

79. A CEFR-based comparison of Cambridge English Teaching Course Book and Ministry of National Education Course Book in terms of writing skills requirements

Şeyda SARI YILDIRIM¹

Sergen SÜMENGEN²

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Abstract

The purpose of this study is to determine the extent to which the competencies outlined in the Common European Framework of Reference for Languages (CEFR) are met in English language teaching course books in terms of writing skills in foreign language instruction. With this in mind, writing exercises from the public school textbooks "That's It" for teaching English as a foreign language and "Own It Two" for teaching English as a foreign language were contrasted and evaluated in terms of their conformity with the CEFR's listed writing skills. The analysis of these two books was made on writing activities. The correspondence, coherence and creative writing skills in the CEFR and the total number of activities were taken into account. As a consequence of the content analysis, it was discovered that the book "Own It 2" included more writing activities, the writing activities in the book "That's It" were observed less. However, when the use of coherence, correspondence and creative writing skills in activities is examined, it seems that the "That's It" book lags behind the "Own It 2" course book. Although both course books assert to have been produced in accordance with the CEFR, research has shown that they do not achieve the learning goals for writing skills according to CEFR at the same rate. Basically, the study reached the conclusion that "Own It 2" and "That's It" emphasize production qualities. The findings also highlight the necessity for these two course books to be updated and restructured to conform to the CEFR at A2 level. This study found that the course books do not progress toward the learning goals for writing skills in the CEFR at the same rate. It turned out that both books needed more updates on the writing skill.

Keywords: Writing skills, CEFR criteria, productive skills, CEFR levels, coherence, correspondence, creative writing

Cambridge İngilizce Öğretim Kitabı ile Milli Eğitim Bakanlıđı Ders Kitabı'nın yazma becerileri açısından CEFR tabanlı bir karşılařtırması

Öz

Bu çalışmanın amacı, yabancı dil öğretiminde yazma becerisi açısından İngilizce öğretimi ders kitaplarında Avrupa Ortak Dil Referans Çerçevesinde (CEFR) belirtilen yeterliklerin ne ölçüde karşılandığını belirlemektir. Bu düşünceyle, yabancı dil olarak İngilizce öğretimi için "That's It" ve

¹ Dr. Öğr. Üyesi, Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi ABD (Konya, Türkiye), seydasari@hotmail.co.uk, ORCID ID : 0000-0001-9290-9809. [Arařtırma makalesi, Makale kayıt tarihi: 16.03.2023 kabul tarihi: 20.04.2023; DOI: 10.29000/rumelide.1286184]

² YL Öğrencisi, Necmettin Erbakan Üniversitesi, Eğitim Bilimleri Enstitüsü, İngiliz Dili Eğitimi ABD (Konya, Türkiye), sergensumengen@gmail.com, ORCID ID : 0000-0002-9972-7570

yabancı dil olarak İngilizce öğretimi için "Own It Two" devlet okulları ders kitaplarındaki yazma alıştırmaları karşılaştırıldı ve CEFR'nin listelenen yazımına uygunluğu açısından değerlendirildi. Bu iki kitabın analizi yazma etkinlikleri üzerine yapılmıştır. CEFR'deki yazışma, tutarlılık ve yaratıcı yazma becerileri ile toplam etkinlik sayısı dikkate alınmıştır. İçerik analizi sonucunda "Own It 2" kitabında daha fazla yazma etkinliğine yer verildiği, "That's It" kitabında yer alan yazma etkinliklerinin daha az gözlendiği görülmüştür. Ancak etkinliklerde bağdaşıklık, yazışma ve yaratıcı yazma becerilerinin kullanımı incelendiğinde "That's It" kitabının "Own It 2" ders kitabının gerisinde kaldığı görülmektedir. Her iki ders kitabı da CEFR'ye göre üretildiğini iddia etse de, araştırmalar CEFR'ye göre yazma becerisi öğrenme hedeflerine aynı oranda ulaşamadıklarını göstermiştir. Çalışmada temel olarak "Own It 2" ve "That's It" in üretim niteliklerini vurguladığı sonucuna varıldı. Bulgular ayrıca bu iki ders kitabının A2 seviyesinde CEFR'ye uyacak şekilde güncellenmesi ve yeniden yapılandırılması gerekliliğini vurgulamaktadır. Bu çalışma, ders kitaplarının CEFR'de yazma becerilerine yönelik öğrenme hedeflerine aynı oranda ilerlemediğini bulmuştur. Her iki kitabın da yazma becerisi konusunda daha fazla güncellemeye ihtiyacı olduğu ortaya çıkmıştır.

Anahtar kelimeler: Yazma becerileri, CEFR kriterleri, üretken beceriler, CEFR seviyeleri, bağdaşım, yazışma, yaratıcı yazma

Introduction

Communication-related language skills have become increasingly crucial in today's modern, evolving, and globally connected society. In countries with a variety of cultures, one will have more worth if they are linguistically skilled, tolerant, and responsible global citizens. Language acquisition has grown more crucial in today's linked society since it is unquestionably the most beneficial form of communication. By evaluating students' proficiency in four abilities, it is possible to determine their degree of foreign language proficiency in a course or program, which has important consequences for both students and the program. According to approaches, techniques, and current trends, receptive and productive skills have been included into language programs as a mix of four abilities: listening, reading, speaking, and writing (Morrow, 2004). At private nurseries, elementary, secondary, high schools, and universities in Turkey, English language education is given the biggest significance (Kırkgöz, 2008). A student is deemed successful if they have mastered the four fundamental language abilities of reading, listening, speaking, and writing. The literature mostly divides these abilities into two major categories. The first two are reading and listening, which are referred to as receptive skills and the next two are speaking and writing, which are referred to productive skills.

The capacity to listen to and comprehend a language is known as receptive ability. Receptive abilities include reading and listening. "Listening is the first step of a reacting behavior to a communicating occurrence. The act of listening involves making a consistent effort to take in sound and interpret it. It creates opportunities for ongoing dialogue (Lakshminarayanan KR & Murugavel T, 2008). For simple message comprehension, language is understood and its meaning is deciphered. Reading and Listening help people become more imaginative.

Listening and reading abilities will be enhanced to increase receptive skills. A student is an excellent listener as well as a meticulous reader. The learner can improve his or her receptive abilities by being interested in and seeking knowledge. The capacity to make out anything remains suspect until it is perfected. A student may comprehend a well-written essay, but he will not be able to compose it flawlessly without practice. A decent intake is required for a good result. Listening requires absorption

and focus. To improve the reading, substantial research is required. The greatest reading resources, as well as varied perspectives on the same issue, can all assist to strengthen these skills (Demirel & Fakazlı 2018).

Speaking and writing are productive skills. Learners with effective production skills are able to make something. They are often referred to as "active skills." To express their thoughts in voice or print, learners must create a new language. "Who says it, how he says it, and what he says are the three factors that count in a speech. And of the three, the final is the least important (Sreena & Ilankumaran, 2018). Speaking ability is demonstrated in society in a variety of ways, including formal, casual, normal, strong, etc. These styles are situational, therefore it's crucial for speakers to hit the correct notes. For instance, students have previously spent time exercising receptive skills within the framework of a poem by reading and listening to it. By producing their own writing, they now progress to productive skills.

Writing occupies a special place in language courses because it requires practice and familiarity with the other three language abilities speaking, listening, and reading. Additionally, it necessitates the mastery of additional abilities, such as cognitive skills, interaction and metacognitive skills. Writing an advanced level expanded text includes more than simply the linguistic system. It places enormous demands on our cognitive systems in terms of memory and reasoning. Indeed, authors may put almost everything they've learned and stored in long-term memory to use. But they can only do so if their information is available, either by fast recovering it from long-term memory or by actively retaining it in short-term working memory. Thinking and writing are so inextricably intertwined, at least in mature people, that they are nearly twins. Individuals who write well, for example, are regarded as substantial thinkers. Composing long texts is commonly acknowledged as a kind of problem-solving. The problems of content (what to say) and rhetoric (how to express it) absorb the writer's attention and other working memory resources. All authors must make judgments regarding their texts, and at least contentious texts need them to use their thinking abilities. Finally, the written text acts as an outward form of memory that others may read and reflect on, acting as a scaffold for thinking and writing throughout the historical evolution of a literate culture. Students must have a goal for their work, carefully organize it, consider its format and logical structure, and edit it. They employ cognitive skills when writing; they should first assess their sources before synthesizing them into a brief piece of writing. Therefore, being able to write in L2 is a useful skill while communicating in a foreign language (Demirel & Fakazlı 2018).

Peer interaction can especially help learners strengthen their language skills and writing talents. According to Vygotsky, context and social contact are crucial factors in language development. According to this viewpoint, interaction is essential for growing one's language abilities (Moore, 2016), and learning occurs when learners connect with others (Martinez-Ciprés, 2016). As a result, there is a significant link between learning and interaction.

According to Walsh (2010), Writing is essential since it is widely employed in higher education and the job. Students who do not know how to express themselves in writing will struggle to communicate effectively with instructors, employers, colleagues, or just about anybody else. Proposals, notes, reports, applications, preliminary interviews, e-mails, and other forms of professional communication are common in the everyday life of a college student or successful graduate.

As outputs of language, speaking and writing skills are also expressed by Krashen (2009) in his theory of second language learning. He contends that speaking and writing abilities are a long process. The student participates in interaction and production tasks using these two abilities in the L2. A language

student who is proficient in writing can make brief declarations, tell stories, plan formal or informal presentations, participate in academic production activities, and communicate effectively.

It would be appropriate to carefully investigate the CEFR as a reference for teaching and learning a foreign language because the CEFR (2020, p. 11), which is "one of the best-known and most used Council of Europe policy instruments," establishes a specific framework and provides recommendations for l2 learners, English teachers, and those who create foreign language teaching course books.

The Writing Objectives of CEFR are to:

- support and promote interaction among schools and universities in various countries;
- provide a solid foundation for the mutual recognition of language qualifications;
- and help students, educators, course developers, examining bodies, and school officials in situating and coordinating their attempts."

Thus, when creating educational programs that incorporate these four primary abilities in the language teaching process, establishing the instructions of these programs, creating textbooks, and creating assessments, the CEFR serves as the foundation. We are examining the two course books to compare Cambridge English teaching course book and Ministry of National Education course book according to the criteria of CEFR.

There is very little research on the comparison of writing skills to secondary school students in private schools with certain course books according to CEFR criteria. Due to the scarcity of studies, the information and results obtained are limited in number.

The study's primary goal is to compare and contrast "Own It Two" and "That's It" in terms of writing activities focused on the Common European Framework of Reference for Languages (CEFR). It has been known that the Cambridge course book is more qualified than the Ministry of National Education course book. The aim of this investigation is to make Ministry of National Education course books as qualified as the Cambridge course book. We can partially improve the writing activities in Ministry of National Education course books in our country, if not as much as the Cambridge course books. According to the European Standards, state books have been prepared in a much more comprehensive way in terms of correspondence, coherence and creative writing activities used in the CEFR. It should be preferred to prepare the state books in our country in accordance with the CEFR criteria to ensure that they gain equivalence within the framework of European standards.

1. What is the percentage of writing activities in "Own It Two" (Cambridge) and "That's It" (Public School Book)?
2. Are the writing activities in "Own It Two" (Cambridge) designed according to the criteria defined in CEFR?
3. Are the writing activities in "That's It" (Public School Book) designed according to the criteria defined in CEFR?
4. To what extent are writing activities included in "Own It Two" (Cambridge) and "That's It" (Public School Book) suited to CEFR when they are compared?

Literature Review

The CEFR, which was revised in 2020, lists "Reception," "Production," "Interaction," and "Mediation" as the specific communicative language activities and methods. The CEFR divides speaking and writing abilities into two fundamental categories: "production" and "interaction" abilities. Writing includes three sections as learning outcomes: "total written productivity," "creative writing," and "reports and essays" (CEFR, 2020, p. 61). Under the heading of written engagement, there are three subcategories: letters, notes, communications, and forms (CEFR, 2020, p. 71).

Writing productively entails writing with purpose and direction. Writing successfully entails creating writing objectives that are practical and precise to what your piece of writing requires. A productive writing process follows a clear and planned approach that assists you in meeting your writing objectives. Creative writing is a type of writing in which imagination, creativity, and originality are used to tell a narrative through powerful written pictures with an emotional effect, such as in poetry writing, short story writing, novel writing, and more (Demirel & Fakazlı 2018).

As long as they adhere to the CEFR, textbooks and extracurricular materials used in foreign/second language instruction are considered useful and efficient. Tomlinson (2012) notes in his research that textbooks are frequently chosen in foreign/second language education due to their portability, ability to save time, affordability, and ability to satisfy many of the educator's demands in a single volume. This circumstance is based on a poll that the British Council carried out in 2008. 65% of the foreign/second language teachers responded "often" or "always" to the question regarding using textbooks, according to the poll that looks at how educators utilize them. Only 6% of those polled responded "never" (Tomlinson, 2012, p. 158).

In this regard, teaching English, which is respected as a "lingua franca" and is the state language of more than 50 countries, is an important resource for teaching Turkish and other languages as a foreign or second language in terms of its methods, techniques, plans, supplies, and also language teacher education. English is spoken in 101 countries (Uzun, 2012).

Research that were done to look at course books in relation to the CEFR has been published in the literature. Tüm and Parmaksız carried out one of these investigations (2017). They compared and contrasted the Yeni Hitit 1 Turkish teaching course book with the Success English language teaching course book in their study. More specifically, the CEFR self-assessment criteria were used to evaluate the speaking sections of both course volumes. While both books placed a higher priority on interpersonal skills, the survey indicated that they fell short of highlighting productive talents. Given this result, Tüm and Parmaksız (2017) asserted that instructors must assume greater accountability for their role in the educational process. For instance, educators might choose and produce extra materials for their pupils. Additionally, Tüm and Parmaksız (2017) stated that in terms of linguistic patterns, these books involve formal usage of the language rather than varied language use for different settings. They added that this does not assist students in using actual conversational language structures. This study suggests that course books be strengthened and revised more often using the CEFR in this regard. Tuzcu, Eken and Dilidüzgün (2014) conducted a second comparison research using the CEFR to compare Yeni Hitit 1 and New Headway's listening comprehension activities.

According to the research, both course materials need to be updated and expanded to better effectively teach listening skills. In addition, Hitit (an earlier version of Yeni Hitit) and Yeni Hitit1 Turkish teaching

course books were considered based on grammar and grammatical exercises in Ünlü (2015). The investigation concluded that there are certain grammar-related issues that need to be reviewed. In their thorough investigation, Fişne, Güngör, Guerra, and Gonçalves (2018, p. 129) looked at "the third and fourth grade course books and the Turkish and Portuguese English language curricula through content analysis and cross-cultural comparison." The CEFR, A1 level qualifiers, and intercultural aspects of the course materials were used to examine the language abilities of the texts. The CEFR, A1 level qualifiers and intercultural aspects of the class materials were used to examine the language abilities of the books. According to the findings, Portugal and Turkey vary and are comparable in terms of their compatibility with the CEFR.

As can be seen, several studies have looked into how different components of course books are based on the CEFR. More relevant studies must be conducted to make a meaningful impact on the field of study. The results of recent research may also be useful to educators, material developers, and course book authors. Additionally, more research might be useful to determine whether additional course books follow the CEFR's stated criteria.

Aiming to evaluate two distinct course books, the current study takes all of these factors into account. We looked at "Own It," which is used to teach English as a foreign language, and "That's It," which is used to teach Turkish, both in terms of production and interaction abilities, as recommended by the CEFR descriptor scale. In the CEFR, the category of production includes writing language abilities. It is crucial to highlight that the category of "online contact" was excluded from the research, which exclusively focused on writing exercises from the course materials. As a result, all writing tasks in the current study were assessed using the standards outlined in the pertinent categories of the CEFR Illustrative Descriptor Scales. Another crucial point is that the study is based on the "CEFR Companion Volume Final"'s version, which was revised in 2020.

Methodology

Design of the Study

This study was designed as a qualitative research. In qualitative researches, individuals' experiences, interpretations, and perspectives are investigated in-depth, findings are reported holistically, and data-gathering methods including document analysis, interviews, and observations are used (Creswell, 2018; Merriam & Tisdell, 2015; Yıldırım & Şimşek, 2011). A social phenomenon is examined, understood, interpreted, and explained through qualitative research within its own context. Qualitative research was used in this study, because the data between the two books was created by observing according to the CEFR criteria. It was sufficient to look at the frequency and number of activities used in the study. Therefore, quantitative research was not required. The most important benefits that this research has presented to us are whether the frequency and number of activities between the two books are used adequately according to the criteria on the basis of CEFR, how useful they are in terms of coherence, correspondence and creative writing, what the deficiencies are and what needs to be done.

Instruments

Document analysis was utilized as a method for data collecting in order to look for solutions to the research questions. "A way of gathering information from old records and documents" is called as document analysis (Karasar, 2016). Ekiz (2009) claims that, document analysis entails gathering both

public and private records, as well as carefully analysing and rating them. This approach allows for a detailed and progressive analysis of connected texts (Yıldırım & Şimşek, 2013).

The CEFR, which is adopted by almost all English language textbooks and educational institutions, is significant because it offers a consistent method for gauging a learner's development, preventing teachers from measuring students' levels inconsistently (Totanes 2020).

Two alternative course books were investigated according to the study's goals. One is "Own It 2" (A2 level), while the other is "That's It" (A2 level). There are 20 units in these two course books, 10 units in total. In the book "Own It 2", the first unit starts as a starter and then continues with 9 units. There are exactly 10 units in the "That's It" book. More precisely, the writing activities of these two books were thoroughly investigated in order to determine if they are acceptable with the CEFR description for A2 level. These books were selected for the research because they are frequently used in Turkey for teaching English.

Cambridge University Press has released "Own It 2" course materials for use in teaching English all across the world. The Own It series now includes four distinct language competency levels, ranging from Beginner to Intermediate. This book is also frequently used as the major course book in Turkish private secondary schools. The first edition of Own It was in 2020. "Own It 2" course book is taught to students in the classroom at Yöntem College in Konya. Based on the A2 level, it was suitable for education with the proficiency levels of the students.

From one language level course book to another, the number of units may vary. "Own It 2" (A2 level) has an introduction section, nine units, and grammar, vocabulary, reading, listening, and writing components in each unit. "Own It 2", in particular, offers a thorough and useful overview of and practice with grammar. Each course also focuses on developing integrated abilities, such as reading, writing, listening, and speaking, which are crucial for learning a new language. It is clear from this the book was created using a skills syllabus. Additionally, "Own It 2" course book asserts to help millions of students reach their full potential while engaged in the process of language acquisition.

"That's It", a course book for sixth graders, wasn't prepared based on the CEFR's language proficiency levels and it has been structured in a communicative and student-centred manner. It was prepared by the Turkish Ministry of National Education with the intention of teaching English to sixth-graders using contemporary and new techniques and methods.

"That's It" consists of 10 units in total. In the first 5 units of the book, there are small tips (tip corners) for grammar topics in each unit, with the warm-up parts at the beginning. There are listening, speaking, reading parts. The use of writing activities was not considered appropriately in the first 5 units. Writing exercises are integrated into other skills; they can be found in the listening, reading or grammar sections. Starting from the 6th unit, the writing sections are given as separate activities in the book. Other activities such as game time, song time, project time, check yourself, practice time and my visual dictionary sections are available in this book.

Data Analysis

Based on the production and interaction outlined in the CEFR descriptor for A2 level, writing activities designed for A2 language competence level in "Own It 2" and "That's It" were examined. A content analysis was performed in order to code and classify the qualitative documented data. Implementation

of this is based on "the process of summarizing and reporting textual data - the primary components of data and their messages" (Cohen, Manion, & Morrison, 2007, p. 475).

Regarding the detailed data analysis process, it was first established how many units each course book contains as well as how many writing and activity assignments each unit has. After that, writing exercises were assessed using the CEFR's indicated production objectives for the A2 language competence level. At this point, while the writing activities in the book "Own It 2" correspond to the production and interaction activities found in the CEFR, this is not the case in the book "That's It". The book named "That's It" prepared by the Ministry of National Education was not prepared according to the writing criteria and skills in the CEFR. Because of this, the writing-related activities were classified as production activities in accordance with the CEFR description by comparing and contrasting them.

The obtained data were eventually displayed as frequencies and percentages to show how well each course book reflects the learning outcomes in the CEFR descriptor for A2 level after the writing activities of each book had been analysed in terms of written output and written interaction in CEFR.

Limitations

The study has the following limitations:

1. In this research, only the "Own It 2" and "That's It" language learning course books were used.
2. The research includes only A2 level course materials from the six various language competency levels identified as Common Reference Levels in the CEFR.
3. Only writing activities were examined in the study (CEFR Criteria)

Findings

The conclusions were reported in this part based on an investigation of two separate course manuals.

Table 1. The Number Of Writing Activities in "Own It 2"

Units	Writing Activities	Percentages (%)
Starter Unit	7	9.72%
Unit 1		
Unit 2		
Unit 3	8	11.11%
Unit 4	7	9.72%
Unit 5	6	8.33%
Unit 6	7	9.72%
Unit 7	7	9.72%
Unit 8	8	11.11%
Unit 9	8	11.11%
Total	6	8.33%
Average		

72
(7.2) 100%

In the table 1 given above, the number of writing activities in the "Own It 2" course book, are given. In this book, there are 10 units in total with the Starter unit. Each unit has a certain writing activity related to the subject. Not every unit has the same number of writing activities, and some units have more, while others have equal or less.

The percentage distribution of writing activities in the book "Own It 2" is given in the table above. According to this table, the rate of writing activities was found to be 8.33% in the 3rd and 9th units, 9.72% in the Starter, 2nd, 4th and 5th units, and 11.11% in the 1st, 6th, 7th and 8th units.

Table 2. The Number Of Writing Activities in "That's It"

Units	Writing Activities	Percentages (%)
Unit 1	-	-
Unit 2	-	-
Unit 3	-	-
Unit 4	-	-
Unit 5	-	-
Unit 6	1	20%
Unit 7	1	20%
Unit 8	1	20%
Unit 9	1	20%
Unit 10	1	20%
Total	5	100%
Average	(0.5)	

In the table 2 given above, the number of writing activities in the "That's It" course book are given. In this book, there are 10 units in total. While speaking, listening and reading skills were given as separate activities in the first 5 units in the "That's It" course book prepared by the Ministry of National Education, the writing activity was not given alone. In the first 5 units, the writing activity is generally presented in an integrated with grammar, listening and speaking activities. Students were given activities that required writing skills in the form of filling in the blanks or correcting the wrong sentences. Starting from Unit 6, one writing activity for each unit has been given separately. However, the number of writing activities in this course book is not more than 1.

The percentage distribution of writing activities in the "That's It" book is given in the table above. According to this table, no percentage distribution was evaluated in the first 5 units. The writing activities in the 6th, 7th, 8th, 9th, and 10th units were all scattered by 20%.

When we compare the writing activities in Table 1 and Table 2, in the Cambridge edition "Own It 2" course book, each unit has more than one writing activity and the number of activities consists of at least 6 and at most 8 activities. However, in "That's It" course book, while the number of writing activities is not found in the first 5 units, there is only one writing activity from Unit 6 onwards. This is extremely inadequate compared to the book "Own It 2". The average writing activity per unit in "Own It 2" is roughly 7 times higher than the average writing activity of "That's It"

Table 3. The Frequency of Written Production Skills According to CEFR for "Own It"

Written Production	Frequency of Use	Units	Percentages (%)
Correspondence	1	6	4.55%
Creative Writing	14	Starter 1-2-3-4 5-6-7-8-9	63.64%
Coherence	7	1-2-3-5- 7-9	31.82%
Total	22		100%

The frequency rate of writing activities in the "Own It 2" course book is given in Table 3. In the table, there are analysis results according to 3 writing types for writing skills. According to this table, the writing activities in the book "Own It 2" include only 1 activity in terms of correspondence and are included in Unit 6. The percentage of the correspondence is (4.55%). When examined in terms of creative writing, the most frequently used type of writing is in this group. There are 14 activities in total and activities for creative writing skills were used in all units. In terms of coherence, there are 7 activities within the writing activities in the book. In other words, the frequency rate has almost half the frequency rate (31.82%) compared to the creative writing skill. In total, coherence feature was sought in 6 units. Finally, when we look at the 3rd table, the most frequently used writing skill in the "Own It 2" course book is in the creative writing group. When the activities in terms of creative writing skills were examined, the percentage rate was calculated as (63.64%).

Table 4. The Frequency of Written Production Skills According to CEFR for "That's It"

Written Production	Frequency of Use	Units	Percentages (%)
Correspondence	1	7	20%
Creative Writing	4	6-8-9-10	80%
Coherence	-	-	-
Total	5	5	100%

When Table 4 is examined, the frequency rate of writing activities in the "That's It" course book is given. According to the table, the writing activity in the first 5 units in the "That's It" book was not included in the evaluation because it was not given separately. Starting from the sixth unit, writing activities are given separately. Among these activities, the type of writing with the highest frequency was on creative writing skills. Apart from this, only the writing activity in the seventh unit falls under the correspondence writing type. There is no writing activity related to the coherence feature of the book. The frequency of use of the writing activities of the last 5 units in this book is as follows; It is 20% in terms of correspondence and 80% in terms of creative writing efficiency. Since there is no coherence activity, it is not included in the percentile. When writing skills were examined, students were asked to write a certain text by giving certain clues. When the writing skills of this book are compared with the "Own It 2" course book, the teaching of writing skills in "Own It 2" is at an appropriate level on the basis of CEFR, while the "That's It" course book is more inadequate in terms of the number and frequency of required writing skills.

Table 5. The Number Of Writing Activities in "Own It 2" and "That's It"

Course Books	Number of Writing Activities	Percentage (%)
Own It 2	72	93.51%
That's It	5	6.49%
Total	77	100%

Table 6. The Frequency of Written Production Skills According to CEFR for "Own It 2" and "That's It"

Course Books	Frequency of Use	Percentage (%)
Own It 2	22	81.48%
That's It	5	18.52%
Total	27	100%

According to Table 5 and Table 6, when the percentages of the two course books are compared to each other, the number of writing activities is 93.51% in the book "Own It 2", while this rate is 6.49% in the book "That's It". When the frequency of use of writing activities in terms of correspondence, creative writing and coherence was examined, the frequency rate of the "Own It 2" book was 81.48% according to the CEFR, while the frequency rate was found to be 18.52% in the "That's It" course book.

Based on these findings, it can be concluded that "Own It 2" places a greater focus on writing abilities than the "That's It" course book. The number of writing exercises in two course books differs significantly. Furthermore, a large range of writing activities, described in the CEFR as writing output, are focused at improving writing abilities. As CEFR-based writing criteria, correspondence, coherence and creative writing criteria were used. As a result of the analyses made according to these criteria, certain findings were reached.

This research aims to determine the degree to which the writing skills competencies outlined in the CEFR are reflected in language education course materials. In order to do this, the course books "Own It 2" and "That's It" were thoroughly assessed using the CEFR writing criteria. Following the

presentation of the findings for each book separately in the previous part, two course books were assessed jointly in this section, and the results were extensively discussed.

Frequencies and percentages were included in the study since each book had a varied total number of writing activities. Both course books have 10 units, but "Own It 2" has more writing exercises than "That's It" has. It may be inferred that there is a considerable difference when these activities are analysed quantitatively. However, when comparing the quantity and frequency of activities, it is evident that "Own It 2" activities promise to increase more writing abilities than "That's It."

While the number of writing activities in the "Own It 2" course book is 93.51%, the frequency of use according to writing types is 81.48%. In the book "That's It", the number of writing activities remained at a rate of 6.49%, and the rate of frequency of use according to the type of writing was 18.52 percent. This outcome shows that "Own It 2" focuses on writing skills more during the language acquisition process. Whereas, activities for writing skills were insufficient both numerically and in terms of frequency of use in the book "That's It". This book is far behind the "Own It 2" book in terms of effectiveness on the basis of CEFR. Only single interaction writing activities were used in it. These activities are included in the last 5 units. However, in the book "Own It 2", writing practices that require more than one skill were used separately in each unit. According to the CEFR, the "Own It 2" course book has much more educational effect and improves writing skills.

Discussion and Conclusion

This study found that the course books do not progress toward the learning goals for writing skills in the CEFR at the same rate. Basically, the study found that "Own It 2" prioritizes writing abilities. It was discovered that "That's It" did not accurately reflect all of the learning objectives recommended by the CEFR. Although, "Own It 2" course book has been prepared with reference to the CEFR, it shows that it does not fully reflect all the learning outcomes suggested in the CEFR but still "Own It 2" is better than "That's It" book in terms of writing activities.

It would be preferable to create and include more writing tasks into "That's It" in order to boost students' lacking productive and interactive writing abilities. Another crucial point is that "That's It" should place a greater emphasis on enhancing students' writing abilities. Additionally, both course books should strike a balance between writing and other abilities in written engagement.

Teachers should be examined to see if they are familiar with the creation and adaption of educational resources as well as curriculum evaluation, as suggested by Enever, Moon, and Raman (2009), given certain constraints of the course books. Teachers can get beyond the limitations of the course materials if they receive preservice teaching preparation in these areas and learn about the CEFR and its significance. To apply the CEFR, they can modify the course materials, add to the activities, develop appropriate content, and provide new supplementary activities and resources. As a result, according to Fişne et al. (2018), "pre-service teacher education programs also need to be revised by integrating the courses that increase pre-service teachers use the CEFR." Similar to this, Balcı (2017) and Bekteshi (2017) argue that instructors can get in-service training on this topic. Teachers must also improve their pedagogical abilities in this area since, as Kennedy and Tomlinson (2013) point out, evaluating curriculum and instructional materials is essential.

Writing assignments are useful as learning aids because they encourage students to understand, arrange, and integrate past knowledge with new concepts while fostering critical thought about the course material. Furthermore, effective communication skills are beneficial both inside and outside of the classroom. The education and professional growth of their pupils are aided when instructors provide their students chances to organize their thoughts and strengthen their communication skills (Bean, J.C. 2014).

If the teachers want to teach writing skills to the students properly and accurately, they can apply the writing skill by using some features. These features are: Ensure proper spelling and punctuation usage, improve reading comprehension, build sentence and paragraph structure, explain the different types of writing and educate about editing. These features are very important on teaching writing. The texts may be looked at from a variety of angles such as; general formality, breadth, and substance of books; concepts, methodologies, and tactics for instruction. Additionally, the presence of preparation and evaluation questions is verified in the book (Duman, Karakaya, Çakmak, Eray, and Özkan, 2001). As a result, the physical characteristics, pedagogical-visual design, language, and assessment of narrative features of textbooks are commonly acknowledged. Physical characteristics of the textbook, including look, colour, content that should be included, size, and font size. In his book, the educational design of the lesson includes evaluative aspects, measurement, teaching-learning process, outputs (objectives), and material (content). According to the textbook, visual design is built on relevancy to the eye and target audience. in the course book's language and expression; adherence to the spelling guidelines and level of the intended audience. Writing is necessary in order to meet the criteria (Küçükahmet, 2011).

The Presidency is responsible for improving the education system, developing education and training plans and programs, textbooks to have it prepared, to develop it, to research and examine other subjects within its scope of duty when deemed necessary. It establishes specialized commissions in order to ensure that education and training are carried out, and to prepare projects related to education and training (*Ministry Of National Education Regulation Of The Board Of Education And Education Part One, 2023*).

The present study suggests various areas for additional investigation in light of the findings and limitations of the study indicated above. The CEFR may also be used to evaluate "Own It 2" and "That's It" in terms of reading and listening comprehension, which are referred to as receptive language abilities. The different language levels of these course materials might also be examined in a distinct research so that comparisons between levels could be established. There are different levels, different skills and different course books to apply writing activities. In order to determine whether other English course books set created for language instruction are consistent with the CEFR learning goals, more research may be done with these book sets.

Suggestions

A lot may be mentioned in the suggestion section of this research. At various levels, books that cover greater writing skills or investigate other language abilities in depth might be compared. Listening, speaking, and reading abilities, for example, can be studied, or various styles of writing (e.g., imitative writing, controlled writing, guided writing, free writing) might be examined. Many additional studies, similar to this one, can be investigated. It may be more useful in data gathering for study on various talents in private schools. It is possible to seek expert opinions. One-on-one interviews with the writers of the books or the institutions that created them might be used to supplement the material.

Furthermore, the Board of Education should meet and collaborate to improve the writing activities in the course book. All of the techniques in the book are mutually beneficial. Reading, listening, speaking, and writing abilities should all be incorporated. According to the CEFR, all of the student's talents must be developed equally.

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