

Unearthing the Traces of CEFR's Mediation in EFL Textbooks in Türkiye

Havva Çiğdem Kurt,¹
Gaziantep University MA Student, Türkiye

Emrah Cinkara,²
Gaziantep University, Türkiye

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Abstract

The main aim of the present study is to reveal the relationship between a 4th-grade EFL textbook used in Türkiye and the mediation notion that is given a place in the Companion Volume to the CEFR (CEFR/CV) in 2018. The deductive thematic content analysis method of qualitative research, including techniques such as re-reading and taking notes, was conducted to analyze the data coming from the data collection process. Textbook activities were unpacked and coded under themes that were determined beforehand. Then, illustrative descriptors for mediation from the CEFR/CV were extracted and coded. Mediator activities found in the textbook and illustrative descriptors of mediation were comparatively analyzed to reveal the extent of their match. Themes were created out of the illustrative descriptors for mediation from the CEFR/CV, and textbook activities were unpacked and categorized in the light of these themes with their IDs that were determined before. Finally, an expert in the field receives a second opinion on the themes, categorizations, and coding processes. Descriptive analysis displayed the relationship between the textbook and mediation characteristics in the CEFR/CV. The results show that most textbook activities do not reflect the characteristics of mediation mentioned in the CEFR/CV. There were 14 mediator activities out of 168 indicate mediation, constituting 8,3% of the textbook. There were also other mediators found in the textbook such as visual and audial aids.

Keywords: *EFL Learning, EFL Textbook, Mediation, the CEFR/CV, the CEFR*

INTRODUCTION

The English language is a widely known and spoken communication tool across the world (Dash, 2022). It has become a lingua franca with the help of globalization since the late nineties (Kırkgöz, 2009) at an unexpected speed. This fact comes with the understanding that communicating in English has been emphasized on across the world.

The Council of Europe (CoE), which dates back to 1949, has made a great amount of progress in language teaching and learning since it was founded. There is no doubt that its most valuable contribution to the language education field is to publish the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) in 2001. CoE (2001) stated that the CEFR “provides a common basis for the elaboration of language syllabuses, curriculum guidelines, examinations, textbooks, etc. across Europe” (p. 1). It also seems that its extent is not now limited to Europe anymore.

By 2004, Türkiye had prepared a curriculum based on the CEFR and ELP (European Language Portfolio) after piloting its process. ELP “... provides a format in which language learning and intercultural experiences of the most diverse kinds can be recorded and formally recognized” (CoE, 2001, p. 5). It is based on the self-assessment of learners through monitoring their language learning process. After piloting and validating ELP, MoNE began to use it in the 2006-2007 educational year. After the introduction of the CEFR to Foreign Language Education Curriculum in Türkiye, quality of English language textbooks used in lessons was deeply researched as well as teaching methodologies.

Corresponding Author: Emrah Cinkara, Gaziantep Üniversitesi, Eğitim Fakültesi 1 kat 118, Üniversite Bulvarı, Şehitkamil - Gaziantep, TÜRKİYE, English Language Teaching, Gaziantep University, Gaziantep, 27310, Türkiye. email: cinkara@gaziantep.edu.tr

On the other hand, even though the CEFR has been seen as a reference point for teaching and learning a foreign language, it was and has been criticized in certain aspects. By 2018, the CEFR has been improved with different projects focusing on itself in a variety of ways. One of these projects was “Developing Illustrative Descriptors of Aspects of Mediation for the CEFR”, which was an attempt mainly to develop illustrative descriptors for mediation between 2014-2016. Thanks to the project, mediation has been unpacked in the ‘Companion Volume’ to the CEFR (CEFR/CV hereafter) published by CoE in 2018.

LITERATURE REVIEW

The CEFR was officially launched in 2001, after much work of CoE between 1993 and 1996 as a need that arose in the Symposium “Transparency and Coherence in Language Learning in Europe” held in Rüschlikon in 1991. Zorba and Arıkan (2016) have suggested that the CEFR was developed “to overcome the barriers to communication among professionals working in the field of modern languages and to standardize language learning across Europe” (p.14). It is safe to state that the CEFR basically aims at setting a basis and frameworks for teaching foreign languages and assessing language learners’ language proficiencies building foreign language teaching curricula with the help of international co-operation (Council of Europe, 2001; Little, 2006;). Nevertheless, it is rather descriptive than being prescriptive in that it does not suggest absolute answers to teaching and learning a language, and it mostly tackles questions that take the understanding of language teaching and learning a few steps forward; “it proposes the analysis of learners’ needs” (Council of Europe, 2018, p. 27).

The CEFR has undergone various changes, alterations, updates and adding throughout decades. After the Symposium “Transparency and Coherence in Language Learning in Europe” Draft 1 of the Framework Proposal was published in 1995 and sent out to institutions and experts in 1996; Draft 2 of the Framework Proposal was submitted for scrutiny to the conference Language learning for a new Europe in Strasbourg in 1997 and it was printed and distributed in 1998 for piloting together with the accompanying User Guides (General Guide and ten others); the document was revised and prepared for publication with two external publishers (Cambridge University Press for the English version and Editions, Didier for the French edition) in 1999-2000; and it was officially launched in 2001 (Council of Europe, 2018).

Between years 2014-2017, there was a project carried out to fill in the gaps in the CEFR and to update it. Finally, the Companion Volume of CEFR (CEFR/CV) was announced in 2018 with 5 stages that are altered or added. The study specifically deals with the CEFR/CV published in 2018, and with “mediation” and its developing process in particular.

Mediation in CEFR

Mediation has been one of the primes of language education in recent years. It means mediating between interlocutors including “bridging and exchange between different elements and spaces” (North & Piccardo, 2016a, p. 455). The term “mediation” has been used for different purposes in different contexts. In the CEFR context, mediation is the facilitator of communication since; “... the immediate focus is on the role of language in processes like creating the space and conditions for communication and/or learning, constructing and co-constructing new meaning, and/or passing on information, whilst simplifying, elaborating, illustrating or otherwise adapting input in order to facilitate the process concerned.” (North & Piccardo, 2016a, p.455).

The 1996 CEFR gave a place to categories for scales for mediation which was counted as a complementor fourth mode to three modes of language (reception, interaction and production) (Council of Europe, 2018).

As the CoE (2001) states, mediation is a complementor mode to reception, production and introduction modes of language learning. These four modes are the elements of language activities

that help language learners/users develop their communicative competence. The job of mediation activities is that they “make communication possible between persons who are unable for whatever reason, to communicate with each other directly” (p.14) To be more specific, mediation activities are tools which help two interlocutors understand each other, and mediators (language users, translation tools, mediation activities etc.) that are responsible for keeping the communication continue do not express their own ideas of the message; they are only intermediaries. So, it seems that they were reduced only to reprocessing a text that they are to mediate between interlocutors. The CEFR for languages descriptors also show potential for promoting mediation processes in an ESP CALL-based context, particularly in tertiary education (Korai & Papadima-Sophocleous, 2021).

Finally, in 2018, CoE published the CEFR/CV which broadens and updates the CEFR to respond to the requests that it received on developing aspects of the CEFR in particular areas (one of which is mediation). Even though the CEFR/CV is an effective complement to the original version of the CEFR, it “does not change the status of that 2001 publication” (Council of Europe, 2018, p. 23). Because, the illustrative descriptor scales of the original version have still been most benefited by the educators with only some particular changes and adding.

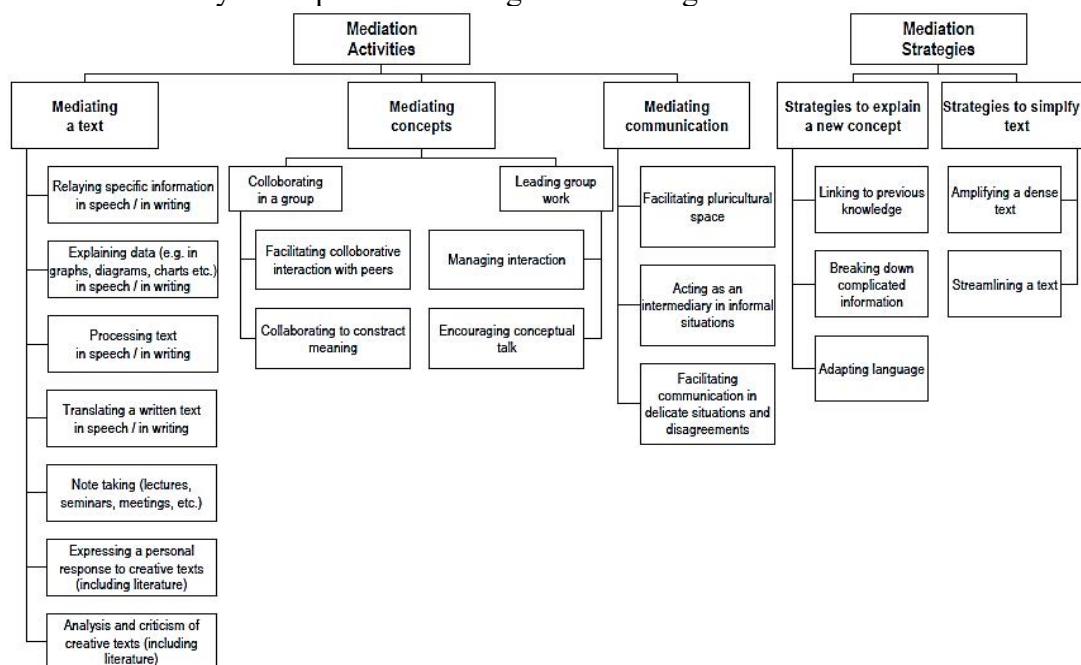


Figure 1: Types of Mediation

Source: CEFR, 2018

Although the CEFR/CV has many new issues in its content, the study hereby intends to shed light particularly on the new illustrative descriptors for mediation. The original CEFR did not include validated and calibrated descriptors for mediation. Through the project mentioned in the previous section, not only have descriptors for mediation been provided but also mediation gained different aspects in the literature.

With the perspective of the CEFR/CV, mediation is evaluated under two main categories: (1) Mediation activities, (2) Mediation Strategies (Council of Europe, 2018).

English Language Teaching in Turkiye

Oktay (2015) stated that teaching English as a tool of foreign language communication has been an issue in the Turkish education system since the Schools Period (Mektepler Dönemi) (1773-1923). Furthermore, English language teaching was first introduced to the Turkish education

system during The Tanzimat Period, and since then, policies on it have been regulated through many changes (Saricoban, 2012, p. 2643).

In Repuclian Turkiye, the Board of Education (BoE hereafter) was founded in 1924 to unite and regulate educational services across the country. Throughout the forthcoming years, the position of learning and teaching English has become stronger and stronger in the curriculum.

After the Ministry of National Education (MoNE hereafter) reformed the education system in 1997, teaching English starting from 4th grade became compulsory as well as that the compulsory education period was extended to 8 years across the country. Compulsory English language learning started in fourth grade. Fourth and fifth graders were taught English for 2 hours in a week while the sixth, seventh, and eighth graders had four hours of English lessons per week (İnceçay, 2012). With the help of the reform, awareness of the importance of teaching English at the primary level has increased in the academic field either. Teaching English to young learners has started to be evaluated as a unique field in terms of pedagogical and psychological issues, developing syllabuses and programming prospective teacher training on it across Europe as well as in Turkiye (Calabrese & Dawes, 2008; Kırkgöz, 2008; Khan, 2020; Stec, 2011; Bekleyen, 2011; Damar, Gürsoy & Korkmaz, 2013).

In 2006, the English language teaching curriculum went through a revision by the BoE because the curriculum that is reformed in 1997 had still been serving with traditional teaching methodologies and techniques (Haznedar, 2010; Işık, 2008; Sarıçoban, 2012). With this revision, the duration of a three-year high school education was raised to four years (Damar et al., 2013). There was a shift from traditional assessment to performance-based through using of portfolios.

In 2012, a new educational reform called 4+4+4 (corresponding to 4 years for each tie – primary, secondary and high school) raised the duration of compulsory education to twelve years (Damar et al., 2013). Recognition of English as a compulsory subject was also one of the changes done with the reform mentioned. Furthermore, teaching English as a subject became compulsory from 2nd grade, which means that “a new curriculum accommodating the 2nd and 3rd grades was necessary...” (Milli Eğitim Bakanlığı (MEB), 2018, p. 3)

Özer and Korkmaz (2016) conducted research into the reasons why Turkish students struggle to learn English. Results have shown that beside teacher cognition and inadequacy of physical environment, one of the most outstanding issues is the quality of the textbooks provided by MoNE. The authors state that curriculum and textbooks are supposed to be parallel to each other, and they are required to be prepared according to the needs of both the learners and the curriculum.

The Turkish government has been distributing textbooks from the beginning of academic years for free for compulsory ties in the academic year 2003-2004. Since then, using these textbooks in lessons has been a must for every school in Turkiye to support and standardize English learning and teaching. This has enabled scholars to conduct research on the content and quality of textbooks.

The study is concerned with a CEFR/CV-based comparison of mediation and 4th grade English language teaching textbook in Turkish context by evaluating the objectives of the activities in the textbook in the light of illustrative descriptors for mediation. To guide the study, the following research questions were constructed:

RQ 1: What is the percentage of mediators in the 4th grade ELT textbook? Which skills are used as mediators most for mediating the teaching/learning of which other skills?

RQ 2: To what extent is there a relationship between mediators in the textbook and the illustrative descriptors for mediation in the CEFR/CV?

RQ 3: What is the percentage of other prominent mediators used in the textbook besides activities?

METHODS

Qualitative research was carried out to collect, analyse and interpret comprehensive data, which were non-numerical. Such a design helps researchers obtain particular insights to cover and analyse the particular issue of interest (Gay, Mills, & Airasian, 2012). Since there was a great deal of non-numerical data in both resources (the CEFR/CV and 4th grade English textbook) which was to be tackled and processed with great attention, creating themes out of the resources and coding them beforehand made it easier to cover it in detail.

Research design

Thus, a deductive thematic content analysis was conducted as the research method. Document analysis was also made use of. Bowen (2009) defines document analysis as “a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material” (p.27). One of the advantages of document analysis is its “availability” (p. 31). Thanks to the advances in technology, documents that are collected for analysis can easily be accessed on the Internet. This method helps researchers go into detail in specific documents to reach the necessary amount of data without time limitations. The non-numerical qualitative data was quantified through Microsoft Excel and analyzed with descriptive statistics.

Data Sources and Sampling Procedures

Data were collected from two main documents: Companion Volume to the CEFR (CEFR/CV) and Primary Level English Coursebook 4. Both resources could be accessed online as well as in hard copy, which is quite a convenience in collecting and processing data when it comes to deal with such an amount of document. The first resource to collect data from is the CEFR/CV. The document was published in 2018 with a broad description and explanation of mediation concept. Mediation is examined under two main categories: “mediation activities” and “mediation strategies” (Council of Europe, 2018, p. 104). Illustrative descriptors of mediation for A1 proficiency level were the main concern for the current study. The second resource is the textbook written by Ferahnaz Tan, published by FCM Publishing in Ankara, which is determined by the Turkish BoE to be used for five years starting from 2019-2020 Educational Year (Tan, 2019, pp. 1-2). The textbook has got 192 pages with ten units in total. Each unit handles different subjects and makes an emphasis on different language focuses. The level of the book is determined as A1 by the MoNE.

Data Collection

One of the current 4th grade English language teaching textbooks approved by the BoE, and the CEFR/CV that CoE published in 2018 are necessary data sources for the study. The documents were accessed online.

Data Analysis

Since there were themes to be identified, coded, categorized, and interpreted in the textbook, steps of thematic content analysis were followed during the conduction of the methodology of the study. Thematic analysis is quite popularly used by qualitative researchers to interpret the data in general and to come to an overall conclusion about a phenomenon (Braun & Clarke, 2006). Thematic analysis differs from other qualitative analysis tools in that it has a distinctive approach for identifying and analyzing data. According to Clarke and Braun (2017), thematic analysis “offers a method rather than a methodology.” (p.297). It does not involve strict boundaries or inflexible

procedures as the other analytic approaches do. However, it has certain procedures in itself, which are regarded while doing the analysis.

Since it was a deductive thematic content analysis, the themes were decided on before unpacking the textbook activities. Then, the research questions were written down and the textbook was investigated. Extensive reading technique was conducted to familiarize with the data. Since there is a great amount of data in both the resources to be reviewed and to be worked on, using such a technique provides a convenience. The textbook activities were unpacked with the help of themes that were determined before, coded and categorized under the themes.

To be able to get the lowdown on the changes stated in the CEFR/CV, “pawing” technique offered by Ryan and Bernard (2003) was conducted. With this technique, important points in the document which were described as “unobtrusive source of information” that “can be accessed at a time convenient to researcher” (p. 180) by Creswell (2009) were read carefully, and relevant parts of mediation were highlighted. In this phase, illustrative descriptors for mediation were detected by scanning and re-reading the document.

Findings of the research were also gained through descriptive statistics. “COUNTIF” function of Microsoft Excel was used to reveal frequencies of mediator activities, mediator and mediated skills, skill couples (which illustrates which skills mediate which others) and illustrative descriptors for mediation matching with textbook activities. Another Excel function, “CONCATENATE”, was applied to “Target (Mediator) Skill” and “Mediated Skill” columns to reveal the frequencies of skills in couples with new codes (i.e RS, LS, ...). Data-sets were analysed using “Descriptive Statistics” of “Data Analysis” on the “Data Tab” of Microsoft Excel.

RESULTS AND DISCUSSION

The results of the study are presented under the subheadings of RQs constructed:

RQ 1: What is the percentage of mediators in the 4th grade ELT textbook? Which skills are used as mediators most for mediating the teaching/learning of which other skills?

There are 44 mediator activities in the textbook, which constitutes 26,19% of 168 activities in total (See Appendix 1). However, only 14 of the mediators could be matched with the illustrative descriptors for mediation in the CEFFR/CV, which constitutes 8,3% of all the textbook activities. It seems that foreign language education literature falls short to contain much research on evaluation of EFL textbooks for young learners regarding mediation, which restrains the researcher from making an overall judgement of the findings through comparisons. All in all, 8,3% indicates that the textbook is quite limited in covering mediation principles. As the answer to the second part of the RQ1, results shows that the mostly used mediator skill is reading, which exists in 25 different activities; listening skill follows reading skill with 19 listening activities that are mediators. There is only one writing activity working as a mediator. Speaking activities do not seem to work as mediators in the textbook. Moreover, there are 43 different mediated activities, skills of which are speaking (38) and writing (5). In addition, the number of skill couples (mediator skill-mediated skill) is as in the following: LS:15, LW: 4, RS: 24, RW: 1, WS: 1. (The number of mediators was 44, but one of the listening activities mediates both a speaking and a writing activity. That listening activity works as two different mediators. As a result of this, the number of mediators is counted as 45 in this part.).

The findings indicate that mostly the receptive skills (listening and reading) mediate the productive skills (speaking and writing) in the textbook. There is only one writing activity mediating a speaking activity. This finding could be due to the nature of both language acquisition principles

and mediation concept. Krashen (2009) states that a language is acquired while being exposed to comprehensible input through listening and reading activities; however, output (speaking and writing) activities could contribute to the process indirectly. Receptive skill activities precede the productive ones in the textbook, because they are the sources of comprehensible input. In the meantime, they mediate productive skill activities as well. Therefore, it is hardly surprising that there are no speaking activities as mediators in the textbook. So, does it mean that productive skill activities can never be considered as mediators? In fact, it was mentioned before that there was one writing activity considered as a mediator in the textbook. It is a speaking activity mediated by writing. In the activity, there is an “introducing oneself” paragraph with blanks. Learners should fill in the blanks in the paragraph and, then, read their paragraph to their classmates. It is mainly a structured speaking activity based on their writing skill. Assuming that there might be created a speaking activity which requires learners to take notes and writing a paragraph or doing a fill-in-the-blank activity based on the speech/conversation, writing would seem to be mediated by speaking. But that speaking activity becomes a listening activity while doing the writing activities. Speaking activities automatically transform to “listening” activities if they mediate another activity. This results from the nature of speaking itself; for, speaking activities are generally formed as conversations because of the educational concerns of creating an interactive, communicative and genuine-like atmosphere in lessons. While having a conversation, there are at least two speakers exchanging information. So, speaking activities (if they are not formed in monologues) have a feature of being listening activities at the same time as well. To sum up, it is possible for a writing activity to be a mediator but the nature of speaking does not allow speaking activities to become mediators.

RQ 2: To what extent is there a relationship between mediators in the textbook and the illustrative descriptors for mediation in CEFR/CV?

As findings illustrate, there are 168 activities in the textbook, and the number of illustrative descriptors matching with textbook activities is 14, which constitutes 8,3% of all the activities. In addition, there are 13 different illustrative descriptors for mediation for A1 level in the CEFR/CV, and 4 of them could match with the objectives of the textbook activities. These results indicate that the textbook falls behind with reflecting the principles of mediation.

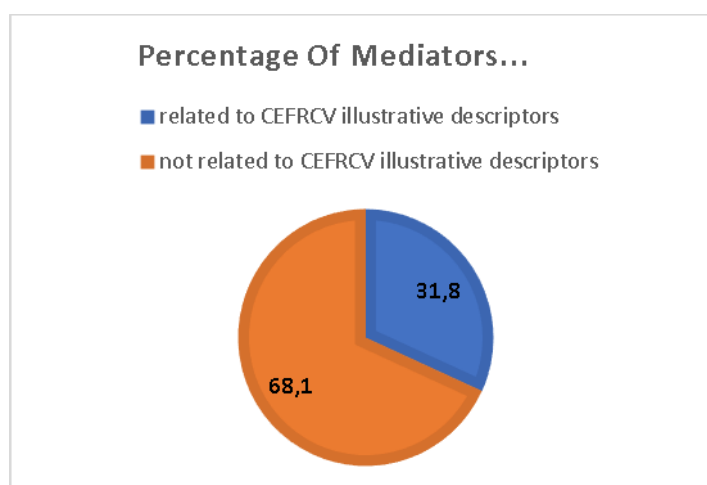


Figure 2: The Percentage of Mediators Related and Not Related to the Illustrative Descriptors in CEFR/CV

It is a challenging task to design an EFL textbook considering theoretical and pedagogical foundations. There is much to consider: How will be the activities designed to improve the learners' language skills? To what extent do the activities encourage communication and

interaction? How will be grammar taught: implicitly or explicitly? Is the choice of vocabulary appropriate for target learners' proficiency level, age, and interest? Are the visual and audial aids used in the textbook appropriate for their purpose? etc. Thus, following the principles of a framework such as the CEFR is considered a way to eliminate some of the challenges of preparing a foreign language teaching curriculum and a textbook. For example, reflecting mediation into an EFL textbook could be economical in variety of ways. Using activities as mediators for developing language skills would be the most outstanding one. With a smaller number of activities and less time, it is possible to design a more effective textbook if the textbook designers are aware of mediation, and reflect the principles of it as they should do. It is important to consider mediation as a nonexcludable mode of learning. North (2016) claims that mediation is more difficult language activity than the other three modes (reception, production and interaction) because "... it usually involves all of them, together with a cognitive and interpersonal challenge" (p. 133). It could be deduced from the statement that mediation is a bit complex phenomenon which cannot be explained solely by transferring linguistic text or message from one to another. It is rather "creating the space and conditions for communication and/or learning" (p.133) among interlocutors. Yet, it is implied in the study that mediation is conducted not only through fulfilling textbook activities limited to objectives but also could play a role as visual, audial and audio-visual elements in learning environment. This issue is related to the last part of the chapter where the third research question is discussed.

Furthermore, the results could be discussed with another perspective. Even though the CEFR is considered to be a convincing and satisfying framework in explaining learning and teaching (Eglė Žindžiuvienė, 2023), some aspects including mediation might still be expected to be improved. As stated in the CEFR/CV, there are two main categories of mediation: mediation activities and mediation strategies. Although mediation is unpacked efficiently in the CEFR/CV with new illustrative descriptors of mediation for different proficiency levels, mediation strategies and some subcategories of mediation activities do not have illustrative descriptors for A1 level. It may be due to the nature of whole mediation concept itself or a need for further research and development on the subject.

RQ 3: What are the other prominent mediators used in the textbook besides activities?

Even though the CEFR/CV implies that mediation is applied and seen through textbook activities, there exist some other mediators in the textbook besides activities and skills. These are called as "other mediators" in the research. They also mediate learning for students in some particular ways even though they are not activities themselves. The most prominent ones are visual (i.e., pictures) and audial (listening texts) aids. These materials greatly enable visual and auditory learners to understand messages and to act upon them. They implicitly help learners comprehend the hidden gist or assistance and improve their target skills, which is one of the aims of the construction of the activities anyway. There take place 143 pictures, 2 charts and 79 different listening texts in the textbook. The distribution of these mediators to the activities are illustrated in Appendix 2.

To draw their attention in lessons and to motivate them, teachers of young learners tend to use different kinds of materials such as flashcards, posters, pictures, listening texts, audio-visual aids and so on. Increasing learners' level of attention to subjects, these materials also have a role of making learning easier for the learners. However, preparing a lesson with full of different materials would be challenging for teachers in many ways such as being time consumer or expensive if there are not some particular materials available to be readily used (Grecu, 2022). Thus, textbooks have a crucial role in foreign language teaching and learning because they are portable course materials which make it easy to call upon any time needed. Designing a textbook is quite a demanding job which requires a strong theoretical background and effective need analysis based on the level/grade they are prepared for. For example, topics such as "Teen Life" might mean nothing to a young

learner whose age is around 7-11. Moreover, using illustrates in a textbook would be much more attracting for young learners whose literacy has not been well-developed yet than secondary level learners.

CONCLUSION

Apart from the developments in the CEFR and the elaboration of mediation, 4th grade public state textbook of English language teaching was also tackled through analysing the activities in the light of mediation notion and illustrative descriptors for mediation. The aim of the research was to reveal the degree the textbook involves mediation activities and elements such as visual and audial aids. Research methodology of the study consists of thematic content analysis and document analysis with the help of descriptive statistics. The result has shown that 8.3% activities in the textbook could be counted as mediation activities. Since mediation takes place with the combination of three modes that are reception, production and interaction, its existence in a textbook and in any kind of learning environment is most natural and significantly important to motivate students to take part in interaction and communication without hesitates and boundaries. Mediation also clears the way to misunderstanding and misinterpreting of messages between interlocutors to ensure a healthy communication and learning.

Teachers of foreign languages could be both mediators themselves and mediation facilitator along with textbooks. 4th grade EFL textbook investigated in the study includes, though not significantly, mediation in activities and in form of visual and audial materials. Teachers should be aware of and trained for the importance of benefiting from mediation usage in their classes to develop skills and to facilitate more efficient learning / teaching process with less effort. They should not isolate mediation from language teaching/learning by ignoring it in their lessons. Moreover, learners of a foreign/second language could be provided by teachers with being informed about mediation use and strategies in order to be aware of their interactions in target language and to create a smooth communicative environment. Textbook designers are recommended to keep up with the innovations in the field of material development with a pedagogical point of view. Embedding mediation into the textbook activities as well as other elements such as visual and audial aids could facilitate learning through interaction.

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APPENDICES

1. Mediated and Mediator Skills

IDs of Textbook Activities	Mediator Skill	Mediated Skill
u1.3a	L	S
u1.6b	R	S
u1.8a	R	S
u2.5a1	L	S
u2.6a	L	W
u2.9a1	L	W
u2.11a	R	S
u3.4a	R	S
u3.6a	R	S
u3.7a	L	S

u3.8a	R	S
u3.11a	R	S
u4.2b1	R	S
u4.5a	L	S
u4.6a	L	W
u4.8a	R	S
u5.2a	L	S
u5.4a	L	S
u5.9a	L	S
u5.11a	R	S
u6.2a	L	S
u6.5a	R	S
u6.7a	R	S
u6.9a	R	W
u6.10a	R	S
u7.2a	L	S
u7.4a	R	S
u7.6a	R	S
u7.9a	R	S
u7.11a	R	S
u8.5a	L	S
u8.8a	R	S
u8.9a	L	S
u8.10a	L	W,S
u8.12a	R	S
u9.3	R	S.a
u9.4	L	S.a
u9.6a	W	S.b
u9.6b	R	S.b
u9.11a	R	S
u10.2a	L	S
u10.4a	R	S
u10.8a	L	S
u10.9a	R	S
44 of 168 activities	44	43
	18 L	5 W
	1 W	38 S
	25 R	0 L
	0 S	0 R

Appendix 2. Detailed mediator analysis

Unit 1:

Activity No.	Activity	Page	Target skill	Mediator skill	Mediator skill ID	Other mediators
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u1.1	listening to a conversation	8	listening	-	-	pictures describing the conversation
						listening text (track 1)
u1.2a	reading a dialogue	9	reading	-	-	picture
						sample dialogue
u1.2b	making a dialogue	9	speaking	reading	u1.2a	extra words / phrases
u1.3a	listening and pointing	9	listening	-	-	pictures
						listening text (track 2)
u1.3b	repeating	9	speaking	listening	u1.3a	-
u1.4	listening and numbering	10	listening	-	-	pictures
						listening text (track 3)
u1.5	giving and following instructions	10	speaking	listening	u1.4	pictures
						sample instructions
u1.6a	listening to a dialogue	11	listening	-	-	pictures
						listening text (track 4)
u1.6b	reading a dialogue	11	reading	-	-	pictures of extra objects, sample dialogue
u1.6c	making a dialogue and acting it out	11	speaking	reading	u1.6b	

						extra phrases,
u1.7	listening to and singing a song	12	listening	-	-	picture
						listening text (track 5)
						reference page number for lyrics
u1.8a	putting a dialogue in order	12	reading	-	-	picture
						scrambled sentences of a dialogue
u1.8b	acting out the dialogue	12	speaking	reading	u1.8a	-
u1.9a1	listening to numbers	13	listening	-	-	pictures of random numbers, listening text (track 6)
u1.9a2	repeating numbers	13	speaking	listening	u1.9a1	
u1.9b	counting up to 50	13	speaking	-	-	-
u1.10	listening and drawing lines	13	listening	-	-	pictures of numbers
						listening text (track 7)
u1.11	listening to and matching numbers with colours	14	listening	-	-	picture of numbers
						names of particular colours

Unit 2:

Activity No.	Activity	Page	Target skill	Mediator skill	Mediator skill ID	Other mediators
u2.1	Listening to a conversation	22	listening	-	-	Pictures describing the conversation
						Listening text (track 10)
u2.2a	Listening to country names	23	listening	-	-	Pictures of flags belonging to particular countries, listening text (track 11)
u2.2b	Repeating country names	23	speaking	listening	u2.2a	
u2.3	listening and numbering	23	listening	-	-	pictures of flags of particular countries
						listening text (track 12)
u2.4a	Listening to directions	24	listening	-	-	a picture of a compass with directions, listening text (track 13)
u2.4b	repeating directions	24	speaking	listening	u2.4a	
u2.5a1	listening to and circling cities on the map	24	listening	-	-	a picture of a map of Turkey,
u2.5a2	answering questions of	24	speaking	listening	u2.5a1	

	listening text					listening text (track 14)
u2.5b1	reading a sentence	24	reading	-	-	picture, sample dialogue,
u2.5b2	making similar sentences	24	speaking	reading	u2.5b1	
u2.6a	listening to a speech	25	listening	-	-	Picture, listening text (track 15), written passage of the listening text
u2.6b	filling in the blanks	25	writing	listening	u2.6a	
u2.7	listening and matching	25	listening	-	-	pictures
						listening text (track 16)
						sentences from the listening text
u2.8	listening to and singing a song	26	listening	-	-	picture
						listening text (track 17)
						reference page number for lyrics
u2.9a1	listening to a passage	26	listening	-	-	

u2.9a2	filling in the chart	26	writing	listening	u2.9a1	listening text (track 18), chart
u2.9b1	filling in the blanks with personal information	27	writing	-	-	written passage with blanks
u2.9b2	reading aloud / presenting	27	speaking	writing	u2.9b1	
u2.10a	Reading questions given	27	reading	-	-	pictures questions student IDs (names, nationalities, countries, ages)
u2.10b	making a dialogue	27	speaking	reading	u2.10a	
u2.11a	reading a dialogue	28	reading	-	-	picture, sample dialogue about where cities are
u2.11b	guessing where the cities are on the Turkish map	28	speaking	reading	u2.11a	

Unit 3:

Activity No.	Activity	Page	Target skill	Mediator skill	Mediator skill ID	Other mediators
u3.1	listening to a dialogue	36	listening	-	-	pictures describing the dialogue
						listening text (track 20)

u3.2	listening and pointing	37	listening	-	-	pictures of particular cartoon characters
						listening text (track 21)
u3.3	listening and numbering	37	listening	-	-	pictures of activities
						listening text (track 22)
u3.4a	reading a dialogue	38	reading	-	-	picture, sample dialogue, extra words
u3.4b	making a dialogue	38	speaking	reading	u3.4a	
u3.5	listening and following	38	listening	-	-	pictures
						listening text (track 23)
u3.6a	reading a dialogue	39	reading	-	-	Pictures, sample dialogues, extra words / phrases
u3.6b	making a dialogue	39	speaking	reading	u3.6a	
u3.7a	listening and following	39	listening	-	-	pictures, listening text (track 24)
u3.7b	making sentences	39	speaking	listening	u3.7a	
u3.8a	reading a short passage	40	reading	-	-	picture of the children at the park, pictures of objects
u3.8b	introducing people	40	speaking	reading	u3.8a	

u3.9	reading and matching	41	reading	-	-	pictures of people describing their objects
						pictures of objects
u3.10	listening to and singing a song	41	listening	-	-	picture
						listening text (track 25)
						reference page number for lyrics
u3.11a	reading a short passage	42	reading	-	-	a reading passage, questions
u3.11b	asking / answering questions about the passage	42	speaking	reading	u3.11a	

Unit 4:

Activity No.	Activity	Page	Target skill	Mediator skill	Mediator skill ID	Other mediators
u4.1	listening to a conversation	50	listening	-	-	pictures describing the conversation
						listening text (track 27)
u4.2a	reading and matching	51	reading	-	-	pictures of activities

						names of the activities
u4.2b1	reading a sentence	51	reading	-	-	picture,
u4.2b2	making sentences	51	speaking	reading	u4.2b1	sample sentence, names of the activities
u4.3	listening and numbering	52	listening	-	-	pictures of activities
						listening text (track 28)
u4.4	completing sentences	52	writing	-	-	pictures of activities
						incomplete sentences
u4.5a	listening to a dialogue	53	listening	-	-	picture describing the conversation
						listening text (track 29)
u4.5b	acting out the dialogue	53	speaking	listening	u4.5a	extra words / phrases / sentences
u4.6a	listening to a conversation	53	listening	-	-	listening text (track 30)
u4.6b	filling in the chart	53	writing	listening	u4.6a	listening text (track 30)
						chart with activities
u4.7	listening to and singing a song	54	listening	-	-	picture
						listening text (track 31)

						reference page number for lyrics
u4.8a	putting tick or cross to activities for personal likes	54	reading	-	-	a list of activities
u4.8b	making a dialogue	54	speaking	reading	u4.8a	a list of activities
						picture of sample dialogue
u4.9	doing a questionnaire	55	reading	-	-	a questionnaire with options
u4.10	decoding the message	56	writing	-	-	letters and shapes

Unit 5:

Activity No.	Activity	Page	Target skill	Mediator skill	Mediator skill ID	Other mediators
u5.1	listening to a passage	64	listening	-	-	pictures describing the passage
						listening text (track 33)
u5.2a	listening days of the week and parts of a day	65	listening	-	-	listening text (track 34), list of days of week, list of parts of a day
u5.2b	repeating days of the week and parts of a day	65	speaking	listening	u5.2a	

u5.3	listening and numbering sentences	65	listening	-	-	listening text (track 35)
						pictures of activities
u5.4a	listening to someone telling the time	66	listening	-	-	pictures of clocks with different time,
u5.4b	repeating the time	66	speaking	listening	u5.4a	listening text (track 36)
u5.5	listening and numbering	66	listening	-	-	pictures of clocks with different time
						listening text (track 37)
u5.6	telling the time in different cities	67	speaking	-	-	pictures of clocks
						pictures of different cities
u5.7	listening and drawing clocks	67	listening	-	-	pictures of two different daily routine activities
						clocks with missing hands
						listening text (track 38)
u5.8	listening to and singing a song	68	listening	-	-	picture
						listening text (track 39)
						reference page number for lyrics

u5.9a	listening to a conversation and putting ticks	69	listening	-	-	listening text (track 40), chart including daily routines and parts of a day,
u5.9b	making dialogues based on the chart	69	speaking	listening	u5.9a	pictures
						sample dialogue
u5.10	listening and circling the correct word	69	listening	-	-	pictures of speech bubbles with both correct and incorrect time expressions
						listening text (track 41)
u5.11a	reading and matching	70	reading	-	-	pictures, daily routine sentences
u5.11b	telling about one's daily routine	70	speaking	reading	u5.11a	

Unit 6:

Activity No.	Activity	Page	Target skill	Mediator skill	Mediator skill ID	Other mediators
u6.1	listening to a dialogue	80	listening	-	-	picture describing the dialogue
						listening text (track 43)

u6.2a	listening to prepositions of place	81	listening	-	-	pictures describing the prepositions, listening text (track 44)
u6.2b	repeating prepositions of place	81	speaking	listening	u6.2a	
u6.3	reading and drawing objects	81	reading	-	-	incomplete pictures
						sentences to help complete pictures
u6.4	pointing and saying where the objects are	82	speaking	-	-	pictures of objects
u6.5a	reading a dialogue	82	reading	-	-	sample dialogue, pictures of objects
u6.5b	making a dialogue	82	speaking	reading	u6.5a	
u6.6	listening and numbering	83	listening	-	-	listening text (track 45)
						pictures describing actions
u6.7a	reading sentences	83	reading	-	-	picture, affirmative sentences
u6.7b	making sentences negative	83	speaking	reading	u6.7a	
u6.8	listening and ordering	84	listening	-	-	pictures
						listening text (track 46)
u6.9a	reading sentences	84	reading	-	-	pictures,

u6.9b	matching and writing	84	writing	reading	u6.9a	ability sentences
u6.10a	reading a dialogue	85	reading	-	-	pictures
						sample dialogue
u6.10b	making a dialogue	85	speaking	reading	u6.10a	extra words
u6.11	listening to and singing a song	85	listening	-	-	picture
						listening text (track 47)
						reference page number for lyrics

Unit 7:

Activity No.	Activity	Page	Target skill	Mediator skill	Mediator skill ID	Other mediators
u7.1	listening to a conversation	94	listening	-	-	pictures describing the conversation
						listening text (track 49)
u7.2a	listening and pointing	95	listening	-	-	pictures of jobs,
u7.2b	repeating jobs	95	speaking	listening	u7.2a	listening text (track 50)
u7.3	listening to a dialogue	95	listening	-	-	picture describing the dialogue
						listening text (track 51)

u7.4a	reading a dialogue	96	reading	-	-	sample dialogue, pictures of people of different jobs
u7.4b	making a dialogue	96	speaking	reading	u7.4a	
u7.5	listening and matching	96	listening	-	-	pictures of people of different jobs, listening text (track 52)
u7.6a	reading a dialogue	97	reading	-	-	sample dialogue, pictures of people of different jobs
u7.6b	making a dialogue	97	speaking	reading	u7.6a	
u7.7	listening and numbering	97	listening	-	-	pictures
						listening text (track 53)
u7.8	listening to and singing a song	85	listening	-	-	picture
						listening text (track 54)
						reference page number for lyrics
u7.9a	reading a short passage	98	reading	-	-	short sample paragraph, pictures of people of different jobs
u7.9b	introducing people	98	speaking	reading	u7.9a	
u7.10	answering questions by using clues	99	speaking	-	-	picture
						a set of questions

						clues about a farmer
u7.11a	reading a dialogue	99	reading	-	-	picture, sample dialogue
u7.11b	making a dialogue and acting it out	99	speaking	reading	u7.11a	
u7.12	ordering sentences of a dialogue	100	reading	-	-	picture, scrambled sentences of a dialogue

Unit 8:

Activity No.	Activity	Page	Target skill	Mediator skill	Mediator skill ID	Other mediators
u8.1a	listening to a dialogue	108	listening	-	-	pictures describing the dialogue
						listening text (track 56)
u8.1b	repeating clothes	108	speaking	-	-	listening text (track 57)
						names of clothes in 1a
u8.2	listening and putting a tick	109	listening	-	-	pictures
						listening text (track 58)
u8.3	reading and putting T or F according to the picture	109	reading	-	-	picture
						T/F statements
u8.4		109		-	-	picture

	listening and colouring		listenin g			listening text (track 59)
u8.5a	listening and pointing	110	listenin g	-	-	pictures, listening text (track 60)
u8.5b	repeating weather conditions	110	speakin g	listening	u8.5a	
u8.5c	making a dialogue	110	speakin g	-	-	sample dialogue
						picture
u8.6	listening and putting T or F	111	listenin g	-	-	pictures
						listening text (track 61)
u8.7	reading and matching	111	reading	-	-	pictures of weather conditions
						pictures of clothes
u8.8a	reading a dialogue about the seasons and weather conditions	112	reading	-	-	sample dialogue, lists of seasons and weather conditions, numbered pictures
u8.8b	making a dialogue about the seasons in pictures	112	speakin g	reading	u8.8a	
u8.9a	listening to a dialogue	112	listenin g	-	-	picture, listening text (track 62), extra words
u8.9b	making a dialogue and acting it out	112	speakin g	listening	u8.9a	

u8.10a	listening to a phone conversation	113	listenin g	-	-	picture of phone conversation with blanks,
u8.10b	filling in the blanks	113	writing	listening	u8.10a	listening text (track 63)
u8.10c	describing weather	113	speakin g	listening	u8.10a	-
u8.11	listening to and singing a song	113	listenin g	-	-	picture
						listening text (track 64)
						reference page number for lyrics
u8.12a	reading a dialogue	114	reading	-	-	pictures, sample dialogue
u8.12b	making a dialogue through playing a game	114	speakin g	reading	u8.12a	

Unit 9:

Activity No.	Activity	Page	Target skill	Mediator skill	Mediator skill ID	Other mediators
u9.1	listening to a passage	122	listening	-	-	picture describing the passage
						listening text (track 66)
u9.2	listening and pointing	122	listening	-	-	pictures
						listening text (track 67)
u9.3		123	reading	-	-	pictures

	matching sentences with pictures					sentences about physical appearance
u9.4	listening and matching	123	listening	-	-	pictures and names of people
						listening text (track 68)
u9.5	describing people	124	speaking	listening, reading	u9.3, u9.4	pictures
u9.6a	filling in the blanks on the picture	124	writing	-	-	picture with blanks, sample dialogue
u9.6b	reading a dialogue	124	reading	-	-	
u9.6c	making a dialogue	124	speaking	reading	u9.6a, u9.6b	
u9.7	listening and drawing	125	listening	-	-	listening text (track 69)
u9.8	reading and matching	125	reading	-	-	pictures of children
						sentences describing different children
u9.9	listening to and singing a song	126	listening	-	-	picture
						listening text (track 70)
						reference page number for lyrics
u9.10	drawing and describing	126	writing	-	-	space to draw and write
u9.11a	reading a dialogue	127	reading	-	-	pictures,

u9.11b	making a dialogue	127	speaking	reading	u9.11a	sample dialogue
u9.12	asking/answering questions through a game	127	speaking	-	-	game board including questions/orders
u9.13	drawing oneself and describing	128	writing	-	-	space to draw and write

Unit 10:

Activity No.	Activity	Page	Target skill	Mediator skill	Mediator skill ID	Other mediators
u10.1	listening to a conversation	136	listening	-	-	pictures describing the conversation
						listening text (track 72)
u10.2a	listening and pointing	137	listening	-	-	pictures of food and drinks, listening text (track 73)
u10.2b	repeating food and drinks	137	speaking	listening	u10.2a	
u10.3	listening and matching	137	listening	-	-	pictures of a mouse, a cat and their food and drinks
						listening text (track 74)
u10.4a	reading a dialogue	138	reading	-	-	sample dialogue

u10.4b	making a dialogue and acting it out	138	speaking	reading	u10.4a	picture
u10.5	listening and putting a tick	138	listening	-	-	pictures of food
						listening text (track 75)
u10.6	listening and completing faces	139	listening	-	-	pictures of food
						incomplete faces under the pictures
						listening text (track 76)
u10.7	listening to and singing a song	139	listening	-	-	picture
						listening text (track 77)
						reference page number for lyrics
u10.8a	listening and matching	140	listening	-	-	pictures of food,
u10.8b	asking / answering questions about the children given	140	speaking	listening	u10.8a	pictures of different children, listening text (track 78)
u10.9a	reading a dialogue	140	reading	-	-	picture, sample dialogue
u10.9b	acting out the dialogue	140	speaking	reading	u10.9a	
u10.10	listening and circling	141	listening	-	-	pictures of food

						pictures of people
						listening text (track 79)