OKAN SAMİ ÖZSÖZEN

THE ROLE OF SPEAKING-FOCUSED TASKS IN DEVELOPING INTERCULTURAL COMMUNICATIVE COMPETENCE: A QUALITATIVE CONTENT ANALYSIS OF HIGH SCHOOL EFL TEXTBOOKS

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The Role of Speaking-Focused Tasks in Developing Intercultural Communicative Competence: A Qualitative Content Analysis of High School EFL Textbooks

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Okan Sami Özsözen

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Okan Sami Özsözen

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.

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ABSTRACT

The Role of Speaking-Focused Tasks in Developing Intercultural Communicative Competence: A Qualitative Content Analysis of High School EFL Textbooks

Okan Sami Özsözen

MA in Teaching English as a Foreign Language

Advisor: Asst. Prof. Dr. Necmi Akşit

September 2024

Recent global events and instant communication have significantly increased cross-cultural interaction. Consequently, English is now spoken by individuals from a variety of cultural backgrounds. To achieve effective communication with their interlocutors, language teaching must present knowledge and perspectives on how individuals construct the image of others as well as develop their communicative competence. In this vein, textbooks play a crucial role in facilitating the language learners' communicative and intercultural communication skills. To this end, the present study analyzed the speaking strand in four English language textbooks used in Anatolian high schools in Türkiye, in order to investigate how these textbooks facilitate intercultural communicative competence (ICC) and communicative competence (CC). The learning objectives for developing ICC (Byram, 2021), the communicative competence model (Celce-Murcia, 2008), and Littlewood's (2004, 2013) "communicative continuum" categories were utilised in analyzing speaking-focused tasks. Additionally, the speaking strand objectives were examined according to the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) and the functions of the language (Halliday, 1975). The results regarding ICC indicated that tasks lacked depth in content, and that the inclusion of other cultures was limited. Concerning CC, it was observed that tasks required modification to incorporate various strategies allowing for more meaning-focused, authentic tasks that simulate natural language use and effective communication. Finally, the results concerning the cognitive categories and language functions provided insights into the implications of these frameworks for future textbooks.

Keywords: intercultural communicative competence, communicative competence, textbook

ÖZET

Konuşma Odaklı Görevlerin Kültürlerarası İletişimsel Gelişimdeki Rolü: Yabancı Dil Olarak İngilizce Öğreten Lise Ders Kitapları Üzerinde Nitel Bir İçerik Analizi

Yabancı Dil Olarak İngilizce Öğretimi Yüksek Lisans Programı

Tez Danışmanı: Dr. Öğr. Üyesi Necmi Akşit

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Son yıllarda görülen küresel olaylar ve anlık ve hızlı iletişimin yaygınlaşması, farklı kültürlerdeki bireyler arasındaki iletişim ve etkileşimi büyük ölçüde artırmıştır. Bunun sonucunda İngilizce, artık farklı kültürel geçmişlere sahip bireyler arasında daha sık konuşulmaktadır. Dil öğrenen bireylerin etkili iletişim kurabilmeleri için, dil öğretimi ve bireylerin başkalarını nasıl algıladıkları ve bu algıları nasıl şekillendirdiklerine yönelik bilgi ve bakış açıları kazanmaları, iletişimsel yeterliği geliştirmeleri açısından önemlidir. Bu anlamda ders kitapları, dil öğrenenlerin iletişimsel ve kültürler-arası iletişim yeterliğini kolaylaştırmada kritik bir rol oynamaktadır. Bu amaçla, mevcut çalışma, Türkiye'deki Anadolu liselerinde okutulan İngilizce ders kitaplarındaki konuşma bölümlerini inceleyerek bu kitapların kültürlerarası iletişim yeterliği (KİY) ve iletişimsel yeterliği (İY) nasıl desteklediğini araştırmıştır. İncelemede, KİY'in gelişimine yönelik öğrenme hedefleri (Byram, 2021), iletişimsel yeterlik (Celce-Murcia, 2008), ve Littlewood'un (2014, 2013) *iletişimsel süreklilik* kategorileri kullanılmıştır. Ayrıca, konuşma odaklı hedefler, Yenilenmiş Bloom Taksonomisi (Anderson & Krathwohl, 2001) ve dilin işlevleri (Halliday, 1975) açısından analiz edilmiştir. KİY ile ilgili bulgular, görev ve aktivitelerin içerik olarak yüzeysel olduğunu ve diğer kültürlerin dahil edilmesine yönelik içeriğin sınırlı olduğunu göstermiştir. İY açısından ise, dilin etkili kullanımı için daha anlam odaklı görev ve aktivitelerin bulunması gerektiği gözlemlenmiştir. Son olarak, bilişsel kategoriler ve dil işlevleriyle ilgili bulgular, konuşma becerisi açısından ders kitaplarını geliştirmeye yönelik çıkarımlar sağlamıştır.

Anahtar kelimeler: Kültürlerarası iletişimsel yeterlik, iletişimsel yeterlik, ders kitabı

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CHAPTER 1: INTRODUCTION

Introduction

This chapter is an overview of the study. First, the background of the study is given, which describes the topic area and the relevant context. Next, the problem section identifies the gaps and issues in the current literature, followed by the purpose and the research questions. Finally, the significance of the research topic, along with the related definitions and abbreviations will be given.

Background

With the rise of globalization, driven by immigration, and growing need for international interaction for various purposes from educational to commercial English has established itself as a lingua franca. This rapid growth is reflected in the increasing number of non-native English speakers, rather than native speakers, which diminishes the dominance of the latter. This shift has resulted in viewing English as an international language, with a standard form preferred in international contexts (Davies, 2003).

Other perspectives transform the concept of lingua franca, moving beyond the traditional view of languages used only in limited practical contexts. Today, the term encompasses both native and non-native speakers, without privileging native speakers as the reference point (Jenkins, 2007, as cited in Rajagopalan, 2008). Consequently, given the globalization of English, it is no longer possible to define English language teaching within the confines of a single variety of English, or a single target culture.

In line with this, the concept of *World Englishes* recognizes the many variations of English across the globe, and acknowledges that it can no longer be

under the sole hegemony of the native speakers. Kachru's model (1992), as cited in Kirkpatrick (2010), views the concept of *World Englishes* under three circles: the "inner circle" which includes native English-speaking countries; the "outer circle", which includes countries where English has been institutionalized as part of the colonial system; and the "expanding circle" where English is used primarily as a foreign language.

The view that culture is a significant part of language teaching is supported by many authors. Kramsch (1993) argues that language has been seen as more than just the teaching of linguistic rules, but as something deeply connected to social interactions. This view underscores the necessity of teaching culture alongside language. However, Kramsch (1993) opposes a transitional view of teaching culture. Meanings are relational as they are constructed through the socialization of an individual. Therefore, it is necessary for individuals to engage in self-reflection during this process. Consequently, it is crucial that learners avoid making assumptions about other cultures, and instead, look beyond their understanding (McKay, 2002).In a similar vein, Kasper and Omori (2010) stress the importance of culture in language education, given the significant increase of learners and teachers from various backgrounds becoming part of FLT, rendering intercultural communication vital.

Intercultural Communication (IC) is defined as "the ability to communicate effectively and appropriately in intercultural situations based on one's intercultural knowledge, skills, and attitudes" (Deardorff, 2004, p. 194, as cited in Deardorff, 2006, p.247). Historically, IC has been an important concept since the time of ambassadors and emissaries, since individuals interacting with their interlocutors always needed to understand the cultural differences and cultural context of

meanings and utterances. As the world has evolved into a more globalized village where achieving contact is now instantaneous, the IC has become a crucial concept.

Several assessment models have been in use, starting with the interest in assessing the characteristics of individuals taking international roles overseas (Ezekiel, 1968; Harris, 1977; Smith, 1966, as cited in Spitzberg & Changnon, 2009). Other efforts were focused on refining measurements on IC (Spitzberg & Changnon, 2009) which underscored the common theme of "adaptability" in the measurements. These efforts later focused on more detailed contextual and process-oriented models (Spitzberg & Changnon, 2009). Spitzberg and Changnon (2009) review the contemporary models under five categories: *compositional, co-orientational, developmental, adaptational,* and *causal process*. Co-orientational models centre on several skills such as understanding, overlapping perspectives, accuracy, directness, and clarity (Spitzberg & Changnon, 2009, p. 15). It is argued that these skills mostly deal with comprehension, which is expected as intercultural communication necessitates that individuals reach a common understanding. As the name suggests, these models have focused on learners decentering from their own fixed perspectives and orienting themselves onto a shared space. Byram's (1997) model, which is co-orientational in nature, focuses on "negotiating identity in the "space" within and across cultures" (Spitzberg & Changnon, 2009, p. 17).

Intercultural Communicative Competence bears the link between Intercultural and communicative competence. This explicit link points to the communicative language roots of ICC. Communicative Language Teaching is defined as "a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom" (Richards, 2006, p. 2). This

definition, however, does not take into account the sociolinguistic aspect, as in how the meaning of utterances may change depending on the cultural context. Byram (2021) notes that the academic foundations of CLT are problematic since Hymes' concept of communicative competence, originally developed to explain first language acquisition was juxtaposed with the principles of foreign language teaching. Admittedly, this view ignores the social background of individual learners. Similarly, Bax (2003) called for the end of the CLT era as early as the 2000s, arguing that CLT neglected the context in which learning takes place. In its place, Bax (2003) introduced the concept of *context approach* which prioritized the contextual conditions over methodologies. Despite these criticisms, and the various interpretations of CLT, Littlewood (2011) suggests that CLT should be accepted as an umbrella term that still has the potential to inform that "teaching is not to learn bits of language but to "improve the students' ability to communicate" (p.542). Littlewood (2011) aims to bridge the gap between the theoretical principles and the practical application of CLT with a communicative continuum framework, which presents a range of tasks from non-communicative to authentic communication.

In this vein, Byram's model of Intercultural Communicative Competence (ICC) and Communicative Competence (CC) become crucial components of effective language teaching and learning. ICC involves the ability to communicative effectively and appropriately across cultures, requiring not just linguistic skills but also an understanding of cultural differences, attitudes of openness, and the ability to interpret and relate to various cultural contexts (Byram, 2021). ICC encompasses five core dimensions and accompanying objectives: knowledge, attitudes, skills of interpreting and relating, skills of discovery and interaction, critical cultural

awareness. These dimensions enable learners to manage intercultural encounters and develop flexible identities that integrate multiple cultural perspectives.

Communicative Competence (CC), as coined and defined by Hymes (1967), extends beyond grammatical competence and includes sociolinguistic competence. Canale and Swain (1980) expanded the concept, introducing strategic competence and later adding discourse competence. Further revisions made by Celce-Murcia et al (1995) incorporated actional competence. The present research utilizes *strategic, formulaic,* and *interactional* competences.

Considering the relationship between ICC and CC, it becomes apparent that textbooks need to equip learners with the competences necessary to function in intercultural environments. There are conflicting perspectives on the use of coursebooks in language teaching (Harmer, 2007). While some view textbooks as restrictive, others see them as agents of methodological change. The alternative seems to be using textbook-free pedagogy. However, considering the fact that in many parts of the world, learners have limited sources, it is safe to assume that textbooks can serve as a platform for enhancing communication skills. According to Harmer (2007), textbooks provide a structured approach to language learning, as they usually provide guidance to teachers, offer alternative tasks, and are designed to catch learners' attention. Byram (1997) lists examples of textbooks that help learners "decentre and to take a different perspective on the familiar through the new" (p.73). The issue with textbooks, however, is a double-edged sword. While well-designed textbooks can help foster ICC and communicative teaching, poorly constructed ones may hinder meaningful learning.

Development of CC in language education requires that the curriculum objectives of language teaching support the effective integration of cognitive skills

and functions of the language. In that respect, Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) offers a structured framework of lower-order and higher-order thinking skills, guiding both surface and deep learning processes. Functions of the language (Halliday, 1975) outline various stages of language development, highlighting how language is used for different social and communicative purposes. By incorporating a functional approach into curriculum objectives, teachers can better support learners in using language effectively across different contexts and communicative situations.

Problem

Despite recent changes in the English language curriculum in the context of secondary education, many learners in Türkiye continue to face challenges in developing effective communication skills (MoNE, 2018). This ongoing challenge can be traced back to the traditional focus on grammatical competence, where mastering English grammar rules has taken priority in both teaching and assessment. To alleviate this problem, curriculum developers have shifted toward a skills-based and functional approach, reflected in the design of the recent high school curriculum. Similarly, textbook writers transferred these curriculum principles to the textbooks that they design. However, the issue remains, raising the question of the extent to which they are conducive to developing communicative competence. Given the complexity of assessing communicative competence across language skills, this study is inclined towards narrowing its focus to productive skills in general and speaking skills in particular.

To Byram (2021), communicative competence is just one aspect of his broader model of International Communicative Competence, as he argues that individuals bring their own social identities to any interaction. Thus, for a successful

intercultural interaction, learners need not only the communicative knowledge of the language they are using, but also the knowledge, attitudes, and a combination of skills to utilize them. This implies that focusing exclusively on communicative competence may offer a narrow standpoint, as it disregards the wider context of intercultural competence. However, upon examining the high school English curriculum (MoNE, 2018), the researcher observed that the term 'intercultural' appears twice, once in connection with instructional technology and once as part of a reading skills objectively. While the English curriculum provides a fleeting reference to intercultural communication, explicit reference can be found in the documents published in Council of Europe (CoE, 2001). In particular; CEFR uses the term IC in the following context:

> Knowledge, awareness and understanding of the relation (similarities and distinctive differences) between the 'world of origin' and the 'world of the target community' produce an intercultural awareness. It is, of course, important to note that intercultural awareness includes an awareness of regional and social diversity in both worlds. It is also enriched by awareness of a wider range of cultures than those carried by the learner's L1 and L2. This wider awareness helps to place both in context. In addition to objective knowledge, intercultural awareness covers an awareness of how each community appears from the perspective of the other, often in the form of national stereotypes (CoE, 2001, p.103).

This minimal explicitly stated focus raises concerns about whether, or to what extent, the curriculum and its textbooks adequately promote the development of intercultural communicative competence.

In this vein, textbooks play a vital role in promoting ICC in language education (Sercu, 2005). When the pedagogical application of ICC in the context of textbooks is concerned, the studies indicate inadequacies. It is seen that while some textbooks only cover knowledge about other cultures (Arslan, 2018; Çalışkan, 2022; Gözgenç, 2019; Ostrem, 2021; Sercu, 2000), others provide a monocultural perspective (Ghasedi& Azizi, 2020), or only included target culture elements (Demirbaş, 2013), and stereotypical elements (Danielsen, 2020; Isaksen, 2022). In light of the issues found in the literature and CEFR's emphasis on ICC, a thorough evaluation of textbooks to investigate intercultural competence is crucial to identify the gaps and areas for improvement in regard to ICC.

Byram (2021) learning objectives provide a comprehensive layout of abilities expected from learners to achieve ICC with 5 savoirs: knowledge, skills of interpreting and relating, skills of discovery and interaction, critical cultural awareness. The knowledge domain informs on not only the factual knowledge of other cultures, but also the theoretical knowledge about how learners form perceptions of other cultures through socialization and education (Byram, 2021). In that respect, the knowledge domain lays the foundation of the other savoirs. Subsequently, investigating the knowledge domain in textbooks can serve as a stepping stone to other research that investigates other domains through various research methods.

A critical aspect of understanding the development of communicative competence relies on exploring how effectively tasks foster communication oriented interaction. Since language is inherently a tool for communication, language learning tasks should reflect this accordingly. On one side of the debate, it is argued that tasks should attempt to simulate the real world (Clarke and Silberstein, 1977). On the other

hand, the practicality of authentic tasks is questioned, as it is argued that it can pose an extra burden to teachers (Widdowson, 1987, as cited in Richards, 2006). The latter perspective resonates with the idea that CLT in the field is challenging. Littlewood (2007) points out several issues including difficulties related to classroom management, avoidance of English, limited focus on language competence, incongruity with formal assessments, and traditions and values. This holds true for Türkiye as well as other countries, as reports indicate several issues related to textbooks: lack of understanding and limited implementations of CLT, grammar-based assessments (Ander, 2015; Gonja & Talaibek, 2023), lack of tasks focusing on communicative competence (Cha, 1989; Ko, 2014; Level, 1983; Sterci, 2016), lack of resources, (Mutlu & Kaşlıoğlu, 2015; Özsevik, 2010), limited expressions for conversational English (Alzahrani, 2020). Similarly, studies in other contexts report gaps in regard to the communicative competence in teaching materials such as pronunciation (Henderson & Jarosz, 2014), and the effective implementation of speaking tasks (Khateeb & Almujaiwel, 2018; Muedra Peris et al., 2024).

Another issue with supporting communication oriented language instruction is the misconception about tasks and exercises. According to Littlewood (2007), the mistaken belief is that while tasks are understood to be activities oriented towards meaningful communication, exercises focus on specific language forms. This notion, however, ignores a range of activities that can embody the features of both. A possible middle ground could not only bridge the non-communicative with the communicative, but it could also provide a recognizable pattern (more traditional, form-oriented tasks), to teachers. To that end, Littlewood (2004, 2013) proposes a 5-category continuum of tasks that range from form-focused to meaning-focused activities that guides communicative language instruction. In this context, the review

of speaking tasks in textbooks can provide a comprehensive analysis of how well the form and meaning are balanced, and whether tasks facilitate a smooth transition within the continuum. In this vein, the analysis of speaking tasks can offer valuable insights since communicative competence relies on how well learners use language effectively in interactions.

The development of communicative competence is also related to the cognitive processes that learners engage with teaching materials. To that end the hierarchal categories of the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) can serve as a structure where learners are progressively challenged for deeper learning and meaningful communication. Consequently, analyzing speaking objectives within the context of cognitive engagement can offer valuable insight into gaps and inconsistencies for the support of communicative competence in textbooks.

In the context of Türkiye, the development of communicative competence proves to be challenging. Textbooks are designed in accordance with the curriculum guidelines published by the Ministry of National Education (MoNE). The levels of each textbook are designed according to the Common European Framework of Reference for language learning, teaching and assessment (CEFR) (CoE, 2001) levels. The latest document published by MoNE explicitly mentions that its teaching principles are in line with communicative competence (Canale & Swain, 1980; Hymes, 1967) while also admitting that learners are suffering from a lack of it.

Curriculum reforms in Türkiye have long established the need to foster communicative competence in English language teaching (Kırkgöz, 2007). In a more recent study, Aksoy (2020) conducted interviews and classroom observations to investigate the link between theory and practice, in accordance with the current revised secondary school English curriculum. The study found that while teachers

found the updated curriculum applicable, in practice, “communicative activities could not be successfully reflected in classroom practices; rather, they were based on knowledge transfer and structural elements of the language” (Aksoy, 2020, p.14). Moreover, textbooks in Türkiye exhibit poor performance in implementing CLT compared to their international counterparts. A comparative analysis of a 9th-grade textbook published by MoNE and an international English coursebook study conducted by Khan and Taş (2020) support this claim.

Taken as a whole, a comprehensive evaluation of how textbooks support both intercultural and communicative competence is crucial to address the gaps in English language teaching. Despite curricular reforms that aim to align textbooks with communicative approaches, the teaching materials persistently focus on grammar and structural elements, as well as offering limited meaningful communication. Moreover, the lack of explicit reference to an intercultural approach to language teaching further inhibits learners’ ability to communicate effectively in cross-cultural context. As such the current study aims to inform on the possible refinements and modifications in the speaking-focused tasks and objectives in English language textbooks in Türkiye.

Purpose

The purpose of this study was to explore how the speaking tasks in EFL textbooks used in Anatolian high schools in Türkiye support the development of both Intercultural Communicative Competence (ICC) and communicative competence (CC). Specifically, this study aimed to explore the extent to which

- the speaking objectives align with the cognitive categories outlined in the Revised Bloom’s Taxonomy (Anderson &Krathwohl, 2001),

- the speaking-focused tasks correspond to the language functions as defined by Halliday (1975),
- the speaking focused tasks enhance communicative competence through the inclusion of spoken genres
- the speaking-focused tasks reflect the communicative continuum proposed by Littlewood (2013),
- the speaking-focused tasks are on par with the communicative competence model developed by Celce-Murcia (2008),
- the speaking-focused tasks correspond to the Knowledge domain objectives in Byram's (2021) framework?

The analysis focused on the speaking tasks in the following English language textbooks: the grade 9 textbook *Uplift*; the grade 10 textbook *Count Me In*; the grade 11 textbook *Spice Up*; and the grade 12 textbook *Notifier English,* all used in Anatolian high schools in Türkiye.

First, the speaking objectives in each textbook were analyzed to determine their support for the development of communicative competence through functional language use (Halliday, 1975), and cognitive demands (Anderson &Krathwohl, 2001). Next, the speaking tasks across the different grades were examined to assess their role in enhancing communicative competence through the inclusion of spoken genres which considered key aspects such as turn-taking strategies, topic management, and task types. Following this, the speaking focused tasks were analyzed to investigate the extent to which they align with the communicative competence model developed by Celce-Murcia (2008) and the communicative continuum framework proposed by Littlewood (2013). Finally, the study focused on

the extent to which the textbooks contribute to the development of intercultural competence as defined by Byram (2021) in relation to the *Knowledge* domain.

Research Questions

Accordingly, the study asks the following research questions:

1. How do the speaking tasks in the EFL textbooks used in Anatolian high schools in Türkiye support the development of Intercultural Communicative Competence?
    a. To what extent do the speaking objectives in these textbooks align with the cognitive categories of the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001)?
    b. To what extent do the speaking objectives in these textbooks correspond to the functions of the language defined by Halliday (1975)?
    c. To what extent do speaking-focused tasks in these textbooks reflect the communicative continuum defined by Littlewood (2004, 2013)?
    d. To what extent are the speaking focused tasks in these textbooks on par with the communicative competence model defined by Celce-Murcia (2008)?
    e. To what extent do the speaking-focused tasks in these textbooks correspond to the *Knowledge* Domain objectives defined by Byram (2021)?

Significance

This study investigates the integration of Intercultural Communicative Competence (ICC) and Communicative Competence (CC) in speaking tasks, evaluating their representation and support in four Anatolian high school English

textbooks issued by MoNE. Given the global role of English as a lingua franca and the increased need for intercultural communication, it is essential that teaching materials should reflect these changes by incorporating diverse cultural elements (Nault, 2006).

In that sense, the exploration into how tasks textbooks published in Türkiye treat intercultural competence can produce valuable data. The results could highlight problems and inconsistencies in theory which informs the teaching of ICC in relation to speaking tasks found in the case of localized textbooks. It could also shed light on how localized textbooks support the development of ICC. In particular, it could inform the specific areas of ICC that textbooks in Türkiye particularly support, or fail to adequately address. Finally, the findings may inform the current educational policy of English in Türkiye, and the investigation into the content used in the speaking tasks may urge the textbook designers to enhance and improve them in favour of ICC.

Research indicates that ICC has been neglected in foreign language teaching (FLT), particularly in the context of textbooks. The inclusion of cultural elements in textbooks, and their contribution to fostering interculturally competent individuals has been problematic both in Türkiye and other countries. Many studies report that textbook representations of other cultures are often stereotypical (Sercu, 2000) or superficial (Danielsen, 2020; Isaksen, 2022) or they simply lack sufficient elements that focus on ICC (Demirbaş, 2013; Gözgenç, 2019).

Despite Türkiye's alignment with the Council of Europe's standards (Huber & Reynolds, 2014), ICC is only sparsely addressed in the documents provided by MoNE (2018). In that sense, an exploration into tasks in the textbooks published in Türkiye address intercultural competence can produce valuable data. The results

could help identify issues and guide textbook designers and policy makers in incorporating ICC-focused content, particularly in teaching ICC through speaking tasks. Moreover, the study addresses another critical issue in Turkish education: the persistent underdevelopment of communicative competence.

Studies on textbook analysis in Türkiye and in many other FLT contexts also point to a lack of communicative tasks in textbooks (Arden, 2015, Caner & Çelik, 2020). Although pedagogical policies in Türkiye have long emphasized the need to integrate communicative competence into educational policies, each curricular reform and new textbooks generation continues to fall short in fully addressing the need the (Aksoy, 2020). While the pedagogical principles in the four textbooks examined are clearly in line with communicative goals: "…the new curricular model is focused on language learning as communication" (MoNE, 2018, p. 4), the practical implementation of these goals in practice has been inconsistent. In this respect, the findings of the current study could guide the future development of teaching materials by highlighting the areas where tasks lack communicative competence.

This study uses multiple lenses to identify issues and propose solutions. It utilizes Littlewood's (2004, 2013) "communicative continuum" framework to help bridge the gap between theory and practice. Additionally, it evaluates the alignment of the speaking objectives with the cognitive categories of the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001), assessing the extent to which these objectives challenge learners' higher order thinking skills. The functions of language as defined by Halliday (1975) are also considered to determine how well these tasks support functional language use. Furthermore, the study examines whether the tasks align with the communicative competence model developed by Celce-Murcia et al.

(1995), and the extent to which textbooks focus on intercultural competence, particularly in relation to the *Knowledge* domain of Byram's ICC model.

Definition of Key Terms

Authentic communication: These tasks have the strongest focus on meaningful message transfer utilizing unpredictable language use (Littlewood, 2000).

Communicative competence: A concept defining the abilities of language learners to use language efficiently and appropriately (Canale & Swain, 1980, Hymes, 1967).

Communicative language practice: Tasks in this category focus on the transfer of messages but within a familiar lexical and morphological knowledge (Littlewood, 2000).

Intercultural communicative competence: A concept that refers to knowledge, attitudes, and various skills one should acquire for effective intercultural communication with individuals from different backgrounds (Byram, 2021).

Knowledge objectives (domain): This domain refers to one of the 5 domains Byram (2021) introduces and integrates as part of his objectives for teaching ICC. This level involves knowledge of social groups and their products in learners' and their interlocutor's cultures.

Pre-communicative language practice: a type of task that focuses on form-related practice of language (Littlewood, 2000).

Pre-speaking activities: Tasks that prepare students for the speaking activities.

Post-speaking activities: These activities focus on skill-integration and production.

Revised Bloom's Taxonomy: A revised version of the taxonomy by Bloom (1956) categorizing educational objectives and goals (Anderson and Krathwohl, 2001)

Structured communication: Tasks that focus on conveying meanings utilizing some degree of unpredictable language (Littlewood, 2000).

While-speaking activities: Also referred to as during-speaking, these activities focus on the main speaking activities.

List of Abbreviations

CEFR: Council of Europe's Common European Framework of Reference for Languages

CLT: Communicative language teaching

FLT: Foreign language teaching

ICC: Intercultural communicative competence

MoNE: Ministry of National Education

CHAPTER 2: REVIEW OF RELATED LITERATURE

Introduction

This chapter will provide the related literature about the theories and frameworks used in the present study.

To that end, this chapter will begin with the concept of intercultural communicative competence (ICC), particularly focusing on the definition and the history of ICC. Then, the *knowledge domain,* as defined by Byram (2021), will be introduced. Next, to answer the second research question related to the development of communicative competence, this chapter will introduce the concept of *communicative competence,* by detailing the definition and the historical development. Then the frameworks used in the current study "communicative continuum" (Littlewood, 2013) and the communicative competences (Celce-Murcia, 2008) will be introduced. Additionally, a brief explanation of the Revised Bloom's Taxonomy will be given, along with a brief discussion of language functions, as defined by Halliday (1975). Finally, this chapter will provide a brief overview of the previous studies on textbooks within the context of ICC and communicative competence.

Intercultural Communicative Competence

The history of intercultural competence (IC) could be relevant as far back as the ancient times when diplomats and ambassadors needed to understand the cultural context of their interlocutors (Spitzberg & Changnon, 2009). The more recent conceptualization of intercultural competence, however, dates back to the work of Edward T. Hall (1959), who introduced concepts such as time and space in intercultural interactions, focusing on how these concepts are interpreted across

different cultures. Similar interests in IC correspond to the post-WWII era when the need for international programs such as the Peace Corps emerged in order to assess the adaptability of volunteers in foreign missions. At present, the global impact of human mobility as a consequence of increasingly dynamic interactions between individuals renders the issue of diversity a crucial concept (Deardorff, 2020).

Deardorff (2020) notes that much of the early work on IC focused on aspects of "attitudes, knowledge, and skill" (p. 494). In the 1970s and 80s, the concept of intercultural competence was studied, and attempts to outline methodological principles addressed the need for a more comprehensible measurement (Spitzberg & Changnon, 2009). The contemporary models are reviewed under five categories: compositional, co-orientational, developmental, adaptational, and causal process. These models inform the conceptualizations of intercultural competence. In short, the compositional models provide a list of traits and skills, while co-orientational models focus on building a mutual understanding via interaction. Developmental models emphasize the progress of competence, and adaptational models focus on the interdependence between interlocutors and changing actions, understandings, and attitudes. Finally, casual process models focus on the causality between competences.

A Definition of Intercultural Communicative Competence

Intercultural competence has been studied by many scholars, and several definitions exist. Communication competence is defined as "communication behaviour that is both effective and appropriate (Spitzberg & Cupach, 1984, as cited in Arasaratnam, 2009, p.1) Arasaratnam (2009) extends this definition to Intercultural Communication Competence (ICC), stating that ICC encompasses achieving one's communicational goals, and exhibiting appropriate behavior in

intercultural contexts. Byram (2021) defines ICC within a framework that includes the following domains crucial for effective communication between cultures: skills of understanding, skills of discovery, knowledge, and attitudes, which will be scrutinized later. With various definitions of ICC in mind, while Fantini (2000) emphasizes the disagreement upon a common definition, he also underscores the common theme of "looking out is looking in" suggesting that understanding a foreign culture inevitably encourages individuals to reflect on their own world (p.26). Synthesizing various definitions, Fantini (2000) defines ICC as possessing three abilities: "the ability to develop and maintain relationships, 2) the ability to communicate effectively and appropriately with minimal loss or distortion, and 3) the ability to attain compliance and obtain cooperation with others" (p.27).While this definition acknowledges complexities at an interpersonal level, arising from differences between individuals, these complexities multiply at the intersection of intercultural interactions. Thus, the intercultural approach addresses not only the differences among individuals, but also the differences among cultures such as languages, beliefs, and world views. Byram (2021) gives the example of a situation where "the French doctor talks with a German teacher about a child who is ill while on an exchange visit to France" (p. 5) to highlight the importance of ICC in developing language competence. Therefore, developing ICC requires the integration of both language learning and intercultural competence.

Communicative Competence and Intercultural Competence

When Hymes (1967) set out with his notion to address the shortcomings of grammar translation, he evoked the need to situate communities and the plurality of languages. However, this notion also assumes that first-language acquisition should be juxtaposed with second-language learning. Byram (2021) contends this issue

arguing that this transfer imposes emulating foreign language speakers, ignoring their own social identities and cultural backgrounds. Even though Hymes (1967) affirms the distinct place of sociocultural competence, this emphasis on cultural context in language use is later lost as the sociolinguistic aspect gained importance.

In any case, Byram (2021) argues that since Hymes's (1967) work involved language acquisition within a single community, it did not inform on foreign language teaching. Moreover, he notes that the interaction between FLT and ICC involves more than just the "exchange of information" (p.6), which has been the predominant concern of CLT. Thus, he bases his framework on the work of van Ek (1986). Van Ek's (1986) framework, which was produced as part of a project of the Council of Europe, does not only focus on communication ability, it also deals with the personal and social development of second language learners. Byram (2021) underscores the significant emphasis on the inclusion of internationalization in van Ek's (1986) framework: "Next to the community of those we regularly associate with in our daily lives, and next to the recognition of our 'national' community, we are developing a sense of belonging to and functioning in, even larger communities. (Van Ek, 1986, p.12, as cited in Byram, 2021, pp. 14-15).

However, Byram (2021) raises several issues related to the competence model of van Ek (1986), which centres on the tendency to put the native speaker as a model for learners to emulate. For instance, in the sociolinguistic and linguistic competences, there is an implication that learners are expected to adhere to the rules of the language and that the utterances should be used with their traditional meanings, which, by default, passes the authority over to the rules and meanings to the native speaker (Byram, 2021). To break from the confinements of the standard native speaker, ICC needs to operate in its own level field, where "interlocutors

negotiate meanings, interpret and reinterpret the communicative act so that this is an effective one, based on mutual respect, understanding and tolerance" (Pricope, 2016, p. 96). Byram (2021) emphasizes that upholding native speaker standards poses an inevitable pedagogical issue since the acquisition of a first language cannot be equated to learning it in a FLT context.

The Intercultural Speaker

The concept of *intercultural speaker* is an important concept in intercultural studies. At face value, the name refers to an individual who is competent at communication in cross-cultural contexts. In literature, several definitions of the intercultural speaker emerge. House (2008), in her in-depth endeavour to define the concept, concludes that an intercultural speaker refers to someone who has managed to cope in an intermediate, in-between cultural domain, and "can perform in both his and her native culture and in another one acquired at some later date" (p. 19). Byram et al.'s (2001) definition emphasizes the ability to engage with others by accepting and understanding various perspectives, and the ability to mediate between varying interpretations of values. Finally, in a similar vein, Pricope's (2016) definition centres on the ability of the intercultural speaker to decenter from their own principles, perspectives, and prejudices.

The definitions above seem more relevant considering the fact that the amount of interaction between individuals with different cultural and linguistic backgrounds has immensely increased. Subsequently, this rapid change has had great implications for foreign language learning. Byram (2021) denotes this phenomenon with the example of the tourist and the sojourner. While a tourist, by definition, refers to an individual seeking an experience that does not fundamentally change him/her, the sojourner, on the other hand, by circumstances due to reasons within or

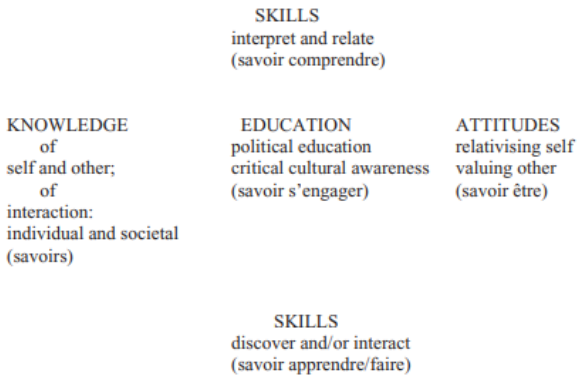
beyond their control, experiences cultural changes. The sojourner, unlike the tourist, makes the most impact in changing the "unquestioned and unconscious beliefs, values, behaviours and meanings" in the societies they interact with (Byram, 2021, p.2). Just as every sojourner holds the potential to change mindsets positively, each language learner has the potential to become a sojourner which inevitably influences the background of foreign language teaching.

ICC as Defined by Byram (2021)

When the interaction of two individuals is considered, multiple perspectives must be considered. In the context of intercultural communication, individuals bring perspectives of their own country, social identity, and unique views. This indicates that in such a relationship, the interactants cannot merely be classified as the native speaker and the learner who is aspiring to reach native-like status, as proposed by linguistic competence (Byram, 2021).

Figure 1

Dimensions of Intercultural (communicative) Competence



Note. From *Teaching and Assessing Intercultural Communicative Competence* (p. 44), by M. Byram, 2021, Multilingual Matters. Copyright 2021 by Michael Byram.

For successful communication between interlocutors, Byram (2021) introduces the following domains: knowledge, attitudes, skills of interpretation and establishing relationships, and skills of discovery and interaction, as seen in Figure 1.

Knowledge and attitudes are the preconditions to a successful interaction. The knowledge refers to the gaps in the knowledge of interactants about each other's countries, or the world, while the attitudinal factors refer to being open to criticism for differing world views or being open to be perceived as the representatives of their countries. The skills domain encompasses the individual's ability to interpret and relate the aspects of their own countries to those of interlocutors. The *Discovery and Interaction* domain refers to the person's ability to recognize the various complexities in a foreign context, make sense of these phenomena, and manage these limitations in particular contexts. The scope of the current study includes the *Knowledge Domain* objectives, presented in the next section.

Byram's Concept of the Knowledge Domain

Byram (2021) defines two types of knowledge in the context of ICC: knowledge that individuals possess inherently about the social groups and cultures of their own and their interlocutor', and knowledge of individual and societal interaction which is not acquired inherently. Individuals possess the first knowledge through the socialization process, first in their families, and later in their formal education. Individuals acquire conscious and unconscious knowledge about social groups often defined by the idea of a national identity.

The knowledge of an intercultural speaker about another culture, on the other hand, is relativistic. In other words, this knowledge is sifted through one's own socialization and contrasted against the values of their own culture. For instance, individuals gain historical knowledge about the world through their own formal education, resulting in different interpretations of the same events, prejudices and stereotypical representations of the other. It is this type of knowledge which Byram (2021) calls "knowledge of the processes of interaction at individual and societal

level" that ensures successful intercultural communication. When individuals gain awareness of their own socialization process, understand how they acquire their own identities, and acknowledge "how they themselves are a prism through which other members of their group are perceived" then they can mediate and engage in intercultural communication (p.47).

Knowledge Objective in Intercultural Competence

Table 1 below presents the *Knowledge Domain* as defined by Byram (2021). These 12 objectives relate to social groups, products and practices in both one's own and interlocutor's countries. These objectives include understanding past and present relationships, perceptions of national memory, their own and the interlocutor's geographical space, the process of institutions and socializations, social distinctions and their markers, institutions affecting daily lives, processes of social interaction, causes of misunderstandings, achieving contact with interlocutors, and understanding the symbolic competence of language in interactions.

Table 1

Knowledge Domain Objectives

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
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

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

- 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 (see above)

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 (see above)

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

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
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

Note. From *Teaching and Assessing Intercultural Communicative Competence* (pp. 85-87), by M. Byram, 2021, Multilingual Matters. Copyright 2021 by Michael Byram.

Byram (2021) emphasizes the relational aspect of the knowledge mentioned in the objectives. He argues that, by engaging with these different perspectives of history, geography, social institutions, etc., individuals can gain an understanding of their own socialization process that creates these perceptions. In other words, one's attitude towards his/her interlocutor is determined by the understanding that individuals are a product of their own socialisation process. In that sense, individuals need a theoretical knowledge of socialization, rather than an exhaustive knowledge about other countries and people.

ICC in Educational Context

Byram (2021) points out that institutions and teachers have a responsibility in the acquisition of ICC. Foreign language teachers and textbooks are no exception in this mission. It has been emphasized that there is a need for research on the practical applications of ICC in a concrete educational context (Sercu, 2000, Zhou & Griffiths, 2011). To that end, models and concepts that can be utilized in textbooks and FLT are crucial. Doye (1993) introduced one of these models (as cited in Byram, 2021). *Political Education* incorporates an evaluative component into FLT. In short, this component advocates for the evaluation of cultures in an unprejudiced way by

comparing them to one's own. Byram (2021) stresses the need for learners to be able to evaluate their own cultural contexts. For instance, textbooks in FLT should represent underprivileged social groups so that learners can reflect on their own society through reflexivity. To that end, the educational goals of FLT at institutions should include cultural awareness.

In the Western European world, in countries such as Norway, the educational goals view FLT not only as gaining communicational competence but also as a way for individuals to appreciate and understand other ways of living. The implementation of political education in many countries, however, may prove to be challenging due to authority and conformity, which warrants careful consideration of resistance to Western values. In the most recent educational goals of Türkiye (MoNE, 2023), there is no explicit mention of culture in the context of ICC or FLT. Culture is mentioned within its conventional meaning as a concept learners should take an interest in.

> The main purpose of the 2023 Education Vision is to raise science-loving, skilled, and ethical individuals who take an interest in culture and are willing to use present and future skills for the well-being of humanity (MoNE, 2023, p. 7).

In another passage, there is implicit support for the argument that exposure to other cultures is essential for cultural growth. However, there is no link established between FLT and ICC. In the curriculum program issued by the MoNE, the concept of intercultural is mentioned as a context when enumerating the benefits of technology There is, however, some explicit referral to the context of ICC in the description of the new textbooks as "culturally sensitive" ((MoNE, 2018). The next

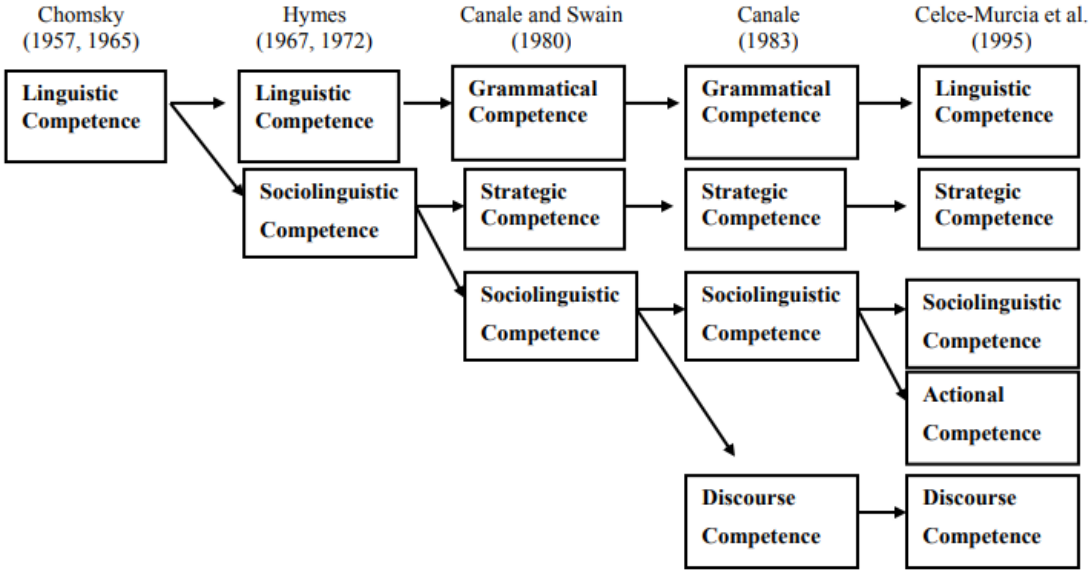
section will provide a review of the studies using textbook analysis within the context of ICC.

Communicative Competence

The communicative competence emerged with the work of Dell Hymes (1967) who attempted to break from the traditional methods such as audiolingualism and grammar translation. His argument was that language learning not only included linguistic competence, but also sociolinguistic competence, and that the functions of the language were context-bound which put communication as a central goal in second language teaching (Celce-Murcia, 2008). Subsequently, drawing on the work of Hymes (1967) Canale and Swain (1980) developed the following: grammatical, sociolinguistic, and strategic competences. The discourse competence, which focused beyond sentence-level comprehension and interpretation, was later added.

Figure 2

Chronological Evolution of 'Communicative Competence



Note. From "Rethinking the Role of Communicative Competence in Language Teaching" by M. Celce-Murcia, in E. Alcón Soler & M.P. Safont Jordà (Eds.), *Intercultural Language Use and Language Learning* (p. 43), 2008, Springer. Copyright 2008 by Springer Science+Business Media B.V.

Celce-Murcia et al. (1995) made some revisions and added the *Actional Competence*, which refers to "competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets" (p. 9). Additionally, the name of grammatical competence was changed to linguistic competence to emphasize the inclusion of lexis and phonology. The second terminological change was applied to sociolinguistic to sociocultural to indicate the inclusion of language functions. Figure 2 outlines the changes that have been made until 1995.

Period of 1967 and 1972 (Hymes)

Communicative competence originated with the work of Dell Hymes (1967), who proposed a sociolinguistic perspective of language learning that breaks from grammatical competence. He argued that the "diversity of speech, within the community and within the individual, presents itself as a problem in many sectors of life—in education, in national development, in transcultural communication" (Hymes, 1967, p. 8). He underscored that the practical concern for effective communication exceeds the available frameworks that are supposed to address these issues. Contrary to Chomsky (1965) who claimed that linguistic competence was the underlying factor in becoming a competent speaker, Hymes (1967) expressed the need for a comprehensive theory that incorporates various factors, including social aspects of language, the conventions of interaction, and the role of language in cultural contexts.

Another fundamental change in his proposal is the concept of components of speech, which he argues had been traditionally viewed as "three-fold one of speaker, hearer and thing spoken about" (Hymes, 1967, p. 20). In its place, Hymes (1967) puts forward numerous components of *speech events* that are subject to change

according to the social rules where the language is spoken. The speech components framework includes the in-depth analysis of various factors such as setting, participants, ends, act characteristics, key, instrumentalities, norms of interactions, and genre, which he presents as the acronym SPEAKING (Hymes, 1967). This approach presents a better understanding of the relationship between language functions and the social context, which later became the basis of the sociolinguistic competence components of Canale and Swain (1980).

Early 1980s: Canale & Swain

The pioneering work of Hymes (1967) paved the way for the implementation of communicative competence in the second language learning context through the work of Canale and Swain (1980). By utilizing various educational fields, the work of Canale and Swain (1980) evaluates the principles of communicative competence. It develops a more revised version that informs the teaching and assessment in second language contexts. After an in-depth review of a number of theories about language learning, psycholinguistics, and sociolinguistics, their analysis yielded a set of principles. These principles inform that communicative competence possesses three components, namely, *grammatical*, *sociolinguistic*, and *strategic competence*. It is stated that these components must be integrated equally to foster a communication-oriented language learning experience and that the complexity of each should be set according to the specific needs of learners. The authors also emphasize that the components should focus on practising the arbitrary part of the target language, such as grammatical rules, within a universally recognizable theme, such as greeting someone or making a request. In other words, contextualizing language learning by providing students with familiar frameworks can help them grasp the language more easily.

Grammatical Competence

Grammatical competence "includes knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology" (Canale & Swain, 1980, p. 29) which informs learners about the literal meaning of sentences.

Sociolinguistic Competence

Sociolinguistic Competence refers to the knowledge learners need to decode the meaning of words and phrases within social contexts. Additionally, the authors include the rules of discourse within the domain of sociolinguistic Competence, which refers to cohesion and coherence. When defining the sociocultural rules, Canale and Swain (1980) draw on the work of Hymes (1967) on *speech events*. These communicative events can be defined as rules governing the appropriacy of language functions in given social contexts, considering factors such as "topic, role of participants, setting, and norms of interaction" (Canale & Swain, 1980, p. 30). Moreover, these rules also address factors such as levels of formality when implementing grammatical rules.

Strategic Competence

Canale and Swain (1980) define *strategic competence* as verbal and non-verbal strategies learners need during communication failures in instances where learners lack proficiency. These strategies addressed grammatical competence, by providing ways to paraphrase grammar rules that one cannot remember, and sociolinguistic rules by setting "various role-playing strategies, how to address strangers when unsure of their social status" (p. 31).

The authors discuss certain implications of the communicative approach on the methodology of second language teaching. Firstly, it is noted that teaching activities must reflect real-life communication. Secondly, the activities should incorporate

meaningful communication that exhibits real-life aspects of the language. Finally, the activities should be based on social interactions, having a degree of creativity, and unpredictability, exhibiting a clear purpose, goal, and authenticity.

Early 1980s: Canale

The contribution of Canale (1983) further developed the idea that communication cannot be viewed through a linguistic framework. For instance, a simple utterance such as "close it please" can be unpacked in a variety of ways, all of which depend on exploring the social, functional, and conceptual implications of language (Littlewood, 2011, p. 546). To that end, *discourse competence* was added to the original model of communicative competence: "Discourse competence enables speakers to engage in continuous discourse, e.g. by linking ideas in longer written texts, maintaining longer spoken turns, participating in interaction, opening conversations and closing them" (Littlewood, 2011, p. 546). This competence focused on the importance of *cohesive* and *coherent* use of language.

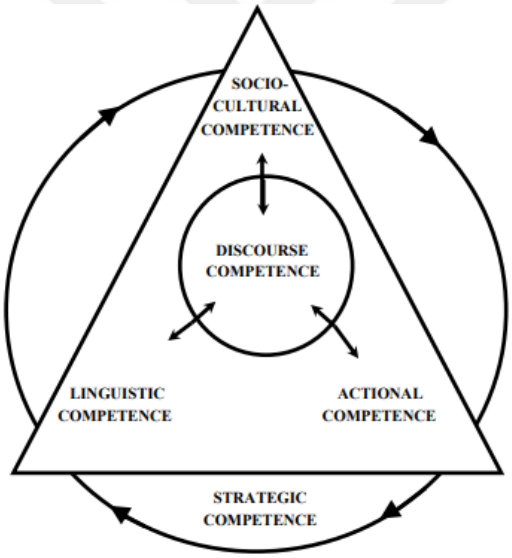
1990s: Celce-Murcia et al.

Building on the work of Canal (1983), the models of Celce-Murcia et al. (1995) and Celce-Murcia (2008) expand the communicative competence and add *actional competence* and *formulaic competence* as illustrated in Figures 4 and 5. *Actional Competence* was defined as a competence used "…in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets" (Celce-Murcia, 1995, p. 9). One reason for adding actional competence relates to the lack of focus on functional taxonomies in the original model proposed by Canale and Swain (1980). *Formulaic competence*, on the other hand, focuses on the fixed chunks of language used in everyday interactions.

Celce-Murcia's (1995) model puts discourse competence as the central competence that is in constant interaction with the other competences which are located on the corners of the triangle (Figure 3). As the arrows indicate, the competences interact with each other. Strategic competence, represented with the circle, provides learners with cognitive, meta-cognitive, and communicative skills during instances of language failures. Celce-Murcia's (1995) revision also included a graphic representation depicting the interrelated structure of competences as seen in the figure.

Figure 3

Schematic Representation of Communicative Competence



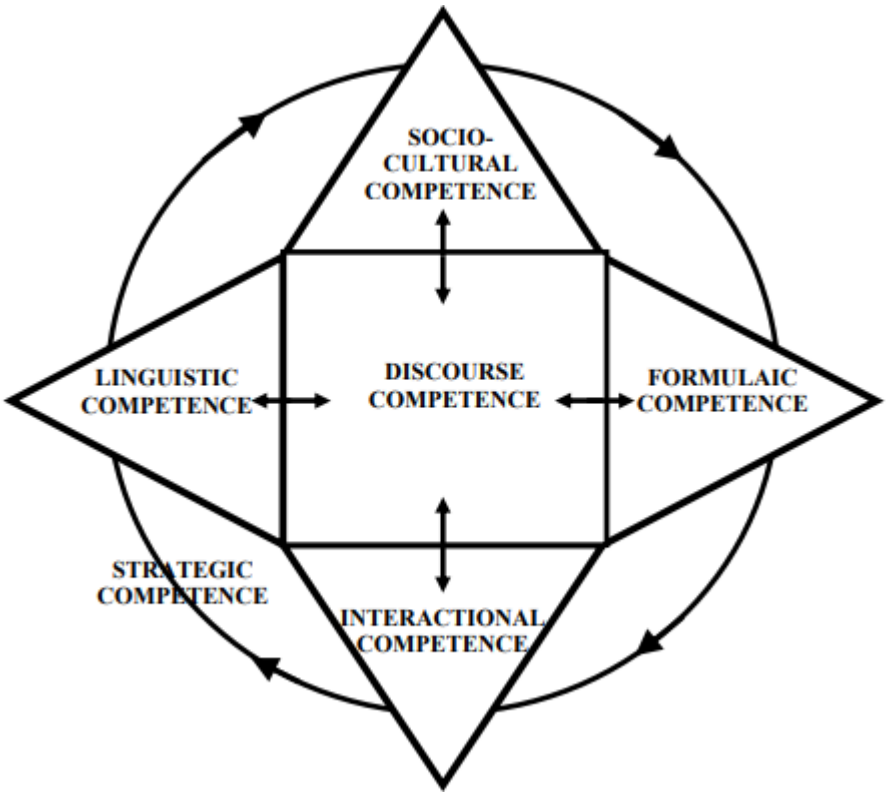
Note. From *Rethinking the Role of Communicative Competence in Language Teaching* (p. 44), by M. Celce-Murcia, in E. Alcón Soler & M.P. Safont Jordà (Eds.), *Intercultural Language Use and Language Learning*, 2008, Springer. Copyright 2008 by Springer Science+Business Media B.V.

In the latest revision by Celce-Murcia (2008), the triangle model turns into a star to accommodate the *formulaic competence* as seen in Figure 4. The interactions

between the competences stay the same, as depicted with arrows. The following sections will outline the competences used in the current study.

Figure 4

Revised schematic representation of 'communicative competence' (Celce-Murcia, 2008, p. 45)



Note. From *Rethinking the Role of Communicative Competence in Language Teaching* (p. 45), by M. Celce-Murcia, in E. A. Soler & M.P. S. Jordà (Eds.), *Intercultural Language Use and Language Learning*, 2008, Springer. Copyright 2008 by Springer Science+Business Media B.V.

Strategic Competence

Strategic Competence refers to knowledge about strategies that learners might need to acquire the language more efficiently. Celce-Murcia (2008) outlines these strategies as (1) learning strategies, and (2) Communication strategies (Celce-Murcia, 2008, p. 50). The learning strategies according to Oxford (2001, as cited in Celce-Murcia, 2008, p. 50) include cognitive, meta-cognitive, and memory-related

strategies. The communication strategies include achievement, stalling or time-gaining, self-monitoring, interacting, and social. Table 2 below demonstrates the strategic competence.

Table 2

Competence model by Celce-Murcia (2008): Strategic Competence

Strategic Competence	Strategies
Cognitive	Outlining, Summarizing, Note-taking, Organizing and reviewing material, etc.
Meta-Cognitive	Making time for homework or for preparation, Engaging in self-evaluation, Monitoring errors, Learning from feedback, Guessing meanings from context, etc.
Memory-Related	Using acronyms, images, sounds (rhymes), or other clues to recall or retrieve words.
Achievement Strategies	Approximation, Circumlocution, Code-switching, Miming, etc.
Stalling or Time Gaining	Using phrases like "Where was I?" or "Could you repeat that?"
Self-Monitoring	Using phrases that allow for self-repair, like "I mean..."
Interacting	Appeals for help/clarification, Meaning negotiation, Comprehension and confirmation checks, etc.
Social	Strategies involve seeking out native speakers to practice with, and actively looking for opportunities to use the target language.

Note. Adapted 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.

Formulaic Competence:

Formulaic competence refers to the knowledge of routine expressions, idioms, sayings, useful phrases, collocations, and lexical frames that may be necessary for learners to possess (Celce-Murcia, 2008). Table 3 presents more information and examples of formulaic competence.

Table 3

Competence model by Celce-Murcia (2008) Formulaic Competence

Formulaic Competence	Strategies
Routines	Formulaic and set expressions such as How do you do, of course, all of a sudden, etc.
Collocations	Various collocations such as spend money, play the piano, etc.
Idioms	e.g., to hit the hay = go to sleep
Lexical frames	e.g., "I'm interested in _____." (history/art/science, etc.)

Note. Adapted from *Rethinking the Role of Communicative Competence in Language Teaching* (p. 48), by M. Celce-Murcia, in E. Alcón Soler & M. P. Safont Jordà (Eds.), *Intercultural Language Use and Language Learning*, 2008, Springer.

Interactional competence

Interactional competence refers to the knowledge of speech acts along with the conversational aspect and the paralinguistic features of the target language. For instance, it is important for learners to know how to apologize, request, or ask for permission, as well as the rules of linguistic and non-linguistic behaviour in conversations. The following aspects are included in interactional competence: Actional competence, conversational competence, and non-verbal/paralinguistic competence. Table 4 gives more elaborate details and examples.

Table 4

Competence model by Celce-Murcia (2008) Interactional Competence

Interactional Competence	Strategies
Actional Competence	Understanding and performing speech acts such as complaining, requesting, accepting and declining, etc.
Conversational	Related to understanding different aspects of conversations including interrupting, opening/closing, holding the floor, etc.
Non-verbal/Paralinguistic	Using kinesics (body language), non-verbal turn-taking signals,

Interactional Competence	Strategies
Competence	proxemics, haptic behaviour (touching), and non-linguistic utterances with interactional import (e.g.ahhh! Uh-oh. Huh?) the role of silence and pauses

Note. Adapted from *Rethinking the Role of Communicative Competence in Language Teaching* (pp. 48-49), 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.

Frameworks to Enhance Goals Towards Communicative Competence

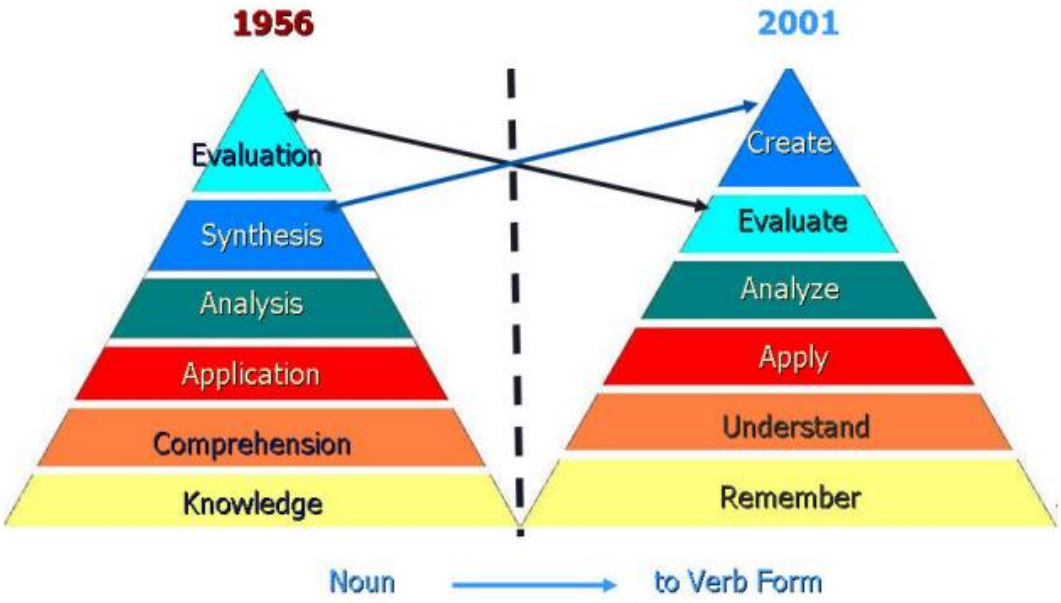
Achieving competence in foreign language teaching necessitates the discussion of cognitive skills and the context of the language learner. While incorporating higher-order thinking skills (HOTS) in language tasks can enhance learning, adopting a functional approach can foster meaningful communication. The following section will explicate the cognitive and social dimensions of communicative competence.

The Revised Bloom's Taxonomy and Cognitive Categories

Originally defined and coined by Benjamin S. Bloom (1956), Bloom's taxonomy has been an attempt to build a classification of educational goals. It was intended for educational stakeholders who were engaged in the discussion of the curriculum objectives, and the needs of the students. In this regard, Bloom's taxonomy, by its design, sheds light on the curriculum objectives and aids educators in establishing their teaching based on the different cognitive levels of their students (Bloom, 1956). The Bloom's taxonomy was revised in 2001 by Anderson and Krathwohl (2001), the same authors who once contributed to the original work. The revision included the rephrasing of categories from noun to verb forms to represent cognitive processes. Additionally, the two highest cognitive levels were swapped and renamed from *synthesis* to *creating* as seen in Figure5. Additionally, the cognitive level of *Knowledge* was changed to *Remembering.*

Figure 5

New Version of Bloom's Taxonomy



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-Blooms-Taxonomy.pdf). Copyright 2001 by Leslie Owen Wilson.

Additionally, the revised version incorporates a new knowledge dimension named *metacognitive,* in addition to the factual, conceptual, and procedural dimensions, which were included in the pre-revised version but were never fully clarified and used (Wilson, 2016). Table 5 below presents the cognitive domain in the Bloom's Revised Taxonomy.

Table 5

Bloom's Revised Taxonomy: Categories of the Cognitive Process Dimension

Categories	Cognitive Processes	Definitions
Remember	Recognizing Recalling	Retrieve relevant knowledge from long-term memory
Understand	Interpreting	Construct meaning from instructional

Categories	Cognitive Processes	Definitions
	Exemplifying Classifying Summarizing Inferring Comparing Explaining	messages, including oral, written, and · graphic communication
Apply	Executing Implementing	Carry out or use a procedure in a given situation
Analyze	Differentiating Organizing Attributing	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose
Evaluate	Checking Critiquing	Make judgments based on criteria and standards
Create	Generating Preparing Producing	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure

Note. Adapted from *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives* (pp. 67–68), by L. W. Anderson & D. R. Krathwohl (Eds.), 2001, *Addison Wesley Longman, Inc.* Copyright 2001 by Addison Wesley Longman, Inc.

Table 5 above presents the categories in the Cognitive Process Dimension. The categories start with the lower-order thinking skills (LOTS) and advance towards higher-order thinking skills. The first category *Remember* involves skills in recalling, retrieving or recognizing learned information from the memory. This is considered as having the lowest cognitive load as learners are only required to retrieve factual information they already possess. The second cognitive domain is *Understand,* and it *includes* the following cognitive processes: interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining. This

category deals with cognitive processes used in representing factual information in different ways such as interpreting/reporting graphs, inferring grammar rules from examples, summarizing or retelling a story, etc. The third category *Apply* involves using learned procedures in new situations via the cognitive processes of executing and implementing. In an EFL context, the tasks in *the Apply* category could encourage learners to apply a previously learned language structure in a new context.

In higher-order thinking skills, the Revised Bloom's Taxonomy involves *Analyze, Evaluate,* and *Create.* As previously mentioned, the original version had placed *Evaluation* at the top of the chart, followed by *Synthesis.* The revised version placed *Create* at the highest level, followed by *Evaluate* (Wilson, 2016). The category, *Analyze* encompasses skills used in comparing and contrasting two ideas, concepts or individuals and the cognitive processes used here are differentiating, organizing, and attributing. At this level, learners are required to deconstruct the concept to better understand its parts. In the revised version, Anderson and Krathwohl (2001) utilize alternative terms such as the following: differentiating, organizing, and attributing, to better describe the cognitive performances used at this level. Therefore, learners are expected to compare and contrast, establish connections between different parts, and determine each part in relation to the whole. The cognitive category *Evaluate* involves the processes of critiquing and checking to judge a given concept. Critiquing involves "identifying inconsistencies between a product and external criteria," while checking refers to "detecting inconsistencies or fallacies within a process or detecting, product" (Anderson & Krathwohl, 2001, p. 31). These cognitive processes are used to evaluate and make a sound judgment about the value of a concept. Finally, the cognitive category *Create* encompasses the processes of generating, producing and planning to build a whole by combining

different parts. Since this is the highest cognitive level, when engaged, it utilizes all of the antecedent cognitive levels.

The Revised Bloom's Taxonomy attempts to answer two fundamental questions related to instruction and learning: What is important for students to learn in light of the limited school and classroom time available? How does one plan and deliver instruction that will result in high levels of learning for students (Anderson & Krathwohl, 2001)? These questions are particularly relevant in the FLT context, where problems such as lack of limited contact, lack of resources, and courses with limited hours are common. When answering these questions Anderson and Krathwohl (2001) stress the importance of higher cognitive processes in solidifying and transferring knowledge. When learning utilizes higher skills, it gives learners the ability to apply knowledge beyond their learning context. In many of the vignettes discussed in Anderson and Krathwohl (2001), there is a reference to using knowledge of content to practice skill development. In one example, learners first acquire knowledge about the colonial history of America, and then engage in persuasive writing. This process comprises many lessons and utilizes a variety of cognitive processes such as *remember, understand, analyze,* and *evaluate,* from preparation to production. It is clear that in order to tap into higher-order thinking skills, learners need to have a conceptual understanding of an idea or a thing. In FLT, this parallels meaningful communication. In other words, learners need a familiar concept or content to practice language skills and achieve competence in meaningful communication. Additionally, a logical link can be drawn between communicative competence and cognitive categories. For instance, discourse competence requires learners to produce coherent and cohesive utterances which necessitate the use of *Analyze.*

Halliday's Language Functions

On the concept of language acquisition, Halliday (1975) critiques the nativist perspective that views it as an imperfect version of the adult language. Halliday opposes this view stating that when children learn, they create their own structure. His view is based on the idea of language as a social semiotic, which views language as a resource to make meanings in specific social situations. He claims that the structural analysis of language acquisition fails to explain a child's preference to develop certain areas of language as opposed to others. This informs the context of FLT since, considering the backgrounds of learners; an idealized version of language cannot meet the demands of language learning which requires a multi-functional understanding of English (Sharma et al., 2020).

Halliday (1975), contrary to the structural approach, proposes a sociolinguistic model of language development that explains language development in three phases. In the first phase, functions of the language are enumerated according to the developmental progression of children in six categories: *instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational.*

Table 6

The Functions of the Language

Functions	Examples
Instrumental	Fulfilling needs: "I want…"
Regulatory	Controlling the behaviour of others: "Do as I tell you"
Interactional	Interacting with others: "Me and you"
Personal	Expressing feelings and opinions: "Here I come"
Heuristic	Exploring the environment: "Tell me why"

Functions	Examples
Imaginative	Creating an imaginary world: “Let’s pretend”
Representational	Conveying information: “I’ve got something to tell you”

Note. Adapted from *Learning How to Mean: Explorations in the Development of Language* (p. 243), by M. A. K. Halliday, 1975, Copyright 1975 by M. A. K. Halliday.

These functions, which advance from simple to more abstract, demonstrate the development of language acquisition in a young individual (Halliday, 1975). As seen in the table above, the functions of the language serve various purposes. The *Instrumental Function* involves using language as a tool to satisfy the needs of the speaker. The *Regulatory Function* serves to regulate the behaviour of others by requesting, making rules, and giving instructions. The *Interactional Function* includes language used to build and maintain relationships. The *Personal Function* focuses on language used to express individuality, while the *Heuristic Function* deals with language used for exploring one’s environment. This function can be associated with inquisitiveness and wondering about the world. The *Imaginative Function* deals with language used with creativity, such as role-plays, games, act-outs, songs, rhymes, etc. This function emphasizes the use of language experimentally. Finally, the *Representational Function* involves language used to convey information.

Halliday (1975) does not mention language teaching in his proposed approach, as his paper attempts to demonstrate the language development of a child. However, the functional approach has shifted the focus from linguistic analysis of teaching materials to how learners can best function in the real world (Germaine, 1982). Similarly, Jacobs and Liu (1996) conducted a study in which they integrated

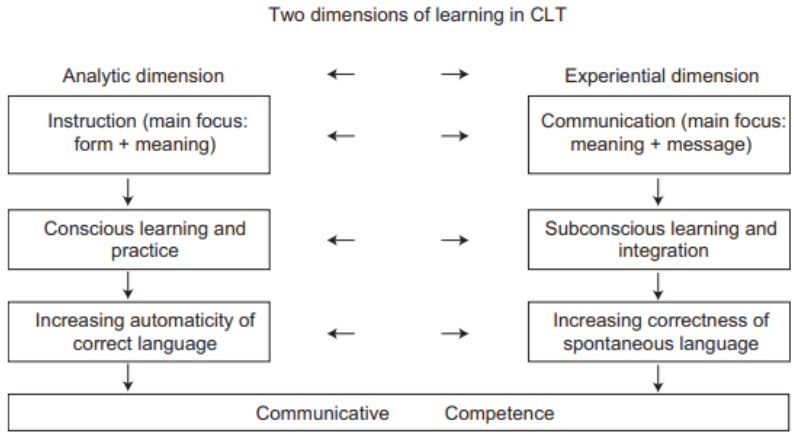
language functions into collaborative activities. The purpose of the study was to reveal how language functions and collaborative learning could benefit a second language learning context. Their analysis identified that the connection between collaborative learning and language functions can promote language learning.

Littlewood's Communicative Continuum

Littlewood (2011) enumerates pedagogic principles that focus on meaningful learning experiences. Richards and Rodgers (2001, p. 172) include principles such as using the language to communicate, having authentic communication at the centre of classroom communication, focusing on fluency, combining different language skills, utilizing language for creative purposes, and accepting trial and error as part of the process. Wesche and Shekan (2002) describe classroom experiences which focus on similar principles. These principles centre on the following: Learner interaction used for problem-solving and information exchange, using "nonpedagogic" content that mimics real-world interaction, and including learners in instructional decisions (p. 208). Allen et al. (1989) discuss the *analytic* and *experiential* dimensions in the context of second language teaching. While the analytic dimension includes tasks focusing on the form such as grammar, pronunciation, and vocabulary, the experiential dimension includes tasks that promote meaningful engagement with the language by utilizing engaging topics, themes, and real-life language. As such, the experiential dimension promotes the use of role-plays, discussions, and projects that reflect real-life language use.

Figure 6

Two Dimensions of Learning



Note. From "Communicative Language Teaching: An Expanding Concept for a Changing World," by W. Littlewood, in E. Hinkel (Ed.), *Handbook of Research in Second Language Teaching and Learning*, (volume II, pp. 541-557), 2011, Routledge. Copyright 2011 by Taylor and Francis.

Littlewood (2011) illustrates the multi-directional nature of the analytic and experiential dimensions as in Figure 6. The dimensions are situated as part of a *communicative continuum* which encompasses tasks that utilize various elements from both ends of the spectrum.

Littlewood (2011) draws attention to the emphasis on experiential learning and concludes that "a more inclusive account of CLT is important not only for representing more adequately its claims and purposes but also for facilitating its acceptance at the practical level" (p. 549). The *communicative continuum* framework, as seen in Table 7) is presented as a more inclusive CLT method that encompasses both analytic and experiential dimensions. The lower categories of the framework provide a foundation for teachers accustomed to traditional forms, while also offering room for improvement. According to Littlewood (2011), the

communicative continuum framework addresses the issues often mentioned in postmethod pedagogy, by allowing teachers to utilize both traditional and innovative methods which subsequently provide them with a sense of security.

The Communicative Continuum Framework

At present, the indefinability of CLT and a lack of consensus on what it entails create a need to contextualize teaching a second language specifically to fit the needs of students. In a later article, Littlewood (2013) stresses this need to develop a context-sensitive approach to CLT which he defines as Communication Oriented Language Teaching (COLT). The *Communicative Continuum* forms a basis for COLT in that it promotes flexibility between the categories in the spectrum, allowing teachers to create and choose student-tailored teaching content. The following sections present the framework (Table 7) in more detail.

Table 7

The "Communicative Continuum" as a Basis for COLT

	Analytic Strategies ← → **Experiential Strategies**			
Non-communicative learning	Pre-communicative language practice	Communicative language practice	Structured communication	Authentic communication
Focusing on the structures of language, how they are formed and what they mean, e.g., substitution exercises, inductive "discovery" and awareness-raising activities	Practising language with some attention to meaning but not communicating new messages to others, e.g., describing visuals or situational language practice ("questions and answers")	Practising pre-taught language but in a context where it communicates new information, e.g., information gap activities or "personalised" questions	Using language to communicate in situations which elicit pre-learnt language but with some degree of unpredictability, e.g., structured role-play and simple problem-solving	Using language to communicate in situations where the meanings are unpredictable, e.g., creative role-play, more complex problem-solving and discussion
Focus on forms and meanings				***Focus on meanings and messages***

Note. From "Developing a Context-sensitive Pedagogy for Communication-Oriented Language Teaching," by W. Littlewood, 2013, *English Teaching 68* (3), p. 14. Copyright 2013 by English Teaching.

Non-Communicative Learning

The tasks that fall under this category have no communicative aspect as they focus on form and offer instances for learners to practice the meaning and structures of the target functions. Exercises such as "uncontextualized grammar exercises, substitution drills, and pronunciation drills" would fall into this category (Littlewood, 2004, p. 322). Since the scope of this study focuses on speaking tasks, tasks that are in this category were not included in the analysis.

Pre-Communicative Language Practise

Tasks in this category have limited communicative aspects as they aim to prepare students for more complex and communicative tasks. In this category, learners still need to pay attention to form and engage in simple interactions such as questions& answers but without communicating new information. Activities such as picture descriptions, simple questions and answers, etc. are examples of this category. When analyzing the textbooks, tasks that focused on forms and drills were put in this category.

Communicative Language Practice

In this category, tasks are more communication-oriented as they require learners to engage in a transfer of new information using pre-learnt structures. However, the communication comprises a "predictable range of language" and the context is simple so learners can manage to take part in the communication (Littlewood, 2004, p. 322). Activities including conducting simple surveys, asking and answering personal questions, and information gaps are examples of *communicative language practice.*

Structured Communication

This category encompasses tasks that are more communication-oriented and challenges learners to move beyond their existing grammar and vocabulary knowledge. These tasks focus on meaning, and more unpredictable language is expected. However, these tasks are structured in a way that makes them manageable for learners. Example tasks include complex information exchange, structured role plays, discussions, open-ended questions, etc. During the analysis of the textbooks, tasks that required learners to express their opinions on a subject were put in this category, as well as complex role-plays, information exchanges, and basic discussions.

Authentic Communication

As the category on the far right of the spectrum, *authentic communication* solely focuses on meaning and communication. These tasks require highly unpredictable language forms. Example tasks include content-based tasks, debates, complex discussions, and creative role-plays.

Previous Studies on Textbook Analysis within the context of ICC

There are several studies that utilized textbook analysis in the context of ICC. One of the earlier studies was conducted by Sercu (2000). Her study first explored the Flemish students' image of Germany in the Flemish part of Belgium through interviews, which concluded that learners mostly associated Germany with WWII, indicating low levels of intercultural awareness. The second part of the study focused on the content analysis of six German as foreign language textbooks. The results of the analysis indicated that the cultural representations do very little to counteract the stereotypes reported in the earlier part of her study.

Almost two decades later, studies point to similar inadequacies in teaching ICC. Arslan (2018) investigated a self-study textbook used in the Open Education Faculty in Türkiye. The analysis used the 5 savoirs of Byram (1997) within the context of ICC. (pp. 154-156). The findings of this study indicated that the savoir "knowledge" made up almost all of the tasks that were found related to 5 domains, while a very insignificant number of tasks matched with the domain of skills of discovery of interaction. In a similar vein, Gözgenç (2019) investigated the English coursebook used in university education in Türkiye using the 4 savoirs of Byram's (1991) model. Her study concluded that the reading tasks of the textbook do not sufficiently foster ICC skills.

Similarly, Danielsen (2020) investigated two upper-primary ELT textbooks (an older version and a newer one), used in the national education of Norway, to identify the extent to which the content of these books promoted ICC. The study utilized Byram's model of 5 saviors in ICC, in combination with Barrett's (2007) definition of ICC. The analysis of this study concluded that while the older version both included stereotypical and superficial representations of cultures, the newer book, despite including stereotypes, attempted to "avoid superficial presentations by promoting deeper learning and thus, provides deeper cultural understanding" (III, p. 3).

Another study that utilized the Byram's (2021) savoirs was conducted by Ostrem (2021). This study analyzed three English textbooks used in 8th grade in Norwegian schools to investigate the inclusion of ICC. Quite similar to Arslan's (2018) investigation, Ostrem (2021) and Çalışkan (2022) reported that the majority of the tasks adhered to the *knowledge domain,* with only a few addressing the *critical cultural awareness.*

Ghasedi and Azizi (2020) analyzed the cultural topics in three Iranian textbooks to investigate the elements fostering ICC skills. Using Hillard's (2014) model, the study concluded that the textbooks had a monocultural structure and the comparison of cultures was limited (Hillard, 2014 as cited in Ghasedi & Azizi, 2020, p. 16).

Maghsoudi (2020) investigated Iranian and Indian high school textbooks using only the discovery and interaction skills, and critical cultural awareness domains of Byram (2021). The study found that ICC Iranian textbooks failed to incorporate intercultural elements, while Indian textbooks had limited coverage.

Demirbaş (2013) investigated the English language textbooks used in primary education in Türkiye, using Byram's (1998) checklist for cultural content focusing on constructs such as "social and regional identity, social and political institutions, daily routines, etc." (Demirbaş, 2013, p. 295). The study concluded that the target culture-specific elements were addressed more than the intercultural elements. Another study from Türkiye investigated ICC in English textbooks and found that "ICC has been integrated in these textbooks to a certain extent" (Kaya, 2017, p. 4). On the other hand, one study found more positive results with respect to the presence of culture in textbooks (Almeghadami, 2023).

Hess (2015) included textbook analysis in her more comprehensive evaluation of EIP courses offered at universities in South Korea. The analysis included the BIG C or small c culture in textbooks using Matić's (2015) classification (Hess, 2015, p. 24). The study concluded that while textbooks possessed a balanced representation of local and global cultural topics, the classroom implementation indicated that these topics were not always explicitly addressed (Hess, 2015).

Another study in the Norwegian context was conducted by Isaksen (2022), who evaluated 200 texts in two EFL textbooks in order to investigate the themes of othering and stereotypes. The analysis concluded that while the texts contain few stereotypes, they also focused on *single stories*, presenting "a person, a place, or a people as one thing and only one thing repeatedly until that is what they become, consequently making them the definitive story" (Adichie, 2009, as cited in Isaksen, 2022, p. 20).

Peng (2020) investigated college English books studied at a Chinese university. This study evaluated textbooks using the "classification of target culture, native culture, and international culture", defined by Cortazzi and Jin (1999). (p. 9). The analysis pointed out some inconsistencies despite increased coverage of cultures.

Overall, several studies pointed out that there is a lack of emphasis on ICC in textbooks. In particular, while the *knowledge domain* was the predominant aspect of ICC in textbooks, other domains such as *critical cultural awareness* and *skills of discovery* had much less coverage (Arslan, 2018; Ostrem, 2021). Additionally, there were reports of stereotypical and superficial representations of cultures in some textbooks (Danielsen, 2020; Isaksen, 2022). Studies done in Türkiye also indicated a lack of emphasis on ICC (Demirbaş, 2013; Gözgenç, 2019). These studies reveal a gap in the integration of ICC into the contents of textbooks in various contexts.

Previous Studies on Textbook Analysis within the Context of Communicative Competence

Textbook analysis has been a quite common research method in the context of communicative competence for many years. As will be discussed in this section, the research dating back as early as the 1980s to the present mostly pointed to inadequacies in the application of communicative competence in textbooks.

Level's (1983) study, which investigated the ESL textbooks used in Venezuela, concluded that textbooks did not exhibit a significant focus on communicative drills, and communicative tasks.

Kurniasari et al. (2016) investigated the communicativeness of tasks used in a high school context in Indonesia. For the analysis, the authors used the classification of communicative activities of Littlewood (1981) which included 1) pre-communicative, functional communication, and social interaction activities. Their analysis found that the majority of the tasks belonged to the *pre-communicative* category. Another related study focused on the activities used in a Chinese classroom (Deng & Carless, 2009). The authors found that more than half of the activities used in the English class corresponded to the left side of the continuum, focusing on form. The interviews also highlighted the challenges experienced by teachers in managing and designing such activities.

Lee (1989) investigated Korean high school textbooks for the inclusion of communicative competence. The study utilized Littlewood's (1981) categorization of learning activities. The results concluded that the majority of tasks focused on student's linguistic competence.

Al-Saeed and Alenazi (2022) set out to investigate the literary texts from 44 mainstream English textbooks to establish their communicativeness using Littlewood's (1986) perspectives (p. 45). Their analysis indicated that the literary texts were not used to their full potential.

Sterci (2016) explored ESL textbooks used in Brazilian private schools to investigate the degree of communicative competence. The study found that ESL textbooks needed to include pre-listening and pre-reading activities and focus more on communicative competence. Ko's (2015) study reviewed excerpts from English

textbooks studied in Malaysia and Hong Kong. The findings revealed that the textbooks' contents were limited regarding CLT.

Similarly, the analysis of communicative competence in other languages produced similar results. Martinez's (2010) study showed that only half of the tasks used in a Spanish language textbook were communicative-oriented. In the same vein, Ramirez's (2019) analysis of 99 Spanish textbooks, and Tian's (2022) investigation of Portuguese textbooks in Chinese universities indicated a lack of emphasis on communicative competence.

Ander's (2015) investigation of a textbook used in Anatolian high schools in Türkiye reports an impartial implementation of CLT, pointing out the emphasis on grammar-focused activities in reading and an imbalance in the presence of production skills. Caner and Çelik's (2020) investigation of textbooks in regard to communicative competence found that, while pragmatic competence and discourse competence were addressed to some extent, real-life communication skills had been given coverage to a lesser extent.

Another study by Gonja and Talaibek (2023) investigated an English textbook used in Japan. This study found inconsistencies between educational goals and the applications in the textbook, which possessed a limited number of authentic tasks. Similarly, Khateeb and Almujaiwel (2018) reported that the textbooks were communicatively incompetent.

Abu Ellif and Maarof (2010) investigated the perception of English teachers on the presence of tasks supporting communicative competence. Results confirmed the previous textbooks' analyses that tasks lacked communicative competence. A later study in the same context by Alzahrani (2020) confirmed these results. This study investigated whether the lexical bundles found in Saudi EFL textbooks were on

par with conversational English. The results indicated that the lexical bundles in textbooks may not be representative of English conversations.

Teachers' and students' evaluations of FLT textbooks in regard to communicative competence point to similar results. In this vein, Nguyen and Le's (2020) interviews and questionnaires indicated an overemphasis on form-focused tasks in textbooks.

Although few, some studies reported relatively positive results. For instance, Al-Mashaqba's (2017) study found that the speaking and listening tasks in an international EFL book used in KSA mostly adhered to the criterion created by the researcher.

In light of the results of previous studies in the context of ICC and communicative competence, it is apparent that textbooks lack communicative activities that promote the practice of language in meaningful contexts, as well as tasks that promote the acquisition of intercultural competence. Investigating these inadequacies present in textbooks can provide teachers and material developers with valuable insights and recommendations.

CHAPTER 3: METHODOLOGY

Introduction

This chapter will provide a comprehensive overview of the study by introducing the methodology of the study, detailing the context, research design, the processes of data collection, and data analysis.

Research Design

The present study aims to investigate the current status of four textbooks published by MoNE and used in Anatolian high schools in Turkey, in relation to their contribution to learners' communicative and intercultural competence.

The study utilizes qualitative content analysis (QCA) to address the research questions. Although QCA can include focusing on frequencies "it is a method for systematically describing the meaning of qualitative data…", and the heart of the method is to assign "successive parts of the material to the categories of a coding frame" (Schreier, 2014, p. 172). In a nutshell, it aims to reduce qualitative data flexibly and systematically (Schreier, 2014).

While the main focus of quantitative content analysis is on "manifest meaning", qualitative content analysis focuses on "latent and more context dependent meaning" (Schreier, 2014, p. 173, Selvi, 2019). Another aspect which differentiates both approaches is their use. Quantitative content analysis "is often used to test hypotheses…the focus of qualitative content analysis is more often on providing detailed descriptions of the material under analysis" (Schreier, 2014, p. 173). The coding in the former is considered as data collection and preparation for a potential statistical analysis, while the coding in the latter is considered as a method for data analysis.

Unlike inductive coding, which allows the assignment of multiple codes to a text segment, QCA is more constrained in this regard (Schreier, 2014). This means the coding frame usually does not change during the process of analysis.

To Schreier (2014), conducting QCA involves the following steps (p. 174):

1. Deciding on a research question
2. Selecting material
3. Building a coding frame
4. Segmentation
5. Trial coding
6. Evaluating and modifying the coding frame
7. Main analysis
8. Presenting and interpreting the findings

After establishing research questions, QCA involves selecting materials. The selection of materials depends on the relevance to the research questions, as "the most important criterion … is that it reflects the full diversity of data sources" (Schreier, 2014, p. 175).

The coding frame consists of the following steps: "selecting material; structuring and generating categories; defining categories; revising and expanding the frame" (Schreier, 2014, p. 174). After the selection of materials, the researcher begins creating the main categories and subcategories through structuring and generating. Structuring is the creation of the main categories related to the research questions, while generating is the process whereby the subcategories are created which involves data that comes from the contents of the materials analyzed.

In developing a coding scheme, one of the strategies that can be followed is *subsumption.* This method involves data-driven QCA where the researcher, having

created the main categories, analyzes the material carefully and tries to find information relevant to the main categories. This is followed by "mentally 'subsuming' this under the respective subcategory" (Schreier, 2014, p. 176).

Segmentation refers to the division of a material into thematic or formal parts, in order to increase the consistency of analysis. The meaningful segmentation of content is crucial since if the content is too large, it might be assigned to more than one category. Formal segmentation refers to the existing structure of the materials, such as specific types of tasks in a textbook (Schreier, 2014).

In the next phase of QCA, trial coding is conducted. Trial coding refers to the application of categories to the material in two rounds, which "… can be done by two coders working independently of each other or else by one person coding and recoding the material within approximately 10 to 14 days (Schreier, 2014, p. 179).

Evaluating and modifying the coding frame involves assessing the trial coding with respect to consistency and validity. This entails checking to see if the relevant units are assigned to the subcategories in a consistent manner. In instances where inconsistencies arise, coders discuss the relevant categories and modify them accordingly. Validity refers to the quality of the analysis with respect to how well the categories represent the matching materials with respect to the research questions (Schreier, 2014).

The main analysis involves the process of entering relevant information from the materials into the coding frame. What is important in this stage is that the coding frame has passed the pilot stages, demonstrating validity and consistency. Finally, findings can be presented quantitatively, using the frequencies of code occurrences, or in a qualitative way, utilizing relationships between categories (Schreier, 2014).

Context

English Language Curriculum in Türkiye

The latest revision of the curriculum of English language education in Türkiye states that an *action-oriented* approach was chosen since "the target language (English) is seen as a vehicle for communication rather than a lesson to study" (MoNE, 2018, p. 4). The *action-oriented* approach promotes a new perception of syllabi guided by proficiency rather than deficiency where learning goals are constructed with "can do" descriptors. This perspective envisages learning that breaks away from a linear progression of language education and focuses on meaningful functions set in real-life tasks that take learner needs into account (North, 2023). The updated curriculum also adopts communicative competence as the main principle of teaching philosophy, admitting that "lack of effective communicative competence has remained to be the problem of many learners in English language classes in Turkey" (MoNE, 2018, p. 5).

The proficiency levels of grades are based on CEFR. In order to establish a continuum, English lessons in K12 are dispersed along the levels A1, A2, B1, and B2. The aim of the curriculum is to bring a student from A2 in the 2nd grade to B2 in the 12th as seen in Figure 7 below.

Figure 7

Model English Language (9th – 12th Grades) Curriculum

Grades (CEFR*) Hours per Week	Learner Age	Skill/Grammar/Vocabulary/Pronunciation Focus	Main Activities (Can be used in all grades)
9 (A1/A2) 4	14-14.5	All four skills integrated with an emphasis on Listening and Speaking. Maximum seven new Vocabulary items per lesson. Limited Pronunciation practice	Roleplays/Simulations Graphics/Charts Paragraph Reading and Writing
10 (A2+/B1) 4	15-15.5	All four skills integrated with an emphasis on Listening and Speaking. Limited focus on Language Structures. Maximum seven new Vocabulary items per lesson. Limited Pronunciation practice.	Information Gap Activities/Roleplays Paragraph Reading and Writing Skimming and Scanning
11 (B1+/B2) 4	16-16.5	All four skills integrated with an emphasis on Listening and Speaking. Limited focus on Language Structures. Maximum seven new Vocabulary items per lesson. Limited Pronunciation practice.	Surveys/Short Oral Presentations/Drama Short Reading Texts and Paragraph Writing
12 (B2+) 4	17-17.5	All four skills integrated with an emphasis on Listening and Speaking. Synthesis of Language Structures. Maximum seven new Vocabulary items per lesson. Limited Pronunciation practice.	Conversations/Oral Presentations/Projects/Task-based Activities Argumentative/Descriptive Text Writing

Note. From *Ortaöğretim İngilizce Dersi (9, 10, 11 ve 12. Sınıflar) İngilizce Öğretim Planı* (p. 7), by Ministry of National Education (MoNE), 2018, Milli Eğitim Bakanlığı. Copyright 2018 by Milli Eğitim Bakanlığı.

Figure 7 demonstrates different proficiency levels divided by each level, age, parts of the language and sample activities. It can be seen that the curriculum includes the integration of different skills. As seen in the table, there is limited focus on language structure until grade 12. The curriculum emphasizes task-based learning as the model tasks that focus on interaction and real-life contexts. Moreover, there is a particular emphasis on listening and speaking.

Sampling

The secondary education in Türkiye utilizes four textbooks published by the Ministry of National Education and each English course at each grade level is allocated 4 hours a week:

- The Grade 9 textbook is called *Uplift*
- The Grade 10 textbook is called *Count Me in*

- The Grade 11 textbook is called *Spice Up*
- The Grade 12 textbook is called *Notifier English*

In an academic year, the lessons last approximately 36 weeks, or 144 hours (MoNE, 2018). The materials are designed locally and provided to students free of charge. To gather more representative data, this research chose four English textbooks studied in Anatolian high schools, the most common school type in Türkiye (MoNE, 2022). The following parts provide an overview of the structure of each book.

The textbooks selected were in use in the Anatolian high schools in Türkiye in the academic year of 2023-2024, as of the time this research was conducted. Consequently, this study provides insights into the current state of the textbooks used in the mentioned time frame regarding communicative competence and intercultural competence.

When the structural layout of all the textbooks is considered, a shift can be seen in parallel with the progression of grades. Grade 9 divides each unit into four distinct skills, with tasks that integrate these skills in combination with others. In grade 10, however, units are organized differently, with divisions focusing on skill pairs such as listening-speaking or reading-listening. This distinction disappears in grades 11 and 12. This indicates that as grades progress, there is an emphasis on a more holistic use of language. Textbooks also exhibit idiosyncratic elements. For instance, there is particular emphasis on idioms and proverbs in grade 9, while grade 11 features a CLIL section, exclusively focusing on content.

In relation to research question 2 in particular, the current study focused on the speaking strand only in Grades 9, 10, 11, 12. The researcher identified pre-,

while-, and post-speaking tasks in each textbook, and mainly focused on while-, and post-speaking stages (see Appendix G).

Method of Data Collection and Analysis

This section provides information about data collection and analysis. The first part explicates the frameworks used in the study to answer each research question respectively, along with the entry of textbook data and the categorization of the framework into the spreadsheet program. Second, information about the data analysis process will be given, including the coding process and the analysis of the example tasks.

The researcher analyzed the four textbooks and used the Microsoft Excel program to code, categorize, sift, and sort the data. The first research question explored the development of ICC, in the *Knowledge domain* of Byram's (2021) teaching objectives. The second research question explored the development of communicative competence in the tasks of the *Speaking* strand of the textbooks in terms of:

- Cognitive demand on the part of the learners through curriculum objectives. 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 to compensate for deficiencies of the other competences." (p. 44).
- Their place within the "communicative continuum." The communicative continuum is a five-category framework ranging from non-communicative activities to authentic activities. To Littlewood (2013), the continuum is an attempt "…to combine the broader view

> of communicative competence that formed a major impetus to the development of CLT with the continuum from 'analytic learning' to 'experiential learning'", which encompasses activities focusing on form on the left, and activities focusing on a holistic use of language on the right.

Thus, the research examines how the speaking tasks in the textbook support the development of communicative competence using Littlewood's (2004, 2013) "communicative continuum" and Celce-Murcia's (2008) concept of communicative competences. Additionally, the research analyzes the curriculum objectives for speaking skills using Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) and the functions of the language (Halliday, 1975). The following sections will focus on each framework, detailing the data collection process.

QCA: Learning Objectives of ICC (Byram, 2021)

Byram's (2021) notion of the *knowledge domain* describes knowledge as one's relativistic understanding of the other. In other words, individuals' perception of other cultures is created through the constituents of their own formal and informal socialization. To gain a conscious awareness as an intercultural speaker, learners must transcend their own perceptions and view the world through a broader perspective and frame of reference. To that end, Byram puts forward 12 objectives (Appendix E) to be used in FLT educational contexts.

The steps in QCA were considered to conduct the research. One of the first steps in QCA involves building a reliable coding frame. As such, to analyze the speaking strand at each grade level, a coding framework (Appendix F) was developed based on Byram's objectives in the *Knowledge* domain. Each objective functioned as a main category, and the subcategories were created based on the

speaking strand tasks. To facilitate this process and create the coding frame, the researcher utilized Akşit's conception of using spreadsheets for analyzing qualitative data (Akşit, 1998; Yıldırım & Şimşek, 2021). To this end, first a spreadsheet program was used, and columns were created which included the following data from the textbooks: task ID (page number and task letter), task description, objectives, start list of codes, 1st level codes, relevant expansions and their explanations.

Figure 8

Grade 9 Sample Excel Sheet for ICC Objectives

START LIST OF CODES	Explanation	Start list of	Explanation	1st Level	Explanation
A) HIST-CONT-REL	Historical and contemporary	EIIT	Events, Interpretatio	SSLC	Significance of strategic location of
A) HIST-CONT-REL	Historical and contemporary	EIIT	Events, Interpretatio	SIIL	Significant individuals
A) HIST-CONT-REL	Historical and contemporary	EIIT	Events, Interpretatio	SINH	Significant individuals in
A) HIST-CONT-REL	Historical and contemporary	EIIT	Events, Interpretatio	ISEH	Interpretations of significant events in
A) HIST-CONT-REL	Historical and contemporary	GRHS	Geographical and	SLR	Significant landmarks and
A) HIST-CONT-REL	Historical and contemporary relationships	PEA	Political, Economic Alliances	PA	Political Alliances

Then, each objective was given a code. For example, to investigate objective (a), the main category "HIST-CONT-REL" was created as in Figure 8. These categories were later expanded to include additional main categories based on different constructs mentioned in objective (a). For instance, the category "GRHS", included geographical and historical significance related to historical and contemporary relationships. Then, the contents of the speaking tasks were analyzed to generate subcategories such as "SLR", which informed significant landmarks and regions, based on the analysis of tasks.

The next crucial step in QCA involves segmentation. Segmentation refers to dividing materials into meaningful parts. Formal segmentation can be done if the

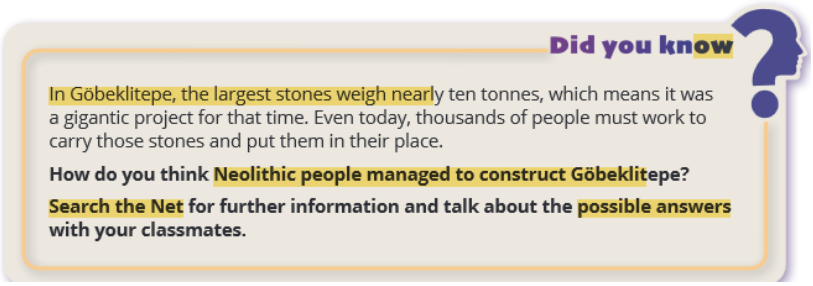
analyzed material has inbuilt segments. Since the analysis is done on speaking-focused tasks, no additional divisions were made in the materials.

During trial coding, the researcher and another coder each reviewed the main categories and the subcategories. Additionally, sample applications of the content to the first four main categories were evaluated and modifications were done in the coding frame when necessary. Once the main coding framework was ready, the researcher reviewed the contents of speaking-focused tasks in all of the books and coded all of the data. In a nutshell, each task was reviewed and evaluated. Then they were assigned to a category based on the evaluation. Additional categories were created along with the analysis of new tasks, which were assigned to the existing framework. Finally, the data was presented both in quantitative and qualitative ways. For example, percentages and frequencies of each task in relation to the categories were presented. Furthermore, tasks were presented in tables, and their analysis was presented through discussions.

The task in the example (Figure 9), which was assigned to objective (a), belonged to the subcategory "ISEH" (interpretations of significant events in history).

Figure 9

Grade 9: Example task from (Artıran et al., 2022, p. 81)



The analysis involved an evaluation of the task's alignment with the objective. In the task, learners are asked to explore a significant historical monument

which involves various civilizations. This gives them perspectives on the existence of multiple cultures within the history of their country and allows for further exploration of its relationship to those cultural roots.

QCA Communicative Continuum (Littlewood, 2004, 2013)

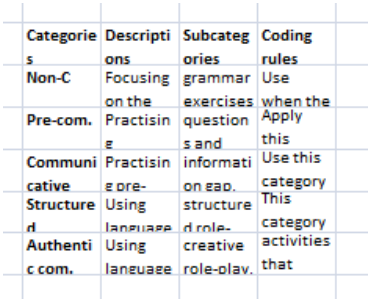
The ongoing debate about CLT emphasizes that methodological dominance has posed problems for teachers in the field. Littlewood's framework serves as a response to these challenges by attempting to provide teachers with a continuum of activities that utilise both form-focused and meaning-focused activities (see Chapter 2, Table 7). Thus, the current study utilizes Littlewood's (2004, 2013) "communicative continuum" in order to assess the communicativeness of the tasks.

Thus, the While-Speaking (W-S) and Post-Speaking (Post-S) speaking tasks were analyzed according to the "communicative continuum" framework defined by Littlewood (2004, 2013). The framework comprises five categories, ranging from non-communicative to authentic communication, providing a gradual shift from form-focused to meaning-focused activities. Since the scope of this study includes speaking-focused tasks, the non-communicative tasks were excluded from the analysis.

To this end, first, the researcher created a coding book with categories based on the "communicative continuum" model defined by Byram (2021) as in Figure 10.

Figure 10

Coding Frame Used for Communicative Continuum

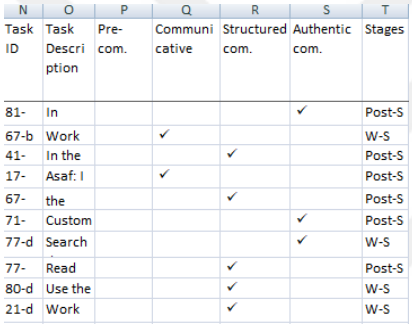


Categories	Descriptions	Subcategories	Coding rules
Non-C	Focusing on the	grammar exercises	Use when the
Pre-com.	Practising	questions and	Apply this
Communicative	Practising pre-	information gap,	Use this category
Structured	Using language	structured role-	This category
Authentic com.	Using language	creative role-play,	activities that

As seen in Figure 10, the main categories were created based on the framework by Littlewood (2013). As previously mentioned, the tasks as units of analysis were already segmented, and there were no additional divisions required. Initial categories were agreed upon by another coder. As part of the modification of the coding frame, additional subcategories emerged as the tasks were further analyzed. The findings were presented both quantitatively and qualitatively. The discussion of the tasks was based on the subcategories.

Figure 11

Grade 9 Sample Excel Sheet for Communicative Continuum



N	O	P	Q	R	S	T
Task ID	Task Description	Pre-com.	Communicative	Structured com.	Authentic com.	Stages
81-	In				✓	Post-S
67-b	Work		✓			W-S
41-	In the			✓		Post-S
17-	Asaf: I		✓			Post-S
67-	the			✓		Post-S
71-	Custom				✓	Post-S
77-d	Search				✓	W-S
77-	Read			✓		Post-S
80-d	Use the			✓		W-S
21-d	Work			✓		W-S

The quantitative data was produced by entering each task into the appropriate categories as seen in Figure 11.To this end, first, the speaking-focused tasks were chosen, and then each task was assigned a stage (Pre-S, W-S, and Post-S) next, these tasks were classified into the continuum using the following categories in the spreadsheet program: task ID, task description, pre-com., communicative, structured communication, authentic communication, and stages (Figure 9). As mentioned earlier, however, the Pre-S stage tasks were not included in the analysis.

The unit of analysis (each speaking task) was conducted on the basis of the main categories, and the subcategories as previously mentioned (Figure 10). To that end, the unit of analysis for the Pre-communicative category included whether a task mainly focused on form and structures with limited attention to meaning. Another

aspect of analysis included whether a task was a practice without any personalization or interpretation beyond the language structure given. In communicative language practice, the main descriptor was whether the task facilitated the communication of messages with some attention to meaning, while still focusing on pre-taught forms and within a predictable language resource. In structured communication, the unit of analysis included the message transfer with full attention to meaning, within some unpredictability in language use. Finally, the unit of analysis for authentic tasks included fully unpredictable, meaningful transfer of messages that simulated real-world language use.

For instance, if a task included Q&A, which can be found in multiple subcategories, its complexity, whether message transfer was facilitated within given language structures (predictability), was considered. An example analysis is included in the pre-communicative category. These activities focus on form with limited attention to meaning, as the emphasis is on practising the language. Another important criterion for these tasks is that "personalized use of language may be delayed and the functional meaning may not be given due attention as yet" (Pang, 2008, p. 59).

An example task in this category is from the grade 9 English textbook is included below (Figure 12).

Figure 12

An Example Task from Grade 9 (Artıran et al., 2022, p. 47)

c **Work in pairs. Act out a dialogue using the schedule below as in the example. Then swap roles.**

A Day at Greenland Summer Camp	
7.30	**Wake Up & Morning Exercise** Pilates (on Monday, Wednesday, and Friday) aerobics (on Tuesday and Thursday)
8.00	**Breakfast Time**
9.00	**Morning Activities: Water Sports** swimming (every day) sailing (on Monday and Thursday) water skiing (on Friday)
12.00	**Lunch Time**
13.45	**Afternoon Activities: Outdoor & Adventure** archery (on Wednesday and Thursday) horse riding (on Tuesday) trekking and cycling (every day)
17.00	**Free Time** (beach volleyball or handball)
18.00	**Dinner Time**
22.00	**Lights Out**

e.g. A: *What's a typical day at camp like?*
B: *Well, I wake up at 7.30, and then do the morning exercise.*
A: *What kind of exercise do you do?*
B: *I do Pilates or aerobics. It changes every day.*
A: *How often do you do Pilates?*
B: *Three times a week.*

Note. From *Uplift 9 (Student's Book)* (p. 47), by A. Y. Artıran, B. K, Korkutan, E. Özen & N. B. Şentürk, 2022 2019, Milli Eğitim Bakanlığı. Copyright 2022 by Milli Eğitim Bakanlığı.

Despite the task being set as an "act-out" which might suggest meaningful language use, this task was assigned to the pre-communicative category as it presents a predictable range of language and vocabulary use. The language patterns are prescribed in the examples and the task does not involve any creativity. This indicates that there is no meaningful transfer of messages. However, this task serves as a good example for preparing students for the following tasks.

QCA: Strategic, Formulaic and Interactional Competence (Celce-Murcia, 2008)

Tasks were also evaluated in terms of their support for communicative competences. One of the most recent models was proposed by Celce-Murcia (2008), which draws on the works of Canale and Swain (1980) and Canale (1983). This study focused on the *strategic competence, interactional competence* and *formulaic competences* (see Chapter 2, Tables 2, 3, and 4).

In order to investigate the presence of communicative competence, W-S and Post-S tasks were analyzed. The coding frame included the main categories as defined by Celce-Murcia (2008). The spreadsheet program was used to enter the relevant columns: task ID, task description, strategic competence, strategic aspect, interactional competence, interactional aspect, and formulaic competence (Figure 13). The subcategories were created according to the contents analyzed in the tasks. For example, some tasks were coded as "meta-cog", followed by "preparation" referring to making time for preparation in a task. The application of the content into categories was analyzed by an additional coder and modifications were not made in this regard.

Figure 13

Grade 9 Sample Excel Sheet for Communicative Continuum

AI	AJ	AK	AL	AM	AN	AO
Task ID	Task Description	Strategic competence	Strategic aspect	Interactional competence	Interactional aspect	Formulaic competence
81-	discuss:					
67-b	Work in	meta-cog;	preparati			
41-	In the			actional	speech	
17-	Asaf: I					idiom, we
67-	the					proverb:
71-	Share					
77-d	Report	meta-cog;	preparati			
77-	Read					idiom;
80-d	Use the	meta-cog;	preparati			
21-d	Work in					
31-	The	cognitive	notetakin			
21-	Top 5					
31-d	Work in					

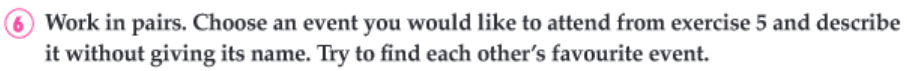
The main analysis included both qualitative and quantitative methods. The frequencies of tasks were presented as competences and the subcategories related to the main competences. Additional discussion on tasks in regard to competences was made in chapters 4 and 5.

Each task was analyzed according to the main and subcategories in the coding frame. The unit of analysis for strategic competence included descriptors that guided the analysis in learning and communication strategies. For instance, the unit of analysis for cognitive strategy included whether tasks encouraged learners to outline, summarize, take notes, organize information or review other materials for task completion.

In the example task below, coding was based on the competence that was aimed at the task. The example task below (Figure 14) requires students to exchange information without giving the name of the event, which involves "approximation" in the "achievement" aspect of *Strategic Competence.*

Figure 14

An Example Task for Strategic Competence



QCA: Revised Bloom's Taxonomy (Anderson and Krathwohl, 2001)

Bloom's revised cognitive categories serve as an important concept in fostering communicative competence. In a learning environment, the use of higher cognitive skills can promote the transfer of knowledge, which, according to Anderson and Krathwohl (2001), can be stored in long-term memory. Using language meaningfully, in this sense, requires FLT to shift from teaching linguistic rules to providing learning opportunities that can turn into experiences, which is

fundamental to communicative competence. Thus, the investigation of taxonomies functions as a crucial concept in communicative competence.

To investigate the extent to which textbooks support the development of communicative competence, the curriculum objectives of each textbook were analyzed. The researcher confirmed that the objectives given in each textbook corresponded to the ones provided by the English language curriculum by MoNE (2018).

The analysis of objectives involved a coding frame (Figure 15) where the main categories comprised the Revised Bloom's cognitive categories (Anderson & Krathwohl, 2001). Additional subcategories involved the cognitive processes. Each objective was analyzed in terms of the cognitive processes and details provided in the framework. Then, they were assigned accordingly. The results were presented quantitatively and qualitatively. The quantitative data involved table matrices and bar charts demonstrating frequencies. The findings of the results were also discussed in regard to which cognitive processes were involved in objectives.

Figure 15

Coding Frame for Revised Bloom's Taxonomy

Main Codes (Cognitive Levels)	Cognitive Processes	Definitions and Examples
Remember	1.1 Recognizing	long-term memory that is consistent with presented material (e.g.,
Remember	1.2 Recalling	knowledge from long-term memory (e.g., Recall the dates of important
Understand	2.1 Interpreting	Representing, Translating: Changing from one form of representation (e.g.
Understand	2.2 Exemplifying	specific example or illustration of a concept or principle (e.g., Give
Understand	2.3 Classifying	that something belongs to a category (e.g., Classify observed or described
Understand	2.4 Summarizing	a general theme or major point(s) (e.g., Write a short summary of the
Understand	2.5 Inferring	Interpolating, Predicting: Drawing a logical conclusion from presented
Understand	2.6 Comparing	Detecting correspondences between two ideas, objects, etc. (e.g., Compare
Understand	2.7 Explaining	cause-and-effect model of a system (e.g., explain the causes of important

A spreadsheet program was used to assign each speaking objective to the relevant category, which included the following columns: G (grade), T (theme), S (speaking), objectives, taxonomy category, task ID, and sample task. To present more accurate results, a task that represented each objective was included.

Figure 16

Sample Excel Sheet for Revised Bloom's Cognitive Categories

A	B	C	D	E	F	G
G	**T**	**S**	**Objectives**	**Taxonomy**	**Task ID**	**Sample Task**
12	6	S1	Students will be able to **distinguish**	2U	68p2	Now, discuss which dialogs in Part 1 are formal and which are
12	10	S1	Students will be able to **express** regrets,	2U	115p7	Think about an incident in your life that required expressing
10	4	S1	Students will be able to **deliver a short**	6Create	52-4C	Use the following pairs of visuals showing some changes and
12	8	S1	Students will be able to **make complaints**	5Evaluate	95p9	Imagine that you are talking to the mayor of your hometown.
9	9	S1	Students will be able to **make** and **respond**	2U	97-d	Work in groups. Imagine that you are hosting a party and giving the
9	3	S4	Students will be able to **act out a dialogue**	3Apply	41-b	Read the dialogue and act it out with your partner. Make similar
9	6	S1	Students will be able to **take part in a**	3Apply	71-c	Work in pairs. Use the role cards and the menu to make similar
9	6	S2	Students will be able to **take part in**	3Apply	67-b	Prepare a similar dialogue as in Exercise a. Use the information on

The unit of analysis for each cognitive category was based on the cognitive processes involved in respective categories. For instance, in the category remember, the identifying descriptors focused on whether objectives involved recalling, listing, memorizing, eliciting factual information, etc. For the category understand, unit of analysis included descriptors focusing on language comprehension through explaining a concept, summarizing an event, describing pictures, representing information from one form to another. In the category apply the unit of analysis included applying previously learned language functions in a new situation procedurally such as whether students can engage in dialogues, act out scenarios, use learned expressions in a new context, perform social functions. In the category analyze, the unit of analysis focused on comparing people or ideas, discussing differences and relationships between two things, and interpreting results. In the

category evaluate, the analysis focused on making decisions and justifications, stance taking, judging, evaluating and reflection on ideas. Finally, the unit of analysis for the category create involved whether tasks complex cognitive processes to generate authentic spoken discourse examples via synthesizing information, presenting it, and discussing their findings.

The analysis of objectives involved identifying the cognitive processes. In the example below (Figure 17), the objective focuses on "changing from one form of representation to another" (Anderson & Krathwohl, 2001, p. 3). This objective focuses on interpreting or representing.

Figure 17

A Sample Objective for Revised Bloom's Taxonomy

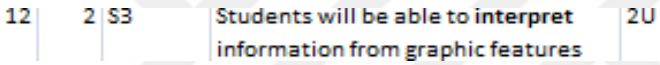


Figure 18 below provides examples from other categories. *Remember* included objectives that focused on recalling facts from memory. The objectives about describing places required understanding, exemplifying and summarizing, so it was assigned to the category *Understand.* The category *Apply* involves the application of pre-learnt procedures and included objectives where learners applied a language structure contextually. The category *Analyze* involves differentiating, which encompasses objectives focusing on comparing things or ideas.

Figure 18

Sample Analysis for Revised Bloom's Cognitive Categories

G	T	S	Objectives	Taxonomy
11	3	S1	Students will be able to **talk about** past habits.	Remember
11	4	S3	Students will be able to **describe** places, people	Understand
9	1	S3	Students will be able to **ask for** and **give** simple	3Apply
9	5	S1	Students will be able to **compare** characteristics of	4Analyze
11	8	S1	Students will be able to **exchange opinions** about	5Evaluate
12	9	S2	Students will be able to **make an interview** with a	6Create

Objectives involving making judgments and critiquing an idea were assigned to the category *Evaluate.* Finally, objectives that involved learners in producing a type of speech product were put in the *Create* category. The distinctive marker between applying and creating was that in *Apply,* learners were involved in a more complex speech act requiring them to engage in multiple applications of the target language such as making an interview that involves writing questions, engaging in a dialogic process, etc.

QCA Textbook: Tasks, Objectives & Genres

The spoken genres were also analyzed and categorized across the grades. To that end, a sample task was assigned to each objective. Then, the conversation genre was evaluated in regard to *turn-taking* (TT), *topic-management* (TM). In conversation analysis, TT refers to the various methods speakers utilise when taking turns to speak. TM, on the other hand deals with the lexical resource the speakers require to manage the conversation (Hasegawa, 2024). Other identified genres such as discussions, role-plays, and debates were evaluated according to the types of tasks such as controlled, semi-controlled, and free.

QCA: Functions of Language (Halliday, 1975)

Objectives were also analyzed in terms of the language functions (Halliday, 1975). The functional approach to English is another important concept in communicative competence. This approach emphasizes that during language development, learners construct their own structure and that this development should not solely be seen from the perspective of the native speaker. In other words, learners' own needs and their social context should govern their learning process. Hence, Halliday's (1975) functions serve as an important steppingstone in understanding the learner's context and the types of functions relevant to their learning.

In order to analyze the objectives, the coding frame (Figure 19) was utilized. Each objective was categorized based on the categories and the subcategories. The data was presented in tabular form through discussions in chapters 4 and 5.

Figure 19

Coding Frame for Language Functions

Main Function	Sub-Function (Cognitive	Definition and Examples
Instrumental	Communicating Preferences,	Language is used to express desires,
Personal	Expressing Individuality	Language is used to express one's
Interactional	Interacting and Maintaining	Language is used to interact and plan,
Regulatory	Controlling Behavior	Language is used to control behavior or
Representational	Conveying Messages	Language is used to convey information
Heuristic	Discovering and Learning	Language is used to find things out,
Imaginative	Creating, Exploring, and	Language is used to create, explore, and

In the analysis of objectives using functions of the language, the primary communicative functions were considered. To that end the unit of analysis for the instrumental functions included performing a function to achieve a communication goal. For the personal function, descriptors included sharing personal feelings, thoughts, and preferences. The interactional function included evaluating whether the objective focused on maintaining and initiating conversations. The regulatory function included providing instructions, giving directions, expressing rules and obligations. In the representational function, the unit of analysis assessed whether objectives focused on conveying knowledge, facts or information. The heuristic function included descriptors such inquiring information, using language for discovery, and clarifying information. Finally, the imaginative function involved descriptors such as using language creatively and responding to hypothetical situations.

A sample of the analysis is presented below.

Figure 20

Sample Analysis for Language Functions

G	T	S	Objectives (Students will be able to…)	Functions
9	1	S1	introduce themselves and their family members.	interactional
9	1	S2	ask and answer about their personal belongings.	interactional
9	1	S3	ask for and give simple directions in simple phrases.	regulatory
9	2	S1	ask about and describe their neighbourhood.	representational

As seen in Figure 20, when learners introduce their family, their main focus is on interaction. Similarly, in the second objective, the focus is on exchanging information. In the third objective, however, learners are engaging in communication where they direct other's actions. Finally, in the last objective, the focus is

communicating factual information; as such the language involves representational function.

Trustworthiness

In qualitative research, terms alternate to reliability and validity are used. For example, under the generic term of Trustworthiness: Lincoln and Guba (1985) posit that trustworthiness of a research study is important to evaluating its worth. Trustworthiness involves establishing several criteria: Credibility, which refers to the confidence in the 'truth' of the findings; Transferability, which shows that the findings have applicability in other contexts; Dependability, referring to whether the findings are consistent and could be repeated; Conformability, which refers to the degree of neutrality or the extent to which the findings of a study are shaped by the respondents and not researcher bias, motivation, or interest; and finally; Authenticity, which refers to how well the findings reflect “range of realities” (Elo et al., 2014). To that end, this part of the chapter will focus on each key area to demonstrate the trustworthiness of the research.

Credibility is one of the essential aspects of trustworthiness which refers to how well the data selected best addresses what the research is trying to establish. To that end, one of the factors credibility depends on is how the researcher collects the data. The data collection in the current study involved utilizing frameworks through deductive content analysis. To that end, a categorization matrix was created. This involved creating a coding frame that guided the analysis of each variable. The structured framework consisted of main and subcategories that were created based on the framework in the literature. In this approach, “the categorization matrix also needs to be pretested in a pilot phase” (Elo et al., 2014, p. 4; Schreier, 2014).

In the pilot phase of the current study, the categories were applied and reviewed with the help of the thesis advisor of the researcher. This process entailed assigning the data to established categories and was followed by deliberations to determine and identify inconsistencies and challenges encountered during coding. Thus, in the pilot phase of the coding, the categories were tested and reviewed, after deliberations; necessary modifications were made to the categorization matrix. As part of the QCA, the coding process involved several iterations. Following the initial coding of the framework into the structure, data were reviewed and visited several times by both the researcher and the thesis advisor.

The sampling strategy is another key aspect of credibility. Since the aim of QCA in the sampling strategy is driven by the research topic, the sampling should directly correlate with what the research questions are trying to understand (Elo et al., 2014). In this respect, the sampling is directly related to the research questions that were focused on. Thus, purposive sampling was utilized in this research.

Another factor that is attributed to credibility is sample size. In QCA, sample size depends on what the study is attempting to explore. In the context of textbook analysis, sample size could relate to the number and variety of books analyzed. In this study, the researcher chose four English textbooks that were in use in the Anatolian high schools in Türkiye. Since these textbooks were used in different grade levels, the sample size ensures the credibility of the study.

Dependability is “the stability of data over time and under different conditions” (Elo et al., 2014, p. 4). Dependability rests on the consistency and repeatability of a study. This can be ensured by providing a comprehensive explanation and justification of the selected materials. To this end, this study provided details of the contents of the materials.

Another aspect of dependability is reporting the analysis process in a clear way. This entails vivid and adequate descriptions of the analysis. To that end, the researcher in this study provided clear and detailed descriptions of the analysis process, as well as the results through tables, bar charts, figures, and table matrices (Elo et al., 2014).

Another integral concept of trustworthiness is related to how well the findings of the study "can be transferred to other settings or groups" (Koch, 1994; Polit & Beck, 2012, as cited in Elo et al., 2014, p. 6). Since transferability involves the applicability of the findings in another context; it can only be evaluated by others. On the part of the researcher, this entails providing "… a clear description of the culture, context, selection, and characteristics of participants" (Elo et al., 2014, p. 6). To that end, this study provided a detailed description of the characteristics of the context. For example, to facilitate transferability, this study provided information about the educational policies and principles, instructional hours as well as the curriculum objectives.

One of the important factors to consider in QCA is conformability. Conformability is directly linked to the interpretive nature of content analysis and researchers inevitably apply their own reasoning during analysis. Thus, researchers must take necessary steps to reduce bias and make sure that their findings conform to the meanings in the data. To this end, other researchers must be involved in the coding process. In the coding process of this textbook, an expert in the field accompanied both the coding and the categorization processes. This entailed a continuous dialogue where the expert provided a review of the categorization, which involved discussions on instances where inconsistencies emerged, further refining

the interpretations. Moreover, the researcher revisited the categories repeatedly over the course of the research to ensure the accuracy of the interpretations.

This chapter presented a comprehensive overview of the research design, context, sampling, and method of data collection and analysis, followed by trustworthiness. The next chapter will present the results.

CHAPTER 4: RESULTS

Introduction

This chapter will present the results of the analysis of the speaking tasks in four English textbooks issued by MoNE. Initially, the purpose of this chapter as well as the research questions will be given. Then, the research design will be explained. Finally, each research question will be answered.

This study aimed to analyze the speaking tasks of the English textbooks studied in Anatolian High Schools in Turkey. In order to analyze the tasks, four textbooks issued by the MoNE used in Anatolian high schools were chosen. These tasks were analyzed using content analysis. First, the parent and start list of codes were created using Byram's (2021) objectives for knowledge. Then, to evaluate the speaking tasks in regard to the objectives, first-level coding was created by the researcher. The speaking tasks from four EFL textbooks were analyzed to determine whether they satisfied any of the objectives. Secondly, the communicative aspects of the tasks were analyzed using Littlewood's (2013) *Communicative Continuum* and Celce-Murcia's *Interactional, Strategic,* and *Formulaic Competences*. Each speaking task was analyzed and their connection with competences were determined by the researcher based on the theoretical concepts mentioned. Afterwards, the speaking objectives found in the curriculum sections of each grade were tabulated and analyzed in regard to Bloom's revised taxonomy categories. Finally, graphs and tables were created in order to compare and contrast results in regard to the cognitive dimension, *communicative continuum*, communicative competences, and the

knowledge domain *of Intercultural Communicative Competence* (ICC) both within and between grade levels.

Grade 9 English Language Textbook: Speaking Functions, Objectives & Genres

The following sections will present the results descriptively with the help of graphs and tables one grade level at a time. First, the structure of the book and the themes will be outlined. Then, curriculum objectives will be presented and evaluated using Halliday's (1975) language functions. Second, tables and graphs demonstrating the distribution of curriculum objectives among Revised Bloom's taxonomy categories (Anderson & Krathwohl, 2001) and genres will be analyzed. Next, the communicative continuum (Littlewood, 2013) categories across and within the grades will be reported. Afterwards, the data regarding communicative competences (Celce-Murcia, 2008) will be revealed. Finally, tables and graphs demonstrating ICC knowledge objectives (Byram, 2021) across four grades will be presented.

Grade 9 Textbook: Themes and Structure

One of the four textbooks that were evaluated in this study was the *Uplift* Grade 9 textbook (Artıran et al., 2022) which comprised the following ten themes with their respective theme titles:

- Theme 1 Studying Abroad
- Theme 2 My Environment
- Theme 3 Movies
- Theme 4 Human in Nature
- Theme 5 Inspirational People
- Theme 6 Bridging Cultures
- Theme 7 World Heritage
- Theme 8 Emergency and Health Problems

- Theme 9 Invitations and Celebrations
- Theme 10 Television and Social Media

Each theme is made up of 4 modules, and there are 5 strands in each theme, namely *Functions*, *Vocabulary*, *Listening*&*Speaking*, *Reading*&*Writing*, and *Pronunciation*. Each theme begins with a *Lead-in* section made up of two discussion questions that activate learners' background information about the topic. The themes usually progress in the following order of skills; listening, speaking, reading, listening, speaking, writing, and pronunciation. Although each skill is focused on separate pages, they include an integrated approach, featuring tasks from all skills. Additionally, speaking sections include *Did you know?, Proverb of the day,* and *Idiom of the day* parts that share insightful facts and meaningful proverbs related to the topic of the theme. *Game Time* and *Portfolio* are additional components of the Grade 9 textbook (Artıran et al., 2022).

Grade 9 Textbook and English Language Curriculum

Grade 9 textbook was designed for the Anatolian high schools in Turkey. According to the Ministry of Education, these schools receive four hours of English a week. A typical academic year, subtracting midterm breaks, the semester break, and national holidays, has approximately 36 weeks, or 144 hours of English lessons to finish the book.

Grade 9: Speaking Objectives

Table 8 below depicts the grade 9 speaking objectives. As Table 8 demonstrates, there are 29 objectives in total distributed among 10 themes. Themes have a maximum of three and a minimum of two objectives each. When the textbooks were analyzed, it was confirmed that the speaking objectives mentioned in

the textbook (Artıran et al., 2022, pp. 9 -11) matched exactly those found in the curriculum document.

Table 8

Grade 9: Speaking Objectives

G	T	S	Objectives (Students will be able to…)	Functions
9	1	S1	introduce themselves and their family members.	interactional
9	1	S2	ask and answer about their personal belongings.	interactional
9	1	S3	ask for and give simple directions in simple phrases.	regulatory
9	2	S1	ask about and describe their neighbourhood.	representational
9	2	S2	compare people, places and objects around them.	representational
9	2	S3	ask and answer questions about location of things and places.	interactional
9	3	S1	express their opinions about free time activities.	personal
9	3	S2	ask about and tell the time and the date	representational
9	3	S3	talk about their preferences of hobbies and free time activities	personal
9	3	S4	act out a dialogue about accepting and refusing an invitation	interactional
9	4	S1	talk about their abilities.	personal
9	4	S2	talk about their daily activities and the frequencies of those activities.	personal
9	5	S1	compare characteristics of different well-known people by expressing their opinions.	representational
9	5	S2	describe current actions in pictures.	representational
9	6	S1	take part in a dialogue about ordering food at a restaurant/cafe.	interactional
9	6	S2	take part in conversations that can occur while travelling.	interactional
9	6	S3	use the most frequently used expressions to buy a flight/ bus/train ticket.	instrumental
9	6	S4	talk about some basic cultural differences of places they have visited	representational
9	7	S1	ask and answer simple questions in an interview about past times and past events.	interactional

G	T	S	Objectives (Students will be able to…)	Functions
9	7	S2	give a short simple presentation about an ancient civilization they have searched before.	representational
9	8	S1	ask for help from the emergency services in areas of immediate need.	interactional
9	8	S2	ask for and give advice about health problems.	interactional
9	8	S3	express obligations, responsibilities and prohibitions in social life.	regulatory
9	9	S1	make and respond to suggestions/ requests.	regulatory
9	9	S2	describe future plans and arrangements.	personal
9	9	S3	give and receive information about quantities, numbers, and prices in conversations about shopping.	representational
9	10	S1	make predictions about the future.	representational
9	10	S2	agree or disagree with others by giving their opinions.	interactional
9	10	S3	act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.	imaginative

Note. G = Grade, T = theme, S = Speaking

When the grade 9 speaking objectives are analyzed according to the language functions as outlined by Halliday (1975), different functions emerge. The *Regulatory Function* is utilized in objectives where learners direct others' actions, such as asking for and giving directions or getting help from the emergency services. The *Interactional Function* involves dialogues and discussions where learners establish and maintain social relationships. The following objectives are examples of this function: introducing one's own family, taking part in dialogues about ordering food, and engaging in conversations about travelling. The *Personal Function* deals with language used for expressing personal feelings and preferences and giving opinions, such as expressing opinions about free time activities. The *Imaginative Function* is about using language to create and explore fictional worlds and scenarios, which are

often employed in storytelling and creative interactions and entertainment, including creating dialogues, dramatizations, and riddles. Objectives focusing on creating a scenario with role-play are examples of this function. Lastly, the *Representational Function* involves utilizing language in order to explain concepts and convey facts. Objectives that focus on conveying information, such as telling the time, comparing people, and describing actions in a picture, are instances where this function is focused.

Grade 9 Textbook: Curriculum Objectives & Bloom's Cognitive Domain

Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) was used to reveal the cognitive category of each curriculum objective. To that end, each objective was matched with the corresponding cognitive domain category following a careful analysis, as demonstrated in Table 9.

Table 9

Grade 9: Curriculum Objectives & Bloom's Taxonomy

T	S	Objectives	Taxonomy
1	S1	introduce themselves and their family members.	Understand
1	S2	ask and answer about their personal belongings.	Understand
2	S1	ask about and describe their neighbourhood.	Understand
2	S3	ask and answer questions about location of things and places.	Understand
3	S2	ask about and tell the time and the date	Understand
3	S3	talk about their preferences of hobbies and free time activities	Understand
4	S1	talk about their abilities.	Understand
4	S2	talk about their daily activities and the frequencies of those activities.	Understand

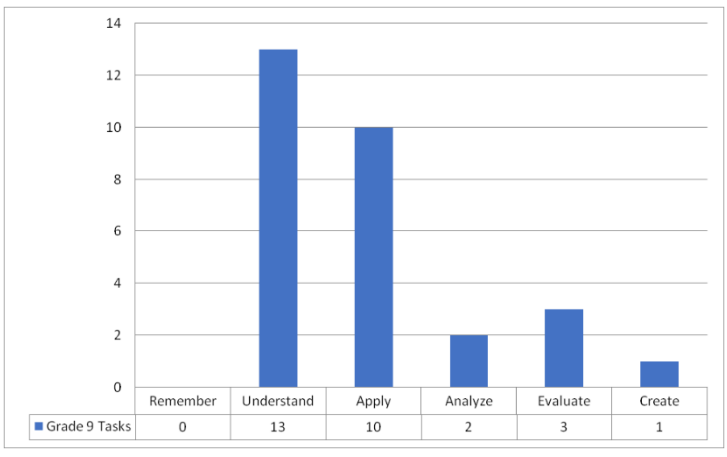
T	S	Objectives	Taxonomy
5	S2	describe current actions in pictures.	Understand
7	S1	ask and answer simple questions in an interview about past times and past events.	Understand
8	S3	express obligations, responsibilities and prohibitions in social life.	Understand
9	S1	make and respond to suggestions/ requests.	Understand
9	S2	describe future plans and arrangements.	Understand
1	S3	ask for and give simple directions in simple phrases.	Apply
3	S4	act out a dialogue about accepting and refusing an invitation.	Apply
6	S1	take part in a dialogue about ordering food at a restaurant/cafe.	Apply
6	S2	take part in conversations that can occur while travelling.	Apply
6	S3	use the most frequently used expressions to buy a flight/ bus/train ticket.	Apply
8	S1	ask for help from the emergency services in areas of immediate need.	Apply
8	S2	ask for and give advice about health problems.	Apply
9	S3	give and receive information about quantities, numbers, and prices in conversations about shopping.	Apply
10	S1	make predictions about the future.	Apply
10	S3	act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.	Apply
2	S2	compare people, places and objects around them.	Analyze
5	S1	compare characteristics of different well-known people by expressing their opinions.	Analyze
3	S1	express their opinions about free time activities.	Evaluate
6	S4	talk about some basic cultural differences of places they have visited	Evaluate
10	S2	agree or disagree with others by giving their opinions.	Evaluate

T	S	Objectives	Taxonomy
7	S2	give a short simple presentation about an ancient civilization they have searched before.	Create

For each Taxonomy category, the researcher used deductive and inductive reasoning to evaluate the objectives based on Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001). For the category *Remember* the objectives that required learners to simply recall a previously learned piece of information were selected. The category *Understand* included objectives that checked learners' understanding by engaging them task and answer, describe, talk about, respond, express etc. *Apply* comprised tasks that allowed students to apply previously learned speaking skills to complete a more complex speaking task such as building a dialogue, acting out a scenario, constructing a genre-based communication, etc. Tasks that urged students to employ higher thinking skills by analyzing, comparing and contrasting, criticizing, etc. were assigned to the category *Analyze.* The tasks that asked students to assess or judge the value of an idea were assigned to *Evaluate*. Finally, if the tasks involved students in the creation of an authentic speaking task, they were assigned to the category *Create*.

Figure 21

Grade9: The Distribution of Objectives in Bloom's Revised Taxonomy



As illustrated in Figure 1, the majority of objectives in Grade 9 fall under the second category "Understand" followed by the third category "Apply." The number of objectives that fell under the second and third categories was pretty close. However, there were much fewer objectives in the higher-order thinking categories as there were only two in "Analyze", three in "Evaluate" and one objective in the "Create" categories.

Grade 9 Textbook: Tasks, Objectives & Genres

Spoken genres were taken into consideration during genre classification. Each objective was analyzed to match it with a corresponding spoken genre. The following genre categories matched the 9th-grade curriculum objectives: *conversation, role-play, introduction, presentation, interview, and discussion.* Tables 10 through 12 below illustrate the objectives and the genres along with sample tasks in the Grade 9 English textbook.

Table 10

Grade 9: Conversation

Task ID	Sample Task	Objectives	Genre
17-c	Imagine that your partner is going to visit his/her family abroad. Ask in turns if s/he has the following belongings as in the example.	ask and answer about their personal belongings.	conversation
29-f	Work in pairs. Read and practise the dialogue below. Then have similar dialogues using the following place names.	ask about and describe their neighbourhood.	conversation
27-c	Tell your partner about your house in turns. Give information about the location of the house, the rooms, and the location of the objects. (Work in pairs.)	ask and answer questions about location of things and places.	conversation
37-c	Choose two activities from Exercise a—one you like and one you dislike. Then have a similar dialogue as in Exercise b. Use the expressions in the boxes. (Work in pairs.)	express their opinions about free time activities.	conversation
40-e	Ask and answer questions as in the example for the other two films. e.g. A:	ask about and tell the time and the date	conversation

Task ID	Sample Task	Objectives	Genre
	When is the drama film? B: It's on January 5th. A: What time does it start? B: It starts at eight thirty p.m. (Work in pairs)		
37-d	Ask three classmates of yours about their preferences and take notes. Then find a partner and talk about the people you have interviewed as in the example.	talk about their preferences of hobbies and free time activities	conversation
51-d	Imagine you are living an isolated life in nature like the people in Exercise b. Talk about what you can do there.	talk about their abilities.	conversation
47-d	Ask the following questions to your partner and tick (✔) the appropriate box on the survey. Then write a short paragraph about your partner's daily routine.(Work in pairs.)	talk about their daily activities and the frequencies of those activities.	conversation
57-e	Look at the photos below. Talk about what the people in each photo are doing as in the examples.	describe current actions in pictures.	conversation
99-f	Imagine you are planning a celebration. Describe your plans and arrangements to your classmates as in the example.	describe future plans and arrangements.	conversation
107-d	Work in pairs. Talk about what you think about the future situations of the topics below. …	make predictions about the future.	conversation
21-d	Work in pairs. Think about the centre of your own city/town. Choose the town square as the starting point. Then take turns to ask for and give directions to the nearest...landmarks and parts of the city/town	ask for and give simple directions in simple phrases.	conversation
31-d	Work in pairs. Compare your city with the cities above.	compare people, places and objects around them.	conversation
61-d	Compare the appearance and personality characteristics of inspiring people you like as in the example. Use the phrases below: … …	compare characteristics of different well-known people by expressing their opinions.	conversation
69-f	Talk about the cultural differences in the places you have visited. Use the notes you have taken in Exercise e. (Work in groups.)	talk about some basic cultural differences of places they have visited	conversation

Table 10 above depicts grade 9 objectives along with sample tasks in the conversation genre. Among the objectives, those that had the following prompts were included in the conversation category: *talk about, ask & answer, express an*

opinion, make a dialogue, give directions, etc. *Turn-taking* and *Topic Management* are two important interactional practices in *conversational analysis*. *Topic Management* refers to the strategies speakers use to select, initiate, and maintain topics during a conversation. *Turn-taking* refers to the ways "transfer of speakership" (Hasegawa, 2024, p. 12) occurs in a conversation. To evaluate turn-taking, the task descriptions were reviewed to see how speaker interaction was constructed. For instance, tasks were evaluated to determine whether learners were expected to take turns strictly back and forth, or with greater flexibility to ensure a more natural flow in their conversations. As seen in Table 10, there was a mix of flexible and strict turn-taking strategies observed. Tasks that asked learners to talk about a topic or an open-ended question provided flexible turn-taking, while tasks that had learners ask about and tell the time, ask and answer about their personal belongings had a stricter turn-taking strategy. It can be inferred from the table that tasks with strict turn-taking were more focused on form while those with flexible turn-taking were more meaning-focused. To analyze the topic management, lexical choices of each task were considered. It was seen that lexical sets were provided by the tasks such as travel items, emotions, places in the city, etc. while in other tasks, it depended on the topic.

Table 11

Grade 9: Role-play

Task ID	Sample Task	Objectives	Genre
41-b	Read the dialogue and act it out with your partner. Make similar dialogues with the situations given below. …	act out a dialogue about accepting and refusing an invitation.	role play
71-c	Use the role cards and the menu to make similar dialogues as in Exercise b. One of you is the customer, and the other is the waiter/waitress. Then swap roles. Work in	take part in a dialogue about ordering food at a restaurant/cafe.	role play

Task ID	Sample Task	Objectives	Genre
	pairs.		
67-b	Prepare a similar dialogue as in Exercise a. Use the information on the cards below. Then act it out. (Work in pairs.)	take part in conversations that can occur while travelling.	role play
67-b	Prepare a similar dialogue as in Exercise a. Use the information on the cards below. Then act it out. (Work in pairs.)	use the most frequently used expressions to buy a flight/ bus/train ticket.	role play
90-d	Work in pairs. Role-play an emergency call. Choose one of the situations from Exercise b. Use the following questions in your dialogue.	ask for help from the emergency services in areas of immediate need.	role play
91-d	Work in pairs. Imagine that you have cut your finger and do not know how to treat the wound. Call someone to help you with the first-aid treatment. Use the role cards and role-play the scenario. Student A Explain the situation and ask for help. Give answers to the questions. Student B Help him/her to calm down. Ask questions about the wound. Use the following photos as a clue for the treatment.	ask for and give advice about health problems.	role play
97-d	Imagine that you are hosting a party and giving the tasks on the to-do list below to your friends. Work in groups.	make and respond to suggestions/ requests.	role-play
101-c	Use the role cards below and make similar dialogues as in Exercise b. One of you is the customer, and the other is the assistant. Then swap roles. Work in pairs.	give and receive information about quantities, numbers, and prices in conversations about shopping.	role play
22-e portfolio	Search for your favourite actor/actress, sportsperson, or scientist on the Net. Take notes about his/her personal information, family, or friends. Imagine you are that person and make a video. Talk about yourself in the video. Then present it to your classmates and submit it to your teacher. In your video, you should... • start with a greeting. • introduce yourself, acting like you are that person. • give information about your age, hometown, country, nationality, and job. • talk about your family members, friends, works, pets, etc. • end with a bye.	introduce themselves and their family members.	role play

In Table 11 above, the role-play genre is tabulated along with objectives and sample tasks. This category included objectives that asked learners to act out or take part in a dialogue. Analysis shows that role-play tasks were mostly semi-controlled as tasks provided some space for creativity. For instance, dialogues are only provided as guidance so learners can be creative in dialogue construction. However, in some controlled tasks, situations were already given which made tasks more structured. There was one free task which explicitly asked learners to be creative during dialogue construction, giving a higher degree of freedom. As demonstrated in Table 11, most tasks asked learners to work in pairs, so it can be said that pair-work was the main mode of participation. There was one instance where learners were asked to work in groups. Additionally, one task utilized individual work where learners were asked to create a video role-playing their favourite famous person.

Table 12 below demonstrates the following objectives: discussion, presentation, and interview. The discussion genre included objectives that focused on discussing a given topic by using discussion strategies and discussion-related phrases. The presentation genre included objectives where learners prepare a presentation on a topic. These objectives include a video and a slide presentation as seen in the table above. The interview genre was explicitly stated in the objective description.

Table 12

Grade 9: Other

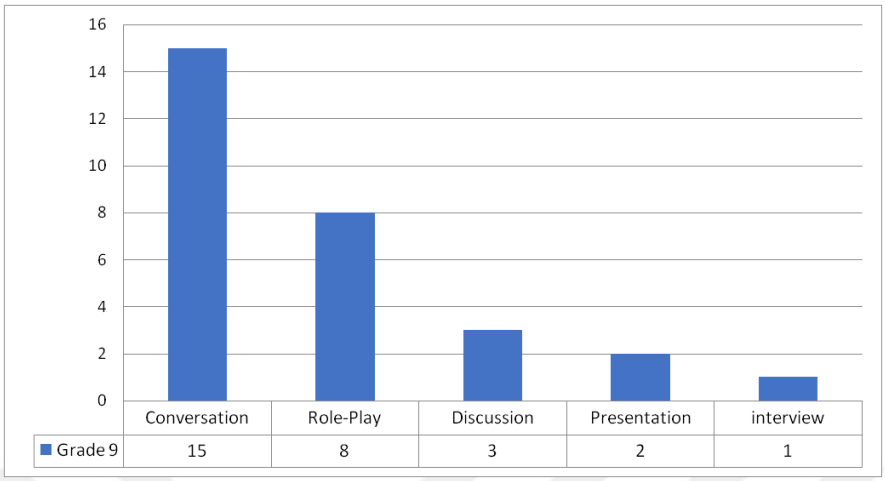
Task ID	Sample Task	Objectives	Genre
92-d	Work in pairs. Discuss how people should act when they are sick to stop the spread of infections and viruses to others as in the example: ….	express obligations, responsibilities and prohibitions in social life.	discussion

Task ID	Sample Task	Objectives	Genre
107-c	Work in pairs. Use the following expressions to talk about the concepts mentioned in the previous task (A dialogue about cryptocurrencies) …	agree or disagree with others by giving their opinions.	discussion
110-d	Work in groups of three. Make a dialogue to discuss the reasons to use social media. Use the expressions below in your dialogue. Then act it out.	act out a dialogue using the expressions and phrases to interrupt and gain time in a conversation.	discussion
80-d	Use the information in Exercise c to do an interview with your partner about Karahan Tepe and record it. Upload your recording to your online portfolio and share it with your classmates.	ask and answer simple questions in an interview about past times and past events.	interview
22-e portfolio	Search for your favourite actor/actress, sportsperson, or scientist on the Net. Take notes about his/her personal information, family, or friends. Imagine you are that person and make a video. Talk about yourself in the video. Then present it to your classmates and submit it to your teacher. In your video, you should... • start with a greeting. • introduce yourself, acting like you are that person. • give information about your age, hometown, country, nationality, and job. • talk about your family members, friends, works, pets, etc. • end with a bye.	introduce themselves and their family members.	presentation
82-e	Choose and research an ancient civilization. Then prepare a slide presentation with the information you have collected and present it to your classmates.	give a short simple presentation about an ancient civilization they have searched before.	presentation

Analysis shows that discussion tasks were semi-controlled as they provided some structure. In regard to task participation, two of the tasks utilized pair work, while one used group work. There were three performance-based tasks utilized as presentation and interview genres. It was found that the interview and one of the presentation tasks were informative. The other presentation task where learners were asked to make a video was a free task.

Figure 22

Grade 9: The Distribution of Genre among Speaking Objectives



As it is demonstrated in Figure 22, 15 of the objectives are in the conversation genre, followed by eight objectives in role-play. Other genres, namely discussion, presentation, and interview, included only anew objectives.

Grade 9 Textbook: Communicative Continuum

To address the second research question, all the speaking tasks in each grade level were analyzed. The speaking tasks were evaluated according to Littlewood's (2013) framework, as illustrated in Table 13, which classifies tasks on the basis of their communicative competence into five categories: (1) *Non-communicative learning*, (2) *Pre-communicative language practice*, (3) *Communicative language practice*, (4) *Structured communication*, and (5) *Authentic communication.*

Table 13

The "Communicative Continuum" as a Basis for COLT

	Analytic Strategies	←	→	**Experiential Strategies**
Non-communicative learning	Pre-communicative language practice	Communicative language practice	Structured communication	Authentic communication
Focusing on the	Practising language	Practising pre-	Using language to	Using language to

	Analytic Strategies ← → **Experiential Strategies**			
structures of language, how they are formed and what they mean, e.g., substitution exercises, inductive "discovery" and awareness-raising activities	with some attention to meaning but not communicating new messages to others, e.g., describing visuals or situational language practice ("questions and answers")	taught language but in a context where it communicates new information, e.g., information gap activities or "personalised" questions	communicate in situations which elicit pre-learnt language but with some degree of unpredictability, e.g., structured role-play and simple problem-solving	communicate in situations where the meanings are unpredictable, e.g., creative role-play, more complex problem-solving and discussion
Focus on forms and meanings				***Focus on meanings and messages***

Note. From "Developing a Context-sensitive Pedagogy for Communication-Oriented Language Teaching," by W. Littlewood, 2013, *English Teaching 68* (3), p. 14. Copyright 2013 by English Teaching.

Grade 9 Textbook: Pre-Communicative

Tasks in this category have limited communicative aspects as they aim to prepare students for more complex and communicative tasks. In this category, learners still need to pay attention to form and engage in simple interactions such as questions& answers but without communicating new information (Littlewood, 2004, p. 322). Table 14 below demonstrates the W-S and Post-S tasks in the pre-communicative categories. There were no Post-S stage tasks found in this continuum category. W-S stage tasks in the pre-communicative category included picture description, simple questions and answers, and making simple dialogues.

Table 14

Grade 9 Textbook: Pre-Communicative

Task ID	Task Description	Pre-com.	Stage
57-e	Look at the photos below. Talk about what the people in each photo are doing as in the examples.	✓	W-S

Task ID	Task Description	Pre-com.	Stage
17-c	Imagine that your partner is going to visit his/her family abroad. Ask in turns if s/he has the following belongings as in the example.	✓	W-S
40-e	Work in pairs. Ask and answer questions as in the example for the other two films. e.g. A: When is the drama film? B: It's on January 5th. A: What time does it start? B: It starts at eight thirty p.m.	✓	W-S
81-b	Work in pairs. Ask and answer questions to talk about the last place you visited. Write down the questions and answers below.	✓	W-S
57-c	Look at the people at the awards ceremony. Describe their physical appearances and clothes as in the example.	✓	W-S
47-c	Work in pairs. Act out a dialogue using the schedule below as in the example. Then swap roles.	✓	W-S

To achieve a higher communicative aspect, with a clear audience, context, purpose, and outcome, the tasks in Table 14 would need to be modified. For instance, 57-e could be revised as follows: Imagine you are a tour guide showing these photos to a group of tourists. Describe each photo, explaining what makes each interesting to visitors. To give another example, 40-e could be as follows: Imagine you are going to buy a cinema ticket, ask questions to your partner to get information about the film you want to see.

Grade 9 Textbook: Communicative Language Practice

In this category, tasks are more communication oriented as they require learners to engage in a transfer of new information using pre-learnt structures. However, the communication comprises a "predictable range of language" and the context is simple so learners can manage to take part in the communication (Littlewood, 2004, p. 322). Both Pre-S and Post-S stage tasks were found in this category. As seen in Table 15, communicative tasks included conducting simple surveys, asking and answering personal questions, information gap exercises, and making dialogues, which are examples of communicative language practice.

Table 15

Grade 9 Textbook: Communicative

Task ID	Task Description	Comm.	Stage
67-b	Work in pairs. Prepare a similar dialogue as in Exercise a. Use the information on the cards below. Then act it out. …	✓	W-S
37-d	Ask three classmates of yours about their preferences and take notes. Then find a partner and talk about the people you have interviewed as in the example.	✓	W-S
107-c	Use the following expressions to talk about the concepts mentioned in the previous task (A dialogue about cryptocurrencies) In my opinion, …	✓	W-S
69-f	Work in groups. Talk about the cultural differences in the places you have visited. Use the notes you have taken in Exercise e.	✓	W-S
21-c	Work in pairs. Use the map in Listening c and have similar dialogues as in Exercise b	✓	W-S
60-e	Think of a well-known person and talk about his/her characteristics. Consider the questions below. • Who is s/he? What is his/her job? ….	✓	W-S
99-f	Imagine you are planning a celebration. Describe your plans and arrangements to your classmates as in the example.	✓	W-S
37-d	Ask three classmates of yours about their preferences and take notes. Then find a partner and talk about the people you have interviewed as in the example.	✓	W-S
91-c	Work in pairs. Tick (✔) the things you should keep in a first-aid kit. plasters bandages aspirin cough syrup scissors a thermometer tweezers antibiotics antibacterial cream single-use gloves	✓	W-S
92-d	Work in pairs. Discuss how people should act when they are sick to stop the spread of infections and viruses to others as in the example. …	✓	W-S
81-c	Retell your friend's answers in Exercise b to your classmates as in the example. e.g. Doğa visited the Blue Mosque with her mother last year. It was an exciting trip for her because...	✓	W-S
29-f	Work in pairs. Read and practise the dialogue below. Then have similar dialogues using the following place names. …	✓	W-S
41-b	Read the dialogue and act it out with your partner. Make similar dialogues with the situations given below.	✓	W-S
47-d	Work in pairs. Ask the following questions to your partner and tick (✔) the appropriate box on the survey.	✓	W-S
17-idiom	Asaf: I really like meeting new people from other countries! Tony: Yes, brother. I like it, too. I'm so happy to know you. Asaf: So am I. We have similar hobbies and interests. Tony: We come from different cultures, but we speak the same language!! Who is the person you think you speak the same language? Introduce him/her in a few sentences.	✓	Post-S
57-idiom	Read the following and answer the question: … Sienna: Wow, you look like a million dollars. You look gorgeous… Who usually looks like a million dollars around you? Describe	✓	Post-S

Task ID	Task Description	Comm.	Stage
	him/her.		
37-idiom	Emily: I've got no plans for tomorrow. Shall we go to the cinema together? Elijah: It suits me. Have a particular film in mind? Emily: Yes,... Many people say the plot keeps you on the edge of your seat. Elijah: Well then, let's book our tickets as soon as possible. What kinds of films keep you on the edge of your seat? Why?	✓	Post-S
87-idiom	Read the dialogue and answer the following question. What do you do when you feel under the weather?	✓	Post-S
27-Prov.	Read the dialogue and answer the question: What do you think makes a house feel like home? Why? ….Well, there is no place like home. What do you think makes a house feel like home? Why?	✓	Post-S
91-Dyk?	Search for some basic first-aid techniques that can save lives until medical help arrives. Take notes and share them with the class.	✓	Post-S
101-Dyk?	When you go shopping, do you take your own shopping bags? Why/Why not? Search the Net to learn about how plastic bags harm nature and all living beings. Then share what you have learnt with your classmates in a few sentences	✓	Post-S
71-Dyk?	Then share what you have learnt with your classmates in a few sentences.	✓	Post-S
51-e	Work in pairs. Ask and answer about what you can and cannot do as in the example. e.g. A: Can you ride a horse? B: Yes, I can./No, I can't.	✓	Post-S
57-f	Work in groups. Ask and answer questions about what is happening in the class now.	✓	Post-S
51-Dyk?	Search for some interesting environmental mathematical data to save energy for our daily lives. Share your research with the class.	✓	Post-S

Communicative tasks utilize previously learned language to establish an interaction where there is a transfer of information. In most of the tasks, activities are structured as pair-work where learners communicate information. However, it can be seen in Table 15 that some Post-S stage tasks need to be improved to facilitate more interaction and transfer of information. For instance, 17-idiom could be reconstructed as follows: Note down some questions to ask your partner to find out who speaks the same language as him/her. Then interview your partner using your notes. Finally, report your findings in class.

Grade 9: Structured Communication

This category encompasses tasks that are more communication-oriented and it challenges learners to move beyond their existing grammar and vocabulary knowledge. These tasks focus on meaning, and more unpredictable language is expected. However, these tasks are structured in a way that makes them manageable for learners. Table 16 below demonstrates the tasks that were classified in this category which included the following tasks: complex information exchange, structured role plays, discussions, open-ended questions, etc.

Table 16

Grade 9 Textbook: Structured Communication

Task ID	Task Description	Structured	Stage
80-d	Use the information in Exercise c to do an interview with your partner about Karahan Tepe and record it. Upload your recording to your online portfolio and share it with your classmates.	✓	W-S
21-d	Work in pairs. Think about the centre of your own city/town. Choose the town square as the starting point. Then take turns to ask for and give directions to the nearest...landmarks and parts of the city/town	✓	W-S
31-d	Work in pairs. Compare your city with the cities above.	✓	W-S
57-d	Work in groups. Talk about what people usually wear for the occasions below. • Wedding ceremony • Birthday party • Graduation ceremony • Picnic	✓	W-S
101-c	Work in pairs. Use the role cards below and make similar dialogues as in Exercise b …	✓	W-S
97-d	Work in groups. Imagine that you are hosting a party and giving the tasks on the to-do list below to your friends. To-do List • Invite friends • Decorate the place • Make a shopping list • Do the shopping • Prepare food and drinks • Order a cake	✓	W-S
110-d	Work in groups of three. Make a dialogue to discuss the reasons to use social media. Use the expressions below in your dialogue. Then act it out.	✓	W-S
111-d	Work in groups. Discuss how to keep your personal information private as in the example. Use the information in …	✓	W-S

Task ID	Task Description	Structured	Stage
71-c	Work in pairs. Use the role cards and the menu to make similar dialogues as in Exercise b. One of you is the customer, and the other is the waiter/waitress. Then swap roles. …	✓	W-S
87-c	Work in pairs. Role-play a conversation at the doctor's using the following role cards. Then swap roles.	✓	W-S
91-d	Work in pairs. Imagine that you have cut your finger and do not know how to treat the wound. Call someone to help you with the first-aid treatment. Use the role cards and role-play the scenario. Student A Explain the situation and ask for help. Give answers to the questions. Student B Help him/her to calm down. Ask questions about the wound. Use the following photos as a clue for the treatment.	✓	W-S
90-d	Work in pairs. Role-play an emergency call. Choose one of the situations from Exercise b. Use the following questions in your dialogue.	✓	W-S
51-d	Imagine you are living an isolated life in nature like the people in Exercise b. Talk about what you can do there.	✓	W-S
27-c	Work in pairs. Tell your partner about your house in turns. Give information about the location of the house, the rooms, and the location of the objects.	✓	W-S
107-d	Work in pairs. Talk about what you think about the future situations of the topics below. …	✓	W-S
61-d	Work in groups. Compare the appearance and personality characteristics of inspiring people you like as in the example. Use the phrases below …	✓	W-S
67-Prov.	Read the dialogue below and answer the following question. …Do you think people should follow the traditions of the places they visit? Why/Why not?	✓	Post-S
41-Dyk?	In the US, if someone does not accept an invitation, it is rude to insist. You should not ask for a second time. A direct answer, yes or no, is enough. They also use phrases that sound like invitations, but they are not. For example, "We should meet sometime." or "You will have to visit us sometime." How is it with your country? Do you keep insisting if someone does not accept your invitation? Discuss it with your classmates. Give examples.	✓	Post-S
77-idiom	Read the dialogue and answer the following question. …Why do you think historical places cannot stand the test of time? How do you think people can protect these places?	✓	Post-S

Task ID	Task Description	Structured	Stage
61-Dyk?	Share your opinion: How do you think people should show justice and fairness in their daily lives? Share your opinion with the class.	✓	Post-S
97-idiom	Read the dialogue and answer the questions: River: Hi, Tyler. Can you do me a favour? Tyler: Sure, what's the problem? River: Tonight I'm going to my uncle's birthday party. My bike is broken, so I need yours. Can I take it? Tyler: **Be my guest.** River: Thanks. You're a great friend! When people ask for your permission to do something, do you immediately say "**be my guest**" without thinking? If no, when do you say "no" to people?	✓	Post-S
107-Prov	Answer the following questions: the dialogue and answer the questions. …Do you think people will easily travel to other planets and stars in the future? Do you think it will happen in your lifetime?	✓	Post-S
61-Dyk?	The following people struggled to achieve equal rights for their people. They are still an inspiration to those who work for justice today. Mahatma Gandhi Nelson Mandela Martin Luther King Jr. Search the Net for their achievements. Then discuss the characteristics they have with the class. How do you think people should show justice and fairness in their daily lives? Share your opinion with the class.	✓	Post-S
47-Prov.	Answer the following question. …Why do you think old habits die hard? Give examples from your daily life.	✓	Post-S

As demonstrated in Table 16, *Structured Communication* tasks included activities that focused on information exchange where learners discussed open-ended questions. It was observed that some of these tasks could be improved to establish a more communication-oriented interaction. For instance, some tasks simply asked questions but lacked a more defined communicative context. In 47-Prov, for example, the task could be set as a group discussion and ask learners to report which habit was the most common in class. Another example would be 31-d which asks students to compare their cities with the ones in the pictures. This task could be changed in the following way to give it a more communicative focus: Work in

groups, imagine that you are talking about the places in the pictures that you visited last summer. Compare them with your hometown.

Grade 9: Authentic Communication

As the category on the far right of the spectrum, *authentic communication* solely focuses on meaning and communication. These tasks require unpredictable language forms. Table 17 below illustrates the tasks found in the authentic communication category. These tasks included the following: content-based tasks, debates, complex discussions, creating presentations and creative role-plays.

Table 17

Grade 9 Textbook: Authentic Communication

Task ID	Task Description	Authentic	Stage
77-d	Search the Net for a mixed heritage site of UNESCO in another country. What makes it unique? Share your research findings with your classmates.	✓	W-S
22-portfolio	Search for your favourite actor/actress, sportsperson, or scientist on the Net. Take notes about his/her personal information, family, or friends. Imagine you are that person and make a video. Talk about yourself in the video. Then present it to your classmates and submit it to your teacher.	✓	W-S
	…		
82-e	Choose and research an ancient civilization. Then prepare a slide presentation with the information you have collected and present it to your classmates.	✓	W-S
81-Dyk?	In Göbeklitepe, the largest stones weigh nearly ten tones, which means it was a gigantic project for that time. Even today, thousands of people must work to carry those stones and put them in their place. How do you think Neolithic people managed to construct Göbeklitepe? Search the Net for further information and talk about the possible answers with your classmates.	✓	Post-S
71-Dyk?	Customers in Japan do not tip waiters/waitresses because tipping is not part of their culture and a tip can upset or confuse them. Is tipping customary where you live? If so, how much do people usually tip? Share your opinions about tipping with the class. Search the Net to learn about tipping etiquette in two different countries. Then share what you have learnt with your classmates in a few sentences.	✓	Post-S

Task ID	Task Description	Authentic	Stage
31-Dyk?	The largest cities in the world with more than 20 million people are Tokyo, Delhi, Seoul, Shanghai, New York, São Paulo, Mexico City, Cairo, Mumbai, Beijing, and Dhaka. Tokyo is the largest city in the world, with a population of 37 million. Search for these cities on the Net. Make a note of which country the cities are in and look at their photos. Then compare and write sentences about them. Share them with the class.	✓	Post-S
21-Dyk?	Top 5 cities where tourists generally get lost are: • Venice, Italy. • London, England. • Tokyo, Japan. • Varanasi, India. • Istanbul, Türkiye. Find the photos of these cities on the Net and compare. What have they got in common? Write a few sentences and share them with your classmates.	✓	Post-S
101-Dyk?	Did you know Every year, we use five trillion plastic bags. That is 160,000 a second, and we can only recycle less than one per cent of them. On average, the usage time of a plastic shopping bag is just 12 minutes, but it takes up to a hundred years to degrade in nature. Unrecycled plastic bags end up in the ocean or soil, and this seriously harms our environment and ecosystem. When you go shopping, do you take your own shopping bags? Why/Why not? Search the Net to learn about how plastic bags harm nature and all living beings. Then share what you have learnt with your classmates in a few sentences	✓	Post-S
111-Dyk?	Search the Net to find some interesting statistics about the time we spend on other daily activities in years. Share them with your classmates.	✓	Post-S

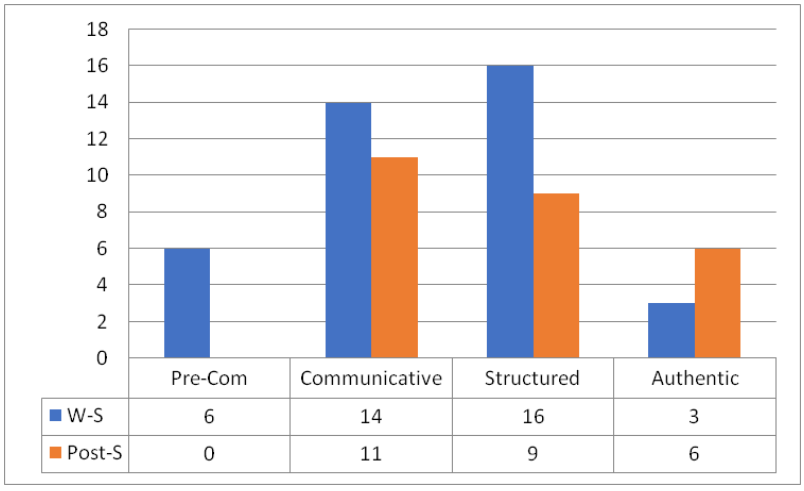
Tasks in the *authentic category* should include content-based and meaning-focused tasks that may be developed into more elaborate projects (Littlewood, 2004). Some of the tasks in Table 17, however, could benefit more from the content and focus more on authenticity as they are quite conducive to evolving into action-oriented projects. For instance, in 77-d instead of searching and reporting UNESCO heritage sites, the task could have learners take a more advocacy-oriented approach. To that end, the task could be as follows: Search online for dangers UNESCO sites are facing in your own country. Take notes of these dangers and come up with possible solutions. Create some slides/posters and present them to your classmates.

Alternatively, create a poster to advocate for the protection/ raise awareness of UNESCO sites in danger around the world/in your country.

Figure 23 illustrates the percentage distribution of *communicative continuum* categories in W-S and Post-S stage tasks in grade 9. According to the graph, 16 tasks were structured communication tasks, followed by 14 in the communicative category. However, only 3 tasks fell into the authentic category. With the communicative continuum spectrum in mind, it can be suggested that the majority of the tasks were meaning and message-focused, leaning on the right end of the spectrum. In the post-S stage, no tasks were found to be pre-communicative. There were 11 tasks in the communicative category and 9 tasks in the structured communication category. In contrast, there were only six tasks in the authentic category.

Figure 23

Grade 9: The Communicative Continuum Percentages in W-S and Post-S Tasks



Grade 9: Communicative Competence: Strategic, Formulaic & Interactional

The third research question required the evaluation of speaking tasks according to Celce-Murcia's (2008) *Strategic*, *Interactional*, and *Formulaic*

Competences. Each speaking task was carefully analyzed and it was found that, out of 65 W-S and Post-S tasks, 36 had a communicative competence aspect. Tables 14, through 16 below present task descriptions and the corresponding competences in the grade 9 English textbook.

Grade 9: Strategic Competence

Strategic Competence refers to knowledge about strategies that learners might need to acquire the language more efficiently. Celce-Murcia outlines these strategies as (1) learning strategies, and (2) Communication strategies (Celce-Murcia, 2008, p. 50). The learning strategies include cognitive, meta-cognitive, and memory-related strategies (Oxford 2001, as cited in Celce-Murcia, 2008, p. 50). The communication strategies include achievement, stalling or time-gaining, self-monitoring, interacting, and social.

Cognitive strategies are those that make "use of logic and analysis to help oneself learn a new language through outlining, summarizing, notetaking, organizing and reviewing material, etc." (Celce-Murcia, 2008, p. 50). As can be seen in Table 18, there are about eight tasks that include cognitive strategies. Four of these tasks utilized notetaking, while the other four focused on reviewing material. Reviewing material was utilized by asking learners to use their notes, to check information in previous tasks for guidance, and to use other sources of information such as maps. There were no instances where learners needed to use *outline* or *summarizing.*

Table 18

Grade 9: Strategic Competence

Task ID	Task Description	Strategic	type
31-Dyk?	The largest cities in the world with more than 20 million people are Tokyo, Delhi, Seoul, Shanghai, New York, São Paulo, Mexico City, Cairo, Mumbai, Beijing, and Dhaka. Tokyo is the largest city in the world, with a population of 37	cognitive	Note-taking

Task ID	Task Description	Strategic	type
	million. Search for these cities on the Net. Make a note of which country the cities are in and look at their photos. Then compare and write sentences about them. Share them with the class.		
37-d	Ask three classmates of yours about their preferences and take notes. Then find a partner and talk about the people you have interviewed as in the example.	cognitive:	note-taking
22-portfolio	Search for your favourite actor/actress, sportsperson, or scientist on the Net. Take notes about his/her personal information, family, or friends. Imagine you are that person and make a video. Talk about yourself in the video. Then present it to your classmates and submit it to your teacher. In your video, you should... • start with a greeting. • introduce yourself, acting like you are that person. • give information about your age, hometown, country, nationality, and job. • talk about your family members, friends, works, pets, etc. • end with a bye.	cognitive: note-taking; meta-cog;	note-taking
69-f	Work in groups. Talk about the cultural differences in the places you have visited. Use the notes you have taken in Exercise e.	cognitive:	reviewing material
21-c	Work in pairs. Use the map in Listening c and have similar dialogues as in Exercise b.	cognitive	reviewing material
91-Dyk?	Share them with the class.	cognitive;	note-taking
97-d	Work in groups. Imagine that you are hosting a party and giving the tasks on the to-do list below to your friends. To-do List • Invite friends • Decorate the place • Make a shopping list • Do the shopping • Prepare food and drinks • Order a cake.	cognitive;	reviewing material
111-d	Work in groups. Discuss how to keep your personal information private as in the example. Use the information in Exercise c.	cognitive;	reviewing material
110-d	Work in groups of three. Make a dialogue to discuss the reasons to use social media. Use the expressions below in your dialogue. Then act it out.	Communication strategies:	stalling or time-gaining
67-b	Work in pairs. Prepare a similar dialogue as in Exercise a. Use the information on the cards below. Then act it out. Name and Surname: (Your name and surname) Destination: From Oslo to Dubai (one-way) Date of Travel: March 29th Class: Business Seat: Aisle Cost: $319 Student A Name and Surname: (Your name and surname) Destination: From Baku to Istanbul (one-way) Date of Travel: June 1st Class:	meta-cog;	preparation

Task ID	Task Description	Strategic	type
	Economy Seat: Window Cost: $194		
71-c	Work in pairs. Use the role cards and the menu to make similar dialogues as in Exercise b. One of you is the customer, and the other is the waiter/waitress. Then swap roles.	meta-cog;	preparation
87-c	Work in pairs. Role-play a conversation at the doctor's using the following role cards. Then swap roles.	meta-cog	preparation
91-d	Work in pairs. Imagine that you have cut your finger and do not know how to treat the wound. Call someone to help you with the first-aid treatment. Use the role cards and role-play the scenario. Student A Explain the situation and ask for help. Give answers to the questions. Student B Help him/her to calm down. Ask questions about the wound. Use the following photos as a clue for the treatment.	meta-cog	preparation
101-c	Work in pairs. Use the role cards below and make similar dialogues as in Exercise b. One of you is the customer, and the other is the assistant. Then swap roles.	meta-cog	preparation
	…		
90-d	Work in pairs. Role-play an emergency call. Choose one of the situations from Exercise b. Use the following questions in your dialogue.	meta-cog	preparation
101-Dyk?	When you go shopping, do you take your own shopping bags? Why/Why not? Search the Net to learn about how plastic bags harm nature and all living beings. Then share what you have learnt with your classmates in a few sentences.	meta-cog	preparations
61-Dyk?	The following people struggled to achieve equal rights for their people. They are still an inspiration to those who work for justice today. Mahatma Gandhi Nelson Mandela Martin Luther King Jr. Search the Net for their achievements. Then discuss the characteristics they have with the class. How do you think people should show justice and fairness in their daily lives? Share your opinion with the class.	meta-cog	preparations
51-Dyk?	search for some interesting environmental mathematical data to save energy for our daily lives. Share your research with the class.	meta-cog	preparations
77-d	Report Share your research findings with your classmates.	meta-cog	preparation
71-Dyk?	Then share what you have learnt with your classmates in a few sentences.	meta-cog	preparations
82-e	Choose and research an ancient civilization. Then prepare a slide presentation with the information you have collected	meta-cog	preparation

Task ID	Task Description	Strategic	type
	and present it to your classmates.		
47-c	Work in pairs. Act out a dialogue using the schedule below as in the example. Then swap roles.	meta-cog	preparation
80-d	Use the information in Exercise c to do an interview with your partner about Karahan Tepe and record it. Upload your recording to your online portfolio and share it with your classmates.	meta-cog	preparation

Meta-cognitive strategies focus on "planning one's learning by making time for homework or preparation, and engaging in self-evaluation of one's success on a given task or one's overall progress" (Celce-Murcia, 2008, p. 50). This strategy involves the following aspects: *preparation, self-evaluations, monitoring one's error, teacher & peer feedback, and compensating for missing knowledge* (Celce-Murcia p.50). As can be seen in Table 18 above, there were about 14 instances where meta-cognitive skill was focused. All of the tasks focused on the preparation aspect which included various tasks where learners had to complete more than one step to finish the given tasks such as interviewing a friend, recording, uploading, and sharing it.

Memory-related strategies, such as "use of acronyms, images, sounds (rhymes), or other clues" (Celce-Murcia, 2008, p. 50), help learners remember words. There were no speaking tasks that focused on this skill.

Finally, *communication strategies* focus on the following: *achievement, stalling or time-gaining, self-monitoring, interacting, and social* (Celce-Murcia, 2008, p. 50). As Table 18 depicts, there was only one task that incorporated a communication strategy, namely stalling or time gaining. In this task, learners were provided with phrases related to gaining time in conversation.

Grade 9: Formulaic Competence

Formulaic competence refers to the knowledge of "fixed and prefabricated chunks of language" (Celce-Murcia, 2008, p. 47) such as *routine expressions, idioms, collocations,* and *lexical frames* that are useful for learners. There were eleven tasks that focused on some aspects of Formulaic Competence. *Idioms* such as: to kick the bucket = to die; to get the ax = to be fired/terminated (Celce-Murcia, 2008, p. 48) are expressions with figurative meanings and they can help learners express situations more effectively. As Table 19 clearly shows, idioms and proverbs are the main formulaic competence features focused on grade 9 tasks. There were about 9 tasks that featured idioms and proverbs. In each instance, tasks present dialogues to introduce the idioms/proverbs, and then facilitate a communication activity where learners use the target phrase.

Collocations are practical word combinations, such as spend money, play the piano, etc. that learners can use in everyday English. There were no tasks specifically focused on collocations.

Table 19

Grade 9: Formulaic Competence

Task ID	Task Description	Formulaic competence
17-idiom	Asaf: I really like meeting new people from other countries! Tony: Yes, brother. I like it, too. I'm so happy to know you. Asaf: So am I. We have similar hobbies and interests. Tony: We come from different cultures, but we speak the same language! ! Who is the person you think you speak the same language? Introduce him/her in a few sentences.	idiom, we speak the same language
57-idiom	Read the following and answer the question: Sienna: Hi, what time are we meeting today? Elsie: Sorry, but I don't want to go out today. Sienna: Is there something wrong? Elsie: Yes, I've got a new haircut, and I'm not pleased with it. Sienna: I'm sure you're wrong. Send me your photo, please. Elsie: Okay, but be honest with me. Sienna: Wow, you look like a million dollars. You look gorgeous. Who usually looks like a million dollars around you? Describe him/her.	idiom: "you look like a million dollars"

Task ID	Task Description	Formulaic competence
37-idiom	Emily: I've got no plans for tomorrow. Shall we go to the cinema together? Elijah: It suits me. Have a particular film in mind? Emily: Yes, my favourite director's new film is out, and the reviews are very positive. Many people say the plot keeps you on the edge of your seat. Elijah: Well then, let's book our tickets as soon as possible. What kinds of films keep you on the edge of your seat? Why?	idiom: keep you on the edge of your seat.
97-idiom	Read the dialogue and answer the questions: River: Hi, Tyler. Can you do me a favour? Tyler: Sure, what's the problem? River: Tonight I'm going to my uncle's birthday party. My bike is broken, so I need yours. Can I take it? Tyler: Be my guest. River: Thanks. You're a great friend! When people ask for your permission to do something, do you immediately say "be my guest" without thinking? If no, when do you say "no" to people?	idiom; be my guest
87-idiom	Read the dialogue and answer the following question. Tim: Sandy, would you like to join us for dinner this evening? Sandy: Thanks for inviting me, but I'm feeling under the weather. Tim: Oh, what's the matter? Sandy: I've had the flu for over a week, but I still have a terrible cough and sore throat. Tim: I'm sorry to hear that. Hope you feel better soon. Sandy: Thank you, Tim. What do you do when you feel under the weather?	idiom; feeling under the weather.
77-idiom	Read the dialogue and answer the following question. Susan: I'd love to travel to Egypt this summer if I get the chance. I especially want to see the Great Pyramid. Karen: What makes it so important? Susan: It's the only wonder of the ancient world still in existence, and it's almost 3,600 years old. Karen: Wow! That's amazing, but it's a bit sad to see the other six wonders weren't able to stand the test of time. Why do you think historical places cannot stand the test of time? How do you think people can protect these places?	idiom; stand the test of time
17-c	Imagine that your partner is going to visit his/her family abroad. Ask in turns if s/he has the following belongings as in the example. e.g. A: Have you got your passport with you? B: Yes, I have./No, I haven't. passport backpack laptop smartphone plane ticket luggage	Lexical phrases "have you got..."
27-Prov.	Read the dialogue and answer the question: What do you think makes a house feel like home? Why? Liz: Oh, honey! I'm so glad to be here! Mountain scenery is breathtaking,	proverb: there is no place like home.

Task ID	Task Description	Formulaic competence
	and the smell of the cool sea breeze is refreshing. I don't want to leave this place. Maybe we can stay here for a few more days. Ken: Oh no, Liz! I need to go home and get some rest. Liz: What? We are already on holiday! Ken: This place is marvelous, but I can only sleep well in my own bed. Well, there is no place like home. What do you think makes a house feel like home? Why?	
67-Prov.	Read the dialogue below and answer the following question. Adam: How's your trip going, Greg? Greg: So far, so good, but I'm in trouble with Japanese eating habits. Adam: What do you mean? Greg: Well, it's rude in here if you don't eat loudly. Adam: Wow, that's weird. It's the opposite in Europe. Greg: Yes, but you know what they say: When in Rome, do as the Romans do. Adam: Ha-ha! You're right. Do you think people should follow the traditions of the places they visit? Why/Why not?	proverb: When in Rome, do as the Romans do.
107-Prov	Answer the following questions: the dialogue and answer the questions. Philip: I can't believe travel to the moon is really happening! Chen: Yes, we have talked about it for years, and now it has turned into reality. Philip: Do you think people will travel to other planets and stars in the future? Chen: Well, I don't know. Only time will tell. Philip: You're so right. Do you think people will easily travel to other planets and stars in the future? Do you think it will happen in your lifetime?	proverb; Only time will tell
101-c	Work in pairs. Use the role cards below and make similar dialogues as in Exercise b. One of you is the customer, and the other is the assistant. Then swap roles. (5) ….	routine expressions: asking for assistance, expressing preference

Routines are useful phrases and formulaic chunks, such as “of course, all of a sudden” (Celce-Murcia, 2008, p. 48), that help learners communicate efficiently. There was one task that included routine expressions about asking for assistance.

Lexical frames refer to expressions with a slot where learners can add/substitute words accordingly. This provides learners with a framework that they can apply in different contexts. As seen in Table 19, there was only one task that focused on lexical frames.

Grade 9: Interactional Competence

Interactional competence refers to the knowledge of speech acts along with the conversational aspect and the paralinguistic features of the target language. For instance, it is important for learners to know how to apologize, request, or ask for permission, as well as the rules of linguistic and non-linguistic behaviour in conversations (Celce-Murcia, 2008). The following aspects are included in interactional competence: *actional competence*, *conversational competence*, and *non-verbal/paralinguistic competence.* Table 16 below demonstrates four speaking tasks focused on *interactional competence*.

Actional competence deals with knowing “how to perform common speech acts and speech act sets in the target language” (Celce-Murcia, 2008, p. 48). Speech acts are speech actions that achieve a type of communication and perform a language function. For instance, to perform a request action verbally, one needs to possess knowledge about different strategies to request in the target language. As seen in Table 20 three tasks focused on actional competence. One of these tasks focused on cultural pragmatics, an area that focuses on how culture influences language use, by having students discuss cross-cultural norms of declining requests. The other two speech acts focused on expressing assertiveness/opinion on a subject.

Table 20

Grade 9: Interactional Competence

Task ID	Task Description	Interactional	type
41-Dyk?	In the US, if someone does not accept an invitation, it is rude to insist. You should not ask for a second time. A direct answer, yes or no, is enough. They also use phrases that sound like invitations, but they are not. For example, "We should meet sometime." or "You will have to visit us sometime." How is it with your country? Do you keep insisting if someone does not accept your invitation? Discuss it with your classmates. Give examples.	Actional	speech acts
61-d	Work in groups. Compare the appearance and personality characteristics of inspiring people you like as in the example. Use the phrases below: • You're absolutely right. • Absolutely./Exactly. • That's exactly what I think. • I totally agree with you. • I don't agree with you. • I totally disagree. • Absolutely not. • I don't think so.	Actional	speech acts
107-c	Use the following expressions to talk about the concepts mentioned in the previous task (A dialogue about cryptocurrencies) In my opinion, ... • No chance! • Never in a million years! • No way! • I'd say exactly the opposite. • I'm not so sure about it. • That's for sure! • I couldn't agree more.	Actional	speech acts
110-d	Work in groups of three. Make a dialogue to discuss the reasons to use social media. Use the expressions below in your dialogue. Then act it out. Gaining time in a conversation: • You know, • Actually, • I mean, • Well, • Right, • Anyway... • Let me think.. Interrupting Someone: Sorry to interrupt, but may I ask a question? • Sorry for interrupting, but I want to make sure I understand. • May I add something here? • Excuse me, but may I jump in here? • May I join the conversation?	Conversational	interrupting

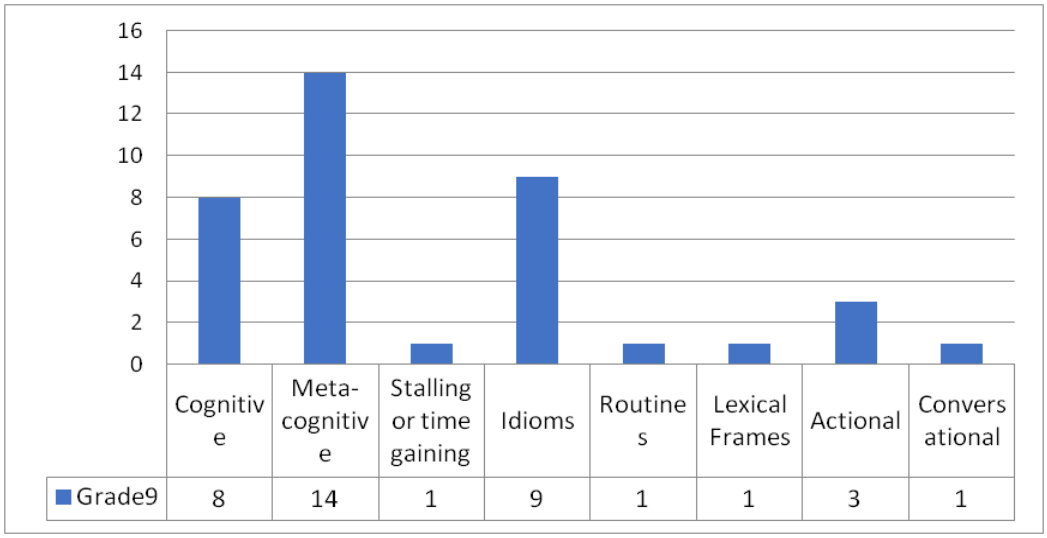
Conversational competence refers to strategies to help learners maintain conversations such as how to open and close conversations, "how to establish and change topics, how to get, hold, and relinquish the floor, how to interrupt, etc." (Celce-Murcia, 2008, p. 48). As can be seen in Table 20, one task focused specifically on how to interrupt, by providing useful phrases.

Non-verbal/paralinguistic competence refers to the use /knowledge of behaviours and body language for more effective communication such as kinesics, non-verbal turn-taking signals, gestures, affect markers, eye contact, proxemics, etc. (Celce-Murcia, 2008, p. 49). There were no instances where non-verbal competence was focused in grade 9 speaking tasks.

As can be clearly seen in Figure 24, the majority of the tasks were found to feature strategic competence, namely, cognitive, meta-cognitive and stalling or time gaining. Regarding the types of strategies, as the tables above depict, most of the cognitive strategies utilised *reviewing material*, with a few focusing on note-taking aspect. For meta-cognitive strategies, making preparations was the predominant aspect used in tasks while only one task focused on stalling or time-gaining aspect of strategic competence.

Figure 24

Grade 9: Communicative Competence



There were 11 tasks in the *formulaic competence* category nine of which incorporated idioms. It was found that only one task each fit the routine and lexical frames subcategories.

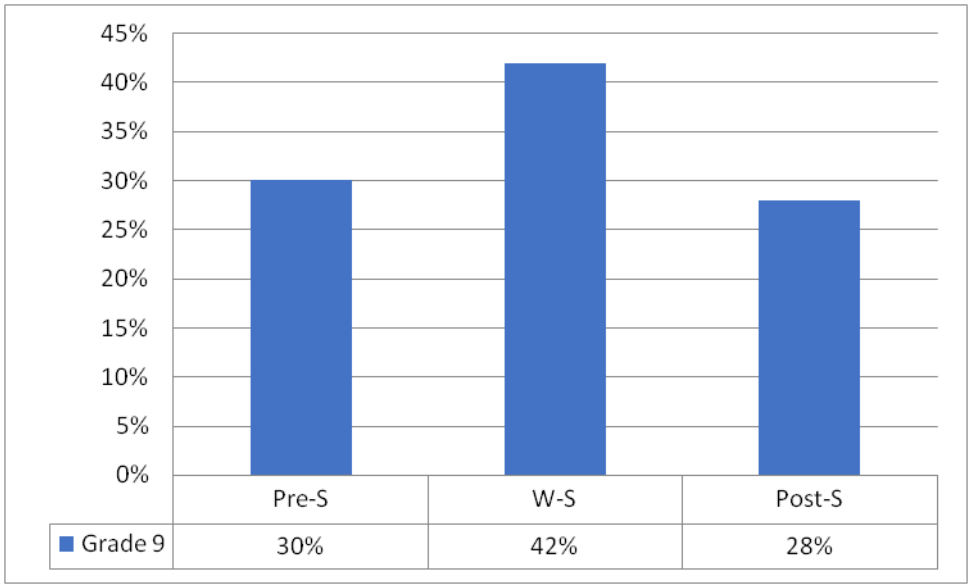
In the *interactional competence category*, there were only four tasks. According to the graph, three tasks were matched with *actional competence*, while only one task matched the conversational category. As Table 20 demonstrates, actional competence included speech acts while conversational competence focused on interrupting skills.

Grade 9: Pre-Speaking, While-Speaking and Post-Speaking Tasks

In order to analyze the speaking tasks in all of the textbooks, the speaking tasks were sorted into the appropriate stages; *Pre-Speaking, While-Speaking and Post-Speaking* tasks. Figure 25 depicts the percentages of stages in grade 9. It should be noted that in the textbooks a certain amount of both *Pre-S* and *Post-S* include tasks that are not speaking tasks. Consequently, only speaking tasks were included in the tables and graphs below.

Figure 25

Grade 9: Pre-S, W-S, & Post-S



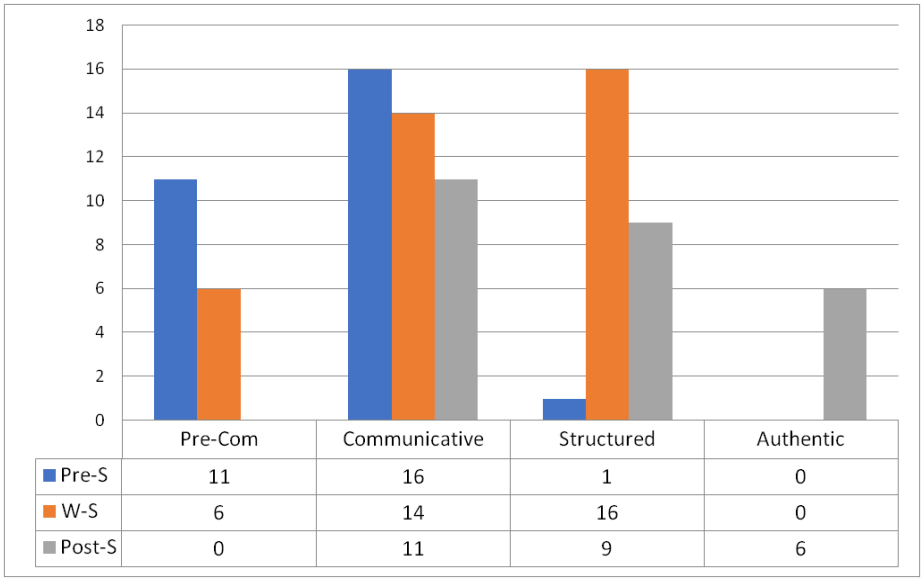
As is seen in the graph, 30% of all speaking tasks were in the Pre-S stage while 42% were in the W-S stage. The post-Stage included 28% of the tasks. It can

be seen that grade 9 tasks have a well-balanced distribution among stages, which can be attributed to the fact that skills are focused separately in the book. However, each skill segment follows an integrated approach as it employs tasks with different skills that help improve the skill in focus. This design helps create a more cohesive structure in terms of the transition from pre- to post-S tasks.

Figure 26 below depicts the distribution of communicative continuum categories across task stages. Pre-S stage tasks mostly fell under pre-com and communicative categories, with only one structured and zero authentic tasks on the other side of the spectrum. The majority of the tasks in the W-S stage belonged to the structured category, and the communicative category respectively. In the post-S stage, most tasks were classified as communicative, followed by structured, and authentic.

Figure 26

Grade 9: Communicative Continuum across Speaking Stage Levels



	Pre-Com	Communicative	Structured	Authentic
Pre-S	11	16	1	0
W-S	6	14	16	0
Post-S	0	11	9	6

Grade 9 English Language Textbook: Intercultural Communicative Competence

In order to answer the last research question, Byram's (2021) objectives for the knowledge domain were used. The list of knowledge objectives was deductively coded and carefully assessed against each task. Refer to Appendix A for a tabular presentation of knowledge domain objectives. After further evaluation, additional codes (Appendix E) were created that matched the tasks and tabulated accordingly.

Grade 9 Textbook: ICC Knowledge Objectives

In grade 9, out of 65 W-S and Post-S speaking tasks, it was found that 23 of them focused on some aspect of the knowledge domain. The following section will address each objective separately and present the results.

Grade 9: Knowledge of/about Historical and Contemporary Relationships (objective a)

Table 21 demonstrates objective (a): HIST-CON-REL which encompasses knowledge about the historical relationship between one's own country and that of the interlocutors'. To that end, its goal is to inform learners on how historical events, significant individuals, etc. can shape the relationship between both countries (Byram, 2021, p. 85).

Table 21

Grade 9: Knowledge of/about Historical and Contemporary Relationships

Task ID	Task Description	Parent Codes	1st Level Coding
81-Dyk?	In Göbeklitepe, the largest stones weigh nearly ten tones, which means it was a gigantic project for that time. Even today, thousands of people must work to carry those stones and put them in their place. How do you think Neolithic people managed to construct Göbeklitepe? Search the Net for further information and talk about the possible answers with your classmates.	HIST-CONT-REL	ISEH

There was only one task found in this objective which focused on reflections on how historical accomplishments could have been possible, thereby touching upon a relationship between the past and contemporary civilizations.

Grade 9: The Means of Achieving Contact (objective b)

Objective (b) emphasizes knowledge of institutions, establishments, communications systems, and organizations that facilitate contact with the interlocutors. For instance, gaining knowledge about ways of travelling and services that can facilitate travelling may be included in this objective.

Table 22

Grade 9: The Means of Achieving Contact (objective b)

Task ID	Task Description	Parent Codes	1st Level Coding
67-b	Work in pairs. Prepare a similar dialogue as in Exercise a. Use the information on the cards below. Then act it out. Name and Surname: (Your name and surname) Destination: From Oslo to Dubai (one-way) Date of Travel: March 29th Class: Business Seat: Aisle Cost: $319 Student A Name and Surname: (Your name and surname) Destination: From Baku to Istanbul (one-way) Date of Travel: June 1st Class: Economy Seat: Window Cost: $194	ACH-CON. & INST.	MT

As can be seen in Table 22 only one task was found for this category which dealt with useful phrases and expressions for travelling such as buying a ticket and making reservations.

Grade 9: The Types of Cause and Process of Misunderstanding (objective c)

Objective (c) emphasizes knowledge about misunderstandings between individuals from different cultures. It informs learners on how cultural constructs may be interpreted differently.

Table 23

Grade 9: The Types of Cause and Process of Misunderstanding (objective c)

Task ID	Task Description	Parent Codes	1st Level Coding
41-Dyk?	In the US, if someone does not accept an invitation, it is rude to insist. You should not ask for a second time. A direct answer, yes or no, is enough. They also use phrases that sound like invitations, but they are not. For example, "We should meet sometime." or "You will have to visit us sometime." How is it with your country? Do you keep insisting if someone does not accept your invitation? Discuss it with your classmates. Give examples.	CPMDC	AII
17-idiom	Asaf: I really like meeting new people from other countries! Tony: Yes, brother. I like it, too. I'm so happy to know you. Asaf: So am I. We have similar hobbies and interests. Tony: We come from different cultures, but we speak the same language! … Who is the person you think you speak the same language? Introduce him/her in a few sentences.	CPMDC	RIAD
67-Prov.	Read the dialogue below and answer the following question. Adam: How's your trip going, Greg? Greg: So far, so good, but I'm in trouble with Japanese eating habits. Adam: What do you mean? Greg: Well, it's rude in here if you don't eat loudly. Adam: Wow, that's weird. It's the opposite in Europe. Greg: Yes, but you know what they say: When in Rome, do as the Romans do. Adam: Ha-ha! You're right. Do you think people should follow the traditions of the places they visit? Why/Why not?	CPMDC	AIEH
71-Dyk?	Customers in Japan do not tip waiters/waitresses because tipping is not part of their culture and a tip can upset or confuse them. Is tipping customary where you live? If so, how much do people usually tip? Share your opinions about tipping with the class. Search the Net to learn about tipping etiquette in two different countries. Then share what you have learnt with your classmates in a few sentences.	CPMDC	CTOC

As demonstrated in Table 23, four tasks had content related to this objective and they emphasized the following: alternative eating habits, tipping customs, and

the customary ways of accepting and refusing invitations. It was revealed that one task sensitized learners to cultural awareness by introducing a dialogue and an idiom conveying the idea that diverse cultures can share common understandings.

Grade 9: National Memories from both Perspectives (objective d and e)

Objective (d) encompasses knowledge about significant representations of one's own culture that are encoded as part of their national identity. Significant sites (heritage sites that are associated with the country), events, and stories are examples of collective memory (Byram, 2021, p. 86). Moreover, the objective also explores the way these identity markers are carried on to subsequent generations by means of socialization, particularly in schools. Objective (e) applies the same concepts but addresses the interlocutors' national memory viewed from one's own perspective.

Table 24

Grade 9: National Memories from both Perspectives (objective d and e)

Task ID	Task Description	Parent Codes	1st Level Coding
77-idiom	Read the dialogue and answer the following question. Susan: I'd love to travel to Egypt this summer if I get the chance. I especially want to see the Great Pyramid. Karen: What makes it so important? Susan: It's the only wonder of the ancient world still in existence, and it's almost 3,600 years old. Karen: Wow! That's amazing, but it's a bit sad to see the other six wonders weren't able to stand the test of time. Why do you think historical places cannot stand the test of time? How do you think people can protect these places?	INTER-NAT-MEM-PERS	IMNISS
77-d	Search the Net for a mixed heritage site of UNESCO in another country. What makes it unique? Share your research findings with your classmates.	INTER-NAT-MEM-PERS	IMNISS

The results indicate that there were no tasks fitting objective (d) in the grade 9 W-S and Post-S stages. On the other hand, two tasks incorporated elements fitting category (e). Both of these tasks encouraged learners to gain information about interlocutors' sites of significance.

Grade 9: Geographical Space from both Perspectives (objective f and g)

Objective (f) addresses knowledge about one's own country and the regional identities, languages, significant landmarks, and the significance of its frontiers. Objectives (f) and (g) are essentially the same; however, while (f) focuses on learners' own geographical space and how it is perceived by the interlocutor, objective (g) considers the geographical space of the interlocutor from the learners' perspective.

Table 25

Grade 9: Geographical Space from both Perspectives (objective f and g)

Task ID	Task Description	Parent Codes	1st Level Coding
80-d	Use the information in Exercise c to do an interview with your partner about Karahan Tepe and record it. Upload your recording to your online portfolio and share it with your classmates.	OWN-GEO-SPACE-PERS	OPGS
21-d	Work in pairs. Think about the centre of your own city/town. Choose the town square as the starting point. Then take turns to ask for and give directions to the nearest...landmarks and parts of the city/town	OWN-GEO-SPACE-PERS	FPOS
31-Dyk?	The largest cities in the world with more than 20 million people are Tokyo, Delhi, Seoul, Shanghai, New York, São Paulo, Mexico City, Cairo, Mumbai, Beijing, and Dhaka. Tokyo is the largest city in the world, with a population of 37 million. Search for these cities on the Net. Make a note of which country the cities are in and look at their photos. Then compare and write sentences about them. Share them with the class.	INTER-GEO-SPACE-P	PISL
21-Dyk?	Top 5 cities where tourists generally get lost are: • Venice, Italy. • London, England. • Tokyo, Japan. • Varanasi, India. • İstanbul, Türkiye. Find the photos of these cities on the Net and compare. What have they got	INTER-GEO-SPACE-P	PISL

Task ID	Task Description	Parent Codes	1st Level Coding
	in common? Write a few sentences and share them with your classmates.		
31-d	Work in pairs. Compare your city with the cities above.	INTER-GEO-SPACE-P	PISL

As Table 25 above depicts, objective (f) was matched with two speaking tasks. One of these tasks focused on ancient sites and landmarks in learners' own country, and the other one asked learners to take a tourist's point of view to reflect on their own geographical space. Objective (g) which focuses on perspectives on the interlocutors' geographical space, matched with three tasks. All tasks reflect content related to learning about interlocutors' geographical space such as comparing different cities and countries around the world.

Grade 9: The Processes and Institutions of Socialization (objective h)

Objective (h) focuses on the socialization process of various societal systems such as education, religion, gender, and marriage, as well as the dominant culture in both countries where individuals undergo cultural rituals and rites (Byram, 2021, p. 86). There were no tasks matching this objective in W-S and Post-S tasks in grade 9.

Grade 9: Social Distinctions and their Principal Markers (objective i)

Objective (i) focuses on social distinctions in both learners' and their interlocutors' countries. It focuses on differences such as class, gender, religion, etc. and the phenomena that mark the distinctions such as minority languages, clothing, accents, etc.

Table 26

Grade 9: Social Distinctions and their Principal Markers (objective i)

Task ID	Task Description	Parent Codes	1st Level Coding
61-Dyk?	Share your opinion. How do you think people should show justice and fairness in their daily lives? Share your opinion with the class.	SOC- DIST-PRIN-MARK	SDRC
57-d	Work in groups. Talk about what people usually wear for the occasions below. • Wedding ceremony • Birthday party • Graduation ceremony • Picnic	SOC- DIST-PRIN-MARK	SDMC

As Table 26 demonstrates, there were two tasks that matched this category. These tasks focused on a variety of visible distinctions including clothing, race or class (Byram, 2021, p. 86).

Grade 9: Institutions affecting daily lives (objective j)

Objective (j) focuses on knowledge about how institutions can influence/affect one's daily lives in both the learners' countries and those of their interlocutors'.

Table 27

Grade 9: Institutions affecting daily lives (objective j)

Task ID	Task Description	Parent Codes	1st Level Coding
101-Dyk?	Answer the question Did you know Every year, we use five trillion plastic bags. That is 160,000 a second, and we can only recycle less than one per cent of them. On average, the usage time of a plastic shopping bag is just 12 minutes, but it takes up to a hundred years to degrade in nature. Unrecycled plastic bags end up in the ocean or soil, and this seriously harms our environment and ecosystem. When you go shopping, do you take your own shopping bags? Why/Why not? Search the Net to learn about how plastic bags harm nature and all living beings. Then share what you have learnt with your classmates in a few sentences	INT-IMP-DAILY LIFE	IIGP

As can be seen in table 27, there was only one task related to objective (j) which included themes about taking action against global warming.

Grade 9: Processes of Social Interaction (objective k)

Objective (k) focuses on social interaction. In other words, it emphasizes knowledge about the modes of behaviour in routine situations, formalities of the language, non-linguistic behavior, etc.

Table 28

Grade 9: Processes of Social Interaction (objective k)

Task ID	Task Description	Parent Codes	1st Level Coding
97-idiom	Read the dialogue and answer the questions: River: Hi, Tyler. Can you do me a favour? Tyler: Sure, what's the problem? River: Tonight I'm going to my uncle's birthday party. My bike is broken, so I need yours. Can I take it? Tyler: **Be my guest.** River: Thanks. You're a great friend! When people ask for your permission to do something, do you immediately say "**be my guest**" without thinking? If no, when do you say "no" to people?	PSII	ARP
69-f	Work in groups. Talk about the cultural differences in the places you have visited. Use the notes you have taken in Exercise e.	PSII	CNMB

In grade 9, as can be seen in Table 28, three tasks in objective (k) focused on the levels of formality in language, and cultural norms and conventions in different cultural contexts.

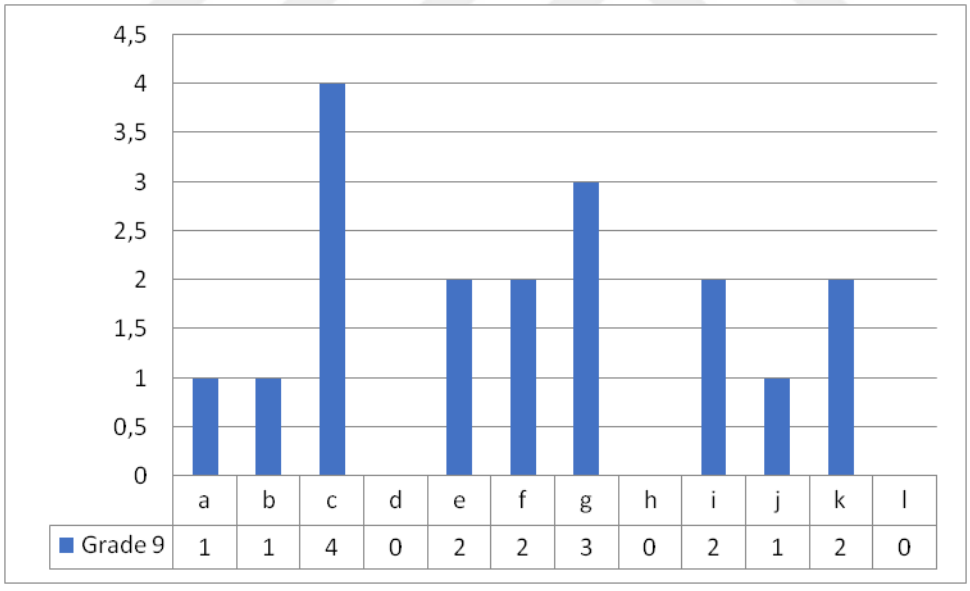
Symbolic competence, admittedly, is not a set of attainable knowledge but awareness about the subjectivity of languages both as form, historicity, and cultural identity (Kramsch, 2011, as cited in Byram, 2021). To illustrate, having symbolic competence proves crucial "when an American engineer might cooperate with an Iraqi engineer to (re-)build a bridge" (Kramsch, 2011, as cited in Byram, 2021), as the interaction not only relies on communicative ability but on knowing power

relationship between cultures and nations. Symbolic competence is studied under three constructs: *the production of complexity, the tolerance of ambiguity, and appreciation of form as meaning.* In grade 9, there were no tasks that focused on symbolic competence. However, there were some missed opportunities. For instance, speaking tasks featured literary devices such as proverbs, idioms, or poems, albeit ignoring possible connections between form and cultural meaning.

As Figure 27 demonstrates, objectives (c) and (i) feature the highest in W-S and Post-S stage speaking tasks followed by objectives: g, j, and k. Objectives e and f had two tasks each while objectives: a, and b had only one task each. On the other hand, no tasks matched with objectives: d, h, and l.

Figure 27

Grade 9: The Distribution of Objectives



Thus, it can be inferred from the graph that in grade 9 speaking tasks there was some focus on knowledge about how various constructs such as tipping, eating habits, etc., are construed across different cultures, and cultural pragmatics of accepting and refusing invitations (objective c). Knowledge of social distinctions

(objective i) was emphasized to a lesser degree. However, these social distinctions were not specified as belonging to another culture.

On the other hand, grade 9 speaking tasks (W-S & Post-S) lacked focus on representations of own culture (objective d) and institutions of socialization (objective h) in one's own and one's interlocutor's country (Byram, 2021, p. 86).

Grade 10 English Language Textbook: Speaking Functions, Objectives & Genres

This section will first present the themes and the structure of the Grade 10 English textbook. Next, grade 10 English curriculum objectives will be presented, and the speaking objectives will be analyzed according to language functions (Halliday, 1975). Finally, speaking objectives, taxonomy, and genres will be evaluated.

Grade 10 Textbook: Themes and Structure

Count Me in Grade 10 English textbook (Çimen et al., 2022) was the second English textbook that was evaluated in the scope of this study. The book incorporates 10 themes as outlined below:

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

- Theme 10 Shopping

Each theme is made up of six to eight distinct parts that focus on each skill and at times on a combination of skills such as speaking-writing, listening-speaking, reading-speaking, etc. The textbook adopts an integrated approach as skills are focused on combination in each part. Each theme also features *Let's Explore* and *Let's Remember* sections providing learners with noticing tasks that target grammar functions and usages (Çimen et al., 2022). Textbook evaluation has shown that grade 10 had 56 speaking tasks. Among these tasks, 16 were in the Pre-speaking stage, 35 were in the W-S stage, and 5 tasks belonged to the Post-S stage.

Grade 10 Textbook and English Language Curriculum

Grade 10 textbooks are used at the Anatolian high schools in Türkiye. As previously mentioned, the grade 10 textbook is studied four hours a week as part of the English program at Anatolian schools. A typical academic year consists of around 36 weeks, or 144 hours of English lessons.

Grade 10: Speaking Objectives

Table 29 below presents the grade 10 speaking objectives. There are 23 objectives distributed among 10 themes. The speaking objectives given in the textbooks match the objectives found in the curriculum document issued by the Ministry of Education (Çimen et al., 2022, p. 9; MoNE, 2018, pp. 34-43).

Table 29

Grade 10: Speaking Objectives

G	T	S	Objectives (Students will be able to…)	Functions
10	1	S1	introduce themselves and others individually/ in pairs or small groups.	interactional
10	1	S2	exchange personal information in both formal and informal situations.	interactional

G	T	S	Objectives (Students will be able to…)	Functions
10	2	S1	talk about their own plans for the future.	personal
10	2	S2	express their ideas in unplanned situations.	instrumental
10	3	S1	act out a story as a legendary figure.	imaginative
10	3	S2	retell a story by describing characters and places.	representational
10	3	S3	talk about a historical legendary figure in Turkish history.	representational
10	4	S1	deliver a short speech using visuals on traditions.	representational
10	4	S3	talk about several things they used to do when they were children.	personal
10	5	S1	ask and answer about their own and other people's travel experiences.	interactional
10	5	S2	book a room at a hotel/ a table in restaurant etc.	instrumental
10	5	S3	confirm information during a conversation	representational
10	5	S4	take part in a dialogue in a group to make a travel plan.	interactional
10	6	S1	talk about the consequences of wasting energy sources	representational
10	6	S2	talk about household chores they are responsible for.	personal
10	7	S1	take part in a dialogue about introducing national and international festivals.	interactional
10	7	S2	describe the steps of a process related to national and international festivals.	representational
10	8	S1	make comments on innovations by stating causes and effects.	representational
10	8	S2	talk about their preferences in technological devices.	representational
10	9	S1	talk about their personal hero (who he/she is and why he/she is their hero/heroine).	personal
10	9	S2	talk about what they would do if they were a hero(ine).	imaginative
10	10	S1	compare clothes by using key words and phrases related to shopping.	representational

G	T	S	Objectives (Students will be able to…)	Functions
10	10	S2	act out a dialogue in clothes shop.	interactional

Note. G = Grade, T = Theme, S = Speaking

Each grade 10 speaking objective was reviewed according to the language functions (Halliday, 1975). The evaluation revealed that speaking objectives incorporated several functions. The *Instrumental Function* is emphasized in objectives including functional role-playing tasks such as booking a room at a hotel and responding to unplanned situations. The *Personal Function* is focused on objectives where learners express their feelings and opinions such as expressing the household chores they are responsible for, talking about their future plans, talking about their personal hero etc. The *Interactional Function* was included in objectives focusing on tasks such as making travel plans, taking part in dialogues, and exchanging information in formal and informal situations. The *Representational Function* was emphasized in objectives including making comments on innovations and giving a speech about traditions, while the *Imaginative Function* was incorporated in objectives with tasks such as acting out stories and talking about what they would do if they were heroes/heroines.

Grade 10 Textbook: Curriculum Objectives & Bloom's Cognitive Domain

Table 30 presents the objectives and their corresponding cognitive levels as defined by Anderson and Krathwohl's (2001) Revised Bloom's Taxonomy.

Table 30

Grade 10: Curriculum Objectives & Bloom's Taxonomy

T	S	Objectives	Taxonomy
1	S1	introduce themselves and others individually/ in pairs or small groups.	Understand
2	S1	talk about their own plans for the future.	Understand
2	S2	express their ideas in unplanned situations.	Understand
3	S3	talk about a historical legendary figure in Turkish history.	Understand
4	S3	talk about several things they used to do when they were children.	Understand
5	S1	ask and answer about their own and other people's travel experiences. .	Understand
5	S3	confirm information during a conversation	Understand
6	S2	talk about household chores they are responsible for.	Understand
9	S1	talk about their personal hero (who he/she is and why he/she is their hero/heroine).	Understand
3	S2	retell a story by describing characters and places.	Understand
7	S2	describe the steps of a process related to national and international festivals.	Understand
7	S1	take part in a dialogue about introducing national and international festivals.	Apply
5	S4	take part in a dialogue in a group to make a travel plan.	Apply
1	S2	exchange personal information in both formal and informal situations.	Apply
3	S1	act out a story as a legendary figure.	Apply
5	S2	book a room at a hotel/ a table in restaurant etc.	Apply
10	S2	act out a dialogue in clothes shop.	Apply
8	S1	make comments on innovations by stating causes and effects.	Analyze

T	S	Objectives	Taxonomy
6	S1	talk about the consequences of wasting energy sources	Analyze
10	S1	compare clothes by using key words and phrases related to shopping.	Analyze
8	S2	talk about their preferences in technological devices.	Evaluate
9	S2	talk about what they would do if they were a hero(ine).	Create
4	S1	deliver a short speech using visuals on traditions.	Create

Each objective was assessed based on Bloom's Revised Taxonomy (Anderson & Krathwohl, 2001). As shown in Table 30, objectives in the *Understand* category included the following: conversations about a simple topic, retelling a story, describing a process, or introducing someone or a concept. For the category *Apply*, the researcher analyzed objectives that "[applied] a procedure to a familiar task" (Anderson & Krathwohl, 2001, p. 3). To that end, objectives in this category focused on using previously learned language functions in a new dialogical context, such as role plays, making travel plans, and acting out dialogues. There were six objectives in total exhibiting higher-order thinking skills. Three objectives aligned with the category *Analyze.* The tasks highlighted analyzing the causes and effects of innovations, the consequences of wasting energy, and different features of clothes. In the *Evaluate* domain, the task encourages learners to evaluate their choices in technological devices. Finally, the two tasks in the domain *Create* emphasized generating new ideas and scenarios by creative thinking and putting together a well-structured speech.

Figure 28

Grade 10: The Distribution of Objectives in Bloom's Revised Taxonomy

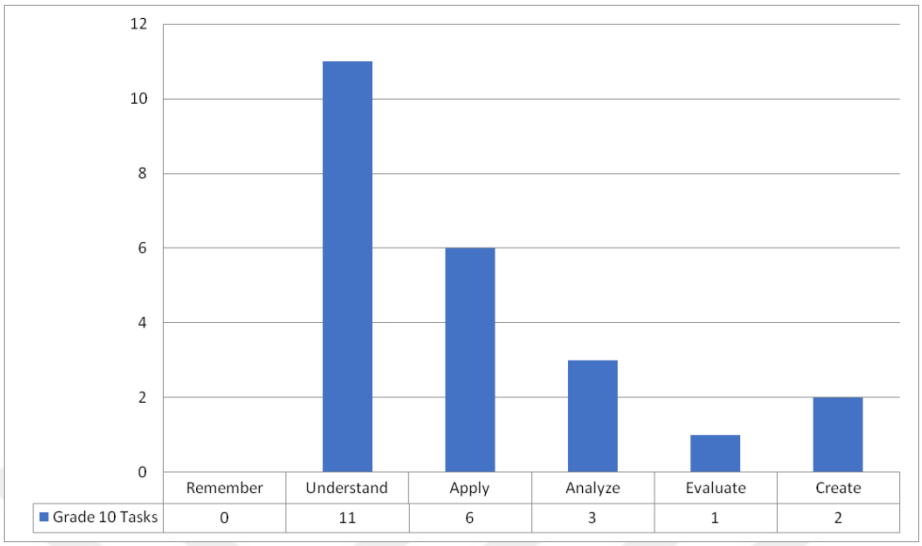


Figure 28 demonstrates the distribution of objectives among taxonomy categories. "Understand" has the highest number of objectives, followed by "Apply" and "Analyze" in that order. There were six objectives aligned with higher-order thinking skills: Three objectives were in *Analyze* domain, one objective in *Evaluate* and 2 objectives in the domain "Create". It can be inferred from the graph that grade 10 objectives predominantly relate to lower-order thinking skills.

Grade 10 Textbook: Tasks, Objectives & Genres

Tables 31 through 33 illustrate spoken genres and objectives with sample tasks. As can be seen, the grade 10 English textbook included the following genres: *conversation, role-play, discussion, narration, presentation,* and *speech.* The sections below demonstrate the objectives along with genres and sample tasks.

Table 31

Grade 10: Conversation

Task ID	Sample Task	Objectives	Genre
14-1F	Now, introduce yourself and your friends to the class. Refer to your notes in Part 1 E. You can ask the following questions to your friends about their families, everyday lives, etc. to learn more and share information about them…	introduce themselves and others individually/ in pairs or small groups.	conversation
26-2E	Now, jot down some notes about your plans for the future and tell them to your friends. plans for the weekend plans for the summer holidays plans for the semester long term plans	talk about their own plans for the future.	conversation
29-5B	What would you do or say in the unplanned situations above? Work in pairs to make sentences as in the example and share them with your friends. E.g. Student A Oh my! I've spilt coffee on my new laptop. Student B Hold on! I'll get a piece of cloth and dry it.	express their ideas in unplanned situations.	conversation
36-1E	Write some notes about a legendary figure in Turkish history and talk about him/her using your notes as in Part 1 D	talk about a historical legendary figure in Turkish history.	conversation
54-5D	Work in pairs. Take turns to ask and answer about what you/your partner used to do as a child. Then, share your dialogues orally with your friends. See the sample dialogue	talk about several things they used to do when they were children	conversation
64-4D	Work in pairs. Ask and answer about travel experiences using the instructions to complete it. Then, share your answers orally with your friends. A: Ask whether she/he has ever been to a city. B: Answer, yes. A: B…..	ask and answer about their own and other people's travel experiences.	conversation
68-6D	Listen to the dialogue again and take part in the dialogue to complete the missing parts. Use the expressions of confirmation from the previous part. Typescript 5.6	confirm information during a conversation	conversation
76-2G	Now, create your 'if chains' to express consequences of wasting energy sources as in the example and share your chains with your friends orally. E.g. If you don't turn off the tap while you are brushing your teeth, you will use more water. If you use more water, you will pay more money on	talk about the consequences of wasting energy sources	conversation

Task ID	Sample Task	Objectives	Genre
	water and your children will live in a dry world in the future.		
73-1E	Talk about what kind of household chores you are responsible for in your family.	talk about household chores they are responsible for.	conversation
89-2B	Look at the pairs of national and international festivals below. Pick one from each pair and describe them using the data about them.	take part in a dialogue about introducing national and international festivals.	conversation
103-4C	Share your preferences in technological devices orally with your friends, as in the examples below. The list of devices may be of help. E.g. I prefer small size mobile phones to the ones with large screens. I'd rather buy a laptop than a tablet PC. It is better for office work. a desktop PC a wireless printer a smart phone memory card e- book reader a laptop corded printer a tablet PC USB devices smart watches	talk about their preferences in technological devices.	conversation
110-2B	Below is a list of some modern heroes/heroines and why people see them as their heroes/ heroines. See them and then, tell your friends who your hero/heroine is, either from the list or not and why, as in the example. E.g. Aziz Sancar is our national modern hero because he has won the Nobel Prize for Chemistry. Taha Akgül has won Olympic, World and European championships.	talk about their personal hero (who he/she is and why he/she is their hero/heroine).	conversation

As it can be observed in Table 31, the majority of the conversation genre included the following descriptions in the objectives: express, talk about, ask & answer. Objectives and tasks were evaluated from the perspective of *Conversation Analysis.* In *CA*, *Topic Management* and *Turn-Taking* are two important concepts illustrating how learners manage and facilitate conversations. As seen in the table, about 5 tasks, which included the prompt "talk about," provided a more flexible turn-taking compared to other ones. For instance, in 103-4C, the learners would be able to

interrupt each other to ask questions which overall ensures a more fluid conversation. About four of the tasks were designed with strict *Turn-Taking* where learners are expected to ask and answer questions. In 64-4D, for instance, learners are given a template of instruction which demonstrates what they need to ask and how they need to answer. On the other hand, some of the tasks provided a balanced *turn-taking* where learners took turns to, for instance, describe a festival, or take part in a dialogue about past actions, etc. *Topic management* refers to the strategies learners use to maintain the flow of conversations. In that regard, lexical choice in each task was reviewed. Almost all of the tasks had already provided related lexical items to some degree. For instance, some tasks including 103-4c and 110-2b provided lexical frames. In other tasks, the lexical themes were specified in the task descriptions such as travel experiences, technological devices, past habits, etc.

Table 32 depicts the role-play genres. In this category, objectives focus on language functions in real-life situations such as "booking a hotel room" or buying clothes, reenacting a historical legend, etc.

Table 32

Grade 10: Role-play

Task ID	Sample Task	Objectives	Genre
66-5D	Ethan and his friends are planning a weekend off. Work in groups. Refer to Auntie Jane's e-mail text in Part 5 B. Decide on the expressions to complete the dialogue and act it out.	take part in a dialogue in a group to make a travel plan.	role play
14-2B	Work in pairs to make a dialogue. Exchange personal information with your partner. Include your families, interests, habits etc. Then, act it out.	exchange personal information in both formal and informal situations.	role play
39-3D	Imagine that you are Corporal Seyit (Seyit Onbaşı). Use the selected expressions in Part 3 C and act out his story. You can add expressions of your	act out a story as a legendary figure.	role play

Task ID	Sample Task	Objectives	Genre
	own.		
59-1D	Work in pairs, read the given situations below and choose one of them. Make your dialogue and act it out.	book a room at a hotel/ a table in restaurant etc.	role play
121-2C	Imagine that you are shopping with your best friend. Choose one of the pairs of garments below and compare them in terms of their size, color, price, look, weight, shape or what they're made of.	compare clothes by using key words and phrases related to shopping.	role play
127-5C	Choose one of the role cards below and act out your dialogues Work in pairs.	act out a dialogue in clothes shop.	role play

Role-play genre tasks were analyzed to identify the tasks as free, semi-controlled, and controlled. Additionally, the type of task participation (pair work, group work, etc.) was evaluated. As seen in Table 32, two of the role-play tasks: 39-3D and 121-2C were free tasks, while the others were mostly semi-controlled. Free tasks incorporated relatively more creativity and less structure. The semi-controlled tasks provide a structure such as a situation while allowing learners some freedom in how they construct their dialogue as in task: 59-1D. The analysis revealed one controlled task as learners completed some expressions and acted out a given dialogue. As Table 32 depicts, almost all of the tasks were pair tasks with two exceptions. Task: 39-3D is an individual activity, while 66-5D is a group activity.

Table 33 illustrates the objectives and corresponding genres, namely: discussion, narration, presentation, and speech. As it can be seen in the table, some of the objectives have clear statements and descriptions that indicate their genres, while with others, sample tasks indicate their corresponding genres. Objectives matching the discussion genre included discussions of what they would do if they were heroes and the problems and solutions for innovations. In the presentation

genre, the matching objective focused on describing the process of a festival, while in the speech genre, the objective focused on giving a short speech about traditions. Finally, the objective that included retelling a story was matched with the narration genre.

Table 33

Grade 10: Other

Task ID	Sample Task	Objectives	Genre
102-3F	Read the following statements related to using the Internet and social media and discuss to find out the problems.	make comments on innovations by stating causes and effects.	discussion
112-3C	If you were a hero/heroine what would you do? Think and **discuss** with your friends.	talk about what they would do if they were a hero(ine).	discussion
38-2E	Now take a quick look at Part 2 C and retell the story of Ramil. Include the descriptions of important people and places in Ramil's life.	retell a story by describing characters and places.	narration
91-3D	Work in pairs. Take it turns to learn about and introduce national and international festivals. Refer to the information in Part 2 A and 3 C.	describe the steps of a process related to national and international festivals.	presentation
52-4C	Use the following pairs of visuals showing some changes and deliver a short speech to your friends	deliver a short speech using visuals on traditions.	speech

When the tasks were analyzed, it was seen that both of the discussion genre tasks were semi-controlled as one task provided guided discussion on the internet and social media and the other task gave specific example statements related to the discussion. The narration genre task is semi-controlled as it clearly provides the story and the information to be included. Similarly, the presentation task is also semi-controlled since learners are given a framework and lexis to manage the task while offering freedom to choose the festival themselves. On the other hand, speech task

requires learners to describe pictures depicting the changes in lifestyles. Therefore, this task is considered controlled.

Figure 29

Grade 10: The Distribution of Genre among Speaking Objectives

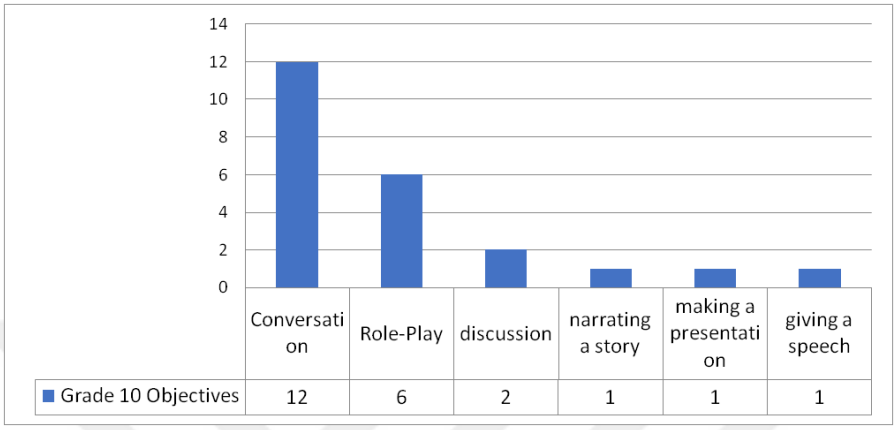


Figure 29 shows that the majority of the objectives belonged to the conversation genre, followed by six objectives falling into the role-play category. There were only two objectives matching with genres discussion genre, while narration, presentation, and speech had one objective each.

Grade 10 Textbook: Communicative Continuum

Tables 34 through 36 below present the W-S and Post-S tasks dispersed across the communicative continuum categories: *on-communicative learning,* (2) *Pre-communicative language practice,* (3) *Communicative language practice,* (4) *Structured communication,* and (5) *Authentic communication.* Since the scope of this study included speaking tasks, the non-communicative category was excluded from the analysis. Additionally, the analysis did not find any Post-S stage tasks for the Pre-communicative category. Moreover, no tasks were matched with the Authentic Communication category in grade 10.

Grade 10 Textbook: Pre-Communicative

In the Pre-Communicative category, tasks do not focus on a new information exchange; instead, they emphasize form through simple drills such as questions & answers (Littlewood, 2004, p. 322). Table 34 below depicts W-S stage tasks in the pre-communicative categories which includes making sentences to practice a language function, describing festivals using given information, conversation drills focusing on form such as intonation, and acting out a given dialogue. As previously mentioned, no Post-S stage tasks were found in the Pre-Communicative category.

Table 34

Grade 10 Textbook: Pre-Communicative

Task ID	Task Description	Pre-com.	Stage
89-2B	Look at the pairs of national and international festivals below. Pick one from each pair and describe them using the data about them.	✓	W-S
12-1B	Below are some issues and questions about school life. Each question is related to an issue. Discuss and match them. …	✓	W-S
32-7C	Work in pairs and make daily conversations in the places given below. Be careful about intonation issues in asking and answering questions. E.g. Mark Can I borrow your dictionary? Lenny Yes, you can.	✓	W-S
29-5B	What would you do or say in the unplanned situations above? Work in pairs to make sentences as in the example and share them with your friends. E.g. Student A Oh my! I've spilt coffee on my new laptop. Student B Hold on! I'll get a piece of cloth and dry it.	✓	W-S
68-6D	Listen to the dialogue again and take part in the dialogue to complete the missing parts. Use the expressions of confirmation from the previous part. Tape script 5.6	✓	W-S
76-2G	Now, create your 'if chains' to express consequences of wasting energy sources as in the example and share your chains with your friends orally. E.g. If you don't turn off the tap while you are brushing your teeth, you will use more water. If you use more water, you will pay more money on water and your children will live in a dry world in the future.	✓	W-S
60-2C	Work in pairs and make conversations with your friends as in the	✓	W-S

Task ID	Task Description	Pre-com.	Stage
	example. Be careful about intonation issues in asking and answering questions: E.g. Student A Italy is a very beautiful country, isn't it? (with rising intonation) Student B Yes, that's right. It has very beautiful landmarks, doesn't it? (with falling intonation)		
66-5D	Ethan and his friends are planning a weekend off. Work in groups. Refer to Auntie Jane's e-mail text in Part 5 B. Decide on the expressions to complete the dialogue and act it out.	✓	W-S
84-6C	Work in pairs and make conversations with your friends as in the example. Be careful about intonation issues in asking and answering questions.	✓	W-S
43-6B	Work in pairs. Tell your friends an event, a story or an activity in the past and practise uttering '-ed' sounds as in the example.	✓	W-S
52-4C	Use the following pairs of visuals showing some changes and deliver a short speech to your friends	✓	W-S

Considering the communicative continuum, W-S tasks are expected to incorporate more meaning-focused tasks in structured and authentic communication. To that end, the tasks above need to be modified accordingly. Adding purpose, audience, context, and outcome can enhance the communicative aspect. For instance, task: 89-2b could be changed as follows: Look at the description of different festivals. Pick one of the festivals; imagine that you are from that country. Then, do research about that festival and present it to your friends, work in groups.

Grade 10 Textbook: Communicative Language Practice

The communicative Language Practice category involves tasks that focus on conveying new information using a range of language that is manageable by learners. As seen in Table 35, Both Pre-S and Post-S stage tasks possess communicative practice features. Tasks included in this category focused on the following: conducting surveys, exchanging personal experiences and preferences, simple conversations about a given topic, and introducing oneself to others.

Table 35

Grade 10 Textbook: Communicative

Task ID	Task Description	Comm.	Stage
13-1E	Kuzey is in the USA for his university education. His English teacher gives the following 'Find someone who ...' sheet as part of an icebreaker. Use the same sheet for yourself. Walk around to learn about your friends. Find someone who...	✓	W-S
99-2B	Share your comments on innovations given below, by stating causes or effects orally with your friends. Make sentences as in the examples.	✓	W-S
64-4D	Work in pairs. Ask and answer about travel experiences using the instructions to complete it. Then, share your answers orally with your friends.	✓	W-S
110-2B	Below is a list of some modern heroes/heroines and why people see them as their heroes/ heroines. See them and then, tell your friends who your hero/heroine is, either from the list or not and why, as in the example. E.g. Aziz Sancar is our national modern hero because he has won the Nobel Prize for Chemistry. Taha Akgül has won Olympic, World and European championships.	✓	W-S
17-4C	Work in pairs. Ask and answer questions as in Part 4 B to create daily conversations. Be careful about intonation issues. *"4B:1. Where do you live? 2. I live in Madrid. 3. You are an only child? 4. Yes, I am. 5. Do you like playing football? 6. No, I don't. 7. What time do you get up? 8. I get up at 8. 9. Are you interested in music? 10. I like listening to music in my spare time."*	✓	W-S
14-2B	Work in pairs to make a dialogue. Exchange personal information with your partner. Include your families, interests, habits etc. Then, act it out.	✓	W-S
43-5B	Talk about your unlucky and lucky moments. Make sentences using 'when' and 'while' as in the examples in Part 5 A.	✓	W-S
103-4C	Share your preferences in technological devices orally with your friends, as in the examples below. The list of devices may be of help. E.g. I prefer small size mobile phones to the ones with large screens. I'd rather buy a laptop than a tablet PC. It is better for office work. a desktop PC a wireless printer a smart phone memory card e- book reader a laptop corded printer a tablet PC USB devices smart watches	✓	W-S
73-1E	Talk about what kind of household chores you are responsible for in your family.	✓	W-S
26-2E	Now, jot down some notes about your plans for the future and tell them to your friends. -plans for the weekend plans for the summer holidays	✓	W-S

Task ID	Task Description	Comm.	Stage
	-plans for the semester long term plans		
14-1F	Now, introduce yourself and your friends to the class. Refer to your notes in Part 1 E. You can ask the following questions to your friends about their families, everyday lives, etc. to learn more and share information about them.	✓	Post-S

In communicative tasks, learners are expected to use learned strategies and apply them in conveying new messages. It can be observed that while tasks in Table 35 above exhibit a transfer of information, some of the communicative aspects such as purpose, audience, context, and outcome could be improved. For instance, in task: 99-2B, the outcome is not clear as students are asked to make comments and share them. Instead, the task could be redesigned as follows: Look at the innovations below, in pairs, make comments about the advantages or the disadvantages of the innovations using cause or effects, and don't forget to take notes. Then, participate in a class discussion and report the ideas discussed in your group. To give another example, in task 17-4C, there is no clear context as learners are expected to ask and answer random questions. Instead, learners could be provided with role cards to practice asking questions in an everyday situation such as asking for directions, etc.

Grade 10: Structured Communication

Structured Communication involves facilitating meaning-focused tasks that make use of previously learned form-focused drills and exercises. The emphasis in this category is to nudge the learners to experiment with language in a more unpredictable context while also providing the scaffolding that helps them manage a task. Table 36 below illustrates the W-S and Post-S stage tasks in the Structured Communication category. As it is observed, tasks in this category include the following tasks: discussions and conversations with open-ended questions,

summarizing a story, making a presentation using notes, making dialogues and acting them out, critically evaluating a quotation from history, and role-playing.

Table 36

Grade 10 Textbook: Structured Communication

Task ID	Task Description	Structured	Stage
38-2E	Now take a quick look at Part 2 C and retell the story of Ramil. Include the descriptions of important people and places in Ramil's life.	✓	W-S
36-1E	Write some notes about a legendary figure in Turkish history and talk about him/her using your notes as in Part 1 D	✓	W-S
91-3C	Work in groups. Discuss what the following questions aim to learn. Choose from the categories in the box. 1. When is it celebrated? 2. How does it impact people? 3. Why is it special? 4. How do people prepare for it? 5. Why is it celebrated? 6. What are the main events/activities? 7. What happens during the day/festival? 8. What do the preparations include? 9. What makes it important? 10. When does it take place? 11. What are the general impressions?	✓	W-S
112-3C	If you were a hero/heroine what would you do? Think and discuss with your friends. Make sentences as in the example, below. Then, share your answers with your friends orally. E.g. If I were a hero, I would help the people in need.	✓	W-S
127-5C	Work in pairs. Choose one of the role cards below and act out your dialogues	✓	W-S
40-4A	Read the following quote and discuss what it shows about Mustafa Kemal Atatürk. ''The centuries rarely produce a genius. Look at this bad luck of ours that the great genius of our era was granted to the Turkish nation.'' D. Lloyd George, Prime Minister of the United Kingdom	✓	W-S
39-3D	Imagine that you are Corporal Seyit (Seyit Onbaşı). Use the selected expressions in Part 3 C and act out his story. You can add expressions of your own.	✓	W-S
16-3D	Work in pairs. Imagine that one of you is the receptionist and the other one wants to be a member of the fitness club. Refer to Part 3 B, 3 C and exchange your information in a dialogue	✓	W-S

Task ID	Task Description	Structured	Stage
21-8C	Use the collocations in Part 8 A to discuss the ways of being a good student with your friends. The allocations are: Obey the rules Stick to the timetable Do revision (for) exams Sit courses Play for high scores Get truant Skip revision	✓	W-S
59-1D	Work in pairs, read the given situations below and choose one of them. Make your dialogue and act it out.	✓	W-S
24-1C	Is it better to arrange everything before or let things slide? Discuss with your friends.	✓	W-S
102-3F	Read the following statements related to using the Internet and social media and discuss to find out the problems. 1. A friend of mine tagged me in a picture without permission. 2. While I was reading comments on a forum page, I saw some offensive and foul language.	✓	W-S
121-2C	Imagine that you are shopping with your best friend. Choose one of the pairs of garments below and compare them in terms of their size, color, price, look, weight, shape or what they're made of.	✓	W-S
39-3E	What other examples of bravery do you remember in Turkish history? Talk about it.	✓	Post-S
65-5E	Can you see any examples of cooperation in the dialogue above? Why is it important to cooperate? Discuss with friends.	✓	Post-S
121-2D	It is very important to consider your limits while doing shopping. How do you think this helps with individuals and society? Discuss with your friends.	✓	Post-S
91-3D	Work in pairs. Take it turns to learn about and introduce national and international festivals. Refer to the information in Part 2 A and 3 C.	✓	Post-S

Structured communication is situated on the right end of the communicative continuum spectrum, and the tasks are expected to be meaning-oriented. Although some scaffolding is provided, learners are also expected to use and experiment with unfamiliar lexis. Although discussions provide tasks with more lexical variability, some tasks need to improve the meaning-focused aspect. To that end, a clear

outcome/purpose is needed. For instance, 21-8C could have the following outcome: After discussing, write two sentences starting with “a good student should…” and help create a “classroom contract” with your classmates, don’t forget to sign at the bottom.

Post-S tasks provide students with a chance to reinforce what they have learned previously. Consequently, Post-S tasks are expected to lean more towards the right end of the spectrum and include meaning-focused tasks that require unpredictable language. To that end, some Post-S tasks in Table 36 above need to be modified to achieve communicative ends. For instance, the ending of task: 39-3E could be modified as follows: After choosing an act of bravery, work in groups to prepare a dialogue and reenact it. This modification will ensure a wider vocabulary range and a clearer context, and purpose.

Grade 10: Authentic Communication

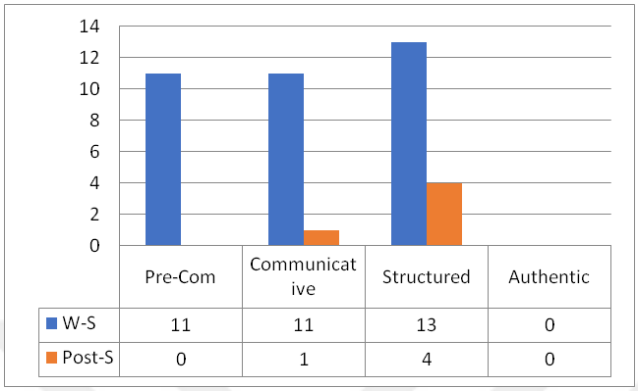
Authentic communication focuses on meaning and communication. As the tasks advance toward the right end of the spectrum, tasks require more unpredictability. Meaning-focused task-based activities that require learners to use higher-order thinking skills were factored in for the *Authentic Communication* category. There were no speaking tasks in grade 10 that fall into this category.

As Figure 30 illustrates, in the W-S stage, *communicative* and *pre-communicative categories* were each assigned 11 tasks. On the other hand, there were 13 tasks in the *Structured Communication* category, while no tasks were found to match the *Authentic Communication* category. In the Post-S stage, out of five total tasks, four tasks fell into the *Structured Communication* category, while only one task was in the *Communicative* category. Considering the *communicative continuum* spectrum, it can be suggested that the majority of the tasks were meaning and

message-focused, leaning on the right end of the spectrum, however, it should be noted that there were no tasks matching the authentic category.

Figure 30

Grade 10: The Communicative Continuum Percentages of W-S and Post-S Tasks



Grade 10 Communicative Competence: Strategic, Formulaic & Interactional

In order to answer the second research question, speaking tasks in the W-S and Post-S stages were evaluated according to Celce-Murcia's (2008) *Strategic*, *Interactional*, and *Formulaic Competences*. Each speaking task was carefully analyzed and it was found that, out of 40 W-S and Post-S tasks, there were 37 instances where communicative competence aspects were incorporated. It should be noted, however, that some tasks had more than one aspect of Communicative Competence. Tables 37, through 39 below demonstrate the tasks with matching communicative competence categories.

Grade 10: Strategic Competence

Strategic competence is the knowledge of modes of behavior learners use to acquire a language. Celce-Murcia outlines these strategies as (1) learning strategies, and (2) Communication strategies (Celce-Murcia, 2008, p. 50). Cognitive, meta-cognitive, and memory-related strategies are grouped as *learning strategies* (Oxford,

2001, as cited in Celce-Murcia, 2008, p. 50). The communication strategies focus on *achievement, stalling or time gaining, self-monitoring, interacting,* and *social*.

Cognitive Learning refers to cognitive strategies used in learning a new language such as "outlining, summarizing, notetaking, organizing and reviewing material, etc." (Celce-Murcia, 2008, p. 50). As demonstrated in Table 37, there are about 13 tasks in the *cognitive category.* Almost all of these tasks incorporated *reviewing material* aspects as they instruct learners to review previously learned material for task completion. *Note-taking* was incorporated into two tasks.

Table 37

Grade 10: Strategic Competence

Task ID	Task Description	Strategic	type
68-6D	Listen to the dialogue again and take part in the dialogue to complete the missing parts. Use the expressions of confirmation from the previous part. Tapescript 5.6	cognitive	reviewing
14-1F	Now, introduce yourself and your friends to the class. Refer to your notes in Part 1 .You can ask the following questions to your friends about their families, everyday lives, etc. to learn more and share information about them. Where do you live? How do you come to school? What do you want to be in the future? What do you think about ...? What kind of music do you listen to? What is your favorite ...?	cognitive	note-taking
21-8C	Use the collocations in Part 8 A to discuss the ways of being a good student with your friends. The allocations are: Obey the rules Stick to the timetable Do revision (for) exams, Sit courses, Play for high scores, Get truant, Skip revision.	cognitive	reviewing
16-3D	Work in pairs. Imagine that one of you is the receptionist and the other one wants to be a member of the fitness club. Refer to Part 3 B, 3 C and exchange your information in a dialogue	cognitive	reviewing
60-2C	Work in pairs and make conversations with your friends as in the example. Be careful about intonation issues in asking and answering questions. 2B Listen to the sentences below and decide if they have a falling intonation (FI) or rising intonation (RI). Tapescript 5.3	cognitive	reviewing

Task ID	Task Description	Strategic	type
66-5D	Ethan and his friends are planning a weekend off. Work in groups. Refer to Auntie Jane's e-mail text in Part 5 B. Decide on the expressions to complete the dialogue and act it out.	cognitive	reviewing
39-3A	How much do you think an adult can lift? Discuss with your friends. (If possible, see the Guinness Book of World Records	cognitive	reviewing
65-5E	Can you see any examples of cooperation in the dialogue above? Why is it important to cooperate? Discuss with friends.	cognitive	reviewing
17-4C	Work in pairs. Ask and answer questions as in Part 4 B to create daily conversations. Be careful about intonation issues.	cognitive	reviewing
91-3D	Work in pairs. Take it turns to learn about and introduce national and international festivals. Refer to the information in Part 2 A and 3 C.	cognitive	reviewing
36-1E	Write some notes about a legendary figure in Turkish history and talk about him/her using your notes as in Part 1 D	cognitive	note-taking
43-5B	Talk about your unlucky and lucky moments. Make sentences using 'when' and 'while' as in the examples in Part 5 A.	cognitive	reviewing
39-3D	Imagine that you are Corporal Seyit (Seyit Onbaşı). Use the selected expressions in Part 3 C and act out his story. You can add expressions of your own.	cognitive	reviewing
54-5D	Work in pairs. Take turns to ask and answer about what you/your partner used to do as a child. Then, share your dialogues orally with your friends. See the sample dialogue	meta-cognitive	preparations
64-4D	Work in pairs. Ask and answer about travel experiences using the instructions to complete it. Then, share your answers orally with your friends.	meta-cognitive	preparations
59-1D	Work in pairs, read the given situations below and choose one of them. Make your dialogue and act it out.	meta-cognitive	preparations
89-2B	Look at the pairs of national and international festivals below. Pick one from each pair and describe them using the data about them.	meta-cognitive	preparations

Meta-cognitive strategies are about managing one's learning through strategies such as *preparation, self-evaluations, monitoring one's errors, teacher & peer feedback, and compensating for missing knowledge* (Celce-Murcia, 2008, p. 50). As Table 37 illustrates, there were only four tasks that focused on the *meta-*

cognitive category, particularly incorporating *making time for preparation* aspect. These tasks usually involve more complex steps where learners might need to focus on allocating and managing time to complete the tasks. As seen in Table 37, both *cognitive* and *meta-cognitive strategies* need to incorporate a wider range of aspects such as *compensating for missing knowledge, self-peer evaluations*, and *organizing.* Additionally, there were no *memory-related* learning strategies incorporated into the tasks.

Communication strategies incorporate the following aspects: *achievement, stalling or time gaining, self-monitoring, interacting, and social* (Celce-Murcia, 2008, p. 50). No tasks were found that focused on these skills explicitly. In *achievement strategies,* learners can use *approximation, circumlocution, code switching, miming, etc.* (Celce-Murcia, 2008, p. 50) to help overcome gaps in the target language. For instance, grade 10 speaking tasks could benefit from integrating *circumlocution,* a strategy that refers to describing unknown words using different words or expressions.

Grade 10: Formulaic Competence:

Formulaic competence refers to the knowledge of *routine expressions*, *idioms, sayings, useful phrases*, c*ollocations, and lexical frames* that may be necessary for learners to possess (Celce-Murcia, 2008, p. 47). There were six tasks in total that integrated *formulaic competence.* There were no tasks focusing on idiomatic expressions explicitly.

Collocations are word combinations such as “spend money, play the piano, etc” (Celce-Murcia, 2008, p. 47) that can help learners achieve more fluency in the target language. As Table 38 demonstrates, one task utilized *collocations* in a discussion activity.

Lexical frames are phrases with a blank part that learners can substitute according to the context or situation such as “I’m looking for _____”, and “see you later/tomorrow/ next week, etc.” Celce-Murcia, 2008, p. 48). *Lexical frames* provide an easy template for learners to construct sentences. As seen in Table 38, there was one instance where *lexical frames* were used.

Table 38

Grade 10: Formulaic Competence

Task ID	Task Description	Formulaic
21-8C	Use the collocations in Part 8 A to discuss the ways of being a good student with your friends. The allocations are: Obey the rules Stick to the timetable-Do revision (for) exams -Sit courses- Play for high scores-Get truant-Skip revision.	collocations
54-5D	Work in pairs. Take turns to ask and answer about what you/your partner used to do as a child. Then, share your dialogues orally with your friends. See the sample dialogue.	Lexical frames: "I used to ....."
14-1F	Now, introduce yourself and your friends to the class. Refer to your notes in Part 1 E. You can ask the following questions to your friends about their families, everyday lives, etc. to learn more and share information about them. Where do you live? How do you come to school? What do you want to be in the future? What do you think about ...? What kind of music do you listen to? What is your favorite ...	routines /Questions about personal information
17-4C	Work in pairs. Ask and answer questions as in Part 4 B to create daily conversations. Be careful about intonation issues.	routines; chunks related to daily conversation
32-7C	Work in pairs and make daily conversations in the places given below. Be careful about intonation issues in asking and answering questions. E.g.in the classroom, at home at a restaurant, at the bus stop… E.g.: Mark: Can I borrow your dictionary? Lenny: Yes, you can.	routines; daily routine expressions provided
16-3D	Work in pairs. Imagine that one of you is the receptionist and the other one wants to be a member of the fitness club. Refer to Part 3 B, 3 C and exchange your information in a dialogue	routines/ customer service phrases

Routine expressions are phrases such as “of course, all of a sudden” (Celce-Murcia, 2008, p. 48) that are commonly used in certain contexts and situations.

Learners often need to learn these as chunks since they are used together more frequently in daily interactions and they help them achieve more fluent communication. As seen in Table 38, four of the tasks provided phrases about daily interactions such as asking for personal information, daily conversation, routines, etc.

Grade 10: Interactional competence

Interactional competence deals with the knowledge of speech acts, conversational skills, and non-verbal skills, and it is studied under three categories: *actional*, *conversational*, and *non-verbal/ paralinguistic competences* (Celce-Murcia, 2008). Table 35 below demonstrates the tasks that focus on an aspect of *interactional competence.*

Actional competence is about performing speech acts. As can be seen in Table 39, there are about three tasks that integrate *actional competence,* including speech acts of formal and informal information exchange.

Table 39

Grade 10: Interactional Competence

Task ID	Task Description	Interactional	type
16-3D	Work in pairs. Imagine that one of you is the receptionist and the other one wants to be a member of the fitness club. Refer to Part 3 B, 3 C and exchange your information in a dialogue.	actional	speech acts/ formal information exchange
14-2B	Work in pairs to make a dialogue. Exchange personal information with your partner. Include your families, interests, habits etc. Then, act it out.	actional	speech acts/informal information exchange
17-4C	Work in pairs. Ask and answer questions as in Part 4 B to create daily conversations. Be careful about intonation issues.	actional	speech acts/ informal information exchange

The concept of *Conversational competence* involves strategies used in conversations such as, how to establish and change topics, how to get, hold, and

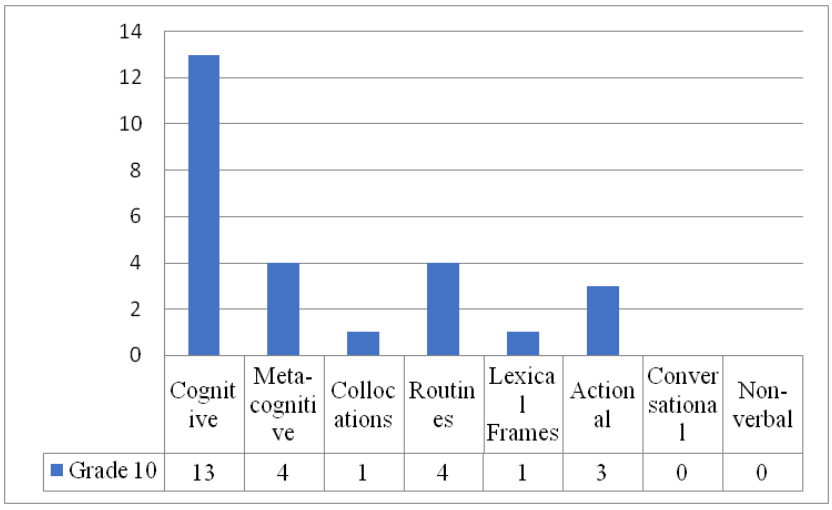
relinquish the floor, how to interrupt, etc. (Celce-Murcia, 2008, p. 48). As seen in Table 39, there were no tasks that involved *conversational competence*.

Non-verbal/paralinguistic competence refers to *kinesics (body language), non-verbal turn-taking signals, backchannel behaviors, proxemics, haptic behavior* (*touching*), and *non-linguistic utterances* (Celce-Murcia, 2008, p. 48). There were no tasks that explicitly focused on non-verbal communication in Grade 10. Although some tasks included a focus on rising and falling intonations, it was discovered that the focus was mostly on the linguistic aspect.

As Figure 31 clearly illustrates, tasks mostly focused on *strategic competence* with 13 focusing on *cognitive*, and four on *meta-cognitive* aspects. However, tasks did not involve *memory-related* or *communication strategies*. There were in total six instances where *formulaic competence* was involved. Tasks in this category mostly focused on *routine expressions.* However, tasks did not feature any idioms.

Figure 31

Grade 10: Communicative Competence



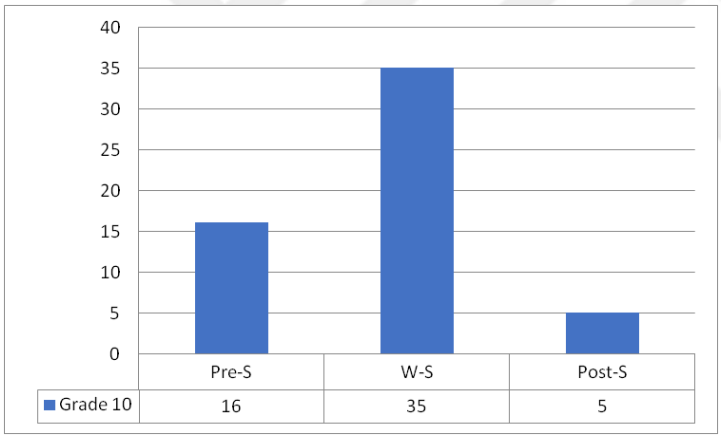
In the *interactional competence category*, there were no tasks involving *non-verbal/paralinguistic* and *conversational competence*. Additionally, three tasks involved *actional competence.*

Grade 10: Pre-Speaking, While-Speaking and Post-Speaking Tasks

Speaking tasks were categorized as *Pre-Speaking, While-Speaking and Post-Speaking* tasks. Initially, it was observed that some *Pre-S* and *Post-S* tasks focused on other skills such as reading or writing. Those tasks were excluded from the analysis in accordance with the scope of this study. Figure 32 illustrates the distribution of the stages in grade 10.

Figure 32

Grade 10: Pre-S, W-S, & Post-S



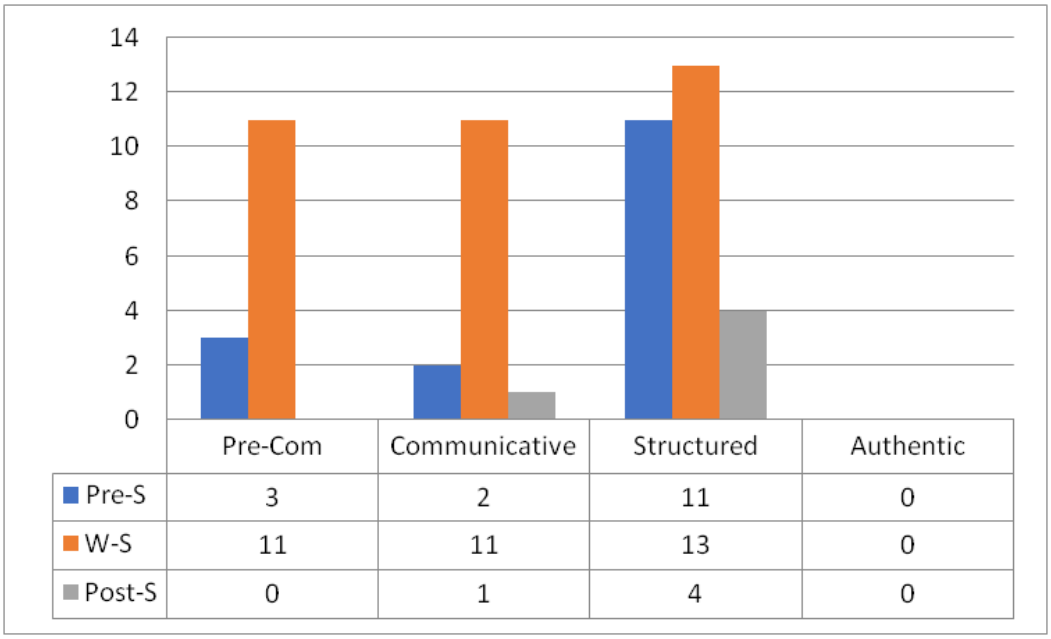
According to the graph above, there is an imbalance between the stages. There are 35 tasks in the W-S stage, 16 in the Pre-S stage, and only 5 in the Post-S stage. This could be due to the fact that the grade 10 textbook does not focus on speaking skills exclusively. To clarify, when a language function is practiced with the speaking skill in mind, scaffolding is provided through non-speaking tasks. For instance, Unit 5A focuses on speaking exclusively, however, out of the two tasks, the Pre-S task is a non-speaking matching activity while the other one is a speaking

activity (Çimen et al., 2022, p. 29). Similarly, the Post-S stage is not given adequate emphasis as there are only 5 tasks in this category. Moreover, some unit segments focus on a combination of skills such as Listening- Speaking, however, some of the speaking tasks only focus on intonation, rather than a meaning-focused approach (Çimen et al., 2022, p. 32).

Figure 33 below illustrates the distribution of stages across communicative continuum categories. It is seen that most Pre-S tasks were in the structured communication category, while most W-S tasks were distributed between Pre-communicative and communicative tasks. However, there were 13 W-S tasks in structured communication. This suggests that although W-S tasks were mostly meaning-focused, there were also too many tasks in the Pre-communicative category, indicating missed opportunities for more communication-oriented tasks.

Figure 33

Grade10: Communicative Continuum across Speaking Stage Levels



	Pre-Com	Communicative	Structured	Authentic
Pre-S	3	2	11	0
W-S	11	11	13	0
Post-S	0	1	4	0

Finally, As Figure 33 shows, most Post-S tasks were structured communication tasks. However, the lack of authentic tasks indicates that grade 10 speaking tasks lack more complex, content-oriented tasks.

Grade 10 English Language Textbook: Intercultural Communicative Competence

Grade 10 speaking tasks were carefully analyzed using Byram's (2021) *Intercultural Communicative Competence (ICC)* framework, particularly *knowledge domain objectives*. The knowledge domain, in short, encompasses the knowledge of how people from different backgrounds perceive each other, and the knowledge of socialization processes that can influence these perceptions (Byram, 2021).

Grade 10 Textbook: ICC Knowledge Objectives

In grade 10, there were 40 W-S and Post-S stage tasks. The evaluation revealed that 11 out of these tasks focused on some aspect of *ICC, knowledge domain.* The following section addresses each knowledge objective and the corresponding tasks separately.

Grade 10: Knowledge of/about Historical and Contemporary Relationships (objective a)

Table 40 demonstrates objective (a): HIST-CON-REL which focuses on "historical and contemporary relationships between one's own and one's interlocutor's countries" (Byram, 2021, p. 85). This objective requires that learners possess knowledge about influential people and events that have influenced both countries. Additionally, it proposes that learners must be conscious of differing perspectives on events involving both countries.

Table 40

Grade 10: Knowledge of/about Historical and Contemporary Relationships (objective a)

Task ID	Task Description	Parent Codes	1st Level Coding
36-1E	Write some notes about a legendary figure in Turkish history and talk about him/her using your notes as in Part 1 D	HIST-CONT-REL	SINH

There was only one task found in this category which focused on significant individuals in one's own country. It should be noted, however, that the task only takes the perspective of one's own nation in dealing with the past. This task could be improved by adding the following: Do some research about a legendary figure from another country and compare and contrast it with the figure from the history of Türkiye. How are they similar or different, and why?

Grade 10: The Means of Achieving Contact (objective b)

Objective (b) encompasses knowledge about the institutions, communication systems, and organizations that facilitate different types of interactions with other people. In other words, it proposes that learners should possess the knowledge of ways they can achieve communication or interaction with their interlocutors such as information about travel systems, communication platforms, etc.

Table 41

Grade 10: The Means of Achieving Contact (objective b)

Task ID	Task Description	Parent Codes	1st Level Coding
64-4D	Work in pairs. Ask and answer about travel experiences using the instructions to complete it. Then, share your answers orally with your friends.	ACH-CON. & INST.	MT

As seen in Table 41, there was only one task that was suitable for objective (b). This task could help learners gain knowledge about travel systems by sharing each other's travel experiences. On the other hand, there were no speaking tasks that focused on objective (b) at a more practical level, such as travelling terminology, and the relevant services.

Grade 10: The Types of Cause and Process of Misunderstanding (objective c)

Objective (c) encompasses knowledge about cultural differences. To clarify, it emphasizes knowledge about how individuals from different cultures may exhibit different behaviours in similar contexts such as eating, tipping, accepting invitations, etc. Additionally, it is concerned with how "paralinguistic and non-verbal phenomena" (Byram, 2021, p. 86), such as gestures, can be relativistic and subject to misunderstandings. There were no tasks that focused on objective (c).

Grade 10: National Memories from both Perspectives (objectives d and e)

Objective (d) focuses on national memory which comprises the products of collective memory such as important sites, cultural myths, significant events and individuals. This objective requires the learners to understand these concepts as they construct national identity and they are" transmitted through processes of socialization" (Byram, 2021, p. 86). Objective (e) follows the same pattern applied to the interlocutor's national memory.

Table 42

Grade 10: National Memories from both Perspectives (objectives d and e)

Task ID	Task Description	Parent Codes	1st Level Coding
39-3E	What other examples of bravery do you remember in Turkish history? Talk about it.	NAT-MEM-PERS	MNISE
39-3D	Imagine that you are Corporal Seyit (Seyit Onbaşı). Use the selected expressions in Part 3 C and act out his story. You can add expressions of your own.	NAT-MEM-PERS	MNIIS

Task ID	Task Description	Parent Codes	1st Level Coding
89-2B	Look at the pairs of national and international festivals below. Pick one from each pair and describe them using the data about them.	NAT-MEM-PERS	MNINH
110-2B	Below is a list of some modern heroes/heroines and why people see them as their heroes/ heroines. See them and then, tell your friends who your hero/heroine is, either from the list or not and why, as in the example. E.g. Aziz Sancar is our national modern hero because he has won the Nobel Prize for Chemistry. Taha Akgül has won Olympic, World and European championships.	NAT-MEM-PERS	MNIIS
40-4A	Read the following quote and discuss what it shows about Mustafa Kemal Atatürk. ‘‘The centuries rarely produce a genius. Look at this bad luck of ours that the great genius of our era was granted to the Turkish nation.’’ D. Lloyd George, Prime Minister of the United Kingdom	NAT-MEM-PERS	PSINM
91-3D	Work in pairs. Take it turns to learn about and introduce national and international festivals. Refer to the information in Part 2 A and 3 C.	INTER-NAT-MEM-PERS	IMNINH

Table 42 above illustrates the tasks that correspond with objectives (d) and (f). There were six tasks in the objective (d) category. These tasks focused on various aspects such as sites of significance as a national marker, significant individuals in national memory, significant events, etc. The tasks included reenacting the heroics of a legend from the history of Türkiye, learning about national holidays, national heroes/heroines from different backgrounds, etc. In objective (e), there was only one task which focused on learning about international festivals.

In objectives (d) and (e), it is stated that learners should possess the knowledge of national memory and “how its events are related to and seen from the perspective of other countries” (Byram, 2021, p. 86). As seen in Table 42, with the exception of 40-4A, tasks offer only surface-level information regarding the cultural constructs. They do not unpack these constructs by including foreign perspectives.

For instance, in task: 39-3-E, learners could research acts of bravery from other cultures and reflect on how these perceptions shape their identity.

Grade 10: Institutions affecting daily lives (objective j)

Objective (j) encompasses knowledge about institutions in one's own and interlocutor's countries and the ways these institutions may affect people's lives such as access to education, facilities, health, etc.

Table 43

Grade 10: Institutions affecting daily lives (Objective j)

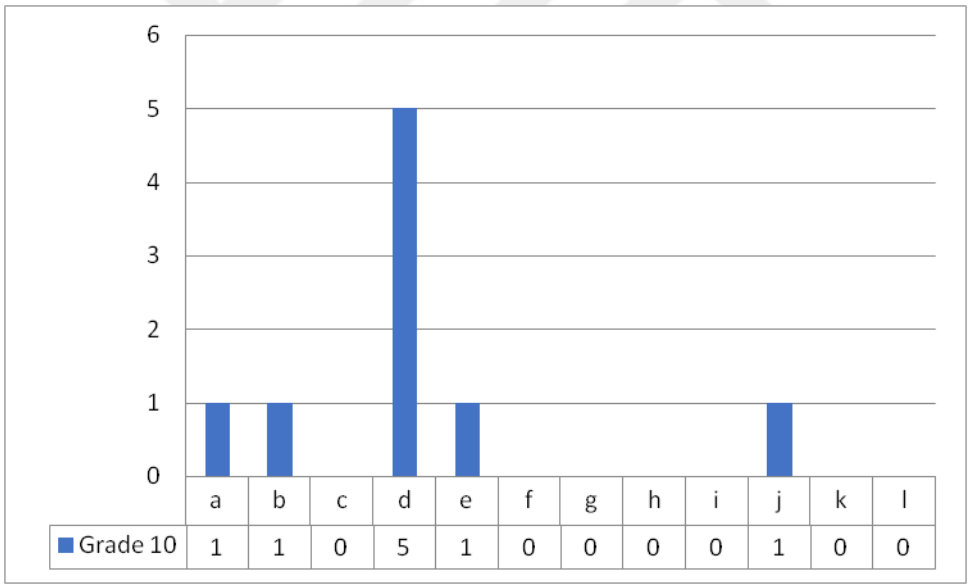
Task ID	Task Description	Parent Codes	1st Level Coding
12-1B	Below are some issues and questions about school life. Each question is related to an issue. Discuss and match them. F timetable F compulsory courses F elective courses F extracurricular activities F school and campus facilities F consultants' and teachers' attitude F deadlines for assignment submission F visas and final exams F getting adapted F the new friend circle Questions 1. What time does the first lesson start? 2. Are there any social clubs for students? 3. Where can I eat and drink? 4. How long will it take me to get adapted? 5. When do I have to sit for exams? 6. What are my new classmates like? 7. Do I have to take challenging courses? 8. Do I have the chance to pick other interesting subjects? 9. What happens if I can't submit assignments on time? 10. Will I have tolerant and understanding teachers? 1B	INT-IMP-DAILY LIFE	IIEE

As Table 43 demonstrates, there was only one task associated with objective (j). The activity involved a discussion about school-related experiences. However, the task does not include any reflection on the institutional perception of the school as a system. Alternatively, the task could give information about a school system in the interlocutor's country and ask the students to compare it with their own to achieve a better understanding of how different institutions can change living conditions.

As can be seen in Figure 34 below, there were five tasks in objective (d) followed by one task each in objectives(a), (b), (e), and (i).On the other hand, most of the objectives were not addressed including objectives (c), (f), (g), (h), (i), (k), and (l).In regard to the *ICC knowledge domain,* it can be inferred from the graph that grade 10 speaking tasks mostly focused on significant events, individuals, myths, and legends that are representational of one's own national identity, while there was limited focus on the interlocutor's national identity. Moreover, minimal emphasis was given to objectives including historical and contemporary relationships, the means of achieving contact, and institutions affecting daily life.

Figure 34

Grade 10: The Distribution of Objectives



Grade 11 English Language Textbook: Speaking Functions, Objectives& Genres

This section will outline the themes and the structure of the Grade 11 English textbook. Next, grade 11 English curriculums will be given and the speaking objectives will be analyzed according to language functions (Halliday, 1975).

Finally, an evaluation of the speaking objectives, taxonomy, and genres will be presented.

Grade 11: Themes and Structure

Spice Up Grade 11 English textbook (Koyutürk et al., 2022) was the third English textbook that was evaluated for this study. The book incorporates the following 10 themes outlined as follows:

- Theme 1 Future Jobs
- Theme 2 Hobbies and Skills
- Theme 3 Hard Times
- Theme 4 What a Life
- Theme 5 Back to the Past
- Theme 6 Open Your Heart
- Theme 7 Facts about Türkiye
- Theme 8 Sports
- Theme 9 My Friends
- Theme 10 Values and Norms

In the grade 11 English textbook, each theme is divided into six parts, with four modules focusing on language skills, a lead-in page focusing on functions and vocabulary, and a CLIL section focusing on content. Each module focuses on one language skill. Each theme starts with a lead-in page called *Here We Go*, which presents the language functions, and the vocabulary related to the theme. This page also serves as a warm-up section as it activates background knowledge related to the topic of the theme. Modules end with a CLIL page, which provides content related to different subjects such as psychology, sociology, art, music, etc. (Koyutürk et al.,

2022). The evaluation of the textbook shows that there were 106 speaking tasks. Among these, there were 44 Pre-S, 51 W-S, and 11 Post-S stage tasks.

Grade 11 Textbook and English Language Curriculum

Grade 11 textbook *Spice Up* is used in Anatolian high schools in Türkiye. English is studied four hours a week, and in an academic year, English lessons are studied for 36 weeks, or 144 hours.

Grade 11: Speaking Objectives

Table 44 below presents 11th-grade English curriculum objectives for the textbook: *Spice Up* (MoNE, 2018, pp. 45-54). When the objectives were cross-checked with the ones in the textbook, it was discovered that they were the same (Koyutürk et al., 2022, MoNE, 2018, pp. 45-54).

Table 44

Grade 11: Speaking Objectives

G	T	S	Objectives	Functions
11	1	S1	talk about future plans and predictions.	representational
11	2	S2	ask and answer questions about their present and past abilities.	interactional
11	3	S1	talk about past habits.	representational
11	4	S1	Share their personal experiences in the past.	personal
11	4	S3	describe places, people and events in the past	representational
11	5	S1	talk about their regrets and wishes about past events.	personal
11	5	S2	ask and answer questions about unreal past events	interactional
11	8	S1	exchange opinions about outdoor/extreme sports.	interactional
11	9	S1	ask and answer questions to clarify a well-known / common person or a place.	heuristic

G	T	S	Objectives	Functions
11	7	S2	interview with a friend to get detailed information about places he/she has visited.	interactional
11	8	S2	ask questions to make an interview with a sportsperson.	imaginative
11	6	S1	criticize an action in the past.	regulatory
11	6	S2	express their inferences from the results of events in the past.	representational
11	10	S1	exchange ideas about values and practices.	interactional
11	10	S2	make comments about moral values and norms in different cultures	representational
11	3	S2	talk about a personal experience in the past	personal
11	7	S1	give a presentation on a monument or historical site.	representational
11	1	S2	make an appointment on the phone.	instrumental
11	2	S1	take part in a dialogue about likes dislikes, interests and preferences.	interactional
11	1	S1	talk about future plans and predictions.	representational
11	2	S2	ask and answer questions about their present and past abilities.	personal
11	3	S1	talk about past habits.	representational
11	4	S1	share their personal experiences in the past.	personal

Note. G = Grade, T = theme, S = Speaking

When grade 11 was analyzed using *language functions* (Halliday, 1975), several functions emerged. The *instrumental function* conveys preferences, choices, wants, etc. This function was utilized in the objective that included making appointments on the phone. The *Personal Function* is about the individual expression of feelings and opinions, and this function is highlighted in objectives

focusing on talking about a personal experience, exchanging ideas, talking about regrets, etc. The *Interactional Function* focuses on language used in interactions such as dialogues, discussions, and group work. This function is utilized in tasks including taking part in a dialogue about likes and dislikes, exchanging ideas, and opinions and asking and answering questions. *Imaginative Function* emphasizes using language creatively; this function was used in the objective that featured interviews with a sportsperson. The *Regulatory Function* involves the use of language to express judgment and inform about the rules. The objective focusing on criticizing past actions belongs in this category. Finally, the *Heuristic Function* focuses involve language used to find information and explore knowledge. As such, the objective of asking questions about a well-known place or a person is included in this category.

Grade 11 Textbook: Curriculum Objectives & Bloom's Taxonomy

Table 45 below presents the objectives and the matching Revised Bloom's Cognitive domains (Anderson & Krathwohl, 2001).

Table 45

Grade 11: Curriculum Objectives & Revised Bloom's Taxonomy

T	S	Objectives	Taxonomy
3	S1	talk about past habits.	Remember
3	S2	talk about a personal experience in the past	Understand
4	S3	describe places, people and events in the past	Understand
5	S1	talk about their regrets and wishes about past events.	Understand
5	S2	ask and answer questions about unreal past events	Understand
1	S1	talk about future plans and predictions.	Apply

T	S	Objectives	Taxonomy
4	S1	share their personal experiences in the past.	Apply
9	S1	ask and answer questions to clarify a well-known / common person or a place.	Apply
7	S2	interview with a friend to get detailed information about places he/she has visited.	Apply
8	S2	ask questions to make an interview with a sportsperson.	Apply
1	S2	make an appointment on the phone.	Apply
2	S1	take part in a dialogue about likes dislikes, interests and preferences.	Apply
2	S2	ask and answer questions about their present and past abilities.	Analyze
6	S2	express their inferences from the results of events in the past.	Analyze
8	S1	exchange opinions about outdoor/extreme sports.	Evaluate
6	S1	criticize an action in the past.	Evaluate
10	S1	exchange ideas about values and practices.	Evaluate
10	S2	make comments about moral values and norms in different cultures	Evaluate
7	S1	give a presentation on a monument or historical site.	Create

As can be seen in Table 45, the objectives in the grade 11 curriculum were matched with the cognitive domains (Anderson & Krathwohl, 2001). The category *Remember* involved objectives centering on remembering simple facts, such as talking about past habits. The category *Understand* encompasses objectives that include simple conversations such as talking about regrets and personal experiences, as well as describing places. The category *Apply* requires the application of previously learned language functions within a given context. As such, the objectives in this category included dialogues, role-plays, and act-outs, such as making an

appointment on the phone, taking part in a dialogue, and conducting interviews. The category *Analyze* requires tasks that allow learners to compare two things. Objectives that focus on asking and answering questions about past and present abilities and expressing inferences about the past belong to this category. The category *Evaluate* focuses on the judgment and the evaluation of an idea. Thus, the objectives that highlight the evaluation of an idea, such as exchanging ideas about values, exchanging opinions about a topic, and criticizing an action, belong to this category. Finally, the category *Create* entails the combining of different elements, such as research, synthesis, delivery, etc., to make something new. As Table 45 demonstrates, there was one objective in this category, which included creating a presentation.

Figure 35

Grade 11: The Distribution of Objectives in Revised Bloom's Taxonomy

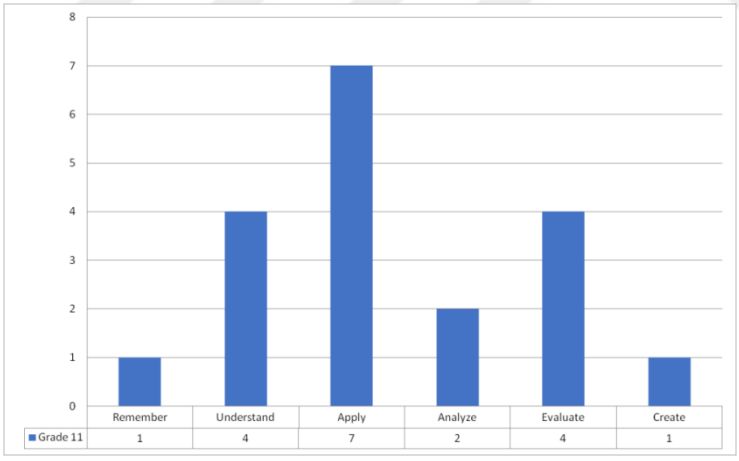


Figure 35 illustrates the distribution of objectives across cognitive levels. As can be seen, most of the objectives belong to *Apply*, followed by the categories *Understand* and *Evaluate*, each with four objectives. The analysis identified one objective aligning with the category *Remember*, which engaged learners to recall facts about the past. Additionally, two objectives promoted learners to analyze, while

one objective fostered the highest cognitive skills at the *Create* cognitive level. Overall, as the graph demonstrates, grade 11 objectives predominantly emphasize utilizing pre-learned language functions in new situations.

Grade 11 Textbook: Tasks, Objectives & Genres

Tables 46 through 48 illustrate spoken genres and objectives with sample tasks. As can be seen, the grade 11 English textbook included the following genres: *conversation, role-play, discussion, interview,* and *presentation.* Tables below demonstrate the objectives along with genres and sample tasks.

Table 46 demonstrates the *conversation genre* and the matching objectives with the corresponding sample tasks. The objectives in the *conversation genre* mostly focused on talking about a topic, expressing preferences, and asking and answering questions.

Table 46

Grade 11: Conversation

Task ID	Sample Task	Objectives	Genre
13P-4	Work in groups. Make five predictions about future jobs and share them in the class. E.g. Waste engineering will be popular as we need renewable energy to protect the environment.	talk about future plans and predictions.	conversation
34p1b	Use your answers in the table and talk about your past habits as in the example. : What games did you use to play? I used to play outdoor games with my friends. work in pairs	talk about past habits.	conversation
39p6	Discuss the following questions explaining your reasons. R How can you describe Terry's life? R Would you start running again after a serious surgery? R Would you like to attend the Marathon of Hope?	describe places, people and events in the past	conversation
49LTA	Discuss the following questions with your partner and share your ideas with the class. R Have you ever done anything in the past that you wish you hadn't? R What would you do if you could go back and relive a part of your life?	talk about their regrets and wishes about past events.	conversation

Task ID	Sample Task	Objectives	Genre
47p5	Now, ask and answer questions using the situations in exercise 5a. Work in pairs E.g. What would have happened if you had left home on time? I wouldn't have missed my appointment.	ask and answer questions about unreal past events	conversation
26p3	prepare a dialogue. Talk about your past and present abilities as in exercise 2. work in pairs	ask and answer questions about their present and past abilities	conversation
42p3	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.	share their personal experiences in the past.	conversation
82p2	Make guesses about your partner and write them in the table. b) In pairs, interview each other to find out if your guesses were correct. Ask for more information. E.g. Is the date when you were born Yes, it is. /No, it isn't. It's February 13th? November 5th	ask and answer questions to clarify a well-known / common person or a place.	conversation
70p3	Work in pairs. Prepare a dialogue as in the example. Then, act it out.	exchange opinions about outdoor/extreme sports.	conversation
34p3	Talk about your childhood memories in class as in exercise 2.	talk about a personal experience in the past	conversation

When objectives are reviewed regarding *Turn-Taking*, several strategies are observed. There were about six objectives that employed a more flexible *turn-taking strategy*. These included less structured conversations such as talking about a personal experience or exchanging opinions about a topic. Conversely, there were about three objectives that included a strict *turn-taking* strategy. These objectives encompassed a structured conversation with questions and answers. *Topic Management* was analyzed by reviewing the lexical choices given in the objectives. The analysis revealed that in most of the objectives, tasks included lexical information such as extreme sports, plans, etc.

Table 47 below presents the *discussion* genre along with the objectives and task descriptions. The *discussion* genre included tasks such as criticizing people's

actions, discussing the end of a story, and norms of different cultures, and comparing table manners.

Table 47

Grade 11: Discussion

Task ID	Sample Task	Objectives	Genre
58p2	Work in pairs. Read the events and criticize the people with your partner.	Criticize an action in the past.	Discussion
55p9	Did you guess the end of the story? Share your ideas with the class.	Express their inferences from the results of events in the past.	Discussion
86p4	Work in pairs and make comments about the moral values and norms of different cultures as in exercise 3.	Exchange ideas about values and practices.	Discussion
87p8	a) Work in pairs. Compare the greeting customs and the table manners of the countries you heard in exercise 5 with your country as in the example. E.g. Both Turkish people and most Europeans kiss on the cheek twice while greeting. b) What are the moral values and social norms of your society? Do you think robots could be programmed with norms and values in the coming future? Share your ideas with the class.	Make comments about moral values and norms in different cultures	Discussion

The analysis revealed that the activity, which focused on criticizing people's actions in the given scenarios, was a controlled activity as the task provided the sentences. Additionally, two of the tasks that focus on norms and manners across different cultures were semi-controlled as some examples provided a structure. In contrast, the activity focusing on discussing the end of the book was a free activity.

Table 48 below demonstrates the other genres, namely: *role-play, interview,* and *presentation*. As seen in the table, there are two objectives each in the *interview* and the *role-play* genres. Moreover, the analysis found only one objective in the *presentation* genre.

Table 48

Grade 11: Other

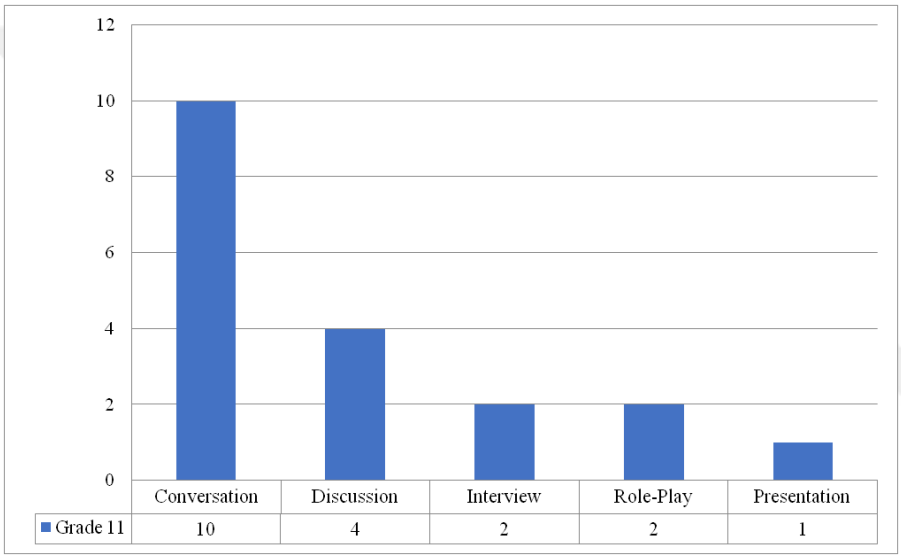
Task ID	Sample Task	Objectives	Genre
66p2b	a) Answer the questions about the place you last visited. 1. Where did you go on your last holiday? 2. How did you get there? 3. Which place did you visit while you were there? 4. Was the place you visited historically significant? …b) Now, ask your friend the same questions you've answered above	interview with a friend to get detailed information about places he/she has visited.	interview
74p3	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 sports person 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.	ask questions to make an interview with a sportsperson.	interview
63p5b	Choose one of the monuments or historical sites below and prepare a short presentation using the guidelines in the appendix on page 97. Give a presentation about your topic to the class.	give a presentation on a monument or historical site.	presentation
18p3	Make a phone call to set a time to see the human resources manager of a big company for your internship. Work in pairs.	make an appointment on the phone.	role play
23p7	Prepare a dialogue about your likes, dislikes and preferences. Then, act it out. Work in pairs.	take part in a dialogue about likes dislikes, interests and preferences.	role play

In the interview genre, one of the tasks utilized a simple question-and-answer set in a controlled activity format, with strict turn-taking. The second activity was set as a free creative task and incorporated a more flexible turn-taking strategy. The objective in the *presentation* genre included an informative task where learners are expected to do research on a historical site and present it. It should be noted that genre-related information was given to the learners regarding the referencing, and

format (Koyutürk et al., 2022, p. 97). The role-play genre included two objectives with tasks such as preparing a dialogue about preferences, acting it out, and making a phone call to a big company. Both of the role-play tasks were semi-controlled as they allowed for some creativity, and previous tasks provided a clear framework for students to follow. However, it was observed that the second activity had a stronger purpose as it set a communicative aim for students.

Figure 36

Grade 11: The Distribution of Genre among Speaking Objectives



As Figure 36 illustrates, grade 11 speaking objectives included 10 objectives in the *conversation genre,* four in the *discussion genre,* two objectives each in the *interview* and *role-play genre,* and one objective in the *presentation genre.*

Grade 11 Textbook: Communicative Continuum

Tables 49 through 52 below will demonstrate the W-S and Post-S stage tasks as they are matched with the corresponding *communicative continuum categories.* The following categories, based on Littlewood's (2013) framework, were used to evaluate the tasks regarding their communicative aspect: *pre-communicative*

language practice, communicative language practice, structured communication, and *authentic communication.*

Grade 11 Textbook: Pre-Communicative

The pre-communicative category includes tasks that focus on form and structure. The emphasis here is to practise the form via simple drills without an emphasis on the communication of messages. Table 49 illustrates *pre-communicative* tasks in W-S and Post-S stages. The analysis identified one task in the Post-S category which focused on finding the meanings of vocabulary in pairs.

Table 49

Grade 11 Textbook: Pre-Communicative

Task ID	Task Description	Pre-com.	Stage
48p3	What do you think these words mean? Find them in the text and complete the table in the appendix on page 96. questionable fulfilling nap priority embrace ramble	✓	Post-S
38p2	Work in pairs. Make a similar dialogue as in the example using the notes below. Then, act it out	✓	W-S

Post-S tasks help learners consolidate the target language structure, and they are expected to be more communication-oriented. As such, the Post-S activity above necessitates some modification. For example, the activity could become more communication-oriented by adding a circumlocution activity where learners try to explain the target words without using them.

Grade 11 Textbook: Communicative Language Practice

In the *communicative language practice* category, the language is used to convey new messages. However, tasks provide structure to ensure learners are able to achieve communication. As Table 50 illustrates, the majority of the W-S tasks belong to the *communicative language practice* category. These tasks included pair

work activities where learners shared their ideas, made simple dialogues, talked about a given topic, asked and answered questions etc. In the post-S stage, only two tasks were in the *communicative language practice* category. These tasks focused on information gap activities.

Table 50

Grade 11 Textbook: Communicative

Task ID	Task Description	Comm.	Stage
87p8a	Work in pairs. Compare the greeting customs and the table manners of the countries you heard in exercise 5 with your country as in the example. E.g. Both Turkish people and most Europeans kiss on the cheek twice while greeting.	✓	W-S
88p2	If you could choose three aspects of your culture to put in a time box for the future, what would you put in it? Share your ideas with the class.	✓	W-S
43p3	What personality traits make Vecihi Hürkuş a hero? Share your ideas with the class.	✓	W-S
38p2	Work in pairs. Make a similar dialogue as in the example using the notes below. Then, act it out	✓	W-S
64p2	work in pairs. Talk about the historical sites in your region. What do you know about them?	✓	W-S
65p6	Which of the historical places in the guide would you like to visit and why? Share your answers with the class.	✓	W-S
68p4	Read the statements below. Which of the places would you like to visit first? Explain why. Pamukkale is known for its white travertine terraces filled with warm mineral-rich water. Gediz is …	✓	W-S
66p2b	a) 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? …b) Now, ask your friend the same questions you've answered above.	✓	W-S
76p3	What is the message Mr. Bright wants to give? Write and share your ideas with the class.	✓	W-S
92p3	Close your books. Ask your partner how many values s/he can remember from the text. Who can say more; you or your partner?	✓	W-S
86p4	Work in pairs and make comments about the moral values and norms of different cultures as in exercise 3.	✓	W-S
87p8b	What are the moral values and social norms of your society? B) Do you think robots could be programmed with norms and values in the coming future? Share your ideas with the class.	✓	W-S

Task ID	Task Description	Comm.	Stage
29p3	Do you agree with the ideas given in the explanations? Share your opinions with the class.	✓	W-S
13P-4	Work in groups. Make five predictions about future jobs and share them in the class. E.g. Waste engineering will be popular as we need renewable energy to protect the environment.	✓	W-S
40p3	a) Work in pairs. Look at the names of the books written by the perfectly imperfect people given above. Guess who wrote them and share your guesses with the class. One is extra. Soul Surfer, The Music of Silence, Still Me, The Universe in a Nutshell. b) Name an author whose words you remember forever. Share the names of his/her books you read with the class.	✓	W-S
70p3	Work in pairs. Prepare a dialogue as in the example. Then, act it out.	✓	W-S
33p5	Work in pairs. Talk about a hard time you have passed through. Ask and answer the questions below: R What happened? R When and where did it happen? R How did you feel? R What happened in the end?	✓	W-S
44p2	Read about the art movements and look at the artwork that represents them. Which one is your favourite? Explain why.	✓	W-S
45p3	Which of the quotes above is your favourite? Give an example to support your decision.	✓	W-S
50p4	Work in pairs. Talk about the ideas below as in the example. Give reasons.	✓	W-S
55p9	Did you guess the end of the story? Share your ideas with the class.	✓	W-S
57p6	Who were the earth angels in the true stories given? What were their three essential personality traits? Share your ideas with the class.	✓	W-S
61p4	What three things have you learned about the monuments in the brochure? Share them with the class.	✓	W-S
82p2	a) Make guesses about your partner and write them in the table. b) In pairs, interview each other to find out if your guesses were correct. Ask for more information. E.g. Is the date when you were born Yes, it is. /No, it isn't. It's February 13th? November 5th	✓	W-S
34p3	Talk about your childhood memories in class as in exercise 2.	✓	W-S
16p2	Guess and tick (✓) the common qualities of these successful people. Share your ideas.	✓	W-S
22p3	Work in pairs. Ask and answer the following questions. Then, share your partner's answers with the class.	✓	W-S

Task ID	Task Description	Comm.	Stage
28p4	What four things have you learned about CAD? Share them with the class.	✓	W-S
25p6	Do you know any other person who has turned his/her hobby into a profession and become famous? Share your answers with the class.	✓	W-S
58p2	Work in pairs. Read the events and criticize the people with your partner.	✓	W-S
47p5	a) Work in pairs. Match the situations with their results. One is extra. What would have happened if you had left home on time? I wouldn't have missed my appointment.	✓	W-S
90p2	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.	✓	W-S
79p6	6 Work in pairs. Choose an event you would like to attend from exercise 5 and describe it without giving its name. Try to find each other's favourite event.	✓	Post-S
71p8	Work in pairs. Answer the questions. Then, report your partner's statements to the class. -Why do you think people are interested in extreme sports? -Why are these sports getting more popular?	✓	Post-S

The communicative tasks should incorporate a clear context, audience, purpose, and outcome. Although the tasks above are communicative, as they require a transfer of information, there is a lack of emphasis on context and purpose. Tasks lack a well-defined context, as most interactions occur as conversations without an outcome. Therefore, tasks need to be contextualized, featuring an outcome to make communication more meaning-focused. To that end, the tasks need to utilize a variety of genres to give purpose and context. To give an example, in task 28p4, learners share what they remember about the topic with the classroom, while they could work in pairs to prepare a short presentation to demonstrate what they learned. Similarly, task 25p6 could utilize presentation activity with Q&As to gain more context and purpose.

Grade 11: Structured Communication

In the *structured communication category,* tasks focus on meaning, and tasks urge learners to use more unpredictable language. As the name suggests, the tasks

provide a structure to help learners achieve communication. Table 51 illustrates W-S and Post-S tasks in the *structured communication category*. These tasks predominantly included discussions and role-plays. The majority of the Post-S tasks fell into the *structured communication category.*

Table 51

Grade 11 Textbook: Structured Communication

Task ID	Task Description	Structured	Stage
89LTA	Discuss the following sentences with the class. The beauty of the world lies in the diversity of its people. When you see the moon shine on the other side of the world, you are not the same. The world is a small global village, and despite our differences, we are all similar and interconnected.	✓	W-S
15p7	a) Talk about your future self using the phrases below. b) Now, make predictions about your partner's life. What will/won't s/he do in the future? study culinary arts attend an art course get married live alone have pets have three children be a famous person live an ordinary life be a millionaire be broke get a degree at university get a medal in the Olympics	✓	W-S
15p7	b) Now, make predictions about your partner's life. What will/won't s/he do in the future?	✓	W-S
52p3	Work in pairs. Ask and answer the following questions. Share your answers with the class. What does May 19 mean to you? How do you feel when you commemorate this day at your school?	✓	W-S
79LTA	Work in pairs and discuss the questions below with your partner. R Do you think that participating in a fundraiser with your friends strengthens your friendship? Why/Why not? R Which is more effective: buying items at a fundraiser or working to raise funds for them?	✓	W-S
30p1	Look at the photos. Work in pairs and discuss the following questions below. Then, share your ideas with the class. Do you know what services are offered for the homeless? What can you do to help the homeless?	✓	W-S
36p5	Say at least three facts you've learnt about mind-body therapy. Discuss them with the class.	✓	W-S
74p3	Work in pairs. Prepare a similar dialogue as in exercise 2. Student A: Imagine that you are an interviewer at a sports	✓	W-S

Task ID	Task Description	Structured	Stage
	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.		
42p3	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.	✓	W-S
31LTA	Work in groups. Discuss the following questions with your friends. What does "hard times" mean to you? Which situations can be considered as hard times in a person's life?	✓	W-S
48p2	Do you agree with the saying below? Share your opinions with the class. Most times, the best piece of advice comes from regrets rather than perfection.	✓	W-S
60p3	Read the poem again. What does the poet want to say about singing? Discuss in pairs.	✓	W-S
73LTA	Discuss the following sayings with the class. If you think adventure is dangerous, try routine. It's lethal. Freedom lies in being bold. Your wings already exist. All you have to do is to fly.	✓	W-S
84p3	Now that you've written your poem, say if you agree or disagree with the statement in exercise 1. Have you changed your mind?	✓	W-S
26p3	Work in pairs and prepare a dialogue. Talk about your past and present abilities as in exercise 2.	✓	W-S
23p7	Work in pairs. Prepare a dialogue about your likes, dislikes and preferences. Then, act it out.	✓	W-S
18p3	Work in pairs. Make a phone call to set a time to see the human resources manager of a big company for your internship.	✓	W-S
57LTA	Read the seven pieces of advice by MevlânâCelâleddin-iRûmî and discuss the lines with the class. In generosity and helping others, be like a river. In compassion and grace, be like the sun. In concealing others' faults, be like the night. In anger and fury, be like the dead. In modesty and humility, be like the earth. In tolerance, be like the sea. Either exist as you are or be as you look.	✓	Post-S
39p6	Discuss the following questions explaining your reasons. How can you describe Terry's life? Would you start running again after a serious surgery? Would you like to attend the Marathon of Hope?	✓	Post-S
41LTA	Discuss the sayings below with the class. Everyone has a story within them. Let yours out! A winner is a dreamer who never gives up. It is our imperfections that make us so perfect.	✓	Post-S

Task ID	Task Description	Structured	Stage
44p3	Read the quote by Vincent van Gogh. Discuss the role of art in life with your partner. ‘‘Art is to console those who are broken by life.’’	✓	Post-S
49LTA	Discuss the following questions with your partner and share your ideas with the class. Have you ever done anything in the past that you wish you hadn’t? What would you do if you could go back and relive a part of your life?	✓	Post-S
17 LTA	Discuss the following questions with your partner and share your ideas with the class. Who are the famous entrepreneurs in your country? What business did they start? Do you think you would be a good entrepreneur? Why/Why not?	✓	Post-S
26 LTA	Do you agree/disagree with the following statements? Share your ideas with the class. No one is really happy without a hobby. You can only master a skill if you have a natural talent for it. People who share their hobbies with their loved ones are happier	✓	Post-S

The right end of the communicative continuum spectrum includes tasks that focus on “the communication of meanings” (Littlewood, 2004, p. 322). The analysis of the tasks reveals that some of the activities could be improved to add a purpose to the communication. For instance, task 30p1 could have a social action perspective by adding the following: After the discussion, prepare a poster with your friend to raise awareness of homelessness. Put up your posters on the school bulletin board. *Structured communication* includes tasks such as “structured role-playing and simple problem-solving” (Littlewood, 2004, p. 322).As seen in the table, the majority of the tasks in *structured communication* include activities where learners discuss a given question, topic, or quotation. However, as seen in the table, tasks do not have a problem-solving component. To that end, some tasks could be modified. For instance, task 36p5 could be changed as follows: Work in pairs and create a mind-body therapy routine for students who may feel stressed during exams.

Grade 11: Authentic Communication

The *Authentic communication category* encompasses content-based, meaning-focused communication tasks that require "language forms [that are] correspondingly unpredictable" (Littlewood, 2004, p. 322). Table 52 below demonstrates the *authentic communication* tasks. The analysis did not identify any Post-S tasks in this category. The W-S stage tasks were identified as *authentic communication.* These were task-based activities that included doing a presentation on a historical site and interviewing a teacher.

Table 52

Grade 11 Textbook: Authentic Communication

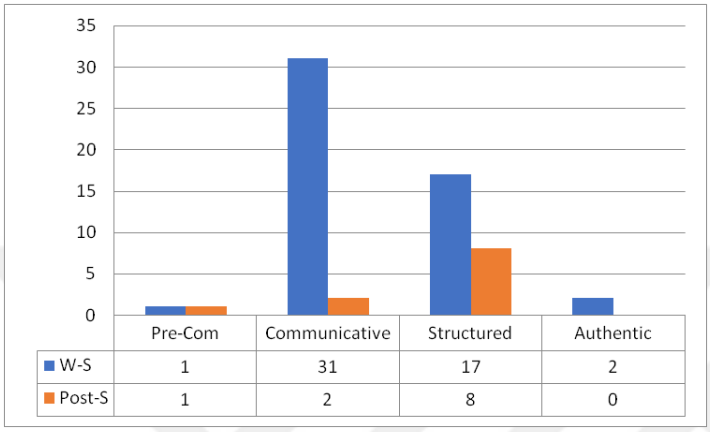
Task ID	Task Description	Authentic Com.	Stage
63p5b	a) Choose one of the monuments or historical sites below and prepare a short presentation using the guidelines in the appendix on page 97. b) Give a presentation about your topic to the class.	✓	W-S
76p4	Write two questions you want to ask your PE teacher. Then, make a mini interview with her/him	✓	W-S

Figure 37 below illustrates the W-S and Post-S stage tasks distributed among the communicative continuum categories. In W-S, the majority of the tasks were in the *communicative category,* followed by 17 tasks in the *Structured Communication* category. There were two tasks in the *authentic communication* category and one task in the *pre-communicative* category. Overall, W-S tasks predominantly promoted communicative and structured language practice, which indicates there was an emphasis on communication of meanings. Post-S stage tasks mostly focused on the *structured communication* category which indicates an emphasis on the use of more unpredictable language. There were eight tasks in *structured communication,*

followed by one in *pre-communicative* and two in *communicative language practice* categories.

Figure 37

Grade 11 Textbook: The Communicative Continuum Percentages of W-S and Post-S Tasks



Conversely, there was minimal emphasis on *authentic* communication. This is due to the lack of purpose and context in the tasks. As advised in previous paragraphs, tasks need to be contextualized to simulate real-life interactions. As exemplified previously, tasks could quickly be developed into more significant projects that involve other community members, which is a requirement of *authentic communication* (Littlewood, 2004, p. 322).

Grade 11 Communicative Competence: Strategic, Formulaic & Interactional

Grade 11 speaking tasks were analyzed according to Celce-Murcia's (2008) *Strategic*, *Interactional*, and *Formulaic Competences*. Table 53, through 55 below demonstrates the strategies and the corresponding tasks.

Grade 11: Strategic Competence

Strategic competence is grouped under (1) learning strategies and (2) communication strategies. These strategies help students acquire the language more

effectively (Celce-Murcia, 2008). *Learning strategies* comprise the following competences: cognitive, meta-cognitive, and memory-related strategies, while *communication strategies* have the following competences: achievement, stalling or time gaining, self-monitoring, interacting, and social.

Achievement strategies equip learners with ways to achieve communication when there is a gap in knowledge, such as an unknown word. Strategies including "approximation, circumlocution, code-switching, and miming" are examples of *achievement strategies* (Celce-Murcia, 2008, p. 50). In grade 11, two tasks incorporated approximation, which included describing an event without giving its name and guessing the meaning of words.

Cognitive strategies include "outlining, summarizing, notetaking, organizing and reviewing material, etc." (Celce-Murcia, 2008, p. 50). Table 53 below demonstrates the tasks that emphasized cognitive strategies and the areas focused. As seen in the table, there were about four tasks that focused on reviewing aspects of cognitive strategy. These tasks prompted learners to revisit previous tasks to help them manage the tasks cognitively. The analysis did not identify any other *cognitive strategies.*

Interacting strategy is part of the *communication strategies* which focuses on clarification, negotiation, and confirmation checks Celce-Murcia, 2008, p. 50). The analysis identified one task in this category which focused on asking for clarification.

Table 53

Grade 11: Strategic Competence

Task ID	Task Description	Strategic	type
82p2	a) Make guesses about your partner and write them in the table. b) In pairs, interview each other to find out if your guesses were correct. Ask for more information. E.g. Is the date when you were born Yes, it is. /No, it	interacting	clarification

Task ID	Task Description	Strategic	type
	isn't. It's February 13th? November 5th		
79p6	6 Work in pairs. Choose an event you would like to attend from exercise 5 and describe it without giving its name. Try to find each other's favourite event.	achievement	approximation
48p3	What do you think these words mean? Find them in the text and complete the table in the appendix on page 96. questionable fulfilling nap priority embrace ramble.	achievement	approximation
29p3	Do you agree with the ideas given in the explanations? Share your opinions with the class.	cognitive:	reviewing
26p3	Work in pairs and prepare a dialogue. Talk about your past and present abilities as in exercise 2.	cognitive:	reviewing
13P-4	Work in groups. Make five predictions about future jobs and share them in the class. E.g. Waste engineering will be popular as we need renewable energy to protect the environment.	cognitive	reviewing
63p5b	b) Give a presentation about your topic to the class.	Meta-cog.	preparations
16p2	Guess and tick (✓) the common qualities of these successful people. Share your ideas.	Meta-cog.	compensating partial knowledge
15p6	Look at the statements and say which one is a prediction, a promise, a plan or an offer.	Meta-cog.	compensating partial knowledge
53p2-b	Read the ad again and discuss the meanings of the underlined phrases with a partner.	Meta-cog.	compensating partial knowledge
40p3	a) Work in pairs. Look at the names of the books written by the perfectly imperfect people given above. Guess who wrote them and share your guesses with the class. One is extra. Soul Surfer, The Music of Silence, Still Me, The Universe in a Nutshell b) Name an author whose words you remember forever. Share the names of his/her books you read with the class.	Meta-cog.	compensating partial knowledge
90p2	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.	Meta-cog.	preparations
70p3	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	Meta-cog.	preparations

Task ID	Task Description	Strategic	type
	two years. Josh: Wow, this is amazing! I have no idea that you are an adrenaline junkie. …		
74p3	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.	Meta-cog.	preparations
23p7	Work in pairs. Prepare a dialogue about your likes, dislikes and preferences. Then, act it out.	Meta-cog.	preparations
38p2	Work in pairs. Make a similar dialogue as in the example using the notes below. Then, act it out	Meta-cog.	preparations
42p3	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.	Meta-cog.	preparations
76p4	Write two questions you want to ask your PE teacher. Then, make a mini interview with her/him.	Meta-cog.	preparations
22p3	Work in pairs. Ask and answer the following questions. Then, share your partner's answers with the class.	Meta-cog.	preparations
65p6	Which of the historical places in the guide would you like to visit and why? Share your answers with the class.	Meta-cog.	preparations
71p8	Work in pairs. Answer the questions. Then, report your partner's statements to the class. -Why do you think people are interested in extreme sports? -Why are these sports getting more popular?	Meta-cog.	preparations
76p3	What is the message Mr Bright wants to give? Write and share your ideas with the class.	Meta-cog.	preparations
69p1	Work in pairs to solve the riddles. Think of as many answers as possible. Then, go to page 99 to check your answers.	Meta-cog.	monitoring one's learning
28p4	What four things have you learned about CAD? Share them with the class.	Meta-cog.	monitoring one's learning

Meta-cognitive skills refer to strategies for "planning one's learning" (Celce-Murcia, 2008, p. 50). These strategies include managing time for homework, managing multiple tasks by preparing, self-assessing own learning process by monitoring errors, doing guesswork to make up for missing knowledge, and peer feedback (Celce-Murcia, 2008). As seen in Table 53, in grade 11, there was a strong emphasis on preparation as tasks required learners to use time management to finish the tasks. Secondly, compensating for missing knowledge was emphasized in four of the tasks. These tasks included guessing the meaning of words and using clues to guess the grammar functions. Lastly, two of the tasks focused on monitoring skills. These tasks required learners to assess their accuracy and reflect on what they have learned.

As the analysis shows, the other aspects of *strategic competence* were not highlighted in the W-S and Post-S tasks. To that end, more emphasis needs to be placed on *communication strategies* such as *self-monitoring* and *stalling or time-gaining*. Self-monitoring refers to linguistic strategies such as "I mean" that allow learners to self-repair in communication (Celce-Murcia, 2008, p. 50). Secondly, stalling and time-gaining skills help learners gain time in conversation with phrases such as "Could you repeat that?" which allows learners to manage conversations more efficiently.

Grade 11: Formulaic Competence:

Formulaic competence encompasses *routine expressions, idioms, sayings, useful phrases,* c*ollocations, and lexical frames.* These formulaic expressions are essential for language learners as fluent speakers make use of the formulaic knowledge in their speech (Celce-Murcia, 2008). Grade 11 has five tasks in total focusing on *formulaic competence,* which included the following strategies: sayings,

routine expressions, idioms, and proverbs. The analysis did not identify any tasks highlighting collocations or lexical frames specifically.

Routines refer to useful everyday language chunks that are important for fluent communication. These may include “fixed phrases like of course, all of a sudden and formulaic chunks like How do you do? I’m fine, thanks; how are you?” (Celce-Murcia, 2008, p. 48). As Table 54 demonstrates, there was one task highlighting routine expressions.

Table 54

Grade 11: Formulaic Competence

Task ID	Task Description	Formulaic competence
77p1	Read the proverbs about friendship. Which one do you like most? Give your reasons. A sweet friendship refreshes the soul. A friend in need is a friend indeed. Friendship is a flower that blooms in all seasons	idioms
88p1	Work in pairs. Read the proverbs from different cultures. Do you have similar sayings and proverbs in your own language? Share your ideas with the other pairs.	proverbs
67p1	Work in pairs. Talk about the activities you like doing when you visit a place. E.g. Nina: What do you like doing when you are in a different city/town? Jude: I like visiting a museum or a historical place. Nina: Really? I like buying souvenirs	routines
41LTA	Discuss the sayings below with the class. Everyone has a story within them. Let yours out! A winner is a dreamer who never gives up. It is our imperfections that make us so perfect.	sayings
48p2	Do you agree with the saying below? Share your opinions with the class. Most times, the best piece of advice comes from regrets rather than perfection.	sayings

Idioms are idiomatic expressions that provide learners with simpler ways to convey more complicated ideas. As seen in Table 54, idioms, proverbs, and sayings constitute the majority of the formulaic competence in grade 11. These tasks included activities where learners compared proverbs from different cultures, expressed ideas about proverbs of friendship, and discussed the meanings of the given sayings.

Grade 11: Interactional competence

Interactional competence refers to the strategies learners use at a more practical level such as performing speech acts, managing conversations and utilizing non-verbal aspects of communication. Interactional competence is structured under three sub-components: *actional, conversational,* and *non-verbal/paralinguistic* competences (Celce-Murcia, 2008).

Actional competence deals with the knowledge of speech acts and how to use those appropriately. Speech acts are about how utterances perform a social interaction such as apologizing, requesting, accepting/declining requests, etc. The analysis did not identify any W-S or Post-S stage tasks that focused on actional competence specifically.

Conversational competence refers to knowledge of managing conversations, such as holding the floor, interrupting, opening and closing conversations, etc. Conversational competence can extend to other genres (Celce-Murcia, 2008, p. 48). As such, the analysis identified one task that focused on competence related to conducting presentations, as seen in Table 55.

Table 55

Grade 11: Interactional Competence

Task ID	Task Description	Interactional	type
63p5b	Choose one of the monuments or historical sites below and prepare a short presentation using the guidelines in the appendix on page 97. Give a presentation about your topic to the class.	Conversational; presentation skills	genre competence
87p8a	Work in pairs. Compare the greeting customs and the table manners of the countries you heard in exercise 5 with your country as in the example. E.g. Both Turkish people and most Europeans kiss on the cheek twice while greeting	Non-verbal communication	greeting customs

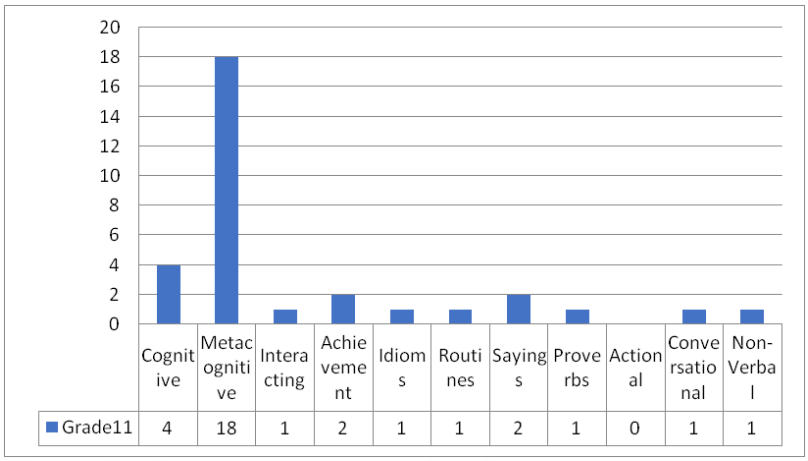
Non-verbal/paralinguistic competence includes the following sub-components: *kinesics (body language), non-verbal turn-taking signals, backchannel behaviors, proxemics, haptic behavior* (*touching*), and *non-linguistic utterances* (Celce-Murcia, 2008, p. 48). The analysis could identify one task specifically focusing on paralinguistic competence as seen in table 55. In this task, learners were introduced to several non-verbal conventions in various cultures such as greeting customs and table manners, and the task encouraged a cross-cultural comparison.

Figure 38 below demonstrates the overall distribution of *communicative competence.* It is seen that grade 11 tasks predominantly emphasize strategic competence. There were in total 25 tasks that focused on strategic competence. Meta-cognitive aspect had the highest number of tasks, followed by four tasks in the cognitive category, two tasks in the achievement category, and one task in the interacting category.

Formulaic competence was addressed in five tasks in total. Three of the tasks focused on proverbs and sayings, while one task focused on routine expressions. Additionally, there was one task that featured idioms.

Figure 38

Grade 11: Communicative Competence



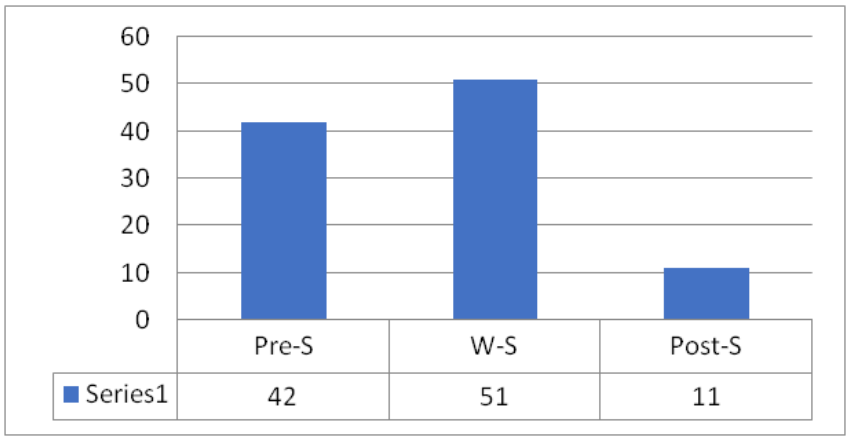
Lastly, the *interactional competence category* was the least focused area in grade 11, as the analysis identified only two tasks. Overall, it can be inferred that the scope of communicative competence in grade 11 speaking tasks must be broadened to ensure a more comprehensive focus. That is to say, there is a need for a stronger focus on the *formulaic* and *interactional competences* in grade 11.

Grade 11: Pre-Speaking, While-Speaking and Post-Speaking Tasks

The speaking tasks were organized as *Pre-Speaking, While-Speaking and Post-Speaking* in accordance with their progression. Tasks there were identified as *Pre-S* and *Post-S* were not always a speaking activity as some reading and writing tasks preceded or followed the W-S tasks. Thus, only speaking tasks were included in the analysis. Figure 22 below illustrates the distribution of *Pre-Speaking, While-Speaking and Post-Speaking* tasks in grade 11.

Figure 39

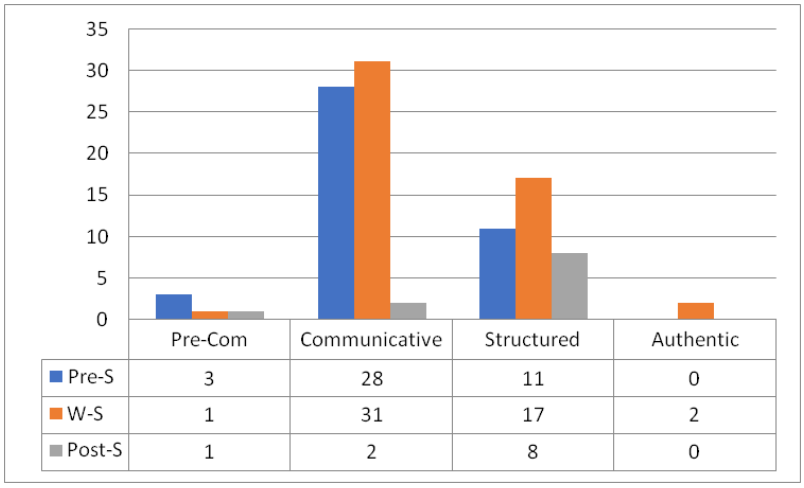
Grade 11: Pre-S, W-S, & Post-S



As Figure 39 illustrates, the analysis identified 51 W-S tasks, followed by 42 Pre-S tasks, and 11 Post-S tasks. Although the Pre-S and W-S tasks are well-balanced, there are few Post-S tasks. This could indicate a lack of focus on tasks reinforcing the target language structures. On the other hand, as seen in Figure 39, Pre-S tasks aided the W-S tasks in establishing the context and vocabulary, which are essential for meaningful communication.

Figure 40

Grade 11: Communicative Continuum across Speaking Stage Levels



Lastly, Figure 40 above demonstrates the distribution of all stages across the communicative continuum. As seen in the graph, most of the Pre-S tasks focused on the transfer of messages, with 11 tasks emphasizing more structured communication. This indicates that tasks involved open-ended discussions focusing on activating background knowledge. The analysis indicates that although W-S tasks focused on the communication of messages, there is a lack of emphasis on more meaning-focused tasks that promoted the use of unpredictable language. Additionally, there were only two tasks in the *authentic category.* As previously mentioned, Post-S tasks were few in number and the graph highlights the need for more authentic tasks in grade 11 tasks.

Grade 11 English Language Textbook: Intercultural Communicative Competence

Byram's (2021) *Intercultural Communicative Competence (ICC)* framework was used to analyze the grade 11 speaking tasks. In particular, the *knowledge domain* was taken into consideration to evaluate the extent to which grade 11 speaking tasks supported the development of communicative competence.

Grade 11 Textbook: ICC Knowledge Objectives

In line with the scope of the current study, only W-S and Post-S tasks were assessed within the knowledge domain objectives. Out of 62 W-S and Post-S tasks, the analysis concluded that 22 tasks highlighted *knowledge domain* objectives. Each objective and its corresponding tasks will be presented and discussed in the following sections.

Grade 11: Knowledge of/about Historical and Contemporary Relationships (objective a)

Objective (a): HIST-CON-REL focuses on the historically significant events and individuals, and how these might be perceived and interpreted differently across nations. For instance, discussing historical events that have a place in memory of both nations and reflecting on how they are perceived differently by each can provide insight into the different narratives. The analysis did not identify any tasks that touched upon objective (a).

Grade 11: The Means of Achieving Contact (objective b)

Objective (b) informs on knowledge about cross-cultural communication such as "using telecommunications, consular and similar services, [and knowing] modes and means of travel" (Byram, 2021, p. 85). To exemplify, this objective aims to educate learners about using visa/consular services, air travel services, etc. The analysis did not identify any tasks that highlighted objective (b).

Grade 11: The Types of Cause and Process of Misunderstanding (objective c)

Conventions such as "gestures, customs, and rituals" are exhibited differently across cultures (Byram, 2021, p. 86). Objective (c) aims to inform learners of possible misunderstandings that may arise due to differences in cultures. Table 56 below demonstrates the tasks relevant to the objective (c).

Table 56

Grade 11: The Types of Cause and Process of Misunderstanding (objective c)

Task ID	Task Description	Parent Codes	1st Level Coding
87p8a	Work in pairs. Compare the greeting customs and the table manners of the countries you heard in exercise 5 with your country as in the example. E.g. Both Turkish people and most Europeans kiss on the cheek twice while greeting.	CPMDC	AIEH

Task ID	Task Description	Parent Codes	1st Level Coding
89LTA	Discuss the following sentences with the class. The beauty of the world lies in the diversity of its people. When you see the moon shine on the other side of the world, you are not the same. The world is a small global village, and despite our differences, we are all similar and interconnected	CPMDC	RIAD

There were two tasks that focused on cultural misunderstandings and differences. In particular, the first task emphasized alternative interpretations of eating habits and greeting customs across cultures. The second discussion task highlighted the importance of diversity and the celebration of differences.

Grade 11: National Memories from both Perspectives (objectives d and e)

Objective (d) incorporates the knowledge of one's national memory, which is comprised of "the events and their emblems [such as] myths, cultural products, sites of significance to the collective memory" (Byram, 2021, p. 86), and how the national memory is perceived by others. To give an example, one should know about a significant event from the history of their nation, and how is perceived by other nations. Objective (e) emphasizes the interlocutor's national memory and covers the perspectives from one's own country.

Table 57

Grade 11: National Memories from both Perspectives (objectives d and e)

Task ID	Task Description	Parent Codes	1st Level Coding
43p3	What personality traits make Vecihi Hürkuş a hero? Share your ideas with the class.	NAT-MEM-PERS	MNIIS
88p2	if you could choose three aspects of your culture to put in a time box for the future, what would you put in it? Share your ideas with the class.	NAT-MEM-PERS	CCANM
52p3	Work in pairs. Ask and answer the following questions. Share your answers with the class. R What does May 19 mean to you? R How do you feel when you	NAT-MEM-PERS	MNISE

Task ID	Task Description	Parent Codes	1st Level Coding
	commemorate this day at your school?		
38p2	Work in pairs. Make a similar dialogue as in the example using the notes below. Then, act it out	INTER-NAT-MEM-PERS	IMNIIS

Table 57 illustrates the tasks that focused on objectives (d) and (e). Accordingly, there were three tasks that focused on one's own national memory and one task which focused on the interlocutors' national memory. Tasks focusing on objective (d) included markers of national identity such as significant individuals from history, cultural aspects, and significant events. The tasks included activities such as discussing the traits of a national hero, a national celebration, and self-perceived cultural aspects. The aforementioned tasks, however, do not incorporate a foreign perspective. To exemplify, task 43p3 features an aviation hero from the national memory without highlighting how similar figures exist across cultures. In objective (e), the task focused on introducing well-known people from different cultures. It was observed that one of the historical figures discussed in task 38p2 provided information that learners can relate to their own historical background.

Grade 11: Geographical Space from both Perspectives (objectives f and g)

Objective (f) informs learners about the geographical perspectives of one's own country. These perspectives include regional identities and languages, important landmarks, and how other cultures may perceive these. Objective (g) follows the same pattern as the interlocutor's geographical space. In other words, it deals with information about the interlocutor's geographical space and "the perspective on them from one's own" (Byram, 2021, p. 86). The analysis did not identify any tasks for the category (g). However, five tasks were identified as related to objective (f) as presented in Table 58 below.

Table 58

Grade 11: Geographical Space from both Perspectives (objectives f and g)

Task ID	Task Description	Parent Codes	1st Level Coding
63p5b	Choose one of the monuments or historical sites below and prepare a short presentation using the guidelines in the appendix on page 97. b) Give a presentation about your topic to the class.	OWN-GEO-SPACE-PERS	OPGS
64p2	Work in pairs. Talk about the historical sites in your region. What do you know about them?	OWN-GEO-SPACE-PERS	OPGS
65p6	Which of the historical places in the guide would you like to visit and why? Share your answers with the class.	OWN-GEO-SPACE-PERS	OPGS
66p2b	b) Now, ask your friend the same questions you've answered above.	OWN-GEO-SPACE-PERS	OPGS
68p4	Read the statements below. Which of the places would you like to visit first? Explain why. Pamukkale is known for its white travertine terraces filled with warm mineral-rich water. Gediz is a river delta in İzmir that is also known as the İzmir Bird Paradise thanks to its large variety of birds. Saklıkent is a canyon formed by Karaçay, a waterway of the Eşen River between Antalya and Muğla. Salda, Türkiye's deepest freshwater crater lake, has a depth of 184 metres.	OWN-GEO-SPACE-PERS	OPGS

As seen in the Table above, five tasks were identified in the objective (g). These tasks included learners' perspectives on their own geographical space by including content such as discussing historical sites in learners' regions, talking about famous natural landscapes, and making a presentation about historical monuments in learners' regions. However, there were no tasks associated with one's interlocutor's geographical space. In order to foster intercultural perspectives on geographical space in grade 11, there is a need for a stronger emphasis on foreign historical sites, places, and natural beauties.

Grade 11: The Processes and Institutions of Socialization (objective h)

Objective (h) emphasizes knowledge about institutions, and how systems including educational, religious, etc. construct national identity through the socialization process in both countries. An example task for this category would be an activity where learners compare the education systems of their own country and that of interlocutors.

Table 59

Grade 11: The Processes and Institutions of Socialization (objective h)

Task ID	Task Description	Parent Codes	1st Level Coding
79p6	6 Work in pairs. Choose an event you would like to attend from exercise 5 and describe it without giving its name. Try to find each other's favourite event.	INT- SOC	SSA
57LTA	Read the seven pieces of advice by Mevlânâ Celâleddin-I Rûmî and discuss the lines with the class. In generosity and helping others, be like a river. In compassion and grace, be like the sun. In concealing others' faults, be like the night. In anger and fury, be like the dead. In modesty and humility, be like the earth. In tolerance, be like the sea. Either exist as you are or be as you look.	INT- SOC	SRB
76p3	What is the message Mr Bright wants to give? Write and share your ideas with the class. Andrew: Mr Bright, can you tell us why you always say (1) ____? Mr Bright: Good question, Andrew. Listen! The only school subject that promotes both physical and emotional health is physical education. Also, (2) ____. Andrew: You're totally right, Mr Bright. Mr Bright: Well, that's why PE should be a core subject, just like moths, science and history. Andrew: Why do you think so, Mr Bright? Mr Bright: This is ancient wisdom, Andrew. We know that our body and mind are connected. However, (3) ____. Andrew: The solution itself is in PE classes you say, right? Mr Bright: For sure, (4) ____. Every school should give a healthy start to every student together with education.	INT- SOC	SSA
92p3	Close your books. Ask your partner how many values s/he can remember from the text. Who can say more; you or your partner?	INT- SOC	SFH

Task ID	Task Description	Parent Codes	1st Level Coding
79LTA	Work in pairs and discuss the questions below with your partner. R Do you think that participating in a fundraiser with your friends strengthens your friendship? Why/Why not? R Which is more effective: buying items at a fundraiser or working to raise funds for them?	INT- SOC	SSA

Table 59 depicts the tasks that were identified as focusing on objective (h). There were five tasks in this category. The analysis found that three of the tasks focused on content related to schools. One activity focused on discussing fundraising events at schools, which is an essential community activity and may be considered a part of an individual's socialization process. One of the tasks emphasized family as an institution, while the other one highlighted the philosophical/spiritual belief systems.

Grade 11: Institutions Affecting Daily Lives (objective j)

Objective (j) deals with the role of institutions both in one's own and the interlocutor's countries, and how they might affect the living conditions, such as health, education, and so forth.

Table 60

Grade 11: Institutions Affecting Daily Lives (Objective j)

Task ID	Task Description	Parent Codes	1st Level Coding
39p6	Discuss the following questions explaining your reasons. -How can you describe Terry's life? -Would you start running again after a serious surgery? --Would you like to attend the Marathon of Hope?	INT-IMP-DAILY LIFE	IHS
30p1	Look at the photos. Work in pairs and discuss the following questions below. Then, share your ideas with the class. 3.1 2 Listen to the podcast and fill in the blanks with the expressions below. 3 Match the words with the correct definitions. One is extra. R Do you know what services are offered for the homeless? R What can you do to help the homeless?	INT-IMP-DAILY LIFE	IILC

Task ID	Task Description	Parent Codes	1st Level Coding
36p5	Say at least three facts you've learnt about mind-body therapy. Discuss them with the class.	INT-IMP-DAILY LIFE	IHS

As Table 60 demonstrates, the evaluation identified three tasks related to objective (j). Two of these tasks inform on health systems, while the other one involves a discussion about institutions influencing living conditions such as homelessness. In task 39p6, learners reflect on the life of Terry Fox who started a fundraising by running a cross-country marathon to raise awareness about cancer. This task promotes discussions and reflections about the role of healthcare institutions.

Grade 11: Processes of Social Interaction (objective k)

Objective (k) involves knowledge about social interaction in one's own and the interlocutor's countries. It promotes learners to understand how modes of behaviour, belief systems, and taboos can result in linguistic and non-linguistic differences across cultures.

Table 61

Grade 11: Processes of Social Interaction (objective k)

Task ID	Task Description	Parent Codes	1st Level Coding
86p4	Work in pairs and make comments about the moral values and norms of different cultures as in exercise 3.	PSII	CNMB
87p8b	b) What are the moral values and social norms of your society? Do you think robots could be programmed with norms and values in the coming future? Share your ideas with the class.	PSII	CNMB

In grade 11, two tasks aligned with objective (k), and both of these focused on cultural norms and modes of behaviour. As seen in Table 61, the first task fosters

an awareness of different social interactions, while the other task encourages discussion about the social norms in the learners' own country.

Grade 11: Symbolic Competence (objective l)

Symbolic Competence refers to an understanding of languages and their symbolic power in social interactions. Symbolic competence states that individuals must understand and be aware of what their interlocutor's language symbolizes in terms of the historical and political relationship between the two countries. Additionally, symbolic competence sees language as a form, which can symbolize the subjectivity of meaning (Byram, 2021). For instance, a literary genre sample can reveal important facts about the culture, such as the Haiku format that belongs to the Japanese culture.

Table 62

Grade 11: The Significance of Symbolic Competence (objective l)

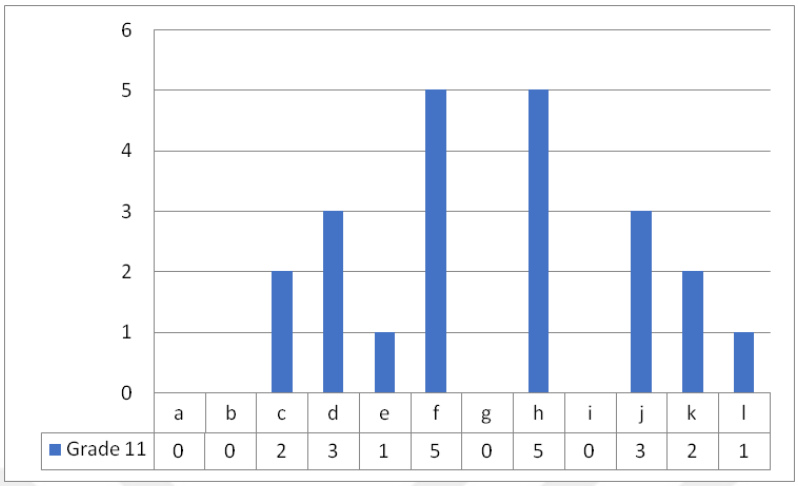
Task ID	Task Description	Parent Codes	1st Level Coding
84p4	Write your own Cinquain poem following the guidelines in the appendix on page 102. Read your poem in the class.	SIG-SYM-COM	LTDC

As illustrated in Table 62, the analysis identified one task in the symbolic competence category. The task informs learners about a poetic structure in a different language and invites them to experiment with it. In other words, it encourages learners to make connections between meaning and form.

As can be seen in Figure 41 below, in grade 11 speaking tasks, there was a strong emphasis on objectives (f) and (g). They were followed by three tasks, each aligned with objectives (d) and (j). On the other hand, only two tasks each were identified in the categories (c) and (k). Moreover, only one task each aligned with objectives (l) and (e), while no task matched with the objectives (a), (b), and (g).

Figure 41

Grade 11: The Distribution of Objectives



Finally, as the analysis shows, it can be inferred that grade 11 tasks put the most emphasis on the perceptions of geographical space in one's own country, as well as the institutions shaping national identity. Conversely, very little attention was given to the perceptions of national memory in the interlocutor's country and the symbolic competence. Historical and contemporary relationships, achieving contact with interlocutors, and perceptions of geographical space in the interlocutor's country were not covered in the speaking tasks.

Grade 12 English Language Textbook: Speaking Functions, Objectives & Genres

In this section, the themes of the grade 12 English textbook *Notifier* (Çimen et al., 2023) will be outlined. Next, the analysis of the speaking objectives according to the functions of the language defined by Halliday (1975) will be summarized. Then, the objectives will be classified according to the cognitive domain categories in Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001). Finally, the

objectives and the corresponding genres will be revealed, and the distribution will be presented.

Grade 12: Themes and Structure

Notifier (Çimen et al., 2023) English course book is made up of 12 themes as presented below.

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

In the grade 12 coursebook, each theme comprises between 14 to 22 tasks. Each theme starts with warm-up tasks that introduce the related vocabulary and activate background knowledge. The themes in grade 12 do not have a skill-focused progression. Instead, tasks focus on skills in an integrated way. There are *self-assessment* and *Portfolio* sections at the end of each theme. The self-assessment typically presents three questions: yes/no questions, open-ended questions, and a vocabulary part related to the topic of the theme. These questions serve to check learners' comprehension of the material presented in the themes. The portfolio section provides genre-based and content-based tasks that encourage learners to use

the language authentically in real life. The analysis of the grade 12 textbook *Notifier* identified 18 Pre-S stage tasks, 27 W-S stage tasks, and 15 Post-S tasks.

Grade 12 Textbook and English Language Curriculum

Grade 12 textbooks are used at the Anatolian high schools in Türkiye. The academic year for Anatolian high schools spans around 36 weeks, which yields 144 hours of English lessons where the *Notifier* coursebook is utilized.

Grade 12: Speaking Objectives

Grade 12 objectives are presented in Table 63 below along with the matching language functions. There are 22 curriculum objectives related to speaking skills (MoNE, 2018, pp. 56-65). When these objectives were cross-checked with the ones in the textbook, no differences were found between them.

Table 63

Grade 12: Speaking Objectives

G	T	S	Objectives (Students will be able to…)	Functions
12	1	S1	exchange ideas about their music preferences.	interactional
12	1	S2	agree or disagree with others by sharing their opinions about music.	personal
12	2	S1	ask and answer questions about personal features. .	personal
12	2	S2	state reasons while giving clear detailed descriptions about physical appearances	representational
12	2	S3	interpret information from graphic features (graphs, charts, tables, etc.)	representational
12	3	S1	make suggestions about improving human rights.	representational
12	3	S2	discuss the problems/difficulties of the disadvantaged people in the world.	representational
12	4	S1	talk about predictions and plans.	representational
12	4	S2	participate in an informal debate about virtual reality and imaginary world/ cyber games to share ideas.	interactional

G	T	S	Objectives (Students will be able to…)	Functions
12	5	S1	make a role-play between a psychologist/school counsellor and a client.	imaginative
12	5	S2	make comment on moods by looking at flashcards	representational
12	5	S3	use different voice levels, phrasing and intonation to give and follow instructions in different moods.	regulatory
12	6	S1	distinguish between formal and informal language while accepting and declining requests.	interactional
12	6	S2	act out a self-prepared dialogue about requests/favours.	imaginative
12	7	S1	narrate the events in the past.	representational
12	7	S2	make a presentation about unusual/odd news stories.	representational
12	8	S1	make complaints and offer solutions to environmental /energy problems.	representational
12	8	S2	participate in an informal debate about alternative energy in the future.	interactional
12	9	S1	exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices.	interactional
12	9	S2	make an interview with a friend about the influence of technology on social life	interactional
12	10	S1	express regrets, wishes and apologies.	personal
12	10	S2	discuss manners in different cultures.	interactional

Note. G = Grade, T = theme, S = Speaking

Grade 12 speaking objectives were analyzed according to the functions of the language proposed by Halliday (1975). As seen in Table 63, several functions are identified. The *Representational Function* was utilized the most among the speaking objectives. This function involves conveying facts and making propositions about the real world. Some of the tasks included in this category were making solutions to environmental problems, making presentations about news stories, narrating past

events, and interpreting information from graphs. The *Interactional Function* involves language focusing on interactions such as discussion, group tasks, etc. As such, tasks, including discussions, exchanging ideas, and conducting interviews, were included in this category. The *Personal Function* involves language that expresses individuality such as personal preferences and emotions. This function was utilized for a few objectives, including expressing regrets and wishes, expressing opinions, and asking and answering about personal features. The *Imaginative Function* involves using language for creative purposes such as act-outs, role-plays, and games. This function was included in one objective, as seen in Table 63. Finally, the *Regulatory Function* emphasizes using language to teach, give instructions, directions or to talk about rules. This function was included in one objective which involved giving instructions.

Grade 12 Textbook: Curriculum Objectives & Bloom's Cognitive Domain

Speaking objectives in the grade 12 curriculum were analyzed based on the revised Bloom's Taxonomy cognitive categories as outlined by Anderson and Krathwohl (2001). Table 60 below presents the objectives and the matching cognitive categories.

Table 64

Grade 12: Curriculum Objectives & Revised Bloom's Taxonomy

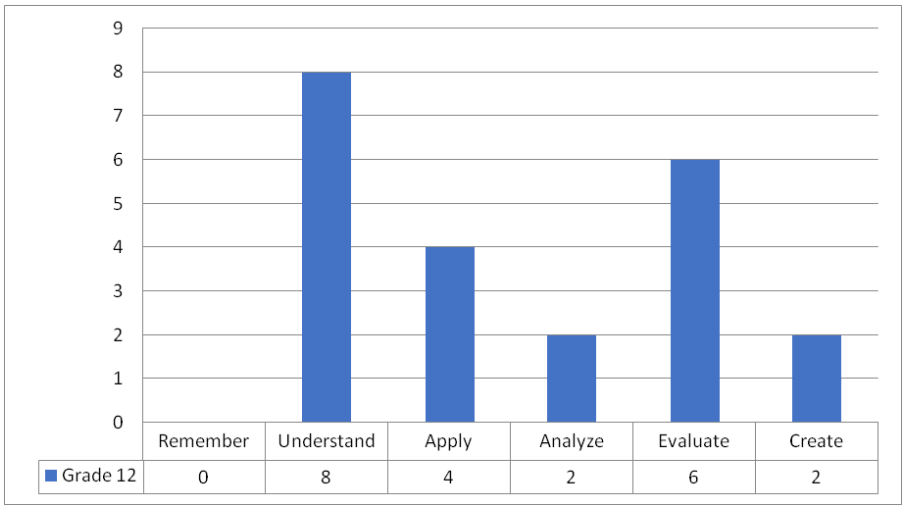
T	S	Objectives	Taxonomy
1	S1	exchange ideas about their music preferences.	Understand
2	S1	ask and answer questions about personal features. .	Understand
2	S3	interpret information from graphic features (graphs, charts, tables, etc.)	Understand
4	S1	talk about predictions and plans.	Understand

T	S	Objectives	Taxonomy
6	S1	distinguish between formal and informal language while accepting and declining requests.	Understand
7	S1	narrate the events in the past.	Understand
9	S1	exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices.	Understand
10	S1	express regrets, wishes and apologies.	Understand
5	S2	make comment on moods by looking at flashcards	Apply
5	S1	make a role-play between a psychologist/school counsellor and a client.	Apply
5	S3	use different voice levels, phrasing and intonation to give and follow instructions in different moods.	Apply
6	S2	act out a self-prepared dialogue about requests/favours.	Apply
3	S2	discuss the problems/difficulties of the disadvantaged people in the world.	Analyze
10	S2	discuss manners in different cultures.	Analyze
8	S1	make complaints and offer solutions to environmental /energy problems.	Evaluate
1	S2	agree or disagree with others by sharing their opinions about music.	Evaluate
2	S2	state reasons while giving clear detailed descriptions about physical appearances	Evaluate
3	S1	make suggestions about improving human rights.	Evaluate
4	S2	participate in an informal debate about virtual reality and imaginary world/ cyber games to share ideas.	Evaluate
8	S2	participate in an informal debate about alternative energy in the future.	Evaluate
7	S2	make a presentation about unusual/odd news stories.	Create
9	S2	make an interview with a friend about the influence of technology on social life	Create

As seen in Table 64 above, objectives were matched with 5 cognitive categories. There were no speaking tasks aligned with the category *Remember*. Objectives in the *Understand* category focused on asking and answering questions, recognizing formal and informal language, interpreting graphs, retelling a story, etc. The *Create* cognitive domain involves tasks applying pre-learnt language functions and structures in new contexts. Acting out role-plays, dialogues, and giving instructions belong to the *Apply* cognitive level. Two objectives aligned with the cognitive level *Analyze.* These objectives centered on comparing and discussing manners across different cultures and discussing the problems of disadvantaged people around the world. In the category *Evaluate,* objectives encourage learners to find solutions to problems, make suggestions, express ideas in a debate, and state reasons. In the final cognitive level *Create,* objectives focused on making a presentation and interviewing a friend.

Figure 42

Grade 12: The Distribution of Objectives in Revised Bloom's Taxonomy



As seen in Figure 42, the lower-order and the higher-order cognitive skills were evenly distributed among the speaking tasks. There were eight objectives

aligned with the level *Understand,* followed by six objectives in the category *Evaluate.* Additionally, four objectives aligned with *Apply,* and two aligned with the category Create. As the figure demonstrates, the number of lower-order cognitive and higher-order cognitive domain objectives were close to each other.

Grade 12 Textbook: Tasks, Objectives & Genres

Grade 12 speaking tasks were classified into spoken genres as outlined below in the tables. The analysis revealed several genres, including *conversation, discussion, debates, role-play, interview, making comments, speech, narration, speech act analysis, and non verbal communication analysis.* Each genre is presented below along with a deeper analysis.

Table 65 below presents objectives and their sample tasks in the conversation genre. Objectives in this category included exchanging ideas, asking and answering questions, and talking about plans.

Table 65

Grade 12: Conversation

Task ID	Sample Task	Objectives	Genre
13p6	Now, exchange ideas about your music preferences with your classmates as in the dialog. Try to include instruments, artists, tunes, mood, etc.	exchange ideas about their music preferences.	conversation
51p11	Now, make notes about your predictions and plans based on the following situations/events and tell them to your friends.	talk about predictions and plans.	conversation
107p12	Listen to your classmates' descriptions of hi-tech products and exchange ideas and feelings about them. Try to use phrases of surprise, happiness, interest, or indifference as in Part 3 and from the box below	exchange ideas and feelings such as surprise, happiness, interest, and indifference about technological devices.	conversation

The objectives were analyzed according to the *Conversation Analysis.* Several *turn-taking* and *Topic Management* strategies emerged. As seen in the table, the objectives and tasks promote a flexible turn-taking strategy that ensures a better flow of interaction. The tasks do not impose a strict adjacency for learners to follow while providing a conversation sample to help them manage the task. In terms of topic management, it is seen that the tasks set the topic and provide lexis such as music preferences, emotions, and predictions.

Table 66 presents objectives in the *discussion genre* category. The discussion genre included tasks such as discussing manners in different cultures, problems of disadvantaged people, music preferences, and human rights.

Table 66

Grade 12: Discussion

Task ID	Sample Task	Objectives	Genre
118p12	Look at the pictures. Discuss the manners considering different cultures.	discuss manners in different cultures.	discussion
37p6	Discuss the problems of the disadvantaged people in Part 4. Then, talk about and give examples of the problems of the disadvantaged. Consider age, disabilities, deprivations, poverty, war, etc.	discuss the problems/difficulties of the disadvantaged people in the world.	discussion
16p10	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 favourite soundtracks about motivation. It works.	agree or disagree with others by sharing their opinions about music.	discussion
41p14	Now, in your groups, choose at least two of the problems in Part 13 and make suggestions to improve the situations as on the forums in Part 7.	make suggestions about improving human rights.	discussion

When the objectives and the sample tasks were analyzed, it was observed that discussions were semi-controlled as tasks provided some structure to guide learners. For instance, in task 16p10, phrases provide scaffolding for the discussion.

Table 67 below outlines the objectives and corresponding sample tasks in the role-playing genre. These tasks include writing a dialogue in pairs and acting them out.

Table 67

Grade 12: Role Play

Task ID	Sample Task	Objectives	Genre
63p12	Work in pairs. Follow the instructions below to create a dialogue as a student and a school counsellor. Then, role-play the dialog. A: Listen to the student and tell that you understand her/him. Use the text in Part 9 and the texts in Part 10 while giving advice. B:Share your problem of going through a stressful period due to the mid-term exams and the fear of failure. Ask the counselor for advice and suggestions to change your negative mood.	make a role-play between a psychologist/school counsellor and a client.	role play
72p12	Now, choose one of the favors you talked about and act it out for your friends. You can make your notes below.	act out a self-prepared dialogue about requests/favors	role play
31p18	Work in pairs. Imagine that you and your partner are thinking of being roommates, and you both need to ask and answer questions about each other's personal features. Make a dialog and act it out for your classmates. You can make your notes below.	ask and answer questions about personal features. .	role-play

When the role-play tasks were analyzed, it was observed that two of the tasks were free, while one was semi-controlled. While in task 63p12, learners are provided with specific details and instructions about the scenario, in the other two tasks, there is less restriction in building a dialogue.

Table 68 illustrates the objectives and the sample tasks in the *debate genre* category. The analysis identified two objectives which included the activities as

follows: Participate in an informal debate about alternative energy and participating in a debate about virtual reality.

Table 68

Grade 12: Debate

Task ID	Sample Task	Objectives	Genre
48p6	Now, you will hear statements from an interlocutor. Imagine that you are having a debate with him over virtual reality. Upon hearing the statements, oppose them by using your notes.	participate in an informal debate about virtual reality and imaginary world/ cyber games to share ideas.	debate
94p6	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	participate in an informal debate about alternative energy in the future.	debate

When the tasks were analyzed, it was seen that activity 94p6 is a controlled task as a template instructing learners whether to agree or disagree, is provided to students. On the other hand, task 48p6 is semi-controlled since learners are given the freedom to use their own responses in the debate.

Table 69 illustrates the remaining genres in the grade 12 speaking objectives and corresponding tasks. The following genres are included: *interview, making comments, narration, and non-verbal communication analysis, presentation, reporting graphs, speech, speech acts, and speech act analysis.* In the interview genre, the task is designed to help learners conduct an interview utilizing the questions they had prepared earlier. As such, this task is considered a free activity. There were two tasks in the "making comments" genre. In these tasks, learners provided commentaries by describing visuals about mood and expressing their impressions about people's appearances. Both of these tasks were semi-controlled as visuals provided a structure, and learners were given clear instructions that limited

the scope of their answers. In the *narration genre*, the task encourages learners to recall an event of their choice and narrate it to the class. In this regard, the task offers some degree of creativity and thus can be classified as a free task.

Table 69

Grade 12: Other

Task ID	Sample Task	Objectives	Genre
107p15	Now, walk around asking the interview questions to your classmates. Take notes and once you are finished, discuss the points that you think are interesting.	make an interview with a friend about the influence of technology on social life	interview
59p5	Imagine that you have the following flashcards for the same audition for inspiration. How would you comment on them in terms of moods?	make comment on moods by looking at flashcards	making comments
26p10	Look at the people in the images and share your impressions about them. Make sentences about their appearances and give reasons as in Part 9.	state reasons while giving clear detailed descriptions about physical appearances	making comments
86p13	Now, consider all the factors while narrating past events throughout the theme content and narrate events of your choice for the class.	narrate the events in the past.	narration
60p6	Now, imagine that you are at the audition and have been asked to voice at least two of the people in the pictures in Part 5 using different voice levels and intonation. Use your own phrases. Give feedback to your friends.	use different voice levels, phrasing and intonation to give and follow instructions in different moods.	non-verbal communication analysis
88portfolio	Search for and decide on a significant female heroine in the Turkish War of Independence, such as Kara Fatma, Nene Hatun, etc. Put her story down on presentation slides. Do the presentation for the class. You can work in pairs.	make a presentation about unusual/odd news stories.	presentation
22p3	Below is a survey chart which shows how people describe their best friends through one single adjective. Study it and share your inferences and comments as in the example. E.g. Only 8 participants believe that being loyal describes a true friendship, but I believe it is much more important.	interpret information from graphic features (graphs, charts, tables, etc.)	reporting graphs

Task ID	Sample Task	Objectives	Genre
95p9	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 complaints and offer solutions to environmental /energy problems.	speech
115p7	Think about an incident in your life that required expressing apologies, regrets, and wishes. Share them with the class. Make your notes here.	express regrets, wishes and apologies.	speech acts
68p2	Now, discuss which dialogues in Part 1 are formal and which are informal. Write formal or informal into the boxes on the right of the dialogues.	distinguish between formal and informal language while accepting and declining requests.	speech acts analysis

In the *speech genre*, one task encouraged learners to give a speech addressing an official about problems and solutions in their hometown. As the task facilitates creativity, it is considered a free task. In the *presentation category*, learners were asked to do research and make a presentation about an important female figure from history. Since learners were asked to do research, prepare slides, and present their work, this task is considered informative.

The analysis revealed that in grade 12, there was an emphasis on the meta-language which informed students about interpreting graphs and distinguishing between formal and informal requests. Additionally, one task instructed learners about non-verbal communication using different voice tones.

Figure 43

Grade 12: The Distribution of Genre among the Speaking Objectives

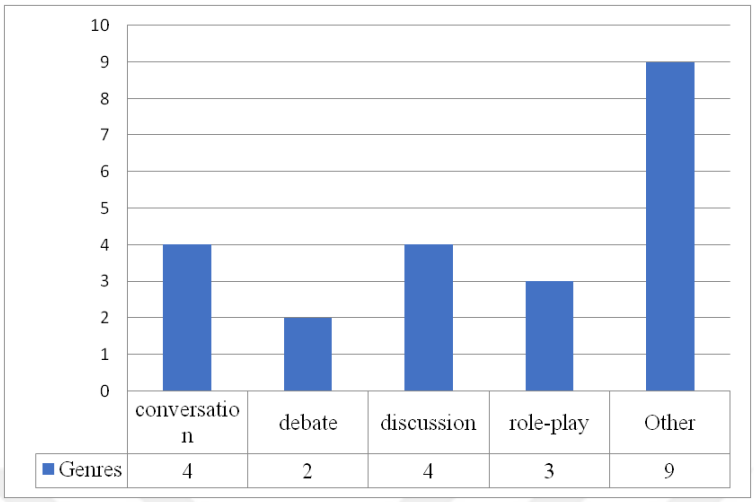


Figure 43 illustrates the distribution of the genres which included the following: four objectives each in the *conversation* and *discussion* genres, two objectives in the *debate genre,* and finally, nine objectives in the *other genres* category. The *Other* genre category makes up the highest number of objectives. This suggests that there was an emphasis on including more diverse genres such as interpreting graphs, non-verbal communication analysis, speech acts, etc.

Grade 12 Textbook: Communicative Continuum

Tables 70 through 73 will demonstrate the W-S and Post-S tasks among the communicative continuum categories. Since this study is concerned with speaking tasks, the category of *non-communicative learning* was not included in the analysis. The evaluation identified the following categories: *pre-communicative language practice, communicative language practice structured communication,* and *authentic communication.*

Grade 12 Textbook: Pre-Communicative

The pre-communicative category involves tasks that focus on form and drills to practice the language. These tasks focus on meaning but the communication of messages is not emphasized. Drills including simple questions and answers belong to this category (Littlewood, 2004, p. 322). As seen in Table 70, three tasks in the W-S stage, and one task in the Post-S stage aligned with the pre-communicative category. These tasks focused on practising accepting and declining requests, opposing in a debate, and expressing impressions about people's appearances.

Table 70

Grade 12 Textbook: Pre-Communicative

Task ID	Task Description	Pre-com.	Stage
71p9	You will hear the initial statements of the conversations in Part 1. Complete the conversations by accepting or declining when there is a pause. Avoid using the phrases already given.	✓	Post-S
26p10	Look at the people in the images and share your impressions about them. Make sentences about their appearances and give reasons…	✓	W-S
46p2	How would you relate the following words to the pictures above?	✓	W-S
68p2	Now, discuss which dialogues in Part 1 are formal and which are informal. Write formal or informal into the boxes on the right of the dialogues.	✓	W-S

When the tasks above were analyzed, it was seen that there was a lack of emphasis on the communication of messages, context, audience, and purpose. To that end, the tasks need to be modified accordingly. For example, the Post-S task needs to employ context and audience by setting the discussion task in a group activity, rather than having the students respond to the listening. In W-S stage tasks, for instance, task 48p6 could be set as a pair discussion activity to foster more meaning-focused communication. Additionally, task 46p2 needs to be set as a discussion activity as in the following: Work in pairs and discuss how the words

below relate to the pictures above. Then, share your analysis with the class. By adding audience and context, the task promotes the communication of messages.

Grade 12 Textbook: Communicative Language Practice

This stage encompasses tasks that utilize learned language structures to convey new information while using predictable language. Table 71 presents W-S and Post-S stage tasks in the communicative language practice category. These tasks focused on discussions, reporting survey results, sharing regrets and wishes, and sharing preferences about music.

Table 71

Grade 12 Textbook: Communicative

Task ID	Task Description	Comm.	Stage
83p9	Work in groups. Paraphrase the rest of the news story in Part 7. Share your text with the class and discuss the change	✓	Post-S
51p11	Now, make notes about your predictions and plans based on the following situations/events and tell them to your friends.	✓	Post-S
22p3	Below is a survey chart which shows how people describe their best friends through one single adjective. Study it and share your inferences and comments as in the example. E.g. Only 8 participants believe that being loyal describes a true friendship, but I believe it is much more important.	✓	W-S
115p7	Think about an incident in your life that required expressing apologies, regrets, and wishes. Share them with the class. Make your notes here.	✓	W-S
16p10	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.	✓	W-S
13p6	Now, exchange ideas about your music preferences with your classmates as in the dialog. Try to include instruments, artists, tunes, mood, etc.	✓	W-S
72p11	When was the last time you asked for a favor? What was it? Work in pairs. Tell your partner about it as in the example. The phrases given could be of help. E.g. I was too tired to do the laundry. I asked my roommate to do it for me. I said, "Do me a favor and do the laundry."He accepted it. He	✓	W-S

Task ID	Task Description	Comm.	Stage
	said, “Sure, bro.” • help with homework • give a lift • prepare a project • translate a text • take the trash out • share pictures/data • iron a shirt • lend the cell phone		
97p12	You will hear Linda and Kate talking about excessive energy consumption. Listen and take notes about the problems and solutions. Then, try to give other examples of saving energy.	✓	W-S
94p6	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	✓	W-S

Communicative tasks should incorporate purpose, context, and outcome to foster more meaning-focused interaction. As such, some of the tasks above should be modified accordingly. For instance, task 22p3 could be changed as follows, prepare some survey questions about what adjective best describes a good friend. Then, prepare a chart showing the responses, and report your findings to the class via a short presentation. Similarly, task 51p11 could have the students utilize language used for predictions in a dialogue and act it out instead of sharing the sentences orally.

Grade 12: Structured Communication

Table 72 below presents W-S and Post-S tasks identified in the *structured communication* category. Tasks in structured communication encouraged learners to use unpredictable language in tasks such as discussions, conversations, and creative role plays.

Table 72

Grade 12 Textbook: Structured Communication

Task ID	Task Description	Structured	Stage
36p4	Below are some pictures related to disadvantaged people. In groups, discuss the pictures and try to write a definition for the	✓	W-S

Task ID	Task Description	Structured	Stage
	disadvantaged. Exchange your definitions.		
48p6	Now, you will hear statements from an interlocutor. Imagine that you are having a debate with him over virtual reality. Upon hearing the statements, oppose them by using your notes.	✓	W-S
41p14	Now, in your groups, choose at least two of the problems in Part 13 and make suggestions to improve the situations as on the forums in Part 7.	✓	W-S
118p12	Look at the pictures. Discuss the manners considering different cultures.	✓	W-S
31p18	Work in pairs. Imagine that you and your partner are thinking of being roommates, and you both need to ask and answer questions about each other's personal features. Make a dialogue and act it out for your classmates. You can make your notes below.	✓	W-S
63p12	Work in pairs: Follow the instructions below to create a dialogue as a student and a school counselor. Role-play the dialogue. A: Listen to the student and tell that you understand her/him. Use the text in Part 9 and the texts in Part 10 while giving advice. B: Share your problem of going through a stressful period due to the mid-term exams and the fear of failure. Ask the counselor for advice and suggestions to change your negative mood.	✓	W-S
12p3	Below are some reasons for people's ringtone choices. Read and discuss if you agree or disagree. • It's instrument-based. I focus on ringtones with percussion instruments, especially the drums. • I'm an artist. I need inspiration. I'd rather choose pieces of famous composers as ringtones. • I prefer soft, lovely tunes as ringtones. They have a soothing effect. • The piano makes a huge difference. I can say that I like keyboard instruments more than the others. • I pick soundtracks as my ringtones. It's like traveling back to different movie scenes. • My choices are genre-based. My favorite one is jazz and when my phone rings, I hear lovely music.	✓	W-S
23p6	Think about your favorite friendship. Which of the following do you think is the reason for it? Discuss and if you have other reasons, share with your friends. • We have a lot in common. • We get on well for some reason. • We can understand each other well. • We support each other well. •We enjoy our time together	✓	W-S
53p15	Which of the cyber crimes in the text is worse? Discuss giving reasons.	✓	W-S
103p4	Would you buy the following second-hand items? Why/Why not? Discuss.	✓	W-S

Task ID	Task Description	Structured	Stage
107p13	Discuss how technological devices/innovations affect social life. Consider the following.	✓	W-S
37p6	Discuss the problems of the disadvantaged people in Part 4. Then, talk about and give examples of the problems of the disadvantaged. Consider age, disabilities, deprivations, poverty, war, etc.	✓	Post-S
72p12	Now, choose one of the favors you talked about and act it out for your friends. You can make your notes below.	✓	Post-S

In Structured communication, tasks utilize form-focused practice to incorporate meaning-focused communication, which allows students to experiment with language and use it more creatively. Post-S tasks, in that regard, must provide learners with a context to use the language in more meaningful scenarios. To that end, Post-S tasks could be modified. For example, in task 37p6, students can be asked to work in pairs and prepare a proposal for a project that addresses the problems of the disadvantaged in the local community, and solutions focusing on the inclusion of the disadvantaged into society. Learners could then be asked to present their project and open it for a class discussion.

Grade 12: Authentic Communication

Authentic Communication focuses on the use of language in real-life interactions in meaningful contexts. Additionally, authentic tasks promote the use of unpredictable language, where learners are encouraged to respond to situations in a genuine way. Table 73 below demonstrates W-S and Post-S stage tasks in the authentic category. In the post-S stage, the majority of the tasks were performance-based and were featured in the *Portfolio* sections of the book. This section is situated at the end of each unit. It offers task-based activities such as doing research and presenting the findings, making a speech, designing posters, interviewing classmates and discussing the results, providing feedback on each other's reports, and

conducting surveys in real life. As seen, tasks in the portfolio section usually provide a clear audience, purpose, and outcome, aligning them with the authentic communication category.

Table 73

Grade 12 Textbook: Authentic Communication

Task ID	Task Description	Authentic	Stage
88portfolio	Search for and decide on a significant female heroine in the Turkish War of Independence, such as Kara Fatma, Nene Hatun, etc. Put her story down on presentation slides. Do the presentation for the class. You can work in pairs.	✓	Post-S
44portfolio1	PROJECT 1 Step 1 Read the items in the Universal Declaration of Human Rights and choose5 most important ones for you. Step 2 Now, design a poster that shows these 5 items. Use illustrations. Step 3 Prepare a small speech to explain why you think that they are the most important ones. You can work in pairs.	✓	Post-S
98portfolio	Work in groups. Imagine that you are members of the environment club in your school. You will visit your mayor to convince her/him to invest more in alternative energy. Prepare a slideshow outlining the reasons for investing in alternative energy. Do the presentation for the class and discuss its strengths and weaknesses	✓	Post-S
120 portfolio	Step 1 Choose two cultures that you are familiar with (If you are not familiar enough with any two cultures, search for them on the Net). Step 2 Prepare a contrastive presentation on behavioral patterns associated with manners of these cultures and give a presentation	✓	Post-S
107p15	Now, walk around asking the interview questions to your classmates. Take notes and once you are finished, discuss the points that you think are interesting.	✓	Post-S
76portfolio	Step 1 Observe your neighborhood (schools, apartment buildings, shopping malls, etc.) Step 2 Take notes of how people make requests/ask for favors. Step 3 Choose the best ones in terms of politeness and list them. Then, share them with your friends. You can work in pairs	✓	Post-S
56portfolio	Step 1 Imagine that you are planning to do a digital detox (see definition below) for one full month. Step 2 Think about this time period and make predictions about its potential effects on;	✓	Post-S

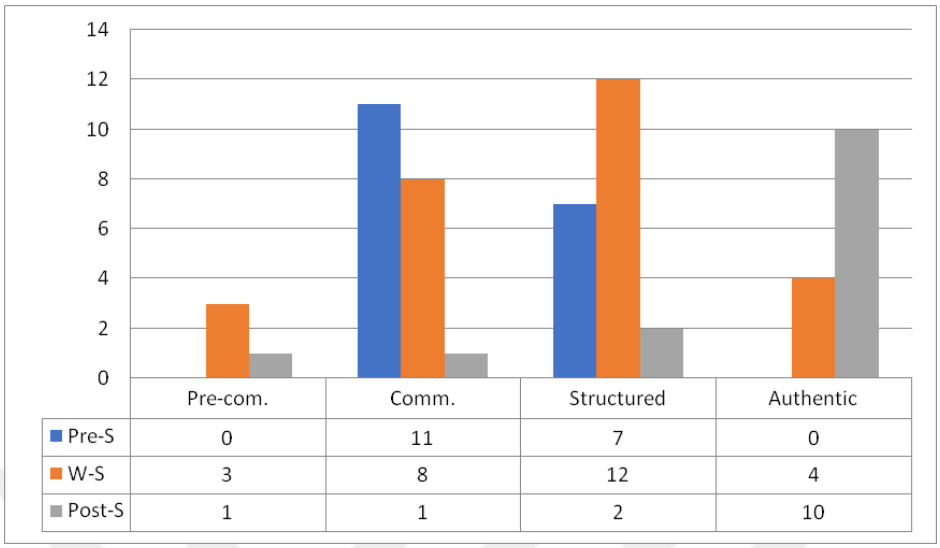
Task ID	Task Description	Authentic	Stage
	• your health • relationships • time management Step 3 Prepare a one-minute talk to convince your best friend. You can benefit from the expressions given in Part 12. - A digital detox refers to a state when an individual suspends or quits using digital equipment and devices to utilize that time for social interactions and activities.		
18Portfolio-1	Step 1 Prepare at least 3 survey questions to find out the musical preferences of people around you (family members, neighbors, etc.). Ask the survey questions to at least 10 people. You can use technological tools to give the survey. Analyze the survey results. Report the results using the phrases covered in Part 13.	✓	Post-S
110portfolio	Examine the house you live in or a public building and make a list of the things that need to be refurbished. Updating the decor, installing a new kitchen, and landscaping the garden or balcony can be given as examples. Now, imagine that you are the head of a (repair) team for a refurbishment company that offers renovation services. Based on your list, make a refurbishment plan for the house you live in and prepare a presentation for your customers. Include photos of the areas (e.g., the kitchen, bathroom, and dining room furniture) to be refurbished and what you offer for refurbishment.	✓	Post-S
18Portfolio-2	Step 2 Examine how survey results are reported in some sources (e.g., the Internet, magazines, or newspaper/research articles). Now, exchange the survey reports you provided in Step 1 with your desk mates and evaluate your peer's report making use of your discoveries here. Take notes. Please consider the rules of providing feedback while evaluating your peer's report.	✓	Post-S
60p6	Now, imagine that you are at the audition and have been asked to voice at least two of the people in the pictures in Part 5 using different voice levels and intonation. Use your own phrases. Give feedback to your friends.	✓	W-S
86p13	Now, consider all the factors while narrating past events throughout the theme content and narrate events of your choice for the class.	✓	W-S
18p15	Imagine that the table below shows the survey results of your classmates' music preferences. 15 Study it and write a survey report as the one given in Part 14. Alternatively, walk around the class asking the given survey question to your friends, create your survey result bars, and write a report. What is your favorite genre of music?	✓	W-S

Task ID	Task Description	Authentic	Stage
95p9	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.	✓	W-S

In the W-S stage, there were about four tasks incorporating authentic communication. These tasks included role-playing at an audition, narrating past events, creating a bar chart and reporting the results, and making a speech to an official regarding local issues. Even though the W-S stage tasks foster meaning-focused communication, some tasks need a more precise context, as seen in task 60p6. This task engages learners' creativity to an extent but limits their use of English due to the structure of the task. The tasks could be modified as follows: work in pairs, study the pictures, and improvise a dialogue, paying attention to voice level and intonation according to the emotions in the pictures. At the end, give feedback on each other's performances. Another task that needs revision is 86p13. In this task, learners are asked to narrate an event of their choice, however, the task is not contextualized, and the purpose is not clear. The task could clarify and give context regarding the type of event. For instance, describing a memorable experience, or first day at school, etc.

Figure 44

Grade 12: The Communicative Continuum Percentages of W-S and Post-S Tasks



	Pre-com.	Comm.	Structured	Authentic
Pre-S	0	11	7	0
W-S	3	8	12	4
Post-S	1	1	2	10

Figure 44 demonstrates the grade 12 tasks dispersed across the communicative continuum categories. In the W-S tasks, there were 12 tasks in the structured communication category, followed by 8 tasks in the communicative language practice. There were only four tasks in the authentic category and three tasks in the pre-communicative language practice. In the post-S stage, the analysis identified 10 tasks in the authentic category, followed by one task in communicative language practice and two tasks in structured communication categories. There was one task in the pre-communicative language practice category.

As seen clearly, the majority of the speaking tasks fall at the right end of the communicative continuum spectrum. This indicates that, in grade 12, there was a strong emphasis on the communication of messages, and the tasks oriented towards a meaning-focused interaction.

Grade 12 Communicative Competence: Strategic, Formulaic & Interactional

Communicative competence was analyzed using Celce-Murcia's (2008) *Strategic*, *Interactional*, and *Formulaic Competences*. Each W-S and Post-S stage

speaking task was evaluated accordingly. According to the analysis, out of 42 W-S and Post-S tasks, 27 incorporated an aspect of communicative competence. There were 19 tasks in the *Strategic Competence,* seven tasks in *Interactional Competence,* and one task in the *Formulaic Competence.* Table 74 through 76 presents the communicative competences and their corresponding tasks.

Grade 12: Strategic Competence

Strategic competence deals with strategies learners use in acquiring the language. It is reviewed under two categories: learning strategies and communication strategies. Oxford's learning strategies involve the following aspects: *cognitive, meta-cognitive,* and *memory-related* (Oxford, 2001, as cited in Celce-Murcia, 2008, p. 50). The communication strategies encompass the following: *achievement, stalling or time gaining, self-monitoring, interacting,* and *social*. As Table 74 below demonstrates, grade 12 speaking tasks mostly emphasize cognitive and meta-cognitive strategies.

Cognitive Strategies are ways that help learners in language learning by way of outlining, summarizing, note-taking, organizing, and reviewing material (Celce-Murcia, 2008). As seen in Table 74, most of the strategic competence focused on note-taking skills, followed by reviewing material and summarizing. Note-taking was utilized in a variety of tasks including creating surveys, dialogues, preparing a speech, etc. The second skill utilized in tasks was reviewing material. Tasks in this category encouraged learners to review previous tasks for guidance and support for vocabulary and related language structures. These tasks involved reviewing text to discuss recycling, discussing a topic on a forum, and discussing digital detox based on the definition.

Table 74

Grade 12: Strategic Competence

Task ID	Task Description	Strategic	Type
8p15	Imagine that the table below shows the survey results of your classmates' music preferences. Study it and write a survey report as the one given in Part 14. Alternatively, walk around the class asking the given survey question to your friends, create your survey result bars, and write a report. What is your favorite genre of music?	cognitive	note-taking
72p12	Now, choose one of the favors you talked about and act it out for your friends. You can make your notes below.	cognitive	note-taking
107p15	Now, walk around asking the interview questions to your classmates. Take notes and once you are finished, discuss the points that you think are interesting.	cognitive	note-taking
115p7	Think about an incident in your life that required expressing apologies, regrets, and wishes. Share them with the class. Make your notes here.	cognitive	note-taking
95p9	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.	cognitive	note-taking
31p18	Work in pairs. Imagine that you and your partner are thinking of being roommates, and you both need to ask and answer questions about each other's personal features. Make a dialog and act it out for your classmates. You can make your notes below.	cognitive	note-taking
44portfolio1	PROJECT 1 Step 1 Read the items in the Universal Declaration of Human Rights and choose 5 most important ones for you. Step 2 Now, design a poster that shows these 5 items. Use illustrations. Step 3 Prepare a small speech to explain why you think that they are the most important ones. You can work in pairs.	cognitive	note-taking
76portfolio	Step 1 Observe your neighborhood (schools, apartment buildings, shopping malls, etc.) Step 2 Take notes of how people make requests/ask for favors. Step 3 Choose the best ones in terms of politeness and list them. Then, share them with your friends. You can work in pairs	cognitive	note-taking
16p10	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	cognitive	reviewing

Task ID	Task Description	Strategic	Type
	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.		
56portfolio	Step 1 Imagine that you are planning to do a digital detox (see definition below) for one full month. Step 2 Think about this time period and make predictions about its potential effects on; • your health • relationships • time management Step 3 Prepare a one-minute talk to convince your best friend. You can benefit from the expressions given in Part 12. - A digital detox refers to a state when an individual suspends or quits using digital equipment and devices to utilize that time for social interactions and activities.	cognitive	reviewing
63p12	Work in pairs: Follow the instructions below to create a dialog as a student and a school counselor. play the dialog. Listen to the student and tell that you understand her/him. Use the text in Part 9 and the texts in Part 10 while giving advice. Share your problem of going through a stressful period due to the mid-term exams and the fear of failure. Ask the counselor for advice and suggestions to change your negative mood.	meta-cognitive	preparation
18Portfolio-1	Step 1 Prepare at least 3 survey questions to find out the musical preferences of people around you (family members, neighbors, etc.). Ask the survey questions to at least 10 people. You can use technological tools to give the survey. Analyze the survey results. Report the results using the phrases covered in Part 13.	meta-cognitive	preparation
88portfolio	Search for and decide on a significant female heroine in the Turkish War of Independence, such as Kara Fatma, Nene Hatun, etc. Put her story down on presentation slides. Do the presentation for the class. You can work in pairs.	meta-cognitive	preparation
98portfolio	Work in groups. Imagine that you are members of the environment club in your school. You will visit your mayor to convince her/him to invest more in alternative energy. Prepare a slideshow outlining the reasons for investing in alternative energy. Do the presentation for the class and discuss its strengths and weaknesses	meta-cognitive	preparation
120 portfolio	Step 1 Choose two cultures that you are familiar with (If you are not familiar enough with any two cultures, search for them on the Net). Step 2 Prepare a contrastive presentation on behavioral	meta-cognitive	preparation

Task ID	Task Description	Strategic	Type
	patterns associated with manners of these cultures and give a presentation		
110portfolio	Examine the house you live in or a public building and make a list of the things that need to be refurbished. Updating the decor, installing a new kitchen, and landscaping the garden or balcony can be given as examples. Now, imagine that you are the head of a (repair) team for a refurbishment company that offers renovation services. Based on your list, make a refurbishment plan for the house you live in and prepare a presentation for your customers. Include photos of the areas (e.g., the kitchen, bathroom, and dining room furniture) to be refurbished and what you offer for refurbishment.	meta-cognitive	preparation
60p6	Now, imagine that you are at the audition and have been asked to voice at least two of the people in the pictures in Part 5 using different voice levels and intonation. Use your own phrases. Give feedback to your friends.	meta-cognitive	peer-feedback
18Portfolio-2	Step 2 Examine how survey results are reported in some sources (e.g., the Internet, magazines, or newspaper/research articles). Now, exchange the survey reports you provided in Step 1 with your deskmates and evaluate your peer's report making use of your discoveries here. Take notes. Please consider the rules of providing feedback while evaluating your peer's report.	meta-cognitive	peer-feedback

Meta-cognitive strategies are skills focusing on students' own learning process such as *preparation, self-evaluations, monitoring one's error, teacher & peer feedback, and compensating for missing knowledge* (Celce-Murcia, 2008, p. 50). Table 74 above presents tasks associated with meta-cognitive skills. As it is demonstrated, the majority of the tasks focus on making time for preparation followed by two tasks focusing on peer feedback. The preparation skill encourages learners to use time effectively in the completion of a task. Tasks related to preparation involve multiple steps such as doing research, creating a presentation, and practising delivery. Finally, peer feedback was utilized in two tasks which instructed learners to give feedback to each other.

Grade 12: Formulaic Competence

Formulaic Competence refers to the knowledge of everyday chunks and fixed phrases used in the target language. It is argued that set expressions facilitate communication and provide learners with efficient interaction (Celce-Murcia, 2008). Formulaic competence encompasses the following: routine expressions, idioms, sayings, useful phrases, collocations, and lexical frames. Table 75 illustrates the tasks that address the formulaic competence, which focuses on collocations and expressions.

Collocations are word combinations commonly used together. As seen in the table, there was one task that provided collocations to guide learners in their discussions.

Table 75

Grade 12: Formulaic Competence

Task ID	Task Description	Formulaic
23p6	Think about your favorite friendship. Which of the following do you think is the reason for it? Discuss and if you have other reasons, share with your friends. • We have a lot in common. • We get on well for some reason. • We can understand each other well. • We support each other well. • We enjoy our time together	Collocations such as get on well, enjoy our time together
56portfolio	Step 1 Imagine that you are planning to do a digital detox (see definition below) for one full month. Step 2 Think about this time period and make predictions about its potential effects on; • your health • relationships • time management Step 3 Prepare a one-minute talk to convince your best friend. You can benefit from the expressions given in Part 12. A digital detox refers to a state when an individual suspends or quits using digital equipment and devices to utilize that time for social interactions and activities. Part 12; expressions • I am absolutely sure that • I have no doubt that • I'm quite sure that • I'm positive that	Expressions about certainty and uncertainty

Task ID	Task Description	Formulaic
	• There is some doubt in my mind that • I don't think that • I'm not sure that • I doubt that	
107p12	Listen to your classmates' descriptions of hi-tech products and exchange ideas and feelings about them. Try to use phrases of surprise, happiness, interest, or indifference as in Part 3 and from the box below Yippee! Wow! That's incredible! Lovely! It doesn't matter to me. Really! You are kidding! I'm mad about it. I couldn't care less.	Routine expressions

Routine expressions are fixed phrases used in everyday language such as, of course, all of a sudden" (Celce-Murcia, 2008, p. 48). In grade 12, two tasks explicitly addressed the use of common expressions, which included expressions of certainty and emotions. The analysis did not identify any tasks relating to sayings, idioms, or lexical frames.

Grade 12: Interactional competence

Interactional Competence refers to the skills learners need to engage in fluent and efficient communication. It encompasses *actional, conversational,* and *non-verbal/ paralinguistic* subcomponents. As Table 76 presents, tasks related to this category focused on all three skills.

Conversational Competence includes knowledge about managing conversations and other "dialogic genres" to ensure efficient communication (Celce-Murcia, 2008, p. 48). The analysis identified one task which focuses on the rules of giving feedback.

Table 76

Grade 12: Interactional Competence

Task ID	Task Description	Interactional	Type
18Portfolio-2	Step 2 Examine how survey results are reported in some sources (e.g., the Internet, magazines, or newspaper/research articles). Now, exchange the survey reports you provided in Step 1 with your deskmates and evaluate your peer's report making use of your discoveries here. Take notes. Please consider the rules of providing feedback while evaluating your peer's report.	conversational	how to give feedback
68p2	Now, discuss which dialogues in Part 1 are formal and which are informal. Write formal or informal into the boxes on the right of the dialogs	Actional	Formal and informal requests
22p3	Below is a survey chart which shows how people describe their best friends through one single adjective. Study it and share your inferences and comments as in the example. E.g. Only 8 participants believe that being loyal describes a true friendship, but I believe it is much more important.	actional	reporting/interpreting graphs
71p9	You will hear the initial statements of the conversations in Part 1. Complete the conversations by accepting or declining when there is a pause. Avoid using the phrases already given.	actional	actional competence; accepting and declining requests
76portfolio	Step 1 Observe your neighborhood (schools, apartment buildings, shopping malls, etc.) Step 2 Take notes of how people make requests/ask for favors. Step 3 Choose the best ones in terms of politeness and list them. Then, share them with your friends. You can work in pairs.	actional	actional competence; speech acts analysis; making requests and asking for favors in first language
16p10	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.	actional	speech acts, agreeing and disagreeing
95p9	Imagine that you are talking to the mayor of your hometown. What environmental problems would you complain about, and what solutions would you offer?	actional	speech acts/Making Complaints and

Task ID	Task Description	Interactional	Type
	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.		Offering Solutions
60p6	Now, imagine that you are at the audition and have been asked to voice at least two of the people in the pictures in Part 5 using different voice levels and intonation. Use your own phrases. Give feedback to your friends.	non-verbal communication analysis	Using various voice tones
118p12	Look at the pictures. Discuss the manners considering different cultures.	non-verbal communication	Non-verbal behavior

Actional competence involves knowledge about using language in various social contexts. To that end, it informs learners on using speech acts "such as information exchanges, interpersonal exchanges, expression of opinions and feelings, problems (complaining, blaming, regretting, apologizing, etc.), future scenarios (hopes, goals, promises, predictions, etc.) (Celce-Murcia, 2008, p. 48). In grade 12, tasks in actional competence centre around speech acts such as making complaints, offering solutions, formal and informal ways of accepting/ declining requests, asking for favors, and agreeing and disagreeing. It should be noted, however, that only task 95p9 addresses the politeness strategy by providing a scenario involving a citizen and a mayor.

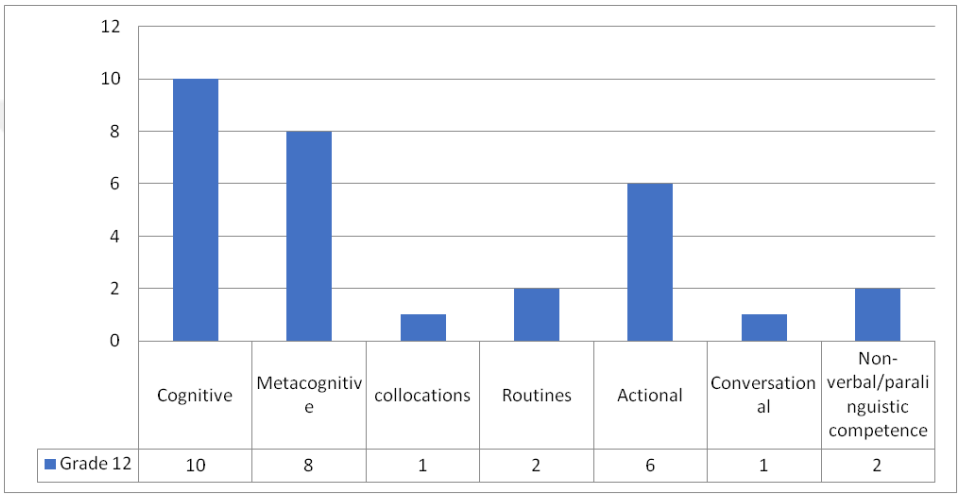
Non-verbal/paralinguistic Competence encompasses non-verbal strategies used in communication such as body language, gestures, eye contact, and non-linguistic utterances (Celce-Murcia, 2008, p. 49). There were two instances where non-verbal skills communication was focused. These tasks included adjusting voice tone for various emotions and non-verbal behavior patterns in different cultures.

Figure 45 illustrates the communicative competence strategies across grade 12 W-S and post-S stage tasks. As seen in the figure, strategic competence was given

the most emphasis, with 10 tasks focusing on cognitive *skills,* and eight focusing on the *meta-cognitive* skills. The analysis did not identify any tasks encompassing *memory-related* skills or the strategies in the *communication strategies category.* There were only three tasks In the *formulaic* category, which included routines and collocations. *Lexical frames* and *proverbs* were not incorporated into speaking tasks.

Figure 45

Grade 12: Communicative Competence



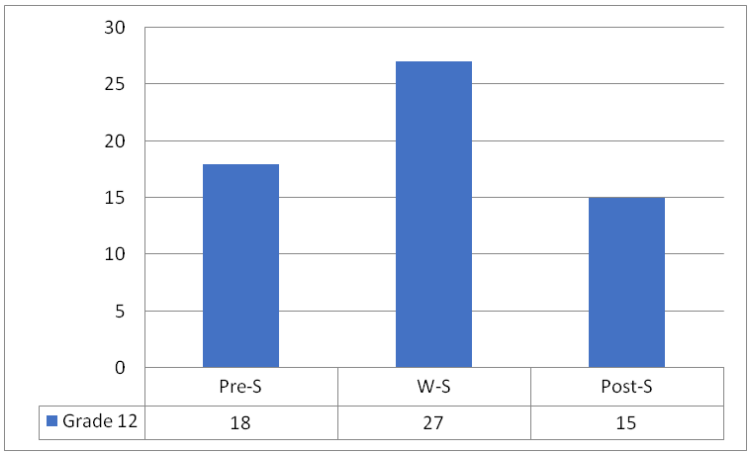
Finally, *interactional competence* was included in seven tasks. There were six tasks in the *actional,* and one each in the *conversational,* and *non-verbal/paralinguistic competence* categories.

Grade 12: Pre-Speaking, While-Speaking and Post-Speaking Tasks

Tasks were classified according to three stages: *Pre-Speaking, While-Speaking and Post-Speaking*. It was observed that some Pre-S and Post-S tasks did not focus on speaking skills. In accordance with the scope of the current study, those tasks were not included in the analysis. Figure 46 illustrates the stages and number of tasks in grade 12.

Figure 46

Grade 12: Pre-S, W-S, & Post-S

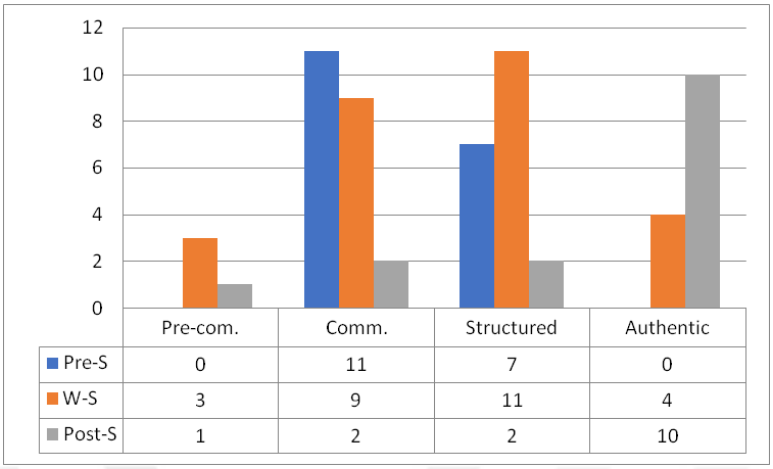


As Figure 46 illustrates, there is a well-balanced distribution between the stages, as there are 18 in Pre-S, 27 in W-S, and 15 in Post-S. This distribution indicates that each unit emphasized preparing students for the speaking task by focusing on target vocabulary and structures. Similarly, the number of Post-stage tasks suggests that students were given a chance to reinforce their speaking skills and evaluate their performances. This was ensured via portfolio tasks that incorporated performance and self and peer-evaluation aspects.

Figure 47 presents the numbers of Pre-S, W-S, and Post-S stage tasks across communicative continuum categories. In grade 12, Pre-S stage tasks mostly emphasized a transfer of messages, as there are about eight tasks in *communicative* and 11 tasks in the *structured communication* categories. This indicates that learners were provided with communication-oriented tasks that prepared them for the speaking tasks. As the graph shows, W-S tasks mostly focused on *structured communication*, followed by nine tasks in the *communicative language practice* category. However, there were only four authentic tasks which suggest a need for activities that mimic real-life interactions.

Figure 47

Grade12: Communicative Continuum across Speaking Stage Levels



	Pre-com.	Comm.	Structured	Authentic
Pre-S	0	11	7	0
W-S	3	9	11	4
Post-S	1	2	2	10

On the other hand, there was a strong emphasis on promoting authentic task-based activities, as the analysis identified 10 tasks in the *authentic communication* category. Finally, there were two tasks each in the *structured communication* category, and one task in *pre-communicative language practice.*

Grade 12 English Language Textbook: Intercultural Communicative Competence

Byram's (2021) *Intercultural Communicative Competence (ICC)* was used to evaluate the grade 12 speaking tasks. The knowledge domain involves information about cultural and societal products, and how these constructs affect the impressions and perspectives of individuals about other social groups and cultures.

Grade 12 Textbook: ICC Knowledge Objectives

Out of 42 W-S and Post-S tasks in grade 12, the analysis identified 10 tasks that focused on the *knowledge domain.* The following parts will present the tasks related to each objective.

Grade 12: National Memories from both Perspectives (objectives d and e)

In objective (d), the emphasis is on how the national events and individuals in one's own country, which have become a part of the national memory, are "portrayed in public institutions and transmitted through processes of socialisation" (Byram, 2021, p. 86). Similarly, Objective (e) encompasses the same construct from the interlocutor's perspective. The analysis revealed one task related to objective (d) as portrayed in Table 77 below. There were no tasks incorporating objective (e).

Table 77

Grade 12: National Memories from both Perspectives (objective d)

Task ID	Task Description	Parent Codes	1st Level Coding
88portfolio	Search for and decide on a significant female heroine in the Turkish War of Independence, such as Kara Fatma, Nene Hatun, etc. Put her story down on presentation slides. Do the presentation for the class. You can work in pairs.	NAT-MEM-PERS	PSINM

The corresponding task promotes acquiring knowledge about a significant female individual in learners' national memory. The task instructs students to do research and prepare a presentation about the individual. Objective (d) focuses on "the national memory of one's own country and how its events are related to and seen from the perspective of other countries" (Byram, 2021, p. 86). Although the task fosters knowledge about one's national memory, there is a lack of explicit connection to an intercultural perspective. For instance, including the following could fully meet the standards of objective (d): Do a quick search about a similar figure in the history of another nation, and then compare your results, or the following: Do a quick research to find foreign sources about this individual, then reflect on your results.

Grade 12: The Processes and Institutions of Socialization (objective h)

Objective (h) includes knowledge of "the processes and institutions of socialisation in one's own and one's interlocutor's country" (Byram, 2021, p. 86). The analysis revealed one task related to objective (h).

Table 78

Grade 12: The Processes and Institutions of Socialization (objective h)

Task ID	Task Description	Parent Codes	1st Level Coding
70p6	Discuss each flier in terms of differences and similarities, and how they emphasize the charity events.	INT-SOC	SSA

The task in Table 78 instructs students to discuss fliers that promote various charity events. This task introduces students to the concept of charity. Students can reflect on the civic responsibility of helping underprivileged animals and people through organizing community work. Although the task encompasses knowledge about a societal process, there is no emphasis on how these constructs are transmitted in a particular culture or country. Therefore, including guiding questions in the discussion addressing how the construct of charity is organized in learners' own culture might foster a more intercultural perspective.

This task could also be considered in relation to objective (c). Objective (c) emphasizes the misunderstandings caused by cultural differences. To better align with this objective, however, further guiding questions by instructors that explore cultural interpretations of concepts of charity would be needed.

Grade 12: Social Distinctions and their Principal Markers (objective i)

Objective (i) encompasses knowledge about social distinctions such as race, gender, class, and social constructs, and how certain identifiers such as behaviour and language mark these distinctions.

Table 79

Grade 12: Social Distinctions and their Principal Markers (objective i)

Task ID	Task Description	Parent Codes	1st Level Coding
44portfolio1	PROJECT 1 Step 1 Read the items in the Universal Declaration of Human Rights, and choose 5 most important ones for you. Step 2 Now, design a poster that shows these 5 items. Use illustrations. Step 3 Prepare a small speech to explain why you think that they are the most important ones. You can work in pairs.	SOC- DIST-PRIN-MARK	BHR
37p6	Discuss the problems of the disadvantaged people in Part 4. Then, talk about and give examples of the problems of the disadvantaged. Consider age, disabilities, deprivations, poverty, war, etc.	SOC- DIST-PRIN-MARK	BHR
36p4	Below are some pictures related to disadvantaged people. In groups, discuss the pictures and try to write a definition for the disadvantaged. Exchange your definitions.	SOC- DIST-PRIN-MARK	BHR
41p14	Now, in your groups, choose at least two of the problems in Part 13 and make suggestions to improve the situations as on the forums in Part 7.	SOC- DIST-PRIN-MARK	BHR

In grade 12, about four tasks were focused on objective (i). These tasks focused on concepts such as human rights and the disenfranchisement of disadvantaged people to promote awareness about the critical understanding of social markers and their effects. However, the task must include reflexivity in addressing intercultural perspectives. As such, tasks could incorporate perspectives within

learners' context via guiding questions such as: What are some challenges the disadvantaged people in your country face today?

Grade 12: Institutions Affecting Daily Lives (objective j)

Objective (j) deals with knowledge about how institutions "impinge on daily life within one's own and one's interlocutor's country" (Byram, 2021, p. 87).

Table 80

Grade 12: Institutions Affecting Daily Lives (objective j)

Task ID	Task Description	Parent Codes	1st Level Coding
98portfolio	Work in groups. Imagine that you are members of the environment club in your school. You will visit your mayor to convince her/him to invest more in alternative energy. Prepare a slideshow outlining the reasons for investing in alternative energy. Do the presentation for the class and discuss its strengths and weaknesses	INT-IMP-DAILY LIFE	IILC

The task in Table 80 instructs students to persuade their local authority to make changes in alternative energy. This task directly relates to how decision-makers, such as the town mayor, can impact individuals' living conditions. It informs learners about the importance of active involvement in civic duties in changing policies affecting the environment.

Grade 12: Processes of Social Interaction (objective k)

Objective (k) includes knowledge of social interactions such as routine behaviour, taboos, non-verbal attitudes and formality in the language in both one's own and interlocutor's countries (Byram, 2021). There were about three tasks that incorporated objective (k) as seen in Table 81.

Table 81

Grade 12: Processes of Social Interactions (objective k)

Task ID	Task Description	Parent Codes	1st Level Coding
120 portfolio	Step 1: Choose two cultures that you are familiar with (If you are not familiar enough with any two cultures, search for them on the Net). Step 2 Prepare a contrastive presentation on behavioral patterns associated with manners of these cultures and give a presentation.	PSII	CNMB
68p2	Now, discuss which dialogues in Part 1 are formal and which are informal. Write formal or informal into the boxes on the right of the dialogues.	PSII	ARP
118p12	Look at the pictures. Discuss the manners considering different cultures.	PSII	CNMB

Two of the tasks in objective (k) focused on cultural norms and modes of behaviour. The portfolio task encourages learners to do some research about two cultures in regard to behavioral patterns and make a contrastive presentation. Similarly, task 118p12 focuses on a contrastive approach to manners in different cultures. The pictures mentioned in the task include the following interactions and behaviours: greeting, dining etiquette, tipping, chewing gum, whispering, and sneezing in public. The task emphasizes how various manners might be perceived as appropriate or rude. The formality of language was addressed in task 68p2 which includes information regarding formal and informal ways of requesting.

Grade 12: Symbolic Competence (objective l)

Symbolic Competence is about "how different languages position their speakers in different symbolic spaces; how languages evoke historic cultural memories; how language performance can create alternative realities" (Byram, 2021,

p. 87). The analysis identified one task in grade 12 that addresses objective (l) as seen in Table 82.

Table 82

Grade 12: The Significance of Symbolic Competence (objective l)

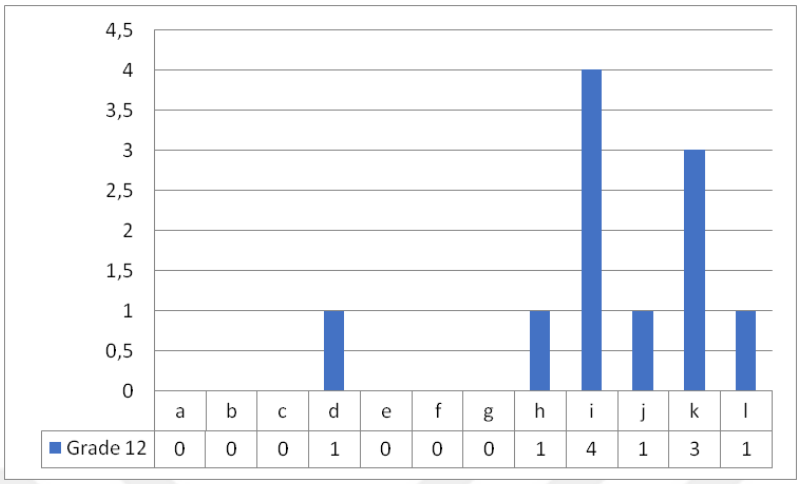
Task ID	Task Description	Parent Codes	1st Level Coding
60p7	Read one of the following poems out for your friends. Pay attention to use the tone that goes best with it.	SIG-SYM-COM	LTDC

The task in Table 82 focuses on a poem rich in symbolic meaning, which is used in the learner's national anthem. Additionally, a famous poem from another culture is included for comparison. Students are instructed to read the poems, paying attention to the tone that evokes emotions. However, to address the concepts in objective (k), the task could include a discussion question such as the following: What words or phrases used in the poem by Mehmet Akif Ersoy best relate to the history and culture of Türkiye? Through this comparison, the discussion could touch upon the symbolic power and subjectivity of language.

Figure 48 illustrates the distribution of *knowledge objectives* defined by Byram (2021) in grade 12 W-S and Post-S tasks. Accordingly, there were four tasks in objective (i), followed by three tasks in objective (k). The analysis identified one task each in objectives (d), (h), (j), and (l). There were no tasks found in objectives (a), (b), (c), (e), (f), and (g). As observed in the figure, there was a strong emphasis on how markers of social distinctions are observed and problematized, followed by differences in social interactions regarding manners and behaviour observed in different cultures.

Figure 48

Grade 12: The Distribution of Objectives



On the other hand, there was limited focus on national events of national memory, processes of institutions, institutions affecting daily lives, and symbolic competence. Finally, tasks did not focus on historical and contemporary relationships, means of achieving contact, cultural misunderstandings, interlocutor's national memory, or definitions of geographical space in one's own and interlocutor's countries.

CHAPTER 5: DISCUSSION

Introduction

This chapter provides an overview of the findings, detailing a thorough discussion of the findings and further implications of the results, concluding with the limitations of the study.

Overview of the Study

The present study attempted to evaluate four English language textbooks used in the Anatolian high schools in Türkiye to explore the extent to which tasks supported the development of communicative competence and intercultural communicative competence. The following books were analyzed: Grade 9 *Uplift,* Grade 10 *Count Me In,* Grade 11 *Spice Up,* and Grade 12 *Notifier*. In the analysis, first, the speaking objectives of each book are evaluated according to the Revised Bloom's Taxonomy by Anderson and Krathwohl (2001) and Halliday's (1975) functions of the language. Then, speaking-focused tasks were analyzed regarding their support for communicative competence using Celce-Murcia's (2008) communicative competence and Littlewood's (2013) "communicative continuum". Finally, tasks were analyzed to investigate their support for the development of intercultural communicative competence. Hence, this chapter will discuss the findings in light of the following research questions:

1. How do the speaking tasks in the EFL textbooks used in Anatolian high schools in Türkiye support the development of Intercultural Communicative Competence?

a. To what extent do the speaking objectives in these textbooks align with the cognitive categories of the Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001)?
b. To what extent do the speaking objectives in these textbooks correspond to the functions of the language defined by Halliday (1975)?
c. To what extent do speaking-focused tasks in these textbooks reflect the communicative continuum defined by Littlewood (2004, 2013)?
d. To what extent are the speaking focused tasks in these textbooks on par with the communicative competence model defined by Celce-Murcia (2008)?
e. To what extent do the speaking-focused tasks in these textbooks correspond to the *Knowledge* Domain objectives defined by Byram (2021)?

Major Findings

In this section, the findings of the study will be discussed in the order of the research questions. First, findings regarding ICC objectives will be discussed, beginning with an analysis of each objective and ending with an overall discussion of the findings. In the next part, the discussion will continue with the findings related to communicative competence, focusing on each framework used in the study. The discussion will conclude with findings related to the speaking objectives.

Intercultural Communicative Competence

Byram's (2021) learning objectives were utilized to investigate the development of ICC across four textbooks. To that end, the research created codes

based on the objectives, followed by first-level coding based on task analysis. The following sections will discuss the findings.

As has been explicated in the previous chapters, as a result of growing globalization, interaction between individuals with various cultural backgrounds is an ever-growing phenomenon. The implications of this trend in FLT require exploration into the processes involved in how learners construct their perceptions of the other since learning a language requires communicative competence, as well as understanding the other culture. This indicates a need to explore teaching materials regarding knowledge of the world and the extent to which this knowledge fosters a relational understanding of both self and others. To this end, Byram's (2021) learning objectives for ICC were utilized.

Objective (a): Historical and Contemporary Relationships

> *(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* (Byram, 2021, p. 85).

Objective (a) is not only concerned with providing learners with knowledge of the history of other cultures. As with most of the other objectives, Byram's goal here is to create a learning environment where individuals engage in reflective thinking about other cultures and scrutinize their own thinking. For instance, Byram (2021) provides the following example: "An English learner of French inevitably meets at some point the two versions of the story – rather than the history – of Joan of Arc" (p. 64). This critical approach is a common motif throughout the objectives.

Undoubtedly, this presents a challenge for both teachers and learners since the issue can be viewed as political. To fully address the dimensions of this objective, learning tasks might need to put controversial events that involve both countries into perspective, which could be at odds with the national curriculums.

Consequently, when the relevant data is considered across all grades, it is seen that objective (a) has very little coverage, featuring only grades 9 and 10 in one instance each. Moreover, these tasks only partially address the level of thinking targeted in objective (a). For instance, in one task, the learners are asked to think about a significant figure in their own history, without putting them in an intercultural perspective.

While one task explores a legendary figure from Turkish history, it misses an opportunity to connect this figure or their significance to the history or contemporary relationships between Türkiye and another country. This task could be enhanced by encouraging students to explore diverse interpretations of this figure's action or their impact. It could also be modified to include the dimension of contemporary political or economic factors influencing the alliances of Türkiye and other countries.

Furthermore, while some aspects of objective (a) are addressed in grades 9 and 10, they are absent in the textbooks for grades 11 and 12. In a nutshell, the textbooks lack explicit intercultural comparisons, diverse perspectives, analysis of historical impact on contemporary relations, and consistent coverage across all grades.

Objective (b): The Means of Achieving Contact

> *(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* (Byram, 2021, p. 85).

Similarly, there is limited coverage in objective (b), which informs on means of achieving contact with the interlocutors, suggesting a need for tasks inquiring about various institutions providing communication between individuals of two countries, modes of travel, etc.

Across all grades, there are two instances, in grades 9 and 10, where achieving contact is addressed. In one task, the focus is on the communication aspect of achieving contact, such as how to use services related to air travel. The other task is related to travel experiences, which could potentially create dialogues and intercultural experiences.

However, it is seen that tasks do not inform learners about various modes of interaction. Although some tasks feature various communicational platforms, such as internet forums, they do not explicitly guide learners to use them in real life. For instance, a task-based activity could encourage learners to use such platforms to achieve contact and instruct them to report their experiences. Alternatively, tasks could inform learners about visa processes through role-plays. Moreover, tasks also miss opportunities for objective (b) by not introducing various institutions that arrange intercultural contact, such as cultural exchange programs financed by the EU and Non-governmental organizations (NGOs).

In a nutshell, Grades 9 and 10 provide limited coverage, while Grades 11 and 12 do not address objective (b). Tasks, in general, lack practical applications of

various modes of travel and related services, modes of communication, and various institutions that provide contact with interlocutors.

Objective (c): The Types of Cause and Process of Misunderstandings

> *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* (Byram, 2021, p. 86).

Objective (c) deals with conventions of interaction and informs learners on various interpretations of concepts in different cultures. When analyzing the causes of misunderstandings, Byram (2021) emphasizes the need to use contextualized examples, such as conversations, to demonstrate how communication norms may differ across cultures. This requires a deeper understanding of the cultural norms exhibited to avoid simplification and stereotypes. For instance, learners could analyze a conversation that shows how different norms of turn-taking may be understood as a form of politeness or apathy. Contextualizing could also prevent learners from jumping to conclusions about cultural norms. Byram's example also indicates that the main aim of objective (c) is to prevent learners from making assumptions that might be based on their preconceived ideas.

Objective (c) is addressed in four tasks in grade 9, while grade 11 has two tasks in this category. There are no tasks addressing objective (c) in grades 10 and 12. Tasks focus on various elements related to different interpretations of shared concepts, such as eating habits, tipping etiquette, conventions of accepting and refusing invitations, greeting customs, and table manners. However, deeper analysis

shows that these instances may lead to stereotypical assumptions as they lack contextual understanding. Moreover, these instances are not based on factual evidence about other cultures; rather, they are general assumptions. Hence, rather than including statements such as "Well, it's rude in here if you don't eat loudly" (Artıran, 2022, p. 67), which might foster oversimplifications about cultural norms, tasks need to focus on not making assumptions by contextualizing tasks.

In another task, greeting norms are discussed superficially, which include the following sentence: "E.g. Both Turkish people and most Europeans kiss on the cheek twice while greeting" (Koyutürk, 2022, p. 87). In this task, for instance, giving a context such as personal space and integrating reflective questions that explore the reasons behind observed interactions could foster ICC.

Overall, the findings suggest that while Grade 9 provides some coverage of objective (c), in Grade 11, it is addressed to a lesser extent. Grades 10 and 12, on the other hand, have no coverage regarding objective (c). In short, although tasks address alternative interpretations of customs and gestures, they pose a risk of stereotyping due to a lack of a deeper analysis of these phenomena through real, contextual examples.

Objective (d): National Memory of One's Own Country

> *(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 socialization, particularly those experienced*

in schools; and is aware of other perspectives on those events (Byram, 2021, p. 86).

Objective (d) focuses on one's own national memory and how different aspects of it relate to other cultures. Byram (2021) emphasizes that intercultural learning should focus on the comparative aspect when teaching other cultures. In this regard, conventional approaches in teaching culture have mainly focus on factual knowledge since the main focus has been solely on teaching the language. Thus, teaching about one's national symbols entails learning about those of others to gain a relational perspective and acquire ICC.

The analysis of tasks regarding objective (d) indicates that it has the most coverage across four grades. There are nine tasks in total that are related to an aspect of objective (d). Most tasks belong to grade 10 (5 tasks), with three tasks in grade 11 and one task in grade 12. On the other hand, grade 9 has no tasks in this category.

When tasks are analyzed in this regard, there are plenty of activities that involve exploration into learners' own culture. Most notably, it is found that markers of national identity related to the events and their emblem-myths, cultural products, and sites and individuals of significance to the collective memory are covered. However, as argued before, the majority of these tasks miss a potential link to other cultures that can put their understanding of national symbols in perspective. For example, in one task, learners are asked to reflect on their experience when commemorating the 19th of May. Learners at this age level already possess knowledge regarding the significance of this day as a national emblem. However, to gain intercultural understanding, there is a need for guiding questions that could deconstruct the socialization processes involved in their knowledge. Incorporating a comparative element that factors in similar celebrations in other cultures could

bridge this gap. In this regard, some tasks do include other celebrations comparatively; however, these tasks focus on descriptions of factual information related to holidays.

Overall, it is seen that while national memory is covered extensively across grades, with the exception of Grade 9, tasks in this category mostly miss a comparative element. In instances where knowledge about other cultures is involved regarding objective (d), tasks do not promote reflexivity that could allow learners to analyze national events and their emblems.

Objective (e): The National Memories of One's Interlocutor's Country

> *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 (see above)* (Byram, 2021, p. 86).

Objective (e) serves as the mirror image of objective (d) in that it considers the interlocutor's national emblems and markers in relation to one's own. The analysis shows limited coverage of the interlocutor's perspective in relation to national markers, as there are four tasks in total across all grades. Grades 10 and 11 had one task each, while grade 9 has two tasks in objective (e), and no tasks are identified in grade 12.

On closer inspection, it is seen that tasks mostly focused on interlocutors' national emblems in regard to individuals of significance, national holidays, and sites of significance. For example, one task prompts learners to research a UNESCO heritage site and encourages a discussion about what makes it unique. In this regard, the task could help learners gain insight into the idea that significant sites are crucial to not only the country of its origin but to all of humanity. In another instance, one task successfully addresses elements from intercultural perspectives by including

significant individuals from both other countries and one's own. This task mentions Florence Nightingale, who was a significant symbol for her intercultural humanitarian efforts and presents her connection to learners' own context.

However, similar to previous findings, some tasks lack a comparative aspect regarding the interlocutor's national emblems. For instance, in one task from Grade 9, learners are encouraged to reflect on the natural wonders that stand the test of time and how people can protect these sites of significance. However, the task does not specifically address how this phenomenon could relate to learners' own sites of significance.

Overall, the findings indicate limited coverage across all grades. It is seen that while some tasks provide coverage of national memories, including both countries, there is one task in grade 9 that could be modified to include both perspectives. However, considering the number of tasks in this category, it can be suggested that more tasks that explicitly address the interlocutor's national memory should be included in textbooks.

Objective (f): The National Definitions of Geographical Space in One's Own Country

> *(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* (Byram, 2021, p. 86).

Objectives (f) and (g) focus on the aspect of geographical space from one's own country and the interlocutor's, respectively. There are seven tasks across all

grades in objective (f), which indicates some emphasis on one's own geographical space. In grade 11, five tasks incorporate elements related to this category, and grade 9 has two tasks, while grades 10 and 12 yield no results.

However, further analysis of these tasks in relation to this category is required. Objective (f) informs on the regional identities, linguistic varieties, and perceptions of regions. When this part of the definition of objective (f) is concerned, it is seen that speaking tasks in textbooks do not focus on linguistic or cultural elements in different regions in Türkiye. Although some attention is given to "regions" through facts about the history of significant sites, other aspects of regional differences are not included. In that respect, Byram's (2021) definition of geographical differences extends beyond the topographical understanding of geography, as the goal is to raise learners' awareness of possible differences within their own country with respect to languages, ways of life, etc. To that end, more tasks should explicitly feature regional identities and differences within one's own geographical space.

The overarching theme in this category is that learners are encouraged to do research about significant landmarks, talk about the significance of their regions, and talk about which geographical regions they would like to visit. Although implicit, there is some inclusion of the interlocutors' perspectives into one's own geographical space, as some tasks encourage learners to research significant geographical features and landmarks, which could entail perspectives of other countries. However, these tasks could include more guidance to ensure that learners seek such intercultural connections. For instance, in one task in grade 9, learners are instructed to do research on Karahan Tepe, a significant historical site in Türkiye, while learners are

not explicitly guided to explore the global significance and how this site is perceived interculturally.

Overall, grade 11 shows notably higher coverage of one's own geographical space, while grade 9 provides limited coverage. Grades 10 and 12, on the other hand, yield no results regarding objective (f), which suggests a need for more tasks addressing learners' own geographical space. Moreover, tasks need to reflect the regional differences in more detail and include perspectives on these from other countries.

Objective (g): The National Definitions of Geographical Space in One's Interlocutor's Country

> *(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 (see above)* (Byram, 2021, p. 86).

In objective (g), which involves the geographical space of another country, there are fewer results overall. Only some emphasis is given to the interlocutor's geographical space in grade 9 with three tasks, while no tasks are found regarding interlocutors' geographical space in the other grades.

The tasks that focus on objective (g) include comparisons between other famous cities around the world and popular cities in Türkiye. Since these tasks also include research, learners are more likely to gain knowledge about other countries. Similar to findings in objective (f), however, tasks lack explicit guidance to explore multiple layers of geographical space that include regional identities and differences. In that respect, the tasks' attempt to research other cities implies a surface-level understanding of geographical space. This is reminiscent of Byram's (2021)

conceptualization of a language learner as a sojourner who attempts to understand and analyze different ways of living rather than a tourist who only seeks to collect experience without changing themselves. From a textbook perspective, this requires taking an ethnocentric approach when introducing geographical space rather than surface-level knowledge. In that regard, tasks could include realistic examples of instances where learners critically engage with the concept of geographical space and reflect from the perspective of their own country. For instance, tasks could focus on different regions around London and the various dialects associated with these regions, followed by a reflection on the similarities that learners can observe in their cities.

As a whole, it is necessary for textbooks to include more tasks that explicitly address the geographical space of other countries to increase their intercultural competence. Furthermore, tasks could benefit from focusing on specific, contextual examples that could help them gain an understanding in regard to the geographical space in their interlocutors' countries.

Objective (h): The Processes and Institutions of Socialisation

> *(h) the processes and institutions of socialization 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* (Byram, 2021, p. 86).

Objective (h) involves the socialization processes carried out by institutions such as educational and religious systems. In other words, this objective informs

learners about various institutions where individuals gain a national identity and learn about the dominant culture.

Grade 11 has the highest number of tasks (5 tasks) in this category, which indicates a notable focus on the socialization processes. On the other hand, grade 12 yields only one task associated with objective (h), while grades 9 and 10 have no tasks focusing on this category particularly. Tasks at this level focus on various institutions: school activities, religious activities, and family systems.

When tasks are analyzed in more detail, however, it is seen that some of these tasks are not well contextualized. For instance, in one of the tasks (Koyutürk et al., 2022, p. 79), students are given some information about school fundraising activities. Since the content is fictionally constructed, it lacks connection to any one type of culture, even though the concepts of fundraising can be traced to Western countries. If the task had incorporated a contextually relevant example, learners could have been given the chance to explore how schools present various rites of passage.

Similarly, in another task, learners are instructed to reflect on the importance of physical education in schools without any perspective on how this concept could change across various cultures. Incorporating perspectives from a specific culture and encouraging discussion about how PE plays an important role in education systems could provide intercultural insights for learners.

Overall, it is seen that the coverage of socialization processes in textbooks is very limited. To foster ICC in regard to objective (h), tasks need to present real-life examples and introduce guiding questions that could engage critical thinking and reflection on the part of the learners.

Objective (i): Social Distinctions and Their Principal Markers

> *(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* (Byram, 2021, p. 87).

Objective (i) deals with dominant social distinctions in one's own and the interlocutors' countries. There is little emphasis in grades 9, with two tasks, and grade 12 with four tasks. However, no compatible tasks are found in grades 10 and 11. This objective (i) focuses on how concrete and abstract social markers such as clothing, ethnicity, language, and accents play an important role in creating social distinctions. As previously mentioned, the factors that create social distinctions are the consequence of the socialization processes an individual goes through in their respective countries, manipulated and influenced by various systems. In that respect, the main goal of ICC is to showcase instances where such distinctions become visible in both countries by comparing instances in different cultures (Byram, 2021). The deconstruction of these phenomena can help learners relativize the socialization processes.

When tasks are closely examined in relation to objective (i), the following themes emerge: types of clothing, class, and people with disadvantages. In tasks focusing on people with disadvantages, learners explore the underlying reasons such distinctions exist and try to suggest solutions. Since these tasks do not explicitly

guide learners towards exploring these issues within their context, it becomes apparent that teachers themselves need to put these concepts in perspective to help learners grow ICC. In one task, however, the issue of race and class is given contextually. In this task, learners are asked to research the achievements of significant individuals from different cultural backgrounds who struggled for equal rights, such as Nelson Mandela, allowing them to further explore and deconstruct the idea of social distinctions.

The social distinctions in other tasks are given implicitly. In one example, learners discuss attire choices for various culturally significant occasions where social distinctions may be visible. Since learners come from different backgrounds, they could potentially share valuable multicultural perspectives in relation to objective (i). However, this is not encouraged explicitly. Providing additional guiding questions, such as "How do people in your hometown dress up for occasions such as weddings?" could address this problem.

In a nutshell, while grades 9 and 12 address social distinctions to some degree, grades 10 and 11 lack explicit coverage altogether. Furthermore, the findings indicate that some tasks miss the opportunity to address social distinctions due to the absence of critical thinking questions. Moreover, intangible markers such as socially determined accents, non-verbal behavior, and minority languages are absent altogether.

Objective (j): Institutions, and Perceptions of Them, which Impinge On Daily Life

> *(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* (Byram, 2021, p. 87).

Objective (j) encourages learners to understand how institutions in both countries can influence their daily lives. Knowledge of institutions is also directly linked to the concept of socialization, as institutions within media, healthcare, and education can have a great impact on shaping individual's world views. In this respect, the learner's conceptualization of the other is related to understanding how different institutions function in other cultures. For instance, it is crucial for learners to understand that access to education around the world changes significantly from one country to the other.

In this category, the analysis shows one task each in grades 9, 10, and 12. Grade 11 has a relatively higher number of tasks that show potential for objective (j). The tasks focus on various issues about healthcare, homelessness, school activities, and environmental pollution. However, similar to previous findings, tasks lack authentic, contextual background, which could inform learners about the processes of institutions. At best, tasks can be utilized so that learners can explore the institutions in their country. For instance, the issue of homelessness is covered in grade 11 under the theme "hard times." Learners are given discussion questions regarding the issue of homelessness and how to reduce it. While this topic is closely related to institutions, the content of the task, being generic and uncontextualized, only offers a limited chance to explore the role of institutions. In one task, however, this context is established. In this task, students learn about the Canadian athlete Terry Fox, who initiated a campaign called "the Marathon of Hope." The organization aimed to raise

money for cancer research. Giving real-life examples can help learners make better connections with the role of social and formal institutions in their own country. For instance, this task could evolve into a discussion about the role of the healthcare system, as it is not universal all around the globe.

Overall, textbooks offer limited opportunities for learners to explore the role of institutions. It is seen that although tasks could provide discussions into the role of institutions in their own country, scarcity of examples from other cultures hinders intercultural awareness regarding how institutions affect individuals' daily lives. Moreover, the lack of real-world examples also makes it difficult for learners to contextualize their understanding of institutions.

Objective (k): The Processes of Social Interaction

> *(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.* (Byram, 2021, p. 87).

Objective (k) focuses on various interactional patterns across cultures, such as the formality of the languages and the non-verbal behavior. There is some coverage of objective (k) with two tasks each in grades 9 and 11 and with three tasks in grade 12. Finally, no tasks are identified in grade 10 that focused on this objective.

The process of social interaction is another strand of objectives that is directly linked to socialization processes. Verbal and non-verbal interactional patterns are deeply entrenched in the behaviors of individuals as a consequence of these processes. Consequently, in any intercultural communication, tensions can occur due to misconceptions regarding such interactions. Therefore, learners need to be

equipped with such knowledge and "… find a modus vivendi [a practical compromise] satisfactory to themselves and their interlocutors" (Byram, 2021, p. 133).

When tasks are analyzed in this regard, it is seen that some tasks directly address the aforementioned issues, while others are ambiguous contextually. For instance, one of the tasks in grade 12 encourage learners to identify formal and informal language for requesting without introducing a cultural context. In the other tasks, students are encouraged to research different manners and behaviors associated with other cultures and discuss these differences. In that respect, a relevant discussion could help learners identify various non-verbal patterns and reflect on these in comparison with theirs. In some cases, however, tasks tend to present overgeneralized statements regarding manners in other cultures. As previously mentioned, these instances need a deeper analysis of why certain manners may be observed in some cultures. Knowledge, in this regard, should be given through more authentic and contextual examples rather than simple statements, as these may not reflect the full reality of intercultural contexts. Thus, in this regard, eliciting learners' experiences in regard to encounters with other cultures, and encouraging research may serve better in dealing with social interactions in other cultures.

To summarize, certain aspects of the processes of social interaction are addressed in grades 9, 11, and 12, while no tasks are identified in Grade 10. Furthermore, tasks that address objective (k) include only pictures and general statements regarding social interactions. There is no "knowledge" in the form of contextual or factual information.

Objective (l): The Significance of Symbolic Competence

> *(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* (Byram, 2021, p. 87).

Lastly, in symbolic competence, there is only one task each in grades 11 and 12. No tasks are found in grades 9 and 10. It can be inferred that textbooks need to incorporate more elements that focus on the symbolic power of language.

Symbolic competence, admittedly, is not a set of attainable knowledge but awareness about the subjectivity of languages, both as form, historicity, and cultural identity (Kramsch, 2011, as cited in Byram, 2021). To illustrate, having symbolic competence proves crucial "when an American engineer might cooperate with an Iraqi engineer to (re-)build a bridge" (Kramsch, 2006, p. 250), as the interaction not only relies on communicative ability but on knowing power relationship between cultures and nations. With this example, Kramsch (2006) emphasizes that "the historical and cultural gaps" (p. 250), which are created by the proliferation of global complexities such as ethnic minorities, economic inequalities, and religious ideologies, cannot be overcome by conventional methods within communicative competence models. This entails that learners understand the complexities and multiple interpretations of language, as well as challenge dominant representations imposed by native speakers (Keneman, 2017). The use of literary texts, in this respect, can offer alternative interpretations of meaning, and help language learners challenge the dominant narratives (Keneman, 2017).

In the context mentioned above, grades do not offer much exploration of symbolic meanings and alternative interpretations of language. In one task in grade

12, for instance, learners are asked to explore the tone of a poem by Mehmet Akif Ersoy, which carries a significant historical and national symbol. It could be argued that such discussion could help learners make the connection between form and meaning. In particular, how the ambiguities between the translations indicate the subjectivity of language. The other task in Grade 11 could offer opportunities that address the power dynamics in language learning. This task encourages learners to discuss the idea that writing a poem requires a level of education. Then, introducing learners to a poetic style encourages learners to write their own poems. It could be argued that this task empowers learners with a literary voice, which falls parallel to symbolic competence.

Overall, textbooks offer very little support to enhance learners' symbolic competence. Tasks in this regard might incorporate activities where learners experiment with literary texts to make alternative interpretations and gain an authorial voice in the target language.

Communicative Competence

As previously discussed, communicative competence has been under criticism for its indefinability and lack of support for a grounded pedagogical framework that considers the context of teaching (Littlewood, 2013). Taking into account the significance of context, Littlewood (2004, 2013) put forward a 5-category continuum model for communicative tasks that aims to address CLT not only conceptually but also at a more practical level (Littlewood, 2013). To that end, speaking-oriented tasks in the four textbooks are analyzed for their support for communicative competence.

According to Littlewood (2013), the continuum provides a progression from “enabling tasks” that provide scaffolding to more communicative tasks in the middle

region, which culminates with fully authentic tasks that simulate real-life language use. Littlewood (2013) explains that the term “task” has been interpreted in various ways that range from “any activity that learners engage in to further their language development” (Williams & Burden, 1993, as cited in Littlewood, 2013, p. 320) to more strict definitions that prioritize communicative goal (Ellis, 2000, as cited in Littlewood, 2013). Littlewood (2013), however, conceptualizes tasks on a continuum that carries elements that focus on form, and the conveying of meanings.

Non-Communicative Learning

Non-communicative learning tasks entirely focus on form, informing learners about the meaning of utterances and the structures of language. These tasks mostly include “uncontextualized grammar exercises, substitution drills, and pronunciation drills" (Littlewood, 2004, p. 322). Since the scope of the present study included exclusively speaking-focused tasks, the tasks analyzed did not include any explicit emphasis on form.

Pre-Communicative Tasks

Pre-communicative language practice includes tasks that focus on the formal language with limited attention to meaning. As seen in Figure 83, in the Pre-Communicative category, the grade 10 textbook has the highest percentage (27,5 %), which indicates that learners are more engaged with form-focused tasks compared to other grades. In Grades 9 and 12, about 10 % of the tasks are pre-communicative. On the other hand, about 3% of W-S and Post-S tasks in grade 11 utilize *Pre-communicative language practice*. The findings of the analysis suggest that most of the tasks in this category focus on practice on form using various strategies such as describing a picture, yes/no questions, acting a dialogue in controlled practice,

creating sentences focusing on a language structure, practicing intonation, fill in the blanks, identifying formal and informal structures.

Since the scope of this research centers on the W-S and the Post-S tasks, where the language focus is using the previously practiced form to make meaning-focused language use, the expectation is that tasks mostly focus on the middle and right part of the spectrum. The findings suggest that tasks could be modified to incorporate more meaning-focused elements, particularly in the context of Grade 10. In this regard, tasks need to present an exchange of information by creating opportunities (Pang, 2008). For instance, in one task in Grade 10, learners are asked to create if-chain sentences. The teaching of this language structure is problematic since no other task is set specifically for meaningful practice or production in the following tasks. This task could be modified to incorporate a communication gap where learners work with an environmental scenario and discuss the conditions and results. In another example, where learners describe various festivals, the task does not provide an information gap. This task could incorporate a guessing game where learners describe a festival, and their partners could try to guess the festival.

Communicative Language Practice

The *communicative language practice* focuses on conveying new messages using "a predictable range of language" (Littlewood, 2004, p. 322). To clarify, tasks in this category focus on practicing learned language structures for communication. The analysis shows that more than half of the tasks in the grade 11 textbook incorporate communicative language practice, followed by about 40% of the tasks in grade 9 and 30% of the tasks in grade 10. On the other hand, grade 12 has the lowest percentage of tasks associated with this category.

The findings of the analysis regarding the communicative language practice indicate that although tasks do not solely focus on form and emphasize meaning, their design may inhibit the conveying of messages. For instance, some tasks in grade 9 offer a quick dialogue to introduce the context of an idiom and ask a question without emphasizing a pair dialogue. Additionally, it is found that while tasks involve conveying messages, context, purpose, and outcome are not emphasized clearly. In one task in Grade 10, learners are asked to make comments and share them with friends without clarifying a clear outcome and purpose. This task could be followed by a discussion where pairs report their discussion to the class. In another instance, learners are asked to create daily conversations without a context or purpose. Establishing role cards that contextualize language structure could foster the communicative aspect of these tasks.

Structured Communication

In *structured communication,* the focus of the tasks shifts towards meaning-oriented communication via utilizing a more unpredictable range of language (Littlewood, 2004). One of the underlying watermark features of structured communication tasks is allowing learners' free expression and creativity while also providing a structure to aid learners in completing a task (Pang, 2008). Thus, tasks such as role-plays, discussions, and presentations can be designed utilizing a problem-solving element within structured communication.

The analyses indicate that around 40% of the tasks in grades 9, 10, and 11 belong to structured communication. About 30% of the tasks in grade 12 included are in the *structured communication* category. Tasks in this category include discussions, role-plays, and some conversations. Findings indicate that most of the tasks include unpredictable use of language. Additionally, some tasks utilize learners'

creativity, especially through role plays. For instance, in one task in grade 10, learners are instructed to act out a legendary story from history and reenact it by adding their own expressions. In another example, in grade 12, learners role-play a scenario between a student and a school counselor. This task gives them the opportunity to practice language in an unpredictable way by allowing them to create their own sentences during the role play.

Problem-solving, on the other hand, is utilized to a lesser degree, which ties in with the purpose and outcome of tasks. In that regard, although the majority of the discussions focus on unpredictable language use, the meaningful communication aspect is not strongly emphasized, as these tasks do not have an outcome, such as problem-solving. In one of the discussion tasks, for instance, learners are instructed to discuss the idea of mind-body therapy. This task could be modified in such a way that pairs could create a healthy routine for stressed students.

Authentic Communication

The *authentic communication category* involves language with the strongest emphasis on the communication of meanings, prioritizing real-world interactions through tasks such as presentations, interviews, and task-based activities (Littlewood, 2004). In authentic tasks, therefore, the focus shifts from the use of language structure to a more organic and holistic use of language. The authentic tasks also provide opportunities for tasks to evolve into "…large-scale projects which contribute to students' personal and interpersonal development…" (Rida & Vidal, 1993, as cited in Littlewood, 2004, p. 322). These projects could offer an organic use of language through tasks such as group discussion, interviews, reporting results, etc. (Littlewood, 1992, as cited in Pang, 2008, p. 61).

When tasks are analyzed in regard to the authentic category, it is seen that they use a variety of spoken genres, including research and reports, presentations, interviews, interpreting and reporting surveys, and role plays. While some of these tasks are conducted within the classroom environment, others are extended to include real-life elements. In one of the tasks from grade 11, learners are asked to interview their PE teacher using survey questions they had discussed earlier. In another task from grade 12, learners are asked to interview other people in their community about their musical preferences and then discuss the results with the class. In this vein, other tasks can be enhanced to extend the task as projects in or outside the school where learners can conduct interviews or poster presentations.

There is a considerable decline in the percentages of tasks used in *authentic communication* among grades 9, 10, and 11. As the analysis indicates, no authentic tasks are included in grade 10. Moreover, about 9% of the tasks in grade 9 and about 3% of the tasks in grade 11 include *authentic communication.* In grade 12, however, a significant portion (33,3%) of the tasks include *authentic communication.* Thus, it can be inferred that, in grade 12, there is a strong emphasis on using language in a more creative and realistic context, while in the other grades, there is a lack of tasks promoting a natural use of language.

Overall Assessment

Taken as a whole, the results indicate that Grade 10 includes the highest form-focused tasks (27%) while grades 9 and 12 incorporate about 10 % in *the pre-communicative* category. Grade 11, on the other hand, has the least form-focused tasks (3.23 %) in the communicative category. These findings indicate that in grade 10, tasks exhibit over-reliance on form-focused activities and may need to be modified to include more meaning-focused tasks.

When the *communicative learning* and *structured communication* categories are concerned, it is seen that grades 9, 10, and 11 present similar percentages: Grade 9: 80 %; Grade 10: 72 %; and Grade 11: 93%. Although in grade 12, the allocation is 56%, the remaining 33% of the tasks belong to the *authentic category,* making grade 12 the most meaning-focused among all grades. This suggests that most tasks in the aforementioned grades incorporate meaning-focused tasks. However, as suggested earlier, to ensure focus on meaningful communication and learner engagement, well-designed tasks that exhibit clear purpose, context, and outcome are needed. To that end, tasks need to utilize problem-solving to a higher degree to ensure learners are given a clear purpose.

In the *Authentic communication* category, there is an uneven distribution among the grades. No authentic tasks are identified in Grade 10, while more than 30% of Grade 12 students belong to this category. Additionally, only about 3% of tasks in grade 11 and about 10% in grade 9 are identified as *authentic communication*. In this vein, grades 9, 10, and 11 need to incorporate tasks that focus on the natural use of language in real-life contexts. Furthermore, the findings suggest that some authentic tasks show potential to be developed into large-scale projects.

Communicative Competence: Strategic, Formulaic, and Interactional

This section will highlight the findings related to the analysis of textbooks for the development of communicative competence. Celce-Murcia's (2008) communicative competence model, which is utilized in this study, drew on the works of Canale and Swain (1980), Canale (1983), and Celce-Murcia et al. (1994) and proposed a six-part model to describe communicative competence. The current research utilizes *strategic competence*, *formulaic competence,* and *interactional*

competence (see Chapter 2, Tables 2, 3, and 4) to analyze the speaking-focused tasks. The following sections will discuss the findings.

Strategic Competence

Strategic competence is about various methods used to learn a language. Celce-Murcia (2008) reviews strategic competence under two constructs: (1) learning strategies or (2) communication strategies (see Chapter 2, Table 2).

Cognitive strategies are "strategies making use of logic and analysis to help oneself learn a new language through outlining, summarizing, note-taking, organizing and reviewing material, etc.", while meta-cognitive "… strategies involve planning one's learning by making time for homework or for preparation, and engaging in self-evaluation of one's success on a given task or on one's overall progress" (Celce-Murcia, 2008, p. 50).

The findings show that all of the grades predominantly focus on *learning strategies* in general and *cognitive* and *meta-cognitive* skills in particular. Cognitive strategies, such as note-taking, are consistently present. Meta-cognitive strategies, mainly focusing on preparation and time management, are also prevalent.

As for communication strategies, they receive less attention. While some instances of stalling/time-gaining and interacting strategies are observed, other communication strategies, such as achievement and self-monitoring, are largely absent, especially in grades 9 and 10. In this regard, the findings fall parallel to the results observed in Caner and Çelik's (2020) study, which reviewed communication strategies such as time-gaining, hesitation devices, and approximation. Similarly, Sidik's (2018) analysis of Indonesian textbooks revealed a limited focus on stalling and interacting and a lack of self-monitoring strategies.

The analysis suggests a need for more balanced coverage of strategic competence, with greater emphasis on communication strategies across all grades. Incorporating tasks that promote achievement strategies, self-monitoring, and interacting strategies could enhance students' ability to navigate real-life communication challenges. Additionally, expanding the range of cognitive and meta-cognitive strategies beyond note-taking and preparation could further enhance their strategic competence.

Formulaic Competence

Formulaic competence refers to the fixed everyday expressions that are useful for language learners (see Chapter 2, Tables 2). Celce-Murcia (2008) includes the following in formulaic competence: routines: fixed phrases, formulaic chunks, collocations, idioms, and lexical frames. The findings indicate that, overall, the following aspects of formulaic competence are emphasized: collocations, idioms/ proverbs/sayings, routines, and lexical frames.

In the collocation category, there are only two instances (in grades 10 and 12) where the tasks explicitly focus on teaching collocations by practicing them. In one task in Grade 10, for instance, the task presents some collocations related to the content and encourages learners to use them in the discussion. In another task from Grade 12, although the task does not explicitly use the term, collocations are provided to be used in the discussion. Considering the number of discussion genres used in the textbooks, it can be inferred that more tasks could do well to include more collocations to foster a natural use of language and support the development of communicative competence.

In the category of idiomatic expressions, the results indicate a strong emphasis in grade 9, with 12 tasks explicitly focusing on eliciting the meaning of

proverbs and idioms with conversations and encouraging learners to use them in discussions. In Grade 11, there are only four instances where proverbs and sayings are included. Only two of these, however, explicitly offer a meaningful use of proverbs, as these tasks encourage discussions. In the other instances where sayings are included, it is questionable whether these have a formulaic value, as they are not commonly used in everyday language. Overall, the findings indicate that explicit coverage of idiomatic expressions is strongly needed in textbooks, in grades 10 and 12 in particular.

The *routines* category includes "fixed phrases like of course, all of a sudden and formulaic chunks like How do you do? I'm fine, thanks; how are you?" (Celce-Murcia, 2008, p. 48). In this category, grade 10 yields four instances, while grade 12 has two, and grades 9 and 11 have one instance each. The findings suggest that the low emphasis on teaching routines could be due to the relatively higher level targeted by the textbooks. Moreover, although textbooks include many dialogues where routine expressions are used, learners' attention is not explicitly drawn to the application of these expressions in dialogues. Similar to the findings in the routines, in the lexical frames category, there are only a few instances. The analysis indicates one instance each in grades 9 and 10 that include lexical frames, while in grades 11 and 12, there are no tasks specifically focusing on this strand.

Overall, findings suggest that tasks should include idiomatic expressions, particularly in grades 10 and 12, as these expressions can help learners become more efficient in communication. Moreover, tasks can utilize more collocations, lexical frames, and routines, which could provide learners with common language patterns.

Interactional Competence

Interactional competence focuses on the practical skills needed in communication and is reviewed under actional and conversational competence. While *actional competence* centers on performing the speech act in the target language, *conversational competence* focuses on the flow of conversation.

Actional competence is an essential part of communication as it deals with understanding conversational norms. As Celce-Murcia (2008) pointed out, "the typical performance of speech acts and speech act sets can differ in important ways from language to language…" (p. 49). Therefore, it is crucial for learners to understand the variation in how different speech acts are performed in different languages and cultures. The findings of the textbook analysis in this regard indicate some focus on actional competence, with the exception of grade 11. In particular, grade 12 has a notable number of tasks encompassing *actional competence,* while in grades 9 and 10, there are three instances that address actional competence. In Grade 11, on the other hand, no tasks are associated with this category.

While tasks in this category explicitly feature speech acts, there are only a few instances that focus on linguistic variations of performing these acts. For instance, only one task from grade 9 explicitly addresses how accepting and refusing invitations can depend on culturally specific contexts and encourages learners to compare these performances with their own language. In grade 10, the tasks focus on various speech acts in the context of politeness strategies using formal and informal exchanges. One task includes conversational dialogue between a Turkish and an Australian exchange student. However, there are no culture-specific examples related to speech acts in this instance. In grade 12, there is one particular instance where learners are encouraged to do research on politeness strategies in their own language,

which could help them put the contextual variations in perspective. Overall, the findings suggest that textbooks need to include more contextual elements when introducing speech acts, which could ensure a conceptual understanding of how performing speech acts can depend on cultural variations.

There is a limited focus on conversational competence as the analysis shows one instance each in grades 9, 11, and 12. The analysis of grade 10 indicates an absence in this category. Conversational competence focuses on important aspects of interaction, such as topic management, turn-taking, and opening and closing conversations. Celce-Murcia (2008) emphasizes the need for learners to understand the conversational strategies used in the target language since "normal conversational practice in one culture is often construed as rude behavior in another" (p. 49). In this respect, the findings indicate a very limited focus on conversational competence. One task centers on interrupting skills in a conversation in grade 9. In other textbooks, strategies about other genres are covered, such as giving feedback and performing presentations. Overall, there is a need for tasks to focus on managing the flow of interactions.

The non-verbal aspect of interactional competence deals with subtleties of communication such as body language, haptic behavior, and non-linguistic utterances (Celce-Murcia, 2008). The findings show a similar result in non-verbal communication strategies as they are sparsely covered. There are no tasks in grade 10 in this category. Even though some tasks include rising and falling intonations, the analysis indicates that these instances can be regarded as linguistic. In grades 11 and 12, one task each focuses on examples of non-verbal behavior, such as greeting customs.

When these findings are concerned, it is seen that in grades 9, 10, and 12, the tasks mostly include actional competence. In grade 11, however, more emphasis is needed as their actional competence is absent altogether. In the other grades, tasks need to include more context-specific patterns regarding speech acts. The focus on conversational competence is very limited across the grades. To that end, more tasks should incorporate strategies for managing dialogic interactions, such as interrupting, opening/closing conversations, backchannelling, etc. Similarly, non-verbal communication skills need to be addressed to a larger extent. In this vein, tasks could incorporate how body language and use of space function in communication.

Speaking Tasks: Objectives and Genres

The findings regarding the genre analysis among speaking objectives indicate that a variety of genres are utilized across the grades. The findings indicate that in grade 9, tasks mostly utilize the conversation genre, followed by role-play, discussion, presentation, and interview genres. Genres in grades 10 and 11 follow a very similar order, with the addition of giving speech genre in grade 10. When genre diversity is considered, it is seen that grades 9 and 11 include five types of genres, while grade 10 has six types. In grade 12, on the other hand, there is a considerable difference in genre diversity. Accordingly, there are about 13 different types of genres utilized in grade 12. What is more, genres are more evenly distributed compared to other grades. The most commonly used genres in grade 12 include conversation and discussion genre, followed by role-play, debate, making comments, interview, narration, reporting graphs, speech acts, and speech act analysis. When genre diversity is considered, a correlation can be observed between authentic tasks and genre variety. As the grade with the highest selection of genres, grade 12 also provides the highest percentage of authentic tasks.

Objectives in the conversation genre are analyzed for their turn-taking and topic-management strategies. Sample tasks that matched with each objective are analyzed within conversation analysis (CA). In CA, turn-taking strategies refer to ways the role of the speaker is transferred between interactants, while topic management refers to ways learners navigate through conversation using available lexical resources (Hasegawa, 2024). Considering turn-taking, two strategies are observed: strict, where the conversation is expected to flow strictly back and forth, and flexible, where interactants can take turns more flexibly. The findings indicate that in grades 9 and 10, there is a mixed-use of turn-taking in conversation tasks where tasks focusing on form usually present strict turn-taking, while those with open-ended questions provide more flexible turn-taking. It is also observed that in tasks with flexible turn-taking, activities are more meaning-focused and promote the natural flow of language. In grades 11 and 12, more flexible turn-taking is observed overall. Furthermore, regarding topic management, it is seen that almost all of the sample tasks provide learners with lexical resources to manage the conversations.

The role-playing genre is analyzed in regard to task types: controlled, semi-controlled, and free. In grades 9 and 10, findings indicate that tasks are mostly semi-controlled, with only one role-play set as a free task in grade 9 and 2 in grade 10. It is also observed that free tasks include creative elements where learners are expected to use unpredictable language, while semi-controlled tasks provide some structure in regard to lexical choices and creativity. In this vein, it is seen that tasks could benefit from incorporating more free tasks to ensure balanced task types and promote the use of unpredictable language. In grade 11, only two role-play genres are utilized in speaking objectives, both of which are set as semi-controlled tasks. In grade 12, two out of three role-plays are free, and one is a semi-controlled task. The other genres

are also analyzed according to the types of tasks. The findings suggest that in discussion genres, most sample tasks indicate a preference for semi-controlled task types. Consequently, more free discussion tasks would benefit learners by urging them to use the language in a more spontaneous and natural way.

Overall, in regard to genre variety, it is seen that grades 9, 10, and 11 need to broaden the range of genres utilized in the textbooks. Furthermore, it is observed that some genres in grade 12 include language analysis, such as non-verbal communication analysis, speech act analysis, reporting graphs, etc. Other grades could benefit from incorporating similar meta-language skills to help learners think critically about language structures, helping them to gain communicative competence as a result. To provide learners with opportunities for creative language use, role-plays, discussions, and debates could benefit from including more free tasks to encourage natural communication.

Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001)

The Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) comprises a hierarchical categorization of cognitive levels used in most learning contexts. The categories are further divided into two domains, lower- and higher-order thinking skills, distributed as *remember, understand, apply, analyze, evaluate,* and *create,* respectively. Reviewing learning objectives in light of the taxonomy can offer several benefits.

> [The] Taxonomy Table can be used to examine relative emphasis, curriculum alignment, and missed educational opportunities. Based on this examination, teachers can decide where and how to improve the planning of curriculum and the delivery of instruction. (Krathwohl, 2002, p. 218)

The Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001) could also provide insight into the type of objectives that promote higher-order thinking skills, ultimately fostering the communicative competence of the language learners (Razmjoo & Kazempourfard, 2012).

More importantly, the benefit of reviewing teaching materials in regard to the taxonomy deals with how learning can be improved "…[focusing] on increasingly more complex cognitive processes, particularly Analyze, Evaluate, and Create" (Krathwohl, 2002, p. 235).

The speaking strand objectives were analyzed according to the cognitive categories. Accordingly, almost 80% of all objectives focus on lower thinking skills (LOTS) in grade 9, while about 20% focus on higher thinking skills (HOTS). Among all grades, grade 10 exhibits the highest percentage in lower-order skills (85%) and the lowest in higher-order skills (about 12 %). In grade 11, more than 60% of the objectives incorporate lower-order skills and about 36% in higher-order skills. Finally, grade 12 yields the highest percentage of higher thinking skills among all grades. The results indicate a positive correlation between grade levels and higher-order thinking skills. Overall, with the exclusion of grade 10, the objectives of the speaking strand in textbooks demonstrate relatively higher percentages of objectives compared to other studies. Roohani et al.'s (2013) analysis of a textbook that focused on intermediate to advanced-level users showed that around 14% of the tasks focused on HOTS. Another study by Razmjoo and Kazempourfard (2012) analyzed four coursebooks to investigate tasks according to the cognitive categories. The results indicated that around 17 % of the tasks adhered to HOTS. It should be noted, however, that although the current research presents higher results in regard to speaking strand objectives, a more comprehensive analysis of all the tasks in relation

to cognitive levels may reveal different results, which warrants different research altogether.

The findings reveal several points related to the analysis of objectives. Firstly, in the category *analyze*, objectives focus on comparing ideas and social issues through complex discussions that cover human rights, environmental issues, cultural differences, and impact on technology. Secondly, in the category *evaluate*, which involves making judgments and critiquing, objectives encourage learners to evaluate concepts such as social norms, discuss the problems of the disadvantaged and technological developments, and make suggestions about human rights. Finally, in the category *create,* objectives focus on synthesizing knowledge and learners' evaluation of a concept and encourage learners to produce creative works through presentations and speeches.

Overall, the outcomes of cognitive analysis point to several issues. Firstly, the lack of HOTs in grades 9 and 10 indicates that the objectives do not challenge learners cognitively. As such, incorporating HOTs in learning objectives early on could help learners improve their communication skills. Furthermore, it appears that objectives in grades 9 and 10, and 11 to a lesser extent, demonstrate an uneven distribution across cognitive categories. Ensuring a more balanced distribution of cognitive categories could benefit learners. Objectives could provide scaffolding with LOTs to help learners understand and apply knowledge. In later stages, HOTs could enable learners to engage their critical cognitive skills in the target language, promoting meaningful communication.

Functional Language Halliday (1975)

Halliday's (1975) approach to functional language is based on the view that meaning is dependent on social contexts rather than the structures of the language. In

that respect, Halliday (1975) conceptualizes language development from the perspective of how children learn through the seven functions of language development, namely *instrumental, regulatory, interactional, personal, heuristic, imaginative, and representational* (p. 243). Although Halliday (1975) states that these functions are not hierarchical, they are clustered into metafunctions: ideational, interpersonal, and textual metafunctions. These functions represent a tripartite level that encompasses the multifunctional use of language by the adult. In other words, the separate focus on various functions later transforms into more complex functions such as ideational, which is "…concerned with the representation of experience", interpersonal focusing on "…the communication process as a form and as a channel of social action", and textual which enables cohesion by providing "the conditions whereby the other functions can effectively be served" (Halliday, 1975, p. 258). Taken as a whole, these two phases of development are later concluded with the last phase where the meaning potentials are actualized in specific cultural contexts (Halliday, 1975). In this respect, all the functions of language are utilized and applied in combination with each other for language development to enter the adult phase. Therefore, it can be assumed that to enable effective language development, all functions should be addressed. To that end, the objectives of the speaking strand of textbooks were analyzed in relation to the seven functions of the language.

The findings indicate that overall, the majority of the objectives (35 objectives) focus on the representational function of the language. This function, according to Halliday's (1975) study of a child's language development, is used to convey factual information, which appears at a later stage in language development. The second most addressed function is interactional (25 objectives), which focuses on socializing and establishing relationships. The third most focused function (17

objectives) is the "personal" function, which encompasses expressing feelings and emotions.

The findings indicate that other functions are underrepresented. The heuristic, which focuses on the "language in the exploration of the objective environment," is featured in only one objective, and the imaginative, which encompasses "language used to create an environment of one's own," is utilized in six objectives (Halliday, 1975, p. 248). This suggests that the speaking strand objectives of the four textbooks need to focus more on the functions that relate to finding things out and exploration, creative use of language, and language used to control.

The overall results suggest that although a variety of language functions are utilized across the grades, the prominent functions appear to be interactional, representational, and, to a lesser degree, personal. It is also seen that the representational function is used most consistently across all the grades. On the other hand, the instrumental, regulatory, imaginative, and heuristic functions are utilized less frequently. In particular, the heuristic function, which promotes the use of explorative language, could benefit learners by including problem-solving and discovery-related objectives. These suggest a need for a more balanced approach to language function incorporation. It is recommended that the textbooks gradually introduce functions in order of complexity as learners move from lower to higher grades.

Implications for Practice

One of the major implications of the current study could be in the form of a contribution to textbook developers. This study attempted to provide a comprehensive analysis of the current status of the four textbooks in relation to the development of ICC and CC. To that end, the speaking strand of the textbooks was

analyzed using Byram's (2021) learning objectives for ICC, the communicative competence model of Celce-Murcia (2008), the "communicative continuum" model (Littlewood, 2004, 2013), Halliday's functional language (1975), and Revised Bloom's Taxonomy for cognitive categories (Anderson & Krathwohl, 2001). In light of the findings, tasks could be designed to incorporate intercultural and communicative competence. Additionally, the findings on the speaking strand objectives could inform the curriculum developers to redesign the speaking objectives according to the cognitive categories and functions of the language.

While these offer valuable insights for classroom application, several challenges should be acknowledged. In the context of Türkiye, several studies report critical issues regarding the implementation of effective learning environment such as overcrowded classrooms, teacher-centered approaches (Oktay, 2015), grammar-based assessments, lack of time for preparing communicative activities (Coşkun, 2011), and lack of resources (Yıldız, 2020).

When the findings are considered in relation to ICC, several issues emerge. Firstly, tasks do not engage learners on a deeper level in relation to the objectives. While tasks provide contexts from learners' own cultural and historical knowledge, these constructs are not put in perspective by including cross-cultural examination. In that regard, when the design of task content is considered, a cultural comparison could be added. Moreover, a deeper analysis in the context of ICC is further inhibited by a lack of critical guiding questions. As shown in the previous discussion, there are many instances where tasks only need an additional prompt to include intercultural perspectives. Secondly, while addressing the social conventions in language and behavior, the findings suggest a tendency to oversimplify other cultures in regard to observed manners, which could potentially lead to internalizations of stereotypes.

Thirdly, some tasks are designed with generic and fictional elements that are void of contextual, real-life examples from other cultures, ultimately inhibiting a focus on ICC. To that end, task design could benefit from adaptations of culture-specific examples, as can be seen in some examples.

Finally, it is observed that the existing gap in the integration of ICC elements in tasks could be bridged by teachers in the field. Utilizing the suggestions given in this chapter, teachers could develop and enhance many of the tasks by incorporating authentic examples from other cultures to increase their learners' ICC.

The findings related to communicative competence yield several points. It is seen that the distribution in the communicative continuum categories in grades 9, 10, and 11 predominantly focus on the communication of messages and meanings. However, while grades 9 and 11 pay limited attention to authentic tasks, grade 10 provides no tasks associated with this category. In grade 12, however, there is a gradual increase in the percentages of the tasks associated with the categories in the communicative spectrum.

In light of these findings, the course designers can address the overemphasis on form in Grade 10 and include more meaning-focused tasks where communication of messages is prioritized. Another issue emerges in the task descriptions as they exclude focus on the communication of messages. To that end, tasks could be redesigned as pair discussions to ensure the development of communicative competence. It is also found that some tasks need to be modified to incorporate context, purpose, and outcome to enhance communicativeness. To that end, the discussion tasks, which are overall a very common spoken genre utilized across the grades, could benefit from incorporating problem-solving to establish purpose and outcome. Finally, the lack of authentic tasks should be addressed by material

developers. In that regard, many tasks in the communicative language practice category offer the potential to evolve into authentic tasks that could simulate natural language use. Additionally, the tasks in the authentic category also provide opportunities to be developed into projects that transcend the classroom environment, as exemplified by some tasks in grade 12.

The findings related to the model of communicative competence (Celce-Murcia, 2008) suggest that more emphasis on *interactional competence* is needed across the grades. Actional competence could be addressed through speech acts with more contextual examples. Additionally, tasks could incorporate more dialogic strategies focusing on turn-taking, interrupting, and managing conversations. Finally, textbooks could benefit from strategies that address how non-verbal cues are used in various contexts.

When the findings of taxonomy categories (Anderson & Krathwohl, 2001) are compared with the results in the communicative continuum categories, a correlation can be observed. For instance, in grade 12, more than 60% and in grade 11 about 43% of the speaking-focused tasks focus on structured and authentic communication, which falls parallel with their respective objectives' focus on higher-order thinking skills. It is clear that higher-order thinking skills are utilized in tasks that focus on complex discussions, problem-solving, and using language creatively.

These findings indicate that enhancing communicative competence is highly related to the inclusion of more complex cognitive processes such as analyzing, evaluating, and creating. To that end, the objectives in the speaking strand of textbooks, particularly those of grade 10, could benefit from focusing on higher-order thinking skills. In the same vein, it is observed that designing genre-specific tasks such as discussions, presentations, and creative role-plays could benefit from

incorporating higher cognitive processes. A similar correlation is also observed between complex cognitive processes and intercultural competence, as objectives in these categories include content such as cultural differences, human rights, social norms, etc., which are conducive to ICC development.

As previously mentioned in the discussion, Halliday's (1975) functions of language are a crucial part of effective language development. In that regard, the analysis of the objectives of the speaking strand in regard to functions of language reveals several implications. Firstly, the results indicate that objectives focus on the functions unevenly, as there is an overemphasis on the interactional and representational functions of language. On the other hand, several other functions, such as regulatory, imaginative, heuristic, and instrumental, are addressed to a lesser degree. This indicates that the material developers could target a more balanced representation of language functions when establishing the learning objectives. This could be facilitated through objectives that include more problem-solving tasks and creative role-plays to support the development of language that focuses on the heuristic, creative, and instrumental functions.

Implications for Further Research

The current study provided a thorough analysis of the speaking strand of textbooks issued by MoNE to be used in the Anatolian high schools in Türkiye to investigate the status of communicative competence and intercultural communicative competence. To the researcher's knowledge, there were no other studies that conducted an in-depth analysis of the speaking strand in the aforementioned textbooks utilizing the framework for ICC and CC. (Anderson & Krathwohl, 2001, Byram, 2021, Celce-Murcia, 2008, Halliday, 1975). To that end, the findings reported in this research could familiarize other researchers with how ICC and CC

are supported through speaking strands in the analyzed EFL textbooks in Türkiye. However, several implications for further research may be suggested based on the findings of the present study.

Firstly, the textbook selections could be broadened to better inform on the status of tasks supporting ICC and CC. The materials analyzed in this research were restricted to those used in Anatolian high schools in Türkiye. Although the Anatolian high schools make up a majority of secondary education in Türkiye, there are other textbooks used in other types of schools. Furthermore, a recent statistical report indicates that a notable portion of students in Türkiye receive high school education in private schools, where teaching materials focus on intercultural contexts. Thus, research into various textbooks used in the aforementioned contexts is needed. Further research could also be conducted by replicating this study in lower-secondary and primary educational contexts.

In order to fully explore the status of ICC in language education, methodologies other than content analysis may be needed. Thus, further research could investigate the extent to which teachers implement intercultural communicative competence through interviews and surveys. This could provide insight into the practical applications and possible challenges teachers may encounter. For instance, it might be more worthy to explore the perceptions of teachers regarding teaching intercultural elements before evaluating the textbooks' contribution to ICC. For instance, some teachers may feel uncomfortable if teaching content were to fully address some of the learning objectives in ICC, especially those that deal with historical relationships between countries. Furthermore, since intercultural competence is not strictly bound to language development, it can be viewed within broader contexts and subjects. Extending the context of research

beyond language education could inform educators and researchers about the intercultural readiness or attitudes students bring to English lessons. Similarly, including general educational policies within the research domain of ICC can inform on various factors that affect ICC growth.

Additionally, cross-cultural research could provide valuable perspectives into the integration of ICC. Examining other textbooks from various cultural contexts could highlight how textbooks address ICC. A comparative analysis could also shed light on possible cultural biases, gaps or beneficial aspects of including ICC-oriented tasks.

The development in technology is another significant area worth focusing on in the context of teaching intercultural and communicative skills. The advent of technological tools such as AI, virtual programs, and various online platforms and its implementation in language education has gained momentum in recent years. Further research could provide information on how to harness technology to help learners acquire intercultural and communicative skills.

Since the present study only reviewed the speaking strand objectives in relation to Revised Bloom's Taxonomy (Anderson & Krathwohl, 2001), further research could include the speaking tasks to paint a more comprehensive portrait of the presence of cognitive categories. Furthermore, Anderson and Krathwohl's (2001) revision included the *Knowledge Dimension*, which offers a more nuanced understanding of the cognitive processes. Consequently, research utilizing this additional dimension can provide more comprehensive results regarding cognitive processes. Similarly, Halliday's (1975) functional language was applied only to the speaking strand of the textbooks. Further research is needed to explore the functions

concerning tasks, as no related studies have been identified to the best of the researcher's knowledge.

Limitations

The main delimitation of the current study is that it only included the *Knowledge* domain of learning objectives, leaving out the goals related to other savoirs, namely *Attitudes, Skills of discovery and interaction, Skills of interpreting and relating,* and *Critical cultural awareness.* These other domains warrant equal attention, considering their importance in ICC. However, considering the scope of this study, a comprehensive analysis would require a significant amount of time. Consequently, the current study delimited its focus to the knowledge domain only.

One limitation observed by the researcher was dividing speaking tasks into stages Pre-, While-, and Post-Speaking stages. The textbooks in the present study follow a multi-syllabus design "containing different elements of other syllabus types at varying degrees" (MoNE, 2018, p. 13). Consequently, the progression of tasks in the unit mostly revolves around the content and the functions rather than speaking skills, which at times blurred the distinctions between what could be considered pre-speaking or While-Speaking.

Another limitation of the study was its exclusive focus on the speaking tasks. While speaking tasks offer crucial insights into how ICC is supported throughout the textbooks, other language skills such as listening, reading, and writing, also play an important role and should not be overlooked. Considering the integrated approach to skills adopted by the textbooks, including other skills could have provided a more holistic evaluation of how intercultural and communicative competence is supported.

Furthermore, since the research solely focused on content analysis, the data are limited to textbook materials. Including various research methods such as interviews and classroom observations could yield more diverse data that offer insights into the practical applications of ICC and CC. For instance conducting interviews and questionnaires could provide insights into teachers' and students' perceptions regarding the ICC. Similarly, a longitudinal study could follow the development of ICC and CC of learners over time, offering more comprehensive results.

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Appendix A

The Themes and Structure of Grade 9 Textbook: *Uplift*

The first book that was analyzed in this study was *Uplift* Grade 9 textbook (Artıran et al., 2022) which comprised the following ten themes with their respective theme titles:

- Theme 1 Studying Abroad
- Theme 2 My Environment
- Theme 3 Movies
- Theme 4 Human in Nature
- Theme 5 Inspirational People
- Theme 6 Bridging Cultures
- Theme 7 World Heritage
- Theme 8 Emergency and Health Problems
- Theme 9 Invitations and Celebrations
- Theme 10 Television and Social Media

In grade 9, themes are divided into 4 modules, and there are 5 division in each theme, namely *Functions, Vocabulary, Listening* & *Speaking, Reading* & *Writing,* and *Pronunciation*. Themes begin with a *Lead-in* section with two discussion questions used to activate learners' background information about the topic. The themes usually progress in the following order of skills; listening, speaking, reading, listening, speaking, writing, and pronunciation. Although each skill is focused in separate pages, they include an integrated approach, featuring tasks from all skills. Additionally, speaking sections include *Did you know?, Proverb of the day,* and *Idiom of the day* parts that share facts and meaningful proverbs related to the topic of the theme. *Game Time* and *Portfolio* are additional components of the Grade 9 textbook (Artıran et al., 2022).

Appendix B

The Themes and Structure of Grade 10 Textbook: *Count me in*

Count Me In Grade 10 English textbook (Çimen et al., 2022) is the second English textbook that is evaluated in this study. The book incorporates 10 themes as outlined below:

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

There are six to eight different parts that focus on each skill. Themes focus on a combination of skills such as speaking-writing, listening-speaking, reading-speaking, etc. Each theme also features *Let's Explore* and *Let's Remember* parts that help learners recognize target grammar functions and usages (Çimen et al., 2022).

Appendix C

The Themes and Structure of Grade 11 Textbook: *Spice Up*

Spice Up Grade 11 English textbook (Koyutürk et al., 2022) incorporates the following 10 themes outlined as follows:

- Theme 1 Future Jobs
- Theme 2 Hobbies and Skills
- Theme 3 Hard Times
- Theme 4 What a Life
- Theme 5 Back to the Past
- Theme 6 Open Your Heart
- Theme 7 Facts about Türkiye
- Theme 8 Sports
- Theme 9 My Friends
- Theme 10 Values and Norms

In the grade 11 English textbook, themes are divided into six parts, with four modules dedicated to language skills, a lead-in page focusing on functions and vocabulary, and a CLIL (Content Language Integrated Learning) section focusing on content. Each module focuses on one language skill. The section titled "Here We Go*"* serves as a lead-in, presenting relevant language functions and the vocabulary related to the theme. It serves as a warm-up section that activates background knowledge related to the topic of the theme. Modules conclude with a CLIL page, which provides content related to different fields such as psychology, sociology, art, music, etc. (Koyutürk et al., 2022).

Appendix D

The Themes and Structure of Grade 12 Textbook: *Notifier*

Notifier (Çimen et al., 2023) English course book comprises 12 themes as outlined below.

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

In the grade 12 coursebook, each theme comprises between 14 to 22 tasks beginning with warm-up tasks that introduce the relevant vocabulary and activate background knowledge. The skills in grade 12 are not focused separately. Instead, tasks adopt an integrated approach on developing skills. Sections titled “self-assessment” and “Portfolio” end of each theme focus on performance. The self-assessment typically presents three questions: yes/no questions, open-ended questions, and a vocabulary part related to the topic of the theme, all serving as comprehension checks for the material presented in the themes. The portfolio section provides genre-based and content-based tasks encouraging learners to apply language skills in real life.

Appendix E

ICC Knowledge Domain Objectives

ICC Knowledge Domain Objectives (Byram, 2021, pp 85-87)

	Objectives (knowledge of/about)	Parent Codes
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	HIST-CONT-REL
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	ACH-CON. & INST.
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	CPMDC
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	NAT-MEM-PERS
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 (see above)	INTER-NAT-MEM-PERS
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	OWN-GEO-SPACE-PERS
g)	the national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own	INTER-GEO-SPACE-P

	Objectives (knowledge of/about)	Parent Codes
	• knows about perceptions of space in the other country as they do about their own (see above)	
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	INT- SOC
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	SOC- DIST-PRIN-MARK
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	INT-IMP-DAILY LIFE
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.	PSII
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 realities3	SIG-SYM-COM

Appendix F

Coding Frame for Byram's (2021) Knowledge Domain (Byram, 2021, pp 85-87)

Parent Codes	Explanation	Start list of codes	Explanation	1st Level Coding	Explanation
A) HIST-CONT-REL	Historical and contemporary relationships between one's own and one's interlocutor's countries	EIIT	Events, Interpretations, Individuals, Traces	SSLC	Significance of strategic location of one's country
A) HIST-CONT-REL	*See above*	EIIT	Events, Interpretations, Individuals, Traces	SIIL	Significant individuals international landscape
A) HIST-CONT-REL	*See above*	EIIT	Events, Interpretations, Individuals, Traces	SINH	Significant individuals in National history
A) HIST-CONT-REL	*See above*	EIIT	Events, Interpretations, Individuals, Traces	ISEH	Interpretations of significant events in History
A) HIST-CONT-REL	*See above*	GRHS	Geographical and Historical Significance	SLR	Significant landmarks and regions
A) HIST-CONT-REL	*See above*	PEA	Political, Economic Alliances	PA	Political Alliances
A) HIST-CONT-REL	*See above*	PEA		EA	Economic Alliances
B) ACH-CON. & INST.	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	OFP	public and private organisations which facilitate commercial, cultural/leisure and individual partnerships across frontiers	ACT	Achieving contact through technology
B) ACH-CON. & INST.	*See above*	UTMT	using telecommunications, consular and similar services, modes and means of travel	MT	Means of travel
C) CPMDC	The types of cause and process of misunderstanding	AICGCR	alternative interpretations of shared concepts,	AIT	Alternative interpretation of tipping

Parent Codes	Explanation	Start list of codes	Explanation	1st Level Coding	Explanation
	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		gestures, customs and rituals		
C) CPMDC	*See above*	AICGCR	alternative interpretations of shared concepts, gestures, customs and rituals	AII	Alternative interpretation of invitations
C) CPMDC	*See above*	AICGCR	alternative interpretations of shared concepts, gestures, customs and rituals	AIP	Alternative interpretations of proverbs
C) CPMDC	*See above*	AICGCR	alternative interpretations of shared concepts, gestures, customs and rituals	AIEH	Alternative interpretations of eating habits
C) CPMDC	*See above*	CCI	Conventions of Communication and interaction in own culture	ACC	Alternative conventions of communication
C) CPMDC	*See above*	CCI	Conventions of Communication and interaction in own culture	CTOC	Conventions of tipping in own culture
C) CPMDC	*See above*	CPM	Cause and processes of misunderstandings	RIAD	Raising intercultural awareness-decentralization
C) CPMDC	*See above*	EPNP	effects of paralinguistic and non-verbal phenomena		
D)NAT-MEM-PERS	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	FPNM	Foreign perspectives on national memory	PSINM	Perspectives on a significant individual in national memory

Parent Codes	Explanation	Start list of codes	Explanation	1st Level Coding	Explanation
	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				
D)NAT-MEM-PERS	*See above*	MNIPI	Markers of national identity (the events and their emblem-myths, cultural products, sites of significance to the collective memory) in one's own country as they are portrayed in public institutions	MNISS	Markers of national identity-sites of significance
D)NAT-MEM-PERS	*See above*	MNIPI	*See above*	MNINH	Markers of national identity-national holidays
D)NAT-MEM-PERS	*See above*	MNIPI	*See above*	MNISE	Markers of national identity-significant events
D)NAT-MEM-PERS	*See above*	MNIPI	*See above*	CCANM	Markers of national identity-core cultural aspects that define national identity
D)NAT-MEM-PERS	*See above*	MNIPI	*See above*	SPSNP	Sports people as a source of national pride
D)NAT-MEM-PERS	*See above*	MNIPI	*See above*	MNIIS	Markers of national identity-individuals of significance
D)NAT-MEM-PERS	*See above*	SPNM	Socialization process of nat. Markers		
E) INTER-NAT-MEM-PERS	The national memories of one's interlocutor's country and the perspective on them	IMNIPI	Interlocutors' markers of national identity (the events and their emblem-myths, cultural	IMNINH	Interlocutors' Markers of national identity-national holidays

Parent Codes	Explanation	Start list of codes	Explanation	1st Level Coding	Explanation
	from one's own country		products, sites of significance to the collective memory) in one's own country as they are portrayed in public institutions		
E) INTER-NAT-MEM-PERS	*See above*	IMNIPI	*See above*	IMNISS	Interlocutors' Markers of national identity-sites of significance
E) INTER-NAT-MEM-PERS	*See above*	IMNIPI	*See above*	IMNISEH	Interlocutors' Markers of national identity-significant events in history
E) INTER-NAT-MEM-PERS	*See above*	IMNIPI	*See above*	IMNIIS	Interlocutors' Markers of national identity-individuals of significance
E) INTER-NAT-MEM-PERS	*See above*	SPNM	Interlocutors' Socialization process of nat. Markers		
F) OWN-GEO-SPACE-PERS	The national definitions of geographical space in one's own country, and how these are perceived from the perspective of other countries	PLV	Perceptions of linguistic varieties		
F) OWN-GEO-SPACE-PERS	*See above*	PMB	Perceptions of markers of borders and frontiers		
F) OWN-GEO-SPACE-PERS	*See above*	PRRI	Perceptions of regions and regional identities		
F) OWN-GEO-SPACE-PERS	*See above*	PSL	Perceptions of significant landmarks	OPGS	Own perspectives on geographical space
F) OWN-GEO-SPACE-PERS	*See above*	PSL	Perceptions of significant landmarks	FPOS	Foreign perspective on the geo. Space

Parent Codes	Explanation	Start list of codes	Explanation	1st Level Coding	Explanation
G) INTER-GEO-SPACE-P	The national definitions of geographical space in one's interlocutor's country and the perspective on them from one's own	PIGS	Perceptions of Interlocutors' geographical space	PISL	Perceptions of interlocutor's significant landmarks
G) INTER-GEO-SPACE-P	*See above*	PILV	Perceptions of interlocutor's linguistic varieties		
G) INTER-GEO-SPACE-P	*See above*	PIMB	Perceptions of interlocutor's markers of borders and frontiers		
G) INTER-GEO-SPACE-P	*See above*	PRRI	Perceptions of interlocutor's regions and regional identities		
H) INT-SOC	The processes and institutions of socialisation in one's own and one's interlocutor's country	DCOS	(dominant culture in own society)		
H) INT-SOC	*See above*	RPOC	(rites of passage in own culture) pass through specific rites marking stages in the life-cycle, in both their own and the other country		
H) INT-SOC	*See above*	SNIA	systems where nat. Identity is acquired (education, religion etc.) knows about education systems, religious institutions, and similar locations where individuals acquire a national identity	SRB	System of religious beliefs
H) INT-SOC	*See above*	SNIA	*See above*	SG	System of gender influencing
H) INT-SOC	*See above*	SNIA	*See above*	SSA	System of school activities
H) INT-SOC	*See above*	SNIA	*See above*	SFH	System of Family & home
H) INT-SOC	*See above*	SNIA	*See above*	SM	System of marriage

Parent Codes	Explanation	Start list of codes	Explanation	1st Level Coding	Explanation
I) SOC-DIST-PRIN-MARK	Social distinctions and their principal markers, in one's own country and one's interlocutor's	SD	(social distinctions) knows about the social distinctions dominant in the two countries – e.g. those of social class, ethnicity, gender, profession, religion –	BHR	Basic Human rights
I) SOC-DIST-PRIN-MARK	*See above*	SDMIP	(social distinctions marked by intangible phenomena) 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	SDEKS	Social distinctions marked by education, knowledge or skills
I) SOC-DIST-PRIN-MARK	*See above*	SDMIP	*See above*	SDRC	Social Distinctions marked by race or class
I) SOC-DIST-PRIN-MARK	*See above*	SDMIP	*See above*	SDSH	Social distinctions marked by shopping preferences
I) SOC-DIST-PRIN-MARK	*See above*	SDMIP	*See above*	SDOP	Social Distinctions marked by outdoor activity preferences
I) SOC-DIST-PRIN-MARK	*See above*	SDMVP	(social distinctions marked by visible phenomena) how these are marked by visible phenomena such as clothing or food	SDMC	Social Distinctions marked by clothing
I) SOC-DIST-PRIN-MARK	*See above*	SDMVP	*See above*	SDMMI	Social Distinctions marked by musical instruments
I) SOC-DIST-PRIN-MARK	*See above*	SDMVP	*See above*		

Parent Codes	Explanation	Start list of codes	Explanation	1st Level Coding	Explanation
J)INT-IMP-DAILY LIFE	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	IIDL	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	AL	Alternative lifestyles
J)INT-IMP-DAILY LIFE	*See above*	IIDL	*See above*	IFI	Independence from institutions
J)INT-IMP-DAILY LIFE	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	IIDL	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	ISP	Institutions shaping preferences
J)INT-IMP-DAILY LIFE	*See above*	IIDL	*See above*	IIT	Institutions influencing tourism, tourist-friendliness of cities and towns
J)INT-IMP-DAILY LIFE	*See above*	IIDL	*See above*	IPH	Institutions preserving heritages
J)INT-IMP-DAILY LIFE	*See above*	IIDL	*See above*	MCB	Institution as money currencies(concept of money and value) and budgeting
J)INT-IMP-DAILY LIFE	*See above*	IIDL	*See above*	IHS	Institutions as health system and perceptions of health
J)INT-IMP-DAILY LIFE	*See above*	IIDL	*See above*	IIGP	Institutions influencing global perspective

Parent Codes	Explanation	Start list of codes	Explanation	1st Level Coding	Explanation
J)INT-IMP-DAILY LIFE	*See above*	IIDL	*See above*	IIEE	Institutions influencing educational activities
J)INT-IMP-DAILY LIFE	*See above*	IIDL	*See above*	IILC	Institutions influencing living conditions (homelessness, studying at a university)
K) PSII	The processes of social interaction in one's interlocutor's country	BTRS	(Beliefs and taboos in routine situations) 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.	CNMB	cultural norms and modes of behavior
K) PSII	*See above*	BTRS	*See above*	CAS	Conventions of academic setting
K) PSII	*See above*	BTRS	*See above*	CSG	Conventions of special gatherings
K) PSII	*See above*	LFLNI	(Level of formality in language and non-verbal interaction) knows about levels of formality in the language and non-verbal behaviour of interaction,	ARI	Accepting and refusing invitations
K) PSII	*See above*	LFLNI	*See above*	ARP	Asking for a request and permissions
L) SIG-SYM-COM	Languages as symbolic places	FM	Form as meaning	LTDC	Literary texts from different cultures

Appendix G

All grades: Percentages of Tasks in each Stage

All grades: Percentages of Tasks in each Stage

Grades	Pre-S	W-S	Post-S	Total
Grade 9	30%	42%	28%	93
Grade 10	29%	63%	9%	56
Grade 11	45%	46%	9%	104
Grade 12	30%	45%	25%	60

In order to investigate the communicativeness of the activities, tasks were divided into three stages: *pre-speaking (Pre-S), while-speaking (W-S)* and *post-speaking (Post-S).* The current study focused on W-S and Post-S tasks, since the aim of these tasks relate more to the content or the target language at hand. The percentages of the stages across all four books are presented in the table above.