

Analysis and Evaluation of Three ESL Coursebooks

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Make a collection of a total of three different units, one unit from each of three different EFL/ESL coursebooks, and identify:

- the main teaching points
- the main teaching methodology/methodologies employed in each unit
- the syllabus fit i.e. how the content of the unit relates to the content of preceding and succeeding units
- the type of syllabus employed by the book
- the intended learner/teaching situation

Evaluate the content of each unit.

- Describe the strengths and weaknesses of each of the units.
- How well does the material achieve the stated aims of objectives?
- How well does the material fit the stated learning situation?

Would you use any of the units you have chosen in your own teaching situation?

1 Introduction

Teaching materials have a considerable impact on what teachers teach and how they teach it (Cunningsworth, 1995: p. 7). While there is no one agreed upon procedure for evaluating coursebooks, evaluation aids teachers in understanding their underlying theoretical rationale and how to most effectively use them (McDonough, Shaw, & Masuhara, 2013). This paper will analyze and evaluate three coursebooks with a focus on one unit of each:

- *Passport: English for International Communication Level 1* (2nd edition), Angela Buckingham and Lewis Lansford (2012): Unit 3
- *Active: Skills for Communication Intro*, Chuck Sandy and Curtis Kelly (2011): Unit 5
- *Touchstone 1* (2nd edition), Michael McCarthy, Jeanne McCarten, and Helen Sandiford (2014): Unit 5

2 Analysis

2.1 Framework of analysis

Analysis of materials should be objective, focusing on what materials contain, what they ask of learners, and what their aims are (Tomlinson, 2012). This paper uses Littlejohn's framework, which Littlejohn claims allows evaluators to come to their own conclusions about the suitability of a textbook (Littlejohn, 2011). McGrath (2002: p. 48) argues that this process is inherently value-laden, and Tomlinson (2012: p. 148) states that the selection of questions itself involves bias. While it may be impossible to avoid all subjectivity, this framework was chosen for its capacity for in-depth analysis through three levels.

Level 1 is an objective description of what the materials contain. Level 2 is a subjective analysis of "tasks," which Littlejohn defines as "any proposal contained within the materials for action to be undertaken by the learners." Level 3 is a subjective inference about the principles of the material based on Levels 1 and 2. These are summarized in Figure 1.

Figure 1: *Levels of analysis*

<p>Level 1: Objective description (what is there)</p> <ul style="list-style-type: none">● Statements of description● Physical aspects of the materials● Main steps in the instructional sections
<p>Level 2: Subjective analysis (what is required of users)</p> <ul style="list-style-type: none">● Subdivision into constituent tasks● An analysis of tasks: What is the learner expected to do? Who with? With what content?
<p>Level 3: Subjective inference (what is implied)</p> <ul style="list-style-type: none">● Deducing aims, principles of selection and sequence● Deducing teacher and learner roles● Deducing demands on learners' process competence

Analyses of the three textbooks can be found in Appendices 1, 2, and 3. For the Level 2 analysis, due to the high volume of material, optional tasks suggested in the teacher’s books were not counted. Checking learners’ answers was not counted unless it had a communicative purpose (e.g. sharing results of a discussion). In the “turn take” category, the new subcategory “scripted response plus initiate” was added for tasks which partially provide a script for speaking activities. Under “output of learners,” the new subcategory “circle/check/letter/number” was created for tasks which required such output.

2.2 Main teaching points

This section coincides with Level 1 of Littlejohn’s framework (see Appendix 1). The selected units from each textbook share thematic similarities of discussing habits, routines, and traditions.

2.2.1 *Passport 1*

The teaching points of *Passport 1* include grammar, vocabulary, and functions. The main teaching points of Unit 3 are shown in Table 1.

Table 1: *Teaching points of Passport 1 Unit 3*

Grammar	simple present
Vocabulary	words to describe hobbies and transportation
Functions	describing routines of oneself and family members

2.2.2 *Active Intro*

The teaching points of *Active 1* include grammar, vocabulary, functions, and conversation strategies.

The main teaching points of Unit 5 are shown in Table 2.

Table 2: *Teaching points of Active Intro Unit 5*

Grammar	frequency adverbs
Vocabulary	holidays/special days, holiday activities
Functions	describing daily and holiday routines
Conversation Strategies	using pause fillers

2.2.3 Touchstone 1

The teaching points of *Touchstone 1* include grammar, vocabulary, functions, conversation strategies, and pronunciation. The main teaching points of Unit 5 are shown in Table 3.

Table 3: *Teaching points of Touchstone 1 Unit 5*

Grammar	simple present information questions, frequency adverbs
Vocabulary	types of TV shows, free-time activities, time expressions for frequency, expressions for likes and dislikes
Functions	discussing free-time activities, talking about TV shows you like and don't like, talking about TV viewing habits
Conversation Strategies	asking questions in two ways to be clear and not too direct, using "I mean" to repeat your idea or say more
Pronunciation	"do you"

2.3 Teaching Methodology

Methodology is "the existence of a set of procedures related by an underlying rationale or theory of teaching and language learning" (Knight, 2001: p. 147). These procedures concern the skills and content to be taught and the order in which content is presented (Anthony, 1963, cited in Richards and Rodgers, 1986: p. 15). This section will present the results of the Level 2 task analysis (see Appendix 2) and examine how information is presented in each unit.

2.3.1 Passport

Table 4 shows the results of the task analysis for *Passport* Unit 3. Many tasks require a scripted response (66.67%), are form-focused (66.67%), and require repeating identically (41.67%). Learners often work in pairs (50%). Input is largely aural (91.67%), based on materials (91.67%), and based on fiction (58.33%). Output is mostly oral (75%), based on materials (66.67%), and based on students' own information (58.33%).

Passport follows the Present Practice Production (PPP) methodology. PPP is based on Audio-lingualism and attempts to teach communication through habit formation. It is a teacher-centered methodology with a focus on form over meaning (Harmer, 2007). An account of how *Passport* uses PPP is shown in Table 5.

Table 4: Task analysis of Passport

Type of Task	% of All Tasks in Unit	Type of Task	% of All Tasks in Unit
1 What is the learner expected to do?		3 With what content?	
1.1 Turn take		3.1 Input to learners	
Initiate	33.33	Form:	
Scripted response	66.67	Graphic	58.33
Scripted response plus initiate	0	Words/phrases/sentences: written	66.67
Not required	0	Words/phrases/sentences: aural	91.67
1.2 Focus		Source:	
Language system (rules or form)	66.67	Materials	91.67
Meaning	33.33	Teacher	0
Meaning/system/form relationship	0	Learner(s)	25
1.3 Mental operation		Nature:	
Repeat identically	41.67	Metalinguistic comment	8.33
Repeat selectively	16.67	Linguistic items	0
Repeat with expansion	8.33	Non-fiction	0
Retrieve from STM/working memory	8.33	Fiction	58.33
Formulate items into larger unit	8.33	Personal information/opinion	50
Decode semantic meaning	8.33	3.2 Output from learners	
Select information	8.33	Form:	
Categorize selected information	0	Graphic	8.33
Hypothesize	16.67	Circle/check/letter/number	8.33
Formulate language rule	8.33	Words/phrases/sentences: written	8.33
Apply stated language rule	8.33	Words/phrases/sentences: oral	75
Attend to example/explanation	33.33		
Express own ideas/information	41.67		
2 Who with?		Materials	
Teacher and learner(s), class observing	8.33	Teacher	0
Learners to the whole class	0	Learner(s)	33.33
Learners individually simultaneously	41.67		
Learners in pairs/groups simultaneously	50		
		Linguistic items	0
		Non-fiction	0
		Fiction	41.67

	Personal information/opinion	58.33
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Table 5: Use of PPP in Passport

Section Name	Type of Task	PPP Stage
image (no name)	warm-up	presentation
“Listening”	listening	
“Look and Learn”	drilling, practice with a partner	practice
“Conversation”	listening, drilling, practice with a partner	
“Over to You”	substitution practice with a partner	
“Activity”	freer expansion	production

2.3.2 Active

Table 6 shows the results of the task analysis for *Active Unit 5*. Many tasks require initiating (36.84%), and most focus on meaning (52.63%) and require expressing learners’ own ideas (57.58%). Learners often work individually (57.58%). Written input is always provided (100%), the source is often the materials (52.63%), and the nature is often personal information (47.37%). Output is mostly written (42.11%) and oral (42.11%), comes from the learners (68.42%), and is often based on personal information (47.37%).

Grammar points and vocabulary are presented deductively before learners practice using them to express their own ideas. Listening is done in a “top-down” style, where learners listen for overall meaning (Harmer, 2001: p. 201). Conversation strategies are presented inductively within the context of the listening task before learners are expected to practice using them. The “Challenge” at the end of the unit requires learners to combine forms and lexis learned previously to accomplish a larger communicative task.

Table 6: Task analysis of Active

Type of Task	% of All Tasks in Unit	Type of Task	% of All Tasks in Unit
1 What is the learner expected to do?		3 With what content?	

1.1 Turn take		3.1 Input to learners	
Initiate	36.84	Form:	
Scripted response	26.32	Graphic	63.16
Scripted response plus initiate	21.05	Words/phrases/sentences: written	100
Not required	10.53	Words/phrases/sentences: aural	52.63
1.2 Focus		Source:	
Language system (rules or form)	5.26	Materials	52.63
Meaning	52.63	Teacher	0
Meaning/system/form relationship	42.11	Learner(s)	42.11
1.3 Mental operation		Nature:	
Repeat identically	0	Metalinguistic comment	5.26
Repeat selectively	10.53	Linguistic items	5.26
Repeat with expansion	10.53	Non-fiction	5.26
Retrieve from STM/working memory	0	Fiction	42.11
Formulate items into larger unit	15.79	Personal information/opinion	47.37
Decode semantic meaning	10.53	3.2 Output from learners	
Select information	21.05	Form:	
Categorize selected information	0	Graphic	5.26
Hypothesize	0	Circle/check/letter/number	15.79
Formulate language rule	0	Words/phrases/sentences: written	42.11
Apply stated language rule	31.58	Words/phrases/sentences: oral	42.11
Attend to example/explanation	26.32		
Express own ideas/information	57.58		
2 Who with?		Materials	31.58
Teacher and learner(s), class observing	5.26	Teacher	0
Learners to the whole class	5.26	Learner(s)	68.42
Learners individually simultaneously	57.58		
Learners in pairs/groups simultaneously	31.58		
		Linguistic items	0
		Non-fiction	0
		Fiction	42.11
		Personal information/opinion	47.37

2.3.3 Touchstone

Table 7 shows the results of the task analysis for *Touchstone* Unit 5. Many tasks require a scripted response (47.46%). About half of tasks focus on meaning (50.08%), and many require learners to express their own ideas (42.37%). Learners usually work alone (45.76%) or in pairs (42.37%). Input is mainly written (89.63%), comes from the materials (84.75%), and is based on personal information (67.80%). Output is mainly oral (52.54%), comes from the materials (54.24%), and is based on personal information (67.80%).

Grammar is taught inductively before being explicitly presented, followed by activities using the language. Vocabulary and conversation strategies are both taught through top-down listening tasks before learners are expected to use them. Reading is taught through pre-reading, during reading, and post-reading activities and focuses on meaning over form. Writing tasks focus on both meaning and form. Learner autonomy is encouraged with a “Vocabulary Notebook,” self-progress checks, and reading tips.

Table 7: Task analysis of Touchstone

Type of Task	% of All Tasks in Unit	Type of Task	% of All Tasks in Unit
1 What is the learner expected to do?		3 With what content?	
1.1 Turn take		3.1 Input to learners	
Initiate	35.59	Form:	
Scripted response	47.46	Graphic	35.59
Scripted response plus initiate	8.47	Words/phrases/sentences: written	89.83
Not required	8.47	Words/phrases/sentences: aural	64.41
1.2 Focus		Source:	
Language system (rules or form)	30.51	Materials	84.75
Meaning	50.08	Teacher	0
Meaning/system/form relationship	18.64	Learner(s)	42.37
1.3 Mental operation		Nature:	
Repeat identically	15.25	Metalinguistic comment	5.08
Repeat selectively	3.39	Linguistic items	11.86
Repeat with expansion	22.03	Non-fiction	3.39
Retrieve from STM/working memory	0	Fiction	16.95
Formulate items into larger unit	0	Personal information/opinion	67.80
Decode semantic meaning	13.56	3.2 Output from learners	
Select information	28.81	Form:	
Categorize selected information	1.69	Graphic	0
Hypothesize	1.69	Circle/check/letter/number	13.56
Formulate language rule	3.39	Words/phrases/sentences: written	28.81
Apply stated language rule	25.42	Words/phrases/sentences: oral	52.54
Attend to example/explanation	15.25		
Express own ideas/information	42.37		
2 Who with?		Materials	
Teacher and learner(s), class observing	10.17	Teacher	0

Learners to the whole class	3.39	Learner(s)	52.54
Learners individually simultaneously	45.76		
Learners in pairs/groups simultaneously	42.37		
		Linguistic items	10.17
		Non-fiction	1.69
		Fiction	11.86
		Personal information/opinion	67.80

2.4 Syllabuses

A syllabus is “a specification of the content of a course of instruction and lists what will be taught and tested” (Richards, 2001: p. 2). Syllabuses may be either product- or process-oriented, the former focusing on what knowledge should be gained and the latter on the experiences that facilitate learning (Nunan, 1988). Multiple types of syllabuses may be combined in integrated syllabuses (Richards, 2001).

2.4.1 *Passport*

Passport uses a product-oriented situational syllabus with secondary functional, grammatical, and lexical strands. A situational syllabus presents the language that is typically used in specific settings. These types of syllabuses are often found in travel books and include situations one would encounter when traveling (Richards, 2001: pp. 156-157).

In Unit 3 of *Passport*, two friends discuss their family members with a new friend. Sample sentences and dialogues use the simple present, talk about routines of family members, and mention hobbies and transportation. However, there are no explanations or activities focusing on these grammar, functions, or vocabulary. Thus, the situational syllabus strand takes precedence.

2.4.2 *Active*

Active uses a product-oriented integrated syllabus. This includes grammar, lexis, functions, communication strategies, social and psychological criteria, situations, and topics. Social criteria include getting to know classmates, creative thinking, opinion giving, and teamwork. Psychological

criteria refers to some units requiring more self-disclosure than others. Each unit includes a “Challenge,” which “presents a real-life situation that learners may face when talking to English-speakers” (Sandy & Kelly, 2011: pp. vi-vii).

In Unit 5, no particular syllabus strand takes on primary importance. Grammar and functional objectives are both taught through the use of frequency adverbs to describe holiday routines. Vocabulary for holidays and holiday activities are taught together, with holiday activities presented as chunks of language. Pause fillers, taught at the end of the unit, are also used while talking about holidays. One discrepancy is that the entire unit focuses on describing holiday routines and does not include daily routines as listed in the table of contents. Also, the “Challenge” asks students to create a new holiday, which is not a normal, real-life situation.

2.4.3 Touchstone

Touchstone also uses a product-oriented integrated syllabus, which is predominantly lexical and grammatical and also includes functions, conversation strategies, pronunciation, and topics. The Cambridge International Corpus is used to inform the order in which vocabulary, grammar, and conversation strategies are taught as well as the usage of particular grammar structures (McCarthy, McCarten, & Sandiford, 2014b: pp. iv-v). Vocabulary and grammar are recycled within each unit, which is essential to help learners memorize and get a full understanding of material (Cunningsworth, 1995: p. 59).

In Unit 5, Lesson A teaches simple present information questions and the pronunciation of “do you.” Lesson B adds in frequency adverbs, vocabulary for TV shows, and expressions for likes and dislikes. Lesson C teaches the conversation strategies of asking questions in two ways and using “I mean”. Lesson D includes reading and writing tasks that talk about habits. Frequency adverbs, time

expressions, expressions for likes and dislikes, and present simple information questions are all introduced and recycled within the unit.

2.5 Syllabus fit

The organization of content in a syllabus is called grading, which includes sequencing and staging. Sequencing refers to ordering, fit, range of language taught, and whether or not language is recycled to aid in learners' memorization. Staging involves how units are divided, the amount of material in each unit, and the speed of progression (Cunningsworth, 1995: p. 59).

2.5.1 Passport

Situational syllabuses may be graded chronologically, according to similarity, or based on grammatical structures (White, 1988: p. 64). Chronological sequencing appears in Units 1 and 2 featuring airplane and airport situations and the end Units 19 and 20 involving transportation to the airport and reflecting on one's trip. Units 3-18 feature situations one would encounter in a foreign country in no discernable order. Unit 1 features modals *could* and *may* and *wh-* questions, Unit 2 features *wh-* and *how* questions, Unit 3 introduces the present simple, and Unit 4 features *can*, *could* and *will*, all of which indicate that grammar is not sequenced in order of difficulty. Some structures are recycled in multiple units, such as *could*, which appears in Units 1, 4, and 5 and the simple past, which appears in Units 12 and 19.

2.5.2 Active

The teacher's edition of *Active* states that units may be taught in any order (Sandy, Kelly, & Sheils, 2011: p. vii), but grammar seems to be sequenced roughly from easier to more difficult. For example, Unit 1 teaches *wh-* questions and answers, Unit 9 teaches simple past, and Unit 11 teaches relative clauses. Staging of grammar is fairly steep with a new form presented in each unit. Staging of vocabulary is manageable with only 7-11 words or phrases presented in each unit. The "Challenge" at the end of each unit requires learners to reuse the language they just learned, and a "Project" after every

three units recycles language from the previous one or two units. However, vocabulary and grammar from each unit is not recycled in subsequent units.

2.5.3 *Touchstone*

Grammar structures, vocabulary, collocations, and conversation strategies in *Touchstone* are presented in order based on frequency in the Cambridge International Corpus (McCarthy, McCarten, & Sandiford, 2014b). Language builds upon itself and is recycled throughout the book. For example, the simple present first appears in Unit 4, and Unit 5 Lesson A teaches simple present questions. Many of the teaching points in Unit 5 are recycled in other units. The simple present appears again in Units 7 and 12, frequency adverbs in Units 8 and 12, asking questions in two ways in Unit 7 and the Unit 10-12 Checkpoint, using “I mean” in Unit 7, and discussing habits in Unit 12. In this way, staging is shallow enough for extensive practice.

2.6 Intended learner/teaching situation

Both learner and setting are relevant contextual factors in language teaching. Learner considerations include age, first language, motivation, and personality, and more. Considerations about setting include the teachers and the role of English in the country and the school (McDonough, Shaw, & Masuhara, 2013: pp. 7-9).

2.6.1 *Passport*

Passport is intended for beginner-level Japanese learners who are adolescent or above and plan to travel abroad. The Japanese government has been aiming since 2013 to double the number of students studying abroad by 2020 (Bradford, 2015: p. 23).

2.6.2 *Active*

Active appeals to beginner-level learners who are adolescent or above and would like to develop speaking and listening skills. It is intended to be used in a classroom setting, perhaps in high schools or universities. It is meant to have universal appeal to learners in any country.

2.6.3 Touchstone

Touchstone appeals to beginner-level adult and young adult learners who want to develop speaking, listening, reading, and writing skills for daily interaction. It is intended to be used in classrooms, likely high schools or universities. It should be suitable for use in any country.

3 Evaluation

Evaluation is a subjective attempt to measure the effectiveness of materials as applied to a specific context (Tomlinson, 2012). There are many available frameworks for evaluation (see: Ellis, 1997; Breen and Candlin, 1987; Cunningsworth, 1995; McDonough, Shaw, and Masuhara, 2013; Sheldon, 1988). However, “evaluators need to develop their own principled criteria which take into consideration the context of the evaluation and their own beliefs” (Tomlinson, 2012: p. 148). Therefore, I will conduct my evaluation based on existing research, my analysis with Littlejohn’s framework, and my personal viewpoint.

3.1 Strengths and weaknesses

The strengths and weaknesses of each coursebook can be found by comparing them to the principles of Communicative Language Teaching. In CLT, activities must have a real communicative purpose beyond just practicing language (Brown, 1994; Harmer, 2007; Knight, 2001). The goal is to teach communicative competence, the ability to use grammatical knowledge in a variety of situations (Hymes, 1972). Meaning is emphasized over form, and learner autonomy is stressed over teacher authority. Curricula allow students’ input and do not always decide objectives in advance (Brown, 1994). The

“weak” version allows learners to express themselves in English, and the “strong” version uses communication to develop the language system itself (Knight, 2001).

3.1.1 *Passport*

Some strengths may be found in *Passport*'s methodology. One is that some people enjoy the structure and predictability of PPP (Harmer, 2007: p. 79). Non-native teachers who are insecure about their language ability or new teachers who doubt their teaching ability may prefer it. Learners who feel embarrassed about making mistakes might enjoy the safety of drilling and the sense of accomplishment from memorizing forms.

However, *Passport* does not align with the principles of CLT. The PPP methodology disallows students from making mistakes, going against current beliefs that error is the key to language acquisition (Harmer, 2007: p. 80). Few opportunities to “negotiate meaning” (i.e. overcome communication breakdowns) restricts learners' opportunities to acquire language (Skehan, 2001: p. 82). *Passport* is teacher-centered as it controls what kind of language students use. There is also much more focus on form than meaning. Like most situational syllabuses, *Passport* uses a “phrasebook approach,” language is based on intuition, and there are gaps in grammar (Richards, 2001: p. 156-157) such as the lack of frequency adverbs in Unit 3. Further issues include the lack of authentic language, little recycling, and all objectives decided in advance.

3.1.2 *Active*

Active aligns with CLT principles in several ways. Most tasks focus on meaning or the meaning/form relationship, and there are many chances for learners to express their own ideas. There is a balance of tasks which are scripted versus those where learners initiate. The syllabus includes conversation strategies and functions, which encourage learner autonomy. It also presents vocabulary in chunks of

language, which aids learners in speaking naturally. The “Challenge” at the end of each unit gives learners a communicative goal that goes beyond just practicing language.

However, *Active* does not align with CLT’s principles in other ways. One issue is that learners are only given freedom to express themselves after practicing the correct forms. This may compel students to continue using these forms rather than communicating freely during meaning-focused tasks. Even the creative “Challenge” section requires learners to reuse the forms and vocabulary they have just learned. Also, the syllabus objectives are all decided in advance. Thus, *Active* embodies the “weak” version of CLT.

3.1.3 Touchstone

Touchstone also embodies CLT principles. Roughly half of tasks focus on meaning, and almost half require learners to express their own ideas. Learner autonomy is emphasized with the “Vocabulary Notebook,” self-progress checks, reading tips, and grammar taught inductively. Conversation strategies help prepare learners for real world conversation. The biggest strength is the use of the Cambridge International Corpus to teach learners the most relevant language needed for the real world. The recycling of this language aids long-term memorization.

There are some weaknesses in *Touchstone*. The first is that learners generally only get the freedom to communicate their own ideas after forms or vocabulary have already been presented. This may make learners feel obligated to use the language that has been provided for them. Also, more tasks are scripted than allow learners to initiate. Finally, syllabus objectives are decided in advance, so the teacher still has more control than learners over what they learn. In these ways, *Touchstone* employs the “weak” version of CLT.

3.2 Meeting Aims

This section coincides with Level 3 of Littlejohn’s framework (see Appendix 3).

3.2.1 *Passport*

For the most part, *Passport* fails to meet its aims. *Passport*’s primary goal is to develop communicative competence (Buckingham, 2010: p. 4). This is inhibited by the PPP methodology and product-based syllabus (as described in section 3.1.1). Selection of language based on intuition and the phrasebook approach limit learning of language for traveling abroad. However, the aim to provide a model of international English is met successfully. See Table 8 for a full summary.

Table 8: *How aims of Passport are or are not met*

Aims	How aims are met	How aims are not met
Increase language knowledge for traveling abroad	<ul style="list-style-type: none"> Introduces a range of language for travel situations 	<ul style="list-style-type: none"> Language selected based on intuition, not a Corpus Phrasebook approach limits language knowledge
Develop communicative competence	<ul style="list-style-type: none"> Students practice with a partner mimicking travel situations. 	<ul style="list-style-type: none"> PPP methodology Focus on form over meaning Few opportunities to make mistakes Product-based syllabus Non-authentic dialogues
Provide a model of international English	<ul style="list-style-type: none"> British and American English compared Variety of accents in listening tasks 	

3.2.2 *Active*

Active mostly meets its aims successfully. Listening tasks mimic authentic speech by employing conversation strategies. Confidence is developed through clear communicative goals. Spoken fluency is developed through multiple opportunities for learners to express their own ideas, and there are a large number of tasks which allow meaningful conversation. One shortcoming is that communication would be more meaningful if communicative tasks came before form-focused tasks as in task-based learning (Willis, 2007). Also, critical thinking could be taught more effectively if grammar were presented inductively. See Table 9 for a full summary.

Table 9: *How aims of Active are or are not met*

Aims	How aims are met	How aims are not met
Develop listening skills	<ul style="list-style-type: none"> Two listening tasks per unit Listening tasks use conversation strategies to mimic real speech 	<ul style="list-style-type: none"> Non-authentic dialogues No pre-listening
Increase spoken fluency	<ul style="list-style-type: none"> 57.58% of tasks let learners express own ideas Chance to practice conversation strategies 	<ul style="list-style-type: none"> Form presented before speaking opportunities
Give opportunities for meaningful conversation	<ul style="list-style-type: none"> 52.63% of tasks focus on meaning. 	<ul style="list-style-type: none"> 42.11% of tasks focus on meaning/form relationship.
Engage learners in critical thinking	<ul style="list-style-type: none"> “Critical thinking” boxes 	<ul style="list-style-type: none"> Grammar presented deductively
Increase confidence	<ul style="list-style-type: none"> Clear communicative goals (“Challenge” at the end of each unit) Manageable amount of vocabulary Chance to practice conversation strategies 	

3.2.3 Touchstone

Touchstone meets its aims well overall. The corpus-based approach and recycling of language provide a solid foundation of the most commonly used language. Learners have many chances to develop listening and speaking skills while expressing their own ideas. Meaning-focused tasks and clear objectives increase motivation, while learner autonomy is encouraged with techniques like grammar taught inductively. However, listening and speaking skills might be better developed if communicative tasks came before form-focused tasks, pushing learners to decide on their own which language to use. Also, more tasks which allow learners to initiate would further increase learner autonomy and motivation. See Table 10 for a full summary.

Table 10: *How aims of Touchstone are or are not met*

Aims	How aims are met	How aims are not met
Develop listening and speaking skills for communication	<ul style="list-style-type: none"> 42.3% of tasks allow learners to express their own ideas. Multiple listening and speaking tasks per unit 	<ul style="list-style-type: none"> Only 2 of 12 units cover stress and intonation. Form presented before speaking opportunities.

	<ul style="list-style-type: none"> • 10 of 12 units cover pronunciation of individual sounds. 	
Encourage learner autonomy	<ul style="list-style-type: none"> • Grammar taught inductively • Conversation strategies taught in each unit • “Vocabulary Notebook” • Self-progress checks • Reading tips 	<ul style="list-style-type: none"> • Objectives decided in advance • Only 35.59% of tasks ask learners to initiate.
Increase knowledge of most commonly used language	<ul style="list-style-type: none"> • Corpus-based vocabulary, grammar, and conversation strategies • Language recycled to aid memorization • Four “Checkpoint” lessons to review language 	
Increase motivation	<ul style="list-style-type: none"> • Clear objectives set at the beginning of each unit • 50.08% of tasks focus on meaning. 	<ul style="list-style-type: none"> • Only 35.59% of tasks ask learners to initiate.

3.3 Fit of materials to stated learning situation

This section coincides with Level 3 of Littlejohn’s framework (see Appendix 3).

3.3.1 *Passport*

Passport has some good points, but its methodology makes it unsuitable for learners who wish to study abroad. The colorful illustrations, clean layout, and fictional characters are appealing, and the language level is accessible for beginners. The choice by the authors to use PPP may be influenced by the intention of using it with Japanese learners. Research has shown that many Japanese teachers strongly prefer Audio-lingual activities such as memorizing speeches and drilling (Gorsuch, 2001: pp. 14-15). This conflicts with current CLT trends that favor student initiative and meaning over form (Brown, 1994). Learners who wish to develop communicative competence will have difficulty doing so through the use of this coursebook.

3.3.2 *Active*

Active works well to develop speaking and listening skills in beginner-level classrooms with some minor issues. Ample opportunities to express their own ideas through group or pair work make it interesting

for learners. The language level is accessible for beginners. The social and psychological syllabus criteria take into consideration a classroom setting with many different personalities. However, the Unit 11 “Challenge” asks students to design an ideal date for their partner, which could be uncomfortable for adolescent learners. Also, Unit 8 requires learners to give each other their email address and phone number, which may create privacy issues. Finally, with little information about language usage, this book would be challenging to use for many non-native teachers.

3.3.3 *Touchstone*

Touchstone works well in classrooms with adult and young adult beginners who want to develop skills for daily interaction. It uses a corpus to teach the language most frequently used in conversation. Multiple speaking, listening, reading, and writing activities are present in each unit, and there are many opportunities for learners to express their own ideas through pair or group work. Classroom language is covered early in the book in Unit 2, which helps learners navigate a classroom environment. Detailed explanations of language usage in the teacher’s guide make it more accessible to non-native teachers.

3.4 Would I use the materials?

In my teaching situation, I do not have a choice in which coursebooks I use. I have used *Passport* and *Active* and will not be using them in the near future. I have never used *Touchstone* but will be using it in the future.

3.4.1 *Passport*

If I had a choice, I would not continue using *Passport* in my teaching situation. The rigid methodology restricts learners’ opportunities for free expression, and the syllabus sequencing does not have any logical order. Richards recommends competency-based language teaching as a more comprehensive approach that incorporates situations (Richards, 2001: p. 157). A textbook using this approach may prove more effective in preparing learners to study abroad.

3.4.2 *Active*

If given the choice, I would continue to use *Active* for its many meaning-focused activities and helpful conversation strategies. This book might work best as a supplement to a more comprehensive syllabus which covers corpus-based grammar and vocabulary. The “Challenge” activities can be used for task-based learning if followed by form-focused activities from the book and other sources. In my experience, the balance of freedom and structure provided by the book boosts students’ confidence and communicative ability.

3.4.3 *Touchstone*

I would use *Touchstone* if given the choice. The corpus-based syllabus inspires confidence that one is teaching the most common language. I also value the inductive approach to grammar and other methods of encouraging learner autonomy as well as the inclusion of conversation strategies, pronunciation, reading, and writing activities. There is a nice balance of meaning-focused and form-focused activities as well. The previous edition of this book has been successfully used as part of a task-based learning program at Osaka Shoin Women’s University (Willis, 2007).

4 Conclusion

This paper has presented an analysis and evaluation of three coursebooks including *Passport*, *Active*, and *Touchstone*. Insight was gained into the strengths and weaknesses, methodology, syllabus, aims, and intended learner and teaching situation for each book. In the end, *Passport* came out the weakest with its rigid methodology and problematic syllabus. *Active Intro* and *Touchstone* compared more favorably due to their compatibility with the principles of communicative language teaching. *Touchstone* seems to be the most effective with its corpus-based approach and emphasis on learner autonomy. This analysis and evaluation were necessary in order to gain a deeper understanding of the theoretical underpinnings

of the books as well as how to best utilize them. Teachers considering using these coursebooks may find this information helpful in the selection process.

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Appendix 1: Explicit nature of materials

Analysis of coursebooks using Littlejohn's (2011) framework level 1: objective description

Appendix 1.1: Explicit nature of *Passport 1*

Title: Passport: English for International Communication Level 1 (2nd Edition)

Author: Angela Buckingham, Lewis Lansford

Publisher: Oxford University Press

Year: 2010

1. Course package as a whole

1.1 Type: General purpose class use

1.2 Intended audience: Japanese students

1.3 Extent:

- a) Components: student's book, audio CD, workbook, teacher's guide, teacher's resource disc
- b) Total estimated time: one school year

1.4 Design and layout: full color SB 87 pages, two color TB 128 pages, two color WB ? pages

1.5 Distribution:

a) <u>Material</u>	teacher	learners
audio	[X]	[X]
audio script	[X]	[X]
video	[]	[]
answer keys	[X]	[]
guidance on use of the material	[X]	[]
methodology guidance	[X]	[]
extra practice	[X]	[X]
tests	[X]	[]
b) <u>Access</u>		
syllabus overview	[X]	[X]
wordlists	[]	[X]

1.6 Route through the material

Specified	[X]
User-determined	[]

1.7 Subdivision

- Four pages which introduce the characters and the countries they are from
- 20 units, each unit following the same standardized procedure:
 - Introduction: A colourful image sets the scene.
 - Listening: A true/false or check the right answer listening section to set the scene
 - Look and Learn: A list of example sentences in the form of question and answer
 - Conversation: A second listening where students are to fill in the blanks
 - Over to You: other language that students can use to fill in the blanks in the Conversation section
 - Activity: a freer activity where students are to apply the language they have learned
- Four "Destination" units featured after every 5 regular units, which teach about a specific country, each following the same standardized procedure:
 - Listening: Two listening sections which introduce something about the country
 - Things to See and Do: images of famous places in the country and a short dialogue that students are meant to emulate
 - Facts and Figures: Students quiz each other about the country.

- Mini Quiz: Students work together to complete a second quiz about the country.

2. Overview of an extract from the student's book

2.1 Length: One unit (Unit 3) p. 12-13

2.2 Sequence of activity:

- Introduction: Look at the picture. Make a prediction about the scene.
- Listening: Listen and circle T or F.
- Look and Learn: Drill the sentences with books closed. Practice in pairs with books open. Practice in pairs with books closed.
- Conversation: Listen and fill in the blanks. Drill the sentences with books closed. Practice the conversation in pairs with books open.
- Over to You: Use the new language in this section to fill in the blanks of the previous section, and practice again with a partner.
- Activity: Draw a picture. Tell your partner about your picture, and ask questions about your partner's picture.

Appendix 1.2: Explicit nature of *Active Intro*

Title: Active: Skills for Communication Intro

Author: Chuck Sandy, Curtis Kelly

Publisher: Heinle, Cengage Learning

Year: 2011

1. Course package as a whole

1.1 Type: General purpose class use

1.2 Intended audience: students with a TOEIC score between 250 and 650 (Cengage Learning)

1.3 Extent:

- a) Components: student's book, audio CD, workbook, teacher's guide
- b) Total estimated time: 40-60 hours

1.4 Design and layout:

1.5 Distribution:

a) <u>Material</u>	teacher	learners
audio	[X]	[X]
audio script	[X]	[X]
video	[]	[]
answer keys	[X]	[]
guidance on use of the material	[X]	[X]
methodology guidance	[X]	[]
extra practice	[X]	[X]
tests	[X]	[]
b) <u>Access</u>		
syllabus overview	[X]	[X]
wordlists	[]	[X]

1.6 Route through the material

Specified	[X]
User-determined	[]

1.7 Subdivision

- 12 units, each following the same standardized procedure:
 - Challenge Preview: A preview of the Challenge at the end of the unit including: A. warmup, B. listening, C. speaking
 - Working on Language: An introduction of the basic language needed for the unit including: grammar box, A. written grammar practice, B. written and spoken grammar practice
 - Communicate: a communicative activity using the grammar just learned including: A. writing or reading, B. speaking
 - Working on Fluency: a section that teaches a conversation strategy including A. listening, B. listening, C. speaking
 - Challenge: a large speaking activity. Sections vary but generally ask students to create something and share it with classmates.
- 4 Projects featured after every 3 units. Sections vary but generally ask students to create something and share it with classmates.

2. Overview of an extract from the student's book

1.1 Length: one unit (Unit 5) p. 38-43

1.2 Sequence of activity:

- Challenge preview: A: Read and select. B: Fill in the blanks in a dialogue. Listen to check answers. C: Practice the dialogue from B with a partner.
- Working on Language: Read a grammar box. A: Fill in the blanks and write sentences. B: Write sentences. Compare with a partner.
- Communicate: A: Brainstorm ideas as a class. Speak with a group. B: Speak with a partner.
- Working on Fluency: A: Listen and check. B: Listen and circle. C: Write answers to questions. Discuss with a partner.
- Challenge: A: Brainstorm ideas as a class. B: Write and draw a poster. C: Introduce your poster to classmates, and write down information about their posters. D: Write your vote for the best posters.

Appendix 1.3: Explicit nature of *Touchstone 1*

Title: Touchstone 1 2nd Edition

Author: Michael McCarthy, Jeanne McCarten, Helen Sandiford

Publisher: Cambridge

Year: 2014

1. Course package as a whole

1.2 Type: General purpose class use

1.3 Intended audience: Adults and young adults

1.4 Extent:

- a) Components: student's book, workbook, teacher's guide, assessment program, audio CD, video DVD, classroom presentation software, video resource book, placement test
- b) Total estimated time: one school year

1.5 Design and layout: full color SB 150 pages, full color TB 190 pages, two color WB 97 pages

1.6 Distribution:

a) <u>Material</u>	teacher	learners
audio	[X]	[]
audio script	[X]	[]
video	[X]	[]
answer keys	[X]	[]
guidance on use of the material	[X]	[]
methodology guidance	[X]	[]
extra practice	[X]	[X]
tests	[X]	[]

b) <u>Access</u>		
syllabus overview	[X]	[X]
wordlists	[X]	[X]

1.7 Route through the material

Specified	[X]
User-determined	[]

1.8 Subdivision

- Twelve units, each divided into four lessons (A,B,C,D) with some standardized elements.
- Lesson A presents the main grammar point and some new vocabulary. It also includes either a pronunciation task, a group discussion, or a listening task.
- Lesson B teaches the main vocabulary of the unit and builds on the grammar from Lesson A. It includes either a pronunciation task, a group discussion, or a listening task. It also includes a "vocabulary notebook" where students can list and sort vocabulary.
- Lesson C teaches a conversation strategy, common expressions, and a listening that uses the common expressions. It also includes "free talk," an activity for further speaking practice.
- Lesson D teaches reading and writing as well as additional listening and speaking activities.
- A "checkpoint" appears after every three units to help learners review what has been learned.

2. Overview of an extract from the student's book

2.1 Length: One unit (unit 5) p. 43-52

2.2 Sequence of activity:

Lesson A:

- 1.A: Share ideas with the class. B: Listen and check the answer. C: Put words in order. Practice with a partner. D: Ask questions to a partner and check partner's answers.
- 2.A: Read a grammar box. Fill in blanks to make questions. B: Ask questions from A to a partner while substituting own information.

- 3.A: Listen and repeat questions. B: Listen and write questions you hear. Practice with a partner. C: Write questions. Ask questions to a partner.

Lesson B:

- 1.A: Listen to a dialogue. Practice with a partner. B: Fill in missing words to complete sentences.
- 2: Read a grammar box. Fill in missing words to make sentences.
- 3.A: Listen and write numbers. B: Fill in missing words to make sentences. C: Ask partner about their answers to B.
- Vocabulary Notebook 1: Select words and write in the blanks. 2: Fill in blanks with own ideas.
- 4.A: Discuss with a partner. Take notes on partner's answers. B: Report partner's answers to a new partner.

Lesson C:

- 1.A: Write a list of ideas with a partner. Share ideas with the class. B: Listen. C: Notice the conversation strategy in the dialogue. D: Match questions. Listen to check. Practice with a partner using own questions. E: Practice with a partner using own answers.
- 2.A: Read a conversation strategy box. Write letters to complete dialogues. Listen to check answers. B: Practice with a partner. Practice again with own answers.
- 3.A: Listen and check answers. B: Practice with a partner using own answers. C: Practice with a new partner using own questions and answers.
- 4. Free Talk 1: Write guesses about your partner. 2: Ask partner to check guesses. Write partner's answers.

Lesson D:

- 1.A: Check the statement you agree with. B: Read an article while searching for information. C: Check answers to questions about the article.
- 2.A: Brainstorm ideas. B: Listen and check answers. C: Discuss with a partner.
- 3.A: Write a list of ideas. B: Read and underline information. C: Write. Read what partner wrote. D: Ask questions to a partner.

Appendix 2: Task analysis

Analysis of coursebooks using Littlejohn's (2011) framework level 2: subjective analysis

Appendix 2.1: Task analysis of *Passport 1* Unit 3

Textbook section*	Unit 3												Freq.	%
	W	W	L	LL	LL	LL	C	C	C	O	A	A		
Task Number	1	2	3	4	5	6	7	8	9	10	11	12		
1 What is the learner expected to do?														
1.1 Turn take														
Initiate	x	x									x	x	4	33.33
Scripted response			x	x	x	x	x	x	x	x			8	66.67
Scripted response plus initiate													0	0
Not required													0	0
1.2 Focus														
Language system (rules or form)				x	x	x	x	x	x	x		x	8	66.67
Meaning	x	x	x								x		4	33.33
Meaning/system/form relationship													0	0
1.3 Mental operation														
Repeat identically				x	x	x		x	x				5	41.67
Repeat selectively							x			x			2	16.67
Repeat with expansion												x	1	8.33
Retrieve from STM/working memory						x							1	8.33
Formulate items into larger unit												x	1	8.33
Decode semantic meaning			x										1	8.33
Select information							x						1	8.33
Categorize selected information													0	0
Hypothesize	x	x											2	16.67
Formulate language rule													0	0
Apply stated language rule												x	1	8.33
Attend to example/explanation												x	1	8.33
Express own ideas/information	x	x									x	x	4	33.33
2 Who with?														
Teacher and learner(s), class observing		x											1	8.33
Learners to the whole class													0	0
Learners individually simultaneously			x	x			x	x			x		5	41.67
Learners in pairs/groups simultaneously	x				x	x			x	x		x	6	50
3 With what content?														
3.1 Input to learners														
Form:														
Graphic	x	x	x				x		x	x		x	7	58.33
Words/phrases/sentences: written	x	x	x		x		x		x	x	x		8	66.67
Words/phrases/sentences: aural	x	x	x	x	x	x	x	x	x	x		x	11	91.67
Source:														

Materials	x	x	x	x	x	x	x	x	x	x	x	x		11	91.67
Teacher														0	0
Learner(s)	x	x											x	3	25
Nature:															
Metalinguistic comment													x	1	8.33
Linguistic items														0	0
Non-fiction														0	0
Fiction	x	x	x					x	x	x	x			7	58.33
Personal information/opinion	x	x		x	x	x							x	6	50
3.2 Output from learners															
Form:															
Graphic													x	1	8.33
Circle/check/letter/number			x											1	8.33
Words/phrases/sentences: written								x						1	8.33
Words/phrases/sentences: oral	x	x		x	x	x			x	x	x		x	9	75
Source:															
Materials			x	x	x	x	x	x	x	x	x			8	66.67
Teacher														0	0
Learner(s)	x	x											x	4	33.33
Nature:															
Linguistic items														0	0
Non-fiction														0	0
Fiction			x					x	x	x	x			5	41.67
Personal information/opinion	x	x		x	x	x							x	7	58.33

*W: Warmup

L: Listening

LL: Look and Learn

C: Conversation

O: Over to You

A: Activity

Appendix 2.2: Task analysis of *Active Intro* Unit 5

Textbook section*	Unit 5 (1 of 2)										
	CP	CP	CP	CP	WL	WL	WL	WL	Co	Co	Co
Task Number	1	2	3	4	5	6	7	8	9	10	11
1 What is the learner expected to do?											
1.1 Turn take											
Initiate							X	X	X		X
Scripted response	X	X		X						X	
Scripted response plus initiate						X					
Not required			X		X						
1.2 Focus											
Language system (rules or form)					X						
Meaning	X			X					X		X
Meaning/system/form relationship		X	X			X	X	X		X	
1.3 Mental operation											
Repeat identically											
Repeat selectively				X						X	
Repeat with expansion											X
Retrieve from STM/working memory											
Formulate items into larger unit											X
Decode semantic meaning		X	X								
Select information	X										
Categorize selected information											
Hypothesize											
Formulate language rule											
Apply stated language rule		X				X	X	X		X	
Attend to example/explanation					X	X	X			X	
Express own ideas/information						X	X	X	X	X	X
2 Who with?											
Teacher and learner(s), class observing									X		
Learners to the whole class											
Learners individually simultaneously	X	X	X		X	X	X				
Learners in pairs/groups simultaneously				X				X		X	X
3 With what content?											
3.1 Input to learners											
Form:											
Graphic	X	X	X	X	X	X	X	X			X
Words/phrases/sentences: written	X	X	X	X	X	X	X	X	X	X	X
Words/phrases/sentences: aural			X	X				X		X	X
Source:											
Materials	X	X	X	X	X	X	X		X	X	X
Teacher											
Learner(s)								X	X	X	X

Nature:											
Metalinguistic comment					x						
Linguistic items											x
Non-fiction	x										
Fiction		x	x	x							
Personal information/opinion						x	x	x	x	x	x
3.2 Output from learners											
Form:											
Graphic											
Circle/check/letter/number	x										
Words/phrases/sentences: written		x				x	x		x		
Words/phrases/sentences: oral				x				x	x	x	x
Source:											
Materials		x		x						x	x
Teacher											
Learner(s)	x					x	x	x	x	x	x
Nature:											
Linguistic items											
Non-fiction											
Fiction		x		x							
Personal information/opinion	x					x	x	x	x	x	x

*CP: Challenge Preview

WL: Working on Language

Co: Communicate

Textbook section*	Unit 5 (2 of 2)								Freq.	%
	WF	WF	WF	WF	Ch	Ch	Ch	Ch		
Task Number	12	13	14	15	16	17	18	19		
1 What is the learner expected to do?										
1.1 Turn take										
Initiate			x		x	x			7	36.84
Scripted response		x						x	5	26.32
Scripted response plus initiate	x			x			x		4	21.05
Not required									2	10.53
1.2 Focus										
Language system (rules or form)									1	5.26
Meaning	x		x		x	x	x	x	10	52.63
Meaning/system/form relationship		x		x					8	42.11
1.3 Mental operation										
Repeat identically									0	0
Repeat selectively									2	10.53
Repeat with expansion				x					2	10.53
Retrieve from STM/working memory									0	0
Formulate items into larger unit						x	x		3	15.79

Decode semantic meaning									2	10.53
Select information	x	x						x	4	21.05
Categorize selected information									0	0
Hypothesize									0	0
Formulate language rule									0	0
Apply stated language rule				x					6	31.58
Attend to example/explanation						x			5	26.32
Express own ideas/information			x	x	x	x	x		11	57.58
2 Who with?										
Teacher and learner(s), class observing									1	5.26
Learners to the whole class					x				1	5.26
Learners individually simultaneously	x	x	x			x		x	11	57.58
Learners in pairs/groups simultaneously				x			x		6	31.58
3 With what content?										
3.1 Input to learners										
Form:										
Graphic	x					x	x		12	63.16
Words/phrases/sentences: written	x	x	x	x	x	x	x	x	19	100
Words/phrases/sentences: aural	x	x		x	x		x		10	52.63
Source:										
Materials	x	x	x	x	x	x	x		10	52.63
Teacher									0	0
Learner(s)				x	x		x	x	8	42.11
Nature:										
Metalinguistic comment									1	5.26
Linguistic items									1	5.26
Non-fiction									1	5.26
Fiction	x	x				x	x	x	8	42.11
Personal information/opinion			x	x	x				9	47.37
3.2 Output from learners										
Form:										
Graphic						x			1	5.26
Circle/check/letter/number	x	x							3	15.79
Words/phrases/sentences: written			x			x	x	x	8	42.11
Words/phrases/sentences: oral				x	x		x		8	42.11
Source:										
Materials	x	x							6	31.58
Teacher									0	0
Learner(s)			x	x	x	x	x	x	13	68.42
Nature:										
Linguistic items									0	0
Non-fiction									0	0

Fiction	x	x			x	x	x	x	8	42.11
Personal information/opinion			x	x					9	47.37

*WF: Working on Fluency

Ch: Challenge

Appendix 2.3: Task analysis of *Touchstone 1* Unit 5

Textbook section	Unit 5 Lesson A (1 of 4)												
	1A	1B	1C	1C	1D	2A	2A	2B	3A	3B	3B	3C	3C
Task Number	1	2	3	4	5	6	7	8	9	10	11	12	13
1 What is the learner expected to do?													
1.1 Turn take													
Initiate	x											x	x
Scripted response		x	x	x	x	x	x		x	x	x		
Scripted response plus initiate								x					
Not required													
1.2 Focus													
Language system (rules or form)			x	x			x		x	x	x		
Meaning	x	x			x			x					x
Meaning/system/form relationship						x						x	
1.3 Mental operation													
Repeat identically				x			x		x	x	x		
Repeat selectively					x								
Repeat with expansion					x		x						
Retrieve from STM/working memory													
Formulate items into larger unit													
Decode semantic meaning													
Select information		x	x										
Categorize selected information													
Hypothesize													
Formulate language rule			x										
Apply stated language rule						x						x	x
Attend to example/explanation			x			x						x	
Express own ideas/information	x							x				x	x
2 Who with?													
Teacher and learner(s), class observing	x												
Learners to the whole class													
Learners individually simultaneously		x	x			x			x	x		x	
Learners in pairs/groups simultaneously				x	x		x	x			x		x
3 With what content?													
3.1 Input to learners													
Form:													
Graphic	x	x	x	x	x								
Words/phrases/sentences: written	x	x	x	x	x	x	x	x	x	x	x	x	
Words/phrases/sentences: aural	x	x		x	x		x	x	x	x	x		x
Source:													
Materials	x	x	x	x	x	x	x	x	x	x	x	x	
Teacher													
Learner(s)					x			x					x

Nature:														
Metalinguistic comment							x				x			
Linguistic items														
Non-fiction														
Fiction		x												
Personal information/opinion	x		x	x	x	x	x	x		x	x	x	x	
3.2 Output from learners														
Form:														
Graphic														
Circle/check/letter/number		x												
Words/phrases/sentences: written			x				x				x		x	
Words/phrases/sentences: oral	x			x	x			x	x	x		x		x
Source:														
Materials		x	x	x			x	x	x	x	x	x		
Teacher														
Learner(s)	x					x				x			x	x
Nature:														
Linguistic items											x			
Non-fiction														
Fiction		x												
Personal information/opinion	x		x	x	x	x	x	x		x	x	x	x	

Textbook section*	Unit 5 Lesson B (2 of 4)													
	1A	1A	1B	2	2	2	3A	3B	3C	VN	VN	4A	4B	4B
Task Number	14	15	16	17	18	19	20	21	22	23	24	25	26	27
1 What is the learner expected to do?														
1.1 Turn take														
Initiate									x		x	x	x	x
Scripted response		x	x	x	x	x	x			x				
Scripted response plus initiate								x						
Not required	x													
1.2 Focus														
Language system (rules or form)										x	x			
Meaning	x	x			x	x	x	x	x			x	x	x
Meaning/system/form relationship			x	x										
1.3 Mental operation														
Repeat identically		x												
Repeat selectively														
Repeat with expansion					x	x							x	x
Retrieve from STM/working memory														
Formulate items into larger unit														
Decode semantic meaning	x													
Select information			x				x			x				

Formulate items into larger unit																	0	0
Decode semantic meaning			x	x		x						x	x				8	13.56
Select information	x		x	x		x			x			x					17	28.81
Categorize selected information																	1	1.69
Hypothesize																	1	1.69
Formulate language rule																	2	3.39
Apply stated language rule																	15	25.42
Attend to example/explanation																	9	15.25
Express own ideas/information					x		x			x		x	x	x			25	42.37
2 Who with?																		
Teacher and learner(s), class observing																	6	10.17
Learners to the whole class					x											x	2	3.39
Learners individually simultaneously	x		x	x		x		x	x				x				27	45.76
Learners in pairs/groups simultaneously		x					x			x	x			x	x		25	42.37
3 With what content?																		
3.1 Input to learners																		
Form:																		
Graphic			x	x		x										x	21	35.59
Words/phrases/sentences: written	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		53	89.83
Words/phrases/sentences: aural		x			x	x	x	x	x							x	38	64.41
Source:																		
Materials	x	x	x	x	x	x	x	x	x	x	x	x	x			x	50	84.75
Teacher																	0	0
Learner(s)					x		x								x	x	25	42.37
Nature:																		
Metalinguistic comment																	3	5.08
Linguistic items									x	x							7	11.86
Non-fiction			x	x													2	3.39
Fiction						x						x	x				10	16.95
Personal information/opinion	x	x			x		x			x					x	x	40	67.8
3.2 Output from learners																		
Form:																		
Graphic																	0	0
Circle/check/letter/number	x			x		x											8	13.56
Words/phrases/sentences: written										x	x	x	x				17	28.81
Words/phrases/sentences: oral		x			x		x	x							x	x	31	52.54
Source:																		
Materials		x		x		x	x	x	x			x					32	54.24
Teacher																	0	0
Learner(s)	x				x		x			x			x	x	x		31	52.54
Nature:																		
Linguistic items									x	x							6	10.17

Non-fiction				x											1	1.69
Fiction						x					x				7	11.86
Personal information/opinion	x	x			x		x			x		x	x	x	40	67.8

*SR: Sounds Right

Appendix 3: Analytical description

Analysis of coursebooks using Littlejohn's (2011) framework level 3: subjective inference

Appendix 3.1: Analytical description of *Passport 1*

1. Aims
 - To increase knowledge of language needed when traveling abroad
 - To develop learners' communicative competence
 - To provide a model of "international English"
2. Principles of selection
 - Types of tasks: reproductive language practice, speculation and hypothesizing, expressing own ideas
 - Content: topics relating to traveling abroad, learners' own knowledge/ideas
 - Language: situations, functions, grammar, vocabulary
3. Principles of sequencing
 - Tasks: Each unit follows the same sequencing of tasks: listening, drilling, practice with a partner, listening, drilling, practice with a partner, freer expansion.
 - Content: Topics of initial units relate to starting a travel experience, and topics of final units relate to reflecting back on a trip. Topics in between appear in no obvious order.
 - Language: No clear reasoning for the sequencing of language
4. Subject matter and focus of subject matter
 - General topics include: airplanes/the airport, self-introductions, travel information, restaurants, travel problems
 - Fictional dialogues of characters who are traveling abroad
 - No metalinguistic comments about form
 - Occasional distinction between British and American English
5. Types of teaching/learning activities
 - Activities mostly based on meaning with some focus on meaning/form relationship
 - Most tasks require a scripted response, with some opportunities to initiate using learners' own ideas.
 - Predominant operation required: repeat (identically, selectively, or with expansion)
 - L1 not used
 - More emphasis on speaking and listening than reading and writing
6. Participation: who does what with whom
 - Learners mostly work individually simultaneously or in pairs simultaneously.
7. Classroom roles of teachers and learners
 - The materials are meant to be followed in order while the teacher gives instructions as provided in the teacher's book.
 - Teachers, not learners control the direction of activities.
 - Teacher's role: to give instructions, model pronunciation, elicit ideas, monitor, and check answers
 - Learners' role: to follow task directions and offer own ideas when prompted
8. Learner roles in learning
 - Complete tasks as directed by teacher and textbook
 - Share own ideas when prompted
 - Accumulate knowledge as presented in textbook
9. Role of the materials as a whole
 - To provide structure for lessons

- To provide vocabulary, grammar, and functions needed for travel
- To provide opportunities for learners to express their own ideas in meaningful ways

Appendix 3.2: Analytical description of *Active Intro*

1. Aims
 - To develop learners' listening skills
 - To increase learners' spoken fluency
 - To give opportunities for learners to practice meaningful communication
 - To engage learners in critical thinking
 - To increase confidence
2. Principles of selection
 - Types of tasks: expressing own ideas, applying language rules, some reproductive language practice
 - Content: Topics range from personal to less personal topics.
 - Language: functions, communication strategies, grammar, vocabulary, topics
3. Principles of sequencing
 - Tasks: Each unit follows the same sequence of tasks: challenge preview with listening and speaking, introduction and practice of grammar or vocabulary, a communication activity, introduction and practice of a communication strategy, and a large communicative challenge.
 - Content: Units may be taught in any order, but projects are meant to be taught after the three preceding units.
 - Language: Grammar, vocabulary, functions, and communication strategies progress in difficulty. Language in speaking and writing activities is simpler than in listening and reading activities.
4. Subject matter and focus of subject matter
 - General topics include: likes and dislikes, food, holidays, people, locations, jobs, family, events, plans, and instructions
 - Fictional dialogues
 - Some metalinguistic focus on form presented
5. Types of teaching/learning activities
 - Activities mostly based on meaning or meaning/form relationship
 - Slightly more tasks require learner to initiate than give a scripted response. A few tasks require a scripted response plus initiating.
 - Predominant operation required: express own ideas/information, apply stated language rule, attend to example/explanation
 - L1 not used
 - More emphasis on speaking and listening than reading and writing
6. Participation: who does what with whom
 - Learners mostly work individually simultaneously or in pairs simultaneously.
7. Classroom roles of teachers and learners
 - The materials may be completed in any order with the teacher giving instructions as provided in the teacher's book.
 - Teachers, not learners control the direction of activities.
 - Teacher's role: to give instructions, elicit ideas, monitor, and check answers
 - Learners' role: to follow task directions and offer own ideas when prompted
8. Learner roles in learning
 - Complete tasks as directed by teacher and textbook
 - Share own ideas when prompted
 - Accumulate knowledge as presented in textbook
9. Role of the materials as a whole
 - To provide structure for lessons

- To provide vocabulary, grammar, functions, and communication strategies
- To provide opportunities for learners to express their own ideas in meaningful ways
- To help students become more confident and active
- To engage students in critical thinking

Appendix 3.3: Analytical description of *Touchstone 1* Unit 5

1. Aims
 - To develop listening and speaking skills for communication
 - To encourage learner autonomy
 - To increase knowledge of the most commonly used language (according to the Cambridge International Corpus)
 - To increase learners' motivation
2. Principles of selection
 - Types of tasks: reproductive language practice, expressing own ideas, working with complete texts, applying language rules
 - Content: topics relating to unit objectives, learners' own knowledge/ideas
 - Language: functions/topics, grammar, vocabulary, conversation strategies, pronunciation, topics
3. Principles of sequencing
 - Tasks: Each unit is generally sequenced as: Lesson A: grammar, pronunciation, and speaking; Lesson B: vocabulary, grammar, vocabulary notebook, and speaking; Lesson C: conversation strategies, listening, speaking, free talk; Lesson D: reading, writing, listening, and speaking
 - Content: Topics coincide with functions starting from the most basic and necessary and stemming off into broader topics.
 - Language: Grammar and vocabulary used in earlier lessons and units is recycled and reused in later lessons and units. Sequencing of vocabulary and grammar is based on the Cambridge International Corpus.
4. Subject matter and focus of subject matter
 - General topics include: introducing oneself, classroom language, discussing other people, everyday life, free time, neighborhoods
 - Fiction and nonfiction dialogues, stories, and articles about everyday topics
 - Some metalinguistic focus on form presented after being shown and examined in context
5. Types of teaching/learning activities
 - A mixture of activities based on meaning, form, and meaning/form relationship
 - Most tasks require a scripted response, several are scripted plus initiation, and a small number involve initiating.
 - Predominant operations required: express own ideas/information, repeat (identically, selectively, or with expansion)
 - L1 not used
 - More emphasis on speaking and listening than reading and writing
6. Participation: who does what with whom
 - Learners mostly work individually simultaneously or in pairs simultaneously.
7. Classroom roles of teachers and learners
 - The materials are meant to be followed in order with the teacher giving instructions as provided in the teacher's book.
 - Teachers, not learners control the direction of activities.
 - Teacher's role: to give instructions, monitor, and check answers
 - Learners' role: to follow task directions and offer own ideas when prompted
8. Learner roles in learning
 - Complete tasks as directed by teacher and textbook
 - Share own ideas when prompted

- Accumulate knowledge and skills as presented in textbook
 - Learn independently through the vocabulary notebook, checklist of unit aims, and reading tips
9. Role of the materials as a whole
- To provide lesson objectives and tasks that work to achieve those objectives
 - To provide structure for lessons
 - To provide the most common vocabulary and grammar students need
 - To provide opportunities for learners to express their own ideas in meaningful ways
 - To help students become more independent