



A Comparison of Turkish and English as A Foreign Language Course Books and Workbooks at The A2 Level in Terms of Productive Skills¹

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Abstract

People may want to learn different languages due to their interests and needs. While people are learning these target languages, instructional environments should be structured within the framework of a specific program. The Common European Framework of Reference for Languages (CEFR) outlines the specific components involved in the language teaching process. The framework provides definitions of specific language levels for each language skill. Language skills are defined as receptive activities (listening, reading) and productive activities (speaking, writing). Due to their complex nature, speaking and writing skills pose significant challenges for learners. The materials to be used in the language teaching process should be selected carefully. One of these materials is course books and workbooks. Today, many foreigners would like to learn Turkish and English. The current study aims to conduct a comparative analysis of Turkish and English language course books and workbooks used for foreign language learners, focusing on specific criteria, to identify their strengths and weaknesses. In this study, course books and workbooks from the Turkish for Foreigners A2 Basic Level series and Oxford English File Elementary were selected and analyzed. This study employed the basic qualitative design. The data were collected based on purposive sampling methods and presented as tables. In this study, Miles and Huberman's (1994) reliability formula was used and reliability was calculated as 93%. It was concluded that while measurement and evaluation methods in the Turkish and English course books and workbooks are similar, they exhibit differences learning areas, activity types and methods and techniques.

Keywords

Teaching Turkish to foreigners

Speaking

Writing

Course books and workbooks

Türkçe ve İngilizce Yabancı Dil Öğretimi A2 Seviyesi Ders ve Çalışma Kitaplarının Anlatma Becerileri Bakımından Karşılaştırılması

Özet

İnsanlar ilgi ve ihtiyaçları nedeniyle farklı dilleri öğrenmek isteyebilir. Bu hedef dilleri öğrenirken öğretim ortamları belirli bir program çerçevesinde yapılandırılmalıdır. Dil öğretim sürecindeki unsurların nasıl olacağı Avrupa Ortak Öneriler Çerçevesi'nde (CEFR) ayrıntılı olarak belirtilmektedir. Çerçeve metninde her dil becerisine ait belirli dil düzeylerinin tanımları verilmektedir. Dil becerileri; algısal etkinlikler (dinleme, okuma) ve üretken etkinlikler (konuşma, yazma) olarak belirlenmektedir. Konuşma ve yazma becerileri yapısı itibarıyla zor olduğu için bireyler zorlanmaktadır. Dil öğretim sürecinde kullanılacak olan materyallerin dikkatli bir şekilde seçilmelidir. Bu materyallerden birisi de ders ve çalışma kitaplarıdır. Günümüzde Türkçe ve İngilizce dilleri yabancılar tarafından rağbet görmektedir. Bu çalışmada yabancılar Türkçe ve İngilizce dil öğretim kitaplarının belirli ölçütler doğrultusunda birbirleriyle karşılaştırılıp olumlu ve olumsuz yönlerini ortaya koymak amaçlanmıştır. Bu hedefle Yabancılar için Türkçe A2 Temel Düzey ve Oxford English File Elementary ders ve çalışma kitapları seçilip incelenmiştir. Bu çalışmada temel nitel desen kullanılmıştır. Veriler amaçlı örnekleme yöntemleri doğrultusunda toplanarak tablolar hâlinde sunulmuştur. Bu çalışmada Miles ve Huberman'ın (1994) güvenilirlik formülü kullanılmış olup güvenilirlik %93 olarak hesaplanmıştır. Bu ders ve çalışma kitaplarının ölçme-değerlendirmeleri noktalarında benzer; öğrenme alanları, etkinlik türleri, yöntem-teknikleri açılarından farklı olduğu sonucuna ulaşılmıştır.

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Introduction

The history of learning a foreign language dates back to ancient times. For many different social or individual reasons, people have felt the need to learn languages other than their mother tongue, either informally or formally. Foreign languages, which were previously taught through more informal means, have become a formally taught discipline in the last century. Nowadays, foreign language teaching is carried out according to specific standards. The name of the document that structures language teaching within specific standards and criteria and is a recommendation is the Common European Framework of Reference for Languages. This document serves as a guiding text on various aspects, such as the programs created for language teaching in European countries, the relevant competencies, the course books and workbooks to be used in language teaching environments and the activities directed towards exam preparation (Yağmur Şahin & Aydın, 2018). Furthermore, this document defines language proficiency levels for learning areas and levels them within themselves (MEB, 2009). Specific language levels for each language skill are also defined. Language areas are referred to as communicative activities, which are further divided into two categories: receptive activities and productive activities. Receptive activities aim to improve reading and listening skills, while productive activities aim to improve speaking and writing skills (AOÖÇ, 2012).

Human beings have the need to convey their emotions and thoughts to others. To convey these to others, they first use speaking and then writing skills. Speaking and writing are used by people to fulfil the same function. However, both expression skills have their own unique aspects and characteristics (Özdemir & Özbay, 2016). The verbal transfer of people's own feelings and thoughts to another person, or the conversation that people make to inform the relevant people about a subject or subjects (e.g., science, art and literature) is called speech (TDK, 2011; Güneş, 2021). Speaking has a complex and difficult structure because it contains many elements within itself. It is observed that people have difficulty speaking another language other than their mother tongue. The most important point of this situation is that speaking develops learning, emotional, comprehension, mental and social skills, and at the same time, individuals have difficulty speaking another language because it has qualities that include multifaceted and complex processes (Güneş, 2021). The other skill is writing, which is a skill where all language areas converge, and the individual expresses himself/herself in writing. Writing is seen as one of the attitudes (Işık, 2015; Özbay, 2009; Şimşek, 2017; Şimşek, 2017; MEB, 2006) in which individuals express themselves in a way required by nature by transferring their feelings, thoughts, dreams, desires, information structured in the brain within the framework of education and training to writing and expressing this information, and by combining hundreds of primary elements and units in a meaningful way, such as pictures in visual arts, with certain symbols and signs (Işık, 2015; Özbay, 2009; Şimşek, 2017; MEB, 2006). People who learn the target language need to write to provide their daily basic needs comfortably among the community speaking that language, to communicate with other people through any platform or to write messages to them, to take notes of the courses they have taken under the roof of education and training, to organise written homework related to those courses and for similar reasons (Karatay, 2020). Writing, one of the transmitter language areas, produces a product in the light of the accumulated knowledge learnt from the receiver language. Since it has a difficult and complex structure among language skills, people who learn the target language experience some difficulties. The difficult and complex elements of these two learning areas cause language learners to have difficulty learning. The difficult and complex elements contained within these two learning areas cause language learners to face difficulties in the learning process. To help students overcome these difficulties, the materials introduced into teaching environments should be designed according to students' levels and structured in accordance with language learning principles.

Materials are anything that can be used to support the learning of a target language (Tomlinson, 2012). Printed materials are among the teaching materials used in language instruction: brochures, newspapers, posters, pamphlets, worksheets and course books (Karakoç Öztürk, 2016). One of the materials prepared within a specific program, combining written and visual elements under one roof, serving as a guide for teachers and can be used in teaching environments is course books and workbooks. Course books and workbooks are prepared for language teaching and their contents are structured within the framework of language skills. Course books and workbooks prepared for language teaching are created by relevant institutions and used in language teaching centres. According to Cunningsworth (1995), these textbooks should be prepared by monitoring the needs of the learner while learning a language, their content should be consistent and compatible with the objectives of the education programmes, and they should serve as a kind of bridge between the language to be learned and the learner. In addition, these books should be flexible in terms of pre-assessment criteria, meeting the needs of language learners, being adequate to support learning, being appropriate to the objectives and learning, methods and techniques (Cunningsworth, 1995). In recent years, course books and workbooks prepared for language teaching have diversified.

There are studies that examine the activities related to productive skills included in course books prepared for teaching Turkish as a foreign language (Tok, 2013; Keleş, 2015; Hattatioğlu, 2019; Kalaycı & Durukan, 2019; Demirel & Fakazlı, 2021). However, to our knowledge, there has been no research that comparatively presents the productive activities found in the Turkish for Foreigners A2 and Oxford English File Elementary course books and workbooks, which are widely used for foreign language teaching. There are many course books and workbooks prepared for teaching Turkish as a foreign language. One of the course books and workbooks commonly used in Turkish Language Teaching Centres both in Turkey and abroad for teaching Turkish as a foreign language is the "Gazi University Turkish for Foreigners Basic Level" course books. The book called "Oxford English File Elementary" is a widely used course book for teaching English as a foreign language. Given that widely used course books and workbooks for foreign language teaching reach many learners and serve as primary resources for language instruction worldwide, examining the productive activities in these materials would be beneficial for course book writers, language teachers and other stakeholders in the field. Through the current study, it is believed that analyzing and comparing Turkish and English course books and workbooks prepared for foreigners will facilitate the understanding of how these course books approach language teaching and provide insights for updating the course books. This study aimed to examine and compare the Gazi TÖMER Turkish for Foreigners A2 Basic Level course book and workbook, which was prepared for the purpose of teaching Turkish to foreigners, and the English File Elementary course book and workbook used in teaching English to foreigners. This study also aims to fill the gap in the literature by comparing the activities for productive skills in these textbooks and workbooks. In line with the determined objectives, the problem statement of this study is "What are the similarities and differences between Gazi TÖMER Turkish for Foreigners A2 Basic Level used in teaching Turkish as a foreign language and English File Elementary course and workbooks used in teaching English as a foreign language in terms of the structure of productive skill-oriented content?". The sub-problems of the study are as follows:

- What are the similarities and differences between the number of activities in terms of productive skills in the Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks?

- What are the similarities and differences in the types of activities in terms of productive skills between the Gazi TÖMER Turkish for Foreigners A2 Basic Level and the English File Elementary course books and workbooks?
- What are the similarities and differences in terms of methods and techniques used to teach productive skills between the Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks?
- What are the similarities and differences in terms of measurement and evaluation of productive skills between the Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks?

Methodology

Research Model

The current study aims to evaluate and compare the activities related to productive skills in the course books and workbooks prepared for use in foreign language teaching. For this purpose, the basic qualitative design was used in this study. The basic qualitative design is one of the most commonly used qualitative research designs in the field of education because researchers often do not engage in phenomenology, theory building, discourse analysis or ethnographic studies. Instead, researchers conduct qualitative research with an interpretive approach (Merriam, 2013). Since the course books prepared for foreign language teaching constitute the data source of this study, written document analysis, one of the data collection methods in qualitative research, was used in this study. Written document analysis is a method that can be used to determine which documents are important and closely related to the research problem and involves the analysis of written materials containing data about the phenomenon or phenomena to be investigated (Yıldırım & Şimşek, 2018; Taşdemir, 2019). There are seven dimensions regarding the strengths of document analysis: "subjects that cannot be easily reached, lack of reactivity, long-term or time-extended analysis, sample size, individuality and originality, relatively low cost and quality" (Bailey, 1982, as cited in Yıldırım & Şimşek, 2018).

Data Collection

In a qualitative study, the researcher determines the sample group in line with purposive sampling methods. Purposive sampling allows for in-depth investigation of the cases that are thought to have rich information. For this reason, purposive sampling methods allow the discovery and explanation of facts and events in many cases (Yıldırım & Şimşek, 2018). In the current study, from among the purposive sampling methods, the convenience sampling method was preferred. The convenience sampling method adds speed and practicality to the study. In addition, the researcher selects a case that is close and easy to access (Yıldırım & Şimşek, 2018).

During data collection, while describing and evaluating the activities related to speaking and writing skills found in the course books and workbooks prepared for Turkish and English language teaching, the main stages of document analysis, such as accessing the documents, checking their originality and understanding the documents, were taken into consideration (Forster, 1995, as cited in Yıldırım & Şimşek, 2018), as elucidated below.

Accessing the documents: The problems and sub-problems created in line with the research topic guide the researcher in determining the documents are needed for this study. After the types of documents to be used in the study are determined by the researcher, the method of obtaining the

relevant documents is identified, and a decision is made on who to seek assistance from to acquire them (Yıldırım & Şimşek, 2018).

In the current study, since the activities related to teaching productive skills found in the course books and workbooks prepared for teaching Turkish and English to foreigners were examined, there was no difficulty in accessing the relevant data. Course books and workbooks from publications commonly used in institutions and organizations that provide language instruction to foreigners in Turkish and English were preferred. In addition, care was taken to ensure that the selected course books are appropriate for the language levels specified in the Framework.

Checking originality: This is the process by which the researcher verifies whether the documents obtained for the study are original or not. In the current study, the originals of the course books and workbooks used in teaching Turkish to foreigners and teaching English to foreigners were preferred.

Understanding the documents: This refers to the researcher's obligation to analyze the documents in a specific system and in comparison, with each other when the study is conducted solely based on the documents. If the documents are used alongside other data collection methods such as observation and interviews, the researcher will have the opportunity to compare the data obtained from these methods with the data obtained from the documents (Yıldırım & Şimşek, 2018). In the current study, the course books and workbooks prepared for language teaching in Turkish and English were examined based on the research's main and sub-problems. The similarities and differences between them were revealed.

In line with the objectives of the current study, course books and workbooks prepared for teaching Turkish and English to foreigners were examined. The language teaching course books and workbooks analyzed in this study were selected from the most commonly used publications in institutions and organizations that teach foreign languages. In addition, care was taken to ensure that the selected language teaching course books and workbooks in these two different languages were from the same language proficiency level.

Construction of the Data Source

In this study, the sample group was determined using criterion sampling. It involves studying all cases that meet the previously determined criteria. The criteria can be created by the researcher or an already established list of criteria can be used (Marshall & Rossman, 2014, as cited in Baltacı, 2018). In line with the objectives of the current study, Turkish and English course books and workbooks designed for teaching languages to foreigners were examined. In line with the objectives of this research, Turkish for Foreigners A2 Basic Level (Kurt & Temur, 2022), Turkish for Foreigners A2 Basic Level Workbook (Kurt & Temur, 2021), English File Elementary Student's Book (Latham- Koenig, Oxenden, Lambert & Seligson, 2018) and English File Elementary Workbook (Latham- Koenig, Oxenden, Lambert, Seligson & Hudson, 2018). In the selection of these books, the following criteria were considered:

- The course books and workbooks for teaching Turkish and English to foreigners should be part of a set,
- The course books and workbooks for teaching Turkish and English to foreigners should be at the A2 level,
- The course books and workbooks prepared for teaching Turkish and English to foreigners have similar target groups,

- The course books and workbooks for teaching Turkish and English to foreigners should be widely used in schools,
- The course books and workbooks for teaching Turkish and English to foreigners should include activities focused on productive skills.

Data Analysis and Interpretation

In the current study, the classical content analysis method was used to analyze the data. Classical content analysis aims to obtain findings regarding certain aspects and dimensions of the unknown social reality by analyzing the contents of existing texts (Gökçe, 2019). Classical content analysis examines not just a single text, but many texts. The main goal of content analysis is to identify and analyze the common information in the texts that are relevant to the research question of the study (Gökçe, 2019).

Document analysis was conducted to analyze the data while describing and evaluating the speaking and writing activities included in the Turkish and English language teaching course books and workbooks. At this point, the stages of analyzing and utilizing the data through document analysis were considered (Forster, 1995, as cited in Yıldırım & Şimşek, 2018).

In data analysis, when documents are used alongside other qualitative research methods, the categories or themes that will form the basis for document analysis are predetermined. The researcher can use sections of the documents in the research report that allow for supportive, contradictory or alternative explanations. When documents alone constitute the entire data set of a study, a comprehensive content analysis is required in alignment with the study's objectives. Researchers who will use documents for such a purpose can analyze them in four stages (selecting a sample from the data to be analyzed, developing categories, determining the unit of analysis and quantification) (Bailey, 1982, as cited in Yıldırım & Şimşek, 2018):

a. Selecting a sample from the data to be analyzed: In the current study, among the Turkish and English sets designed for teaching languages to foreigners, the A2 level course books and workbooks (Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary) were selected from the following course books and workbooks (Gazi TÖMER Turkish for Foreigners A1, A2, B1, B2 and C1; English File Beginner, English File Elementary, English File Pre-Intermediate and English File Intermediate). In addition, among the activities on the four basic language skills in the course books and workbooks, only activities related to speaking and writing skills were selected to be the focus of this study.

b. Developing categories: The researcher starts the work based on the theories in the field, or with categories he/she developed himself/herself, from the perspective of the research topic and purpose. These categories or themes will also serve as the main categories for the document analysis to be conducted. The categories developed based on the purpose or sub-problems of the study should be independent of each other and should not overlap (Yıldırım & Şimşek, 2018).

In the current study, the information units included in the course books and workbooks prepared for teaching Turkish and English to foreigners were categorized according to their respective language domains, named accordingly, and integrated into their corresponding types of activities.

c. The determination of the unit of analysis involves identifying various units of analysis (such as words, themes, characters, sentences, paragraphs or content) depending on the objective of the research (Yıldırım & Şimşek, 2018).

In the current study, the unit of analysis used in the categorization process was determined based on language skills. Writing activities fall under the writing skill domain, while speaking activities belong to the speaking skill domain.

d. Quantification: If a researcher chooses to present the obtained information quantitatively, this can be done in three ways: presence or absence, percentage distribution and coverage area (Yıldırım & Şimşek, 2018).

In the current study, two quantification methods (percentage distribution and coverage area) were used.

e. Data usage refers to obtaining the written permission of the relevant individuals, groups, institutions and organizations to use documents in a study and to make explicit references to them. The names of the institutions, individuals or groups mentioned or discussed in the document must undoubtedly be kept confidential (if used in the research report, pseudonyms can be used instead of real names). The validity and reliability of the research will be enhanced by revisiting the original sources of the documents utilized in the research report to verify the accuracy of their interpretation and to ensure alignment with the intended purpose of use (Yıldırım & Şimşek, 2018).

The data obtained in the current study were interpreted. To ensure the accuracy and precision of the interpreted data, expert opinions were sought, and the data were re-examined based on their feedback.

Validity and Reliability of this Study

To increase the validity and reliability of this research, three expert opinions were taken in examining the activities for narration skills in the course and workbooks used in teaching Turkish to foreigners and English to foreigners and in analysing the data. Miles and Huberman's (1994) reliability formula (Reliability = Agreement + Disagreement) was used for the reliability calculation. As a result of this calculation, the reliability of the research was 93%. According to Miles and Huberman (1994), reliability calculations above 70% prove the research is reliable. The result obtained from this research is considered reliable.

Ethics Committee Permission

Since this study requires an examination of the content of the course and workbooks used in teaching Turkish to foreigners and used in teaching English to foreigners, ethics committee permission was not applied.

Findings

This study aimed to compare Turkish and English language teaching books for foreigners based on specific criteria and to identify their strengths and weaknesses. The findings obtained from the examination of the Turkish for Foreigners A2 Basic Level course book and workbook, as well as the Oxford English File Elementary course book and workbook, are presented in this section.

Findings on the Similarities and Differences in the Number of Activities between the Gazi TÖMER Turkish A2 Basic Level for Foreigners and the English File Elementary Course Books and Workbooks in Terms of Productive Skills

Table 1. *The Distribution of Main Titles of Activities Focused on Productive Skills in the Course Books and Workbooks for Language Teaching to Foreigners across Learning Areas*

Course Books and Workbooks	Learning Areas			
	Productive Skills			
	Speaking		Writing	
	f	%	f	%
Turkish for Foreigners A2 Basic Level Course Book	56	39.71%	60	48.78%
Turkish for Foreigners A2 Basic Level Workbook	41	29.07%	51	41.46%
English File Elementary Course Book	44	31.20%	12	9.75%
English File Elementary Workbook	-	-	-	-

*f: total number, % percentage

The distribution of the main titles of activities focused on productive skills in the course books and workbooks for language teaching to foreigners across learning areas is provided in Table 1. The activities of language teaching course books and workbooks, prepared by different publishers in two different languages, were examined in the context of productive skills.

When the total number of productive skill activities in the Turkish for Foreigners A2 Basic Level course book was examined, it was found that the number of speaking activities is fifty-six, while the number of writing activities is sixty. The book contains a larger number of activities focused on the writing skills.

When the data for productive skill activities in the Turkish for Foreigners A2 Basic Level workbook were examined, it was found that the number of speaking activities is forty-one, while the number of writing activities is fifty-one. In the distribution of activities across the productive skills in the workbook, it was observed that the number of writing skill activities is greater than the number of speaking skill activities.

When the activities in the Turkish for Foreigners A2 Basic Level course book and workbook were examined in terms of productive skills, it was observed that there is not much difference between them. When the percentage distribution of productive skill activities in the course book and workbook was examined, it was found that the percentage for speaking skills in the course book was 39.71%, while in the workbook, it was 29.07%. For writing skills, the percentage in the course book was 48.78%, while in the workbook, it was 41.46%.

The activities focused on productive skills in the English File Elementary course book were evaluated separately in terms of speaking and writing. However, since they are used in conjunction with other skills, both are included and calculated quantitatively in this table.

When the total number of productive skill activities in the English File Elementary course book was examined, it was found that there are forty-four speaking activities and twelve writing activities. It was found that a large portion of the total number of activities in the course book is comprised of speaking activities.

It was observed that the English File Elementary workbook lacks activities designed to develop productive skills. This book contains activities based solely on pronunciation that support the speaking domain.

While speaking activities make up 68,78% of the Turkish for Foreigners A2 Basic Level series, this rate is 31,20% in the English File Elementary series.

While the writing activities of the Turkish for Foreigners A2 Basic Level series make up 90.24%, this rate is 9.75% in the English File Elementary series.

While the high number of writing activities in the Turkish book shows the importance given to writing skills, there are fewer writing activities in the English book but with planning, suggests that the focus is on quality.

Findings on the Similarities and Differences in the Types of Activities Focused on Productive Skills between the Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks.

Table 2. A Comparison of the Distributions of Main and Subheadings of Speaking Skill Activities in the Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks According to the Number of Activity Types and Total Numbers

Books	Number of Activity Types	Total Number of Activity Types
Turkish for Foreigners A2 Basic Level Course Book	11	114
Turkish for Foreigners A2 Basic Level Workbook	13	
English File Elementary Course Book	22	110
English File Elementary Workbook	-	

The comparison of the distributions of main and subheadings of speaking skill activities in Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks, according to the number of activity types and total numbers, is presented in Table 2. When the Turkish course book prepared for foreigners was examined, it was seen that there were 11 types of speaking skill activities, 13 types of speaking skill activities in the Gazi TÖMER Turkish for Foreigners A2 Basic Level workbook, and 22 types of speaking skill activities in the English File Elementary course book. The English File Elementary workbook did not contain any activities related to the speaking skill.

The total number of activities designed for the speaking skill in the Gazi TÖMER Turkish for Foreigners A2 Basic Level course book and workbook is 114, while the English File Elementary course book contained 110.

Although there were no activities for speaking skills in the English workbook, when only the English textbook and the Turkish textbooks and workbooks were compared, it was seen that similar results were obtained in terms of activity types. This suggests that a more planned and careful approach was adopted in the design process of the activities in the English textbook.

Table 3. Comparison of the Distributions of the Main and Subheadings of Speaking Skill Activities with the Highest and Lowest Share by Activity Type in the Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks

Books	Type of Activity with the Highest Share	Type of Activity with the Lowest Share
Turkish for Foreigners A2 Basic Level Course Book	Answering the open-ended high-level question	Sentence construction, fill-in-the-blank, creating a speaking text related to the subject, writing sentences about the visual
Turkish for Foreigners A2 Basic Level Workbook	Fill-in-the-blank	Reading dialogue, completing sentences, multiple-choice questions, selecting word groups that fit the sentences, completing the dialogue, pronunciation and synonyms

English File Elementary Course Book	Answering the open-ended low-level question	Reading dialogue, question-answer, describing a place, describing activities, completing a story, preparing a food diary, creating a story, planning a trip, explaining a vacation plan, predicting the future – group work
English File Elementary Workbook	-	-

The comparison of the distributions of the main and subheadings of speaking skill activities with the highest and lowest share by activity type in the Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks is presented in Table 3. In the Turkish for Foreigners A2 Basic Level course book, the activity type that takes the most share among speaking activities is “answering open-ended higher-level questions;” in the Turkish for Foreigners A2 Basic Level workbook, the activity type with the most emphasis is “fill-in-the-blank;” and in the English File Elementary course book, the activity type that takes the most share is “answering open-ended low-level questions”. Although the difficulty levels of the Turkish for Foreigners A2 Basic Level course book and the English File Elementary course book differ proportionally, it can be observed that they are similar in terms of asking open-ended questions.

In the Turkish for Foreigners A2 Basic Level course book, the activity types that take the least share among speaking activities are “forming sentences, fill-in-the-blank, creating a speaking text related to the subject, writing sentences about visuals;” in the Turkish for Foreigners A2 Basic Level workbook, the activity types with the least share are “reading dialogue, completing sentences, multiple-choice questions, selecting word groups suitable for sentences, completing the dialogue, pronunciation and synonyms;” and in the English File Elementary course book, the activity types that take the least share are “reading dialogue, question-answer, describing a place, describing activities, completing a story, preparing a food diary, preparing a story, planning a trip, describing a holiday plan, predicting the future and group work.”

There are no speaking activities in the English File Elementary workbook. However, there are many activities focused on pronunciation, which is one of the building blocks of speaking skills. It is very important that pronunciation-focused activities are included in the book. When an individual is learning a target language that is different from their native language, they may encounter difficulties with pronunciation. Therefore, pronunciation-focused activities can be included in language teaching environments.

In language teaching course books, it is essential to have activities focused on pronunciation for individuals to achieve the desired level of the speaking skill. In language teaching books, there are activities, such as recognizing stress (helping the learner feel the stress that is intended to be taught), finding stress (the learner identifying the learned stress through various activities), using stress in structure (the learner applying the knowledge they have learned about pronunciation through various activities), word repetition (repeating the learned word or word group), sentence repetition (repeating the learned sentence), fill-in-the-blank (creating activities where certain parts are left blank for students to fill in with words or phrases they have learned or are learning to pronounce), and number pronunciation (teaching the numbers in the target language and their pronunciation in various contexts). The types of activities related to pronunciation in the “Pronunciation” section are presented in Table 4.

Table 4. Comparison of the Distributions of Pronunciation-Focused Activity Types and Their Total Numbers in the Oxford Course Book and Workbook

	English File Elementary Course Book	English File Elementary Workbook
Number of Activity Types	12	7
Total Number of Activity Types	155	97

The comparison of the distributions the types and total numbers of pronunciation-focused activities in the Oxford course book and workbook is presented in Table 4. When the distributions of pronunciation-focused activity types in the two books from the same publisher are compared, it is observed that the English File Elementary course book contains 12 different activity types, while the English File Elementary workbook includes seven different activity types. It was determined that the course book contains 155 activities across 12 different activity types, while the workbook includes 97 activities across seven different activity types.

Table 5. The Comparison of the Distributions of Pronunciation-Focused Activity Types in the Oxford Course Book and Workbook

	English File Elementary Course Book	English File Elementary Workbook
Type of Activity with the Highest Share	Repetition of words and word groups	Finding the stress
Type of Activity with the Lowest Share	Matching, fill-in-the-blank, repeating letters, answering open-ended low-level questions	Dictation

The comparison of the distributions of pronunciation-focused activity types in the Oxford course book and workbook is presented in Table 5. In the course book, the most common pronunciation-focused activity type is "repetition of words/word groups" while in the workbook, the activity type with the highest share among pronunciation-focused activities is "finding stress." In the course book, the pronunciation-focused activity types with the smallest share are "matching, fill-in-the-blank, repeating letters and answering open-ended low-level questions," while in the workbook, the activity type with the smallest share among pronunciation-focused activities is "dictation."

When the speaking activities in the course and workbooks used in teaching English and Turkish to foreigners are analysed, it is seen that open-ended questions are primarily used in both languages and the books have similar characteristics in this respect. However, it was found that open-ended high-level questions were also included in the books used in Turkish teaching. This situation is important for students to transfer the knowledge they acquire in the lessons to their daily lives. It is noteworthy that the course and workbooks used in English language teaching include activities related to pronunciation. However, it is determined that such activities are not included in Turkish teaching books. In this case, it is thought that pronunciation activities are given importance in English language teaching.

Table 6. A Comparison of the Distributions of Main and Subheadings of Writing Skill Activities in the Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks According to the Number of Activity Types and Total Numbers

	Turkish for Foreigners A2 Basic Level Course Book	Turkish for Foreigners A2 Basic Level Workbook	English File Elementary Course Book	English File Elementary Workbook
Number of Activity Types	20	17	23	-
Total Number of Activity Types	63	61	40	-

The comparison of the distributions of main and subheadings of writing skill activities in Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks, according to the number of activity types and total numbers, is presented in Table 6. It was determined that the Turkish for Foreigners A2 Basic Level course book contains 20 different types of writing activities, the workbook contains 17, and the English File Elementary course book includes 23 different types of activities. It was concluded that the total number of writing activities in the Turkish teaching course book is 63, in the workbook 61, and in the English File Elementary course book, it is 40. There are no writing activities in the English File Elementary workbook. While the total number of writing skill activity types in the Turkish for Foreigners series is 37, this number is 23 in the English for Foreigners book. While the total number of writing skill activity types in the Turkish for foreigners series is 124, this number is 40 in the English for foreigners book.

Turkish books prepared for foreigners are more comprehensive than the English File Elementary in terms of the number and variety of activities for writing skills. The fact that there is no writing activity in the English File Elementary workbook suggests that writing skill is not given enough importance.

Table 7. Comparison of the Distributions of the Main and Subheadings of Writing Skill Activities with the Highest and Lowest Share by Activity Type in the Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks

	Turkish for Foreigners A2 Basic Level Course Book	Turkish for Foreigners A2 Basic Level Workbook	English File Elementary Course Book	English File Elementary Work Book
Type of Activity with the Highest Share	Fill-in-the-blank	Writing and completing sentences	Checking the text grammatically	-
Type of Activity with the Lowest Share	Writing appropriate texts for the audience, writing a newspaper article, writing a composition (higher level), writing sentences about visuals, writing a weekend activity, creating a poster, writing a text using grammatical structures, constructing correct sentences, preparing a resume, multiple-choice questions (related to a paragraph), writing a memoir	Writing a letter, choosing the appropriate expression, writing a travel itinerary, writing a dialogue, ordering sentences, selecting the appropriate suffixes for the meaning of the sentence	Writing a paragraph, preparing a personal profile, checking conjunctions, writing about the favourite day, looking at a friend's writing, reading a sample text, writing a memoir, organizing given information into explanations, finding adjectives, writing an explanatory text, making comparisons, writing an advertisement, writing a forum post, creating a to-do list before dying, matching, writing a social media post	-

The comparison of the distributions of the main and subheadings of writing skill activities with the highest and lowest share by activity type in the Gazi TÖMER Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks is presented in Table 7. In the Turkish for

Foreigners A2 Basic Level course book, the activity type with the largest share among the activity types is “fill-in-the blank”, in the workbook, the largest share is taken by the activity type “writing and completing sentences;” in the English File Elementary course book, the activity type with the largest share is “checking the text grammatically.”

In the Turkish for Foreigners A2 Basic Level course book, the writing activities with the least share among the activity types are “writing a text suitable for the audience, writing a newspaper article, writing an essay (high level), writing sentences about visuals, writing about a weekend activity, creating a poster, writing a text using grammatical patterns, forming regular sentences, preparing a resume, multiple-choice questions (related to a paragraph), writing a memoir;” in the workbook, the activities with the least share are “writing a letter, choosing the appropriate expression, writing a travel itinerary, writing a dialogue, arranging sentences, choosing the appropriate suffix for the meaning of the sentence;” in the English File Elementary course book, the activities with the least share are “writing a paragraph, preparing a personal profile, checking conjunctions, writing about favourite day, looking at a friend’s writing, reading a sample text, writing a memoir, arranging given explanations, finding adjectives, writing a descriptive text, making comparisons, writing an advertisement, writing a forum post, creating a to-do list before dying, matching, writing a social media post.”

The areas in which writing activities are emphasised in the books used in teaching Turkish and English for foreigners differ. While basic-level writing activities are more prominent in Turkish books, the English File book focuses on checking writing accuracy. The creative and higher-level writing activities of both books are limited.

Table 8. *The Distribution of the Comparisons of the Main and Subheadings of Speaking Activities in the Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks in terms of the Methods and Techniques Used in these Activities*

	Turkish for Foreigners A2 Basic Level Course Book	Turkish for Foreigners A2 Basic Level Workbook	English File Elementary Course Book	English File Elementary Workbook
Number of Methods and Techniques	1	1	6	-
Total Number of Methods and Techniques	13	11	75	-

The distribution of the comparisons of the total number of main and subheadings of speaking skill activities according to methods and techniques used in the Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks is presented in Table 8. When the number of methods and techniques are examined, it is seen that there is one method and technique in the course book and workbook used for teaching Turkish to foreigners, while there are 6 methods and techniques in the course book used for teaching English to foreigners. When the total number of methods and techniques used in the activities based on these is examined, it is seen that there are 13 in the Turkish course book for foreigners, 11 in the workbook, and 75 in the course book used for teaching English. The English File Elementary workbook does not contain any activities aimed to develop speaking. While the total number of speaking skill methods and techniques in the Turkish for foreigners series is 2, this number is 6 in the English for foreigners book. While the total number of speaking skill methods and techniques in the Turkish for foreigners series is 24, this number is 75 in the English for foreigners book. Among the books from these two different publishers, the publication with the highest total number of methods and techniques is the language teaching course book designed for teaching English.

When the speaking skill activities are analysed, it is thought that the English File Elementary book has a vibrant structure in terms of method and technique diversity compared to the Turkish language teaching books. In contrast the number of methods and techniques in the Turkish language teaching books is limited.

Table 9. *The Distribution of the Comparisons of the Main and Subheadings of Speaking Skill Activities in the Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks Based on the Methods and Techniques with the Highest and Lowest Shares*

	Turkish for Foreigners A2 Basic Level Course Book	Turkish for Foreigners A2 Basic Level Workbook	English File Elementary Course Book	English File Elementary Workbook
Technique and Method with the Highest Share	Communicative method	Communicative method	Cooperative learning	-
Total	13	11	61	-
Technique and Method with the Least Share	Free speaking, critical speaking, persuasion	-	Guided speaking, discussion	-
Total	1		1	-

The distribution of the comparisons of the main and subheadings of speaking skill activities in the Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks according to the most and least used methods and techniques is presented in Table 9. The communicative method is the most commonly used method and technique in the Turkish for Foreigners A2 Basic Level course book. There are 13 activities related to this in the book. The methods and techniques with the least share are free speaking, critical speaking and persuasion. There is only one activity for each of these in the book. The most commonly used method and technique in the Turkish for Foreigners A2 Basic Level workbook is the communicative method. There are 11 activities requiring the use of the communicative method. In the English File Elementary course book, the most commonly used method and technique is cooperative learning. There are 61 activities related to this in the book. On the other hand, the methods and techniques used the least in the book are guided speaking and discussion. There is only one activity for each of them. In the English File Elementary workbook, no activities related to speaking skills were.

In Turkish language teaching books, speaking skills are mainly limited to the communicative method, while cooperative learning is used intensively in the English File Elementary. In both languages, some methods and techniques are given very little. This situation shows that teaching materials focus on specific approaches.

Table 10. *The Distribution of the Comparisons of the Main and Subheadings of Writing Activities in the Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks in terms of the Methods and Techniques Used in These Activities*

	Turkish for Foreigners A2 Basic Level Course Book	Turkish for Foreigners A2 Basic Level Workbook	English File Elementary Course Book	English File Elementary Workbook
Number of Methods and Techniques	10	7	9	-
Total Number of Methods and Techniques	55	42	34	-

The distribution of the comparisons of the total number of main and subheadings of writing skill activities according to methods and techniques used in the Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks is presented in Table 10. When the number of methods and techniques was examined, it was seen that there are 10 in the course book and seven in the workbook used for teaching Turkish to foreigners, while there are nine in the course book used for teaching English to foreigners. When the total number of these methods and techniques structured within the activities in the book was examined, it was seen that there are 55 in the course book for teaching Turkish to foreigners, 42 in the workbook, and 34 in the course book used for teaching English to foreigners. There are no activities related to writing skills in the English workbook. It is seen that the course book and workbook prepared for teaching Turkish to foreigners use more methods and techniques than the course book and workbook used for teaching English to foreigners. Among the books from these two different publishers, the publication with the highest number of methods and techniques is the Turkish language teaching course book.

The number of methods and techniques used in the activities in the books used in teaching Turkish to foreigners and teaching English to foreigners is close to each other. However, in the textbooks used to teach Turkish to foreigners, many writing activities were structured with these methods and techniques. However, a certain number of activities were structured with these methods and techniques only in the textbooks used in teaching English to foreigners. The quantity of these activities is also low compared to Turkish books. In addition, the fact that there are no writing activities in the English workbook suggests that this skill is not given enough importance.

Table 11. *The Distribution of the Comparisons of the Main and Subheadings of Writing Skill Activities in the Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks Based on the Methods and Techniques with the Highest and Lowest Shares*

	Turkish for Foreigners A2 Basic Level Course Book	Turkish for Foreigners A2 Basic Level Workbook	English File Elementary Course Book	English File Elementary Workbook
Technique and Method with the Highest Share	Fill-in-the blank	Sentence structuring activities	Guided writing	-
Total	22	22	11	-
Technique and Method with the Least Share	Cohesion activities, interpretation, creative writing	Writing by selecting from a word and concept pool, using pictures, controlled writing	Critical writing, cohesion activities, using pictures, creative writing	-
Total	1	1	1	-

The distribution of the comparisons of the main and subheadings of writing skill activities in the Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks according to the most and least used methods and techniques is presented in Table 11. The method and technique most represented in the Turkish for Foreigners A2 Basic Level course book is fill-in-the-blank. There are 22 activities in this type. Methods and techniques with the least representation are cohesion activities, interpretation and creative writing. There is only one activity for each of them. The method and technique most represented in the Turkish for Foreigners A2 Basic Level workbook is sentence structuring. There are 22 activities in this type. The least represented methods and techniques are writing by selecting from a word and concept pool, using pictures and controlled writing. There is only

one activity for each of them. The method and technique most represented in the English File Elementary course book is guided writing. The method and technique most represented in the English File Elementary textbook is guided writing. There are 11 activities related to this in the book. The least represented methods and techniques are critical writing, cohesion activities, using pictures and creative writing. There is only one activity for each of them. There are no activities related to writing skills in the English File Elementary workbook.

It is seen that some techniques are emphasised in the course and workbooks used in teaching Turkish to foreigners and teaching English to foreigners. In the English File Elementary textbook, a more limited number of methods are used. In the writing activities in the textbooks used in teaching Turkish and English to foreigners, it is seen that there are very few methods and techniques that can improve students' writing skills even better.

Findings on the Similarities and Differences in Terms of Measurement and Evaluation of Productive Skills in the Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks

Table 12. *The Distribution of the Types of Measurement and Evaluation Methods Used for Speaking Skills in the Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks*

	Turkish for Foreigners A2 Basic Level Course Book	Turkish for Foreigners A2 Basic Level Workbook	English File Elementary Course Book	English File Elementary Workbook
Number of Measurement and Evaluation Methods	4	4	5	-
Total Number of Measurement and Evaluation Methods	52	36	124	-

The distribution of the types of measurement and evaluation methods used for speaking skills in the Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks is presented in Table 12. The Turkish for Foreigners A2 Basic Level course book contains four different types of measurement and evaluation methods, and there are 52 activities related to these measurement and evaluation methods in the book. The Turkish for Foreigners A2 Basic Level workbook contains four different types of measurement and evaluation methods, and there are 36 activities related to these measurement and evaluation methods in the book. The File Elementary course book contains five different types of measurement and evaluation methods, and there are 124 activities related to these measurement and evaluation methods in the book. There are no speaking activities in the English File Elementary workbook. While the total number of types of assessment and evaluation of speaking skills in Turkish for foreigners series is eight, it is five in English for foreigners series. While the total number of types of assessment and evaluation of speaking skills in Turkish for foreigners series is 88, it is 124 in English for foreigners series.

Although the number of types of measurement and evaluation activities used in speaking activities in the books used in teaching Turkish and English to foreigners is close to each other, the total number of activities structured with them is higher in the English book. This findings suggests that the speaking activities in the English textbook are well structured in terms of measurement and evaluation, but at the same time, the lack of activities for this skill in the workbook of the same publishing house is also noticeable.

Table 13. *The Distribution of the Most and Least Represented Measurement and Evaluation Methods Used for Speaking Skills in the Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks*

	Turkish for Foreigners A2 Basic Level Course Book	Turkish for Foreigners A2 Basic Level Workbook	English File Elementary Course Book	English File Elementary Workbook
The Most Represented Measurement and Evaluation Methods	Classic/open-ended questions	Fill-in-the-blank	Classic/open-ended questions	-
Total	48	15	91	-
The Least Represented Measurement and Evaluation Methods	Short answer items, fill-in-the-blank	Classic/open-ended questions, multiple choice questions	Multiple choice questions	-
Total	1	4	2	-

The distribution of the most and least represented measurement and evaluation methods used for speaking skills in the Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks is presented in Table 13. The most common measurement and evaluation method in the Turkish for Foreigners A2 Basic Level course book is classical/open-ended questions. There are 48 activities in the book related to this measurement and evaluation method. The least commonly used measurement and evaluation method in the course book are short-answer items and fill-in-the-blank exercises. There is only one activity for each of them. The most commonly used measurement and evaluation method in the workbook from the same publisher is fill-in-the-blank exercises. There are 15 activities in the book related to this measurement and evaluation method. The least commonly used measurement and evaluation methods in the workbook are classical/open-ended questions and multiple-choice questions. There are four activities for each of them in the book. The most commonly used measurement and evaluation method in the English File Elementary course book is classical/open-ended questions. The most commonly used measurement and evaluation method in the English File Elementary course book is classical/open-ended questions. There are 91 activities related to this measurement and evaluation method. The least commonly used measurement and evaluation method in the course book is multiple-choice questions. There are only two activities related to this measurement and evaluation method. There are no activities related to speaking skills in the English workbook.

In assessment and evaluation activities for speaking skills, the most frequently used type in both languages is classical/open-ended questions. However, some types are used very rarely in both books. Especially in the English workbook, there are no activities for this skill.

Table 14. *The Distribution of the Types of Measurement and Evaluation Methods Used for Writing Skills in the Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks*

	Turkish for Foreigners A2 Basic Level Course Book	Turkish for Foreigners A2 Basic Level Workbook	English File Elementary Course Book	English File Elementary Workbook
Number of Measurement and Evaluation Methods	5	6	5	-
Total Number of Measurement and Evaluation methods	71	51	30	-

The distribution of the types of measurement and evaluation methods used for writing skills in the Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks is presented in Table 14. The Turkish for Foreigners A2 Basic Level course book contains five different types of measurement and evaluation methods, and there are 71 activities related to these measurement and evaluation methods in the book. The Turkish for Foreigners A2 Basic Level workbook contains six different types of measurement and evaluation methods, and there are 51 activities related to these measurement and evaluation methods in the book. The File Elementary course book contains five different types of measurement and evaluation methods, and there are 30 activities related to these measurement and evaluation methods in the book. There are no activities related to writing skills in the English File Elementary workbook. While the total number of types of measurement and evaluation of writing skills in Turkish for foreigners series is 11, it is five in English for foreigners series. While the total number of types of assessment and evaluation of writing skills in Turkish for foreigners series is 122, it is 30 in English for foreigners series.

The number of types of assessment and evaluation used in the writing activities in the course and workbooks used in teaching Turkish and English to foreigners is close to each other. However, when we look at the number of activities created with these types, it is seen that the English textbook has fewer activities than the other book. In addition, the lack of activities for writing skills in the English workbook is also noticeable.

Table 15. *The Distribution of the Most and Least Represented Measurement and Evaluation Methods Used for Writing Skills in the Turkish for Foreigners A2 Basic Level and English File Elementary Course Books and Workbooks*

	Turkish for Foreigners A2 Basic Level Course Book	Turkish for Foreigners A2 Basic Level Workbook	English File Elementary Course Book	English File Elementary Workbook
The Most Represented Measurement and Evaluation Methods	Classic/open-ended questions	Classic/open-ended questions	Classic/open-ended questions	-
Total	29	31	24	-
The Least Represented Measurement and Evaluation Methods	Multiple choice questions	Questions that require long answers	Peer assessment, matching, and short-answer items	-
Total	1	2	1	-

The distribution of the most and least represented measurement and evaluation methods used for writing skills in the Turkish for Foreigners A2 Basic Level and English File Elementary course books and workbooks is presented in Table 15. The most commonly used measurement and evaluation method in the course book prepared for teaching Turkish to foreigners is classical/open-ended questions. There are 29 activities related to this measurement and evaluation method. The least commonly used measurement and evaluation method in the course book is multiple-choice questions. There is only one activity for this measurement and evaluation method in the book. The most commonly used measurement and evaluation method in the workbook from the same publisher is classical/open-ended questions. There are 31 activities related to this measurement and evaluation method in the book. The least commonly used measurement and evaluation method in the workbook is questions that require long answers. There are two activities related to this method in the book. The most commonly used measurement and evaluation method in the English File Elementary course book is classical/open-ended questions. There are only two activities for this method in the book. The most commonly used measurement and evaluation method in the English File Elementary course book is classical/open-ended questions. There are 24 activities related to this measurement and evaluation method in the book. The least commonly used measurement and evaluation method in the course book are peer assessment, matching and short-answer items. There is one activity for each of these measurement and evaluation methods. There are no activities related to writing skills in the workbook from this publisher.

In assessment and evaluation activities for writing skills, classical/open-ended questions are mostly preferred in both languages. In addition, it is seen that some types are used quite limited. Especially, it is noteworthy that there are no activities for writing skills in the English workbook.

Results, Discussions and Recommendations

This study examined the similarities and differences between the Gazi TÖMER Turkish A2 Basic Level and English File Elementary course books and workbooks, the number of activities related to productive skills, the types of activities related to productive skills, the methods and techniques used, and the types of measurement and evaluation. It was concluded that while measurement and evaluation methods in both the Turkish and English course books and workbooks are similar, they exhibit differences in terms of learning areas, activity types and methods and techniques.

Research on the writing activities in course books for teaching Turkish and English as a foreign language has shown that writing activities in Turkish course books are designed to be parallel with other language skills, while foreign language course books in other languages design activities in the opposite direction, and this affects the quantity of writing activities (Keleş, 2015). It has also been found that the number of reading and writing activities in Turkish course books for foreigners is higher than for other skills (Kalaycı & Durukan, 2019). The finding of the current study that the course book designed for teaching Turkish to foreigners contains a greater number of writing activities is consistent with the results of Kalaycı and Durukan (2019). In Demirel and Fakazlı's (2021) study, more writing activities should be designed for the textbooks prepared for teaching Turkish to foreigners and teaching English to foreigners to encourage productive and interactive writing skills.

Studies on speaking activities in language teaching course books for Turkish and English as a foreign language have concluded that speaking activities are given equal emphasis in both types of course books (Uzbek, 2019). However, it has also been found that the Turkish language teaching course books is insufficient in terms of activities with audio support compared to the other language teaching course books (Alhan Derinkök, 2022). It has been found that the number of activities aimed at developing speaking, listening and oral expression skills in the English textbook prepared for foreigners

is higher than other skills (Kalaycı & Durukan, 2019). The finding that the course book designed for teaching English to foreigners contains more speaking activities is consistent with the results of Kalaycı and Durukan (2019). Demirel and Fakazlı's (2021) research concluded that the textbook prepared for teaching Turkish to foreigners should develop interaction skills. In Hattatioğlu's (2019) study, it was concluded that the language teaching books (Turkish, English and German) examined in the study have different features (having and supporting the most references to the relevant learning outcomes, comparison of oral expression in terms of the number of references to the relevant learning outcomes, the total number of references to speaking skills at the point of referring to mutual speaking outcomes, the quantity of activities at the point of mutual speaking or oral expression, the quantity of the number of activities that allow students to make presentations in their areas of interest and/or expertise, the competence and outcomes in speaking activities, and the structure of the instructions in which speaking tasks are given). It has been concluded that they have these qualifications within their own structure.

When the number of activities in the Turkish A2 Basic Level and English File Elementary course books and workbooks was compared, it was found that the Turkish A2 Basic Level course book and workbook have more writing activities. It was concluded that the English File Elementary course book and workbook have a larger number of activities aimed at developing speaking skills. As these books prepared for two different languages do not have an equal number of units, there are quantitative differences within each of them regarding speaking skills. It is particularly evident in the English File Elementary series that there is a significant difference between the two learning areas (speaking and writing). In the course book and workbook designed for teaching Turkish to foreigners, activities related to productive skills are designed so that they are quantitatively as close to each other as possible. However, the same conclusion does not apply to English File Elementary, published by Oxford University Press for teaching English. Notably, the speaking activities included in these language teaching books are not quantitatively equal within themselves.

When the activity types in the Turkish A2 Basic Level and English File Elementary course books and workbooks were compared, it was found that the Turkish A2 Basic Level course book has 11 activity types for speaking, the Turkish A2 Basic Level workbook has 13 activity types, while the English File Elementary course book has 22 activity types for speaking. However, there are no activities related to speaking skills in the English File Elementary workbook. Among the types of speaking skill activities, the most common ones are "answering open-ended high-level questions" in the Turkish for Foreigners A2 Basic Level course book, "fill-in-the-blank" in the Turkish for Foreigners A2 Basic Level workbook and "answering open-ended low-level questions" in the English File Elementary course book. It is observed that the Turkish A2 Basic Level course book and the English File Elementary course book are similar in that they both ask open-ended questions, although their difficulty levels differ. In the Turkish for Foreigners A2 Basic Level course book and workbook, the total number of activities prepared for speaking skills is 114, while in the English File Elementary course book, there are only 110. Although there are no speaking-related activities in the workbook created for English teaching, the course book contains 110 activities suggests that the books prepared for teaching Turkish and English have a similar number of speaking activities. It can be seen that the English File Elementary workbook does not structure activities according to the four basic language skills. It was found that this book contains activities solely related to vocabulary, pronunciation and grammar. Pronunciation is emphasized in English teaching due to changes in the pronunciation of vowels from the past to the present (Tutaş, 2014). As a result of these changes, English has become a language that is not pronounced as it is written. As a result, it can be seen that the English File Elementary workbook contains many activities focused on pronunciation. The fact that the workbook is not designed with activities for the four basic language

skills leads to the conclusion that the book lacks language skills. However, it can be seen that in both the Turkish for Foreigners Basic Level course book and workbook, the activities are structured according to the four basic language skills. It is striking that the activity type with the highest share among the speaking activity types in the Turkish A2 Basic Level textbook is “answering open-ended high-level questions.” Thus, it is observed that the higher-order thinking skills of A2 level students are also supported.

When the distribution of writing activities by activity type in the course books and workbooks prepared for teaching Turkish and English as a foreign language was examined, it was found that the Turkish A2 Basic Level course book has 20 different activity types, the workbook has 17, and the English File Elementary course book has 23 different activity types. It was concluded that the English language teaching course book numerically surpasses the other language teaching course book, with a small difference, in terms of the writing activity type. The Turkish A2 Basic Level course book has 63 writing activities, the workbook has 61 writing activities, and the English File Elementary course book has 40 writing activities. It was concluded that the Turkish language course book has more writing activities than the other language teaching course book. It was determined that among the types of writing activities in the Turkish for Foreigners A2 Basic Level course book, the highest share belongs to “fill-in-the-blanks” activities, while in the Turkish for Foreigners A2 Basic Level workbook, the highest share is taken by “sentence writing and sentence completion” activities. In the English File Elementary textbook, the most prevalent activity type is “checking writing for grammatical accuracy”. It was concluded that the writing activity types in these three different books are different from each other. The English File Elementary workbook does not include any activities aimed at developing writing skills.

When the course books and workbooks used in teaching Turkish and English as a foreign language were compared according to the methods and techniques used in speaking skill activities, it was found that the Turkish A2 Basic Level course book uses eight different types of methods and techniques in the activities. There are 31 activities prepared in line with these methods and techniques. In the Turkish A2 Basic Level workbook for foreigners, one type of method and technique is used in the activities. There are 11 activities in the book prepared using this method and technique. In the English File Elementary course book, seven types of methods and techniques are used in the activities. There are 90 activities in the book related to these methods and techniques. The English File Elementary workbook does not include speaking sections. There is a quantitative difference between the books prepared to teach English and the books used for teaching Turkish to foreigners in terms of the type of methods and techniques used in the activities within the course books and workbooks. It was concluded that there is a significant quantitative difference in the total number of methods and techniques used in speaking activities between the English File Elementary course book and the language teaching course book prepared to teach Turkish to foreigners. To improve the effectiveness of language learning materials, the speaking activities in course books and workbooks should be redesigned to incorporate a greater variety of methods and techniques, as well as a higher number of such techniques.

When the course books and workbooks used in teaching Turkish and English as a foreign language were compared according to the methods and techniques used in writing activities, it was found that the Turkish A2 Basic Level textbook uses 11 types of methods and techniques in the activities. There are 55 activities prepared using these methods and techniques. In the Turkish A2 Basic Level workbook for foreigners, seven types of methods and techniques are used in the activities. In the Turkish for Foreigners A2 Basic Level workbook, seven types of methods and techniques are used in the activities. There are 42 activities in the book using these methods and techniques. In the English File

Elementary course book, nine types of methods and techniques are used in the activities. There are 34 activities in the book using these methods and techniques. The English File Elementary workbook does not include writing sections. It can be concluded that, in terms of the types and total number of methods and techniques used to teach writing skills in Turkish to foreigners, there is a quantitatively greater emphasis compared to those used in the books for teaching English to foreigners.

When the course book and workbook used in teaching Turkish to foreigners are compared with those used in teaching English to foreigners in terms of measurement and evaluation methods, it is seen that in the Turkish for Foreigners A2 Basic Level course book, there are four types of measurement and evaluation methods for the speaking skill. The book has 52 activities related to these measurement and evaluation methods. The Turkish for Foreigners A2 Basic Level workbook has, four measurement and evaluation methods. There are 36 activities in the book related to these measurement and evaluation methods. In the English File Elementary course book, there are five types of measurement and evaluation methods. There are 124 activities in the book related to these measurement and evaluation methods. The English File Elementary workbook does not include speaking sections. In terms of types and total numbers, there are quantitative differences between the books used for teaching English to foreigners and those used for teaching Turkish to foreigners. The proportion of measurement and evaluation methods used in speaking activities within the language teaching course books and workbooks can be increased quantitatively (Gün, 2015). It has been concluded that the Web 2.0 tool has a positive effect on students' speaking skills. These tools can also be included in the books to prepare to teach Turkish to foreigners.

In the Turkish for Foreigners A2 Basic Level course book, five types of measurement and evaluation methods are used in the writing skill activities. There are 71 activities in the book related to these measurement and evaluation methods. The Turkish for Foreigners A2 Basic Level workbook contains six types of measurement and evaluation methods. There are 51 activities in the book related to these measurement and evaluation methods. There are five types of measurement and evaluation in the English File Elementary course book. There are 30 activities in the book related to these measurement and evaluation methods. The English File Elementary workbook does not include writing sections. The findings suggest that regarding types and total numbers, the books used for teaching Turkish to foreigners slightly surpass those used for teaching English to foreigners. To improve the assessment of writing skills, the number of measurement and evaluation methods employed in writing activities within language learning materials should be increased. A study conducted by Baş and Turhan (2017), concluded that the Web 2.0 tool positively influenced students' willingness to write. These tools can also be included in the books to prepare to teach Turkish to foreigners.

When the writing activities in the English File Elementary course book are examined, it is seen that a word count limit has been set for a given topic, just like in the writing exams conducted at TÖMER. These types of activities assess students' vocabulary and help them prepare for written exams. In addition, most of the writing activities in this English book aim to create a writing plan. The language learner first creates a plan related to writing, then writes an essay on the given topic in accordance with this plan. These features are not present in the Turkish for Foreigners A2 Basic Level course book and workbook. These features could also be included in language teaching books.

It is hoped that the results of the current study will shed light on what needs to be identified while preparing language teaching course books and workbooks to be created in the future.

Recommendations for language teaching course book writers regarding the textbook writing process;

- Activities that will enable students to create a writing plan related to the given topic before writing can be included in the course books and workbooks.
- Foreigners have problems understanding and writing the most common words spoken during the language learning process. Thus, dictation activities can be added to the course books.
- Technology is integrated into educational and instructional environments and that relevant studies have been conducted in this area. From this perspective, activities in textbooks prepared for language teaching can be integrated with technology.
- The distribution of the four basic language skills can be balanced through the activities in the course books.
- A word count limit should be set for some writing activities.
- An activity prepared for any language skill can be structured in such a way as to interact with other language skills as well.

This study was limited to two sets of textbooks and other publications were excluded. Therefore, the results do not represent all Turkish or English language teaching materials. Moreover, the analyses were conducted only at the A2 level, and it is not known whether a similar situation is valid for other levels.

Suggestions for further research on this topic:

- Productive skills activities of course and workbooks prepared at different levels can be analysed with a similar approach (e.g., A1, B1, and B2.).
- The applicability and effectiveness of these activities in the classroom can be evaluated by collecting teacher and student opinions on the productive skills activities of the course and workbooks prepared at different levels in further studies (e.g., A1, B1, and B2).

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Genişletilmiş Türkçe Özet

Giriş

Günümüzde yabancı dil öğretimi belirli standartlarda yürütülmektedir. Dil öğretimini belirli standartlar ve kriterler çerçevesinde yapılandırılan ve öneri niteliği taşıyan metnin adı Diller için Avrupa Ortak Öneriler Çerçevesi 'dir. Bu metne göre Avrupa ülkelerinde dile yönelik oluşturulmuş olan programları, dil öğretim ortamlarında işlenecek olan kitapları, sınava yönelik yapılan çalışmalara yönlendirmek vb. birçok unsur hakkında yol gösterici bir belge niteliği taşımaktadır (Yağmur Şahin & Aydın, 2018). Ayrıca bu belge öğrenme alanlarına ilişkin dil yeterlilik düzeylerini tanımlamakla kalmayıp bunları kendi içerisinde seviyelendirmektedir (MEB, 2009). Her dil becerisine özgü belirli dil düzeylerinin de tanımlamalarına yer verilmektedir. Dil alanları bildirişimsel etkinlikler olarak adlandırılmakta olup bunlar kendi içerisinde ikiye ayrılmaktadır: algısal etkinlikler (okuma ve dinleme) ve üretken etkinlikler (konuşma ve yazma) (AOÖÇ, 2012). İnsanoğlu duygu ve düşüncelerini karşısındaki kişilere aktarma ihtiyacı duymaktadır. Bunları diğer bireylere aktarabilmek için ilk olarak konuşma ve sonra da yazma becerisini kullanmaktadır. Konuşma kendi bünyesinde birçok unsuru bulundurduğu için karmaşık ve zor bir yapıya sahiptir (Güneş, 2021). Yabancılar Türkçe öğretiminde, konuşma derslerinde öğrencilerin bir konu hakkında konuşabilmeleri için o konuyla ilgili yeterli kelime bilgisine sahip olmaları ve bu kelimeleri aktif bir şekilde kullanabilmeleri gerekmektedir. Öğrenciler yalnızca kelimeleri bilmekle kalmamalı, aynı zamanda bu kelimeleri anlamlarına uygun olarak bağlam içinde doğru şekilde kullanılmalıdır. Ayrıca, konuşmalarını dilin kurallarına ve telaffuzuna dikkat ederek gerçekleştirmelidirler (Çetin, 2017, s. 364). Dil becerileri içerisinde, diğer tüm alanlarla bütünleşen ve bireyin kendini yazılı olarak ifade etmesini sağlayan temel beceri yazmadır. Yabancı dil öğrenen bireyler, bu dili konuşan topluluklar arasında temel ihtiyaçlarını karşılayabilmek, çeşitli platformlar aracılığıyla iletişim kurabilmek, yazılı mesajlar iletmek, ders notları çıkarmak ve yazılı ödevler hazırlamak gibi amaçlarla yazma becerisine ihtiyaç duymaktadır (Karatay, 2020, s. 411- 412). Bu iki öğrenme alanının kendi bünyesinde barındırdığı zor ve karmaşık unsurlar dil öğrencilerinin öğrenmede güçlük yaşamasına neden olmaktadır. Dili öğrenenlerin zorlanmaması için öğretim ortamlarına getirilen materyallerin öğrencilerin seviyelerine uygun şekilde tasarlanması ve dil öğrenimi ilkeleri doğrultusunda yapılandırılması gerekmektedir. Dil öğretiminde kullanılan öğretim materyaller arasında basılı materyaller yer almaktadır: broşürler, gazeteler, afişler, ders kitapları vb. (Karakoç Öztürk, 2016). Bunları belirli bir program dahilinde hazırlayan, yazılı ve görsel unsurları tek bir çatı altında toplayan, öğretmenlere rehber niteliğinde olan ve öğretim ortamlarında kullanılacak materyallerden biri ders ve çalışma kitaplarıdır. Ders ve çalışma kitapları, dil öğretimine yönelik hazırlanmakta ve içerikleri dil becerileri çerçevesinde yapılandırılmaktadır. Dil öğretimine yönelik hazırlanan ders ve çalışma kitapları ilgili kurumlar tarafından oluşturulmakta ve dil öğretim merkezlerinde kullanılmaktadır.

Yöntem

Bu araştırmada yabancı dil öğretiminde kullanılmak üzere hazırlanan ders ve çalışma kitaplarının içerisinde yer alan anlatma becerilerine yönelik etkinliklerin betimlenmesi ve değerlendirilmesi amaçlanmaktadır. Bu amaç doğrultusunda araştırmada temel nitel desen kullanılmıştır. Yabancı dil öğretimi üzerine hazırlanmış ders kitapları araştırmanın veri kaynağını oluşturduğu için bu çalışmada nitel araştırmanın veri toplama yöntemlerinden yazılı doküman incelemesi kullanılmıştır. Araştırmacı, nitel bir araştırmada amaçlı örnekleme yöntemleri doğrultusunda örneklem grubunu belirlemiştir. Bu araştırma kapsamında amaçlı örnekleme yöntemleri arasından kolay ulaşılabilir durum örnekleme seçilmiştir. Verilerin toplanması kısmında

Türkçe ve İngilizce dil öğretimi üzerine hazırlanmış ders ve çalışma kitaplarının içerisinde yer alan konuşma ve yazma becerilerine yönelik etkinlikler betimlenip değerlendirilirken doküman incelemesinin belli başlı aşamalarında dokümanlara ulaşma, orijinalliği kontrol etme, dokümanları anlama basamakları (Forster, 1995, aktaran Yıldırım & Şimşek, 2018) dikkate alınmıştır. Araştırma kapsamında ölçüt örnekleme ile örneklem grubu belirlenmiştir. Bu araştırmanın hedefleri doğrultusunda yabancılara dil öğretimi için hazırlanan Türkçe ve İngilizce ders ve çalışma kitapları belirli ölçütler doğrultusunda seçilip incelenmiştir. Bu çalışmada verilerin analizinde klasik içerik analizi yöntemi kullanılmıştır. Verileri analiz edebilmek için Türkçe ve İngilizce dil öğretimi üzerine hazırlanmış ders ve çalışma kitaplarının içerisinde yer alan konuşma ve yazma becerilerine yönelik etkinliklerin betimlenip değerlendirilirken doküman incelemesi yapılmıştır. Bu aşamada doküman incelemesinin veriyi analiz etme ve veriyi kullanma aşamaları (Forster, 1995, akt. Yıldırım & Şimşek, 2018) dikkate alınmıştır. Dokümanlar dört aşamada (analize konu olan veriden örneklem seçme, kategorilerin geliştirilmesi, analiz biriminin saptanması ve sayısallaştırma) analiz edilmiştir (Bailey, 1982, aktaran Yıldırım & Şimşek, 2018). Bu araştırma kapsamında elde edilen veriler yorumlanmıştır. Yorumlanan verilerin geçerlik ve güvenilirlik olabilmesi için uzman görüşüne başvurulmuştur.

Sonuç, Tartışma ve Öneriler

Araştırmada Türkçe ve İngilizce ders ve çalışma kitapları benzerlik ve farklılıklarıyla incelenmiş, bulgular alan yazınla tartışılmıştır.

Alan yazında yabancılara Türkçe ve yabancılara İngilizce öğretimi için hazırlanan ders kitaplarının içerisinde yer alan yazma etkinliklerinin incelenmesine yönelik yapılan araştırmalarda yabancılara Türkçe öğretimi için hazırlanan ders kitaplarının içerisindeki yazma etkinliklerinin diğer dil becerileriyle paralel olacak şekilde ilgili çalışmaların oluşturulduğu fakat diğer yabancı dillerde hazırlanmış olan ders kitaplarında ise bu durumun tam tersi yönünde etkinliklerin tasarlandığı ve söz konusu durumun yazmaya yönelik oluşturulan etkinliklerin niceliğine etki ettiği sonucuna ulaşılmıştır (Keleş, 2015). Ayrıca yabancılar için hazırlanan Türkçe kitaplarının içerisinde yer yazma becerisiyle ilgili etkinlik sayısının diğer becerilerin etkinlik sayısından fazla olduğu da tespit edilmiştir (Kalaycı ve Durukan, 2019). Kalaycı ve Durukan (2019) ile bu araştırmanın sonuçları doğrultusunda yabancılara Türkçe öğretimi için hazırlanan kitapların içerisinde yer alan yazma etkinliklerinin niceliksel anlamda fazla olduğu tespiti birbirleriyle örtüşmektedir.

İki farklı dilde hazırlanan dil öğretimine yönelik oluşturulmuş ders kitaplarının içerisinde yer alan konuşma etkinliklerinin incelenmesine yönelik yapılan çalışmalarda yabancılara Türkçe öğretimi ile yabancılara İngilizce öğretimi için hazırlanmış olan dil öğretim kitaplarında konuşma etkinliklerine eşit düzeyde yer verildiği sonucuna ulaşılmakla birlikte (Uzbek, 2019) aynı zamanda işitsel öge destekli etkinlikler noktasında Türkçe öğretimi ders kitabının diğer dil öğretimi kitabına göre yetersiz olduğu saptanmıştır (Alhan Derinkök, 2022). Yabancılar için hazırlanan İngilizce kitabındaki konuşma, dinleme ve sözlü anlatım yeterliliklerini geliştirmeye yönelik çalışma sayısının diğer becerilere kıyasla fazla olduğu tespit edilmiştir (Kalaycı ve Durukan, 2019). Kalaycı ve Durukan (2019) ile bu araştırmanın sonuçları doğrultusunda yabancılara İngilizce öğretimi için hazırlanan kitapların içerisinde yer alan konuşma etkinliklerinin niceliksel anlamda fazla olduğu tespiti birbirleriyle örtüşmektedir. Araştırma sonucunda, incelenen ders ve çalışma kitaplarının ölçme-değerlendirme boyutunda benzerlik gösterdiği; ancak öğrenme alanları, etkinlik türleri ve yöntem- teknikler açısından farklılıklar içerdiği belirlenmiştir.