

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**A COMPARISON OF 4 SKILLS CONTENT OF 6TH GRADE
ENGLISH COURSEBOOKS IN TÜRKİYE AND GERMANY**

MASTER'S THESIS

Hümeyra KOL

**Department of Foreign Language Education
English Language Education Program**

MARCH, 2025

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**A COMPARISON OF 4 SKILLS CONTENT OF 6TH GRADE
ENGLISH COURSEBOOKS IN TÜRKİYE AND GERMANY**

MASTER'S THESIS

**Hümeysa KOL
(Y2212.021033)**

**Department of Foreign Language Education
English Language Education Program**

Supervised by: Assist. Prof. Dr. Ramazan ZENGİN

MARCH, 2025

THESIS EXAM REPORT

Istanbul Aydin University Institute of Graduate Studies Board of Directors
20/05/2024 date and 2024/9 decision no, the thesis of Hümeyra Kol; whose thesis
defense exam was held on 27/03/2025 before the jury members formed at the
meeting, unanimously* accepted** decision was made.

JURY

1st Member (Thesis Advisor) : Assist. Prof. Dr. Ramazan ZENGİN

2nd Member : Assist. Prof. Dr. Cemil Gökhan KARACAN

3rd Member : Assist. Prof. Dr. Eyyüp Yaşar KÜRÜM

APPROVAL

Istanbul Aydin University Institute of Graduate Studies Board of Directors
..... date and decision no.

(*) Unanimity/Majority vote will be written in writing.

(**) Acceptance decision will be written in writing.

DECLARATION

Yüksek Lisans “A comparison of 4 skills content of 6th grade English course books in Türkiye and Germany” adlı çalışmanın, tezin proje safhasından sonuçlanmasına kadarki bütün süreçlerde bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça ’da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve onurumla beyan ederim. (27/03/2025)

Hümeyra KOL

FOREWORD

This thesis is not merely the result of my own efforts but also the product of the invaluable support and contributions of many individuals. I would like to express my heartfelt gratitude to everyone who has been by my side, motivating and guiding me throughout this journey.

First and foremost, I extend my deepest appreciation to my esteemed professor, Prof. Dr. Ramazan ZENGİN, whose guidance and insightful feedback, helped shaping this study.

I owe my greatest gratitude to my beloved parents, Cevahir and Orhan KOL who have been my strongest pillars of support. Their unconditional love, sacrifices, and endless encouragement have made it possible for me to reach this point. Without their unwavering belief in me and the opportunities they provided, this journey would not have been the same. I am forever grateful to them.

I would also like to thank my dear friends, who have made this journey more meaningful and bearable. Their support, companionship, and encouragement have been invaluable, helping me navigate the challenges of this process with greater ease and joy.

Lastly, I am grateful to my workplace for their support and understanding, which allowed me to continue my academic pursuits while balancing my professional responsibilities.

This thesis is a reflection of the collective effort of all those who have touched my life and helped me get to where I am today. I extend my deepest gratitude to each and every one of them.

March, 2025

Hümeysra KOL

A COMPARISON OF 4 SKILLS CONTENT OF 6TH GRADE ENGLISH COURSEBOOKS IN TÜRKİYE AND GERMANY

ABSTRACT

It is non-negligible that all educational systems spark off the importance of utilizing course books, even in today's technological era. It cannot be underestimated, as it is a source of information and wisdom that helps learners acquire new knowledge in a more profound and reinforced manner. The widespread use of coursebooks has increased the need for a structured analysis of language skill-based teaching tasks. The aim of this research is to conduct a comparative examination of the English course books within 6th-grade from Germany and Türkiye. Within this framework, the book which belongs to Klett publishing named "Red-Line 2" used in Germany and the book "Sunshine English 6" used in Türkiye were compared in terms of speaking, listening, reading, and writing skills prioritization. One country may place more emphasis on speaking skills while the other may prioritize writing skills. This comparison will help readers to understand and improve strategic approaches in language teaching and learning. As a part of this study, the exercises were separated in four parts and assessed among its productivity. As a result of this study, it can be stated that the priorities of the four skills are approached differently in both books. It has been determined that the content aligns closely with both countries' Teaching Curriculum.

Keywords: Reading, Writing, Listening, Speaking, Four Skills, CEFR, MEB

**TÜRKİYE VE ALMANYA'DAKİ 6. SINIF İNGİLİZCE DERS
KİTAPLARININ DÖRT DİL BECERİSİ AÇISINDAN
KARŞILAŞTIRILMASI**

ÖZET

Tüm eğitim sistemlerinin, günümüzün teknolojik çağında bile ders kitaplarının kullanılmasının önemini vurguladığı göz ardı edilemez. Bu, öğrencicilerin yeni bilgileri daha derinlemesine ve pekiştirilmiş bir şekilde edinmelerine yardımcı olan bir bilgi ve bilgelik kaynağı olduğu için küfürsenemez. Ders kitaplarının yaygın kullanımı, dil becerisi öğretim görevlerinin yapılandırılmış bir şekilde analiz edilmesi gerekliliğini doğurmuştur. Bu araştırmmanın amacı, Almanya ve Türkiye'deki 6. sınıf İngilizce ders kitaplarını karşılaştırmalı olarak incelemektir. Bu çerçevede, Almanya'da kullanılan Klett yayinevine ait “Red-Line 2” adlı kitap ile Türkiye'de kullanılan “Sunshine English 6” adlı kitap, konuşma, dinleme, okuma ve yazma becerilerinin önceliklendirilmesi açısından karşılaştırılmıştır. Bir ülke konuşma becerilerine daha fazla önem verirken, diğer ülke yazma becerilerine öncelik verebilir. Bu karşılaştırma, okuyucuların dil öğretimi ve öğrenimi konusunda stratejik yaklaşımları anlamalarına ve geliştirmelerine yardımcı olacaktır. Bu çalışmanın bir parçası olarak, alıştırmalar dört bölümde ayrılmış ve verimlilik açısından değerlendirilmiştir. Bu çalışmanın sonucunda, her iki kitaptaki dört becerinin önceliklerinin farklı şekilde ele alındığı söylenebilir. İçerigin, her iki ülkenin Öğretim Müfredatı ile yakından uyumlu olduğu tespit edilmiştir.

Anahtar Kelimeler: Okuma, Yazma, Dinleme, Konuşma, Dört Dil Becerisi, CEFR, MEB

TABLE OF CONTENTS

DECLARATION.....	i
FOREWORD.....	ii
ABSTRACT	iii
ÖZET.....	iv
TABLE OF CONTENTS.....	v
ABBREVIATIONS	viii
LIST OF TABLES	ix
LIST OF FIGURES	x
I. INTRODUCTION.....	1
A. Background of the Study.....	1
1. An introduction to four language skills (listening, speaking, reading, writing)	4
a. Importance of speaking	5
b. Importance of listening	6
c. Importance of writing.....	6
d. Importance of reading	7
B. Significance of the Study	7
C. Statement of the Problem	9
D. Research Question.....	11
E. Aims and Objectives	12
1. Outline of the Study	13
F. Definitions of the Key Term	14
G. Limitations of the Study.....	14
II. LITERATURE REVIEW.....	15
A. Role of Coursebooks in Language Learning.....	15
B. Comparative Studies of English Coursebooks	15
C. Four Skills in Language Education	19
1. Listening.....	19

2. Speaking.....	20
3. Reading	21
a. Writing	21
D. Language Education in Türkiye	22
1. English Curriculum in Türkiye (Sunshine English 6).....	22
E. Language Education in Germany.....	23
1. English Curriculum in Germany (Red Line 2).....	24
III. METHODOLOGY.....	25
A. Introduction to the Methodology	25
1. Materials.....	25
a. Red-Line 2.....	25
i. Content of Red Line 2	27
b. Sunshine English 6.....	30
i. Content of Sunshine English 6.....	30
c. Procedures	31
B. Research Design.....	32
C. Sample Selection.....	32
D. Data Collection Methods.....	33
E. Data Analysis	33
F. Ethical Considerations	35
IV. FINDINGS	36
A. Comparison of Listening Skills Content	36
1. Red Line 2 Coursebook (Germany)	37
2. Sunshine English 6 Coursebook (Türkiye)	39
3. Listening Skills Content Comparision of both Coursebooks	41
B. Comparision of Speaking Skills Content	43
1. Red Line Coursebook (Germany)	44
2. Sunshine Coursebook (Türkiye)	47
3. Speaking Skills Content Comparision of both coursebooks:	48
C. Comparision of Writing Skills Content	49
1. Red Line 2 Coursebook (Germany)	49
2. Sunshine Coursebook (Türkiye)	52
3. Writing Skills Content Comparision of both coursebooks	56
D. Comparision of Reading Skills Content.....	57

1. Red Line Coursebook used in Germany:	58
2. Sunshine Coursebook (Türkiye)	60
3. Reading skills content comparison of both coursebooks	62
E. Grammar Topics Content Integration with Four Skills.....	64
1. Red Line 2 (Germany)	64
2. Sunshine English 6 (Türkiye).....	65
3. Comparision of both books in grammatical content	66
V. DISCUSSION	67
A. Comparison of Four Skills Integration.....	67
B. Does the 6th Grade Middle School English Education English Textbooks outcomes of Themes and Content align with the curriculum of each country?.....	69
1. Red Line 2	69
2. Sunshine English 6.....	69
C. Grammar Topics Content integrated with four skills.....	70
D. How do cultural differences influence the prioritization of language skills in these coursebooks?.....	71
VI. CONCLUSION.....	72
A. Summary of Key Findings	72
1. Sunshine English 6	72
2. Red Line 2	73
3. Comparision of both books	74
4. Cultural and Educational Context Summary	76
B. Implications for Coursebook Writers.....	76
C. Recommendation for further Research	77
VII. REFERENCES.....	78

ABBREVIATIONS

CEFR	: Common European Framework of Reference for Languages
MEB	: Ministry of National Education
R.L.2	: Red Line 2
S.E.6	: Sunshine English 6



LIST OF TABLES

Table 1. Symbols in Red Line 2.....	29
Table 2. List of Listening Skill Activities.....	36
Table 3. Summary of the Listening Content	43
Table 4. List of Speaking Skill Activities	44
Table 5. Summary of Speaking Content	48
Table 6. List of Writing Skill Activities	49
Table 7. Summary of Writing Skill Activities	57
Table 8. List of Reading Skill Activities.....	57
Table 9. Comparison of Reading Skill Content of both books	63
Table 10. Overview of grammar topic	64
Table 11. Overall View of Four Skill Content.....	68
Table 12. Cultural comparison of S.E.6 and R.L.2	76

LIST OF FIGURES

Figure 1. Reading Task 1 (R.L.2)	37
Figure 2. Listening Task 1(R.L.2.).....	37
Figure 3. Listening Task 2 (R.L.2.).....	37
Figure 4. Listening Task 5 (R.L.2).....	38
Figure 5. Listening Task 14 (R.L.2).....	38
Figure 6. Listening Task 1 (Sunshine)	39
Figure 7. Listening Task 3 (Sunshine)	39
Figure 8. Listening Task 2 (Sunshine)	40
Figure 9. Listening Task Nr.30 (Sunshine)	40
Figure 10. Listening Task Nr. 40 (Sunshine).....	41
Figure 11. Listening R.L.2	42
Figure 12. Listening S.E. 6	42
Figure 13. Speaking Activity 1 (R.L. 2).....	45
Figure 14. Speaking Activity 2 (R.L 2).....	45
Figure 15. Speaking Activity Unit 3 (R.L.2)	46
Figure 16. Speaking Activity Unit 5 (R.L.2)	46
Figure 17. First two Writing Activities (R.L.2)	50
Figure 18. Writing Activity using the Present (R.L.2).....	50
Figure 19. Writing Activity/ Unit 3 (R.L.2).....	51
Figure 20. Unit 5 Writing Task (R.L.2)	51
Figure 21. Unit 6 Writing Task (R.L.2)	51
Figure 22. First Writing Activity in Sunshine English 6	52
Figure 23. Second Writing Activity in Sunshine English	53
Figure 24. Writing Activity Unit 6 (Sunshine English 6)	53
Figure 25. Writing Task S.E. Unit 7	54
Figure 26. Writing Task S.E. Unit 7	54
Figure 27. Reading Activity (R.L.2)	58
Figure 28. Reading Passage Unit 1 (R.L.2)	59

Figure 29. Introduction to Reading Activity (R.L.2)	59
Figure 30. Culture Corner (R.L.2)	60
Figure 31. Red Line Book Map.....	60
Figure 32. Comprehension Check (R.L.2)	60
Figure 33. First Reading Passage in Sunshine English 6	61
Figure 34. Second Reading Activity in Sunshine English 6	61
Figure 35. Last Reading Passage in Sunshine English 6	62
Figure 36. Past Tense used in Writing (R.L.2)	64
Figure 37. Present Perfect Tense used in Speaking (R.L.2).....	65
Figure 38. Grammar Explanation (R.L.2).....	65
Figure 39. Attention part in Sunshine English 6.....	66



I. INTRODUCTION

A. Background of the Study

As RAO (2019) indicates in his research, English is widely used across various fields such as research, education, business, technology, medicine, and more. Following up in today's global world it is almost seen as compulsory to learn the English language. It is not inconsiderable that English language learning has increased world-wide, which makes it an important part of the educational system in many countries. In this regard, teaching English in non-native speaking countries is just as important and essential as teaching the native language. In most non-native countries, the process of learning English starts during the school years, although the starting age and curriculum may vary from country to country. Teaching the language should be supported with various kind of materials, particularly coursebooks, which play an important role in the learning process. This study will focus on two countries' coursebooks -Germany and Türkiye- which adopt different approaches to English language education. The aim of analyzing these coursebooks in detail is to find out how each system addresses the development of key skills -listening speaking, reading and writing.

In his esteemed work on coursebook selection, Cunningsworth (1995) outlined various required roles of coursebooks. These include that for all language competencies exercise, activities should be supplied throughout the whole course book. Not only grammar but also spoken and written tasks, offering practice and communication in class which is an important point as everything is connected to each other. It can be conceived as gears used in a clock; if a single tooth on a gear is damaged or broken, it affects the others, leading to a malfunction of the clock. In the same way, the core language abilities can be seen as gears- if one of them is missing, the other ones will not work properly. When all skills are combined in one task in the coursebook, it helps the system work accurately. The tasks given in the book play a crucial role in helping students to learn in a structured way. Moreover, coursebooks also serve as a syllabus reflecting established learning goals, support both

independent studies and group works, providing valuable assistance to novice teachers in gaining confidence and it saving time for many other teachers.

The detailed analysis of both English coursebooks will provide valuable insights into how the books' content contributes to the process of English teaching. As the world becomes globalized, the content has to fulfill the requirements of students' needs such as becoming professional in both academic and social life. The analysis will reveal whether the coursebooks fulfill these requirements within their content. By understanding the strengths and limitations of the coursebooks, educators, authors and publishers can better assess whether they support students in developing the necessary language skills.

There has been a lot of research about examining the history, development and evaluation of course books. They should address students' needs by providing appropriate content, clear organization, useful materials, and engaging presentation. A study of Solhi, et al. (2020) identified several weaknesses in Turkish public elementary English coursebooks. The problem was that these textbooks lack essential language acquisition parts, such as communication-focused activities, encouragement for using English outside the classroom, and opportunities for discovery and meaningful engagement with the language. Normally the course book has to emphasize effective communication, but in this case, it was obviously seen that the importance was given to repetition and accuracy which showed lack of student autonomy as the main goal was to practice. Further problem is that the materials do not encourage independent learning and students could not use their existing knowledge to build up a better and stronger knowledge.

As a result, the coursebooks fail to encourage language learning beyond the classroom and offered not enough support for the language acquisition. So, in this context, examining the development of coursebooks, their significance in language education, how they conform to curriculum requirements, and the approaches used to evaluate their effectiveness is important to maximizing learners' effectiveness. If the focus is that should be considered in coursebooks, the content, structure, and balance of skills should be carefully examined.

The content must inquire into the structure, themes and the topics in the book to discover whether it is consistent with the curriculum and its objectives. This involves analyzing cultural representation, language difficulty, and the applicability

of topics to students' real-life situations within the four skills.

Another important aspect to consider in coursebooks is the presented approaches, as they help determine their usefulness. As teachers obviously seek for teaching approaches throughout the lesson such as communicative language teaching (CLT), task-based learning or numerous others depending on the learning context, goals, and students' needs. The task in the coursebook can be chosen from different approaches depending on how to include 4 skills into the curriculum.

The section on Effectiveness and Impact examines the degree to which coursebooks succeed in fulfilling their educational goals. This aspect focuses on evaluating the success of coursebooks in meeting their intended educational objectives. In this part it must be examined if the course book measures several key factors, such as student performance, levels of engagement, and motivation. By examining these variables, researchers can gain insights into how effectively coursebooks contribute to achieving specific learning goals, identify areas for improvement, and make informed recommendations for future coursebook development and selection. A coursebook that reflects its cultural context helps students to gain a better understanding and learn more quickly throughout the learning process.

As course books play an important role in the learning prices and curriculums of the schools. Two different books (Red-Line 2 and Sunshine) were chosen as they represent two different educational systems from different countries, which enables the readers to see a comparison of approaches in language teaching materials. This reveals to gain different aspects in the approaches and content of English coursebooks. Examining the different approaches in designing coursebooks offers a great opportunity to compare and understand the different types of both countries and their systems which enables us to see their effectiveness in language learning. Both Germany and Türkiye differ in some aspects such as culture and geography but still both countries adopt English as a lingua franca in today's world. In this regard, the content used for the language competencies will be compared and discussed. The reason for selecting two different English textbooks from different countries is to contribute to the understanding of both universal and local content in language education.

Additionally, sixth grade is a critical turning point in today's language

learning process, students begin to develop more advanced cognitive skills. Kirmizi et al. (2015) explain that critical thinking, a brief cognitive process, plays a key role in this stage by helping students make sense of the world using their previous knowledge they have already acquired. Students have achieved an important amount of English language knowledge in primary school years and fifth grade, before becoming sixth graders. As students' knowledge and foundation are well-established by this age, they are better equipped to build upon more advanced information and language skills in sixth grade. The skills one by one become more meaningful as have had the opportunity to experience them in grade five.

At this level, they have acquired basic language skills from previous years and begin to develop more advanced grammar and communication abilities. At the same time, as students at this age are able to develop abstract thinking skills, complex structures of language become understandable for them. Therefore, an extensive analysis of sixth grade coursebooks' content in terms of teaching the key language skills will provide insights into the teaching methods used in two different countries. Not to mention the important insights readers may gain from comparing the coursebooks in Germany and Türkiye in terms of their content, curriculum and four skills.

1. An introduction to four language skills (listening, speaking, reading, writing)

English is very important and the most commonly spoken language worldwide (Nishanthi, 2018). This is why English is seen everywhere and included in most of the curriculums worldwide. This creates the need for teaching the English language in an appropriate way considering the language competencies in a coursebook. Various activities should be included to enrich the lesson (Harwood, 2014). These activities must enable students to seek the information transfer with all four skills.

Having a detailed look, it can be seen that all four competencies are related to each other. Although they may seem independent from one another, the language competencies are interconnected and cannot be seen or taught independently. Their aim should be to establish the conditions needed for students to learn effectively and achieve the desired results. Activities, tasks focusing on the key language skills in the

language classroom offer numerous benefits which can be listed as followed: they provide learners with structured support, chances to be creative, contexts for using the language in real exchanges, proof of their progress, and, most importantly, build their confidence (Saduki, 2015). The aspects listed are in great importance for students to use the language appropriately. As seen in many cases, teachers may emphasize the grammar part in books more often than the other parts which leads students to step back when it comes to speaking. All four language skills strategies should be productively implemented during a teaching hour, though their emphasis may vary based on the objectives and progress through different levels (Saduki, 2015).

a. Importance of speaking

With the advancement of the world, languages have gained significant importance, especially English, which is seen as a mandatory language. Teaching English, considered as a global language, is of great importance for communication around the world. A study by Maniganfüdan et al. (2017) reveals that the speaking skill is often ignored by students rather teachers as they want them to get high marks in the exams which includes mainly exercising on the writing skill. That is why throughout a lesson the speaking skill must be integrated sufficiently. According to Talib (2021), speaking skills can be challenging for learners during some activities for two main reasons. First, students often show a lack of interest in learning English. Secondly, the methods used by teachers to teach speaking skills may be ineffective. However, teaching English as both a foreign and second language requires the implementation of effective teaching methods, strategies, language games, or activities that motivate students to engage in speaking. From this point of view, teachers need to identify the challenges faced by English language learners (ELLs) and apply a range of teaching strategies in their classrooms to enhance the students' speaking abilities (Rao, 2019). Otherwise, there may be individuals who possess strong grammatical knowledge but are reluctant to engage in spoken communication. Bueno, Madrid, and McLaren (2006:321) state that speaking is among the most challenging skills for language learners to master. Therefore, it requires focused attention and a well-structured plan during a lesson within a meaningful content. The research of Sudarmo (2021) concludes that effective communication in English as a foreign language necessitates proficient and deliberate competence to ensure the

listener can readily comprehend the conversation's content. It shows that the course book includes only eight activity types, such as discussion, conversation, storytelling, interview, role-play, and project, but with an uneven distribution of speaking activities among them.

Compared to skills like reading or writing it can be stated that listening and speaking are generally more challenging to master for some learners, as they are not exposed to the language outside the classroom or course. Speaking is particularly challenging for learners as it is a productive skill that requires practice outside the classroom when compared to the receptive skills writing and reading which can be easily managed throughout the English lessons.

b. Importance of listening

Listening which is also known as the “Cinderella skill”, is taken for granted. It was not seen as a separate skill; instead, it was seen in conjunction with speaking. Based on this, in the 1980s, a new approach to listening emerged due to Krashen's emphasis on comprehension and comprehensible input. He suggested that if learners receive meaningful input, language acquisition will occur naturally (Richards, 2015). Wanting students to learn a language within a meaningful context, it is essential to focus on the reality of their mother tongue. Infants are born with the instinct to acquire the language through listening. Thus, they absorb the sounds and patterns in their native language. In this way, they develop their auditory skills and manage to acquire the language. This is how the steps in teaching the language should be followed: first, linguistic input, followed by articulating words and phrases. A study of Jewhir Alzamil, 2021) showed that mainly of the participants found listening to be the most challenging skill. Their challenges in listening to English were linked to factors such as the speed of speech, pronunciation issues, nervousness, insufficient vocabulary, and a lack of background knowledge.

c. Importance of writing

Writing is a fundamental skill in language learning. It enhances the learning in vocabulary and grammar. The construction of the sentence and its coherence plays a crucial role as it will serve their spoken ability. Sa'adah (2020) states that, writing is one of the core language skills that should be mastered well in school. This means that the process of writing should be integrated into coursebooks. Harmer (2001)

states the writing process includes four main elements: planning, drafting, editing and final version. Therefore, the content in the activities in the coursebooks should provide those opportunities. Through the practice of writing, students not only develop their ability to use grammar in a correct way but also improve their spelling of vocabulary. This skill allows learners to apply grammatical structures in context, reinforcing their understanding sentence construction. Additionally, consistent writing practice helps students internalize proper spelling and develop fluency and accuracy.

d. Importance of reading

The study of Alzamil (2021) highlights that reading was regarded as the easiest skill to learn and the one that students use most frequently. Nation (2009) states that reading supplies students with exposure to new vocabulary, grammatical structures and different kinds of writing styles, enhancing their language competence. In reading skill, guessing the meanings of unknown words is the easiest way of enlarging the vocabulary knowledge. Learning Vocabularies through a reading passage will make it lasting and easy to keep in mind. Coursebooks with reading skills guide students to become more independent learners, as they are developing strategies for understanding context, inferring meaning, and enlarging their vocabulary (Harmer,2007).

B. Significance of the Study

A guide which leads both teachers and students and helps them to learn or acquire something new in a superior and more professional way is using a coursebook. It plays a crucial role for effective teaching and learning. Teachers aim for their students are independent learner without relying on direct instruction from their instructors. The textbook helps students to get involved in activities and materials to review what they have done so far in class.

This study holds significant importance in today's global education, as it gives a detailed comparative analysis of how two different educational systems, Türkiye and Germany, teach the four language skills —reading, speaking listening, and writing—in English language education for 6th-grades. By analyzing the integration and balance of these skills in course books, this research aims to provide

information about the pedagogical strategies, cultural influences, and the effectiveness of materials used in both countries. The findings of this study could give an insight in the methods used in different countries and enhance the alignment between educational goals and teaching resources. Most of all, it will provide valuable insights for educators and curriculum developers to foster a more holistic and balanced approach to language learning.

When evaluating textbooks, it must be considered whether they are useful for learners or not. Not every textbook is comprehensive or well-rounded enough to meet the various needs of learners. While textbooks are primary tools in education, they often vary in quality and extend. Some may lack certain activities that cover all four skills, fail to engage students effectively, or not align perfectly with the educational goals that should have been met at the end of the year. Coursebooks have a clear impact when it comes to learning a new language. Students know what they will learn and what will expect them next Chou (2010:11), which makes them feel secure.

Considering that Turkey ranks at a relatively low level in the EF English Proficiency Index (EF EPI), it becomes clear that there is a need for further attention in language learning. This emphasizes the importance of analyzing the primary materials that serve as the main instruments in the early stages of English language in schools. Such a study could provide valuable insights into how coursebooks contribute to language proficiency development and help identify areas for improvement. In contrast to Türkiye, Germany shows a higher level of English proficiency, as seen in the EF EPI ranking. For this reason, a detailed analysis of the language competencies and a comparison of the English coursebooks could present a comprehensive understanding of the content structures in two countries, highlighting their approaches to English language teaching. This could also help in identifying strategies to improve the coursebooks in Türkiye. Not every course book gives the same importance to all key language skills. This research emphasizes the importance of four- skills tasks in language learning process in both countries' coursebooks.

The focus will be mainly on two different coursebooks which are approved by the relevant authorities. The aim here is to examine the activities related to four skills in detail. Every part will be evaluated to see if it fulfills the requirements such as appropriate vocabulary, engagement, purpose and relevance, and cultural

awareness. In doing so, it must be considered that each skill has different requirements. To gain a clearer understanding of the research, the four language skills will be described based on their specific requirements. It must be understood that the fundamental communication skills are interconnected. Approaching language learning as analogous to a newborn's language acquisition, it is observed that the babies initially listen to their mothers, then begin to mimic and produce words, phrases, and eventually sentences. This natural progression from listening to speaking, followed by reading and writing, emphasizes the importance of sequential skill development. In teaching a language, it is crucial to follow these stages, as prioritizing one skill over others undermines the holistic nature of language proficiency. All language competencies —listening, speaking, reading, and writing— are interdependent and should be developed in a balanced manner to ensure that students learn the language effectively.

C. Statement of the Problem

The English textbooks in Türkiye and Germany serve as main resources for teaching and learning the English language. Both countries aim to develop students' proficiency in language learning with four skills in how they emphasize and integrate them in their coursebooks. The problem lies in understanding how the structure and content of these coursebooks align with their curricula and how they support the development of language competencies. Comparing two different educational systems –Türkiye and Germany- can help to identify similarities and differences, as well as providing different insights into strength and weaknesses. As there are not enough research on this topic, it raises the need to explore a detailed analysis. The aim is to fill the gap by analyzing the content of four competencies in both coursebooks and see how the activities promote the key language skills.

The EF English Proficiency Index (EPI) in 2021 shows that Türkiye ranks in 70th place out of 112 countries, placing it in the 'low proficiency' category. This ranking shows a challenge in the development of English language skills among Turkish learners. As English is seen as a global lingua franca, the reason of this low proficiency rate raises the curiosity of the teaching methods in Türkiye. For that matter, a need of detailed examination of the educational materials emerges to assess whether the book addresses the development of the four skills.

A country that has a higher English proficiency helps to see the strength or weaknesses which could offer insights in developing the English coursebooks in a positive way.

Therefore, in this thesis, state-sponsored coursebooks from two countries will be compared in terms of reading, writing, listening, and speaking skills. Books are essential tools for both students and teachers, and especially for novice teachers, they are an effective learning resource (Richard, 1993). The more well-equipped the activities in books are, the better the transfer of knowledge to students. Developing materials that increase students' motivation and meet their needs is also of great importance. Unfortunately, it's often a problem that students in Türkiye complain that they are not able to speak in English, although they perform better in grammar. It can be said that the division of the tasks consider grammar as more crucial, which leads student to step back when it comes to speaking. If tasks and skills were distributed equally and held the same importance, the situation would be different. There is an undeniable truth that in Türkiye, the curriculum focuses more on grammar parts, and the other skills are not given as much importance. For learners in Türkiye, speaking is always a challenging skill. Since Türkiye is an exam-oriented country, it focuses more on reading and writing skills connected to grammar. Language is often considered as a tool to pass exams, without considering it as a cultural enrichment. Apart from, considering Türkiye as exam-oriented learning country, the fact that the regional disparities play also a crucial role in language learning as there are differences in urban and rural areas. The developed regions have more opportunities compared to the others. This can lead to a conclusion that in some parts there are no opportunities except coursebook. The greater the integration of the four language skills (listening, speaking, reading, and writing) within tasks, the better the learning process becomes.

The aim of this study is to enable coursebook writers to benefit from it when needed. In this study, the contributions of the books to its field, the values they contain, as well as their similarities and differences will be identified. Questions such as, 'Are the coursebooks suitable for the target audience's needs, do they improve language skills or do they support the content?'" will be answered throughout this thesis work.

Time passes and the importance of textbooks' content become increasingly

important as it has to fulfil the goals of both pedagogical approaches and modern educational goals. It is obvious that English textbooks have their historical development from underdevelopment to advanced development. Textbooks have served as essential educational resources, designed to deliver the content in accordance with the requirements of the curriculum. The development of the textbooks reflects the growing emphasis on meeting the diverse needs of learners and adapting to include more tasks and practices in educational area. The effectiveness of textbooks is frequently analyzed in terms of their capacity to develop key language skills such as reading, writing, listening, and speaking. Analyzing those skills reveal the fact that those have to be considered in their cultural relevance, inclusiveness, and adaptability to different learning environments. A textbook must align with the cultural values and standards. If the necessary needs are not addressed, the learning process may become significantly more difficult. To better clarify what is meant, there is an example from Widdowson (1990) where he explains the different meanings the word "dog" can have in various cultures. For instance, a child from an American culture most probably views a dog as "man's best friend," compared to children from the Middle East which may see it as a dangerous and unclean animal. Alptekin (2010) argues that it is quite natural for learners to depend on their pre-existing schematic knowledge. If the cultural content of the textbook is sufficient, it guides instruction and simplifies the work of the users (Şimşek, 2018). I will address in both books if the requirements have been adequately met.

D. Research Question

Throughout this study the following questions will be answered:

Question 1: Do the activities promote all four skills in the English course books?

Question 2: Does the 6th Grade Middle School English Education English Textbooks outcomes of Themes and Content align with the curriculum of each country?

Question 3: How do cultural differences influence the prioritization of language skills in these coursebooks?

E. Aims and Objectives

Mishan (2021: 1) suggests that textbooks are seen as very important resource for language learning, and both teachers and learners around the world rely on and appreciate them as convenient as it is a material which guides in and outside the class. The aim of a textbook is to encourage reflective thinking and problem-solving activities so that students learn through authentic materials and do not memorize throughout the learning procedure. Considering the syllabus of the course which gives the outline to the teacher helps to realize what to do and when to do it. Based on these a textbook must have some specific characteristics. To see whether the books in Türkiye and Germany have those characteristic or not a study will be hold. The aim of the study is to see two different types of English-textbooks from government schools sixth grade (Türkiye and Germany) if there are similarities or distinctiveness. Finding out on what reason it depends if there are any differences or deficient parts in textbooks. In this way the study will assist us in the process of choosing or even preparing a textbook and what should be considered as important while choosing it. Even in today's technological world the textbooks in English serve as the most important educational resource. Thus, a very important role in forming students' language learning journey. Comparing these two different resources of coursebooks aims to obtain different insights into the structure and content of how they align with the goals set for the teaching process in two different countries' public schools.

The main purpose is to compare in detail, and evaluate both coursebooks content in relation how they are combined with the four language skills. This encompasses to point out their strength or weaknesses, and suggestions for improvement in including or excluding activities or content related to the skills.

The chosen books differ in many aspects such as cultural values, their pedagogical standards and beliefs. To explore and to see how the language education is shaped in each country will help readers to see the differences of shaping coursebooks. Becoming an insight of two different cultures textbooks will help to foster cross-cultural awareness. Finding out how the books differ in content related to four skills helps teachers, researchers to see the different approaches each country has.

1. Outline of the Study

While comparing both course books their curriculum is seen of great importance. Checking how it aligns with the objectives of the curriculum within in the four skills will help to guide during this process. To achieve the desired goals and effectiveness, it is essential to consider the amount of time allocated to each skill in both curricula. Besides are there supporting contents of exercises which helps students to reinforce their skills and built upon their existing knowledge.

Comparing the language competencies content is crucial to see how they are integrated. Including a variety of texts and grammatical develops the reading skill and writing activities helps to expand vocabularies and structures (Ur,2012). That is why in this study the selection of the reading materials such as poems, short stories and dialogues will be compared among their cultural relevance and gradual rise of level. Listening activities that gives real-life topics to students aims improving students' active listening abilities (Nunan, 2003). The authenticity, dialects or the aim of the tasks whether they are seeking for general information or details will be discussed. Littlewood (2004) asserts that interactive activities like dialogues and group works build up learners speaking skill. The integration of listening with other skills is also explored, for instance, whether students engage in role-plays or writing tasks based on what they have listened to. Both books' activities will be analyzed based on the emphasize of accuracy, fluency, real life situations within groupworks.

Finally, in writing activities, the progression from forming simple sentences to constructing longer sentences and paragraphs is crucial. The role of vocabulary and grammar play an important role for each skill as those aspects show whether the level fits with the program or not.

Another consideration for comparing the four skills content would be of course the cultural diversity. Do they focus on local culture or also international topics? The skills integration must be taken in consideration. After reading a passage do the students have to discuss it with their pairs? Are the task variable and authentic? Do they prepare the students for real-world communication or is the focus on textbook exercises? Do both books use the technology to enhance skill development and do the books asses their knowledge?

This study will focus whether the coursebooks are traditional emphasizing

teacher-centered methods or lean toward communicative, student-centered approach which helps student in promoting fluency and critical thinking.

F. Definitions of the Key Term

MEB: Ministry of National Education forming the curricula and in charge of educational standards.

CEFR: Common European Framework of Reference for Languages determine language proficiency levels and makes sure that the coursebooks align with the global standards.

CURRICULUM: The extent to which the coursebook align with the educational standards of MEB or CEFR.

CONTENT: The material, topics, themes, and activities presented in the coursebook, that are designed to develop the skills and learn the language.

PEDAGOGICAL APPROACH: The way strategies are used in the coursebooks, emphasizing communication methods or others.

CULTURAL RELEVANCE: The level at which the textbook content aligns with values, experiences and culture of the students.

G. Limitations of the Study

This study will be limited to the analysis of the Red Line 2 and Sunshine English 6 textbooks, both of them used in different countries public schools at the level of 6th grades and only focusing on the four important language skills content.

II. LITERATURE REVIEW

A. Role of Coursebooks in Language Learning

The role of coursebooks in language teaching has always been and will continue to be important. The sequence that teachers and students can follow helps them to learn comprehensively. As the textbooks give the basic components of the language such as grammar, vocabulary and four skills, they make it easier for students to learn more efficiently. The books design a well-prepared curriculum for both teachers and students. Richards (2001) emphasizes that teachers can face difficulties in designing lesson content without the help of textbooks. Coursebooks offer several advantages, as it includes several different tasks for students in learning. Richard also emphasizes that the textbook is not sufficient and teachers have to incorporate other authentic materials that students need. So, learning occurs with the aid of coursebooks and teacher materials. In this context, another study made in Finland that aimed to find out teachers' perspective of coursebooks shows again that the role of textbooks is very important in language teaching but also with extra materials (Vanha,2017). Overall, the guidance provided by a coursebook ensures effective language learning.

B. Comparative Studies of English Coursebooks

Several book studies and comparisons have been conducted up to the present day, and this research is still ongoing. Over the years, various conclusions have been reached that helped developing better textbooks by identifying weaknesses and strength. UNESCO's (2005) definition, "A textbook is an important learning tool, which consists of text and images, designed for learners to get some outcomes." Course books are considered one of the most effective tools in language learning (Barışkan,2010), a view supported Işık (2013), who notes that, even in today's education system, coursebooks remain the most popular ones.

Years have passed, but research continues to exhibit more productive

textbooks that improve both students' language skills and needs. Books are undeniably one of the most crucial educational tools. A study showed that teachers agree English coursebooks are the primary source of English classes (Staud, 2022:13). Due to this reason, the content of coursebooks is highly significant, including the appropriateness of level, context, and tasks to the students. A pathfinder for English classes is the activities included in the coursebook for developing different skills. The better the activities in the books, the more educatory the transfer of information to students will be. It is also of great importance to develop materials that increase students' motivation and meet their needs. Every country has its own culture and teaching curriculum, which is often reflected in its coursebooks. A general study of EF EPI (2021) in Ranking of Countries and Regions shows that Türkiye is in the low proficiency category, ranked 70th out of 112 countries. This suggests that, at some point, openness to change is essential for improvement. An extensive study of textbooks would be a good starting point, as books guide every student through their educational life. Textbooks provide the right basis for learning the language, and with additional materials, they can be enriched. Vocabulary, grammar, reading, writing, listening, and speaking skills help students to learn in a structured way. Books are designed to have logical progression, starting from the basic concepts to more complex language skills. It will be more influential if the content is comprehensive, including a wide range of authentic topics, contexts, and exercises that cater to different learning styles and levels. Combined with assessment tools at the end of each unit such as quizzes, tests, and exercises which evaluate students' progress and understanding of the material shows that coursebooks are highly effective.

In this context, the coursebooks of Germany and Türkiye will be compared based on tasks related to the four skills. The purpose of choosing this thesis topic is to highlight the differences and similarities between the textbooks of these two countries and to convey this information to readers. This research will show how the coursebook approach the four skills in activities. By analyzing the exercises of the coursebooks, it will become clear how important the content and structure is in forming the learning process. Exercises included in coursebooks are important for encouraging students' active learning, skill development, communication, engagement with real world situations, critical thinking, and problem solving

abilities. This is why activities cannot be ignored throughout the learning process and must be designed observantly. For every task the skill integration must fit with the needs and fulfil the requirements. Assess the balance of four skills in exercises is important as language comprehension can only be achieved in this way.

A study of Riazi and Mosallanejad (2010) comparing English coursebooks used in public and private schools, shows a significant difference in their focuses. The findings highlight that coursebooks in private schools give more emphasis on developing all four language skills to acquire the language in a communicative and engaging way. In contrast, a large difference can be seen in public school coursebooks, which emphasize grammar and reading comprehension, similar to the Grammar Translation Method, resulting in a less comprehensive way of acquiring the language. The focus on grammar is evident in parts of Türkiye's public education system, where English coursebooks primarily emphasize grammatical structures rather than fostering communicative competence. This type of education has led to a lack of speaking ability in real-life situations in Türkiye. This is why coursebooks need to integrate more communicative and skill-based activities.

Çakır (2010) conducted a study comparing local Turkish English coursebooks to international ones, examining how they integrated the four skills. A significant difference was observed between the local books and international books. While the local coursebooks focus on literacy skills - reading and writing- the international books emphasize all language competencies (oracy and literacy) - speaking, listening, writing and reading-. Both communicative and real-life tasks engage students throughout their learning process. The study recommended adapting more interactive tasks such as speaking and listening. This study focused on the integration of all four language skills in coursebooks, emphasizing the importance of a balanced design. Several coursebooks were analyzed in this regard how effectively they integrate the four language skills. The findings revealed several imbalances in skill integration. Notably, the majority of the textbooks focused on reading and writing skills. Listening and speaking, on the other hand, were less integrated into the course materials. For holistic development, coursebooks need to maintain a balance between the four skills; otherwise, it will negatively affect learners' language competencies. The study's suggestion is to develop the integration of all four language skills to better address the needs of learners. This highlights the importance of examining

how the books support the skills progress from different point of views. The study of Tok (2010) looks at how English course book addresses the four language skills from the perspective of the teachers in Türkiye. Gaps in speaking and listening skills were acknowledged by the majority of the teachers. Reading and writing skills are predominant but lack of real-world content limits students' effectiveness. The writing tasks mainly focus on sentences rather text production which hinders students' development of advanced writing skills. In this study the needs for coursebooks are not fully and that they need to balance skill development.

In a study of Harwood (2010) he examined global English course books to evaluate how effectively they balanced the four language skills. Compared to the local English course books in Türkiye the findings revealed that some course books managed to integrate all four skills while others prioritized reading and grammar over the others. The successful global course books managed to integrate all skills within communicative activities. This insight will be checked, as it is particularly relevant to comparing course books in Turkey and Germany, if they emphasize the importance of integrated all four skills in an effective and commensurably way. Investigating how well coursebooks situate with this goal, integrating all language competencies, is important to see their pedagogical effectiveness and their dimension of how much they meet students' needs. A study of Karakas (2016) who compared two textbooks commonly used in Türkiye for English classes found some discrepancies in the books. While one of them insists in traditional methods such as grammar translation, using writing and reading as the essential skills, the other focuses on communicative approach focusing on speaking, listening and other skills. The locally produced course books again underscored the needs of four skills. The study of Gilmore (2007) emphasizes the importance of authentic materials that should be included in a course book. The integration of four skills is offered better in this way as it is more engaging and promotes real-life language.

A point that should not be neglected is highlighted in Gray's (2010) study which addresses the relation of cultural content in shaping the language competencies throughout the course books. It was found out that even the four skills were balanced in the books mainly the western culture was integrated in the activities. His study suggests that the coursebooks should reflect and meet local cultural and communicative needs.

C. Four Skills in Language Education

Speaking a language fluently refers to the outcome where the speaker has achieved the four basic skills. This is why it is crucial in language learning to maintain all four skills, without prioritizing one over the others. For a comprehensive learning approach, both receptive skills (reading and listening) and productive skills (speaking and writing) should be integrated into a coursebook.

1. Listening

Human beings are born like a blank page. Over time, they begin to focus on the sounds around them and try to imitate these sounds. Thus, it can be stated that the first skill, listening, serves as the foundational step in the communication process. Listening skills are crucial because they provide the first input, which is connected to the development of other skills (Demir and Tavil, 2021). This is why great importance must be placed on listening skill in English classes. Not to mention the importance of the tasks included in the textbook. Listening tasks are essential in language learning because they establish the initial part for developing all the other language skills. By focusing on listening, learners will be able to communicate and comprehend to spoken language which helps them with their speaking skill. All the listening task that learners are exposed to will enlarge their vocabulary knowledge, help them learn grammatical structures, and teach them how to pronounce vocabularies appropriately, thereby enhancing their language knowledge.

Moreover, through the listening tasks learners get information about cultural insights, which helps them to understand the social and cultural variation of the language. It also inspires active engagement because learners must focus and interpret the information they hear from the audio, reinforcing learning and improving retention. Within a listening task, students develop the ability to listen actively, engaging with the material in a way that requires focus and critical thinking. Active listening is not just hearing words; students must analyze, interpret, assess the speaker's intentions, and make inferences based on the information provided. This process enhances critical thinking skills, as students must evaluate the relevance and accuracy of the information they hear.

Additionally, English language has many accents and dialects, which learners are exposed to while learning the language. It is crucial in language learning that they

understand different accents and dialects, which broadens their ability to comprehend and communicate with a wider range of speakers in real-world situations. Real-world situations will help learners to use the language more comprehensively, as they will not face any difficulties when they face the situation outside the class. This exposure is vital for developing true language proficiency, as it prepares students to how to deal with the language issue outside the class. Ultimately, listening tasks are instrumental in fostering both the cognitive and practical skills necessary for successful language acquisition. Learners are very careful while listening to a task, as they do not want to miss any part. They want to respond and try to understand what is being said, that is why they concentrate on the listening task actively. An important point of the listening task is that students try to understand and make sense of the spoken language. This way of comprehension is important, otherwise students would not be able to understand the message and respond to it. Another crucial point of listening is that students discover critical thinking. In this way they know how to interpret the message they have got from the task which helps them to find the most important parts and skip unimportant parts of a listening task. Critical thinking helps learners within complex content. Learners take notes and improve their focus, memory, and comprehension.

To sum up, listening tasks are the cornerstones to language learning as they foster active listening, enhance comprehension, promote critical thinking, support effective note-taking, and familiarize students with diverse accents and dialects. Listening tasks are crucial for building a strong foundation in language learning, ultimately leading to greater fluency and proficiency in the target language.

2. Speaking

Parupalli Srinivas Rao (2019) states that in today's world, strong communication skills are essential for success in any field. Among the four language skills, speaking is the most crucial for effective communication in a global context. The tendency for Turkish students to hesitate when it comes to speaking can be linked to the ineffective communication process throughout learning the language. Brown (1993) argues that students need fluency as much as accuracy in teaching methodology. From this point of view, the materials given to students need to include both accuracy and fluency. Content that is unclear and lacks of coherence will lead to regressions in speaking. Students who gain confidence while learning the language in

class will not face significant difficulties using the language outside the classroom.

3. Reading

As Laličić and Dubravac (2021) stated in their study, lack of reading materials and strategies students face complex process of the reading skill. They often do not spend enough time improving their reading and come to an overall result that the activities should be from basic to more complex. This approach allows students to gain confidence and improve their effectiveness in the process.

Considering the findings of Laličić and Dubravac (2021), it can be concluded that for effective reading, content comprehension is a primary aspect. This involves understanding both the overall meaning and specific details within a text. The passages in a coursebook should help develop students' ability to catch key ideas throughout the context to create an effective reading environment. Teaching them skimming and scanning will take them one step further in their reading development as skimming helps students to find the main idea of the reading passage, while scanning enables them to grasp for specific information.

Another important reading skill that should be considered is critical analysis, which helps students to evaluate the content of the passage. Through critical thinking, students will improve their independent thinking skills. Additionally, the vocabulary presented in a text play an important role, as students need to expand their knowledge to improve their speaking skills and proficiency.

Coursebooks should address these key points to foster effective development in reading skill. A variety of text in coursebook will help students to develop and become more proficient learners. As with every skill, this skill also requires the task from simple to more complex. In this way a deeper understanding of reading passages and long-term success will occur.

a. Writing

Writing is an important language skill that helps students to express their thoughts, ideas and what they understood in an effective way. Well-structured tasks that start from simpler to more complex activities help students to improve their writing skill step by step. Teaching them how to organize a writing passage such as introduction, body paragraph and conclusion will show them to organize a text or

paragraph in an easy way. The grammatical structure is also an important point as the students have to practice constructing correct sentences.

Lastly, key factors that show crucial importance in writing skill are cohesion and coherence as learners will be able to maintain a smooth flow in their writing skill. This is why a coursebook should include systematically writing tasks and enable students to develop their writing effectively.

D. Language Education in Türkiye

In 1997 the English language became compulsory in Türkiye with the decision of the Board of Education and Discipline (Talim ve Terbiye Kurulu). Both public and private schools, as well as universities, integrated English into their curricula (Gültekin and Babayigit, 2023). However, challenges such as teacher qualifications, correct teaching methodologies, and sociocultural context have hindered effective language learning. The reality of Türkiye cannot be overlooked its traditional reliance on grammar-based education. To address this, integrating more communicative materials can help students to utilize the language in real-life context (Ozsevik, 2010). Despite improvements, the exam-oriented system, with a focus on passing exams like LGS or YDS, has led students to focus more on memorization rather than acquiring practical language skills. In this context, it is important to consider the cultural differences. Students focus more on passing the exam and memorizing rules rather than acquiring the language and using it in real life. An important point to address before delving deeper into the study is that there is a difference in public vs private schools in teaching a foreign language in Türkiye. Private schools offer longer English hours in smaller sizes of classrooms with more communicative activities whereas in public schools' hours of English lessons, with larger numbers of students in one class.

Furthermore, a study of Eearged (2008) highlighting critical feedback regarding the English coursebook of Türkiye, such as insufficient reinforcement and lack of gradual content development. Teachers recommend including more authentic materials in the content and considering students proficiency level.

1. English Curriculum in Türkiye (Sunshine English 6)

The curriculum of Türkiye (2018) aims to foster students' imagination and

creativity, as these play an important role at this age. The content is carefully chosen considering students' needs in areas such as cognitive, emotional and social development. It aims students to express their feelings and communicate in social life without hesitating. Grammar topics related to communication include past and present tenses, routines, own preferences, food and weather conditions. Additionally, themes like democracy and the environment are included to encourage responsibility, helping students become more aware of their own culture and society.

The goal is to make English language learning enjoyable and fun by presenting them activities and themes that helps them to grow a positive paradigm toward the English language. The curriculum tries to motivate and work up curiosity in students.

To achieve these goals, the curriculum recommends integrating daily lives topics into the coursebook. Activities such as poems, stories, rhymes, posters, dialogues, cartoons, songs, short messages, postcards, messages are included to align with the objectives. For sixth graders, the focus on reading and writing skills is reduced compared to the other skills due to students' readiness. Activities such as role-play, games, and listening comprehension exercises shape the classroom environment. The curriculum also aims out-of-class learning, which is why some projects are incorporated throughout the book.

E. Language Education in Germany

In Germany the education of a second language can and will differ according the states. The country emphasizes the global, cultural and economic issues. They see it as a main structure to develop their country in different areas such as business, politics and education. As Germany has several urban areas English serves as a communication tool. In Germany the English classes in secondary school emphasize the four skills starting from listening speaking and basic reading skills followed by writing and grammar in the upcoming time. Referring to the beginning of the thesis that Germany adopts the language learning process like a child adopts its first language. The CEFR aims for the language proficiency level of students to reach B2-C1 by the end of high school.

A more detailed education about 6th grade middle school is that the curriculum focuses on the main four skills and gives a cultural background of the target language. The culture of UK or USA is embedded in the objectives of the coursebook to teach students about it. This even leads some foreign language teachers in Germany to admit that they do not understand why they have to study the British Museum in London when the students have never seen a museum in Germany (Decke-Cornill, 2003). It is common that the English coursebook include the landmarks, songs, traditions of UK so that students can relate to authentic materials.

1. English Curriculum in Germany (Red Line 2)

An important point to consider before delving into a deep analysis is that each state in Germany can differ in their curriculum goals. However, the main themes remain as they focus both on productive and receptive abilities. For this research, the curriculum of “Baden Württemberg” will be taken into consideration, as the chosen book is used in this state. The curriculum emphasizes the development of four skills, vocabulary and grammar, cultural awareness, personal information, assessment /reflection and social/interactive competence. The curriculum outlines content-related standards, which include sociocultural orientation, knowledge of topics, intercultural communicative competence, functional communicative competence, text-and media competence. The aims of the curriculum want students to listen and understand, speak clearly, read and comprehend texts with questions, write simple text using the grammar and vocabulary taught, understand basic structures, give importance to interculture awareness, encourage classroom interaction, and foster cooperative learning.

Raising the language learning awareness and competence is a key objective when teaching English in Germany. By comparing the target language with their native tongue, students gain insights into different cultures and different styles and structures of a language. The emphasize in Germany is on intercultural awareness and communicative competence to apply practical language structures of language structures effectively.

III. METHODOLOGY

A. Introduction to the Methodology

The main goal of this section is to clearly explain the sequence and methods used to compare the four main language skills (listening, speaking, reading, and writing) in the two chosen English course books. The research design will be outlined, how data was collected, and how the comparison was conducted. Emphasis will be placed on the skills task, how they are used in each coursebook, and whether they effectively support the language learning. The research will examine whether the course book uses all four skills equally in their tasks. If some skills are given more importance over others, the reasons will be discussed and analyzed. The strengths and weaknesses will be identified to see whether they serve their purpose. The criteria for the comparison will be explained in detail, including how well the task align with teaching objectives and the goals. The purpose is to make the research process transparent, highlighting the pros and cons of the coursebooks. This research will help to produce reliable and relevant findings that will guide effective language development throughout the use of the book.

1. Materials

This research focuses on the analysis and evaluation of four skills exercises used in two English coursebooks (Germany and Türkiye), both used in public schools. Before delving into more detailed comparison, it is beneficial to examine the units, pages, and topics covered in both books to understand how much time is allocated to each skill within the units. Both books follow a different curriculum, which will be compared throughout the whole research.

a. Red-Line 2

The coursebook “Red-Line 2” is used in many states in Germany. The book, designed for sixth graders, is published by Klett in 2015 and edited by Dr. Frank Hass. The textbook is intended as a comprehensive offering which means that the

activities, tasks or text in the book are determined by the school's internal curricula. The target audience are sixth graders the aimed level at the end of the book is to reach Level A2. The book R.L is used in different state of Germany. The book gives importance to some aspects which can be listed as followed:

- Clear competency orientation

The structure of the course are transparent learning objectives. The competency goals are already defined at the beginning of each unit. Individual sub-goals are given throughout the unit. Each of those sub-goals are applied at the end of the sequence in a "Your turn" task. With the checklist and workbook, the student reviews what has been learned. At the end of each unit, students are able to use their acquired skills in complex exercises which they have seen throughout the unit.

- Optimal differentiation, support, and challenge

Three-tier differentiation: In the practice section of each unit, circle symbols indicate easy, medium, and advanced levels so that students can see which of the practice section could be challenging for them. Natural differentiation: Individualization occurs with open tasks, marked by a flower symbol (see symbols list). Cooperative learning is emphasized in many activities. Optional tasks: Depending on their interests or abilities of the students they can choose tasks marked by an arrow symbol.

- Learner-friendliness through a transparent structure

Introduction page at the beginning of the book. From "Way in" to "Checkpoint": The clear structure ensures easy navigation throughout the textbook where students will not face difficulties to get used to the book. The navigation bar indicates which part of the unit you're working on, and the clear double-page layout makes it easier to keep track.

- Discovery Learning

The coursebook has clear colors and memorable symbols: With color coding, patterns, and building blocks students are supported in independent learning which makes it easier for them to recognize analogies. They discover grammar rules through play: Sections such as "language detective" encourages students in participation and reinforces learning.

The book has parts such as "Skills training" and "Skill boxes" which shows great importance to the four skills thus, encourages independent learning. The mascot guides the students along within their learning trip.

- Achievability through Simplification

Vocabulary: The vocabularies are organized by word fields and focuses on practical and everyday language. Each double page of a station is given to vocabularies. Different types of dialogues, songs, and numerous sound exercises familiarize students with the English language.

- Grammar

The second double page of each station focuses on grammar acquisition using familiar vocabulary.

- Integrated Film Concept

Ever unit has the section "Way in" films as an alternative introduction to the unit. Here the book starts with characters named Dave, Olivia, Holly, Luke and Jay. With the videos the units come to life. They show up in every unit and so to say the main characters.

- Action UK! Right in the textbook

Each unit has a film corner as an integral part of each unit Laura, Jinsoo, and Marley provide an authentic view of life in London which focuses on intercultural learning.

i. Content of Red Line 2

The English textbook consists of 280 pages and six units. Each unit is divided into 9 sections which is shown as stations (see table 1). The table of contents includes topic titles and shows each station which its explanation. The first station is the same in every unit named as "way in.." where the students get introduced to the topic. Followed with two stations of the grammar topic. Next step is a reading corner which is prepared for every unit to expose students to reading skill. Followed with Mediation, Film corner, Checkpoint, extra training, and end with the speaking skill station which will be explained in detail in this section. The unit titles in the book, each written with the same structure, are as follows:

1. Unit 1 - Friends
2. Unit 2 – Stars!
3. Unit 3 – London life
4. Unit 4 – Food and drink
5. Unit 5 – In the news
6. Unit 6 – Goodbye Greenwich

“Red Line 2” shows in detail how students will learn each station in detail. After the content page two extra pages are given for students so that they can learn about the structure of the book. The book explains which symbol is used for what reason. How they built up the units, where they should be careful.

1. “Way in” part is explained as “Here you enter a new unit. For this you also have a short video. In the yellow box you will see what you are going to learn in this unit”
2. “Stations” is explained as “Every unit has two stations, where you will learn a lot of new things. The symbols OOO show you how difficult the exercises are telling you if there is an easier version in the appendix.”

In the “You turn Aufgabe” you can show that you have understood everything and bring up your own ideas.

3. In the “Reading Corner” you have different kind of stories, dialogues and other texts. Maybe you want to have a play-role with them”.
4. The “Meditation/Film Corner” On the left side, it's about conveying English information in German or vice versa. This is called *Mediation*. The film corner is about English movies.
5. In the “Checkpoint” part you can check you have understood everything in the Unit. Every single goal is listed in the checklist section. You should complete the final task in pairs or as a group.
6. The pages “Extra training” gives you extra exercises to prepare for the exams.
7. The last part “Skills” at the end of some units you face some double pages where you can practice your skills such as Listening, reading, writing and speaking.

After the sixth unit there are pages separated into parts for deeper comprehension of the coursebook:

1. Part Diff Corner: This part of the book emphasizes only speaking- listening – writing skills related to the unit's content.
2. Part Extra: Here the students have more Reading text such as poems, stories and much more.
3. Part Grammar: In this part students can find all the rules about the grammar topic, their explanations as well as additional exercises.
4. Part Methods: Some exercises can be completed in a specific way. The students can recognize this by the symbol “- M”. How it works exactly can be looked up in the symbol list which is on the same page.
5. Part Vocabulary: In the Vocabulary section, you will find all the new words in the order they appear in the unit, along with the most important instructions. In the Dictionary, the words are listed alphabetically: first in English-German and then German-English.

The table of the Symbols which appears in every unit with the explanation.

Table 1. Symbols in Red Line 2

Symbol	Explanation
	Easy/middle/difficult
	Vocabulary activation
	Individualized tasks
	References to easier parallel exercises on the Diff-corner page
	Tasks for selection. (choice differentiation)
	Creating a product for the portfolio
	Information that there is an exercise in the workbook.
	Reference to the grammar appendix
	Reference to the methods page
	Reference to the lexical field in the vocabulary
	Pair work
	Group work
	Reference to the Teachers CD (Audio)
	Reference to the Teachers DVD(Movie)
	Additional information on Klett-Page

The table above is shown on the first pages (6-7) of the coursebook before students start with the first unit so that they know what they expect throughout the whole book and how they have to read it. Those two pages show a clear line on following the book step by step. Students will not become confused and if this happens, they have the opportunity to turn the page and check.

b. Sunshine English 6

The Ministry of National Education approved this as an official coursebook on January 4, 2023, with decision number 02, and it will be used for five years starting from the 2023-2024 academic year (listed 16th on the attached list). The authors of the book are Aynur Arda and Özlem Onay which is published by “Hecce Yayıncılık SAN.TİC. A.Ş.”.

i. Content of Sunshine English 6

The Turkish textbook consists of 192 pages and 10 units. Each unit topic is written without further explanation. There is no detailed information in the content for students' which grammar topic, skill or subtitles will be covered. The unit titles in the book, each written in colorful words, are as follows:

1. Unit 1 - Life
2. Unit 2 – Yummy Breakfast
3. Unit 3 – Downtown
4. Unit 4 – Weather and emotions
5. Unit 5 – At the fair
6. Unit 6 – Occupations
7. Unit 7 – Holidays
8. Unit 8 – Bookworms
9. Unit 9 – Saving the planet
10. Unit 10 – Democracy

“Sunshine English 6” has the units' name but not a detailed explanation what students will learn throughout the units. This book also has two extra pages called “the organization of the book” for students to understand the structure of the book

after the content page. Here it is explained what some parts of the book is trying to show. The parts meaning can be listed as:

1. QR code: With the QR codes given in the book, students and teachers will find the interactive content related to the subject.
2. Track number: The numbers of the recorded tracks are shown within this symbol.
3. Attention: The aim of these parts is to highlight the structures in the unit. The students have a chance to practice these structures in the Attention part at the end of the Book.
4. Assignment: The curriculum offers assignment parts.
5. Can do club: This part of the book is the self-assessment part where students can check their knowledge what they are able to do after the unit.
6. Let's practice: This is a revision part of the book. Students will practice the topics they have learned.
7. Vocabulary: Revision of the vocabularies of the unit.

c. Procedures

Our primary sources for comparison are the English coursebook published by Klett, which is widely used in Germany, and the coursebook published by the Ministry of National Education (MEB) in Türkiye. An important point to note is that, unlike in Turkey, the selection of books in Germany follow a different process. In Germany there is a state court system. So, textbooks are selected among the certain states followed with some steps which can be outlined as followed: First, the state's Ministry of Education develops the curriculum which will be used among the whole state in Germany. The textbooks submitted by publishers are reviewed and approved. The approved textbooks are presented to school committees and teachers, who choose the one which fits the most among them. Publishers must prepare textbooks that align with the curriculum and collaborate with the Ministry of Education. The final decision however is still left to the teachers. When comparing this to Turkey, a significant difference becomes apparent.

The first step in preparing the government coursebook in Türkiye is carried out by the “Talim Terbiye Kurulu” (Board of Education and Discipline). This is the

body under the Ministry National Education, responsible for approving the coursebooks and ensuring that the curriculum is followed in every province of Türkiye. The board also ensures that the coursebooks are adaptable to classroom teaching. Many private schools, even some public schools, supplement their English lessons with extra resources for a more interactive content.

An important point to consider is that in Türkiye, students do not pay for the government-provided coursebook, but any extra resources must be paid for out of the pocket. In contrast, in Germany, students do not pay for the coursebook regardless of the state, but at the end of the year, they must return the coursebooks to the school. Each coursebook has a rubber stamp on the first page, where the students have to write their names, academic year, and signature. They have to cover their books and are not allowed to write in them. All notes are taken in an *sepertae* notebook. At the end of the year, the teacher checks the book and if anything is damaged, the student must pay for it. This is the way of Germany to protect the environment as the books serve for a long time. This system applies only to the main coursebooks, other resources provided by the school, such as workbooks, do not follow the same return policy, as students can write in them.

B. Research Design

A comparative analysis will be conducted using the qualitative research method. First, the book will be examined with a broad overview. Understanding the content and overall structure is important before delving into details of the exercises. The similarities and differences between the exercises will be analyzed to gain insights into their strengths, weaknesses, and the curriculum they follow. After a deeper examination of the content, the exercises will be compared individually based on four skills: reading, writing, speaking and listening.

C. Sample Selection

The coursebooks selected for this comparative study are “Red Line 2” from Germany and “Sunshine 6” from Türkiye are both 6th grade books used in public schools. These coursebooks are crucial for the language development of young learners. The study ensures a relevant and a fair comparison, as the textbooks are

designed for the same grade level and used in public schools. The curricular standards will be considered while examining the exercises to determine whether the educational needs are met. The government- mandated coursebook is used in every public school, while Klett is used in different provinces of Germany.

D. Data Collection Methods

Yıldırım and Şimşek (2006) describe qualitative research as a type of research that includes methods such as observation, interview, and document analysis. Events and facts are observed in a holistically and realistically within their natural environment.

In this study, document analysis was conducted. Bowen et al. (2009) define document analysis as the process of reviewing and evaluating documents; in this case, the two coursebooks. As this research aims to conduct a deep analysis of the four skills (reading, writing, listening, and speaking) within the context of coursebooks, it will not rely on a specific assessment scale. The skill-based language approaches teaching approaches outlined by Richards and Schmidt (2010) guide the evaluation process. Each skill is examined in terms of how it is presented in the coursebook, as well as how the activities and materials are structured. The data is analyzed and interpreted to gain different insights and empirical knowledge (Corbin and Strauss, 2008).

- 1. Tools and Instruments:** The tools used for this research are two English coursebooks, “Red Line 2” and “Sunshine English 6”. The Activities related to four language skills in these books will be examined, with the purpose of assessing the quality of the exercises. The frequency and types of tasks will be evaluated based on how well they place different skills within the content of the books.

E. Data Analysis

In this data analysis, the curricula of the coursebooks from Germany and Türkiye were examined individually in relation to the four basic skills. In both curricula, the goals for each skill is clearly outlined. The activities for each skill included in the content were analyzed for their alignment with the curriculum goals.

Besides, the content was examined to ensure its alignment with the curriculum.

The four skills exercises will be compared to see if they are developed a holistic and effective way. Some factors ensure that the exercises in a coursebook are effective, balanced, and supportive of comprehensive language development:

1. Alignment with Learning Objectives: Is there a relevance between the learning goals and the curriculum? Do the activities progress from simpler to more complex?

2. Skill Integration: Is there a balanced coverage of all language competencies. Does the task enhance multiple tasks, such as using listening tasks to enhance speaking or reading to improve writing?

- Listening Exercises: Authenticity and real-life situation play a crucial role in listening tasks. Do the audio materials reflect natural spoken language and accents? Is formal and informal language used? Do the listening task include tasks such as note-taking, summarizing or comprehension questions?
- Speaking Exercises: The tasks in speaking have to be encourage communication and interaction. The use must provide students real-life opportunities. Also, fluency and accuracy must be engaged throughout pair work, groupwork, role-plays and presentations.
- Reading Exercises: The variety of reading exercises will be compared whether they include dialogues, informational text, or e-mails/articles/Newspapers (authentic materials). It will be checked which skill developments are included for the reading passages. For example, skimming, scanning. Is the text just for getting a main idea or do the students look for specific information's?
- Writing Exercises: The variety of writing tasks, such as narrative, descriptive or other will be examined in detail to see if the exercises encourage the writing process. Does it include brainstorming, drafting considering the writing level of sixth graders.

3. Cultural and Contextual Relevance

Both coursebooks differ in cultural aspects. Are the exercises appropriate to

students' backgrounds while teaching or showing students a new target culture? Does the book consider authentic, real-world examples to enhance all four skills in the language learning process?

4. Motivation and Engagement

Does the content engage students' interests? Is it interesting or motivating for students to continue with the activity and are the instructions clear to follow for them?

F. Ethical Considerations

Ethics committee approval is not required for this study since it does not use any procedure including human, animal subjects, surveys or questionnaires.

IV. FINDINGS

Research Question: How does each coursebook include the four skills (reading-writing-listening-speaking)?

Due to the lack of explicit labels, activities may serve multiple purposes or skills, but they are categorized based on the primary focus inferred from instructions. In both books the listening activities were easy to be categorized as they show the activity with an appropriate sign of a speaker or written word. The Reading Skill was also easy to categorize in both books, even they are integrated with other skills the main and first label of the activity was taken into consideration and added to its corresponding chart of skills.

A. Comparison of Listening Skills Content

The listening activities, which vary in number, in both coursebooks are presented as follows:

Table 2. List of Listening Skill Activities

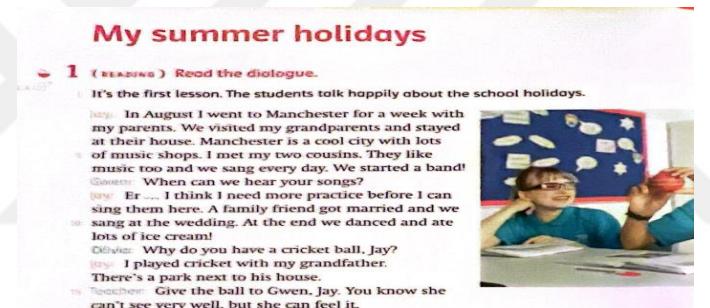
Red Line 2 (Germany)	Activity Numbers	Sunshine 6 (Türkiye)	Activity Numbers
Unit	3	1. Unit	6
Unit	2	2. Unit	4
Unit	3	3. Unit	4
Unit	3	4. Unit	3
Unit	2	5. Unit	4
Unit	2	6. Unit	4
		7. Unit	4
		8. Unit	4
		9. Unit	3
		10. Unit	4
Total Units: 6	Total: 15	Total Units: 10	Total: 40

Looking at the table above it can be seen that there is a difference in the amount of the activities for Listening skills in the coursebooks.

1. Red Line 2 Coursebook (Germany)

The total number of activities in the English coursebook of Germany is fifteen and each of them are evenly contributed across the content. Between page 124 and 145 (Unit D) pages that refer to Listening, Speaking and Writing are included for each unit. For the listening content three extra Listening activities are included related to the content of the other units. While working through the unit students are required to return to unit D and do the extra listening task there. The activities for each unit runs equally between two and three. It can be stated that the distribution of the listening activities is consistent for the English coursebooks of Germany.

An overview of the listening activities is clearly seen in the content page of R.L.2. Students can easily identify on which page they can find the listening activity. The listening activities compared to Sunshine 6 are less but more comprehensive and in-depth in content.



My summer holidays

1 (READING) Read the dialogue.

It's the first lesson. The students talk happily about the school holidays.

Jay: In August I went to Manchester for a week with my parents. We visited my grandparents and stayed at their house. Manchester is a cool city with lots of music shops. I met my two cousins. They like music too and we sang every day. We started a band!

Gwen: When can we hear your songs?

Jay: Er I think I need more practice before I can sing them here. A family friend got married and we sang at the wedding. At the end we danced and ate lots of ice cream!

Oliver: Why do you have a cricket ball, Jay?

Jay: I played cricket with my grandfather.

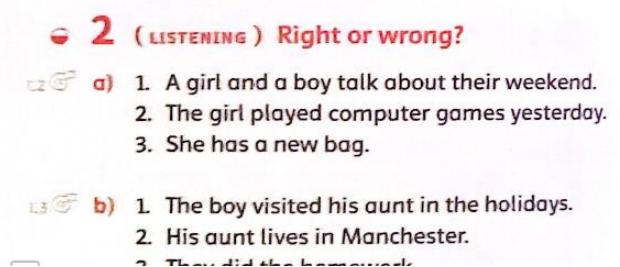
Teacher: Give the ball to Gwen, Jay. You know she can't see very well, but she can feel it.

2 (LISTENING) Right or wrong?

a) 1. A girl and a boy talk about their weekend.
2. The girl played computer games yesterday.
3. She has a new bag.

b) 1. The boy visited his aunt in the holidays.
2. His aunt lives in Manchester.
3. They did the homework.

Figure 1. Reading Task 1 (R.L.2)

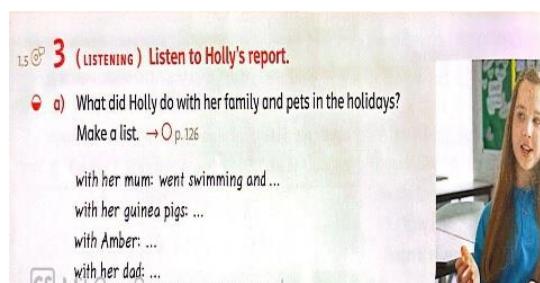


2 (LISTENING) Right or wrong?

a) 1. A girl and a boy talk about their weekend.
2. The girl played computer games yesterday.
3. She has a new bag.

b) 1. The boy visited his aunt in the holidays.
2. His aunt lives in Manchester.
3. They did the homework.

Figure 2. Listening Task 1(R.L.2.)



3 (LISTENING) Listen to Holly's report.

a) What did Holly do with her family and pets in the holidays?
Make a list. → p.126

with her mum: went swimming and ...
with her guinea pigs: ...
with Amber: ...
with her dad: ...

Figure 3. Listening Task 2 (R.L.2.)

As seen in picture 1,2 and 3 within the integration of reading a dialogue “My summer holidays” the listening task is given to students. They have scripted text where they are able to follow up throughout the listening track which enables them to see both written language and pronunciation examples of the words. The whole book increases the awareness of U.K. and each content of the skills are related to the parts of it. As seen in the first example of the listening activities the dialogue between two students is about Manchester. In the listening task students are required to answer related question whether they are right or wrong and comprehend with open ended questions to make students integrate also their speaking skill.

Every listening activity emphasizes the same strategies throughout the whole book from easy to complex. Every listening task aims to teach a structure vocabulary or grammar point. When examining Picture 4, it becomes evident that the listening activity fosters the use of describing feelings in context such as afraid, relaxed, etc... and aims students to construct sentences at the end.

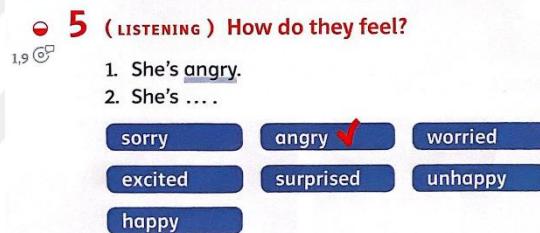


Figure 4. Listening Task 5 (R.L.2)

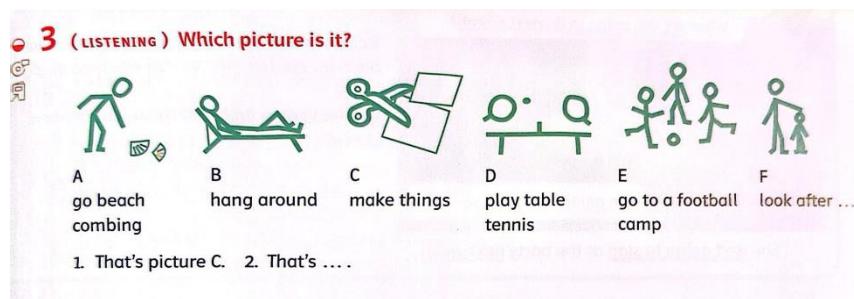


Figure 5. Listening Task 14 (R.L.2)

The picture above is one of the last listening activities in the coursebook. Students again have the same pre activities such as reading a dialogue between two friends and make inferences about it. Followed by the listening activity which asks students to listen to the track and try to find out which speech belongs to one of those photos given in the exercises. In this exercise the support and integration of different skills are seen. Students are required to understand the written text which is followed

up with a track to integrate their knowledge.

Red Line aims to integrate and support the listening tasks with other skills. Students are not only passive listeners but also active involvement is required. It focuses on right pronunciation as much as filling and matching activities. This helps students to reinforce their language knowledge, enhances real life communication as it is a fact that while listening to someone responding to it is also necessity.

There is a limited variety of listening tasks. Numbers go between three and four which can limit the exposure to natural language. Authentic language influences comprehension and fluency. The more students expose to native speakers listening tracks the better their pronunciation and intonation will be.

The exposure to different kinds of accents is limited in Red Line. Students mainly hear about the British accent which stops them from understanding diverse other speakers.

2. Sunshine English 6 Coursebook (Türkiye)

Comparing the number of listening activities in the English coursebooks' of Türkiye it can be examined that mainly the activities for each unit are distributed between three and four except the first unit which has six listening activities. This leads us to the outcome that the listening activities are not distributed equally in the English coursebooks of Türkiye.

Checking the first unit in the coursebook of Türkiye "Life" which has six listening tracks, thus, the unit with the most activities mainly focus on students' attention. For the beginning students start with listening tracks (see picture one and two) including grammar topics such as Present Simple or prepositions.

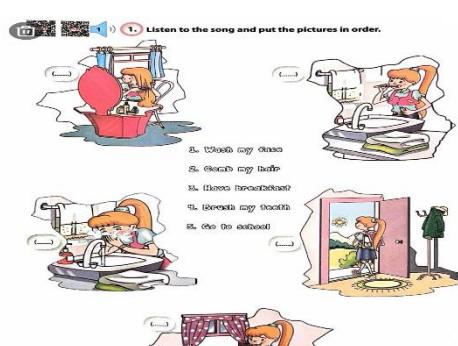


Figure 6. Listening Task 1 (Sunshine)



Figure 7. Listening Task 3 (Sunshine)

The first and third listening activity starts with daily routines to make students aware of right pronunciation and become familiar with the use of “Present Simple Tense”. The unit's aim is to make simple inquiries.

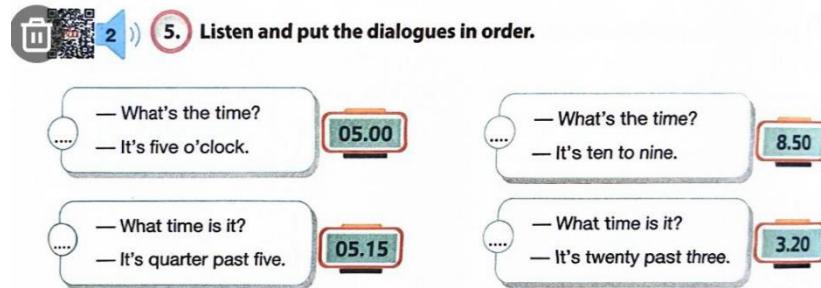


Figure 8. Listening Task 2 (Sunshine)

The second listening activity mainly emphasize phrases about time. Students listen to the sentences exactly written in the box and put them in an order. They book aims students to tell the time at the end of the unit.

The fourth teach preposition and aims to make simple inquiries and the last two make language use meaningful while listening to dialogues and mark the statements with true or false.

At the end of the listening activities students are required to fill in gaps with missing phrases given above the dialogue which is also seen in the first units. It can be inferred that there is no improvement in the tasks going from easy to complex.

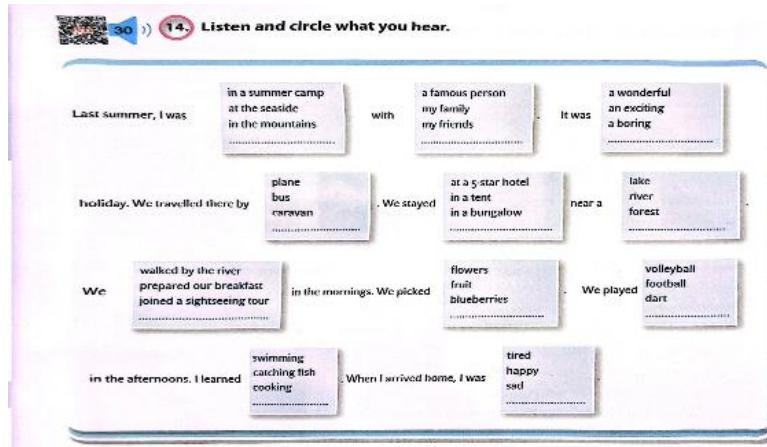


Figure 9. Listening Task Nr.30 (Sunshine)

40 11. Listen to the headmaster's speech and correct the sentences.

president

1. The teacher represents you at school.
2. The candidates ran a bad campaign.
3. You and the teachers respected each other during the campaign.
4. The ballot box is in the sports center.
5. Write your candidate's number on the paper.
6. The candidates shouldn't be in the hall after the election.

Figure 10. Listening Task Nr. 40 (Sunshine)

Mainly students have no opportunity to do comprehensive listening. To be clearer, none of the listening tasks has an open-ended question where students can show what they have comprehend. The content always remains the same. Filling in blanks, answering one question for the whole listening track, true or false statements. But for gradual development the task should involve easy followed by complex tracks and activities.

Beginning with easier listening activities allows students to familiarize themselves with the language structure and become acquainted with new vocabularies. By merging the Present Simple tense and prepositions grammar topics, within listening the tasks, learners are able to reinforce grammatical knowledge while engaging in the listening activity. Integrating grammar and listening activities promotes students contextualized learning which enhances both the structure of the language and new vocabularies for them.

When listening to the tracks and the content it can be seen that the tasks are not organized from easy to complex. It follows the same level for almost the whole book. Mainly scripted language which has no support with pre-activities. Students need critical thinking activities so that they can improve and get used to the language structure.

Lack of challenge in some listening activities. No complex vocabularies and structures in the listening task can lead advanced students to get bored.

3. Listening Skills Content Comparision of both Coursebooks

Both coursebooks integrate the listening skill in an appropriate number relative to the number of units they include, though they differ in certain parts.

→ Red Line 2 engages also pre-and post-activities for the listening tasks. In

Sunshine coursebook, follow-up activities following listening tasks are not frequently included. Generally, the lessons end after the listening exercise, with no additional activities to reinforce the material.

- Red Line 2 focuses more on comprehension compared to Sunshine 6.
- The purpose is same in both. Develop comprehension, focus on specific grammar points and include conversational skills.
- Their type of listening is almost same but taking extra notes is more encouraged in Red Line 2
- The level of activities in Sunshine does not show increase from easy to complex. It remains almost the same in the whole book. Only topics such as grammar or topics change.
- Both of them use authenticity in their listening tracks.
- Their cultural content differs in some units. Sunshine also included cities from Türkiye compared to Red Line 2 which only emphasizes London.
- In both books it's clearly seen with symbols or written text what time the listening skill starts (see figure 11 and 12) compared to other skills.



Figure 11. Listening R.L.2



Figure 12. Listening S.E. 6

Table 3. Summary of the Listening Content

Listening Content	Red Line 2	Sunshine English 6
Activity Types	Mixed types of activities. For example: Asking for “Right or Wrong” answers. Ending the given sentences while listening. Notetaking and dictation.	Role plays, dialogues, pair and group work discussions, opinion sharing and problem-solving tasks.
Authenticity	Yes. Does have real life context. Example: Monologues, dialogues and audio clips such as announcements or radio programs. In Unit 3 talking about landmarks in London or in Unit 4 a dialogue between waiter and customer about food and drinks.	Yes. Activities such as giving directions and asking for information shows real-life situations. Giving opinion to topics and asking for their experiences increases authenticity.
Support Materials	CD(Audio) and DVD(Film) Students do have access online.	Audio recordings. Teachers guide.
Integration with other skills	Especially reading and writing. For example: In Unit 5 they have to listen and then read the vocabularies or phrases again to become familiar with the sounds and improve pronunciation.	Especially writing. Students are mainly asked to answer open-ended questions after listening.
Activity start is clear	Yes, it is written in parenthesis.	Yes, a picture of headphones is shown to clarify.
Cultural Insights	Yes. Students listen to a different culture and its landmarks in Unit 3: London life. This promotes cultural awareness.	Yes. In the first Unit different types of breakfast from Germany, UK and Türkiye are mentioned to gain insights in different cultures.
Pre-Post activities	Yes, students get introduced to the topic and vocabularies before the listening activity and followed by post activities to reinforce their knowledge. This is applied in all listening contents throughout the book.	Yes, especially post activities where students have to listen to it two or three times to continue with the follow up activities.
Easy to Complex	Not every time.	No.

B. Comparision of Speaking Skills Content

The speaking skill is integrated with other language skills in both books. The speaking activities, which vary in number, in both coursebooks are presented as follows:

Table 4. List of Speaking Skill Activities

Red Line 2 (Germany)	Activity Numbers	Sunshine 6 (Türkiye)	Activity Numbers
1. Unit	3	1. Unit	3
2. Unit	5	2. Unit	8
3. Unit	4	3. Unit	5
4. Unit	3	4. Unit	7
5. Unit	4	5. Unit	5
6. Unit	3	6. Unit	6
		7. Unit	5
		8. Unit	1
		9. Unit	2
		10. Unit	4
Total Units: 6	Total: 22	Total Units: 10	Total: 46

Having a look at the table above, it is clear to see that the number of speaking activities differs slightly between the two coursebooks. In Red Line 2 has longer unit pages but fewer speaking activities than those found in Sunshine 6. This notable gap conjures up if a larger array of speaking activities has a bigger impact on providing more effectiveness in the oral skill. Fostering students' speaking skill needs frequent and varied speaking activities however, limited or repetitive opportunities can cause students to struggle in developing confidence and fluency. For example; an activity which requires students to work in partners and come up with a result at the end will help them to improve their oral proficiency. Unlike, an activity that only requires students to answer in two-three words or one sentence will not help them to enhance their oral proficiency. Different kind of real-life context activities should be provided for students so they can adapt the speaking skill. Otherwise, this can lead to slower progress as students do not have sufficient challenge to support their development.

Speaking skills can be learned through speaking tasks and interactive conversations. Curriculums which incorporate variety of activities such as dialogues, group discussion, interviews, presentation, role plays or games helps students to strengthen their oral proficiency. To gain a deeper understanding of how each coursebook designs its speaking content, a closer examination will be conducted.

1. Red Line Coursebook (Germany)

Red-Line which consist of 6 units has in total 15 speaking activities. They are mostly evenly distributed, with only the second unit containing five speaking

activities. The speaking activities in this coursebook are dialogues, interviews and open-ended questions.

In the first unit's activity titled "Act It," students are asked to perform a dialogue that give key phrases highlighted alongside the text such as "What is the problem? What is wrong? It is Ok. This encourages students to engage in interactive task by using phrases within the context of a dialogue. They are instructed to work with their partners, thereby reinforcing both their understanding of the phrases they are supposed to learn and use in their daily life. This activity aims to prepare students for real-life situations where they know how to act when a problem emerges.

7 (SPEAKING) Act it!

Act a dialogue with a partner.

7/2 7/3

A: Oh, sorry!
 B: Why, what happened?
 A: I took your pencil.
 B: Never mind. It doesn't matter.

what's the problem? what's wrong? ...
 used your pen took your bag ...
 Don't worry. I'm not angry. It's OK. ...

Figure 13. Speaking Activity 1 (R.L. 2)

Unit 1 which focuses on learning how to act when a problem occurs in our daily life. An example dialogue is introduced, and students are then asked to replace the problem with a new one, using the phrases given as a help next to the dialogue. As seen in the following activity, example questions such as "What is the problem?", "What is wrong?" are provided. Students are encouraged to ask these questions and give replies to each other so that an interactive conversation occurs.

9 (SPEAKING) Make questions for your partner.

8/2 8/3

1. Did you ...? - Yes, I did. / No, I didn't.
 see a good film at the weekend • write a postcard in the holidays • do homework yesterday • go shopping last week • ...

GRAMMAR → G4, p. 163

Did you ...?	- Yes, I did. - No, I didn't.
Did Luca ...?	- Yes, he did. - No, he didn't.

Figure 14. Speaking Activity 2 (R.L 2)

In the same unit, students are asked to conduct a question-and- answer task with their partner. They are required to ask each other questions such as "Did you see a good film at the weekend?", "Did you write a postcard in the holidays?", and "Did you go shopping last week?". The response expected is either "Yes, I did" or "No, I didn't.". The aim is to teach Past Simple in an interactive way. This provides students an enjoyable way of learning a new grammar topic and placing it correctly in

students mind throughout a speaking activity.

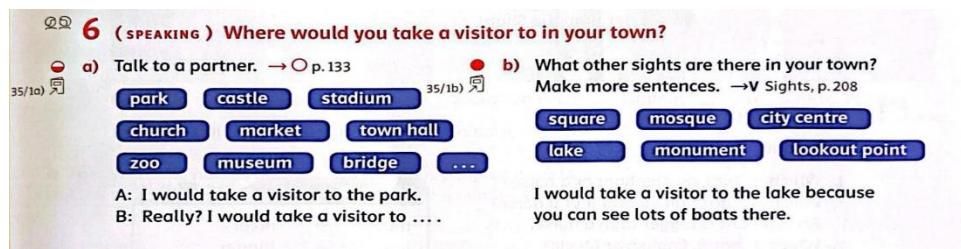


Figure 15. Speaking Activity Unit 3 (R.L.2)

In the following units the structure of speaking activities changes, incorporating more advanced content which requires students to form longer sentences and explaining the reasons with “because” conjunction. Students share their opinions and explain why they choose a place for a visitor in their town. The selection of topics seen most likely in real-life situations enhances student engagement and helps them to foster their confidence.



Figure 16. Speaking Activity Unit 5 (R.L.2)

Towards the end of the coursebook students are required to interview their partner and take notes. As in previous speaking topics this time it is aimed to teach students the going to future grammar. Questions such as “Are you going to meet your friends this weekend. The right structure is already given, students just have to fill in the gap and ask their partner. Their partner is required to answer in “Yes, I am” or “No, I am not”.

The speaking activities in the book are clearly outlined, ensuring that students are aware of when they have to be prepared for the activities. This helps students to prepare in advance, making sure that they are ready to actively participate in the speaking tasks at the appropriate time. Second, the textbook incorporates a different type of speaking activities designed to enhance learners' oral communication skills. These activities such as interviews, dialogues, role-plays, and discussions help students to practice their speaking abilities in different kind of context, and mainly in real-life scenarios. Besides, detailed and clear instructions are provided for students,

so they know what to do, with whom they have to collaborate. Also showing the difficulty of the task ensures students an overall objective and helps minimizing confusion. However, spontaneous conversations are limited which stops learners from critical thinking and real-world situations.

2. Sunshine Coursebook (Türkiye)

The *Sunshine 6* coursebook has an average of 40 speaking activities. This shows us that a significance is given on developing learners' oral communication skills. Difference is seen in the number of speaking activities, with the most appearing eight times and least only once. The number of speaking activities allows students to different kind of scenarios and types. With several types of speaking activities students will be able to practice various types of communication, such as role-plays, dialogues or discussions. If this is the case with the speaking activities students will have opportunities to improve their speaking skill in different types. A more detailed analysis will show us whether the activities align with these criteria or not.

Commitment to integrating speaking activities, which is crucial for communicative competence. However, the uneven distribution of activity types may result in an overemphasis on certain formats while neglecting others. For instance, if dialogue activities dominate, learners may lack exposure to tasks that foster spontaneity, such as impromptu discussions or interviews. Another limitation is the potential lack of progression or scaffolding in the activities. If tasks are not arranged in a manner that gradually increases in complexity, it might either overwhelm beginners or fail to sufficiently challenge more advanced learners. The coursebook might not provide sufficient context or instructional support for the less common activities, potentially leaving both students and teachers uncertain about how to approach them effectively. This imbalance could hinder the holistic development of speaking skills.

3. Speaking Skills Content Comparision of both coursebooks:

Table 5. Summary of Speaking Content

Speaking Content	Red Line 2	Sunshine English 6
Realistic Context	Yes. Especially this book has a story sequence. The book has main characters that are included in every unit. Each new unit, topic starts with those main characters. In this way students learn the language in a more engaging and motivated way. It helps students to understand the language in a realistic way, so to speak, contextual learning occurs. Thanks to this consistency they learn the language easier.	In some Units such as the last unit “Democracy”.
Variety of Tasks	Yes	Mainly the same type.
Gradual Complexity	Yes	Yes
Focus on Interaction	Yes. Mainly group work and pair work.	Yes. Mainly pair work.
Cultural Sensitivity	Unit three: London Life.	Units that involve different cultures show also detailed explanation of its own culture. For example, Unit of “Food”. Different cultures’ breakfast is mentioned as well as its own cultural breakfast.
Integration with other skills	Yes. Writing and reading.	Yes. Writing.
Support Materials	Yes. Examples of activities. Vocabulary boxes. Visual prompts. At the end of the book extra Units such as Diff Corner, Extra, Grammar, Methods and Vocabulary.	Yes. At the end of the book a Unit named “Attention” where to find activities related to each Unit and Wordlist as well as the answer key.
Real-Life Application	Yes.	Yes.
Progression	Yes. Difficulty level is increasing.	Uneven distribution. Sometimes difficulty level increasing sometimes it is decreasing.

C. Comparision of Writing Skills Content

Before going into a deep analysis of this part, it should be clear that both coursebooks require some form of writing on almost every page. Exercises that involve written responses such as fill-in-the-blank or sentence completion are not categorized as dedicated "writing activities. Those kinds of exercises are not categorized as full-writing activities. Even they involve some written response, it does not include an original sentence, idea of a writing task. Original writing activities typically asks for more complex skills. This could be organizing thoughts, forming meaningful sentences, and expressing ideas independently in a paragraph, essay or while creating dialogue. Therefore, only those types of activities that require students to participate in more substantial writing processes are taken into consideration.

Table 6. List of Writing Skill Activities

Red Line 2 (Germany)	Activity Numbers	Sunshine 6 (Türkiye)	Activity Numbers
1. Unit	3	1. Unit	1
2. Unit	2	2. Unit	1
3. Unit	3	3. Unit	-
4. Unit	2	4. Unit	-
5. Unit	3	5. Unit	-
6. Unit	3	6. Unit	2
		7. Unit	3
		8. Unit	1
		9. Unit	2
		10. Unit	1
Total Units: 6	Total: 16	Total Units: 10	Total: 11

1. Red Line 2 Coursebook (Germany)

Checking the writing content of the book, it can be see that mainly each unit has a writing task for students. At the beginning of the book the writing structures a mainly easy task that. Tries to engage students with new grammatical topics and focus more on the right structure rather than forming long sentences.

4 (WRITING) Make lists of your holiday activities. → M Think-pair-share, p.184

3/1

a) What do you do? What don't you do?
Put the activities in the chart. Add more activities from page 10. → O p.126

I ...	I don't ...
eat ice cream	...
...	...
visit grandparents	take photos
visit a museum	go shopping
...	watch TV
...	meet friends
...	eat ice cream
pack a suitcase	hang around
...	climb a mountain
...	buy a souvenir
sunbathe on the beach	fly to another country

3/2

b) Add these activities to your lists. → V Holiday activities, p.191

pack a suitcase	hang around	climb a mountain	buy a souvenir
sunbathe on the beach	fly to another country		

5 (WRITING) Write a diamond poem about holidays. → M Gallery walk, p.182

3/3

Write a poem like this.

**Holidays
are great.
I write postcards
to my
friends!**



Erkennst du das Muster?
Versuche dich bei deinem
Gedicht an diesem Muster
zu orientieren!

Figure 17. First two Writing Activities (R.L.2)

Seen in the figure above the first writing activity gives a short repetition of the previous topics such as starter sentences “I don't.... / I.... take photos”. Students are asked to put all the activities in the chart. Followed by a writing activity that asks student to write a poem which only is as long as a normal sentence.

9 (WRITING) Write about Jay's holidays.

3/4

a) Complete the sentences. → O p.127

1. Jay had a great time in Manchester! (have)
2. He — a cool poster at a music shop. (buy)
3. His grandmother — him new trainers. (give)
4. Jay and his brother — to a concert. (go)
5. They — some famous bands. (see)
6. Jay — some photos of Manchester. (take)

Schau auf Seite 234 nach.
Dort findest du alle unregelmäßigen
Verben aufgelistet. Du brauchst die
Form in der zweiten Spalte.



b) Make four more sentences. Use these ideas.

hang around ... make new friends ... have a picnic ... meet

Figure 18. Writing Activity using the Present (R.L.2)

The example above shows that grammar is integrated in the context rather than in isolated exercise. Students are required to write about Jay's Holiday in rewriting the verbs in brackets into Present Perfect. This approach is highlighted in all units as each grammar topic is blended with at least one writing activity.

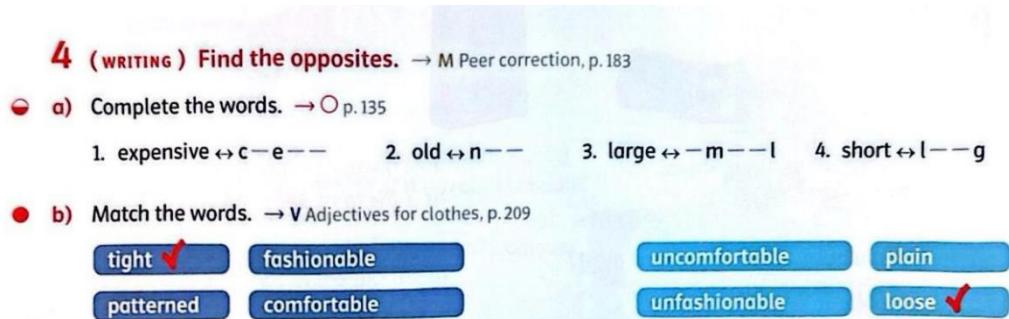


Figure 19. Writing Activity/ Unit 3 (R.L.2)

A point to mention is that the writing task also emphasize correct spelling of the vocabularies. Throughout the book students are not only encouraged to apply the grammatical structure or the vocabulary but also the accurate way of writing the words is important. Lexical accuracy is emphasized in every unit.

After the 5th Unit a gradual rise can be seen in the writing tasks. Students start forming longer sentences and writing texts such as a leaving card, dream job, drafting a story, someone's holiday etc.

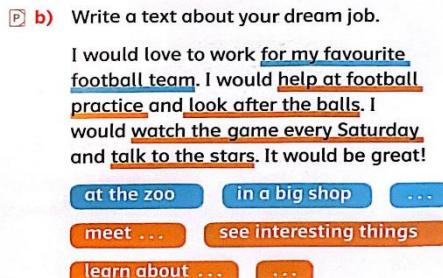


Figure 20. Unit 5 Writing Task (R.L.2)

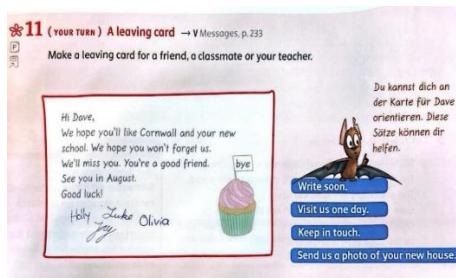


Figure 21. Unit 6 Writing Task (R.L.2)

Both Figures show the gradual rise of the activities. At the beginning it was just forming sentences and now students have to write longer sentences to form text or paragraphs.

Students are encouraged to creativity as they have different types of tasks in writing, most importantly the use the grammatical structures mainly in context emphasizing lexical structure. Students learn how to organize their writing logically. Real life activities help them to use the language outside the class. However, other genres such as e-mail, dairy entry or writing a letter would be also engaging for students which is a missing part in the book.

2. Sunshine Coursebook (Türkiye)

The initial and final writing tasks in the first unit ask students to fill in the days of the week within a table, followed by forming sentences that describe their daily activities on those particular days, using accompanying images for context (see figure 17).

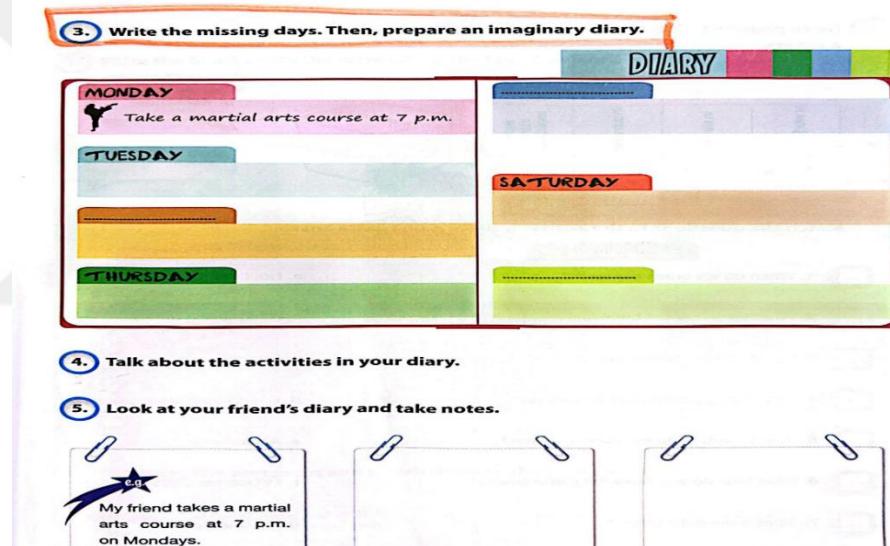


Figure 22. First Writing Activity in Sunshine English 6

The writing activity illustrated in the picture ask students for structures such as Present Simple and encourages them to write their responses in a coherent way. The next activity integrates writing with speaking. After students finish the written part, they are asked to talk about their diary activities. The last activity (see picture 00:5) is designed to engage students in a writing task that requires them to ask for their friends' responses and write them down into a table. This task helps students to reinforce their understanding of the vocabularies and structures they have to use. As they are interacting with their friends it also becomes a good environment for collaborative learning. This kind of writing activities helps students to think critical and paraphrase long sentences into short ones. While trying to write down the

sentences which their friends dictate them enhances their writing proficiency and accuracy. This activity wants students to learn how to write about their daily routines and form the language structures appropriately.

The second writing task is a little bit more challenging as it asks students to rewrite a dialogue that they have read previously. In this activity, students are required to use the vocabularies provided in the picture to create a coherent and meaningful dialogue like the given example above. Students are able to integrate their previous knowledge of the text and use it for the task which reinforces their comprehension and the sentence structures such as “I am hungry. - Can I have some milk?”. Asking students to form sentences like this aims to form contextually appropriate and accurate conversations which they will use in their daily life.



Figure 23. Second Writing Activity in Sunshine English

One noteworthy point is that in Unit three, four and five it is not possible to see writing tasks except the ones which cannot be classified as full writing activities. The entire unit consists only of activities that require some written responses.

In unit six; two writing activities resume by asking students to describe their friend's occupation, following a provided example, and the other where they write about their friend's relatives and family members. These two activities allow students to use new vocabularies and such as talking about occupations, asking personal questions and telling the time, days and dates.

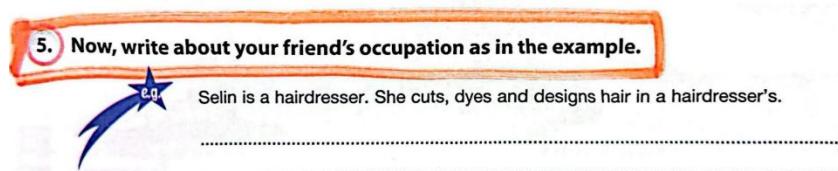


Figure 24. Writing Activity Unit 6 (Sunshine English 6)

Examining the writing tasks in unit six it is showing a significant limitation: That is students do not have to respond in full paragraphs as this is not even possible as it just gives students two lines space (see picture 00). One would expect at the very end of the coursebook, more challenging activities such as longer responses or paragraphs for improving the writing skill. This kind of basic sentence-writing exercises do not provide students their need in writing. Normal activities just as fill in the blanks or complete the sentences require the same effort as those ones. The complexity of each exercise should increase throughout the coursebook. Here it is possible to say that a creation of a cohesive text would increase students' comprehension in writing.

In unit seven students are introduced to more comprehensive writing tasks which changed the whole structure of the previous units' writing activities. From simple sentence formation to writing long paragraphs. In this unit, three types of writing activities are encountered, all requiring the same structure. One of these is an assignment given to students to practice the writing task at a later stage.

The first two activities serve for a similar purpose. They both have the same instructions but two different topics. That is why only one of them are given as an example.



Figure 25. Writing Task S.E. Unit 7

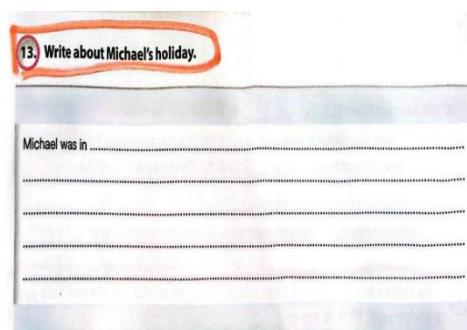


Figure 26. Writing Task S.E. Unit 7

The first writing activity provides students with visuals and ask them related questions. The activity wants students to compose a narrative text about what Michael did in Antalya. A starter sentence is given for the writing task at the beginning and wants students to continue writing in past simple. The second activity is a post activity of a listening task and wants students to make up their own story related to holiday details again. This time there is no starter sentence given but serves for the same purpose: writing in past simple in a paragraph and describing details coherently. These two writing activities foster students to write descriptive texts and helps them to apply creativity and language structure while writing short stories.

Additionally, the part which is not covered at school is given as an assignment where students have to focus on writing a postcard. This helps students to relate to real life communication within authentic materials. Students can learn the structure they have to use for informal communication. Adding these kind of writing activities enables students to write more advanced paragraphs. The use of right vocabulary, grammar structures while producing well organized and cohesive text helps them in their writing progression to become more advanced.

When examining the other units, it is easy to say that the most challenging writing tasks were in unit seven. Later on, the activities in writing requires students only to write paragraphs changed in grammar, topic and vocabulary. Unit eight ask students to write about their own rooms focusing on prepositions. The other activity focuses on a magazine and replicates a similar writing task from previous units.

Sunshine English 6 engages collaborative learning. This helps students to work together and achieve the main purpose of the language skill. Giving the opportunity to share ideas and give feedback improves their critical thinking. This collaborative learning integrates also other skills such as reading and listening which enrich the overall language learning journey. As the activities in the book integrate with each other it helps the students to develop more comprehensive understanding, thus faster achievement and better engagement.

However, it is challenging to find out which task require the writing skill, as most of them are fill in the blanks or complete the sentences activities. Including a clear indication of writing tasks in parentheses like in Red Line 2 would facilitate better understanding for students.

Until unit six, it is difficult to see complex writing activities for sixth graders. Normally students face the concept of writing one short paragraph in grade five and the activities in unit 6 lack in depth and complexity until unit 6. This can lead students to stop improving in writing as they find it too simplistic which can lead to boredom throughout the writing activity. It is important that the writing activities become progressively more challenging. The activities should reflect students' capabilities so that they become prepared for further academic writings.

3. Writing Skills Content Comparision of both coursebooks

- When comparing the content of the books it becomes evident that the number of writing activities show balance in R.L.2 whereas it is not possible to make the same assertion regarding S.E.6.
- S.E.6 lacks of writing activities in some units. R.L.2 includes activities for each unit.
- The content of S.E.6 contains relatively simple writing topics.
- In R.L.2 clear instructions, examples, and guidelines are given to students.
- The writing topics given to students varies in each book.
- Both books align with the learning objectives: They develop basic writing skills. In Red Line 2 the writing skills increase in difficulty whereas in Sunshine English it sometimes remains same.
- Cultural context: No writing activities are given in Sunshine English 6 to compare two cultures. Mainly it is reading or speaking that includes cultural context. In Red- Line Unit 3 a writing task about culture is given so student so that they can relate to difference cultures.

Table 7. Summary of Writing Skill Activities

Writing Content	Red Line 2	Sunshine English 6
Activity Levels	In balance	Sometimes too easy for a sixth grader
Guidance	Yes. Students have instructions and examples given to understand how the writing activity should be done	Not clear. No examples for students to follow up.
Genres	Yes. Descriptive writing, narrative writing, dialogues, letters, reports and poetry	Yes. Descriptive writing, narrative writing, dialogue writing, letter writing
Real-Life Relevance	Yes	Yes
Distribution of the tasks.	Even	Not even
Integration with other skills	Yes. Reading and listening	Yes. Reading and listening

D. Comparision of Reading Skills Content

As in all other skills activities the reading exercises integrate other skills, too. The number of reading activities is listed below.

Table 8. List of Reading Skill Activities

Red Line 2 (Germany)	Activity Numbers	Sunshine 6 (Türkiye)	Activity Numbers
1. Unit	3	1. Unit	1
2. Unit	3	2. Unit	2
3. Unit	3	3. Unit	1
4. Unit	4	4. Unit	4
5. Unit	3	5. Unit	4
6. Unit	3	6. Unit	2
		7. Unit	2
		8. Unit	4
		9. Unit	2
		10. Unit	2
Total Units: 6	Total: 19	Total Units: 10	Total: 24

As evident from the table, reading activities are limited in the first and third unit in Türkiye. In “Red Line 2” coursebook, however, the numbers appear to be more closely aligned. Mainly fluctuates between three and four. When it comes to “Sunshine 6” a balance cannot be observed, however in “R.L.2” it is the case. To make it clearer both coursebooks will be examined in the following parts.

1. Red Line Coursebook used in Germany:

Examining the the first reading activity of “R.L.2” it can be seen that it is a dialogue between four students and a teacher talking about summer holidays (see figure 27).

My summer holidays

1 (READING) Read the dialogue.

It's the first lesson. The students talk happily about the school holidays.

Jay: In August I went to Manchester for a week with my parents. We visited my grandparents and stayed at their house. Manchester is a cool city with lots of music shops. I met my two cousins. They like music too and we sang every day. We started a band!

Gwen: When can we hear your songs?

Jay: Er ... I think I need more practice before I can sing them here. A family friend got married and we sang at the wedding. At the end we danced and ate lots of ice cream!

Olivia: Why do you have a cricket ball, Jay?

Jay: I played cricket with my grandfather. There's a park next to his house.

Teacher: Give the ball to Gwen, Jay. You know she can't play well, but she can feel it.

Jay: Here you are, Gwen.

Teacher: OK. Thanks, Jay. Now it's Holly's turn.

Holly: Hi everyone, I was at home in the holidays but I had lots of fun ...

2 Correct the sentences.

1. Jay was in Birmingham.
That's wrong. Jay was in Manchester.
2. Manchester is a boring city.
3. He started a football team with his cousins.
4. He sang at a birthday party.
5. Jay played tennis with his grandfather.

Language tip → G1, p. 160
happy - happily
good - well

CULTURE
Manchester liegt im Nordwesten Englands. Es ist eine sehr große Stadt mit berühmten Fußballmannschaften und Bands. Kennst du welche?

Figure 27. Reading Activity (R.L.2)

A deeper look into the reading activity reveals a short dialogue that emphasizes real-world experience, gives students the opportunity to learn about phrases and daily talk about a holiday come back in school. As it is the first reading passage in the coursebook it gives students a good opportunity to reveal their previous experience from their summer holiday. It will be easier for them to get involved in the task as the schools just started. It can be stated the level of the dialogue is mainly appropriate for sixth grade students, as it can also differ in the level of students' knowledge.

Reading helps students to improve pronunciation, getting used to daily phrases and their use in appropriate sentences. The coursebook does not just aims to improve pronunciation in reading but also the comprehension of what the reader gets from the passage or dialogue plays a crucial role. That is why some comprehension questions follow after the reading passage as seen in figure 27 above. Some wrong sentences are given. Students are asked to rewrite the mistakes with the right information. It can be stated that the reading passage integrates also the writing skill with a new grammar topic related to adjectives and adverbs. In figure 27 a “Language tip” part is seen where students get introduced to a new grammar topic throughout the dialogue. After the reading passage students are asked to refer to page 160, where they have to read and complete the new grammar topic.

The first long passage in the book is seen at the end of the first unit. Here students are required to read through the passage and answer the questions with “right” or “wrong”. Followed by a writing task where students are asked to write five or six sentence about what next could happen in the store.

One difference in this reading passage, compared to previous once is that it incorporates not only a dialogue but also a narrative one. Through these mixed integrations students have a richer explanation of the content.

A lucky day for Luke

1 Do you often forget things? Tell your class. → M Think-pair-share, p. 184

2 (READING) Read the story.

1.10 1 It was after school. Luke and Gwen were on the bus.
"Dad said we can get a pizza tonight," said Gwen. "What's your favourite pizza, Luke?"
Luke didn't answer. "Did you hear me?" asked Gwen.
"Sorry. I'm busy with this game on my phone," said Luke. "I have a really high score. Look!"
"I can't see that," said Gwen.
"Sorry. I forgot you have a problem with your eyes," said Luke.
"You forgot Dave's birthday. You forgot your homework. You forget everything," said Gwen.
"No, I don't," said Luke. "Oh no! This is my stop. Bye Gwen!"

2 Luke got off the bus. He wanted to finish his game. He put his hand in his bag, but his phone wasn't there! "Oh no, it must be on the bus!" Luke said.
But the bus wasn't there any more.
Luke went home and phoned the bus company. They wanted to help but first they needed a special number from his phone – and he didn't know the number!
Luke didn't enjoy his dinner after that. Why wasn't he more careful with his phone?

15 3 At seven o'clock the doorbell rang.
"Gwen's here!" shouted Luke's mum.
Luke went to the door. Gwen and her dad were there.
"Something fell on the floor when you got off the bus," said Gwen.
"I heard it. I asked a woman and she gave this to me," Gwen gave Luke his phone.
"Wow!" said Luke. "Today is my lucky day! Thanks Gwen."
"That's what friends are for!" said Gwen.
"Come on, Gwen. Let's get that pizza!" said Gwen's dad.
Luke looked at his phone. It really was his lucky day.
He wanted to get his best ever score.

Figure 28. Reading Passage Unit 1 (R.L.2)

The reading passages in Red Line 2 develop their reading skill as it provides students to comprehend in post reading activities such as answering questions about the passage, giving answers to true or false statements, or completing sentences with suitable phrases.

1 (READING) Read the dic

Figure 29. Introduction to Reading Activity (R.L.2)

In Red Line 2 the headline of the reading passage is clearly given so students are able to relate what they are going to read. Second, the real-life pictures of the coursebook reflect authentic materials which engages students in a better way as they can relate to real-world topics, especially kinesthetic learners. Besides a reading activity is clearly seen in the book as it is indicated in parentheses which skill is required for the activity and it indicates the level of difficulty with a circular marker, so the students prepare themselves.

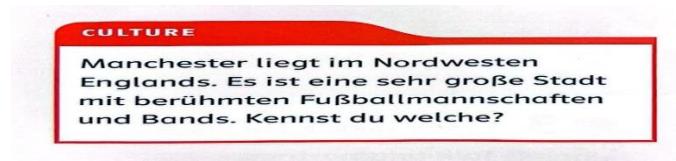


Figure 30. Culture Corner (R.L.2)

The reading passages are not limited with only one reading content. The “Culture” corner gives students the opportunity to learn a new information about a new culture and comprehend with further questions.



Figure 31. Red Line Book Map

The main characters of the book are always the same people introduced at the beginning. As students go through the book, they are introduced to four different characters (Oliver Fraser, Luke Elliot, Jahangir Azad (“Jay”), Holly Richardson and David Preston (“Dave”), who serve throughout the whole book. This creates a connection from different cultures throughout their learning journey. This gives the opportunity to simulate real-life interaction. In this way the coursebook fosters an environment that students engage in a holistic experience within an authentic scenario. This type of content enables students to associate with the cultural nuances of the language.



Figure 32. Comprehension Check (R.L.2)

Following each reading activity, students are asked to reflect on their comprehension of the reading passage. In this way students are able to reflect on themselves and engage in metacognitive reflection. Answering these type of questions helps students to reinforce their content knowledge acquired and also brings up critical thinking.

2. Sunshine Coursebook (Türkiye)

When examining the number of activities in "Sunshine English 6," it becomes evident that the distribution is inconsistent. The first unit only consists of one reading activity, which could be seen to follow a progression from simple to complex.

However, examining the following units and its content, it becomes clear that this is not an intentional pattern. Instead, the number of activities fluctuates, increasing in some and decreasing in others. This uneven distribution can affect students reading development. The more reading activities students face throughout a unit the more they will be able analyze a text its structure, interpret meaning, focus on reading strategies which helps them to build comprehension. Students should be exposed to different levels of reading passages to practice the language structure step by step.

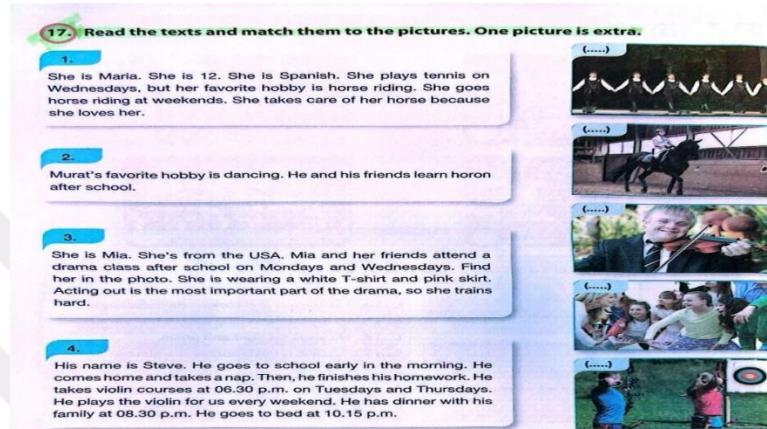


Figure 33. First Reading Passage in Sunshine English 6

The first reading passage in “Sunshine English 6” asks students to read the passage and match them with the appropriate picture next to it. Followed by “fill in the blanks and open-ended questions”. The reading passage emphasize the “Simple Present Tense” and helps students to see the structure and use it appropriately.

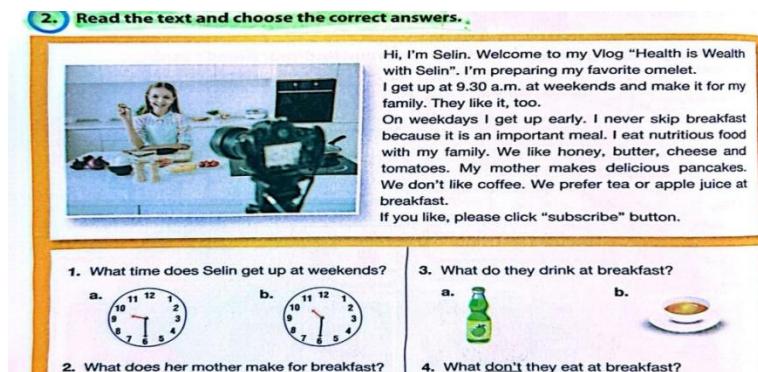


Figure 34. Second Reading Activity in Sunshine English 6

However, the second reading activity, which is also the only activity in the second unit, is comparatively shorter related to the first one. It has only four multiple choice questions for comprehension. This limited number of comprehension questions, associate with their simplicity, may not a sufficient challenge for students at the sixth-grade level. This can hinder their development of more advanced reading

in meaningful input.

2. Read the speech texts of the candidates. Complete the slogans below.

I'm Samantha. I'm 12 and in the 6th grade. I think we should love our school and do something interesting after school and in the breaks. I promise new hobby clubs and talent contests.

All students should live in a fair, peaceful and democratic environment. I also help you solve the problems with the teachers and administration.

Hi! Everybody knows me well. I'm Kimberly. I'm in the 6th grade. The other candidates can't keep their promises. I work harder than the others. I want to design trendier school uniforms for you. I want to change the colors of the class walls. Vote for me because I'm better than the other candidates.

My name is Daren. I'm in the 7th grade. I want to put an ice cream and a popcorn machine in the school corridor. Choose me and eat them for free. Also, I promise concerts in the school garden.

Figure 35. Last Reading Passage in Sunshine English 6

Reviewing the other reading passages in “Sunshine English 6” coursebook, it can be seen that a consistent style is used in the book. The reading passages mainly aims to introduce new grammar topics, related vocabularies and introducing new language structures. However, upon examining the last reading passage, a more complex text is expected. As the passage does not increase in difficulty and remains same with earlier passages it will not provide students to a next level of reading which they probably face in grade 7.

In Sunshine English 6 the unit offers instructional support and engagement with the content. Through activities and compression checks, students are able to confirm their understanding of what they have learned. If there is a gap in the content where they have missed a part, they can easily identify it and go for further reviewing. This helps students to enhance both confidence and retention as they will be able to use the new language structures. However, the text does not provide students clear learning objectives. Students do not know what they will learn from the given text. The visual style and illustrations lack of the level for middle school students. Consequently, that may be an issue for students to not effectively catch their interests.

3. Reading skills content comparison of both coursebooks

- Both books differ in number of reading passages. As Red Line 2 has only six units the number of reading passages show a falling tendency, but the number of each passage in the units show an even distribution. Compared to Sunshine English 6 the Reading activities in each unit are uneven distributed. In some

units the number remains only by one whereas the others include 4 reading passages.

- Sunshine uses more cartoon visuals compared to Red Line 2 which uses photographs of real human throughout the whole book.
- Red line 2 shows with symbols how difficult the task is.
- New grammar topics or structures related to the passage are given on the page as a “Language Tip” so students know where to focus on.
- In Red Line 2, photographs of real people accompany the dialogues. This allows students to engage with the material as if they are experiencing a real story which makes it more relatable.
- In Red Line 2 the reading passages or tasks are indicated in parenthesis, so that students exactly know when a reading activity occurs.

Table 9. Comparison of Reading Skill Content of both books

Reading Content	Red Line 2	Sunshine English 6
Text Types	Narratives: Student describe their summer holiday Informational Text: The book gives example of landmarks of London Dialogues and Conversations: Main characters talk about shopping for clothes. News Report: Students are given some short information boxes for reading followed by a writing task.	Narrative: Students read short text about people and answer the given questions. Descriptive: Students have to read out of a table and answer the following questions to comprehend.
Comprehension Tasks	Yes. After each reading task comprehension questions are given to see whether students understood the content or not. This could be gap-filling, asking for a summary, open ended questions or true false questions.	Yes. After each reading task comprehension questions are given to see whether students understood the content or not. This could be gap-filling, asking for a summary, open ended questions or true false questions.
Vocabulary Focus	Before every reading activity preparation for vocabularies are given.	Mainly there is no preparation before the task.
Checklist or Rubrics	Yes	Yes
Integration	Yes, mainly with writing and speaking.	Yes, mainly writing.

E. Grammar Topics Content Integration with Four Skills

Table 10. Overview of grammar topic

	Sunshine English 6	Red Line 2
Unit 1	-Simple Present Tense	
	-Words about daily activities	-Past Simple
	-Telling the time	
	-Reading Dates	
Unit 2	-Talking about likes and dislikes	-Present Perfect
Unit 3	-Present Continuous tense	-Superlative and comparative
Unit 4	-Comparatives	
	-Weather	-Present Simple
	-Emotions	
Unit 5	-Stating personal opinions	-Present Continuous
Unit 6	-Reading Dates	
	-Ordinal Numbers	-Going to future
	-Past form of to-be(was/were)	
Unit 7	-Simple Past Tense	
Unit 8	-Talking about locations of things and people	
Unit 9-10	-Suggestion with “should”	

Looking at the table in more detail, shows that the emphasize on different and challenging grammar topics are seen in Red Line 2 compared to Sunshine.

1. Red Line 2 (Germany)

It can be observed from the examples provided above that this coursebook mainly uses speaking, writing and reading skills to present the grammar topics.

9 (WRITING) Write about Jay's holidays.

Ⓐ a) Complete the sentences. → ○ p.127

1. Jay had a great time in Manchester! (have)
2. He — a cool poster at a music shop. (buy)
3. His grandmother — him new trainers. (give)
4. Jay and his brother — to a concert. (go)
5. They — some famous bands. (see)
6. Jay — some photos of Manchester. (take)

Ⓑ b) Make four more sentences. Use these ideas.

hang around ... make new friends ... have a picnic ... meet ...

Schau auf Seite 234 nach.
Dort findest du alle unregelmäßigen Verben aufgelistet. Du brauchst die Form in der zweiten Spalte.



Figure 36. Past Tense used in Writing (R.L.2)

In the figure above the past tense is integrated with the writing skill. They are asked to fill the blanks with the right form of the verb in the brackets. This way students learn how to apply grammatical structures in context.

8 (SPEAKING) Make dialogues. → M Milling around, p.183

20/6

A: Would you like to play football with me?
B: Sorry, I can't. I haven't done my homework yet.

1. play football? done my homework
2. go swimming? tidied my room fed my pet
3. go to the cinema? helped ... with the shopping
4. play tennis? learned my English vocabulary
5. eat a pizza? taken the rubbish out
6. watch TV? ...

GRAMMAR → G5, p.164

I haven't helped my dad yet.
Dave hasn't fed his cat yet.
not ... yet = noch nicht

Figure 37. Present Perfect Tense used in Speaking (R.L.2)

The same can be said about the figure above but this time the speaking skill is integrated in the grammar topic. Students have to use the Present Perfect Tense and form sentences with the phrases given in the exercise. Besides, students have hints and explanation page (in their native tongue: German) in case they got confused.

G3 R: Die einfache Vergangenheit: Aussagen, Verneinung

Revision: The simple past: statements, negatives

Um über Dinge zu sprechen, die in der Vergangenheit passiert und vorbei sind, verwendest du die einfache Vergangenheit (simple past).

Signalwörter
yesterday
last year
two days ago

gestern
letztes Jahr
vor zwei Tagen

Bei den meisten Verben hängst du dafür die Endung -ed an das Verb.

I played cricket yesterday. Ich spielte gestern Krikett.
Olivia visited her aunt last week. Olivia besuchte letzte Woche ihre Tante.

Im Deutschen gibt es verschiedene Möglichkeiten, Vergangenes auszudrücken:

He played football. Er hat Fußball gespielt. / Er spielte Fußball.

Achtung Schreibweise: stop - stopped, try - tried

Einige Verben haben unregelmäßige Formen:
go → went, buy → bought, do → did

Eine Liste der unregelmäßigen Verben findest du auf Seite 234.

Um zu sagen, was in der Vergangenheit nicht passiert ist, setzt du didn't (= did not) vor das Verb.

Luke didn't go to London last week. Luke fuhr letzte Woche nicht nach London.

Die Vergangenheit von be bildest du mit was / wasn't und were / weren't.

I was in London. I wasn't at home. Ich war in London. Ich war nicht zu Hause.
Dave wasn't at the zoo. He was here. Dave war nicht im Zoo. Er war hier.
We were at school. We weren't late. Wir waren in der Schule. Wir waren nicht zu spät.

Figure 38. Grammar Explanation (R.L.2)

As seen in the provided picture 00 every grammar topic has its own instruction and description for students not only relying on teachers' explanation. In this way students are able to open the book and check for the parts they could not catch up during the lesson.

2. Sunshine English 6 (Türkiye)

Topics that include grammatical structures are not easily to define. The students have to rely mainly on the teacher. For example, in Unit 1 the grammar topic is present simple and it is integrated within almost all skills. Implicit teaching of grammar is seen here as teacher wants students to infer missing information.

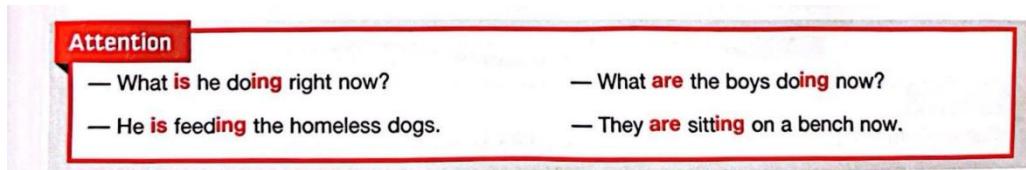


Figure 39. Attention part in Sunshine English 6

The figure above is frequently seen in the coursebook which shows what students have to be careful about while learning or forming the new language structure. Students' attention is drawn to the structure, which can be insufficient for some students without explanation of which topic it relates.

3. Comparision of both books in grammatical content

Sunshine 6 lacks explicit grammatical explanations in the coursebook, while Red Line 2 presents these explanations both within each unit and at the end of the book in the grammar section. Additionally, Red Line 2 provides explanations of grammar topics in the students' native language, allowing students who need extra support to better understand the grammar topic. In contrast, Sunshine English 6 does not use a single Turkish word throughout the coursebook. While Red Line 2 clearly outlines the grammatical structures, Sunshine English 6 does not offer the same clarity, leaving the grammar content more to the teachers' explanation. Additionally, the way of teaching grammar shows differences; Sunshine English using implicit way of teaching, whereas Red Line 2 using a more explicit way.

V. DISCUSSION

In this section, the findings of the research will be presented, along with some suggestions based on these findings.

This study analyzes the suitability of the textbooks “Red Line 2” and “Sunshine English 6”, used in 6th grade of public schools, in terms of the four language skills and their content. All activities related to the key language skills were examined individually. As a result, the following outcomes were observed.

A. Comparison of Four Skills Integration

Findings regarding how the textbooks address the four language skills in the textbooks.

1. Due to the limited number of units in Red Line 2 the listening activities show minority compared to Sunshine English 6. Even, examining the content of the units, it can be observed that still the activities throughout an individual unit in S.E.6 show majority in listening activities. However, the listening activities in S.E.6 may be too easy for 6th-grade students. The track focuses on pronunciation and intonation, which is closely related to topics previously covered in 5th grade. The aim is to give the grammar topic “Simple Present” covered in 5th grade can lead to oversimplification of 6th graders.

2. The reading activities in S.E.6 often require students to first complete fill-in-the-blank exercises focused on the new grammar topics the have learned in the unit, such as telling the time. After that, students are asked to read the same text again and answer the related comprehension questions. This integration of different skills is seen in certain sections of the book.

3. It is remarkable that there are some differences in the distribution of speaking activities between the two books. The analysis of *R.L.2* indicates a balanced distribution of speaking activities, mainly between three and five, across its units. In contrast, *S.E.6* shows considerable variation, as some units contain eight activities

while others feature only one. This uneven distribution suggest that it can be concluded that the textbook does not take students level into consideration.

4. Both textbooks incorporate various speaking activities, such as dialogues, discussions, interviews, presentations as recommended in both curriculums. That is why it can be concluded that both books align with its curriculum.

5. Clear instructions are provided in *R.L.2 course book*, whereas in *S.E.6*, it is often unclear what the following tasks require from students. It could be both a speaking activity or a writing activity. While the teacher has the lesson plan, which makes it easier for them to guide the lesson, this reliance on the instruction of the teacher hinders students' ability to learn autonomously.

Table 11. Overall View of Four Skill Content

Skill	Sunshine English 6	Example:	Red Line 2	Example:
Listening	Mainly scripted dialogues or audio text. The topics are mainly family, culture and daily life where students learn new Vocabularies and phrases in a controlled way	Yummy Breakfast in Unit 2. Talking about items such as "çay" and "simit" which belongs to the turkish culture	Focuses more on authentic materials such as podcast or conversations that aims students to listen to details and real-life topics so that they become prepared for communication	Food and Drink Unit 4 gives an authentic task where students have to listen to a dialogue that happens in a cafe in London. Learning about food and drinks and asking for specific answers such as why the customer wanted to change its order
Speaking	Accuracy is emphasized. Right pronunciation and short answers. Repetition of structures so students will memorize and use them in real-life	In Unit 6 "Occupation" students are asked to ask questions from a scripted role play and their partner have to answer with sentences like "She is a nurse"	Mainly interactive speaking opportunities for students. Presentation discussions are involved so that students can improve their communication. Students are prepared to give answers in spontaneous conversations.	In Unit 2 students will talk about their favorite star with phrases taught in class and present it in front of the class
Reading	Short text about different cultures and tradition	In Unit 8, a reading passage of Esma talking about Shakespeare	More European focused text and genres	Unit 5 has short passages about different information of people. Students are asked to talk about the passages and tell which of them might be true or not.
Writing	Filling blanks writing short answers or writing a postcard aiming to reinforce grammatical structures and vocabularies	In Unit 7, students have to write a postcard about their holiday	Creating different types of passages such as emails, stories or opinions	In Unit 3 where students are supposed to write detailed about their feelings and what they did as a postcard

B. Does the 6th Grade Middle School English Education English Textbooks outcomes of Themes and Content align with the curriculum of each country?

1. Red Line 2

1. The curriculum standards in Germany are designed by KMK (Kultusminseterkonferenz) which emphasizes some guidelines for English language education. These are developing the four main skills, introducing different cultures and the grammar and vocabulary topics according to A1-A2 CEFR level.
2. The themes meet the descriptions of CEFR such as focusing on basic conversational skills, different cultures and basic discussions.
3. The content of grammar and vocabularies seem appropriate for A1-A2 level as they are verified in the Cambridge Dictionary based on their level. The aspects of different cultures are reflected in unit such as “London Life or Goodbye Greenwich” which is aimed in Unit 1 and followed through the whole book.
4. The tasks in the book promote to integrate all four skills. As the book involves only 6 Units an intensive attention is giving to skills, grammar and context.
5. As the book only includes 6 units it can lack of comprehensive coverage. Some units may need supporting materials depending on the teacher and students need.
6. As some German states may have differences in their curriculum it may align well with national guidelines but might require adaptation for some states.
7. Evaluation: Mainly the book is aligned with the German curricula and fits in many ways such as themes, content and level.

2. Sunshine English 6

1. The National Ministry of National Education (MEB) has specific goals. The key focuses are on the core language abilities integration, the content (cultural and daily life), their culture and the alignment with CEFR (A1-A2).
2. The themes in the book show that the topics align with curriculum criteria's

such as culture, social life and real-life themes.

3. The vocabularies checked also in the Cambridge dictionary show that some of them do not refer to A1 or A2 level such as “frightening, candidate, damage, promise, support etc.”. The majority of the vocabularies fit the level of A1/A2. However, the vocabularies in unit 9 (Saving the planet) and 10 (Democracy) are more likely to be introduced in B1 level.
4. Much important is given to value-based education. Some units align with this value such as “Democracy”.
5. Communicative competence is addressed in the curriculum as well as in the book with mixed types of skill exercises.
6. MEB emphasizes the importance of different cultures, but the main emphasize is on its own culture. In some Units such as “Foods” or “Bookworms” different cultures are seen other units lack of the integration of other cultures.
7. Especially writing content, compared to Red Line 2, seems too weak for sixth graders.

C. Grammar Topics Content integrated with four skills

Both books scope differently in their grammatical emphasize. Sunshine emphasizes more gradual topics compared to Red-Line. It could be compelling for some students to see “Present-Perfect” in sixth grade especially at the beginning.

In Sunshine 6 it seems like an overload for students as there a many units and topics to cover. Students can feel in a rush to understand everything and thus skip some important structures/topics for learning the language.

When examining the integration of the grammar topics with the core language abilities, it can be said that Red Line 2 alloys the grammar topics with skills, for example writing with Past Simple or speaking and forming interrogative sentences with Past Simple. Or comparative and superlative are given in the reading skill in Unit 3. Namely all grammar topics are integrated with at least one skill.

Having a deeper look at Sunshine it is difficult for students to understand which topic they are learning. The grammar topic is not explicitly taught that can

lead weak students to repeat grammatical errors as they do not have the right structure in front of them. However, topics related to grammar are mainly seen in reading, speaking and writing content.

D. How do cultural differences influence the prioritization of language skills in these coursebooks?

Cultural differences play an important role in how language skills are prioritized in coursebooks. Red Line 2 coursebook, emphasizing more London life, reflects a more unicultural perspective by focusing on a specific cultural context. This focus prioritizes verbal skills that are essential for understanding and engaging with the British culture, such as listening and speaking skills for Daily communication, customs, and geographical references within London.

However, Sunshine English 6 takes a broader approach by highlighting different cultures, including its own, which presents a more multicultural perspective. This encourages a greater emphasis on understanding cultural diversity and enhances cross-cultural communication. In this context, skills such as listening, reading, and speaking are focused on understanding different cultural contexts and diverse viewpoints, and fostering intercultural communication.

In summary, Red Line 2 tends to emphasize language skills that are rooted in a specific cultural context, whereas Sunshine English 6 aims to develop skills that are adaptable and relevant in a multicultural world, developing a more holistic approach to language learning.

VI. CONCLUSION

A. Summary of Key Findings

In this study the appropriateness of the textbooks “Sunshine English 6” and “Red Line 2” were compared in terms of their four competencies content. All activities were examined individually. As a result, the study led to the following conclusions.

1. Sunshine English 6

One of the most remarkable and important aspects of Sunshine English 6 coursebook is that it relates on emphasizing the national and cultural moral standards of Türkiye. Including the important elements of the countries root such as Gençliğe Hitabe (Adress to the youth by Atatürk), Mustafa Kemal Atatürk's [portrait photography](#) (founder of the turkish republic) and our countries İstiklal Marşı (National Anthem). It is not just a language learning journey, but also an integration of historical and cultural content so that students never forget about their national values. This approach of the book shows that it connects language, history and culture and gives students both linguistic skills and appreciation for their heritages.

An important point that should be emphasized for the English coursebook in Türkiye is that it was difficult to differentiate which skill was emphasized in the activities. In the English coursebooks of Klett it is explicitly seen which activity emphasizes which skill. Next to the activity number the given skill is written such as “speaking”. The coursebooks of Türkiye only emphasize listening skill with a symbol, but the other skills are not clearly seen.

There are high number of units in the coursebook which can and will lead students to not achieve full mastery of the content as there is limited time for each activity. A general study of the book shows that the book contains numerous activities but the time given will not be sufficient. Considering the limited weekly hours for sixth graders their efforts to complete an activity or the book may lead to

storing every information in short- term memory, increasing the possibility of forgetting everything they have learned before.

Some listening tasks do not apply to students' proficiency level. The 17th listening task has a content which suits primary or kindergarten students. This can lead students to get bored.

The writing activities do not reveal enough complexity throughout the book and even Unit 4 and 5 lack of any type of writing task. Students do not face gradual complexity while writing. In the first units' students are asked to write the missing days which cannot be accepted as a writing task. It is an activity which does not require any complexity for 6th graders. Some units even lack of writing activities. The last unit which is expected to have the most complex structure of writing only asks students to write a paragraph of a class president election. No phrases or structures are given to assist students throughout their writing. This leads students to rely on the teacher for the whole time and considering the number of students in class the teacher will not be able to answer every student's question related to writing structures. This continues throughout the whole units in the book. The topics do get more complex starting from life, eating to democracy but the activities remain almost the same.

The speaking activities vary in number and are not equally distributed. The second unit contains almost eight speaking activities, thus the unit with the most speaking tasks. This could be challenging at the beginning for students as it requires high volume of speaking.

Not much emphasize on creative writing as the tasks are mainly gap filling short sentence structure or writing a postcard.

2. Red Line 2

One advantage that Red Line has is that students are not able to write on their students' books. Students become more organized as they have to take the notes into their notebooks which develops their organizational skills.

The book is presented from the perspective of 5 main characters who accompany the readers till the end. This structured approach helps students to learn in a more engaging way. The continuity fosters familiarity and easier learning as

students get connected emotionally to the main characters of the book. It is easier to relate to real life situations. This method helps to develop the main four skills – reading writing, speaking and listening, by incorporating dialogues, stories, and activities linked to the characters. This way makes the content easier and more comprehensible to students.

The listening activity in the first unit asks for finding easy information, as the units progress, students are required to find and match more difficult information. This shows that the coursebook considers the level of students as they move from simple to more complex content.

In writing skill, the first units provide students easy structures such as putting jobs into a table considering their spelling. Followed with subsequent units which consider more complex structures where students are taught to write a story step by step, guided with pictures. Here it can be stated that the book fits with the gradually complex content in writing skill.

A significant weakness in the Red Line 2 is its limited cultural representation, especially the lack of reference to German culture. While the coursebook provides valuable insights into London life and British culture. This creates a cultural bias in which the learning material is primarily shaped mainly by one cultural context, while the students' own cultural environment and experiences are not emphasized equally.

3. Comparision of both books

Both textbooks include listening activities, but they approach them in a different way. Red Line 2 follows a more organized progression, it has a great focus on comprehension, note-taking, and post-listening exercises. This way helps to foster a deeper engagement with the content. In contrast, Sunshine English 6 emphasizes more grammar and cultural diversity but lacks in terms of follow-up tasks. Both coursebooks emphasize authentic materials and clearly highlight listening tasks. Overall, Red Line 2 may be more suitable for students looking for a more challenging listening experience, while Sunshine English 6 offers valuable cultural insights and simpler listening exercises.

The activities among the reading content in both coursebooks show differences. Red Line 2 offers a consistent approach across its six units, featuring the passages with real photographs, which enhance engagement and relatability. It also

includes symbols for task difficulty and "Language Tip" sections to emphasize new grammar points. In contrast, Sunshine English 6 has an uneven distribution of passages. It also uses more cartoon-style visuals, providing a less realistic feel. Overall, Red Line 2 offers a more structured experience, while Sunshine English 6 provides variety but lacks in terms of consistency. When it comes to the writing content, a structured and balanced approach is seen in Red Line 2 again with gradual challenge. In contrast, Sunshine English 6 lacks consistency, with some units omitting writing tasks.

In essence, both coursebooks include content such as songs and poems which makes learning more enjoyable. This is a good possibility to enhance students' engagement and make learning more fun. This comparison of the coursebooks shows different educational priorities, with Germany focusing more on communicative competence and global topics, and Türkiye giving more importance to culture and linguistic structure. It can be said that both books reflect their educational priorities in Türkiye its culture and grammar, in Germany intercultural consciousness and communication. In both coursebooks the unit's name is given but in the German coursebook the detail about each unit is more comprehensive compared to the Turkish coursebook. In "R.L.2" students gain a general perspective about the topics and stuff they are going to learn but in "Sunshine" they just get the information about the unit's name. There is a noticeable difference in terms of design and explanation. However, after the table of contents in both books, the most important information is provided regarding key points to pay attention to. Yet, it can be seen that the German textbook is more comprehensive in terms of detailed content production, both visually and functionally.

Both coursebooks were compared in terms of language learning approaches. The results show that Red Line 2 coursebook offers a more structured and engaging experience with its storyline and increasing complexity. In contrast, Sunshine English 6 coursebook integrates cultural elements and real-world applications but shows a more repetitive task structure and uneven difficulty progression. Both textbooks provide valuable learning opportunities, Red Line promotes a more interactive and immersive learning process, whereas Sunshine 6 highlights more cultural awareness but lacks consistent difficulty levels. These findings can help educators and coursebook writers to choose materials that best match their teaching

goals and students' needs.

4. Cultural and Educational Context Summary

Table 12. Cultural comparison of S.E.6 and R.L.2

	Sunshine English 6	Red Line 2
Cultural Perspective	Emphasize on identity, morals, Mustafa Kemal Atatürk's poetry, address to youth, turkish national anthem, more local themes	More global themes, interculture emphasize
Education Main Focus	MEB alignment Grammar, speaking, listening, vocabulary, and cultural relevance	CEFR alignment (A1-A2) Communication, real-life application
Pedagogical Approach	Mixed: grammar-translation and communicative	Task-based, communicative learning
Hours (6 th grade)	3 (each 40 min)	2-3 (each 45 min)

B. Implications for Coursebook Writers

Some shortcomings have been identified in both books. The number of units are in Sunshine English 6 outrageous, whereas in Red Line 2 it may be insufficient. Based on this, a study of Sarıçoban and Can (2013), shows that in Turkish coursebooks grammar is emphasized rather than other skills and for improvement a collaboration between researchers, coursebooks writers, administrators, teachers and students are required. Sunshine English 6 should include more guided paragraph-writing exercises (e.g., scaffolded templates) to bridge the gap between sentence-level and extended writing. In this way students become more engaged and become more advanced. The complex structure helps students to go beyond their current level and foster their learning journey. The large number of units in Sunshine English 6 places pressure on both teachers and students to finish the curriculum based on the lesson plan but with a limited time. As a consequence, students may store all the new information to their short-term memory rather than deeper learning. Not enough time is given to each skills activity, which seems like a race to finish.

Besides, adding multicultural listening tracks as well as other skills in Red Line 2 would not only enhance the diversity and inclusivity of the content but also allow for more meaningful and extended engagement with the material.

C. Recommendation for further Research

This study provides a detailed analysis of how the coursebooks, Sunshine English 6 from Türkiye and Red Line 2 from Germany, integrate the four skills and align with their national curricula as well as cultural differences. Based on this, an evaluation of content is conducted to examine how they align with their countries' frameworks. To gain deeper insights into coursebooks and improve their effectiveness, specific moves should be taken. These include: (1) aligning course content with learning goals to identify gaps or inconsistencies between the coursebooks and the national curricula of Türkiye and Germany; (2) comparing the two textbooks with those from different countries with advanced educational systems, such as Finland or South Korea, to identify best practices for integrating skills and content; (3) conducting a survey of students and teachers to assess how well the coursebooks meet learners' needs and expectations; (4) examining how cultural contexts influence the design and content of the coursebooks; and (5) analyzing the effect of different types of schools in Germany (Gesamtschule, Hauptschule, Realschule, Gymnasium, Berufsschule) on English language teaching, considering how coursebooks are adapted to meet diverse educational approaches. Additionally, comparisons should extend beyond sixth-grade coursebooks, integrating materials from different grade levels to provide a more comprehensive understanding of language education. These specific steps will guide future research and help coursebook developers to create more effective and culturally relevant learning resources.

VII. REFERENCES

BOOKS

BUENO, A., MADRID, D., and MCLAREN, N. (2006). **TEFL in Secondary Education**, Granada, Editorial Universidad de Granada, 1. Edition.

CORBIN, J. and STRAUSS, A. (2008). “**Basics of Qualitative Research: Techniques and Procedures for Developing Grounded Theory**”, Thousand Oaks, CA: Sage, 3rd edition.

CUNNINGSWORTH, A. (1995). **Choosing your coursebook**. Thailand, Macmillan Heinemann Publisher.

HARMER, J. (2001). **The Practice of English Language Teaching**. Essex, England: Longman, p. 31.

HARMER, J. (2007). *The Practice of English Language Teaching* (4th ed.), Pearson Longman.

NATION, I. S. P. (2009). *Teaching ESL/EFL Reading and Writing*. Routledge.

NUNAN, D. (2003). *Practical English Language Teaching*, McGraw-Hill.

PATTON, M. Q. (2014). “**Nitel Araştırma ve Değerlendirme Yöntemleri**”, (Bütün, M., Demir, S. B. Çev. Edt.). Ankara: Pegem Akademi, 2nd Edition.

RICHARDS, J. C. (2015). *Key Issues in Language Teaching*. Cambridge, Cambridge University Press, pp.370-371.

RICHARDS, J. C., and SCHMIDT, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.), Pearson Education.

WIDDOWSON, H. G. (1990). **Aspects of Language Teaching**, Oxford, Oxford University Press.

ARTICLES

ALPTEKİN, C. (1993). "Target-language culture in EFL materials", **ELT Journal**, Volume 47, pp. 136-143. <https://doi.org/10.1093/elt/47.2.136>.

ALZAMIL, J. (2021). "Listening Skills: Important but Difficult to Learn", **Arab World English Journal**, Volume 12, Issue 3, pp. 366-374. <https://dx.doi.org/10.24093/awej/vol12no3.25>

BOWEN, G. (2009). "Document Analysis as a Qualitative Research Method", **Qualitative Research Journal**, Volume 9, 27-40. <https://doi.org/10.3316/QRJ0902027>.

BROWN, H. D. (1993). "TESOL at twenty-five: What are the issues? In State of the Art TESOL", Essays, **TESOL Quarterly**, Volume 25, pp. 245-260.

CHOU P.T.Z. (2010). "Advantages and Disadvantages of ESL Course Books", **The Internet TESL Journal**, Vol. 16, No. 11, <http://iteslj.org/>

DECKE-CORNILL, H. (2010). "We Would Have to Invent the Language we are Supposed to Teach': The Issue of English as Lingua Franca in Language Education in Germany", **Language, Culture and Curriculum**, Volume 23, Issue 3, pp. 251-263. <https://doi.org/10.21832/9781853596728-00>

DEMİR, M. D., and TAVİL, Z. M. (2021). "The effect of technology-based materials on vocational high school students' listening skill", **Journal of Language and Linguistic Studies**, Volume 17, Issue 1, pp. 448-457. <https://doi.org/10.17263/jlls.903469>

GÜLTEKİN TALAYHAN, Ö., and BABAYİĞİT, M. V. (2023). "Foreign Language Teaching in Türkiye: Historical Development, Problems and Solutions", **Uluslararası Bilim ve Eğitim Dergisi**, Volume 6, Issue 3, 246-260. <https://doi.org/10.47477/ubed.1342598>.

HARWOOD, N. (2014). "Content, Consumption, and Production: Three Levels of Textbook Research". English Language Teaching Textbooks: Content, Consumption, Production. **New York: Palgrave Macmillan**, pp. 1-41.

İŞIK, A. (2013). "How are ELT materials chosen in high schools? Some suggestions", **Hacettepe Üniversitesi Eğitim Fakültesi Dergisi**, Volume 28, Issue 1, pp. 165-176.

KIRMIZI, F. S., SAYGI, C., and YURDAKAL, I. H. (2015). "Determine The Relationship Between The Disposition of Critical Thinking and The Perception About Problem Solving Skills", **Social and Behavioral Sciences**, Volume 191, pp. 657-661. doi: 10.1016/j.sbspro.2015.04.719.

LALICIC, A. and DUBRAVAC, V. (2021). "The Role of Reading in English Language Classrooms", **MAP Social Sciences**, Volume 1, pp. 23-36. <https://doi.org/10.53880/2744-2454.2021.1.1.23>.

LITTLEWOOD, W. (2004). "The Task-Based Approach: Some Questions and Suggestions", **ELT Journal**, Volume 58, Issue 4, pp. 319-326.

MANAJ SADIKU, L. (2015). "The Importance of Four Skills: Reading, Speaking, Writing, Listening in a Lesson Hour". **European Journal of Language and Literature Studies**, Volume 1, Issue 1, pp. 29-31.

MANIGANDAN, K., SANTHA KUMAR, N., and DEVI, B. (2017). "The Importance of English Speaking Skill and Communication Ability of the Students", **International Journal of Applied and Advanced Scientific Research**, Volume 2, Issue 1, pp. 137-139.

MİŞHAN, F. (2021). "The global ELT coursebook: A case of Cinderella's slipper? Language Teaching", **Cambridge University Press**, Volume 55, pp. 1-16. <https://doi.org/10.1017/S0261444820000646>

NISHANTHI, R. (2018), "Importance of Learning English in Today's World", **International Journal of Trend in Scientific Research and Development**, Volume 3, Issue 1, pp. 871-874. doi:10.31142/ijtsrd19061

ÖZSEVİK, Z. (2010). "The use of communicative language teaching (CLT): Turkish EFL teachers' perceived difficulties in implementing CLT in Turkey", **English Language Teaching**, Volume 3, Issue 3, pp. 130-137.

RICHARDS, J. C. (1993). "Beyond the Textbook: The Role of Commercial Materials in Language Teaching". **RELC Journal**, Volume 24, Issue 1. <https://doi.org/10.1177/003368829302400101>

SA'ADAH, A. R. (2020). "Writing Skill in Teaching English: An Overview", **EDUCASIA: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran**,

Volume 5, Issue 1, pp.21-35. <https://doi.org/10.21462/educasia.v5i1.41>.

SARIÇOBAN, A., and CAN, N. (2013). “An Evaluation of the 9th Grade Local and the International English Coursebooks in Terms of Language Skills and Components”, **Procedia - Social and Behavioral Sciences**, Volume 70, pp. 997-1001. <https://doi.org/10.1016/j.sbspro.2013.01.150>

SIMŞEK, M. (2018). “Yabancılar için İngilizce ve Türkçe Ders Kitaplarındaki Kültürel İçeriklerin Karşılaştırması”, **Türk Dünyası Sosyal Bilimler Dergisi**, cilt 84, ss. 301-327.

SOLHI, M., et al. (2020). “Evaluation of the English Language Coursebooks Used at the Turkish Public Elementary Schools”, **Journal of Language and Linguistic Studies**, Volume, 16, Issue 3, pp. 1282-08. <https://doi.org/10.17263/jlls.803714>

SUDARMO, S. (2021). “The Importance of Speaking in English as a Foreign Language Between Skillful and Thoughtful Competencies: Studying Sociolinguistics Perspectives”, **Linguistics and Culture Review**, Volume 5, Issue 1, pp. 113-124. <https://doi.org/10.37028/lingcure.v5n1.1321>.

TALIB, P. A. (2021). "Native and Non-Native English-Speaking Teachers", **Polytechnic Journal of Humanities and Social Science**, Volume 1, Issue 1, pp. 13-17. <https://doi.org/10.25156/ptjhss.v1n1y2020.pp13-17>

YAZICI, Y. and HAYTA, P. (2021). “An EFL coursebook evaluation language: private school samples in Sinop. **International Journal of Turkish Educational Sciences**, Volume 9, Issue 16, pp. 17-33.

ELECTRONIC RESOURCES:

EARGED. (2008). “**İlköğretim okulu ders kitaplarının değerlendirilmesi**”, URL:http://www.meb.gov.tr/earged/earged/Son_Ders_Kitapları.pdf

EURYDICE (2012), “Avrupa’da Okullarda Dil Öğretimi Üzerine Temel Veriler” (Online doküman) Alındığı tarih: 10.05.2017. URL: http://eacea.ec.europa.eu/education/eurydice/documents/key_data_series/

143TR.pdf

Milli Eğitim Bakanlığı. (2006). Yabancı Dil Eğitimi ve Öğretimi Yönetmeliği.

RICHARDS, J. C. (2001). “**The Role of Textbooks in a Language Program**”, Cambridge, UK: Cambridge University Press. Retrieved from http://www.cup.org.br/articles/articles_21.html

SAUD D. S.(2022).”The Importance of Text Books for Teachers of English as a Foreign Language”, **Research Gate**.

UNESCO (2005). A Comprehensive Strategy for Textbooks and Learning Materials, Paris.

DISSERTATIONS

ELMALI, A. (2019). The Analysis of the Speaking Activities in English Coursebooks of Ministry of Education in the Context of Classroom-Based Assessment Activities.

VANHA, L. (2017). “Teachers’ Perspectives on the Role of Textbooks in English Language Learning and Teaching in Finland”.

OTHERS

Baden-Württemberg Ministry of Education. (n.d.). Impressum. Bildungspläne BW.

URL <https://www.bildungsplaene-bw.de/Lde/Startseite/Informationen/Impressum>

