Steps/Main actions, The target audience, Type of the game. (4_20), 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. (8_9), Write notes for the following

situations. Express your apologies, regrets, and wishes to the people mentioned.

Because of missing the bus, you couldn't make it to your friend's birthday. Write about it to your friend (10_6_b), Write notes for the following situations. Express your apologies, regrets, and wishes to the people mentioned. Due to an unstable connection, you missed an online meeting. Write about it to your teacher (10_6_a) and think about an incident in your life that required expressing apologies, regrets, and wishes. Share them with the class. Make your notes here (10_7), requires the students to use the language to serve as an expression tool for imagination and for creating a world.

The Instrumental Function of the language is used to achieve goals for expressing needs and arguments. Such as, the tasks, 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 (3_11), 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 (8_5), 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 (8_11), look at the scholarship announcements below and write a scholarship application letter for one of them. Include the letter parts in Part 14 (6_15), 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(8_9), which requires the students to use the language as an instrument to convey messages and achieve goals.

The Interactional Function of the language makes use of the language to interact and form relationships. The tasks are, sharing opinions and preferences about music with classmates. (1_10), write notes expressing apologies, regrets, and wishes to a teacher (10_6_a, b), think about an incident in your life that required expressing apologies, regrets, and wishes. Share them with the class. Make your notes here. (10_7), and Guided dialogue writing about alternative energy. (8_6) requires the students to communicate and interact with other people.

The Personal Function of the language requires the students to express personal feelings, opinions, and individuality. Therefore, the tasks, share opinions and preferences about music with classmates (1_10), write an opinion essay on the qualities of a good friend. (2_15), write a scholarship application letter (6_15), write notes expressing apologies and regrets, and wishes to a teacher. (10_6_a), share an incident requiring apologies, regrets, and wishes with the class. (10_7)

The Representational of the language is used to convey facts and information. The tasks, work in groups. Paraphrase the best part of the news story in Part 7. Share your text with the class and discuss the changes. (7_9) 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. (7_11), in a paragraph, describe a hi-tech product as in Part 10. Include linking words. (9_11) and work in pairs. Follow the instructions to make a dialog about alternative energy. Refer to the reading text in Part 2 and the infographics in Part 4. (8_6)

Grade 12: Text Types

Adam's study in 1985 (as cited in Fludernik, 2000) emphasizes how the specific linguistic and formal features of texts contribute to their overall meaning and function. Therefore, Adam categorizes diverse texts based on their structures and

communicative purposes in his framework. Adam's study in 1985 (as cited in Fludernik, 2000) highlights eight text types: *Narrative*, *Descriptive*, *Expository*, *Argumentative*, *Injunctive*, *Predictive*, *Conversational*, and *Dialogue*.

Table 31 illustrates a range of genres and text types employed in various writing tasks. The Grade 12 *Notifier* Student's Book includes 17 *while-writing* tasks designed to develop students' writing skills across different genres.

Table 31

Grade 12 Notifier SB: While-Writing Tasks & Text Types

Task No.	Skill Stage	Tasks	Example	Product / Outcome	Text Type/ Genre
1_10	while_writing: writing and speaking writing opinion using the given phrases	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	phrases/guided opinion sentences	Argumentative, Conversational
2_15	While_writing: write an opinion essay with using the mind map, modeled(as in part 12)	Now, use your mind map and write an opinion essay on the qualities of a good friend as in Part 12.		write an opinion essay, modeled	Argumentative

Task No.	Skill Stage	Tasks	Example	Product / Outcome	Text Type/ Genre
3_11	while_writing: modeled writing (write a variation of the ...)	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	modeled argumentative essay writing + note-taking	Argumentative
8_5	while_writing: write an opinion using infographics, pair work	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.		short sentence writing or short text	Argumentative
8_9	while_writing: NOTE FORM writing: 'make notes', in pairs	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.		make notes to ask to the city major	Argumentative, Conversational, Injunctive (Potentially)
8_6	while_writing: guided dialogue writing, pair work	Work in pairs. Follow the instructions to make a dialogue about alternative energy. Refer to the reading text in Part 2 and the infographics in Part 4.		guided dialogue writing	Conversational
9_14	while_writing: writing questions for an interview	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.		list of interview questions	Conversational

Task No.	Skill Stage	Tasks	Example	Product / Outcome	Text Type/ Genre
10_6_a	writing: note writing	Write notes for the following situations. Express your apologies, regrets, and wishes to the people mentioned.	Due to an unstable connection; you missed an online meeting. Write about it to your teacher.	writing brief written notes	Conversational
10_6_b	writing: note writing	Write notes for the following situations. Express your apologies, regrets, and wishes to the people mentioned.	b Because of missing the bus, you couldn't make it to your friend's birthday. Write about it to your friend.	brief notes	Conversational
9_11	while_writing: modeled writing	In a paragraph, describe a hi-tech product as in Part 10. Include linking words.		modeled descriptive paragraph	Descriptive, Expository
7_9	while_writing: paraphrase, group work, write	Work in groups. Paraphrase the rest part of the news story in Part 7. Share your text with the class and discuss the changes.		paraphrase the	Expository
7_11	while_writing: guided writing, create the content of a news story on slide	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.		news story on presentation slides	Expository, Potentially Narrative
6_15	while_writing: writing, modeled writing	Look at the scholarship announcements below and write a scholarship application letter for one of them. Include the letter parts in Part 14.		application letter	Injunctive, Argumentative
8_11	while_writing: modeled email writing	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.		modeled formal email writing	Injunctive, Argumentative

Task No.	Skill Stage	Tasks	Example	Product / Outcome	Text Type/ Genre
4_20	while_writing: writing a cyber game scenario	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.	Title of the game Steps/Main actions the target audience Type of the game	a cyber game scenario by your company, notes	Narrative, Descriptive
10_7	writing: note writing (grammar in use)	Think about an incident in your life that required expressing apologies, regrets, and wishes. Share them with the class. Make your notes here.		writing personal, written anecdote	Narrative, Conversational
4_9	while_writing: writing	Write about an imaginary future related to the categories in Part 8 benefiting from your notes. You can add and write about your own categories		a text	Predictive, Descriptive

The Narrative Text Type/Genre is used for telling a story and for describing events. For example, the tasks to write a cyber game scenario by making notes in the provided frames (4_20) and write notes about an incident in your life that required expressing apologies, regrets, and wishes(10_7), create the content of a news story using presentation slides(7_11), require the students to use the narrative task type when writing about a game scenario and an incident that they had.

The Descriptive Text Type/Genre is used for providing details and descriptions of people, objects, or events. Hence, describe a high-tech product in a paragraph, including linking words (9_11), which requires the students to write a modeled descriptive paragraph. Also, task (4_9), writing about an imaginary future related to specific categories, requires the students to write a predictive and descriptive text about an imaginary future. Additionally, the task of writing a cyber game scenario by making notes in the provided frames (4_20) requires the students

to provide detailed descriptions of the characters and places that they are going to add, which makes the students write descriptively.

The Argumentative Text Type/Genre focuses on persuasion, argument presentation, giving evidence, and reasoning. Therefore, the tasks, sharing opinions and preferences about music with classmates using given phrases, guided opinion sentence writing (1_10), write an opinion essay on the qualities of a good friend using a mind map, modeled opinion essay writing (2_15), write a variation of an essay on a solution from a mind map, modeled argumentative essay writing and note-taking (3_11), write opinions on the usage of alternative energy in the future using infographics, Short sentence writing or short text (8_5), make notes to ask the city mayor about environmental problems and solutions (8_9), write a modeled formal email to the local authority to complain about an environmental problem and offer a solution (8_11), write a scholarship application letter using given parts(6_15) are argumentative which requires students to write reasoning, argument, and persuade the reader.

The Expository Text Types/Genres focus on informing and explaining. The tasks, paraphrasing a news story in groups (7_9), creating the content of a news story using presentation slides (7_11), and creating the content of a news story using presentation slides (7_11), require the students to inform and explain the reader.

The Injunctive Text Type/Genre's main focus is giving instructions, commands, and requests. For instance, the tasks of writing a scholarship application letter using given parts (6_15), writing a modeled formal email to the local authority to complain about an environmental problem, and offering a solution (8_11), Making notes to ask the city mayor about environmental problems and solutions(8_9) require the students to use the injunctive text type/ genre.

The Conversational Text Type /Genre is used to simulate real-life interactions and dialogues. For example, the tasks, write a guided dialogue about alternative energy (8_6), write questions for an interview with a sociologist about technology's influences on social life (9_14), write notes expressing apologies, regrets, and wishes to people due to an unstable connection; you missed an online meeting. Write about it to your teacher(10_6_a), and write notes expressing apologies, regrets, and wishes to people because of missing the bus, you couldn't make it to your friend's birthday. Write about it to your friend (10_6_b), make notes to ask the city mayor about environmental problems and solutions (8_9), write notes about an incident in your life that required expressing apologies, regrets, and wishes(10_7), share opinions and preferences about music with classmates using given phrases(1_10) and make notes to ask the city mayor about environmental problems and solutions(8_9) requires to make use of conversational text type to facilitate the intended communication.

The Predictive Text Type/Genre uses future events, outcomes, and prophecies. For example, the task of writing about an imaginary future related to specific categories (4_9) makes the students think and write about an imaginary future.

Grade 12: Communicative Competence in Writing

Table 32 displays the analyses of Grade 12 *while-writing* tasks regarding *Sociolinguistic, Linguistic, and Discourse Competence*.

Table 32

Grade 12 Notifier SB: While-Writing Tasks & Communicative Competence

Task Numb er	Skill_Stage	Instruction of the Question	Task Example	L C	S C	D C
7_11	while_writing : guided writing, create the content of a	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		1	1	1

Task Number	Skill_Stage	Instruction of the Question	Task Example	L C	S C	D C
	news story on slide	below. Then, make a presentation about it.				
6_15	while_writing : writing, modeled writing	Look at the scholarship announcements below and write a scholarship application letter for one of them. Include the letter parts in Part 14.		1	1	1
9_14	while_writing : writing questions for an interview	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.		1	1	1
4_20	while_writing : writing a cyber game scenerio	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.	Title of the game Steps/Main actions the target audience Type of the game	1	1	1
8_9	while_writing :writing: 'make notes', in pairs	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.		1	1	1
8_11	while_writing : modeled email writing	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.		1	1	1
10_7	writing: note writing	Think about an incident in your life that required expressing apologies, regrets, and wishes. Share them with the class. Make your notes here.		1	0	1
10_6_a	writing: note writing	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.	1	0	1

Task Number	Skill_Stage	Instruction of the Question	Task Example	L C	S C	D C
10_6_b	writing: note writing	Write notes for the following situations. Express your apologies, regrets, and wishes to the people mentioned.	b Because of missing the bus, you couldn't make it to your friend's birthday. Write about it to your friend.	1	0	1
1_10	while_writing : writing and speaking: writing opinion with using the given phrases	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	1	0	1
4_9	while_writing : writing	Write about an imaginary future related to the categories in Part 8 benefiting from your notes. You can add and write about your own categories		1	0	1
2_15	While_writing : write an opinion essay with using the mind map, modeled(as in part 12)	Now, use your mind map and write an opinion essay on the qualities of a good friend as in Part 12.		1	0	1
8_5	while_writing : write a opinion using infographics, pair work	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.		1	0	1
7_9	while_writing : paraphrase, group work, write	Work in groups. Paraphrase the rest part of the news story in Part 7. Share your text with the class and discuss the changes.		1	0	1
3_11	while_writing : modeled writing(write a variation of the ...)	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	1	0	1

Task Number	Skill_Stage	Instruction of the Question	Task Example	L C	S C	D C
9_11	while_writing : modeled writing	In a paragraph, describe a hi-tech product as in Part 10. Include linking words.		1	0	1
8_6	while_writing : guided dialogue writing, pair work	Work in pairs. Follow the instructions to make a dialog about alternative energy. Refer to the reading text in Part 2 and the infographics in Part 4.		1	0	1

The grade 12 students' books contain 18 while-writing tasks, 6 of which intend to develop the three aspects of *Communicative Competence: Sociolinguistic Competence, Linguistic Competence, and Discourse Competence*. Tasks incorporate the ability to produce meaningful utterances using the rules of language. Visible language forms according to the setting, intention of communication, addressee, and the construction and interpretation, using proper strategies.

For example, tasks such as 7_11, 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. Task 7_11 requires the students to understand and use the correct grammar, vocabulary, and structure to create a news story that facilitates linguistic competence. It involves writing context, audience, and purpose to the news story, which abides by *Sociolinguistic Competence* and necessitates using a genre that fits the description of *Discourse Competence*.

Look at the scholarship announcements below and write a scholarship application letter for one of them. Include the letter parts in Part 14 (6_15). Task 6_15 requires the students to write a scholarship application, which necessitates the use of a specific genre, structure, and audience and understanding the addressee's expectations in order to write according to the intended audience.

Moreover, task 9_14 requires the students to work in groups. Students imagine that they are going to interview a sociologist about the influences of technology on social life and write as many questions as possible for the interview. Task 9_14 makes the students formulate clear, correct questions, write according to the intended audience, and logically facilitate the questions.

Task 4_20 asks the students to imagine that they have been asked to write a cyber game scenario by their company. Make notes in the following frames and write the full text. This task facilitates the use of descriptive and technical language according to the target audience. The context, audience, addressee, and genre are visible, and the task requires the students to organize the text in order to write a game scenario in a coherent manner.

The task 8_9 asks the students to imagine that they are talking to the mayor of their hometown. What environmental problems would they complain about, and what solutions would they offer? The students work in pairs, make notes, and share with the class. They can refer to the text in Part 7 and the media communications in Part 8. Task 8_9 requires the students to take concise notes, to use the appropriate language and tone for the intended audience and expects the students to write in a specific genre.

Task 8_11 requires the students to write an email to the local authority to make a complaint about an environmental problem and offer a solution, such as the one given in Part 10. This task requires the students to understand and use the correct grammar, vocabulary, and structure to create a news story.

Grade 12 Intercultural Competence: Knowledge Domain

Grade 12 *Notifier* SB *Pre-Writing, While-Writing, Post-Writing* tasks are analyzed by using Byram's *Intercultural Communicative Competence Model* (2021). For the analysis, the category of *Knowledge* Domain's objectives is used from the Model of Byram's *Intercultural Communicative Competence* (2021) to inquire if the writing tasks align with the objectives of the *Knowledge* Dimension to be a tool for students to engage with *Intercultural Communicative Competence* through the textbooks.

Grade 12 *Notifier* students' books contain 18 *while-writing* tasks, 5 *post writing tasks* and 40 *pre-writing tasks*. Only the tasks that aligns with the *Knowledge* Domain objectives are given in the tables below. The tasks that do not align with the objectives have been excluded from the tables.

Grade 12: The Means of Achieving Contact with Interlocutors... (Objective b)

Objective *b* (Table 33) emphasizes “the means of achieving contact with interlocutors from another country (at a distance or in proximity), of travel to and from, and the institutions which facilitate contact or help resolve problems. [One is expected to] know about (and how to use) telecommunications, consular and similar services, modes, and means of travel, and public and private organizations which facilitate commercial, cultural/leisure and individual partnerships across frontiers” (Byram, 2021, p.85).

Table 33

Grade 12 Notifier SB: The Means of Achieving Contact with Interlocutors...

(Objective b)

Task No.	Objectives	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
3_7	b / j	Cont_Wth_Inter_Other	Pub_Priv_Comm_Culture_Indiv_Part/	pre_writing: reading, circle suggestion phrases in pairs	Below are different forum entries about a disadvantaged group in Africa. Work in pairs and circle the suggestion phrases	People still draw water from wells and carry buckets for miles. What can we do about this? joshua QUOTE REPLY LIKE 16m ago Ĩ Why don't we contact charity organizations and ask for help? purdy QUOTE REPLY LIKE 14m ago ĩ I suggest helping dig more wells so that people won't have to carry buckets for miles.
6_14	b	Cont_Wth_Inter_Other	Pub_Priv_Comm_Culture_Indiv_Part	pre_writing: reading, understanding the structure of a cover letter, matching, pair-work	Work in pairs. Study the cover letter for a scholarship and find the parts listed below it.	1 closing 2 the reason why you are writing and basic information about yourself 3 salutation 4 address of the sender 5 address of the recipient 6 your expectation
6_15	b	Cont_Wth_Inter_Other	Pub_Priv_Comm_Culture_Indiv_Part	while_writing: writing, modeled writing	Look at the scholarship announcements below and write a scholarship application letter for one of them. Include the letter parts in Part 14.	

Task No.	Objectives	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
7_7	b (health tourism) cultural, modes and means of travel	Cont_With_Inter_Other	Mods_Means_Travel	pre_writing: reading and ordering the events	Read the news story and put the events into the correct order.	a Munira had to travel a lot. b Omar noticed the change in his mother. c Munira tried to protect Omar. d The dream of Omar came true. e Munira set off for school.
7_8	b (health tourism) cultural, modes and means of travel	Cont_With_Inter_Other	Mods_Means_Travel	pre_writing: reading and analyze the sentence structure, compare	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.	
7_9	b (health tourism) cultural, modes and means of travel	Cont_With_Inter_Other	Mods_Means_Travel	while_writing: paraphrase, group work, write	Work in groups. Paraphrase the rest part of the news story in Part 7. Share your text with the class and discuss the changes.	

The listed tasks can be connected to this object in the following ways.

- 3_7: By circling the suggestion phrases in the forum entries students indirectly acquire knowledge about how they can help people in need in different countries through organizations.
- 6_14: By matching the parts of the cover letter for the scholarship with their corresponding structural names, the students learn the

format of a cover letter and discover how to contact institutions in other countries.

- 6_15: By looking at the simulated scholarship announcements, students imaginably write scholarship letters to universities and institutions abroad, which exposes them to contacting institutions in other countries via institutions.
- 7_7, 7_8, 7_9: By ordering the events of a simulated news article, the students indirectly understand that for medical purposes, the patient in the article gets transferred from the hospital in Abu Dhabi to Germany, which is considered a type of mode and means of travel via institutions.

Grade 12: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)

Objective *i* (Table 34) emphasizes “social distinctions and their principal markers, in one's own country and one's interlocutor's. [One is expected to] know about the social distinctions dominant in the two countries – e.g. those of social class, ethnicity, gender, profession, religion – and how these are marked by visible phenomena such as clothing or food, and intangible phenomena such as language variety – e.g. minority languages and socially determined accent – or non-verbal behaviour, or modes of socialization and rites of passage” (Byram, 2021, p.87).

Table 34

Grade 12 Notifier SB: Social distinctions and their principal markers, in one's own country and one's interlocutor's (Objective i)

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
7_10	i, g	Soc_Dis_ Mark_Ow	Knows	pre_writin g: read,	Below is a news story on	a How did it begin? b What were the details

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
		n_and_Other, Nat_GeoS p_of_Inter _and_Fro m_Owns_ Persp	_Perc_ Sp_Ow n_Othe r, Knows _Soc_ Dist_D omn_in _Count ries_O wn_Ot her	infer, match	presentation slides. Work in pairs and circle which slide has the answer(s) to which of the questions given.	about the setting (time, date, place, weather, etc.)?c What interrupted the normal course of events?d What were the first reactions?e What did people do to get over the problem?f What happened at the end?
7_12	i, g	Soc_Dis_ Mark_Ow n_and_Oth er,Nat_Ge oSp_of_Int er_and_Fr om_Owns _Persp	Knows _Perc_ Sp_Ow n_Othe r, Knows _Soc_ Dist_D omn_in _Count ries_O wn_Ot her	post_writin g	Work in pairs. Study the news story in Part 10. Make a list of the keywords for narrating and describing events. You can also study the news stories in Parts 2 and 7.	

The listed tasks can be connected to this object in the following ways.

- 7_10, 7_12: By indirectly dissecting and matching the structural names to the parts of the news story and finding the keywords for narrating the events, the students indirectly learn about different professions in the USA and in their country, such as the Coast Guard, police boats, captains, pilots, and crews.

Grade 12: The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own (Objective g)

Objective g (Table 35) emphasizes “the national definitions of geographical space in one's interlocutor's country, and the perspective on them from one's own [One is expected to] knows about perceptions of space in the other country as they do about their own” (Byram, 2021, p.86).

Table 35

Grade 12 Notifier SB: The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own (Objective g)

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
7_10	i, g	Soc_Dis_Mark_Own_and_Other, Nat_GeoSp_of_Inter_and_From_Owns_Persp	Knows_Perc_Sp_Own_Other, Knows_Soc_Dist_Domn_in_Countries_Own_Other	pre_writing: read, infer, match	Below is a news story on presentation slides. Work in pairs and circle which slide has the answer(s) to which of the questions given.	a How did it begin?b What were the details about the setting (time, date, place, weather, etc.)?c What interrupted the normal course of events?d What were the first reactions?e What did people do to get over the problem?f What happened at the end?
7_12	i, g	Soc_Dis_Mark_Own_and_Other, Nat_GeoSp_of_Inter_and_From_Owns_Persp	Knows_Perc_Sp_Own_Other, Knows_Soc_Dist_Domn_in_Countries_Own_Other	post_writing	Work in pairs. Study the news story in Part 10. Make a list of the keywords for narrating and describing events. You can also study the news stories in Parts 2 and 7.	

The listed tasks can be connected to this object in the following ways.

- 7_10, 7_12: By indirectly dissecting and matching the structural names to the parts of the news story and finding the keywords for narrating the events, the students indirectly discover geographical spaces in the USA, such as the Hudson River.

Grade 12: The institutions, and perceptions of them, which impinge on daily life within one's own and one's interlocutor's country and which conduct and influence relationships between them (Objective j)

Objective j (Table 36) emphasizes “institutions, and perceptions of them, which impinge on daily life within one's own and one's interlocutor's country and

which conduct and influence relationships between them [One is expected to] knows about public or private institutions which affect the living conditions of the individual in the two countries – e.g. with respect to health, recreation, financial situation, access to information in the media, access to education” (Byram, 2021, p.87)

Table 36

Grade 12 Notifier SB: The institutions, and perceptions of them, that impinge on daily life within one’s own and one’s interlocutor’s... (Objective j)

Task No.	Obj	1 st Level	2 nd Level Coding	Stage	Tasks	Example of the Question
3_7	b,j	Cont_Wth _Inter_Oth	Pub_Pr iv_Co m_Cult _Indv_ Part/	pre_writin g: reading, circle suggestion phrases in pairs	Below are different forum entries about a disadvantaged group in Africa. Work in pairs and circle the suggestion phrases	People still draw water from wells and carry buckets for miles. What can we do about this? joshua QUOTE REPLY LIKE 16m ago Ĩ Why don’t we contact charity organizations and ask for help? purdy QUOTE REPLY LIKE 14m ago ĩ I suggest helping dig more wells so that people won’t have to carry buckets for miles.

The listed tasks can be connected to this object in the following ways.

- 3_7: By reading and circling the suggestion phrases in the given forum entries about a disadvantaged group in Africa, students indirectly learn about the institutions and their influence on health, access to education, and recreation in another country.

Refer to Appendices to see all distributions across grades 9 to 12.¹

¹ Appendix G provides a breakdown of *Cognitive Skills*, Appendix H covers *Language Functions*, Appendix I details *Text Types*, Appendix J outlines *Communicative Competence*

CHAPTER 5: DISCUSSION

Introduction

This chapter discusses the findings of the study. Following the presentation of the findings, the chapter explores the implications for practice. Next, the chapter outlines further research, suggesting areas where further investigation is needed. Finally, the limitations of the study are addressed.

Overview of the Study

The 9th-12th Grades English Curriculum published by Turkish MoNE emphasizes *Intercultural Communicative Competence* (Byram, 2021) and is developed to encompass all aspects of *Communicative Competence*. It integrates *Language Functions* and the four *Language Skills*, shifting the focus from simply teaching "What?" to also considering "How?" and "Why?" in language use. (MoNE, 2018). This study seeks to examine whether, and to what extent, the coursebooks published by the Turkish Ministry of National Education for grades 9 through 12 effectively support the development of both *Intercultural Communicative Competence*, and *Communicative Competence*, within the writing strand of the English language curriculum for Anatolian high schools in Türkiye in general, and the accompanying textbooks in particular. The results of the study will provide insights that may inform recommendations for reconsidering these textbooks to enhance their effectiveness.

To this end, the analysis employs Byram's (2021) *Intercultural Communicative Competence* framework, with a focus on the *Knowledge Domain*. Additionally, several lenses were used to assess the in terms of communicativeness using, Halliday's *Language Functions* (1975, 2002), Adam's 8 Text Types (1985, as

cited in Fludernik, 2000), and a *Communicative Competence* framework, including *Linguistic, Sociolinguistic, and Discourse Competence* (Canale, 1983; Van Ek, 1986). Furthermore, the Ministry of National Education's (2018) ELT Curriculum Writing Objectives were examined using *Bloom's Revised Taxonomy* (Anderson & Krathwohl, 2001). These various models were applied to ensure that the writing tasks are communicative, thus providing a solid foundation for developing *Intercultural Communicative Competence* (Byram, 2021).

Discussion of Major Findings

Writing Objectives within the Context of Bloom's Revised Taxonomy

This study examined the writing objectives outlined in the Turkish MoNE Anatolian High School Curriculum (2018) for 9 through 12 using *Bloom's Revised Taxonomy* as a framework. This aimed to uncover the cognitive demands needed for communication at each grade level. The findings reveal a consistent emphasis on higher-order thinking skills and a progressive increase in the difficulty levels of writing tasks as students advance.

The distribution of *Cognitive Skills* across the grade levels unveils a deliberate progression designed to cultivate students' cognitive and communication skills (Appendix G).

In Grade 9, the most used *Cognitive Skill* is analyzing, and the least used cognitive skill is creativity. The analysis revealed a spectrum of *Cognitive Skills* targeted, ranging from basic *Understanding* and *Applying* to higher-order thinking skills such as *Analyzing, Evaluating, and Creating*. The initial emphasis on recalling vocabulary and constructing simple sentences gradually evolves into tasks demanding analysis, evaluation, and creative synthesis. All in all, cognitive demands

inherent in writing tasks provide a platform for students to express themselves through written communication.

As students transition to Grade 10, the focus shifts to *Creativity*, encouraging them to explore their imagination and express themselves uniquely. The analysis revealed a diverse range of *Cognitive Skills* targeted, progressing from a few foundational-level objectives such as *Remembering* and *Understanding* to a significant emphasis on higher-order thinking skills. Students are gradually guided from semi-controlled writing to more demanding genres like travel guides and collaborative stories.

Progressing to Grade 11, *Analyzing* is re-emphasized, but creativity is the least used cognitive category. The analysis revealed a diverse range of cognitive skills targeted, primarily focusing on higher-order thinking skills. The emphasis on *Analysis* includes several objectives requiring students to identify patterns and draw inferences to process information.

The increased emphasis on *Evaluating* in Grade 12 further challenges students to make more informed judgments. The analysis revealed a spectrum of cognitive skills targeted, equipping students with higher-order thinking skills in the form of critically assessing information, making informed judgments, and proposing solutions to real-world problems. The focus on *Creativity* is equally significant, requiring students to generate original content, express their ideas in unique ways, and foster their innovative and imaginative capacities by composing slogans or designing scenarios.

All grade levels prioritize *Analysis*, *Evaluation*, and *Creation*, indicating a focus on developing students' higher-order thinking skills. The objectives intend to encourage students to move beyond rote memorization or sole understanding and

engage in a deeper level of cognitive processing, enabling them to analyze information, evaluate arguments, and generate original ideas.

Language Functions

The study examined the while-writing tasks from Grade 9 through 12 within Anatolian high school students' textbooks using Halliday's (2002) *Language Functions* framework.

The analysis of while-writing task in the Grade 9 *Uplift* textbook shows a diverse range of *Language Functions*, encompassing *Interactional*, *Personal*, *Representational*, *Heuristic*, *Instrumental* and *Regulatory* (Appendix H). The highest number of language functions used in the tasks is *Representational* for Grade 9, which suggests the initial focus on factual information and description. The emphasis on the *Interactional* and *Personal Functions* underscores the importance of social connection and self-expression in language learning. Meanwhile, the inclusion of *Representational* and *Heuristic Functions* ensures that students develop the ability to convey factual information and engage in exploratory learning. The presence of *Instrumental* and *Regulatory Functions*, though less frequent, further broadens students' understanding of the power of language to achieve goals and influence behavior. This balanced approach to language use in the textbook allows students to develop ability to adapt their language use to different contexts, diverse social interactions and purposes, necessary for effective communication in real-life settings.

The analysis of while-writing tasks in the Grade 10 *Count Me in* textbook highlights a diverse range of *Language Functions* incorporated. While the *Representational* function remains prominent, there is a considerable increase in the use of the *Personal Function*, reflecting the growing importance of self-expression and reflection. The *Heuristic Function* is also evident, exploring students to explore,

compare, and contrast information, fostering analytical thinking and problem-solving skills. The presence of *Instrumental* and *Regulatory Functions*, though less frequent, are still present, highlighting the practical and influential aspects of language use. The introduction of the *Imaginative Function* further encourages students to explore their creativity and engage in imaginative thinking that are integrated into tasks such as collaborative stories, imagining oneself as a hero, and preparing cyber game scenarios. Overall, the analysis reveals a well-rounded approach to *Language Functions*.

The analysis of the while-writing task in the Grade 11 *Spice Up* textbook demonstrates a multifaceted incorporation of the following *Language Functions*, demonstrating a commitment to developing students' communication skills across diverse contexts. While the *Personal Function* takes the center stage, the tasks encompass a wide range of other functions, including *Instrumental*, *Regulatory*, *Interactional*, *Heuristic*, *Imaginative* and *Representational*. The presence of *instrumental* and *regulatory* emphasizes practical and influential aspect of language. The *Interactional* and *Personal* functions play a significant role, fostering students' ability to connect with others, and developing students' voices and individual perspectives. The *Heuristic* and *Imaginative Functions* encourage exploration, creativity, and critical thinking. Finally, the *Representational Function* ensures that students develop the ability to convey factual information clearly and accurately. The continued presence of *Representational*, *Instrumental*, and *Interactional Functions* ensures a balanced approach to language use, catering to various communicative needs.

The analysis of the while-writing task in the Grade 12 *Notifier* textbook also unveils a diverse range of *Language Functions* incorporating a balanced blend of

Heuristic, Imaginative, Instrumental, Interactional, Personal, and Representational Functions. While the *Imaginative Language Function* gains prominence in Grade 12, the *instrumental* and *Interactional Functions* remain important.

The diverse range of *Language Functions* embedded in the textbooks and curriculum across the grades emphasizes a commitment to developing students' communicative competence. By engaging in tasks that require them to use language for various purposes, students are encouraged to develop the flexibility and adaptability necessary for successful communication across various contexts, audiences, and purposes.

Text Types

The four textbooks were analyzed using Adam's framework (Adam, 1985, as cited in Fludernik, 2000), which categorizes *Text Types* based on their communicative functions and structures. *Argumentative Texts* aim to convince readers by presenting reasoned arguments and evidence, fostering critical thinking and the ability to construct logical arguments. *Conversational Texts* involve real-life interactions through written dialogues. *Descriptive Texts* utilize assertions but with the specific aim of creating vivid images of places, people, or objects, often relying on sensory details to paint pictures with words. *Expository Texts* rely on assertion to convey factual information and explanations, prioritizing clarity. Injunctive texts issue directives, guiding actions or behavior. *Narrative Texts* assert events and experiences, encouraging creativity and the development of engaging narratives. *Predictive Texts* offer prediction or prophecies about future events, encouraging students to consider possibilities and potential outcomes. *Rhetorical Texts* employ artistic language and figurative devices to evoke emotions or persuade audiences.

The analysis of while-writing tasks in the Grade 9 *Uplift* textbook reveals a comprehensive approach to teaching writing, systematically incorporating a range of text types to enhance students' writing skills across various context, purposes and audiences (Appendix I). Through a blend of *Narrative*, *Descriptive*, *Expository*, *Argumentative*, *Injunctive*, and *Conversational* writing, students explore storytelling, vivid descriptions, clear explanations, persuasive arguments and interactive dialogues. Overall, the results show that the most used text types in writing tasks of Grade 9 are *Argumentative*, *Conversational*, and *Descriptive* while incorporating *Expository*, *Injunctive* and *Narrative Text*.

Grade 10 writing tasks build upon the foundational skills established in Grade 9. While both grades cover core text types and incorporate modeled writing tasks, Grade 10 places greater emphasis on developing *Persuasive* and *Expository* writing. Overall, the writing strand in Grade 10 fosters a deeper engagement with critical thinking, preparing students for the increased demands of higher-level writing tasks.

As for Grade 11 writing tasks, while *Argumentative*, *Conversational*, and *Expository* Text Types remain important, the introduction of *Rhetorical Texts* and writing tasks encourages students to explore the power of language to persuade or evoke emotions. Also, Grade 11 distinctively utilizes dialogues and interviews as a means to introduce persuasion. Additionally, although expository writing is present throughout, Grade 11 tasks seem to demand a higher level of analysis and synthesis. Tasks like paraphrasing, report writing, and reflective writing necessitate deeper understanding and effective organization of information.

As for Grade 12, writing tasks that integrate multiple *Text Types* are introduced for the first time. For example, writing a scenario involves both *Narrative* and *Descriptive* elements, which reflects real-world communication, where different

modes often intertwine. Also, several Grade 12 writing tasks simulate real-life communication scenarios, such as writing a formal email to a local authority. Additionally, Grade 12 tasks often require students to synthesize information from multiple sources. For example, creating the content of a news story involves gathering, organizing, and presenting information clearly and concisely.

Communicative Competence

Moreover, the while-writing tasks were analyzed using *Linguistic*, *Sociolinguistic*, and *Discourse Competence* as lenses (Canale, 1983; Van Ek, 1986, as cited in Byram, 2021). The analysis provides insights into the extent to which the curriculum promotes authentic and meaningful communication (Appendix J).

In Grade 9, with 5 out of 10 while-writing tasks incorporating *Linguistic*, *Sociolinguistic*, and *Discourse Competence*, a focus on developing students' ability to communicate effectively in real-world contexts is visible. Tasks such as writing a film review, an invitation letter, and a leaflet on safety and health require students to consider audience, purpose, and genre, fostering authentic communication skills.

As for Grade 10, although only 2 out of 14 while-writing tasks, explicitly intend to develop the three aspects of *Communicative Competence*, the textbook still provides opportunities, though less varied, for authentic communication, such as preparing a travel guide. However, there is potential for further integration of tasks that require students to navigate more communicative situations and demonstrate sociolinguistic awareness.

Similarly, with 3 out of 19 tasks incorporating all three competences, there is room enhancing the opportunities for authentic communication in Grade 11. Tasks such as writing an e-mail applying to a school club, a letter of complaint and a letter of intent offer valuable practice; however, making sure there is clear audience,

purpose and context each time, and expanding the range of tasks, would further enrich their communicative competence.

With 6 out of 17 tasks targeting all 3 competencies, Grade 12 has a higher proportion of while-writing tasks that develop the three aspects of *Communicative Competence*, which suggests a stronger focus on developing students' *Communicative Competence*. Also, Grade 12 writing tasks appear to demand more complex cognitive processes. Tasks such as writing a scholarship application letter and creating a news story provide rich opportunities for authentic communication and critical engagement with real-world issues. Additionally, Grade 12 tasks provide a platform for multimodal communication, integrating writing with other modes of communication.

The varying degree of emphasis on *Communicative Competence* across the grade levels suggest opportunities for further refinement of the curriculum and accompanying textbooks by, for example, including more tasks that require students to handle communicative situations.

Intercultural Communicative Competence

The *pre-writing, while-writing, post writing tasks*, of grades 9, 10, 11, and 12 were analyzed using Byram's *Intercultural Communicative Competence Model* (2021) in the *Knowledge* domain.

Overall, the following objectives are included across all grades: Objective b (means of achieving contact), Objective g (National definitions of geographical space in one's interlocutor's country), Objective j (Social distinctions and their markers), and k (Processes of social interaction). The other objectives are partially addressed at different grade levels.

The Grade 9 partially several objectives in relation to Byram's (2021) ICC within the context of *Knowledge* Domain. The textbook provides an introduction to basic means of achieving contact, exposure to different cultures, national memory and historical perspectives, and geographical space, it falls short in providing depth in key areas such as historical relationships between countries (Objective a), intercultural misunderstandings (Objective c), and the role of institutions (Objective j). The textbook also lacks depths in social distinctions (Objective i), cultural nuances, and perceptions of space.

There are 40 *while-writing*, *pre-writing* and *post-writing* tasks in total in the Grade 9 textbook and only 8 (%20) of the tasks incorporate the ICC *Knowledge* domain objectives, indicating a significant opportunity for improvement in integration *Intercultural Knowledge* into writing tasks. To enhance *Intercultural Competence*, the textbook needs to incorporate tasks that promote comparative analysis, research-based tasks, simulations that encourage student to analyze perspectives, and challenge stereotypes.

There are 63 *while-writing*, *pre-writing* and *post-writing* tasks in total in the Grade 10 textbook and only 7 (%11) of the tasks incorporate the ICC *Knowledge* Domain objectives, indicating a significant opportunity for improvement in integration *Intercultural Knowledge* into writing tasks. The objectives partially do so by introducing students to social distinctions (Objective i), social interaction processes (Objective k), and perception of geographical space (Objective g). The textbook's focus on festivals, while limited, provides a starting point for exploring cultural practices and interactions. Furthermore, the inclusion of tasks related to travel guides encourages students to consider the perceptions and values associated with specific locations. However, the current approach in the textbook falls short and

may lead to a superficial understanding of cultural differences. Moreover, the absence of critical analysis and comparative perspectives may result in stereotypes and biases. These could be achieved by incorporating interactive learning experiences like role plays and simulations.

The Grade 11 textbook exhibits a partial fulfilment of the multifaceted aspects of ICC, as evidenced by its attempts to introduce students to historical relationships (Objective a), means of contact (Objective b), social distinctions (Objective i), and social interaction processes (Objective k). It offers some opportunities for students to engage with intercultural concepts and develop their knowledge in these areas. There are 60 *while-writing, pre-writing and post-writing* tasks in total in the Grade 11 textbook and only 8 (%13,33) of the tasks incorporate the ICC *Knowledge Domain* objectives, indicating a significant opportunity for improvement in integration *Intercultural Knowledge* into writing tasks. The textbook falls short in providing a comprehensive understanding of ICC.

While the textbook touches upon significant individual who may influenced intercultural relations and introduces scholarship applications and interactional travel, it lacks explicit focus on crucial aspects like historical events, diverse interpretations, and national memory. Similarly, although the textbook indirectly addresses social distinctions and social interaction processes through themes of professions, gender, and values, it lacks a comparative perspective, and critical reflection on their implications. The textbook could benefit from incorporating tasks that directly address the missing elements, e.g. researching historical and contemporary relationships between countries, exploring various means of intercultural contact and facilitating interactive learning including virtual means.

The Grade 12 textbook, while demonstrating a partial understanding of certain ICC objectives, reveals significant room for improvement. There are 63 *while-writing, pre-writing and post-writing tasks* in total in the Grade 12 textbook and only 9 (%14,28) of the tasks incorporate the ICC *Knowledge Domain* objectives. The textbook falls short in providing a comprehensive understanding of ICC. It offers limited opportunities for students to engage with complex *Intercultural Concepts*, particularly concerning means of achieving contact (Objective b), social distinctions and their markers (Objective i), national definitions of geographic space in one's interlocutor's country (Objective g), and the institutions, and perceptions of them (Objective i).

The textbook acknowledges the role of institution in facilitating intercultural contact and indirectly touches upon international travel and formal communication. It also provides a glimpse into social distinctions through profession and briefly exposes to geographical space in the interlocutor's country. The textbook could benefit from incorporating tasks that directly address the missing elements, e.g. researching various means of intercultural contact (Objective b), exploring diverse social distinctions and their implications (Objective i), analyzing cultural perceptions of geographical space (Objective g), and comparing and contrasting the role of institutions across cultures (Objective i). Promoting critical thinking, comparative analysis and interactive learning experiences like role-plays, simulations, and virtual exchanges will further enhance students' intercultural competence.

All in all, while the textbooks demonstrate some awareness of the various components of Byram's ICC model, there is a clear need for a more systematic and through integration of all objectives across all grade levels. This would ensure that students receive a well-rounded intercultural education that equips them with the

knowledge and accompanying skills and attitudes necessary for effective communication and interaction in a diverse and interconnected world.

Overall, the findings of this study align with previous studies in some respects. For instance, Çalışkan (2022) evaluated the local EFL coursebook "Relearn" used for 9th graders in Turkish public high schools, focusing on its integration of intercultural communicative competence (ICC) components. Similarly to the results of the current study, Çalışkan found that most of the coursebook's content lacked cultural elements, with only a limited number of intercultural activities included. These activities primarily addressed the "knowledge" dimension of Byram's framework. The research highlights the importance of incorporating ICC into EFL materials and offers valuable insights for teachers, educators, coursebook writers, and curriculum developers.

Additionally, Nguyen et al. (2020) examined the textbooks in Vietnam with the combination of a theoretical evaluation and analyzed the data collected from the questionnaires, semi-structured interviews, and classroom observation. The results indicated a similar need for improvement in developing learners' communicative competence, particularly through tasks that focus more on meaning than form.

Furthermore, Al Raqqad and Ismail (2018) examined English language textbooks in Jordan. They similarly found that the textbook task covered both the lower and higher-order thinking skills of Bloom's Taxonomy.

Another study conducted by Arslan (2018) also found similar results by examining the cultural content of a self-study textbook designed for the Open Education Faculty in Türkiye. Arslan found that in terms of indicators of communicative competence, most of the activities in the self-study EFL textbook primarily focused on knowledge competence. The textbook activities included

knowledge about festivals, fashion, and habits. Arslan also found that more activities addressing intercultural skills were needed.

Moreover, Sterci (2016) examined the effectiveness of three EFL textbooks commonly used in Brazilian private schools—New Interchange (Richards, 2000), American Headway 1 (Soars & Soars, 2001), and Top Notch 1 (Saslow & Ascher, 2006)—all published by non-Brazilian companies. Similar to the results of the present study, Sterci found that the textbooks have shortcomings in communicative tasks.

Demirbaş (2013) investigated the intercultural elements in coursebooks. Demirbaş analyzed the contents of My English 5, Unique 6, Spring 7, and Four Seasons English 8, which are used for English language instruction in Turkish primary schools. Demirbaş similarly found that while local coursebooks have made progress in incorporating cultural items, it remains largely up to teachers to adapt and use these items in communicative and creative ways in the classroom.

Aijala (2009) analyzed the learning tasks in the Finnish Upper Secondary School English language coursebook series to examine the acquisition of intercultural competence. Similarly, Aijala found that the tasks mainly were primarily focused on understanding the text, talking about the text, writing about it, and freehand writing. Also, it was found that most IC learning tasks aim to increase the learners' knowledge of cultures.

Finally, Sercu (2000) explored the potential of the 6 foreign language textbook series for teaching German currently in use in Flanders for promoting the acquisition of intercultural communicative competence with Flemish adolescent pupils. Similarly, Sercu (2000) concluded that there should be more tasks featuring intercultural contact situations in textbooks.

Implications for Practice

This study highlights the need to improve the content of language textbooks to better support the development of *Intercultural Communicative Competence (ICC)*. It argues that textbooks should not only focus on language skills but also expand learners' understanding of different cultures, societies, and worldviews. The materials should help students develop a broader perspective, foster tolerance, and learn how to navigate and mediate in multicultural settings, especially when facing unfamiliar or challenging situations.

Textbooks need to incorporate a systematic approach across all grade levels to ensure consistent development of ICC. This integration should expose students to various *Language Functions* and cultural contexts allowing them to understand and respond to different cultural communication styles. This approach will help improve students' *Communicative Competence* by equipping them with the skills to effectively manage conversations in diverse cultural settings.

Additionally, the findings suggest that improving *Communicative Competence* involves not only mastering language but also understanding the cultural characteristics behind different means and modes of communication. For instance, educators should use textbooks that include real-world examples of intercultural dialogues, role-playing tasks, and activities that promote meaningful communication, including active listening and empathy. These types of tasks will help students develop both linguistic competency and cultural sensitivity, essential for effective communication in diverse settings.

To enhance the educational experience, textbooks must also cover a wider range of *Language Functions* and text types. Engaging students with various genres of writing and types of communication can prepare them for a variety of real-world

communication scenarios. Encouraging students to practice a range of *Language Functions* through role-playing and simulations can improve their adaptability and contextual understanding of context in communication.

Furthermore, the findings emphasize the importance of integrating tasks that activate higher-order thinking skills in textbooks. Many current textbook activities often focus on lower-order thinking skills like, *Recall* or *Understand*, in Bloom's terms and basic language skills. To foster higher cognitive engagement and the ability function effectively in different contexts, textbooks should include more complex, analytical tasks such as problem-solving, critical thinking, and case studies. These tasks would not only enhance students' linguistic ability but also encourage creativity and advanced thinking skills in the target language.

Teachers also play a critical role in implementing these changes. Therefore, comprehensive and continuous professional development is necessary to help teachers foster ICC in their classrooms. This training should equip educators with the tools and strategies to incorporate intercultural content, facilitate higher-order thinking activities, and support the use of diverse *Language Functions*. Teacher development programs should include modules on cultural awareness, task-based learning, and strategies for promoting critical thinking in language education. Additionally, teachers should be trained to adapt textbooks creatively when they lack intercultural elements are lacking.

Incorporating these findings into educational practice has the potential to significantly enhance the teaching of ICC. By improving textbook content, promoting higher-order thinking tasks, and providing ongoing teacher training, educators can better equip students with the intercultural communicative competence they need in a globalized world. Future research should explore the long-term

impact of these changes on student outcomes and assess the effectiveness of teacher training programs in fostering intercultural skills.

Implications for Further Research

According to the results of this study and recent research, there remains a significant gap in how *Intercultural Communicative Competence* (ICC) is depicted in ELT textbooks. Therefore, further studies are needed to investigate how ICC can be effectively integrated into educational materials.

Future studies should consider expanding their scope beyond writing tasks. Analyses of reading, listening, and speaking tasks would provide a more comprehensive view of how both ICC and *Communicative Competence* can be developed across language domains.

Additionally, future research could adopt a longitudinal approach, tracking students' development of ICC over time. This would offer valuable insights into the progression intercultural skills and communicative competence across different educational stages or proficiency levels. Understanding this trajectory could help educators identify critical periods for intervention and measure the long-term effects of instructional strategies, including those that promote higher-order thinking skills. Recognizing the developmental states of these skills would aid in designing more effective curricula.

A mixed-method approach would also be valuable for future studies. Combining quantitative methods (e.g., assessments of language proficiency and intercultural sensitivity) with qualitative methods (e.g., interviews, classroom observations, and analysis of student work) would provide a richer understanding of the educational processes and outcomes. This approach could also shed light on how

teachers implement communicative and intercultural strategies in the classroom, and how these findings could inform the development of teacher training programs

Additionally, teacher implementation could be a key focus for further research. Future studies could explore how teachers adapt textbooks, especially when intercultural content is lacking. In-depth interviews and classroom observations would provide insights into how pedagogical choices impact ICC development.

In addition, future research might compare how textbooks used in Türkiye and those used in other countries promote ICC. A comparative analysis could reveal best practices and areas for improvement, offering a broader understanding of how ELT textbook materials contribute to ICC development worldwide.

Finally, research could explore how the textbooks engage both teachers and students in the classroom, providing insights into their practical application and effectiveness in promoting ICC and Communicative Competence.

Limitations

This study presents several limitations. First, the analysis of intercultural competence (ICC) was limited to the Knowledge domain of Byram's model of ICC. Additionally, the study focused primarily on writing task across grade levels, without considering outer language skill. Next, the research relied solely on qualitative content analysis, offering an-depth exploration of textbook content but lacked other potential data sources or methods. Finally, no data were collected from teachers, students, or other stakeholders, who are the primary users or beneficiaries of these textbooks.

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Appendix A

Themes: Grade 9 English Language Textbook for Anatolian High Schools

There are 10 themes and 4 modules in the textbook:

- Theme 1: Studying Abroad
 - 1A: Hit It Off
 - 1B: Variety is the Spice of Life,
 - 1C: In the Heart of the City
 - 1D: So Far, So Good
- Theme 2: My Environment
 - 2A: Home Sweet Home
 - 2B: Put Your Town on the Map
 - 2C: Unique Hometowns
 - 2D: Beyond Comparison
- Theme 3: Movies
 - 3A: Leisure Pursuits
 - 3B: What's On?
 - 3C: Invitation Only
 - 3D: As I See It
- Theme 4: Human in Nature
 - 4A: Habit is Second Nature
 - 4B: Calm Before the Storm
 - 4C: Nature Calls You
 - 4D: Take Care of Nature
- Theme 5: Inspirational People
 - 5A: You Look Gorgeous
 - 5B: Hang In There
 - 5C: A People Person
 - 5D: Dreams Come True
- Theme 6: Bridging Cultures
 - 6A: Last Call
 - 6B: Different Places, Different Manners
 - 6C: Let's Eat Out!
 - 6D: Hit the Road!
- Theme 7: World Heritage
 - 7A: Our Legacy from the Past
 - 7B: Once Upon a Time
 - 7C: A Blast from the Past
 - 7D: Travel Broadens the Mind
- Theme 8: Emergency and Health Problems
 - 8A: Health is Better Than Wealth
 - 8B: Being out of Sorts

8C: What's your Emergency?

8D: Prevention is the Cure!

- Theme 9: Invitations and Celebrations
 - 9A: Have a Whale of a Time
 - 9B: Let's Get Together
 - 9C: At the Shops
 - 9D: Delighted to Have You Over
- Theme 10: Television and Social Media
 - 10A: In the Near Future
 - 10B: Follow for Follow
 - 10C: Let's Stay in Touch
 - 10D: Both Sides of the Coin



Appendix B

Themes: Grade 10 English Language Textbook for Anatolian High Schools

There are 10 themes in the textbook:

- Theme 1: School Life
- Theme 2: Plans
- Theme 3: Legendary Figure
- Theme 4: Traditions
- Theme 5: Travel
- Theme 6: Helpful Tips
- Theme 7: Food and Festivals
- Theme 8: Digital Era
- Theme 9: Modern Heroes and Heroines
- Theme 10: Shopping

Appendix C

Themes: Grade 11 English Language Textbook for Anatolian High Schools

There are 10 themes and 4 modules in the textbook:

- Theme 1: Future Jobs
 - 1A: Success Ahead
 - 1B: Touching Softly to Hearts
 - 1C: Set the Appointment, Get the Deal
 - 1D: Writing a letter of Intent
- Theme 2: Hobbies and Skills
 - 2A: Hobbies To Enrich Mind
 - 2B: With Flying Colours
 - 2C: From Will to Skill
 - 2D: Writing About Interests and Abilities
- Theme 3: Hard Times
 - 3A: Going the Extra Mile
 - 3B: An Uphill Climb
 - 3C: Old Habits Die Hard
 - 3D: Writing an Opinion Essay
- Theme 4: What a Life
 - 4A: Once You Choose Hope, Anything is Possible!
 - 4B: Behind Every Person Lies a Story
 - 4C: Little Kids, Big Dreams
 - 4D: Writing an Opinion Essay
- Theme 5: Back to the Past
 - 5A: No Regrets, Just Lessons
 - 5B: Words of Wisdom
 - 5C: Learn from the Past
 - 5D: Writing Regrets on Social Media
- Theme 6: Open Your Heart
 - 6A: Honesty is the Best Policy
 - 6B: A Million Little Pieces Behind Every Smile
 - 6C: Criticisms Accepted!
 - 6D: Writing a Letter of Complaint

- Theme 7: Facts about Türkiye
 - 7A: A Unique Piece of History
 - 7B: Heaven from the West to the East
 - 7C: Scenic or Historic
 - 7D: Writing a Blog Post
- Theme 8: Sports
 - 8A: Tumbling, Turning and Twisting
 - 8B: Only a Fashion or a True Passion
 - 8C: An Interview with the Master of Water
 - 8D: Writing a Report of an Interview
- Theme 9: My Friends
 - 9A: Have a Soft Spot for Goodness
 - 9B: Worth Praising Individuals
 - 9C: Know Me Inside out
 - 9D: Writing About My Hometown
- Theme 10: Values and Norms
 - 10A: Human Values in The Age of Artificial Intelligence
 - 10B: Variety Is the Spice of Life
 - 10C: Go Everywhere with All Your Heart
 - 10D: Writing Slogans About Moral and Social Values

Appendix D

Themes: Grade 12 English Language Textbook for Anatolian High Schools

There are 10 themes in the textbook

- Theme 1: Music
- Theme 2: Friendship
- Theme 3: Human Rights
- Theme 4: Coming Soon
- Theme 5: Psychology
- Theme 6: Favors
- Theme 7: News Storie
- Theme 8: Alternative Energy
- Theme 9: Technology
- Theme 10: Manners

Appendix E

Main Categories of Byram's (2021) ICC Knowledge Domain Objectives

	Category definition	1 st Level Code	
a	Historical and contemporary relationships between one's own and one's interlocutor's countries between one's own and one's interlocutor's countries	Hst_Cntmp_Rel_Btwn	HCRB
b	The means of achieving contact with interlocutors from another country (at a distance or in proximity), of travel to and from, and the institutions which facilitate contact or help resolve problems	Cont_Wth_Inter_Othr	CWIO
c	The types of cause and process of misunderstanding between interlocutors of different cultural origins	Ca_Pr_Misn_Dif_Cult	CPMD C
d	The national memory of one's own country and how its events are related to and seen from the perspective of other countries	Nat_Mem_Own_and_from_Oth_Rel_Persp	NMOA FORP
e	The national memories of one's interlocutor's country and the perspective on them from one's own country	Interloc_Nat_Mem_and_from_Persp_Own	INMA FPO
f	The national definitions of geographical space in one's own country, and how these are perceived from the perspective of other countries	Nat_Def_GeoSp_of_Own_From_Others_Persp	NDGO FOP
g	The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own	Nat_GeoSp_of_Inter_and_From_Owns_Persp	NGOIF OP
h	The processes and institutions of socialisation in one's own and one's interlocutor's country	Pro_Ins_of_Soc_Own_Other	PIOSO
i	Social distinctions and their principal markers in one's own country and one's interlocutor's	Soc_Dis_Mark_Own_and_Other	SDMO
j	Institutions, and perceptions of them, which impinge on daily life within one's own and one's interlocutor's country and which conduct and influence relationships between them	Ins_Per_Daily_Life_Inf_btween_Own_and_Other	IPDLI BO
k	The processes of social interaction in one's interlocutor's country	Pro_Soc_Int_Inter_Count	PSIIC
l	The significance of symbolic competence	Sig_Symb_Comp	SYC

Appendix F

Sub-Category (a) of Byram’s (2021) ICC Knowledge Domain Objectives

Sub-Category	2 nd Level Code	
knows about events, significant individuals, and diverse interpretations of events involving both countries and the traces left in the national memory	Individuals_Interpretations_Traces	EIIT
knows political and economic factors in the contemporary alliances of each country	Political_Economic_Alliances	PEA



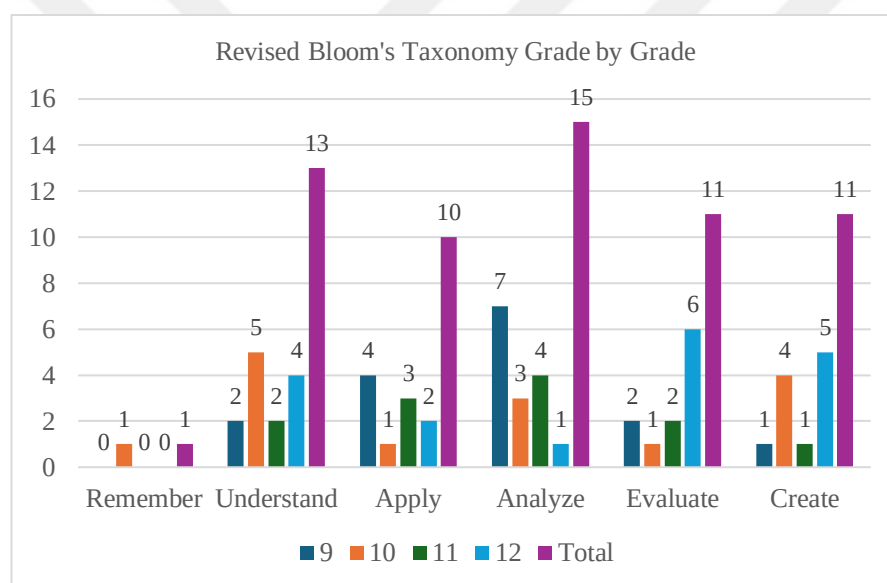
Appendix G

Distribution of Cognitive Skills Across Grades 9 to 12

Revised Bloom's Taxonomy grade by grade

Grade/Objectives	Remember	Understand	Apply	Analyze	Evaluate	Create
9	0	2	4	7	2	1
10	1	5	1	3	1	4
11	0	2	3	4	2	1
12	0	4	2	1	6	5
Total	1	13	10	15	11	11

Bar Graph of the Revised Bloom's Taxonomy Grade by Grade



Appendix H

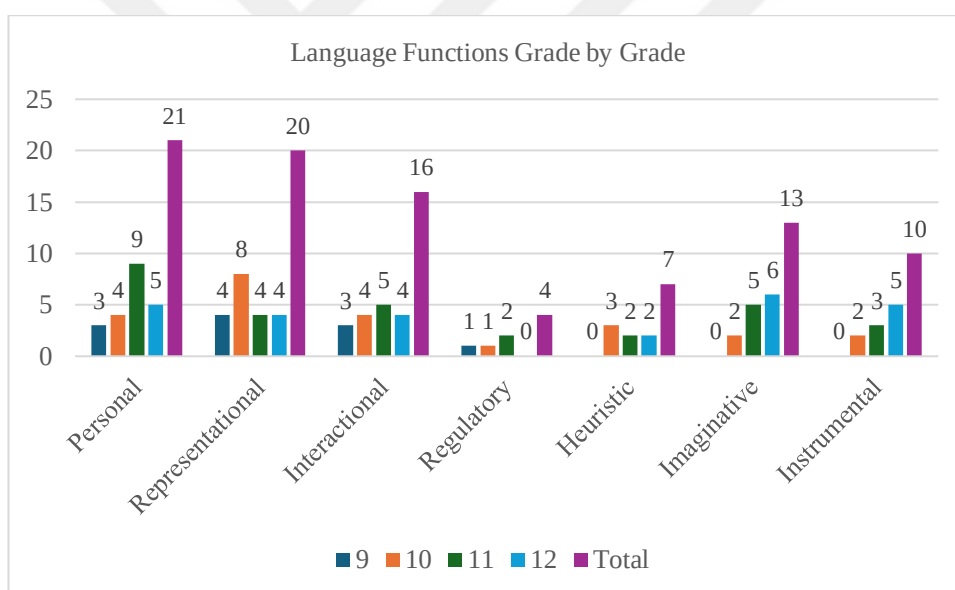
Language Functions Across Grades 9 to 12

Language Functions Grade by Grade

Grade /Language Fuction	Perso nal	Representati onal	Interacti onal	Regulat ory	Heuris tic	Imaginat ive	Instrume ntal
9	3	4	3	1	0	0	0
10	4	8	4	1	3	2	2
11	9	4	5	2	2	5	3
12	5	4	4	0	2	6	5
Total	21	20	16	4	7	13	10

Note. Some of the language function values repeat more than one time. (ex. one language function seen in more than one task.)

Bar Graph of the Language Functions Grade by Grade



Appendix I

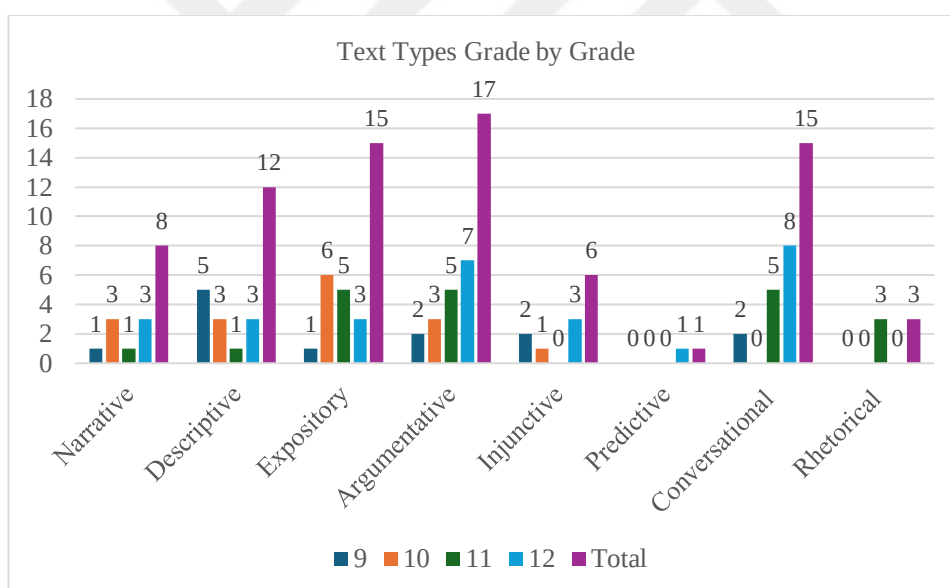
Text Types Grade by Grade

Text Types Grade by Grade

Grade/Text Types	Narrative	Descriptive	Expository	Argumentative	Injunctive	Predictive	Conversational	Rhetorical
9	1	5	1	2	2	0	2	0
10	3	3	6	3	1	0	0	0
11	1	1	5	5	0	0	5	3
12	3	3	3	7	3	1	8	0
Total	8	12	15	17	6	1	15	3

Note. Some of the text types repeat more than one time. (For example, one text type is seen in more than one task.)

Bar Graph of the Text Types Grade by Grade



Appendix J

Communicative Competence Across Grades 9 to 12

Communicative Competence Grade by Grade

Grade / Communicative Competence	Linguistic Competence	Sociolinguistic Competence	Discourse Competence
9	10	5	10
10	14	2	14
11	19	3	19
12	17	6	17
Total	60	15	60

Bar Graph of the Communicative Competence Grade by Grade

