

CHAPTER 10

An Analysis of the English Textbook *İngilizce 6* in terms of Social Action- based Learning

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INTRODUCTION

Since the Common European Framework of Reference for Languages (CEFR, 2001) and Common European Framework of Reference for Languages Companion Volume (CEFR CV, 2018) specified the training of social actors as a new goal in language teaching and learning, reference action of this new goal, which is social action, has become the focus of attention. For this reason, Puren (2015, 2019b, 2020) replaces the name action-oriented approach (AoA) with social action-oriented approach (SAOA) or social action-based learning (SABL) and Acar (2020c, 2020d, 2020e, 2021b) uses the term social action-based learning (SABL). This new goal indicates a rupture from both the communicative approach (CA) and task-based language teaching (TBLT) since the characteristics of this new action (social action) opposes the characteristics of the reference action of CA (Van Ek, 1975) as well as TBLT (Ellis, 2003; Estaire and Zanon, 1994; Nunan, 1989; Willis, 1996), namely, language interaction, as outlined in detail by Puren (2014a, 2016, 2020). Despite such a rupture between these two actions and hence these different methodological orientations, namely CA and a further development in it, which is TBLT on the one side and SABL on the other, some researchers still confuse SABL with either CA or TBLT as discussed in detail by Acar (2021a).

Social action is defined by Puren (2004, p. 20) as “acting with the others”, which refers to making society with the others and working with the others (Puren,

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