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Research Article

# Aspects of Mediation Embodied in the Productive Skills in Turkish Course Books for Foreigners

## *Yabancılar İçin Türkçe Ders Kitaplarında Yer Alan Üretimsel Becerilerin Aracılık Boyutu*

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***Abstract***

***Purpose:*** *The aim of this study is to investigate how speaking and writing activities in Turkish coursebooks, used at TÖMER of a state university in Türkiye, align with the mediation outcomes calibrated in the CEFR.* ***Method:*** *To address this objective, a qualitative document analysis was conducted by scrutinizing the set of six Turkish coursebooks that correspond to CEFR levels A1 to C1. Each task in these coursebooks was analyzed by categorizing its mediative depth—such as mediating a text, mediating concept, and mediating communication. This categorization was carried out through iterative coding cycles, accompanied by peer debriefing to ensure reliability and validity. Findings reveal that speaking exercises and activities frequently integrate mediative functions. These include prompting learners to paraphrase peer contributions, clarify nuances, and negotiate interpretations. In contrast, writing tasks mainly focus on content production and linguistic accuracy. They offer limited structured opportunities for mediation, except in advanced modules that incorporate peer feedback and text summarization. This imbalance highlights a gap in instructional design. Curricula and materials appear to lack systematically embed mediative writing activities in order to foster comprehensive communicative competence. This will less prepare learners with crucial intercultural and information-management skills essential for the twenty-first century. The discrepancy between mediation in speaking and writing tasks further denotes the need for intentional design of curriculum and instructional materials.* ***Findings:*** *Findings reveal the importance of writing activities to involve collaborative text co-construction, purposeful summarization, and context-sensitive adaptations. Curriculum developers and textbook authors are encouraged to utilize CEFR mediation scales in order to design more balanced syllabi.* ***Conclusion:*** *The research into Turkish as a Foreign Language (TFL) instructional materials is thought to contribute to the field since these support learners in acquiring vital 21st-century skills in intercultural communication and information management.*



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Yabancı dil olarak Türkçe öğretimi
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Konuşma

***Öz***

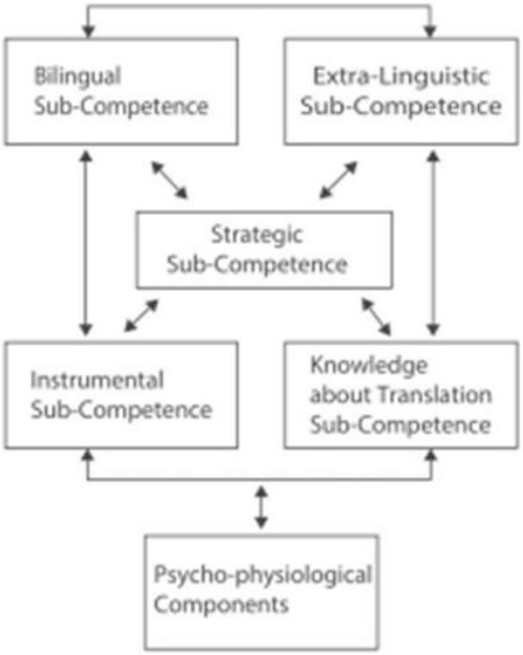
***Amaç:*** *Bu çalışmanın amacı, Türkiye'deki bir devlet üniversitesinin TÖMER'inde kullanılan Türkçe ders kitaplarında yer alan konuşma ve yazma etkinliklerinin CEFR içinde yer alan aracılık kazanımları ile nasıl örtüştüğünü incelemektir.* ***Yöntem:*** *Bu amaca yönelik olarak, CEFR A1 ile C1 arasındaki seviyelere karşılık gelen TÖMER'deki altı Türkçe ders kitabı seti incelenerek nitel bir doküman analizi yapılmıştır. Bu ders kitaplarındaki her etkinlik, metne, kavramlara ve iletişime aracılık etme gibi aracılık derinliğine göre sınıflarına ayrılarak analiz edilmiştir. Bu sınıflandırma, güvenilirliği ve geçerliliği sağlamak için uzman bilgilendirmesi eşliğinde yinelemeli kodlama döngüleri aracılığıyla gerçekleştirilmiştir.* ***Bulgular:*** *Bulgular, konuşma alıştırma ve etkinliklerinin sıklıkla aracılık işlevlerini yerine getirdiğini ortaya koymaktadır. Bunlar, öğrencilerin akran katkılarını başka kelimelerle ifade etmeye, nüansları netleştirmeye ve yorumları aydınlatmaya teşvik etmeyi içermektedir. Buna karşılık, yazma alıştırma ve etkinliklerinin esas olarak içerik üretimi ve dilsel doğruluğa odaklandığı görülmektedir. Akran geri bildirimi ve metin özetlemeyi içeren gelişmiş aracılık modülleri dışında sınırlı yapılandırılmış etkinlikler sunulmuştur. Bu dengesizlik, öğretim tasarımındaki bir boşluğu vurgulamaktadır. Müfredat ve materyaller, kapsamlı iletişimsel yeterliliği teşvik etmek için aracılık kazanımlarına yönelik yazma etkinliklerini sistematik olarak yerleştirilmediğini ortaya koymaktadır. Bu, yirmi birinci yüzyıl için gerekli olan önemli kültürlerarası ve bilgi yönetimi becerilerine sahip olması gereken öğrencileri daha eksik hazırlayacaktır. Konuşma ve yazma görevlerinde arabuluculuk arasındaki tutarsızlık, müfredat ve öğretim materyallerinin kasıtlı olarak tasarlanmasına olan ihtiyacı daha da ortaya koymamaktadır.* ***Sonuç:*** *Sonuçlar, yazma etkinliklerinin, işbirlikli metin birlikte inşası, amaçlı özetleme ve bağlama duyarlı uyarlamaları içermesinin önemli olduğunu göstermektedir.*

## Introduction

21st-century skills gain importance as a front and center in language teaching, highlighting mediation alongside critical thinking and teamwork. Learners today move through a world of shifting languages and cultures, and mediation—one of the CEFR's four communication modes—allows them to connect those differences. Regarding changes and challenges that take part in the world currently, communication is considered much more crucial than anything else, which is realized between interlocutors. By restating a peer's idea, summarizing a text, or adapting their words for a new audience, individuals learn to shape dialogue and bridge gaps across languages and cultures. As to contribute this issue, the 2018 CEFR Companion Volume redefined the landscape of language education by introducing mediation as a fourth core communicative mode alongside the traditional skills of listening, speaking, reading, and writing (CEFR, 2020, 35). Unlike the 2001 edition, which largely equated mediation with translation and language transfer, the updated CEFR redefines mediation as an integrative process that unites all communicative modes. It involves not only transmitting a message, but also shaping and conveying meaning to facilitate understanding. Mediation is framed as cross-linguistic and cross-modal, emphasizing the learner as a social agent who negotiates meaning

collaboratively and enables interaction between interlocutors (CEFR, 2020, 36, 90). In the literature, after North and Piccardo (2016b) had launched the studies on CEFR, and worked on developing illustrative descriptors of aspects of mediation for the Common European Framework of Reference (CEFR), there appeared studies conducted on mediation. Stachl-Peier (2020, 36-37) claimed that advocacy persisted, with numerous publications underscoring translation's value in language teaching across diverse contexts and objectives. She agreed with Carreres that translation training should start only after trainees are fluent in their working languages as language learning and translation are very different skills. Stachl-Peier (2020) underlined the hardship of this action and presented the figure as below.

**Figure 1.** *Translation Competence Model by Pacte Group (Stachl-Peier, 2020, 39)*




As displayed in the Figure 1, translation requires much more cognitive strategies during the process. Therefore, North and Enrica (2016a) presented their model of mediation within the Common European Framework of Reference (CEFR) and asserted that in the language classroom learners could activate their cognitive skills and "mediate their thinking". This was appreciated very fast and the term gained a great attention as facilitator of L2 acquisition. Upon this, several studies were launched in this issue. Some scholars focused on potential of mediation descriptors in teaching foreign languages (Günaydın & Demir, 2023; Korai & Papadima-Sophocleous, 2021; Morozova, 2021), performance of mediation (Ceng, 2011), testing (Dendrinos, 2006; Lehtonen et al., 2023; Pavlovskaya & Lankina, 2019), and pure mediating communication (Leung & Jenkins, 2020; Ramey, 2023), skills Chovancov'a, 2018). Language skills in teaching Turkish as a foreign language (Demir & Çekici, 2023; Deniz, Öztürk, & Çekici, 2021; Lei, 2008; Tüm,

2020), others elucidated on the textbooks (Kurt & Cinkara, 2025; Suroğlu Sofu & Demirkol, 2024) unearthing the Traces of CEFR's Mediation in EFL Textbooks in Türkiye.

This role transcends language boundaries and emerges across social, pedagogical, cultural, and professional contexts, focusing on creating communicative space, encouraging understanding, and effectively relaying information. To exemplify, the mediation scheme is given in the figure below.

**Figure 2.** *Mediation scheme (CEFR, 2020, 90)*

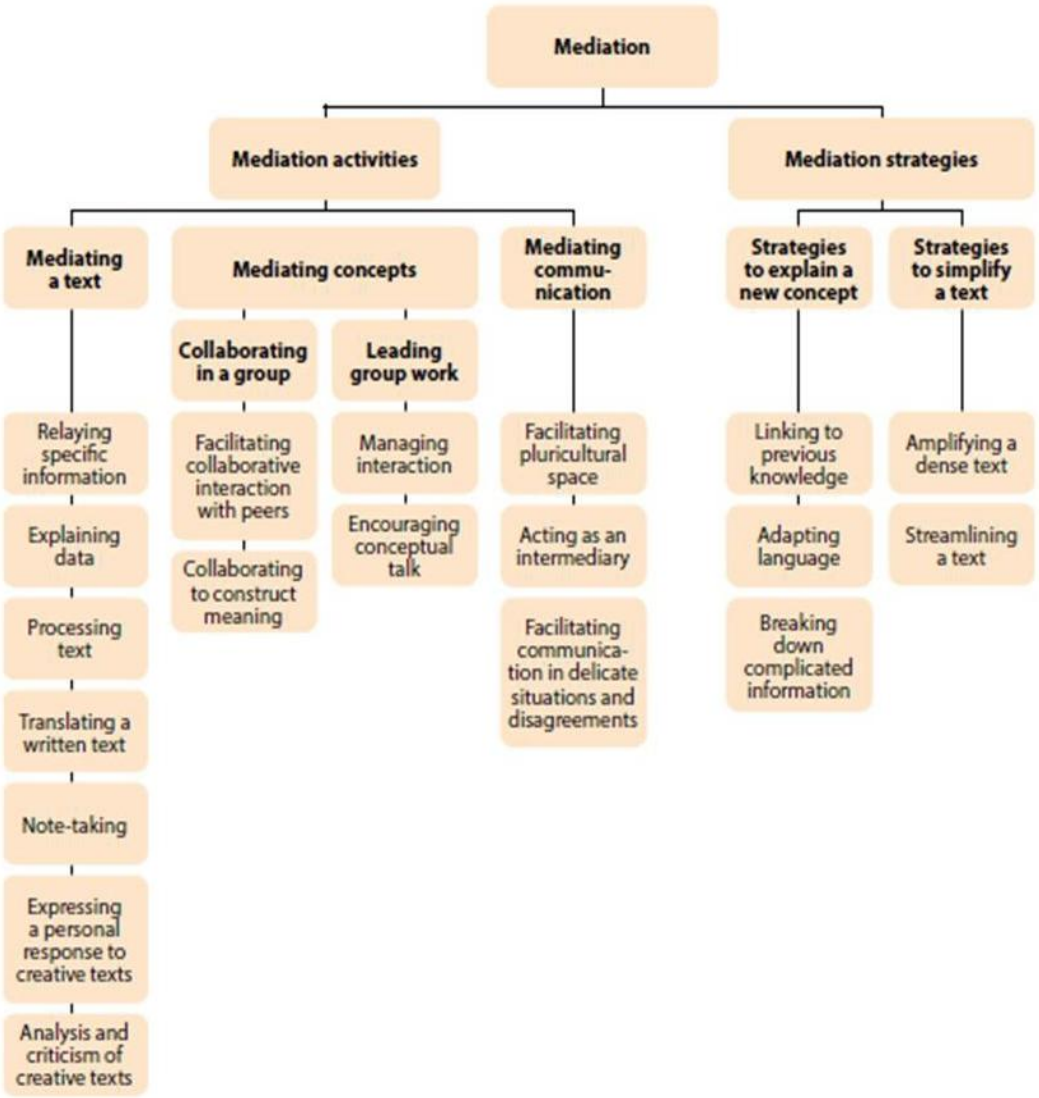



Figure 2 displays several key dimensions of mediation. A foundational prerequisite for effective learner participation in these activities is emotional intelligence—or at least the capacity for empathy toward others' perspectives and emotional states (CEFR, 2020, 106). As previously discussed, mediation, particularly with its cultural and social facets, plays a pivotal role not only in fostering cooperative communication but also in managing emotionally charged or sensitive situations. Mediation extends beyond the simple transmission of information. Mediating a text entails facilitating access to its content when

linguistic, cultural, semantic, or technical barriers exist. Mediating concepts focuses on helping interlocutors access knowledge that might otherwise remain opaque, even within the same language. Meanwhile, mediating communication involves clarifying and streamlining understanding among individuals with differing sociocultural, sociolinguistic, intellectual, or personal perspectives (p. 107). Collectively, these three aspects highlight the increasing relevance of mediation in navigating complex social and cultural interactions. The social dimension of mediation plays a critical role in equipping learners to engage meaningfully and collaborate across linguistic and cultural boundaries, both within their own communities and in international contexts. (Puren, 2002, 58–71). Accordingly, learners should be encouraged to use their mother tongue during both collaborative interactions and private speech. This practice supports "languaging"—the process of shaping and articulating complex ideas—before producing output in the target language (Swain & Lapkin, 2013, as cited in North & Piccardo, 2016a, 19). As learners gradually build linguistic and social competence, they become more confident in using the second language (L2) as a tool for mediation. Cross-linguistic mediation, according to Swain & Lapkin (2013), occurs when both L1 and L2 are employed during target language activities. This is particularly evident in educational settings, where group work and collaborative tasks necessitate the co-construction of meaning—though such interactions are often susceptible to communication breakdowns that can impede the learning process. In such cases, as proposed by the Council of Europe (2015, 27), mediation functions as a bridge, reactivating dialogue and fostering mutual understanding in educational settings. Mediation refers to any socially situated practice aimed at bridging tensions between differing perspectives—often arising from misunderstanding, conflict, ignorance, or unfamiliarity with phenomena, content, rules, norms etc.—and is deeply embedded across diverse domains of social life.

Although previously addressed in detail, communication among individuals is not always straightforward. Whorf (1956, as cited in North & Piccardo, 2016a, 18) emphasizes that individuals do not form the same understanding of reality unless their linguistic frameworks are similarly calibrated. The Council of Europe similarly associates mediation with the linguistic and cultural space between interlocutors, describing it as a process that alters both poles to bring them closer through mutual adaptation (CoE, 2015, 29). Accordingly, mediation is recognized as essential for the normal linguistic functioning of societies (CEFR, 2018, 122).

Language, therefore, functions not merely as a vehicle of communication, but as a tool of social action (Alrabadi, 2012, p. 1). Mediation aligns closely with concept-based language learning rather than a focus solely on grammar and vocabulary. As social agents, learners engage in authentic communicative contexts, where language “emerges from social and cultural activity and only later becomes an object of reflection” (Kramsch, 2000, 134; North & Piccardo, 2016a, p. 17). Thus, mediation supports psycho-cognitive development and should not be viewed as a novel concept or skill, but rather as a reflection of real-world language use that enables learners to co-construct meaning in society.

This role transcends language boundaries and emerges across social, pedagogical, cultural, and professional contexts, focusing on creating communicative space, encouraging understanding, and effectively relaying information. To exemplify, the mediation scheme is given in the figure below.

### *Mediation in Speaking*

In language learning, speaking is a core productive competence. According to the CEFR, spoken mediation extends this skill to relaying information, explaining data, processing texts, and translating written content. Rather than expressing personal meaning, the speaker acts as an intermediary between interlocutors facing communication barriers—often linguistic. Mediation thus includes interpretation, translation, and reformulation strategies like summarizing or paraphrasing to ensure understanding (CEFR, 2020).

### *Mediation in Writing*

Written mediation, as conceptualized in the CEFR (2018), represents a broadened communicative skill that encompasses conveying information, interpreting data, and processing texts through translation, summarization, and paraphrasing across or within languages L2 or L1-L2).

### *Instructional Materials*

As instructional materials, coursebooks benefit both learners and teachers by combining theory and practice through activities, explanations, texts, visuals, and formats. They save teachers' preparation time. They also guide students through communicative tasks so learners can practice speaking, listening and negotiation skills in realistic contexts, build communicative competence. In the same vein, the learner can follow the process of the language course by what was done in the lesson and what is expected to be done in future (Harmer, 2001) and are an inevitable component of a curriculum (Snyder, et al., 1992); moreover, the topics and the sequence of instruction are provided for teachers and students (Venezky, 1992). Hence, the aim of this study is to investigate how productive skills (speaking and writing) are embedded in Turkish coursebooks, used at TÖMER of a state university in Türkiye, align with the mediation outcomes in the CEFR. Based on the two productive skills in mind, this study inquires the answers of the following questions:

1. To which degree is mediation currently expanded in CEFR applied and reflected in instructional materials at Level B1 by GU-TÖMER?
2. To what extent are speaking-based mediation and writing-based mediation integrated and embodied in instructional materials at Level B1?

## Methodology

### *Research Design*

To investigate the curriculum and instructional materials for teaching Turkish as a Foreign Language (TFL), the coursebook Yabancılar için Türkçe is scrutinized through a descriptive research method, widely recognized for presenting current educational contexts (Kaptan, 1993). Accordingly, document analysis is employed to gather textual data. Given its strength in exploring complex phenomena, a qualitative research design is adopted (Dörnyei, 2007). The process of document analysis follows Bowen's (2009, 32) three-tiered approach: skimming (initial overview), reading (in-depth examination), and interpretation—combining elements of thematic and content analysis.

This study focuses on the GU-TÖMER B1-level TFL coursebook, specifically its speaking and writing activities, and their alignment with CEFR mediation descriptors. The B1 level was selected due to its characterization of learners as "independent users" who exhibit enhanced productive skills—particularly in speaking and writing. Furthermore, the CEFR offers well-articulated mediation descriptors at this level, making it especially apt for analyzing how mediation is integrated into instructional content.

### *Data Tools*

The content of the GU-TÖMER B1-level coursebook Yabancılar için Türkçe constitutes the primary data source for this study, authorized through formal approval (E-33972245-044-87569). Aligned with the CEFR, the coursebook integrates audio-visual materials aimed at developing the four fundamental language skills: listening, reading, speaking, and writing. This research focuses specifically on the speaking- and writing-oriented tasks to analyze how mediative aspects, as outlined in the CEFR, are represented and operationalized. To ensure contextual clarity and enhance data reliability, the study includes an overview of the coursebook's table of contents and the sub-units comprising each chapter.

The GU-TÖMER B1-level coursebook comprises five units, each containing four thematically linked reading texts that establish the structure of four corresponding sub-units. Each unit opens with a reading passage, followed by a sequence of activities—comprehension, speaking, writing, and listening—designed to develop all four language skills. Table 1 below provides a quantitative representation of the productive skill components, highlighting the coursebook's emphasis on speaking and writing tasks.

**Table 1.** *Distribution of Activities in Speaking and Writing Sections in Yabancılar için Türkçe*

| Skills | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 | Total |
|---|---|---|---|---|---|---|
| Speaking | 13 | 12 | 13 | 13 | 10 | 61 |
| Writing | 11 | 12 | 15 | 12 | 13 | 63 |
| TOTAL | 24 | 24 | 28 | 25 | 23 | 124 |

As given in Table 1, all of the units approximately include equal activities for both speaking and writing activities. Yet, Unit 5 has the least speaking activities, whereas Unit 3 has the most writing activities (n 15).

## Data Analysis

Since the idea of mediation originally stems from the CEFR, the mediation outcomes depicted in the Companion Volume with New Descriptors (2018, 106-125) were quested in the activities for Speaking and Writing in the B1 Level course book prepared by GU-TÖMER. Document analysis was conducted with the help of the details in mediative activities and outcomes depicted in the CEFR. Hereby, all the speaking and writing activities containing linguistic transfer in the instructional materials were unearthed. Thus, the mediation extent embodied in the related instructional materials was discovered by Mediation Sheme in Figure 1 and also modified by the researcher with the help of the study by North and Piccardo (2016b). Reliability and interreliability of the study were confirmed by the supervisor and three expert instructors who crosschecked all results. Ambiguities were clarified with their input, and a consensus among five researchers, including the supervisor, finalized the decisions. Then the tables were reframed.

## Research Ethics

This research examines the series of books for teaching Turkish language as a foreign language prepared and published by the university; therefore, formal approval was obtained from the university administration.

## Results/Findings

The inquiry question is to which degree mediation is currently expanded in CEFR applied and reflected or calibrated in TFL instructional materials by GU-TÖMER (at Level B1). The first findings for speaking-based mediation integrated and embodied in the TFL instructional materials are achieved through analysis of the activities in the Speaking sections of all the units with regards to the mediative aspect categorized as Mediating Concepts, Mediating Communication, and Mediating a Text by the CEFR (2018) and displayed in Table 2 below.

**Table 2**. *Mediative Activities in the Speaking Sections of B1 Level Yabancılar İçin Türkçe*

| | **Speaking Sections** | | |
|---|---|---|---|
| | **N** | **f** | **%** |
| **MEDIATING CONCEPTS** | | | |
| **Collaborating in a Group** | | | |
| Facilitating Collaborative Interaction with Peers (Establishing Conditions) | 61 | 59 | 96.7 |
| Collaborating to Construct Meaning (Developing Ideas) | 61 | 61 | 100 |
| **Leading Group Work** | | | |
| Managing Interaction (Establishing Conditions) | 61 | 59 | 96.7 |
| Encouraging Conceptual Talk (Developing Ideas) | 61 | 36 | 59.0 |

| | | | |
|---|---|---|---|
| Total | 244 | 215 | 88.1 |
| **MEDIATING COMMUNICATION** | | | |
| Facilitating Pluricultural Space | 61 | 57 | 93.4 |
| Acting as Intermediary in Informal Situations (with friends and colleagues) | 61 | 57 | 93.4 |
| Facilitating Communication in Delicate Situations and Disagreements | 61 | 29 | 47.5 |
| Total | 183 | 143 | 78.1 |
| **MEDIATING A TEXT** | | | |
| Relaying Specific Information | 61 | 38 | 62.3 |
| Explaining Data (e.g. in graphs, diagrams, charts etc.) | 61 | 0 | 0 |
| Processing Text | 61 | 14 | 22.9 |
| Translating a Written Text | 61 | 0 | 0 |
| Note-Taking (lectures, seminars, meetings, etc.) | 61 | 0 | 0 |
| Expressing a personal response to creative texts (including literature) | 61 | 9 | 14.8 |
| Analysis and criticism of creative texts (including literature) | 61 | 7 | 11.5 |
| Total | 427 | 68 | 15.9 |
| **TOTAL** | **854** | **426** | **49.9** |

As displayed in Table 2, mediation is categorized into three groups: (1) Mediating Concepts (2) Mediating Communication; and (3) Mediating a Text. The total number of speaking activities across all five units is indicated in the second column (N = 61). The third column (n) presents the number of speaking tasks containing mediative elements, with corresponding percentages displayed in the final column. Analysis of these tasks reveals that approximately 49.9% of the speaking activities incorporate mediation features.

Nearly half of the speaking tasks in the coursebook integrate mediation features, with Mediating Concepts comprising the largest share (88.1%). The three subcategories Facilitating Collaborative Interaction with Peers, Collaborating to Construct Meaning, and Managing Interaction appear across nearly all sections, particularly within dialogues in the books (Unit1–SS1 A, p. 5), discussions (Unit4–SS1 B, p. 62), and idea exchanges (Unit3– SS2 Ç, p. 48). Encouraging Conceptual Talk is present in 59.0% of activities, although it is less observable in tasks that involve isolated responses—such as describing images, offering advice, or answering direct questions—which fall short of the CEFR's broader expectations for mediation at the B1 level. Furthermore, sentence completion exercises do not reflect Mediating Concepts at all, as they offer no scope for communication or collaboration

The findings reveal a strong presence of Mediating Communication across speaking tasks (78.1%), with the highest alignment observed in Facilitating Pluricultural Space and Acting as an Intermediary in Informal

Situations, both at 93.4%. These mediation types are particularly evident in culturally embedded activities such as responding to hypothetical scenarios, engaging in role-play, or narrating a native fairy tale—each of which positions the learner as an intermediary within a communicative and pluricultural context. In contrast, Facilitating Communication in Delicate Situations and Disagreements appears less frequently. This mediation level, which assumes the presence of disagreements and calls for clarification,

interpretation, and negotiation of meaning, is reflected in only 47.5% of tasks—typically those involving discussions of pros and cons, exchanging viewpoints, or responding to others during dialogues (CEFR, 2018, 125).

Among the three mediation categories, Mediating a Text is the least represented, appearing in only 15.9% of the speaking activities. Certain subcategories—such as Explaining Data, Translating a Written Text, and Note- taking—are only indirectly addressed. However, Relaying Specific Information is more prominent, featured in 62.3% of tasks requiring learners to exchange ideas on trends, engage in subject-specific dialogues, or discuss proverbial meanings. Mediation involving creative texts—such as literature and stories—is minimally present, with just 14.8% of activities prompting personal responses and 11.5% focused on analysis or critique, predominantly in Units 4 and 5. Processing Text, involving content summarization or information collation, appears in only 22.9% of tasks across all units. In sum, Mediating Concepts (88.1%) and Mediating Communication (78.1%) dominate the speaking tasks, while Mediating a Text remains marginally integrated.

The second stage of analysis explores how writing activities in the TFL instructional materials reflect CEFR (2018) mediation categories—namely Mediating Concepts, Mediating Communication, and Mediating a Text— with findings summarized in Table 3.

**Table 3.** *Mediative Activities in the Writing Sections of B1 Level Yabancılar İçin Türkçe*

| | Writing Sections | | |
|---|---|---|---|
| | **N** | **n** | **F** |
| **MEDIATING CONCEPTS** | | | |
| **Collaborating in a Group** | | | |
| Facilitating Collaborative Interaction with Peers (Establishing Conditions) | 64 | 1 | 1.6 |
| Collaborating to Construct Meaning (Developing Ideas) | 64 | 1 | 1.6 |
| **Leading Group Work** | | | |
| Managing Interaction (Establishing Conditions) | 64 | 1 | 1.6 |
| Encouraging Conceptual Talk (Developing Ideas) | 64 | 10 | 15.6 |
| Total | 256 | 13 | 5.1 |
| **MEDIATING COMMUNICATION** | | | |
| Facilitating Pluricultural Space | 64 | 27 | 42.2 |
| Acting as Intermediary in Informal Situations (with friends and colleagues) | 64 | 25 | 39.1 |
| Facilitating Communication in Delicate Situations and Disagreements | 64 | 8 | 12.5 |
| Total | 192 | 60 | 31.3 |
| **MEDIATING A TEXT** | | | |
| Relaying Specific Information | 6 | 41 | 64.1 |
| Explaining Data (e.g. in graphs, diagrams, charts etc.) | 6 | 0 | 0 |
| Processing Text | 6 | 12 | 18.8 |
| Translating a Written Text | 6 | 0 | 0 |
| Note-Taking (lectures, seminars, meetings, etc.) | 6 | 0 | 0 |
| Expressing a personal response to creative texts (including literature) | 6 | 7 | 10.9 |
| Analysis and criticism of creative texts (including literature) | 6 | 7 | 10.9 |
| Total | 448 | 67 | 14.9 |
| **TOTAL** | **896** | **140** | **15.6** |

Table 3 presents the results of mediation-oriented tasks in the writing sections of the B1-level Yabancılar İçin Türkçe coursebook. Mediating Concepts emerges as the least

represented category, with each of its subcomponents (Facilitating Collaborative Interaction with Peers, Collaborating to Construct Meaning, and Managing Interaction) as given to occur only once (1.6%) across 64 writing tasks in the table. The subcategory Encouraging Conceptual Talk appears more frequently (15.6%), observed in all units except Unit 5. These instances typically involve learners formulating follow-up questions—often in email contexts—or prompting elaboration on previously shared ideas, as exemplified in Unit 2.

According to Table 3, Mediating Communication appears in approximately one-third (31.3%) of the writing activities, with Facilitating Pluricultural Space as the most frequently represented subcategory (42.2%)—observed across all coursebook units. Activities such as completing culturally themed sentences, writing emails, and composing anecdotes or fairy tales (e.g., Unit1–WS2 A, p. 10; Unit4–WS2 A, p. 66; Unit4–WS1 C, p. 81) exemplify this focus. Acting as Intermediary in Informal Situations follows closely (39.1%), while Facilitating Communication in Delicate Situations and Disagreements is the least common (12.5%), appearing only in Units 1, 2, and 4. As for Mediating a Text, its presence remains minimal at 14.9%, with no evidence of three key subtypes—Explaining Data, Translating a Written Text, or Note-taking—throughout the coursebook. Relaying Specific Information is the most frequently observed mediative writing activity, present in 64.1% of tasks. Processing Text—involving summarization or paraphrasing—is incorporated in 18.8% of activities, primarily in Units 2, 4, and 5. Activities expressing personal responses to creative texts and analysis or criticism of such texts occur in roughly 10% of the writing sections, mostly concentrated in Unit 5, with additional examples in Units 1 and 2 (e.g., U2–WS1 B, p. 25; U5–WS1 A–B, p. 80), where learners engage with films, books, and tales. Overall, mediation in the writing tasks is unevenly distributed: Mediating Communication is most prominent (31.3%), followed by Mediating a Text (14.9%), and Mediating Concepts (5.1%)

All tables and figures must be explained within the text. Tables and visual materials should begin with the labels “Table,” “Figure,” or “Visual” and should be numbered consecutively. For tables with many rows and columns, grey shading can enhance readability. The data in the tables should be entered in a 10-point font. Presenting SPSS outputs directly should be avoided.

## Discussion and Conclusion

The analysis of mediation embodiment in GU-TÖMER’s B1-level Turkish coursebook reveals that both speaking and writing sections integrate mediation activities, with a notably greater presence in speaking tasks. Speaking activities frequently involve interactional formats—role plays, discussions, group collaborations—that align with Mediating Concepts and Mediating Communication. However, relatively few of these activities provide clear guidance for peer or whole-class engagement, leaving many learners unsure whether to work individually or collaboratively. In contrast, writing sections largely position learners as solitary writers. Tasks involving emails or letters

offer some opportunities for Mediating Communication, but there is a near absence of guidance for peer collaboration or Mediating Concepts. The omission of explicit instructions for collaborative translation or text mediation further limits written mediation opportunities, despite the potential for teacher-led or tool-assisted translation work. Overall, the distribution of mediative activities is uneven across units and sections. Clearer task instructions and intentional design for peer interaction—especially in writing—would foster more balanced and systematic mediation embodiment throughout the coursebook. The coursebook's Mediating a Text activities are unevenly distributed: Relaying Specific Information appears consistently, Processing Text is rare, and Explaining Data is entirely absent. Learners were determined frequently to relay information through dialogues, discussions, and opinion-sharing—with some tasks offering sufficient context—many activities lack the lexical or instructional support needed for full presentations or genuine text processing. Tasks that might suggest Processing Text do not require synthesizing or summarizing content from multiple sources. This imbalance highlights the need for more varied and explicitly guided mediation tasks—particularly additional summarizing exercises and opportunities to interpret data—to ensure well-rounded practice in both written and spoken mediation.

The research on Gazi University TÖMER's Level 1 Turkish for Foreigners coursebook reveals that mediation, as defined by the CEFR, is embedded unevenly across speaking and writing activities: learners frequently engage in Mediating Concepts and Mediating Communication through role-plays, discussions, brainstorming, and guided texting, yet Mediating a Text appears only sporadically, and writing tasks seldom prompt peer collaboration. While the coursebook situates learners and interlocutors in shared contexts that foster different perceptions and interpretations, the lack of explicit, expanded instructions limits the full realization of mediation—especially in writing and creative text work. By clarifying task guidelines and encouraging instructors to highlight collaborative steps, the coursebook's existing activities could more consistently develop learners' mediation skills, supporting their growth as independent, plurilingual social agents and global citizens in both pedagogical and professional settings. Ultimately, fostering awareness of mediation is crucial since it serves as a bridge across cultures in both personal and societal spheres. Regarding all these outcomes, some recommendations are likely to be listed as follows:

- Explicitly Collaboration Add prompts at the start of every speaking and writing task should be given so as to make students work with their partners, discuss in small groups, and so on—to remove uncertainty and foster Mediating Concepts.
- Embed Creative-Text Mediation Across Units Scatter literature-based tasks throughout all units rather than the closing sections, ensuring regular practice in both spoken and written modes.
- Provide Lexical and Strategic Scaffolds that include word banks, phrase lists, or graphic organizers for presentations and summaries, and prompts to use

dictionaries or online tools, enabling learners to negotiate meaning and transfer information effectively.

- Encourage students to verbalize collaborative steps and scaffold mediation strategies during classroom delivery.
- Integrate Technology-Supported Mediation Recommend digital collaboration tools and translation apps in task instructions to reflect authentic 21st-century communication and research skills.

By adopting these measures, future editions of books might give a more balanced, systematic mediation framework that empowers learners as confident, plurilingual mediators in both academic and real-world contexts.

**Limitations**

This study is limited by merely B1 Level of the set of Turkish language teaching for foreigners at one state university. Regarding the exclusive emphasis on productive language skills over a comprehensive use of all skills, the study emphasizes the essential role of student-to-student communication in language learning among foreign learners.

***Ethical Approval***

Ethical approval and written permission were obtained from the Çukurova University Social and Humanities Sciences Ethics Committee (approval granted at the meeting dated 29 March 2021, 2021-SBE-65603).

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**Gülden TÜM:** Review and Editing, Funding Acquisition

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