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UPDATING THE ENGLISH TEXTBOOK *UPSWING ENGLISH* IN LINE WITH THE ACTION-ORIENTED APPROACH

İNGİLİZCE DERS KİTABI *UPSWING ENGLISH*'İN EYLEM ODAKLI YAKLAŞIM DOĞRULTUSUNDA GÜNCELLENMESİ

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Abstract

One of the most problematic issues in the ELT textbooks used in public secondary schools in Turkey is their inability to reflect in active practice the principles of the action-oriented approach, which the Turkish ELT curriculum for the primary and secondary schools claims to have adopted. The textbooks, thus, are inefficient, not to mention inadequate, to train social actors, which is a goal set by the Common European Framework of Reference for Languages (CEFR). This paper critically analyses the so-called project at the end of unit 10 in the English textbook *Upswing English* used in the eighth grades of public secondary schools in Turkey in terms of the action-oriented approach and concludes that the so-called project does not reflect the characteristics of pedagogical projects. The only function of the so-called project is to allow the students to reuse the language content of the unit. Thus, the textbook displays the characteristics of the communicative approach rather than the action-oriented approach. Ultimately, an alternative mini-project design is suggested for unit 10 of the English textbook *Upswing English* to make the textbook more compatible and consistent with the principles of the action-oriented approach.

Key words: Action-Oriented Approach, English Textbooks, Mini-Projects

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Öz

Türkiye'deki devlet ortaokullarında kullanılan İngilizce ders kitaplarındaki en sorunlu hususlardan biri, ilkökul ve ortaokullar İngilizce dersi öğretim programının benimsediğini iddia ettiği eylem-odaklı yaklaşımın ilkelerini aktif uygulamaya yansıtmadaki yetersizlikleridir. Bu nedenle ders kitapları, Avrupa Dilleri Ortak Çerçeve Programı (ADOÇP) tarafından belirlenen bir hedef olan sosyal aktörleri eğitmek için yetersiz, hatta etkisizdir. Bu makale, Türkiye'deki devlet ortaokullarının sekizinci sınıflarında kullanılan İngilizce ders kitabı *Upswing English*'in 10. ünitenin sonunda yer alan sözde projeyi eylem-odaklı yaklaşım açısından eleştirel bir şekilde analiz etmekte ve sözde projenin, pedagojik projelerin özelliklerini yansıtmadığı sonucuna varmaktadır. Sözde projenin tek işlevi, öğrencilerin ünitenin dil içeriğini yeniden kullanmalarına olanak tanımaktır. Dolayısıyla ders kitabı, eylem-odaklı yaklaşımdan çok iletişimsel yaklaşımın özelliklerini yansıtmaktadır. Nihayetinde, ders kitabını eylem-odaklı yaklaşımın ilkeleriyle daha uyumlu ve tutarlı hale getirmek için *Upswing English*'in 10. ünitesi için alternatif bir mini proje tasarımı önerilmektedir.

Anahtar Kelimeler: Eylem-Odaklı Yaklaşım, İngilizce Ders Kitapları, Mini Projeler

INTRODUCTION

In the communicative approach (CA), communication is both the means and the goal, which is to suggest that learners learn to communicate (goal) by communicating (means). The Common European Framework of Reference for Languages (CEFR, 2001), however, claims that speech actions are meaningful only in relation to social action, which is characterized by acting with the others by Puren (2004). Thus, the reference action in the action-oriented approach (AoA) is not the speech action but the social action. For this reason, the AoA is used in this article to refer to social action-based learning (SABL) as used in Acar (2020c, 2020d) and Puren (2020). In sum, communication, in the AoA, is not both the means and the goal but just a means at the service of social action.

CA makes generous use of simulated communicative activities, most of which are artificial, in an attempt to enable the learners to imitate the real-world language use in the classroom. In a similar way, communicative textbooks yield space for such simulated communicative activities (e.g. role-plays, dialogues, tasks) at the end of the textbook units to enable the learners to make free production via their use of language. Training learners as social actors (CEFR, 2001; Common European Framework of Reference for Languages Companion Volume [CEFRVC, 2018]), however, requires a reconsideration of learners as social actors and the classroom as a real mini-society, where learners are viewed as real citizens living and working together in the target language in this multilingual and multicultural society (there are at least two languages and cultures in the classroom: L1 and source culture & target language and target culture). This new goal aimed at training social actors, and its reference action, which is social action, characterize the fundamental basis of the AoA, which is a different perspective from both CA and task-based language teaching (TBLT). According to Puren (2009, 2014a, 2019), realizing the goal of training social actors in language textbooks is by means of mini-projects, which are the best model of social action and which allow the social actors (students) to live and work together by using the target language in and/or outside their mini-societies (the classroom). Thus, “these mini-projects should be the main action units in textbooks prepared in accordance with social-action-based learning (SABL)” (Acar, 2020c, p. 29).

Mini-Project Design in the Action-Oriented Textbooks

In CA as well as TBLT (Ellis, 2003; Estaire & Zanon, 1994; Nunan, 1989; Prabhu, 1987; Willis, 1996), which is considered to be a strong version of CA (Ellis, 2003), the ultimate goal is to enable the learners to communicate in the target language. “The reference exercise of the communicative approach was the simulation, where the learner was asked to act as if he were a user, to communicate in class as if he were communicating in society” (Puren, 2006, p. 6). When the CEFR (2001) and CEFRCV (2018) set the goal of training learners as social actors, the reference action necessarily became social action rather than language interaction realized through speech acts. Thus, the transition from CA, as well as TBLT, to the AoA can be summarised as a transition from talking with the others, as displayed in the Threshold Level document (Van Ek, 1975), to acting with the others (Puren, 2006). On the other side, the methodological issue has been how to create social action situations in which the social actors (learners) will act with each other in the target language in both their mini-society (the classroom) and/or the outside society. As regards the language textbooks, the issue is how to replace the communication situations of the CA with social action situations of the AoA. Puren (2009, 2014a, 2014b, 2016, 2017, 2018, 2019) argues that the goal of training social actors can be realized by pedagogical projects and mini-projects. Pedagogical projects require maximum autonomy from the learners (social actors), and this autonomy is given to the social actors in the design, implementation and evaluation of pedagogical projects. Thus, pedagogical projects cannot be imposed by a textbook or a curriculum in a preprogrammed way, but the social actors choose and design them autonomously (with the help of the teacher). Mini-projects, however, are used by the action-oriented textbooks by placing them at the end of the units. The only function of the mini-projects at the end of the units is not to allow the learners to reuse the language content of the unit since mini-projects have an educational dimension (empowerment, responsibility, sense of community, etc.), which will contribute to educating citizens who can live and work together in both their mini-society (the classroom) and the outside society. In other words, mini-projects have not only the language objective but also the educational objective. Thus, an action-oriented textbook model should be guided by mini-projects as indicated by Acar (2020c) in table 1 below:

Table 1.

Social-action-based Textbook Design

1. Social action e.g. Be able to say it (social action of protest)
2. Two mini-projects which are variants of the same social action (at the end of the unit) (e.g. We will make an online petition to make our views known and/or we will write an open letter to express our outrage.)
3. Linguistic and cultural resources (linguistic & cultural content): a) linguistic resources to be provided in the unit (functions, notions, grammatical items, lexis, and phonology.) b) cultural resources
4. Methodological resources (methodological content): various tasks (language and/or non-language), grammatical exercises, cognitive operations, and various language activities in different modes of communication: reception, production, interaction, and mediation.
5. Evaluation: The evaluation of the mini-projects is carried out through collective self-evaluation by the students and/or an evaluation by the teacher and/or even public evaluation.

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Table 1 indicates that an action-oriented textbook design places at least two mini-projects, which are variants of the same social action, at the end of the units. It should also be noted that the students themselves, in groups, can differentiate their mini-projects (with the help of the teacher) to make them simulated but realistic mini-projects or creative, imaginative, comic, playful mini-projects (as in *Version Originale 4*) or mini-projects in one of the fields of action of the CEFR: personal, public, educational, professional. The function of the unit content (linguistic and cultural resources as well as methodological resources) is to prepare the learners (social actors) to be able to carry out these mini-projects. This means that these mini-projects reflect the action objectives of an action-oriented textbook unit rather than functional and/or notional objectives as depicted in the communicative textbooks. Since mini-projects resemble pedagogical projects to a considerable extent, a mini-project design should reflect the characteristics of pedagogical projects. According to Puren (2009), giving priority to real social actions is of paramount importance since training social actors is best realized through real social actions rather than simulated actions, though this does not prohibit simulated projects, (whether these simulated projects are realistic, or creative, imaginative, etc.). Thus, contrary to CA, which makes generous use of simulation activities to prepare the learners to use the target language later on in real communication situations, in the AoA, the first preference is for the real actions, which the social actors carry out in their micro-society (classroom) and/or macro-society (outside society), and the second preference is for simulated projects, which could be realistic, creative, playful, imaginative (to motivate the students). Likewise, in the implementation of the AoA in language textbooks, the first preference is for the real mini-projects rather than simulated mini-projects. Just as informational competence (Puren, 2008a) or information literacy (Horton, 2007) is an indispensable characteristic of pedagogical projects, mini-projects also require the social actors to search for, select, organize, analyze, interpret and evaluate information. A mini-project must necessarily be complex since social action is necessarily a complex action. A number of elements make a mini-project more complex such as the presence of the design stage, action scenario, autonomy, collectivity, final production and collective (self) evaluation. One of the distinctive characteristics of the AoA is that communication is not both the means and the goal as is in CA but just a means at the service of social action. The steps of a mini-project, then, do not end up with a communicative outcome but lead to a collective final product, performance or decision, which must also be evaluated at least in part in collective autonomy, since a social actor must be both autonomous and supportive, think of his/her action from a collective point of view. Autonomy, on the other hand, is reflected in the design of the mini-projects by giving the social actors choices in these steps so that the social actors can freely choose the one according to their preferences. Introducing at least two mini-projects at the end of the action-oriented textbook units can also contribute to the autonomy of the social actors.

METHOD

This section gives detailed information about the research design, study group, data collection tools, data analysis, and research ethics.

Research Design

This study utilizes document analysis as a qualitative research method to analyze the characteristics of the so-called project proposed in unit 10 of the English textbook *Upswing English* used in the eighth grades of public secondary schools in Turkey in terms of the AoA.

Study Group

The so-called project proposed in unit 10, selected randomly among all the projects proposed at the end of all the units, is chosen for the analysis since the analysis of all the projects in all the units will exceed the page limitation.

Data Collection Tools

Document analysis as a qualitative research method is “a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material” (Bowen, 2009, p. 27).

Data Analysis

The characteristics of the so-called project proposed in unit 10 of the English textbook *Upswing English* are put to a detailed analysis. The research question of this study is: Does the proposed project in unit 10 of the textbook *Upswing English* reflect the characteristics of mini-projects?

Research Ethics

This study does not need ethics committee approval since it utilizes document analysis as a research method.

RESULTS

An Analysis of the Eighth Grade ELT Textbook *Upswing English* in terms of the Action-Oriented Approach

The English textbook *Upswing English* is used in the eighth grades of public secondary schools (by the students at the average age of 13) in Turkey. The titles of the textbook units are *Friendship* (Unit 1), *Teen Life* (Unit 2), *In The Kitchen* (Unit 3), *On The Phone* (Unit 4), *The Internet* (Unit 5), *Adventures* (Unit 6), *Tourism* (Unit 7), *Chores* (Unit 8), *Science* (Unit 9) and *Natural Forces* (Unit 10). Unit objectives are stated in terms of can-do descriptors under the subtitle *Language Skills and Learning Outcomes*. This is problematic in terms of the AoA since the unit objectives are stated in terms of actions in the action-oriented textbooks as also indicated by Puren (2008b, 2009, 2010) and Acar (2020a, 2020b, 2020c). At the end of each unit of the textbook, there is a section titled *Project*, where the textbook offers an activity which it calls *project*. This is also problematic in terms of the AoA considering the views of Puren (2009, 2014a, 2014b, 2016, 2017, 2018, 2019), according to which for the final action of a textbook unit to be

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considered as a mini-project it must respect the minimal characteristics that are expected from a project, which is not the case for the so-called projects of this textbook. Since pedagogical projects require maximum autonomy from the social actors (learners), they cannot be directed by a constraint like a textbook or a curriculum. Thus, the so-called projects of the textbook *Upswing English* serve the communicative objectives of the units, which are stated in terms of can-do descriptors at the beginning of the textbook.

The Analysis of the Proposed Project in Unit 10

The proposed project at the end of unit 10 *Natural Forces* is:

1. Prepare a poster about possible natural forces and disasters in the future. Decide on three to nine possible ones. Use photos, drawings, illustrations, etc. to make your poster interesting and eye-catching.
2. Display your poster and express your opinions about the reasons and possible results of the natural forces and disasters in your poster (Tıraş, 2020, p.112).

This so-called project does not even give any clear instruction about the presence of interaction between the students (or student) who prepare(s) the poster and the other students who listen to the students (or student) who express(es) their opinion, which can be a subject of criticism even in terms of CA. There is a final product, which is a poster, but it is not stated what the objective of the poster is (which social action in and/or outside the class) as well as where the poster will be displayed. From the instruction, it may be deduced that the poster will be displayed in the classroom. It is not a real communication objective that is targeted, but a learning objective: the reuse of the language forms presented and worked on in the unit. In other words, the sole objective of displaying such a poster in the classroom is merely directed at the students' reuse of the language content of the unit, which is a subject of criticism in terms of the AoA since mini-projects always have an educational objective. Further to this, communication, in the AoA, is not the goal but just a means at the service of social action. Thus, the sole objective and function of any poster that the students prepare, in the AoA, cannot become just a pretext for communication.

The lack of collectivity is another problem in the design of the so-called project. Collectivity, which is an important characteristic of mini-projects, is not even emphasized in the design of the so-called project since there is no instruction as to whether the students will form the poster in pairs, groups, or as a whole class. Collective self-evaluation of the poster as well as the organization of the poster is also absent in the design. Just below the so-called project, a *self-assessment* is presented in the form of can-do descriptors, but its sole function is to allow the individual students to self-assess their language performance.

Regarding autonomy, the students are given choices in the instruction *Decide on three to nine possible ones*. However, other than this instruction, the students are not given any choices in the steps of the design. Besides, just below step 1, the students are presented with a sample poster, which may be directive for them since the students might tend to prepare their poster to make it resemble the sample poster. Thus, autonomy is also restricted in the design stage of the so-called project.

The instruction *Use photos, drawings, illustrations, etc. to make your poster interesting and eye-catching* might lead the students to seek the necessary materials to

make the poster interesting and eye-catching, but the students are not required to seek and manage information about the reasons and possible results of the natural forces and disasters. In this respect, informational competence (Puren, 2008) is absent in the design. The students are required to embark on preparing a poster about possible natural forces and disasters in the future and expressing their opinions about the reasons and possible results of the natural forces and disasters in the poster.

In view of the issues and insights discussed in the preceding sections of this paper, the so-called project is neither a project nor a mini-project since it lacks the important characteristics of both pedagogical projects and mini-projects and, in its current form, cannot make the textbook action-oriented. In light of this, I propose the following sample mini-project design for unit 10 of the English textbook *Upswing English*:

A: As a whole class, prepare a report including a list of solutions to the problem the earthquake victims could face after an earthquake and send it to a relief organization like the Turkish Red Crescent Society and/or to the municipality and/or to the office of the governor or district governor.

B: Make an individual search on the internet and/or consult a relief organization like the Turkish Red Crescent Society and/or your parents and grandparents who might have experienced an earthquake about the problems the earthquake victims could face after an earthquake. If you collected the information about the major problems that earthquake victims could face or faced from these sources (e.g. your parents and grandparents) in your native language (Turkish), as a whole class, translate these problems into the target language (English). As a whole class, select, organize, analyze, interpret and evaluate the major problems to which you will find solutions.

C: As a whole class, decide on the format of your report (e.g. text size, font size, the subsections of the report), and develop an evaluation grid to evaluate each group's report.

D: Form groups and each group will write a report including a list of solutions to the problems you specified and organized beforehand (e.g. Specifying a list of volunteer hotels and/or landlords who could offer free accommodation to the earthquake victims.) by following the format you decided collectively. Each group will also choose a title for their report that also reflects your class identity (e.g. Innovative solutions to the problems of earthquake victims: A report from 8C society of secondary school X).

E: Each group will present their report to the whole class. The other groups who listen to the presentation take notes, ask the presenters questions about their report, the presenters will answer the questions and finally, the other groups will evaluate the presenters' report by using the evaluation grid you formed and developed collectively.

F. As a whole class, select the best report.

G. Select the most innovative solutions from all the reports and integrate them into a new collective report that you will send to a relief organization like the Turkish Red Crescent Society and/or to the municipality and/or to the office of the governor or district governor.

H: Do a collective self-evaluation of the organization and realization of your mini-project: What worked well? What could have been done to make it better? Why?

This mini-project is a real social action since the students are encouraged to prepare a real report and send it to a relief organization like the Turkish Red Crescent Society and/or to the municipality and/or to the office of the governor or district governor.

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Since social action is a complex action, this mini-project reflects this complexity with its elements as the presence of the design stage, action scenario, autonomy, collectivity, final production and collective (self and peer) evaluation. Collectivity is an indispensable characteristic of mini-projects and it is reflected in the design both in the objective of the action (as a whole class, prepare a report) and the steps of the action scenario as well as the evaluation stage. Autonomy is given to the social actors in the steps of the design by providing them options to choose freely. Informational competence is also an indispensable characteristic of mini-projects since social actors should seek and manage information. As seen in the preceding action scenario, step B targets informational competence. In this mini-project, the presentation of the report in the classroom is not the ultimate goal of the mini-project but rather the social actors prepare the report and send it to a relief organization, in which case communication is put at the service of social action. Consequently, this mini-project not only aims to motivate the students to reuse the language content of the unit but also helps train them as social actors, which is in stark contrast to the proposed project in Unit 10 of the English textbook *Upswing English*.

DISCUSSION

Turkish ELT curriculum for primary and secondary schools (MoNE, 2018) claims that it adopts the AoA as follows:

As no single language teaching methodology was seen as flexible enough to meet the needs of learners at various stages and to address a wide range of learning styles, an eclectic mix of instructional techniques has been adopted, drawing on an action oriented approach in order to allow learners to experience English as a means of communication, rather than focusing on the language as a topic of study (p. 3).

The goal of the AoA, however, is misleadingly stated as allowing learners to experience English as a means of communication. In the AoA, however, communication is not the goal but just a means at the service of social action. The same problem is also observed in the so-called project proposed in unit 10 of the English textbook *Upswing English* used in the eighth grades of public secondary schools in Turkey. The last instruction of the proposed project *Display your poster and express your opinions about the reasons and possible results of the natural forces and disasters in your poster* also requires the students to present information on the poster. It should also be noted that the objectives of unit 10 in the section titled *Language Skills and Learning Outcomes* given at the beginning of the textbook *Upswing English* are stated in terms of can-do descriptors. This indicates that the objectives of this unit are communicative objectives, which should have been action objectives in terms of the AoA. The communicative objectives of unit 10 also indicate the function assigned to the so-called project at the end of this unit, which is the function of serving as a pretext for communication. The real function of the so-called project in unit 10, however, is the reuse of the language forms presented and worked on in the unit, The only function of a mini-project, in the AoA, however, cannot become just a pretext for communication or reusing the language forms of the unit since the educational dimension is an indispensable characteristic of a mini-project. Further to this, the proposed project of the unit neither accommodates nor acts in sync with the other characteristics of mini-projects as discussed in this article such as the preference for real action, information management, putting communication at the service

of social action, the presence of the design stage, autonomy, collectivity, final production and collective (self-)evaluation. In this respect, the textbook does not reflect the implementation of the AoA in language textbooks.

CONCLUSION AND SUGGESTIONS

The issues and insights I have covered in my paper so far appear to concur with Puren's views (2009, 2014a, 2016, 2019) which emphasize that training social actors through language textbooks can only be facilitated and better realized via the mini-projects placed at the end of the textbook units. Such a design of the action-oriented textbooks differs from the communicative textbooks, which mostly employ communication situations or tasks at the end of the textbook units. It should be emphasized that mini-projects have an educational dimension as different from both communication situations of CA and communicative tasks of TBLT. Thus, their only function is not to put the learners in a reuse situation as is the case in the proposed project of the textbook *Upswing English*. To update this textbook in line with the AoA, the following suggestions should be taken into consideration: (1) The textbook units should state the objectives of the units in terms of actions rather than functions and notions so as to make the textbook action-oriented (2) Rather than presenting projects in a pre-determined way at the end of the units, the textbook should offer well-designed mini projects (3) The textbook units should present the students with at least two mini-projects, which are variants of the same social action (4) Since the process dimension of mini-projects contribute most to the goal of training social actors, the so-called projects should not focus only on the product in the design stage (5) The only function of the so-called projects at the end of the textbook should not be to allow learners to reuse the language content of the unit but they should always have an educational dimension, which is necessary to train social actors, a goal set by the CEFR. This paper, I am then inclined to believe, has signposted a constructive proposal for a mini-project design for unit 10 of the English textbook *Upswing English* with a view to making this textbook action-oriented.

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Genişletilmiş Özet

Amaç

Türkiye'deki devlet ortaokullarında kullanılan İngilizce ders kitaplarındaki en sorunlu hususlardan biri, ilkökul ve ortaokullar İngilizce dersi öğretim programının benimsediğini iddia ettiği eylem-odaklı yaklaşımın ilkelerini aktif uygulamaya yansıtmadaki yetersizlikleridir. Bu nedenle ders kitapları, Avrupa Dilleri Ortak Çerçeve Programı (ADOÇP) tarafından belirlenen bir hedef olan sosyal aktörleri eğitmek için yetersiz, hatta etkisizdir. Bu makale, Türkiye'deki devlet ortaokullarının sekizinci sınıflarında kullanılan İngilizce ders kitabı *Upswing English*'in 10. ünitenin sonunda yer alan sözde projeyi eylem-odaklı yaklaşım açısından eleştirel bir şekilde analiz etmektedir.

Yöntem

Bu çalışmada, Türkiye'deki devlet ortaokullarının sekizinci sınıflarında kullanılan İngilizce ders kitabı *Upswing English*'in 10. ünitesinde önerilen sözde projenin özelliklerini eylem odaklı yaklaşım açısından analiz etmek için nitel araştırma yöntemlerinden döküman analizini kullanılmıştır. Tüm ünitelerdeki her projenin analizi sayfa sınırlamasını aşacağından, analiz için, tüm ünitelerin sonunda önerilen bütün projeler arasından rastgele seçilen 10. ünite de önerilen sözde proje seçilmiştir. Bu çalışmanın araştırma sorusu şudur: *Upswing English* ders kitabının 10. ünitesinde önerilen proje, mini projelerin özelliklerini yansıtmakta mıdır?

Bulgular

İngilizce ders kitabı *Upswing English*, Türkiye'de devlet ortaokullarının sekizinci sınıflarında (ortalama 13 yaşındaki öğrenciler tarafından) kullanılmaktadır. Ünite hedefleri, *Dil Becerileri ve Öğrenme Çıktıları* alt başlığı altında yapılabılır tanımlayıcılar

Acar, A. Updating the English textbook Upswing English in line with the action-oriented approach.

açısından ifade edilmiştir. Bu durum, eylem odaklı yaklaşım açısından sorun teşkil etmektedir. Çünkü ünite hedefleri eylem odaklı ders kitaplarında eylemler açısından ifade edilmektedir. Ders kitabının her ünitesinin sonunda, ders kitabının *proje* adı altında bir etkinlik sunduğu *Proje* başlıklı bir bölüm bulunmaktadır. Bu aynı zamanda eylem odaklı yaklaşım açısından da sorunludur, çünkü bir ders kitabı ünitesinin son eyleminin bir mini proje olarak değerlendirilmesi için bir projeden beklenen asgari özelliklere uyması gerekir ki, bu sözde projeler için geçerli değildir. Pedagojik projeler sosyal aktörlerden (öğrencilerden) maksimum özerklik gerektirdiğinden, ders kitabı veya müfredat gibi bir kısıtlamayla yönetilemezler. 10. Ünite sonunda önerilen sözde proje, öğrenciler arasındaki etkileşimin varlığı hakkında net bir yönerge bile vermemektedir. Bir nahi ürün vardır (poster) ancak posterin amacının ne olduğu ve posterin nerede sergileneyeceği belirtilmemiştir. Hedeflenen gerçek bir iletişim hedefi bile değil, bir öğrenme hedefidir: ünite sunulan ve üzerinde çalışılan dil içeriğinin yeniden kullanılması. Bu durum, mini projelerin her zaman bir eğitim hedefi olduğu için, eylem odaklı yaklaşım açısından bir eleştiri konusudur. Bunun da ötesinde, eylem odaklı yaklaşımda iletişim amaç değil, sadece sosyal eylemin hizmetindeki bir araçtır. Bu nedenle, öğrencilerin eylem odaklı yaklaşımda hazırladıkları herhangi bir posterin tek amacı ve işlevi sadece iletişim aracı olamaz. Kolektivite eksikliği, sözde projenin tasarımındaki bir başka sorundur. Mini projelerin önemli bir özelliği olan kolektivite, öğrencilerin posterleri çiftler halinde mi, gruplar halinde mi yoksa bütün sınıf olarak mı oluşturacaklarına dair bir talimat olmadığı için sözde projenin tasarımında bile vurgulanmamaktadır. Posterin toplu olarak öz değerlendirmesi ve organizasyonu da tasarımda yoktur. Özerklikle ilgili olarak, öğrencilere üç ila dokuz olası seçeneğe karar verin talimatında seçenekler sunulmaktadır. Ancak, bu talimatın dışında öğrencilere tasarımın adımlarında herhangi bir seçenek sunulmamıştır. Öğrencilerden doğal güçlerin, afetlerin nedenleri ve olası sonuçları hakkında bilgi aramaları ve yönetmeleri istenmemektedir. Bu bakımdan tasarımda bilgi yetisi yoktur.

Tartışma ve Sonuç

Önerilen projenin son talimatı olan *Posterinizi sergileyin ve afişinizde doğal güçlerin ve afetlerin nedenleri ve olası sonuçları hakkında görüşlerinizi dile getirin* talimatı, öğrencilerin posterde bilgi sunmalarını gerektirir. Tüm bunların ışığında, sözde projenin tek işlevi, öğrencilerin sosyal aktörler olarak eğitilmesine yardımcı olmaktan ziyade, ünitenin dil içeriğini yeniden kullanmalarına olanak sağlamaktır. Buna ek olarak, ünitenin önerilen projesi, iyi tasarlanmış eylem senaryosu, kolektiflik, özerklik, toplu değerlendirme, bilgi yönetimi gibi mini projelerin özelliklerine uyum sağlayamamaktadır. Bu bağlamda, ders kitabı eylem odaklı yaklaşımın dil ders kitaplarındaki uygulamasını yansıtmamaktadır. Eylem odaklı ders kitaplarının tasarımı, çoğunlukla ders kitabı ünitelerinin sonunda iletişim durumları veya görevleri kullanan iletişimsel ders kitaplarından farklıdır. Mini projelerin eğitici bir boyutu olduğu vurgulanmalıdır. Bu nedenle, onların tek işlevi, *Upswing English* ders kitabında önerilen projede olduğu gibi öğrencileri yeniden kullanım durumuna dahil etmek değildir. Bu ders kitabını eylem odaklı yaklaşım doğrultusunda güncellemek için belirlenen öneriler dikkate alınmalıdır: (1) Ders kitabını eylem odaklı hale getirmek için ders kitabı üniteleri işlevler ve kavramlardan ziyade eylemler açısından ünitelerin amaçlarını belirtmelidir (2) Ders kitabını, ünitelerin sonunda projeleri önceden belirlenmiş bir şekilde sunmaktan ziyade, iyi tasarlanmış mini projeler şeklinde sunmak gerekmektedir (3) Ders kitabı

üniteleri, öğrencilere aynı sosyal eylemin varyantları olan en az iki mini proje şeklinde sunulmalıdır (4) Mini projelerin süreç boyutu, sosyal aktörlerin yetiştirilmesi amacına çok katkıda bulunduğundan, sözde projeler, tasarım aşamasında sadece ürüne odaklanmamalıdır (5) Ders kitabının sonundaki sözde projelerin tek işlevi, öğrencilerin ünitenin dil içeriğini yeniden kullanmalarına olanak sağlamak olmamalı, ancak ADOÇP tarafından belirlenen bir hedef olan sosyal aktörleri eğitmek için gerekli olan bir eğitim boyutuna sahip olmalıdırlar. Bu amaçla, bu makale, *Upswing English* İngilizce ders kitabını eylem odaklı yaklaşıma uygun hale getirmek için, bir mini proje tasarımı sunmaktadır.

Etik Kurul Belgesi: Bu çalışma, araştırma yöntemi olarak belge analizi kullandığı için etik kurul onayına ihtiyaç duymamaktadır.