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A COMPARATIVE ANALYSIS OF TWO ENGLISH LANGUAGE  
TEXTBOOKS WRITTEN FOR ACADEMIC AND GENERAL  
PURPOSES

A MASTER'S THESIS

BY

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THE PROGRAM OF CURRICULUM AND INSTRUCTION  
İHSAN DOĞRAMACI BİLKENT UNIVERSITY  
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To my family with love...

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PURPOSES

The Graduate School of Education

of

İhsan Doğramacı Bilkent University

by

Pınar Yılmaz

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İHSAN DOĞRAMACI BİLKENT UNIVERSITY  
GRADUATE SCHOOL OF EDUCATION  
COMPARATIVE ANALYSIS OF TWO ENGLISH LANGUAGE TEXTBOOKS  
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May 2019

I certify that I have read this thesis and have found that it is fully adequate, in scope and in quality, as a thesis for the degree of Master of Arts in Curriculum and Instruction.

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## ABSTRACT

### A COMPARATIVE ANALYSIS OF TWO ENGLISH LANGUAGE TEXTBOOKS WRITTEN FOR ACADEMIC AND GENERAL PURPOSES

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The purpose of this study to investigate the possible distinct characteristics of two English language textbooks: one written for English for general purposes (EGP) and one written for English for academic purposes (EAP) purposes using content analysis approach. To this end, a textbook evaluation scheme was used to evaluate chosen two textbooks. Two textbooks under analysis were compared in terms of their content, organization, types of texts, exercises, aims and objectives, levels, skills, topics, situations, target learners, time required, components and number and length of units. These textbooks were found to be different in most of the areas in the evaluation scheme used for analysis.

Key words: English for general purposes, English for academic purposes, textbook evaluation, textbook comparison

## ÖZET

### GENEL VE AKADEMİK AMAÇLAR İÇİN YAZILMIŞ İKİ İNGİLİZCE DERS KİTABININ KARŞILAŞTIRMASI

Pınar Yılmaz

Yüksek Lisans, Eğitim Programları ve Öğretim

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Bu çalışmanın amacı, iki İngilizce ders kitabının olası ayırt edici özelliklerini içerik analizi yöntemi ile araştırmaktır: biri genel amaçlı İngilizce (EGP), diğeri ise akademik amaçlı İngilizce (EAP). Bu amaçla, seçilen iki ders kitabını değerlendirmek için bir ders kitabı değerlendirme şablonu kullanılmıştır. İncelenen iki ders kitabı içerik, organizasyon, metin türleri, alıştırmalar, amaçlar ve hedefler, seviyeler, beceriler, konular, durumlar, hedef öğrenciler, gereken süre, bileşenler ve ünite birimlerin sayısı ve uzunluğu açısından karşılaştırıldı. Bu kitaplar, değerlendirme için kullanılan şablondaki odak alanların birçoğunda farklılık göstermiştir.

Anahtar Kelimeler: Genel amaçlı İngilizce, akademik amaçlı İngilizce, ders kitabı değerlendirme, ders kitabı karşılaştırma

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## **CHAPTER 1: INTRODUCTION**

### **Introduction**

Learning English has become a requirement for almost everyone who wants to study in higher education since it is the lingua franca of today's world. People prefer to learn English for different purposes according to their needs. Some prefer to learn it because of general communication purposes and some prefer to learn it to be competent in the academia. The focus of this study is to analyze the difference between textbooks that are written for teaching English for general purposes (EGP) and academic purposes (EAP) in terms of their characteristics, similarities and differences within the framework of a textbook evaluation scheme.

This chapter includes an introductory background information about teaching EGP and EAP, the purpose and significance of the study, the problem that is identified and the research questions that shape the study. In the last part of this chapter, the definition of key terms is presented.

### **Background**

In higher education, English plays a big role since it is the common language that academia uses. "English for Academic Purposes (EAP) refers to the language and associated practices that people need in order to undertake study or work in English medium higher education" (Gillett, 2011, para. 1). According to Gillett (2011), "EAP is often considered to be a branch of ELT (English Language Teaching), although

not all EAP teachers have come through the ELT route” (para. 2). He also states that nowadays students want to learn EAP in order to succeed in higher education. “The overwhelming majority of all academic research is published in English. In recent years the number ... has more than doubled” (British Council, 2015, p. 42). Therefore, the need for learning English to succeed in academia has risen up.

As Gillett (2011) states, learning English for a specific purpose can differ based on people’s needs, therefore, teachers should be aware of the specific needs of students.

Students’ needs to learn English may vary according to their aims. These needs shape the nature of their learning environment. For example, how advanced a learner’s English level need to be for a specific need depends on their aims. “In some cases, a very high level of proficiency is not necessarily required, as long as the learners can succeed in their aims” (Gillett, 2011, para, 8). Accordingly, Alexander (2012) states: "learners with a level of proficiency as low as A1 (basic user) on the Common European Framework of Reference for Languages (CEFR) want to study EAP and a number of textbooks have recently been published for this level” (p. 99). However, there is also a debate that argues the opposite. “It is often believed that EAP can only be taught at advanced levels and that lower level students need a course in general English before they start their EAP course” (Gillett, 2012, para. 1).

There are textbooks published for teaching EAP at lower levels; however, what makes them different from textbooks written for teaching EGP has not yet been clearly defined. According to Campion (2016) “there is a lack of up-to-date information concerning the current form of EAP; indeed, much of the literature continues to be largely based on definitions which date back some twenty to thirty

years” (p. 60). Similarly, the distinction between EAP and general English textbooks in terms of their features is not clear. Champion (2016) states that “the blanket categorisation of ‘General English’ (vs.) EAP unfortunately discounts the potential for a more holistic, illuminating discussion of possible points of difference and similarity” (p. 61).

In teaching EGP, “the aims of students have less to do with passing exams and more to do with broadly improving levels of language ability. In teaching English for academic purposes, however, the teaching and learning context is highly specific” (Alexander, Argent, & Spencer, 2008, p. 2). Considering the importance of English as a dominant medium of today’s academia, learning EAP is based on reaching a specific point to “access a particular community” (Alexander et al., 2008). In the EAP context, “the stakes for the students are high and the time is limited” (p. 18). Considering these arguments, there is further need to investigate the content and the nature of the textbooks teaching EAP; how they differ, if they do, from those written for teaching English for general purposes.

This study uses Richards’ (2015) “Textbook Evaluation Scheme” to investigate the characteristics of two different textbooks within the scope of the scheme’s first phase of “Analysis” stage (Figure 1). The two textbooks were written at the same level of English, one for teaching English for general purposes and the other for teaching English for academic purposes and they were both published by the same publisher.



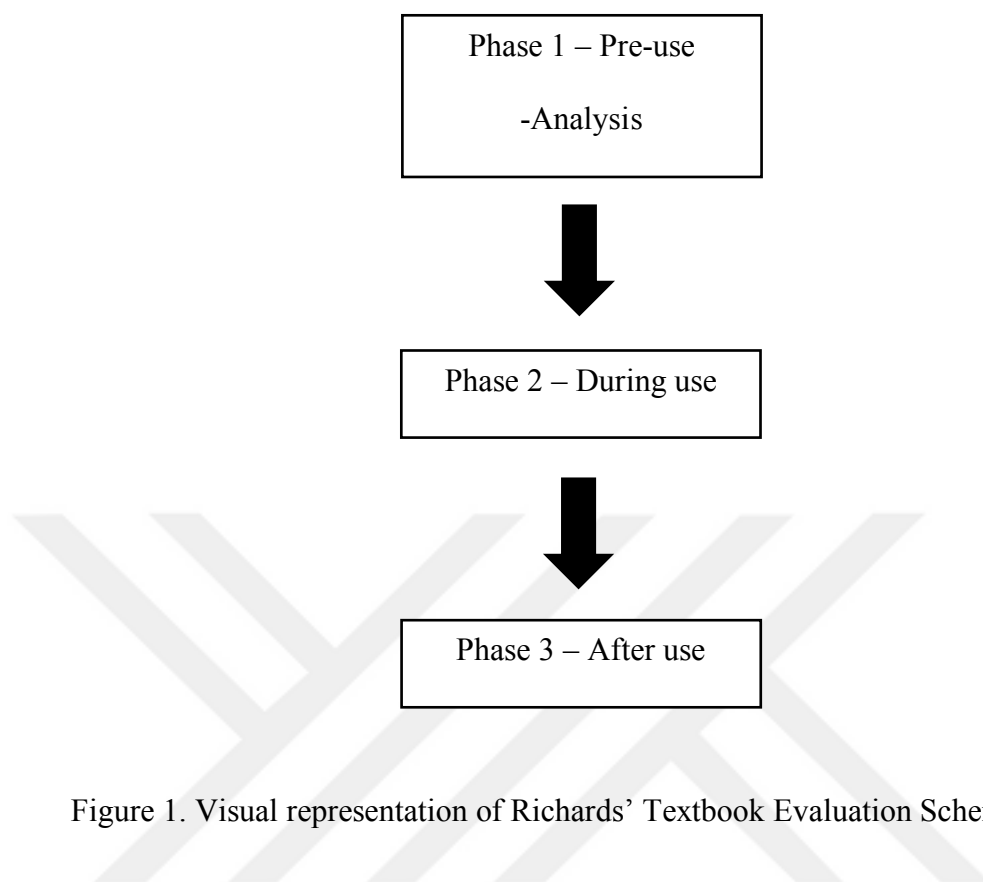


Figure 1. Visual representation of Richards' Textbook Evaluation Scheme (2015)

“In the first phase, the contents of the book have to be carefully described in terms of scope and sequence, organization, and the types of texts and exercises contained within” (Richards, 2015, p. 618). Both textbooks written at CEFR A1-A2 level for academic and general purposes as claimed by their authors and publisher are examined through this textbook evaluation scheme by using the first phase that includes the Pre-use, Analysis stage (Figure 1). This textbook evaluation scheme was chosen because compared to other similar schemes explored it includes separate focus areas very clearly distinguishing the stages of textbook analysis (i.e. pre, during and after use). Additionally, each stage in this scheme has clear areas for analysis, which enabled the researcher to focus on the pre-use stage and to follow distinct areas, such as ‘types of texts included’, ‘exercises contained within the text’,

‘levels of the books’ and ‘skills addressed’ to analyze the textbooks before they are put into practice.

The analysis stage (Table 1) aims to identify a textbook’s aims and objectives, level, skills addressed, topics covered, situations it is intended for, target learner, time required, components, number and length of units, and organization of units.

Table 1  
Richards textbook evaluation scheme: Focus areas of the analysis phase

Order	Analysis phase
1	Contents of the books in terms of scope and sequence
2	Organization of the books and units
3	Types of texts included*
4	Exercises contained within the texts*
5	Aims and objectives of the books
6	Level of the books*
7	Skills addressed*
8	Topics covered*
9	Situations it is intended for
10	Target learners
11	Time required
12	Components
13	Number and length of units

*Note.* Focus areas shown with asterisk are analyzed using additional framework as reference.

### **Problem**

There is a debate that English for academic purposes can only be taught to learners who have English level higher than intermediate, however, there are written and published textbooks for teaching English for academic purposes in the market that are targeting lower levels. There seems to be little/no research that compares and contrasts the features of textbooks that are written for teaching English for general purposes and academic purposes, especially those targeting lower English levels.

## **Purpose**

Through content analysis approach, this study compares and contrasts the characteristics of two English language teaching textbooks, both written for students whose level of English is A1-A2 according to the CEFR. One of these textbooks was written for teaching English for general purposes and the other for teaching English for academic purposes. The comparison is based on the first phase of Richards' (2015) textbook evaluation scheme, using the pre-use analysis stage of the scheme's first phase (Figure 1).

## **Research questions**

This study aims to answer the following research questions within the scope of the first phase of Richards' textbook evaluation scheme (2015).

1. What are the characteristics of an A1-A2 level textbook written for teaching English for academic purposes?
2. What are the characteristics of an A1-A2 level textbook written for teaching English for general purposes?
3. What are the similarities between A1-A2 Level textbook written for teaching English for academic purposes and A1-A2 level textbook written for teaching English for general purposes?
4. What are the differences between A1-A2 Level textbook written for teaching English for academic purposes and A1-A2 level textbook written for teaching English for general purposes?

## Significance

Globalization made communication easier and people started to communicate for various purposes. To understand and to be understood, people started to learn English since it is the lingua franca of today's world. "English became the language of law, education, and most other aspects of public life" (Crystal, 2003, p. 43).

According to British Council (2013),

English is the world's common language. English has come of age as a global language. It is spoken by a quarter of the world's population, enabling a true single market in knowledge and ideas. It now belongs to the world and increasingly to non-native speakers – who today far outnumber native speakers. (p. 3)

In education, students try to learn English as early as possible according to their preferences. Some prefer to learn English so that they can succeed in the academic world. Since there is a need to succeed in higher education, the proposed study is worth conducting because the debate of whether EAP can be taught at lower levels is inconclusive and there is a lack of studies in the relevant literature. This study intends to contribute to the relevant literature by bringing a perspective regarding the characteristics of textbooks used at lower levels in teaching EGP and teaching EAP.

English competency is important in academia since it is the dominant language that the academic circles use. "At present, domination by English-speaking academic discourse communities means that thousands of international scholars are studying, researching, and teaching in English-medium universities" (Alexander et al., 2008, p. 6). Due to this fact, tendency towards EAP is becoming intensified. For those who want to start learning English even at the lower levels, the characteristics of the published textbooks need investigation. EAP researchers, both higher and secondary

education practitioners, decision makers, and ELT textbook publishers can benefit from the outcomes of this study.

### **Definition of key terms**

Throughout the chapter, the following terms are used:

**(EAP) English for Academic Purposes:** “English for Academic Purposes is explained as teaching English with the purpose of studying or conducting research in that language” (Peacock & Flowerdew, 2001, p. 8).

**(ELT) English Language Teaching:** “The profession of teaching English to speakers of other languages” (British Council, 2015, p. 9).

**(EGP) English for General Purposes:** “A branch of English language teaching (ELT). The type of English that is usually taught in schools and which is not related to a particular study or occupational purpose” (British Council, 2015, p. 8).

**Textbook Evaluation Scheme:** “It presents a scheme for evaluation which can be used to draw up a checklist of items relevant to second (or foreign) language teaching” (Williams, 1983, p. 251).

**Common European Framework of Reference for Languages:** “The CEFR is a framework published by the Council of Europe in 2001 which describes language learners’ ability in terms of speaking, reading, listening and writing at six reference levels” (ESOL, 2011, p. 4).

## **CHAPTER 2: REVIEW OF RELATED LITERATURE**

### **Introduction**

This study compares and contrasts the characteristics of two English language teaching textbooks, both written for students whose level of English is A1-A2 according to the CEFR. One of these textbooks was written for teaching English for general purposes (EGP) and the other for teaching English for academic purposes (EAP). The comparison is based on the first phase of Richards' (2015) textbook evaluation scheme, which deals with a textbook's pre-use "analysis" stage. This chapter presents a literature review about the concepts that are significant for the study. First, a review of English for general purposes and academic purposes is presented to provide background information. Second, a general review of the place of instructional materials in English language teaching is provided. Third, some background on the use of textbook evaluation schemes for material evaluation, and relevant research studies on the topic are covered.

### **The context of English for general purposes**

According to the Widdowson, the focus in EGP is mainly on education (1983). However, the level of the education was not defined. According to Popescu (2010), "the age of EGP learners varies from children to adults and learning the English language is the subject of the courses. EGP courses are mostly focused on grammar, language structure and general vocabulary" (p. 51). Therefore, EGP students are not necessarily focusing on an age group. According to Tomlinson (2008), general English is seen as one of the categories about the major textbooks written for

teaching English purposes. Tomlinson (2008) argues that, "...there are significant number of young adults/adults who enroll in 'General English' (GE) classes at language schools" (p. 18). Therefore, unlike the common belief, general English courses are taken by adults as well. According to a survey that was conducted between 2001 and 2006, Tomlinson (2008) discovered the basic needs of general English students. "One of the main needs of such GE learners is to improve the four language skills, especially speaking and listening to everyday English" (Tomlinson, 2008, p. 18). Therefore, it can be said that students who seek to learn EGP aim to be competent in everyday life where the spoken language is English. According to Derakhshan, Khalili, and Beheshti, everybody should improve speaking skills since it is a crucial part in communicating (2016).

Tomlinson's survey results revealed that students who want to learn English for general purposes seek to improve their 'interaction' skills as well as 'vocabulary' skills (2008). In general English courses, students want to develop their interaction skills in English so that they can communicate easily. "GE students . . . seem to indicate that they would appreciate materials which help them to manage everyday interactions in the English-speaking environment that they are in" (Tomlinson, 2008, p. 21). Therefore, EGP students seek to improve their communication skills so that they can be competent in the English-speaking environment. According to Popescu, "EGP courses are mostly focused on grammar, language structure and general vocabulary" (2010, p. 51).

## **The context of English for academic purposes**

“English for Academic Purposes - refers to the language and associated practices that people need in order to undertake study or work in English medium higher education” (Gillett, 2011 para. 1). Therefore, it can be inferred that the EAP learners are mostly adults. People want to learn English language as early as possible based on their specific needs. In higher education, students need to learn English to be successful in the international academic sphere where the lingua franca is English. The internalization process attracts students from all around the world into the universities whose medium of instruction is English (Alexander et al., 2008). Apart from studying the higher education in English, according to British Council (2015), currently, the majority of academic research is published in English and every year the number is increasing rapidly. Therefore, the tendency towards learning English for academic purposes is increasing. According to Gillett (2011),

The main objective of EAP courses is to teach the language, both general academic language and subject specific language as well as language related practices such as summarising and writing introductions. The language of the learners' academic subject and language related study skills will form the main component of the EAP skills classes. (para. 16)

It can be inferred that students who are taking EAP course are concerned with both content learning and writing. As Grünwald and Heinrichs (2015) suggests, “EAP teaching changes English learning process from simple language learning into content learning” (p. 79). According to Smith (2018), in university, students often receive lots of reading texts and it is important to develop certain skills to cope with the materials given.

“EAP is needed not only for educational studies in countries where English is the mother tongue, but also in an increasing number of other countries for use in the



higher education sector” (Jordan, 1997, p. xvii). When it comes to the Turkish context, According to Kırkgöz (2009) in Turkey, those universities which provide English medium education “would offer a one-year English for Academic Purposes (EAP) curriculum to students whose English proficiency was insufficient to enable them to pursue their English-medium classes” (p. 81).

Alexander et al. argues that “the English in EAP is the language of academic discourse and focuses specifically on the vocabulary, grammar and discourse features found in the academic communication, both spoken and written” (2008, p. 18). Therefore, students who want to succeed in higher education develop certain specific skills while learning English for academic purposes. In terms of developing the writing skill, “controlled writing is seen as a useful tool for teaching composition to English language learners...at different levels of English proficiency especially beginner learners of English who are totally new to the language” (Elturki, 2013, para. 3).

According to Chazal, “students need good listening skills to interpret what people are saying in various academic situations. For example, they need to be able to understand the content of a lecture at the speed it is delivered” (2014, para. 2). In addition, Jordan argues that “in EAP, there is explicit development of student autonomy and critical thinking at the same time as the language is learned” (1997, p. 19). Therefore, “EAP students work predominantly on reading and writing while listening and speaking are restricted in lectures, discussions and seminar skills” (Jordan, 1997, p. 18). Contrary to high-school education, open ended questions are frequently asked in the academic sphere to promote critical learning. According to

Applegate, Quinn, & Applegate, open-ended type of questions are more helpful when testing the constructive meaning in the answer comparing to the multiple choice type of questions (2002).

In order to be more competent in the academic sphere, writings that are produced should be error free. Therefore, according to Shaw (2014), identifying errors and being able to correct them improve students' writing skills drastically.

### **Instructional materials in English language teaching**

Instructional materials "... include anything which can be used to facilitate the learning of a language" (Tomlinson, 2003, p. 2). Therefore, contrary to common belief, non-written sources can also be instructional materials in English language teaching. According to Richards (2001),

these may take the form of *(a)* printed materials such as books, workbooks, work-sheets, or readers; *(b)* nonprint materials such as cassette or audio materials, videos, or computer-based materials; *(c)* materials that comprise both print and nonprint sources such as self-access materials and materials on the Internet. (p. 251)

In English language teaching, the most common instructional materials are textbooks. Textbooks are essential for the language classes since they offer a set of instructional guidelines that are ready for teachers to use "and they are considered as a basis of education and the main source of information" (Hamidi, Bagheri, Sarinavaee, & Seyyepour, 2016, p. 345).

Teachers need textbooks for various reasons. According to McGrath (2006), teachers use textbooks as an instructional material since they offer a structure for teaching and this is time saving. However, many teachers do not have a right to choose the instructional material that use. It is often "determined by any one of a number of

different individuals or groups other than the teacher who will ultimately use it” (McGrath, 2006, p. 12).

### **Textbook evaluation scheme**

ELT professionals spent too much time on trying to select an appropriate material for their students. Textbook evaluation schemes and checklists help teachers to find a suitable material for both students’ level and needs. According to Miekley (2005), teachers feel under pressure since they were often asked to use a new material over a short period of time. Textbook evaluation schemes make these instant changes easy to adopt since they highlight selected materials’ strengths and weaknesses according to the needs of the curriculum. However, as Miekley (2005) states, there exists a wide variety of textbooks to choose from therefore some educators select one without having it evaluated, which can result in getting away from the needs of both the curriculum and the students.

According to McGrath (2006), there are three basic methods in the literature about textbook evaluation. The first one is called ‘impressionistic’ method which “is concerned to obtain general impression of the material” (p. 25). The second method is called ‘the checklist method’. This method contains a set of a list of items to be confirmed and its ‘*systematic*’ nature enables researcher to collect information in a short period of time. Since the information is collected in a ‘*convenient*’ format, it allows researcher to compare the sets of materials that are chosen (McGrath, 2006). The third method about textbook evaluation according to McGrath (2006) is called the ‘in depth method’. McGrath (2006) argues that

In depth techniques go beneath the publisher's and author's claims to look at, for instance, the kind of language description, underlying assumptions about learning or values on which the materials are based or, in a broader sense, whether the materials seem likely to live up to the claims that are being made for them. (p. 27)

For researchers who want to use a checklist method for their evaluation, McGrath (2006) offers a set of steps. The first step includes deciding on general categories within a textbook. The second step includes deciding "specific criteria within each category" (McGrath, 2006, p. 41). The third step is about ordering general categories and specific criteria. In the fourth step, the researcher should "decide (on) format of prompts and responses" (p. 41). Overall, as McGrath (2008) argues, textbook "evaluation . . . is not only the evaluation of individual sets of materials against criteria, but also the *comparison* of different sets of materials against those criteria" (p. 53).

In the relevant literature, there are different point of views regarding when a textbook evaluation should take place. In general, there are three stages in textbook evaluation which are defined as pre-use, during use and after use (Cunningsworth, 1995).

Richards (2015) developed a textbook evaluation scheme to evaluate English language textbooks. The scheme includes three stages: pre-use, during-use and after-use. In pre-use analysis phase, Richards included 13 focus areas to be used when evaluating an ELT textbook. Some of these focus areas such as *Content of the books*, *Components*, *Number and length of units* can be followed by using content analysis approach on readily available textbooks. However, there are other focus areas that can be analyzed through additional frameworks as reference such as *Types of texts included*, *Exercises contained within the texts*, *Level of the books*, *skills addressed*

*and topics covered.* These focus areas can be analyzed through additional frameworks such as taking text types as reference of *Board of Studies* (2001), exercise types of British Council (2018) for reading, writing, listening, speaking, grammar and vocabulary skills. Schmitt's (2014) vocabulary sub-skills can be used to analyze what kind of vocabulary sub-skill is used in textbooks under analysis. Along with these additional frameworks, Pearson GSE Teacher Toolkit's (2017) learning objectives written for four main skills can be used to analyze levels of the textbooks since it gives users its CEFR levels for each skill and each objective. Topics covered can be analyzed with Academic word list (AWL) highlighter (2013) developed by EAP Foundation to investigate whether the topics used are in general or academic context. As a result, textbook evaluation schemes can need additional frameworks as reference when evaluation a textbooks and framework references mentioned can be used while using Richards (2015) textbook evaluation scheme's pre-use analysis phase.

### **Textbook evaluation and analysis studies**

In a study, Rahimpour and Hashemi (2011) evaluate three English language textbooks that are used at highschools in Iran. Evaluation is made based on the teachers' perspectives. Rahimpour and Hashemi (2011) developed a 46-item questionnaire about the parts of the book including, vocabulary, reading, grammar, language functions, and pronunciation practice, and the questionnaires were distributed to fifty teachers that had more than five years of teaching experience. Teachers were asked to reflect on the questions by checking one of the four options. A mixed method was used in this research since the survey data was collected and

quantified. According to the results, textbooks that are taught in high school level do not meet teachers' expectations.

Hamidi, Bagheri, Sarinavaee, and Seyyepour (2016), conducted a study to investigate two English language textbooks to show their similarities and differences in terms of subject matters, vocabulary, structure, exercises, illustrations and physical appearance. Researchers compared and contrasted these textbooks' strengths and weaknesses according to Celce-Murcia's (1979) checklist. Evaluation was done through four ELT teachers. According to results, no significant difference between the textbooks was found, however, one of the textbooks was found to be better than the other one in some areas.

In Turkey, Aksit, Aksit, and Atasalar (2008), conducted a research study to explore whether the values that the new Turkish curriculum claims to implement are reflected in the textbook written for social studies in grade one. This study uses a conceptual framework to guide the proces of data collection. The conceptual framework that was used in this study consists of four parts: intended cognitive traits, intended character traits, global awareness and gender roles. The data was coded based on the conceptual framework and results show that in the textbook, there was much less emphasis on memorization and the focus was on the comprehension, therefore, the new curriculum's point of view was reflected in the textbook. As the new curriculum aims to develop traits such as being respectful to self and others, the examined textbook revealed that it was full of activities that promoted teachers to implement such values. However, the study concluded that there was no emphasis on global matters and the textbook promoted a male gender bias with its representation

of genders through visual implementation. Aksit, Aksit and Atasalar conclude that the textbook analyzed is in accordance with the new curriculum to some extent, however, it was recommended to adopt a “more balanced approach to developing cognitive skills, character traits, global awareness, and gender roles to better implement the espoused values introduced in the new national curriculum” (Aksit et al., 2008, p. 703).

Another study was conducted with the participation of 100 eighth grade students and 95 English teachers. The purpose of this study was to investigate whether the chosen textbook was in line “in terms of layout and physical makeup, activities, skills, language type, subject and content, vocabulary and structure and general opinions” (Özeş, 2012, p. 5). Results show that while teachers have negative attitudes towards the book used, students often have positive and/or neutral. As a result of the research, textbook under analysis “stands out with its shortcomings more on the whole and it cannot be wholeheartedly recommended” (Özeş, 2012, p. 5).

In Iran, Mohammadi & Abdi (2014) conducted a case study to find out the pedagogical value of the book and whether it corresponds with the students’ needs. For this research, researchers applied questionnaires to 105 students and 32 teachers. The research aimed to investigate both positive and negative characteristics of the chosen textbook. It was found out that positive attributes were more frequent than the negative ones. “After analyzing data, it was shown that although the textbook had some shortcomings, it had met students’ needs and it could be a good book in the hand of a good teacher” (Mohammadi & Abdi, 2014, p. 1148).

In Turkey, Tok (2010) conducted a study to examine the advantages and disadvantages of an English language textbook used in state primary schools. The research included 46 English teachers from two different cities. “In this research, the course book was evaluated in term of ‘layout and design, activities and tasks, language type, subject, content and skills and whole aspect’” (Tok, 2010, p. 508). The results put forward that the chosen textbook’s negative attributes were far more than the positive ones.

### **Conclusion**

This study compares and contrasts the characteristics of two English language teaching textbooks, both written for students whose level of English is A1-A2 according to the CEFR. One of those textbooks was written for teaching English for general purposes and the other for teaching English for academic purposes. There have been studies that focus on textbook evaluation schemes and their use in ELT. However, there have been little or no study that compares and contrasts the possible distinct characteristics of EGP and EAP textbooks especially using Richards (2015) scheme. This chapter aims to review the relevant literature on the use of textbook evaluation schemes in the field of ELT.



## CHAPTER 3: METHOD

### Introduction

This study compares and contrasts the characteristics of two English language teaching textbooks, both written for students whose level of English is A1-A2 according to the CEFR and published by the same publisher. One of these textbooks was written for teaching English for general purposes and the other for teaching English for academic purposes. The comparison is based on the first phase of Richards' (2015) textbook evaluation scheme which deals with a textbook's pre-use analysis stage (Figure 1).

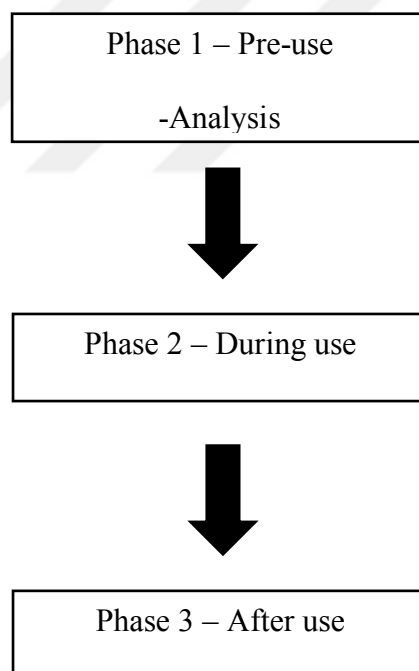


Figure 1. Visual representation of Richards Textbook Evaluation Scheme (2015)

This chapter includes an explanation of the research design and the method of the content analysis. Additional information about the context, cases and data analysis is also included.

### **Research design**

The written content of the two textbooks that are used in the current study is analyzed qualitatively by using content analysis approach. As Cohen, Manion and Morrison (2007) suggest, “content analysis can be undertaken with any written material, from documents to interview transcriptions, from media products to personal interviews” (p. 475). Therefore, English language teaching textbooks that are selected for this study will be analyzed qualitatively by using this approach.

The characteristics of two textbooks that are written for teaching English for different purposes were investigated by using the comparative descriptive case study method. According to Yin (1993), one of the major rationale for using case study design is when the boundaries between a phenomenon and context are not clearly defined therefore, the characteristics of textbooks that are categorized under EGP and EAP need to be investigated with this approach. For this study, two textbooks that are published by the same publisher are chosen as a case since they were written especially for students whose level of English is A1-A2 according to the CEFR. Selected books were written for students who study English for different purposes but have the same CEFR level of English accusation. In sum, through a descriptive comparative case study research design, the researcher uses content analysis to analyze the data (i.e., the written content) of the two textbooks under investigation.

As Yin (1993) states, “a descriptive case study presents a complete description of phenomenon within its context” (p. 5). Therefore, this study aims to define the possible distinct characteristics of two textbooks written for different purposes.

According to Yin (1993), there are basic steps in designing a case study. First, the researcher must define its “case”, in other words “the unit of analysis”. In this research, the two cases are the two English language textbooks that are written for learners whose level are A1-A2 according to CEFR as both textbooks claim.

Secondly, as Yin (1993) states, the researcher must decide on whether to conduct a single case study or a multiple case study. This study focuses on two cases (one EGP textbook and one EAP textbook) and seeks an answer for “what” questions in order to define the possible distinct characteristics of two textbooks written for different purposes, so that a comparison can be made between the textbooks. Thirdly, according to Yin (1993), the researcher should justify how the cases are selected. Yin proposes that a case can be chosen because it is “typical” for a reason. In this study, by making a personal communication with the textbooks’ publisher distributor in Turkey, the textbook written for teaching English for general purposes was identified as the most popular English language teaching textbook used with a wide range of age groups in the Turkish market (Publisher’s representative in Turkey, personal communication, July 5, 2017). That would make this textbook a “typical” case. The other textbook that was selected is also “typical” for this study in the sense that it is at the same level and published by the same publisher but, for the purpose of the study, designed for EAP purposes. Fourthly, Yin argues that the data collection method should be selected to conduct a case study. For this study, the data is the written content available in the textbooks chosen. As content analysis is the best

method to analyze “any written material, from documents to interview transcriptions” (Cohen, Manion and Morrison, 2007, p. 475) this method was used to analyze the textbooks within the scope of a conceptual framework developed by Richards (2015) (Figure 1).

### **Context and cases**

The study was conducted by examining two different textbooks written for students who are at the same English level according to the CEFR. Both books were published by the same publisher, one of the most well-known publishers in the area of English language teaching in the world. According to the publishers’ claim both textbooks were written for learners at the A1-A2 level according to the CEFR. The focus of this qualitative research is the chosen textbooks. Through content analysis approach, these textbooks were examined to describe their possible distinct characteristics. Both textbooks are almost the same in length and the number of units that they consist. They do not include an introductory page, however, they both have a contents page which include the list of sub-skills under the four main skills (reading, writing, listening, speaking) that they aim to teach. Additional skills that are relevant to the books’ specific objectives are also included in the contents page of each textbook.

### **Data analysis**

Data which is readily available in the two chosen textbooks are analyzed to identify the books’ possible distinct characteristics. A textbook evaluation scheme that was developed by Richards (2015) is used to analyze the data (Table 1). First, the individual textbooks are analyzed one by one, within the scope of Richards’ (2015)

textbook evaluation scheme. Secondly, these textbooks are compared and contrasted with each other to identify any possible shared or distinct characteristics.

Data analysis is done through content analysis. “Data collection and analysis is a *simultaneous* activity in qualitative research. “Analysis begins with . . . the first document read” (Merriam, 1988, p. 119). “Documentary data are particularly good sources for *qualitative* case studies because they can ground an investigation in the context of the problem being investigated” (Merriam, 1988, p. 109). Considering this, the question of what the possible distinct characteristics of EGP and EAP textbooks is expected to be discovered in the analysis stage. According to the conceptual framework developed by Richards (2015), in the analysis stage there are 13 focus areas that should be used to investigate the actual data. Focus areas (Table 1) that are derived from the framework’s analysis phase are explored while analyzing the chosen textbooks using content analysis approach.

The analysis phase contains 13 focus areas (Table 1). In the analysis phase, focus areas which are shown in Table 1 (see chapter 1) with asterisk were analyzed by using additional frameworks as reference. These areas are analyzed by conducting a content analysis approach using the relevant parts of the books and creating coding categories. “By establishing basic descriptive categories early on for coding, the researcher has easy access to information in the analysis and interpretation stage” (Merriam, 1988, p. 116). Therefore, the conceptual framework and its focus areas enable researcher to analyze and interpret data. “Coding schemes can be developed both inductively and deductively. In studies where no theories are available, you must generate categories inductively from the data” (Zhang & Wildemuth, 2009, p. 321). Therefore, additional frameworks were also used to identify the categorization

of the area under focus. For example, focus area number 4 ‘Exercises contained within the text’ in the evaluation scheme was analyzed using the categorization presented in British Council’s (2018) exercise types. Therefore, a deductive approach was employed. During data analysis, there was a need to add to the categories derived from additional frameworks as new categories emerged inductively. As Zhang and Wildemuth suggest, in qualitative research, computer programs “common purpose is to assist researchers in organizing, managing, and coding qualitative data in a more efficient manner” (2009, p. 323). Some focus areas such as “contents in terms of scope and sequence” and “number and length of units” are readily available and presented in the textbooks. Therefore, the content analysis is conducted directly on the presented data. Table 2 below illustrates how the coding strategies are used.

Table 2  
Coding sample for analysis phase

Skills	Title	Page number	Text type	Text length	Subskill	CEFR level	Situation intended	Exercise Type
R	Online Book Club 5	5	TT1	8	GR29	A2	G	TaskR4
W	Introductions 3	7	TT1	1	GW7	A1	G	TaskW2
L	Nice to meet you 3	4	TT4c	4	GL13	<A1	A	TaskL4
S	Places 5	13		3	GS23	<A1	G	TaskS6
G	Time 5	17		8	Prepositions	A1	A	TaskG3
V	Study habits 1	18		4	REC		A	TaskV8
SS	Vocabulary records 2	26		6	RV		G	

*Note.* R: Reading. W: Writing. L: Listening. S: Speaking. G: Grammar. V: Vocabulary. SS: Study skills. TT: Text type. GR: Academic-General reading objectives. GW: Academic-General writing objectives. GL: Academic-General listening objectives. GS: Academic-General speaking objectives. REC: Receptive vocabulary. RV: Recording vocabulary. A: Academic. G: General. TaskR: Reading exercise types. TaskW: Writing exercise types. TaskL: Listening exercise types. TaskG: Grammar exercise types. TaskV: Vocabulary exercise types.

According to Richards’ (2015) textbook evaluation scheme, there are 13 steps in the analysis phase (Table 1). These 13 areas were divided into two according to their nature. Focus areas that are shown with asterisk in Table 1 are analyzed through

additional frameworks and researcher generated codes for easy coding. Below is the detailed description of how each focus area is analyzed and which framework is used for each focus area.

**Focus area: Contents of the book in terms of scope and sequence**

Both in the EGP and EAP textbook, data was readily available in the content, therefore, content of each textbook in terms of scope and sequence was analyzed and compared through content analysis approach. The main categories used to organize the content of the book, how each content area is titled, how the content is structured were analyzed.

**Focus area: Organization of the books and units**

Both in the EGP and the EAP textbook, data was readily available in the content. Therefore, organization of both textbooks were analyzed through the descriptions of both textbook's in the teacher's book. Each textbook defines how the organization of each skill is developed in the units, therefore, researcher used these descriptions to analyze the content and compare the findings.

**Focus area: Types of texts included**

For this focus area, to analyze the types of texts included within the chosen textbooks, a coding method was created by using Board of Studies' (2001) text types (Appendix A). Researcher used this framework as a starting list and added on it as new text types were identified in the textbooks under analysis. In both EGP and EAP textbooks, types of texts were identified in reading, writing and listening skills. For the listening skills, audio scripts which are also available in the textbooks are used to

identify the text type used. While identifying the types of texts when some texts did not fall into any of the categories of Board of Studies' (2001) text types, the researcher grouped them under the type 'Radio report' and added this category to the Board of Studies' (2001) text types indicating (R) next to the entry to refer to the fact that this category was added to the original list by the researcher.

### **Focus area: Exercises contained within the text**

For this focus area, to analyze exercises contained within the texts in both textbooks, a coding method was created by two additional frameworks. Researcher used the items in these frameworks as a starting list and added on them as new exercise types were identified in the textbooks during analysis. Exercises contained within both textbooks were entered into an MS Excel spreadsheet to analyze their frequency and occurrences in each textbook.

For this focus area, reading exercise types of British Council (2018) is used to define reading tasks. Researcher adapted these types and created a coding strategy (Appendix B) to ease the process. To identify writing exercise types in both textbook, researcher used Reid's (1993) writing exercise type definitions and created a coding list accordingly (Appendix C). Similarly, listening exercise types of British Council (2018) is used to define listening tasks. Researcher adapted these types and created a coding strategy (Appendix D) to ease the process. For the speaking tasks, British Council's (2018) speaking tasks are used and researcher adapted these types and created a coding strategy (Appendix E) to ease the process. For grammar exercise types, British Council's (2018) grammar exercise types are used and researcher created a coding list (Appendix F) accordingly. To identify the vocabulary



exercises, British Council's (2018) vocabulary exercise types were used and researcher generated a coding list accordingly (Appendix G). While identifying the exercise types some exercises did not fall into any of the categories of the used lists (Appendices B to G). Like she did with the text types list (Appendix A), the researcher added new exercise types to the existing lists for each skill, grammar and vocabulary. She again indicated (R) next to each added entry to refer to the fact that this entry was added to the original list by the researcher.

### **Focus areas: Aims and objectives of the books**

To analyze the aims and objectives in both textbooks, researcher used the claims of both textbooks and conducted a content analysis on the relevant parts. Then, the aims and objectives of each textbook are compared.

### **Focus area: Level of the books**

To analyze the level of the textbooks, researcher used both textbooks' own claims along with the skill-based objectives and their levels based on Pearson GSE Teacher Toolkit (2017). This toolkit helps users to categorize learning objectives for reading, writing, listening, speaking according to the CEFR levels. It also enables its users to search for grammar subjects and to identify their CEFR level. Researcher used this scale and created a coding list for each skill to identify the level of the textbooks in comparison. Learning objectives for reading (Appendix H), writing (Appendix I), listening (Appendix J), and speaking (Appendix K) were coded with their descriptions and the CEFR levels. At the end of the coding, each skill objective and their corresponding CEFR level are analyzed to identify the overall level of the textbooks. Then, reading, writing, listening, speaking and grammar sections are

analyzed separately to identify their CEFR levels. While identifying the levels of the books, some learning objectives did not fall into any of the categories of the used lists (Appendices H to K). Like she did with the other categories described above, the researcher added new learning objectives to the existing lists for each skill. She indicated (\*) next to each added entry to refer to the fact that this entry was added to the original list by the researcher.

### **Focus area: Skills addressed**

To analyze the skills addressed within both textbooks, six main skills: reading, writing, listening, speaking, grammar and study skills are analyzed. Firstly, their overall frequency in each textbook is identified. Then, four main skills: reading, writing, listening and speaking are analyzed for their subskills which are defined by Pearson GSE Teacher Toolkit (2017). By using this toolkit, researcher created a coding list for reading (Appendix H), writing (Appendix I), listening (Appendix J) and speaking (Appendix K) skills. Researcher used these lists as a starting list and added on them as the need occurred during the analysis of the textbooks.

For vocabulary, the researcher analyzed whether the vocabulary tasks in both textbooks were assessing “productive” or “receptive” skills. For this analysis, researcher used the definitions of “productive” and “receptive” vocabulary by Schmitt (2014) and created a coding strategy accordingly (Appendix L).

To analyze the study skills, researcher created a coding list according to the additional skills of both textbooks (Appendix M). These study skills were analyzed within each textbook, then compared.

While identifying skills addressed, some learning objectives did not fall into any of the categories of the used lists (Appendices H to K). Like she did with the other categories, the researcher added new learning objectives to the existing lists for each skill. She indicated (\*) next to each added entry to refer to the fact that this entry was added to the original list by the researcher.

**Focus area: Topics covered**

To analyze topics covered in both textbooks researcher used Academic word list (AWL) highlighter (2018) developed by EAP Foundation. Firstly, researcher listed the titles of reading, writing, listening and speaking sections of both textbooks under analysis. Through this generator, researcher analyzed whether the topics were in academic context or not. Then, the results were compared.

**Focus area: Situation it is intended for**

In both textbooks, each exercise was analyzed to discover its intended situation. To do this researcher used “A” for Academic and “G” for General to identify the intended situation for each exercise.

**Focus area: Target learners**

For this focus area, readily available content in the teacher’s book of both textbooks regarding the target learners is analyzed qualitatively. In both textbook, target learner profile was defined on the back cover of both textbooks.

**Focus area: Time required**

For this focus area, readily available descriptions in the teacher's books of both textbooks are used and analyzed.

**Focus area: Components**

This focus area was analyzed through creating a table regarding the components of each textbook. On the back cover of both textbooks, the components that are offered to students are also identified, however, researcher also focused on teacher's books and their description of the components of the books.

**Focus area: Number and length of units**

Through the readily available data in the contents page of both textbooks, researcher identified the number of units. To identify the length of units, researcher counted the pages and created a table to analyze the number and length of units in both textbooks. Figure 2, below, depicts the additional frameworks used to further investigate individual areas in the Richards textbook evaluation scheme (2015).

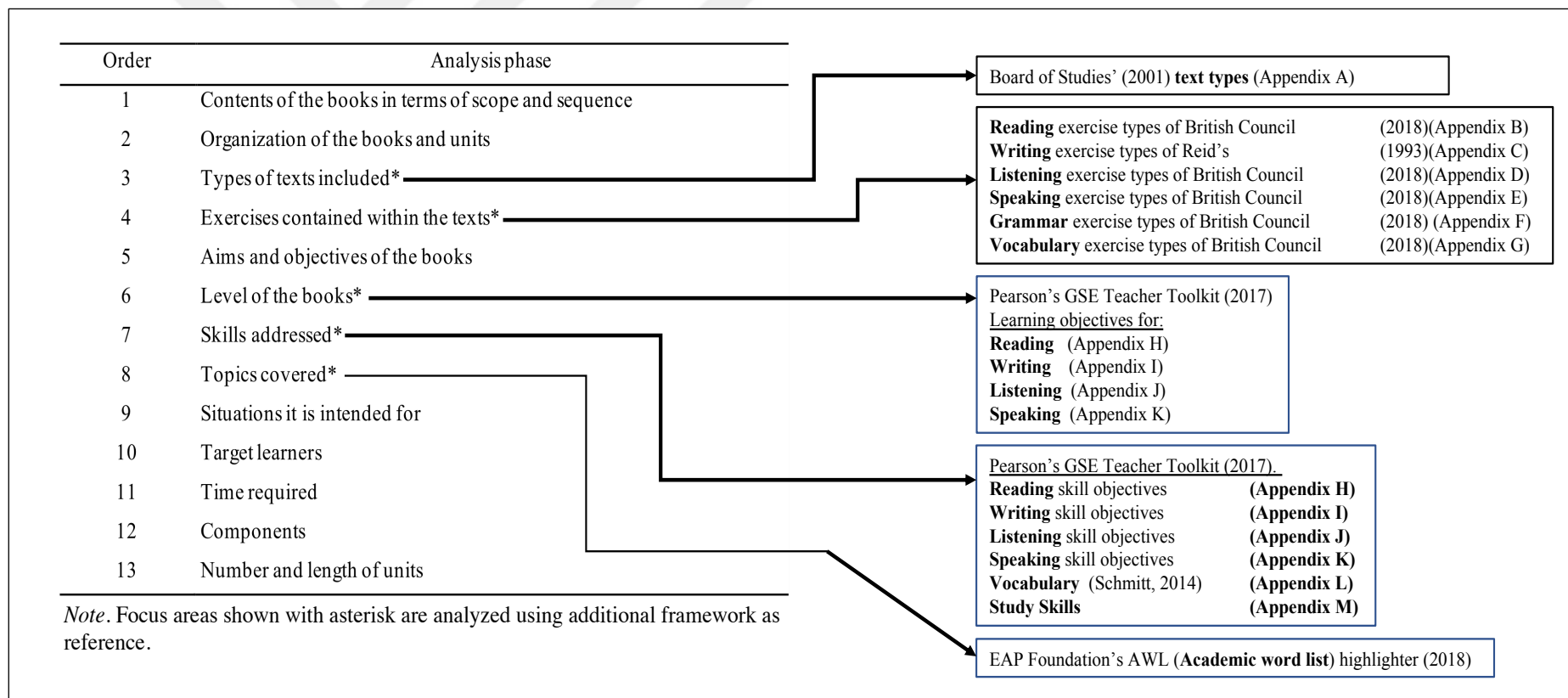


Figure 2. Visual representation of additional frameworks used for Richards textbook evaluation scheme (2015)

## **CHAPTER 4: RESULTS**

### **Introduction**

The purpose of this study was to compare and contrast the characteristics of two English language textbooks, both written for students whose level of English is A1-A2 according to the CEFR. The comparison was based on Richards' (2015) textbook evaluation scheme which deals with a textbook's pre-use analysis and evaluation stages. The researcher analyzed two English language textbooks; one written for EGP purposes and one written for EAP purposes using content analysis approach. This chapter presents the results of textbooks' characteristics and their similarities and differences within the scope of a textbook evaluation scheme.

### **Pre-use: analysis stage**

#### **Contents of the books in terms of scope and sequence**

The first focus area of the textbook evaluation scheme according to Richards (2015) is contents of the book in terms of scope and sequence. This focus area is analyzed by conducting a content analysis using the readily available content in two textbooks under comparison. The CEFR levels of both textbooks are indicated on the back cover and they both corresponds to the A1-A2 level. To analyze this focus area, firstly, contents of the book in terms of scope and sequence of the EGP textbook is analyzed. Secondly, contents of the book in terms of scope and sequence of the EAP textbook is analyzed. Finally, the comparison of each section is presented.

## EGP

The first textbook which was written for teaching English for general purposes presents the contents of the book on the first page with a table. In this section, unit titles, focused grammar points, vocabulary, everyday English section, reading, speaking, listening and writing skills are identified. Below is the visual representation of textbook' contents page (Table 3).

Table 3  
Contents of the EGP textbook

Contents
Reading
Writing
Listening
Speaking
Grammar
Vocabulary
Everyday English

In terms of the scope and sequence, reading, writing, listening, speaking and vocabulary skills are identified within the contents page with a table. Grammar skills are also explicitly exhibited in the contents page for each unit. In 'everyday language' section, titles and examples in the phrase level are also provided. Below is the detailed analysis of each section of the EGP textbook in the contents page.

### *Reading*

The reading section on the contents page included reading titles for each unit and supported those titles with short definitions such as '*Inside the White house –A*

*description of the building and what happens there*'. In the contents page of the textbook, reading sections of each unit followed the structure of the given example.

### *Writing*

The writing section on the contents page included writing exercise titles for each unit with a short definition on the task such as '*A blog – keeping an online journal*'. In the contents page of the textbook, writing sections of each unit followed the structure of the given example. Therefore, the writing section on the contents page included both functional language such as '*keeping an online journal*' and titles such as '*A blog*'.

### *Listening*

The listening section on the contents page included listening exercise titles for each unit with a short definition of the task such as '*Annalisa's blog – Five conversations in Annalisa's day*'. In the contents page of the textbook, listening sections in each unit followed the structure of the given example. In one unit, the title is supported with a functional language such as '*Describing people*' however, in other units, the textbook used titles of the exercises.

### *Speaking*

The speaking section on the contents page included speaking exercise titles for each unit with the focused grammar structure such as '*The ballet dancer and the DJ – She lives in ... She speaks ...*' and '*Talking about you – I was born in ... I could talk when I was ...*'.



## Grammar

The grammar section on the contents page explicitly included all of the grammar points that each unit focuses on and supported it with additional information on the grammar point such as ‘*Verbs have/got/live/like – I have a brother, I live with my parents*’. Below, Table 4 is the visual representation of the grammar points that are stated on the contents page.

Table 4  
Representation of grammar points of EGP textbook on the contents page

Grammar points	Additional information
Verb to be	am/is/are I am from Bristol
Present simple	He comes from...
Past simple (regular)	Worked, lived, studied
Going to future	I’m going to be a racing driver

## Vocabulary

The vocabulary section on the contents page of the EGP textbook presents topical titles for each unit such as ‘*Food and drink*’, ‘*Town and country*’ and ‘*Transport and travel*’. These topical titles were supported with related words for the related topical phrases such as ‘*Describing people – pretty, handsome, blond/dark hair*’ for each unit.

## Everyday English

The everyday English section on the contents page of the EGP textbook includes titles of the exercises that is contained within. In each unit, titles also include phrases that is related to the topic such as ‘*Sounding polite – I’d like a coffee, please*’ and ‘*Social expressions - I’m sorry I’m late*’. This part mainly focuses on daily conversational phrases as it can be inferred from the section title.

## EAP

The second textbook which was written for teaching English for academic purposes also defined the contents of the book on the first page with a table. In this section, unit titles, reading, writing, listening, and speaking skills, vocabulary development, research skills and review part is presented. Below is the visual representation of textbook's contents page (Table 5).

Table 5  
Contents of the EAP textbook

Contents
Reading
Writing
Listening
Speaking
Vocabulary development
Research skills
Review

In terms of the scope and sequence, reading, writing, listening, speaking and vocabulary development, research skills and the review section are identified its scope within the contents page with a table. Below is the detailed analysis of each section of the EAP textbook in the contents page.

### *Reading*

The reading section on the contents page of the EAP textbook includes the title of the readings along with the functional aim of each unit such as '*Surveying a text to find out what it is about*' and '*Understanding tables and charts*'. Each reading in the EAP textbook is presented in the contents page with its functional usage and aims. In the

reading section, grammatical rules for each unit are implicitly stated on the contents of the book, therefore, the EAP textbook does not have a separate ‘grammar’ skill section.

### *Writing*

The writing section on the contents page of the EAP textbook includes the title of the writing section in each unit. It includes the functional aim of the writing task along with the title such as ‘*Polite emails – using polite phrases in emails*’ and ‘*Completing a form – reading instructions carefully, completing a form correctly*’. In some units, along with its functional aim, focused grammatical rules are also included such as ‘*articles: a and an*’.

### *Listening*

The listening section on the contents page of the EAP textbook includes the title of the writing section in each unit. It includes the functional aim of the listening tasks such as ‘*Big business – taking notes, identifying main idea, reasons, examples*’ and ‘*Free time – listening for the general idea, focusing on main points*’.

### *Speaking*

The speaking section on the contents page of the EAP textbook includes the titles of the speaking section in each unit. It includes the functional aim of the speaking tasks such as ‘*Let’s discuss it – giving opinions in discussions, agreeing and disagreeing*’ and ‘*Telecommunications – helping the listener, explaining difficult words: in other words*’. In some units, the focused grammar points are also stated on the contents page.

### *Vocabulary development*

The vocabulary section on the contents page of the EAP textbook includes the title of the vocabulary section in each unit. It also includes the functional aim of the vocabulary section such as ‘*Classroom instructions – instruction words, asking for help*’. In some units, titles are supported with topical phrases such as ‘*Recording vocabulary – label, copy, and draw pictures.*’

### *Research skills*

The research skills in the contents page of the EAP textbook includes the title of the section. It also includes functional phrases such as ‘*finding information*’ and ‘*researching a topic*’.

### *Review*

The review section in the contents of the EAP textbook includes functional phrases that are related with each unit such as ‘*Completing an enrollment form*’ and ‘*Understanding a lecture about higher education*’.

## **Comparison**

In this section, contents of the EGP and the EAP textbooks in terms of scope and sequence is analyzed. In both textbooks, there are identical sections such as reading, writing, listening, speaking and vocabulary. However, “grammar” and “everyday English” sections are present only in the EGP textbook. In the same manner, “research” and “review” sections were present only in the EAP textbook, therefore in this part, identical sections are analyzed under their identical section titles.

In both textbooks, contents page is presented on the first pages with visual representation. The CEFR levels of both textbooks are indicated on the back cover and they both corresponds to the A1-A2 level. In EGP textbook, there are some additional skills such as *everyday English*. In EAP textbook *research skills* occurs as an additional skill.

### *Reading*

The reading section in the EGP textbook's contents page includes the titles of the reading section with a *short definition* about the reading text such as '*Inside the White house – A description of the building and what happens there*' whereas in the EAP textbook, reading titles are supported with *functional phrases* such as '*Surveying a text to find out what it is about*' and '*Understanding tables and charts*'. In the EGP textbook, there are not additional grammatical rules for reading section, however, in the EAP textbook, grammatical points are intertwined with the reading texts and it is stated in the contents page.

### *Writing*

The writing section in the EGP textbook includes *writing exercise titles* with a short definition about the task such as '*A blog – keeping an online journal*' whereas in the contents page of the EAP textbook, this section includes *title and functional aims* such as '*Polite emails – using polite phrases in emails*' and '*Completing a form – reading instructions carefully, completing a form correctly*'. The writing section on the contents page of the EAP textbook also includes focused grammatical rules related to the unit and states it under the writing section. In that sense, grammar skill was emphasized in writing section rather than creating a new section for it.

### *Listening*

The listening section in the EGP textbook's contents page covers the titles with a *short description* of the listening exercises in each unit such as '*Annalisa's blog – Five conversations in Annalisa's day*'. In the EGP textbook, the listening section in the contents page also includes titles of the exercises, however, it also presents its *functional aim* such as '*Big business – taking notes, identifying main idea, reasons, examples*' and '*Free time – listening for the general idea, focusing on main points*'. In the listening section in the EGP textbook's content page, only one unit has a *functional aim* whereas in the EAP textbook, all of the units and titles in the listening section included a *functional aim*.

### *Speaking*

The speaking section in the EGP textbook's contents page shows speaking exercise titles for each unit with the focused grammatical structure such as '*The ballet dancer and the DJ – She lives in ... She speaks ...*' and '*Talking about you – I was born in ... I could talk when I was ...*'. The speaking section of the EAP textbook's contents page covers titles along with the functional aim of every exercise in each unit such as '*Let's discuss it – giving opinions in discussions, agreeing and disagreeing*' and '*Telecommunications – helping the listener, explaining difficult words: in other words*'. In the EAP textbook's contents page, in some units, the speaking section presents grammatical rules that is used in that unit. In that sense, both textbooks included titles and grammatical structure that is focused on particular units, however, the EAP textbook shows a more functional language in the contents page.

## Organization of the books and units

The second focus area in the textbook evaluation scheme was “organization of the books and units”. Through content analysis approach, the readily available data in the EGP and the EAP textbooks and teacher’s books were used to make an analysis.

### *EGP*

The first textbook which was written for teaching English for general purposes explains the organization of the course in the teacher’s book. In the student’s book, the only information that is available to understand the organization of the book is its contents page that is visualized with a figure, therefore, researcher focused on the teacher’s book for additional information. In the teacher’s book, organization of the course is listed under six categories: starter, presentation of the new language, practice, skills work, vocabulary and everyday English (Table 6).

Table 6  
Organization of the EGP course

Organization
Starter
Presentation of new language
Practice
Skills work
Vocabulary
Everyday English

According to the teacher’s book of the EGP textbook, the “*starter*” section is designed to be a warmer for the lesson and it has a strong connection with the unit regarding the topics given. The EGP textbook presents the second section which is the “*presentation of the new language*” and adds that it was designed to introduce the

grammar points through texts and conversations. In this section, there are also “*grammar spots*” which aim to focus on students’ attention on the presented grammar points through charts and short exercises.

The next section which is “*practice*” includes a variety of controlled and freer practices for students to use their speaking, listening, writing and, reading skills. In the following section which is “*vocabulary*” the textbook claims that it has a strong lexical syllabus. Through this system, it claims that the vocabulary is being introduced systematically and reviewed and recycled throughout the textbook. Knowledge of common collocations is emphasized strongly so that students can be competent in everyday life in terms of communication.

The following section which is about “*skills work*” includes listening, reading, speaking, writing, everyday English, grammar reference and, revision parts. In the listening part, it includes unseen sections that aim to develop students’ ability to understand the main messages in the texts. The reading section claims that, reading texts are relatively short in the beginning, however, as students build on their knowledge, texts become longer and more challenging.

The speaking section includes less controlled exercises to lead students to talk in freer practices. Speaking opportunities are provided around both listening and reading activities. Writing exercises are designed specifically for each unit that requires students to use their skills productively. Everyday English section is considered as an important part of the textbook since it gives opportunity for students to use and practice the chunks of language in informal and formal situations. In this



section, students also learn how to sound polite through suitable phrases and intonations.

The next section which is about “*grammatical reference*” is at the back of the student’s book. This part was designed to be used at home by students for revision and referencing purposes. The last part which is the “revision” section focuses on grammar and vocabulary about related units.

### *EAP*

The second textbook which was written for teaching English for academic purposes also explains its organization of the course in the teacher’s book. In the student’s book, the only information that is available to understand the organization of the book was its contents page that is also visualized with a table. In the teacher’s book, organization of the book is listed under nine categories: reading, writing, listening, speaking, vocabulary development, key language, research, review and word lists (Table 7).

Table 7  
Organization of the EAP course

Organization
Reading
Writing
Listening
Speaking
Vocabulary development
Key language
Research
Review
Word lists

The teacher's book of the EAP textbook claims that the "*reading*" section includes texts that are in various types and styles such as scientific reports, web pages, biographies and data presented through graphics. According to the textbooks claim, these are designed to help students who are preparing for academic studies. The "*writing*" section includes biographical and descriptive paragraphs. In this section, brainstorming and organizing skills are used and students are asked to link their ideas and correct errors.

The "*vocabulary development*" section contained exercises that help students to learn developing vocabulary learning and recording techniques. This section encourages users to be autonomous learners. "*Key language*" section offers basic knowledge including alphabet, numbers and dates.

The "*research*" section emphasizes the importance of the use of search engines as well as having a reliable source of information. The "*review*" section gives students opportunity to use the emphasized skills throughout the unit. The "*word lists*" section includes specialized vocabulary found in academic texts.

### *Comparison*

In both textbooks, organization of the books and units are explained in the teacher's book. The EGP textbook divides its organization into six categories whereas the EAP textbook divided it into nine categories. Teacher's book of the both textbooks explicitly state how the organization of the textbooks are designed.

The EGP textbook includes a starter section that claims to function as a warmer, however in the EAP textbook such section is not present. The EGP textbook claims that the grammar points are introduced through texts and conversations. However, the EAP textbook does not present such information, indeed, it does not present how the new grammar points are given in the textbook. Both textbooks claim that the texts in the reading section gets more challenging through units. The EGP textbook claims that the texts in the textbook designed to help students to understand the main idea, however, the EAP textbook claims that the texts are designed to help students who are preparing for the academic studies. In the EGP textbook, such explanation is not present.

The EGP textbook considers 'Everyday English' section as an important part of the book since it gives students opportunity to practice chunks of language. The EAP textbook does not include such a section. However, the EAP textbook includes a '*research*' section that emphasizes the importance of the use of search engines and importance of finding reliable source of information. Both textbooks explain the organization of vocabulary section. The EGP textbook claims that it has a strong lexical syllabus and the '*vocabulary*' is being introduced systematically. The common collocations in the EGP textbook are emphasized strongly. The EAP textbook includes a 'word list' section and in that section, specialized vocabulary that can be found in academic texts are presented.

### **Types of texts included**

The third focus area in the textbook evaluation scheme was type of texts. In both textbooks, to analyze the types of texts included, all the texts covered for developing

reading, writing and listening skills were closely examined. Transcripts of the listening audio tracks are used. To indicate the text types, Board of Studies' (2001) text types are used and texts were coded accordingly (Appendix A).

### *EGP*

Out of 27 different text types in Appendix A, the EGP textbook included only 12 text types including reading, listening and writing sections. As seen in the Figure 3 the most frequently covered text type was *Conversations* (TT4C) with 79 occurrences. The second most frequent text type was *Report* (TT1) with 56 occurrences and, it was followed by *Narrative* (TT5) text type with 51 occurrences.

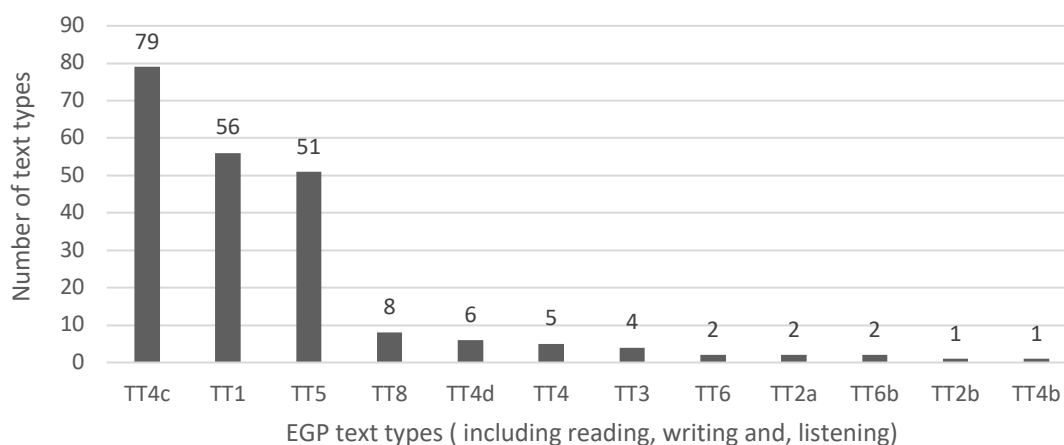


Figure 3. Occurrences of text types in the EGP textbook

### *EAP*

In the EAP textbook, out of 27 text types, there were 14 text types including reading, listening and writing sections. As seen in the Figure 4, the most frequently occurred text type was *Report* (TT1) with 200 occurrences. The second most frequently occurred text type was *Narrative* (TT5) with 45 occurrences and, it was followed by *Conversations* (TT4c) with 28 occurrences.

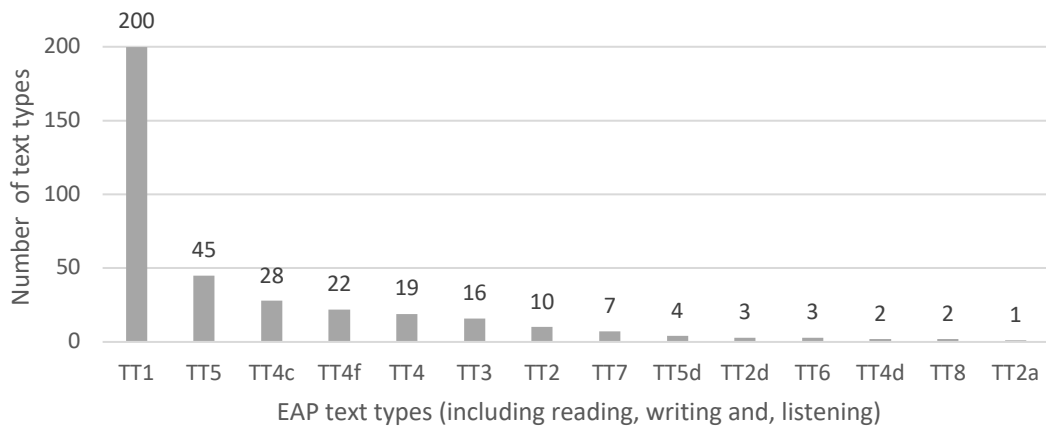


Figure 4. Occurrences of EAP text types

### *Comparison*

In the EGP textbook, the most frequently occurred text type was *Conversations* (TT4c) with 79 occurrences, however, there is a great difference in the EAP textbook. In the EAP textbook, the most frequently used text type is *Report* (TT1) with 200 occurrences. In the EGP textbook, *Report* (TT1) type of texts are the second most frequently used text type with 56 occurrences. In that sense, both textbooks include *Report* (TT1) type of texts but with varying intensity. *Recount* (TT4) type of text covered more in the EAP textbook than EGP textbook. According to the Figure 5, there is not any *Radio reports* (TT4f) type of texts in the EGP textbook, however, in the EAP textbook this type of text is used with 22 occurrences.

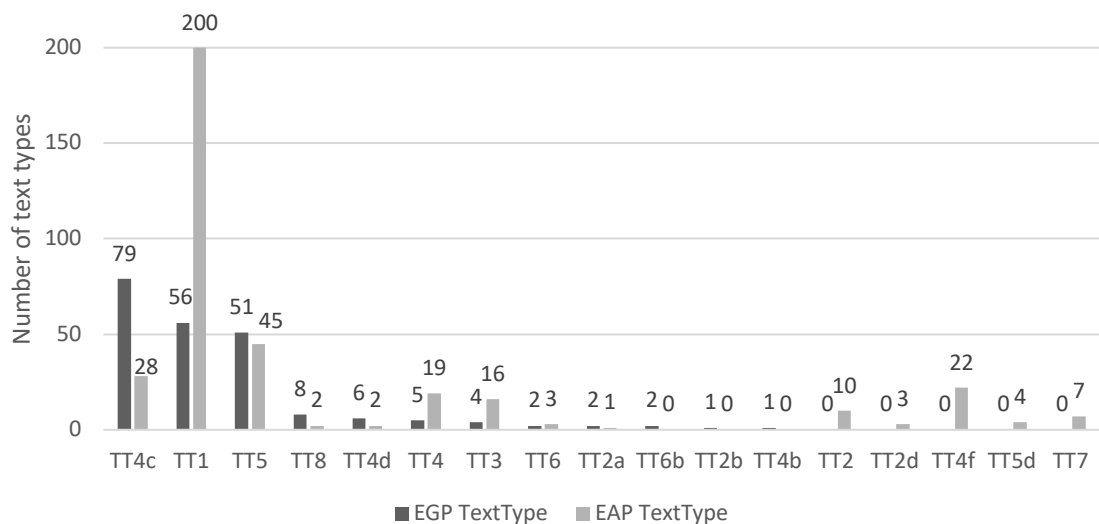


Figure 5. Comparison of the occurrences of text types in EGP and EAP textbook

### Types of texts in reading

The previous analysis found out the frequently used text types in reading, writing and listening skills. In this section, text types of the readings are analyzed both in the EGP and the EAP textbooks (Appendix A).

#### *EGP*

Out of 27 different text types in Appendix A, the EGP textbook includes only nine text types. As seen in the Figure 6, the most frequently covered text type is *Narrative* (TT5) type of text with 31 occurrences. The second most frequently used text types in readings are both *Report* (TT1) and *Conversations* (TT4c) with 18 occurrences.

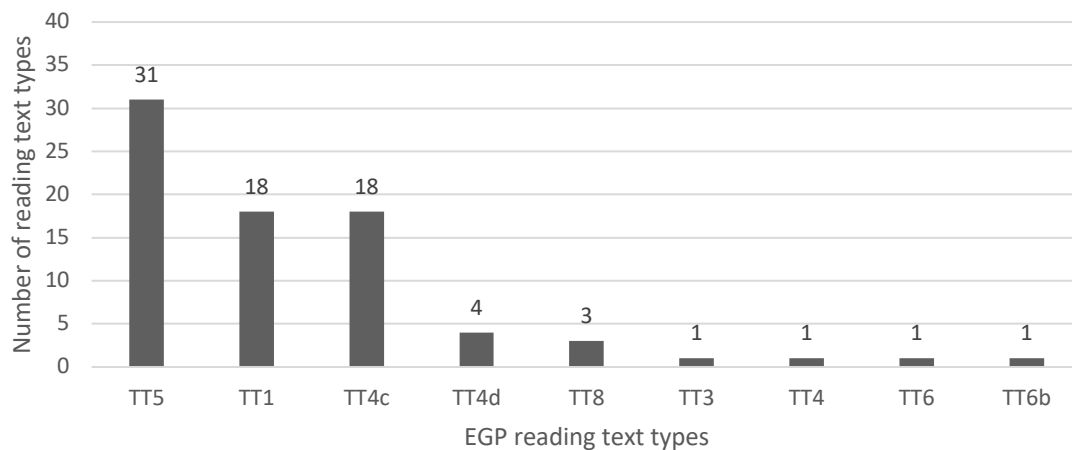


Figure 6. Occurrences of reading text types in the EGP textbook

*EAP*

Out of 27 different text types in Appendix A, the EAP textbook includes only 12 text types. As seen in the Figure 7, the most frequently covered text type in readings is *Report* (TT1) with 102 occurrences. The second most frequently covered text type in readings is *Narrative* (TT5) with 35 occurrences and it is followed by *Recount* (TT4) type of texts with 14 occurrences.

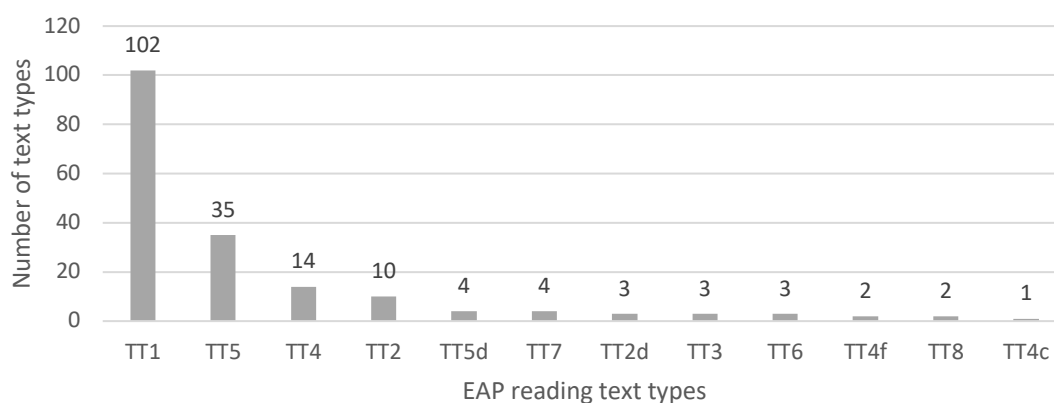


Figure 7. Occurrences of reading text types in the EAP textbook

## Comparison

Figure 8 represents the comparison of text types covered in both EGP and EAP textbooks for reading skills (Appendix A). The biggest difference is in the *Report* (TT1) type of text. In the EAP textbook, *Report* (TT1) type of text is used significantly more than the EGP textbook with 102 occurrences. In the both EGP and the EAP textbooks, *Narrative* (TT5) type of text is frequently covered. In the EAP textbook, both *Recount* (TT4) and *Procedure* (TT2) types of texts are covered more than the EGP textbook. In the EGP textbook, conversations (TT4c) are covered significantly more than the EAP textbook with 18 occurrences. In the EAP textbook, there are not *Letters* (TT4d) type of texts in the readings, however, in the EGP textbook this type is covered with 4 occurrences.

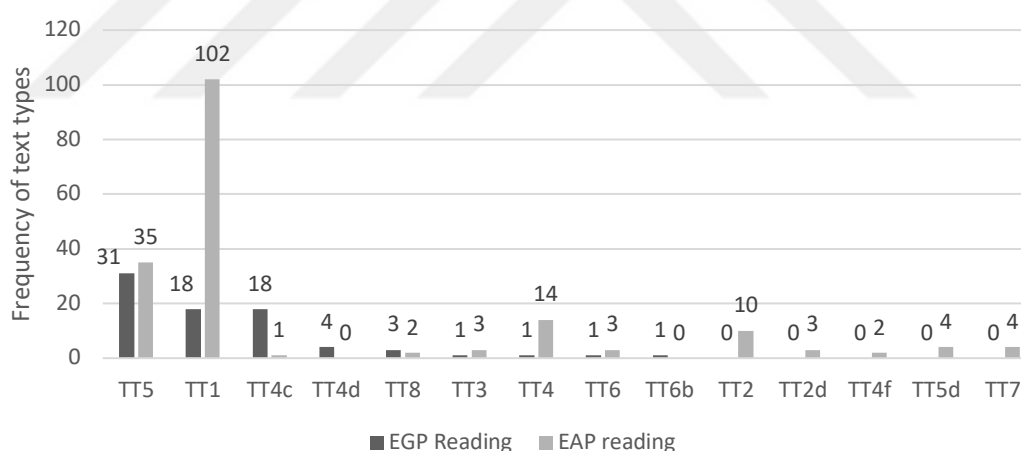


Figure 8. Comparison of reading text types in the EGP and EAP textbooks

## Types of texts in writing

In this section, text types of the writings are analyzed both in the EGP and the EAP textbooks (Appendix A).



### EGP

Out of 27 different text types in Appendix A, the EAP textbook includes only seven text types. As seen in the Figure 9, the most frequently covered text type in writing tasks in the EGP textbook is *Report* (TT1) with 16 occurrences. It was followed by *Letters* (TT4d) with three occurrences. Other text types such as *recount* (TT4), *Recipes* (TT2b), *Conversations* (TT5c) and *Exposition* (TT6) are covered less in the EGP textbook.

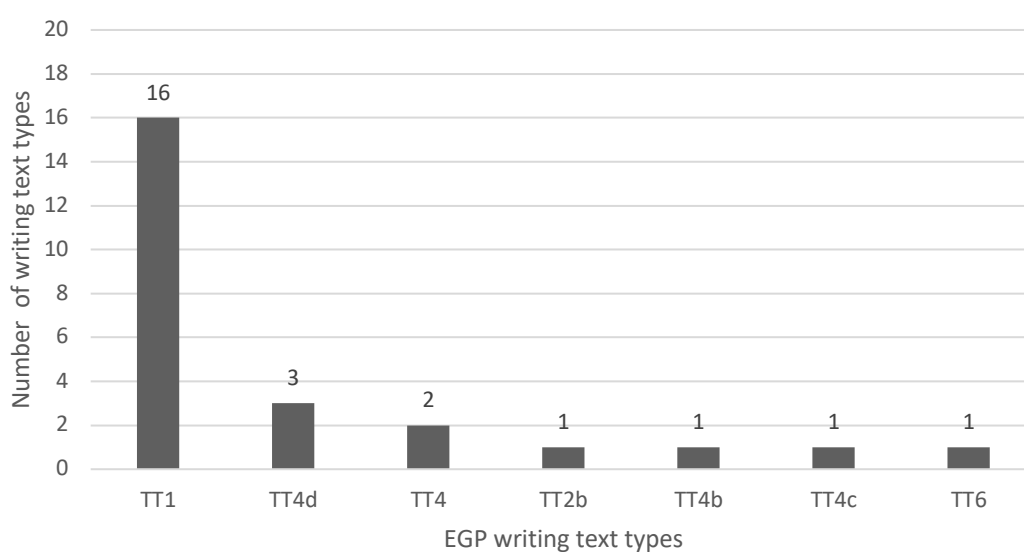


Figure 9. Occurrences of writing text types in the EGP textbook

### EAP

Out of 27 different text types in Appendix A, the EAP textbook includes only three text types. As seen in the Figure 10, the most frequently covered text type in writing tasks in the EAP textbook is *Report* (TT1). *Conversations* (TT4c) and *Letters* (TT4d) are covered with same occurrences.

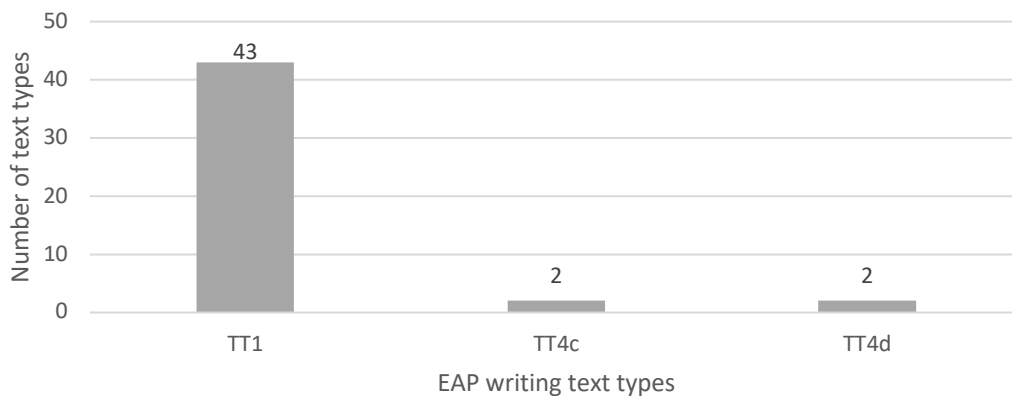


Figure 10. Occurrences of writing text types in the EAP textbooks

### Comparison

Figure 11 shows the comparison of the text types covered in the EGP and the EAP textbooks in writing skills. As seen in the figure, the EAP textbook covers more text types in writing tasks when compared to the EGP textbook. In the EAP textbook, *Report* (TT1) type of text is used significantly more than EAP textbook with 43 occurrences. *Recount* (TT4), *recipes* (TT2b), *TV reports* (TT4b), and *Exposition* (TT6) type of texts are not used in the EGP textbook, however, they are used in the EAP textbook with varying intensity. *Letters* (TT4d) type of text is used both in the EGP and the EAP textbooks' writing section with similar intensity.

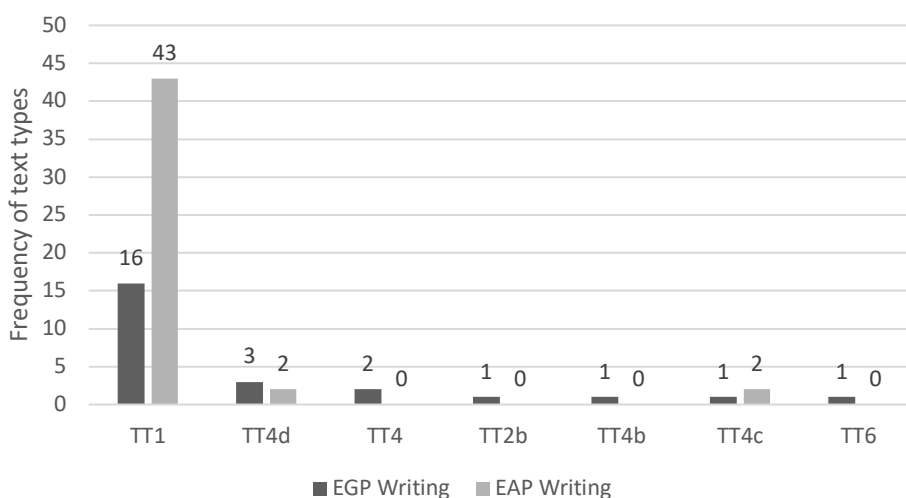


Figure 11. Comparison of writing text types in the EGP and EAP textbook

## Types of texts in listening

In this section, text types of the listening tasks are analyzed both in the EGP and the EAP textbooks (Appendix A). For this analysis, researcher used audio scripts available in both textbooks to analyze their text types.

### *EGP*

Out of 22 text types, in the EGP textbook, there are 8 different text types in listening tasks. As seen in Figure 12, the most frequently covered text type is *Conversations* (TT4c) with 60 occurrences. *Report* (TT1) and *Narrative* (TT5) types of texts in listening tasks are also used with similar intensity.

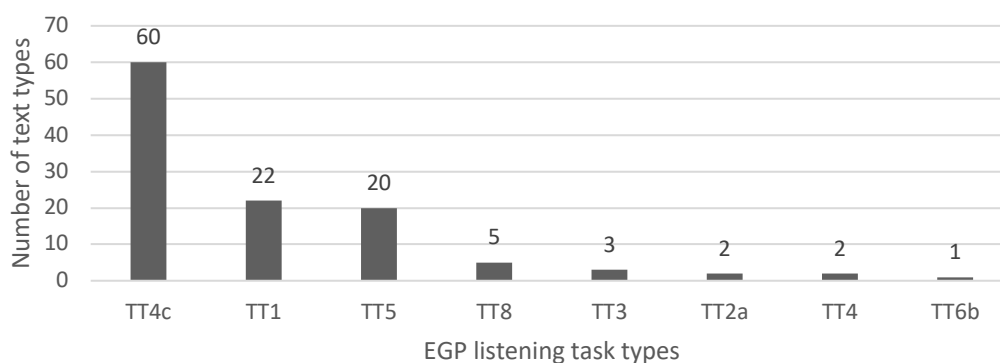


Figure 12. Occurrences of listening text types in the EGP textbook

### *EAP*

Out of 22 text types, in the EAP textbook, there are 8 different text types in listening tasks. As exhibited in Figure 13, the most frequently used text type is *Report* (TT1) with 25 occurrences. The second most frequently used text types are *Conversations* (TT4c) and *Radio reports* (TT4f) with 20 and 13 occurrences.

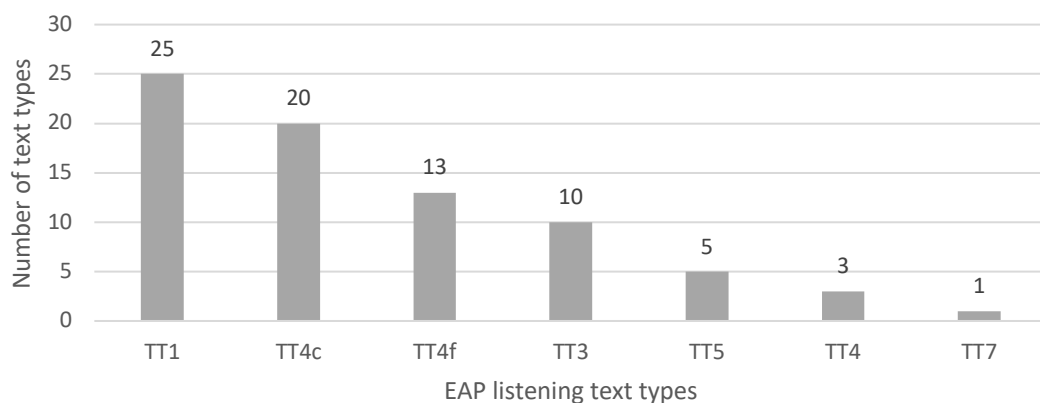


Figure 13. Occurrences of listening text types in the EAP textbook

### Comparison

Figure 14 shows the comparison of covered text types in the EGP and the EAP textbooks for listening skill. As seen in the figure 12, the biggest difference is in *Conversations* (TT4c) type of text. *Conversations* (TT4c) type of text is used more frequently in the EGP textbook with 60 occurrences when compared to the EAP textbook with 25 occurrences. The second difference is in *Report* (TT1) type of text. In the EAP textbook, *Report* (TT1) type of texts are used more frequently than EGP textbook with 55 occurrences. Both *Radio reports* (TT4f) and *Discussion* (TT7) type of texts are not covered in the EGP textbook, however, they are used in the EAP textbook with varying intensity. *Response* (TT8) type of texts are not used in the listening section of the EAP textbook, however, they are used in the EGP textbook with eight occurrences.

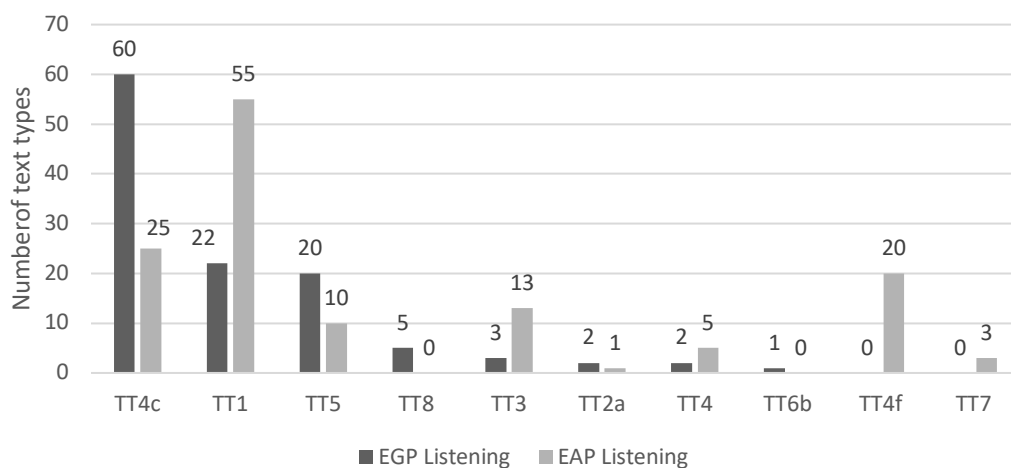


Figure 14. Comparison of listening text types in the EGP and EAP textbook

### Length of texts in EGP and EAP textbooks

To analyze the text length in reading, writing and listening skills, a box plot is created to discover the range and the most frequent lengths occurred in both textbooks (Figure 15). The length of texts covered in reading, writing and listening skills are analyzed by their lines. As seen in the Figure 15, reading text length in the EGP textbook ranges from 10 lines to 80 lines whereas in the EAP textbook, reading text length ranges from 5 lines to 30 lines. In textbook written for EGP, writing tasks and their length range from 5 to 20 lines whereas in textbook written for EAP they range from 5 to 15 lines. In textbook written for EGP, listening text length ranges from 5 to 50 lines whereas in textbook written for EAP, it ranges from 1 to 25 lines.

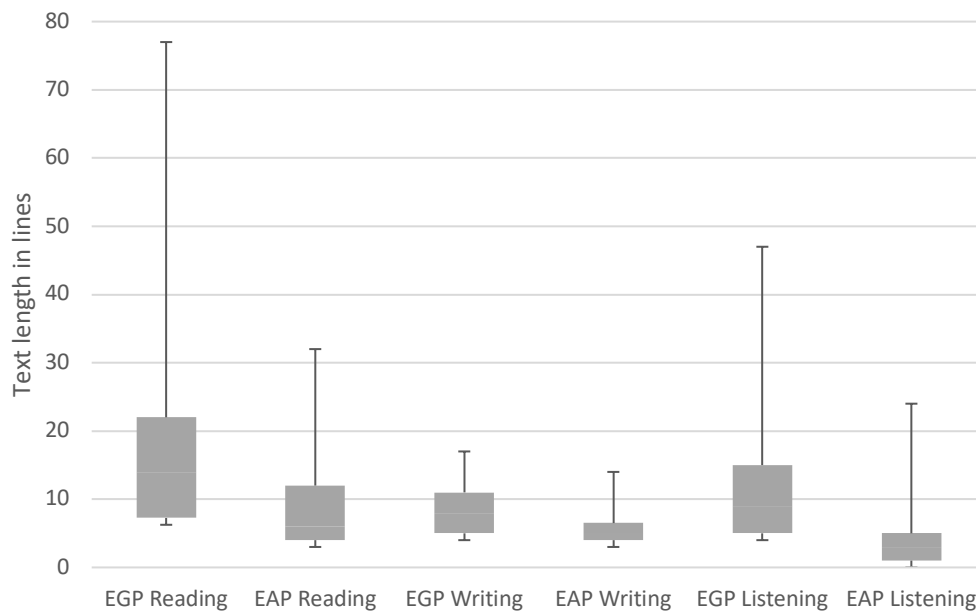


Figure 15. Comparison of text length in the EGP and EAP textbooks

### Exercises contained within the text

In this section, exercises contained both in the EGP and the EAP textbooks are analyzed. Reading, writing, listening, speaking, grammar, vocabulary and study skills exercises are analyzed and compared in terms of their distribution in each textbook.

### Reading exercises

In this section, reading exercises and their task types are analyzed. To analyze the reading tasks, British Council's (2018) reading exercise types are used (Appendix B).

#### *EGP*

Figure 16 shows the distribution of reading task types in the EGP textbook. Out of 15 different task types in reading, in the EGP textbook, 11 of them are covered. The

most frequently used task type in readings are *Open ended questions* (OpenE) with 42 occurrences. Tasks such as *True or false* (TF), *Error correction* (EC), *Find and underline* (FU) and *Fill in the blanks* (Fill) occur five times. Other tasks such as ordering / listing info (OL), match the heading with the paragraphs (MatchH) and *Complete sentences about the text* (Complete) are also covered in reading tasks with varying intensity.

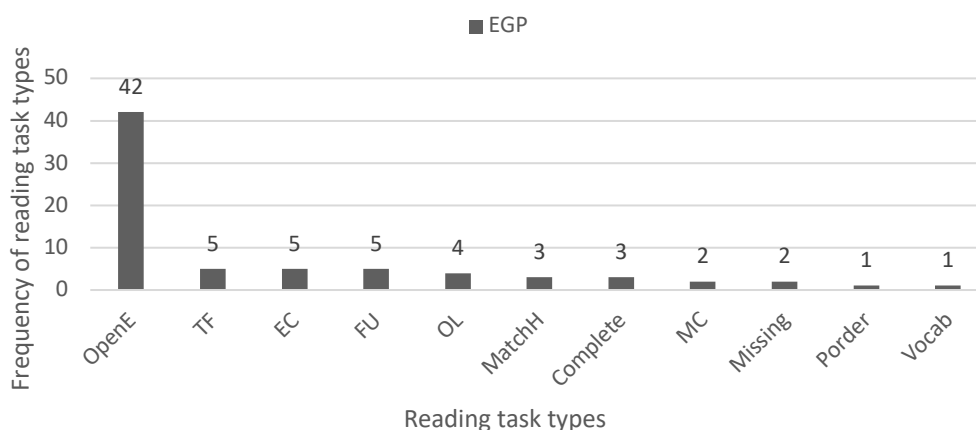


Figure 16. Occurrences of reading exercise types in the EGP textbook

### EAP

Figure 17 shows the distribution of reading exercise types in the EAP textbook. Out of 15 different task types in reading, in the EAP textbook 11 of them are covered.

The most frequently used task types are *Open ended questions* (OpenE) with 65 occurrences and it is followed by *Error correction* (EC) with 27 occurrences.

*Matching activity* (Match) type of task is covered with 20 occurrences.

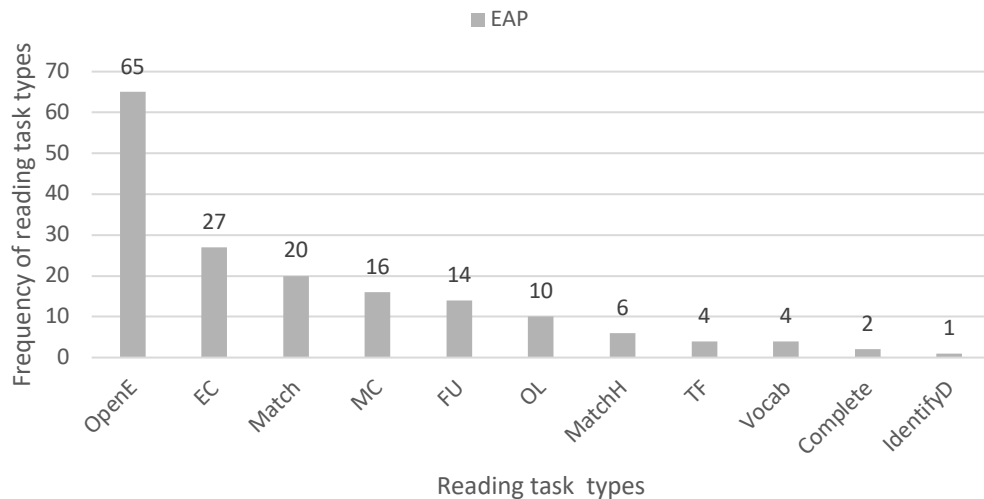


Figure 17. Occurrences of reading exercise types in the EAP textbook

### Comparison

Figure 18 shows the comparison of reading exercise types in both EGP and EAP textbooks. In both textbooks, *Open ended questions* (OpenE) in reading tasks are frequently used with 42 and 65 occurrences. In the EAP textbook, *Error correction* (EC) tasks are used covered more with 27 occurrences than in the EGP textbook. *Multiple choice* (MC) type of task is also frequently covered in the EAP textbook with 16 occurrences. *Matching* (Match) type of task is not used in the EGP textbook but they are used in the EAP textbook with 20 occurrences.



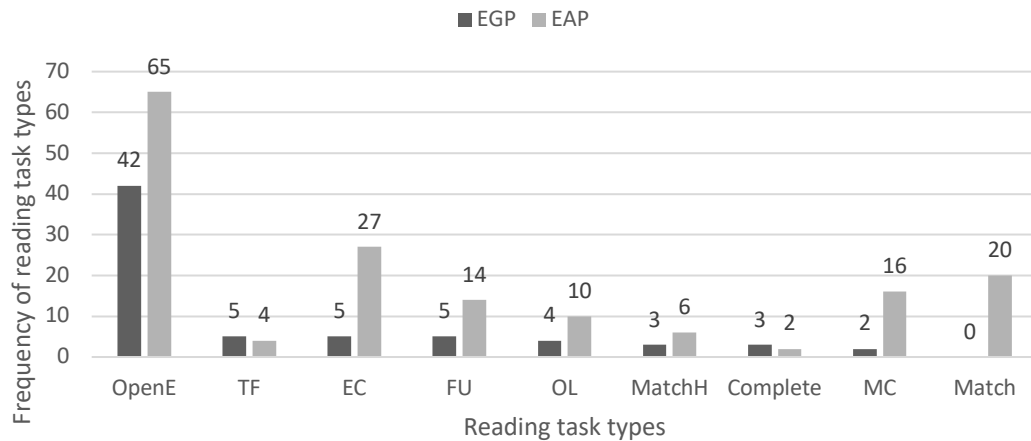


Figure 18. Comparison of reading exercise types in the EGP and EAP textbook

### Writing exercises

In this section, writing exercises and their task types in the EGP and EAP textbooks are analyzed. To analyze the writing tasks Reid's (1993) definitions on controlled and free (independent) writing tasks are used and researcher created a coding list for easy coding (Appendix C).

#### *EGP*

Figure 19 shows the distribution of writing task types in the EGP textbook. The EGP textbook covers two of them (Appendix C). In the EGP textbook, there were two different writing task types which are *Controlled* (controlled) and *Independent* (Indep) writing tasks. *Controlled* writing tasks are covered with 24 occurrences. The organization of the writing section in EGP textbook also claims that there are more controlled and less free practices in this section. In the EGP textbook, independent writing task occurs only in one writing task.

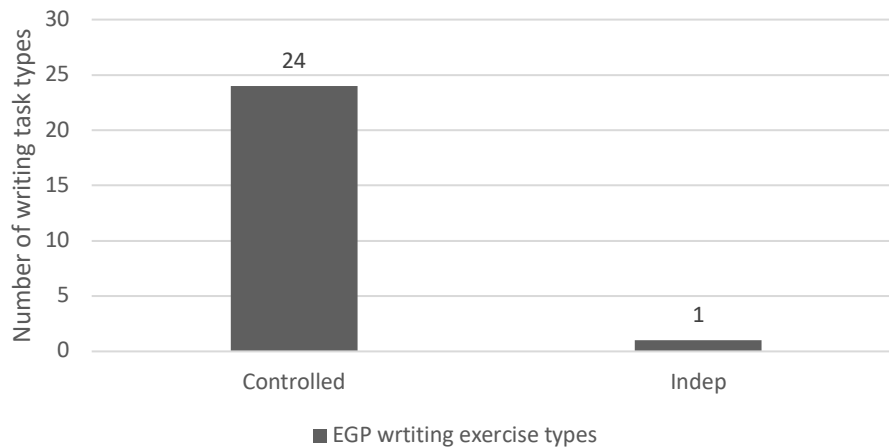


Figure 19. Occurrences of writing exercise types in the EGP textbook

*EAP*

Figure 20 shows the distribution of writing task types in the EAP textbook. The EAP textbook uses two writing task types (Appendix C). *Controlled* (controlled) writing task is used with 44 occurrences and *Independent* (Indep) writing task is used with three occurrences.

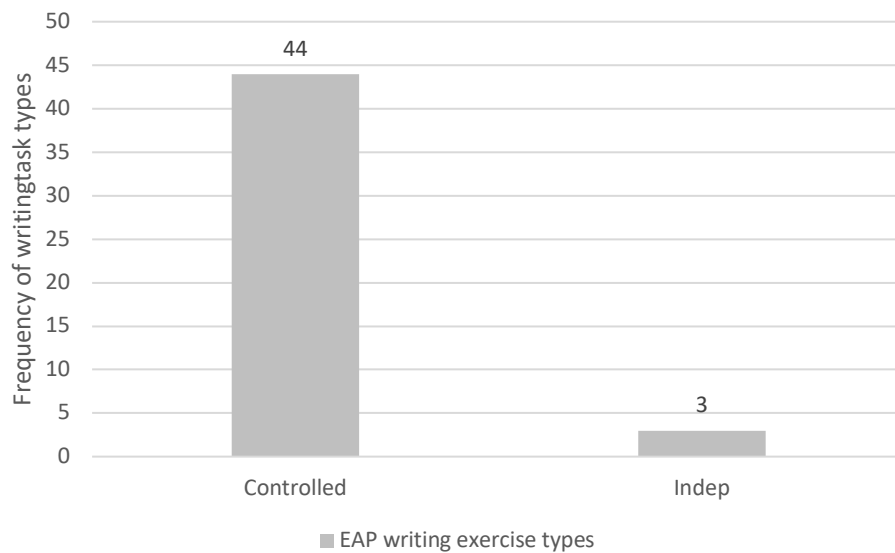


Figure 20. Occurrences of writing exercise types in the EAP textbook

## Comparison

Figure 21 shows the comparison of writing task types in both EGP and EAP textbooks. In both textbooks, *Controlled* (controlled) tasks are used frequently. *Independent* (Indep) writing tasks in the EGP textbook is covered with three occurrences, and in the EAP textbook, this type of task is covered in one task.

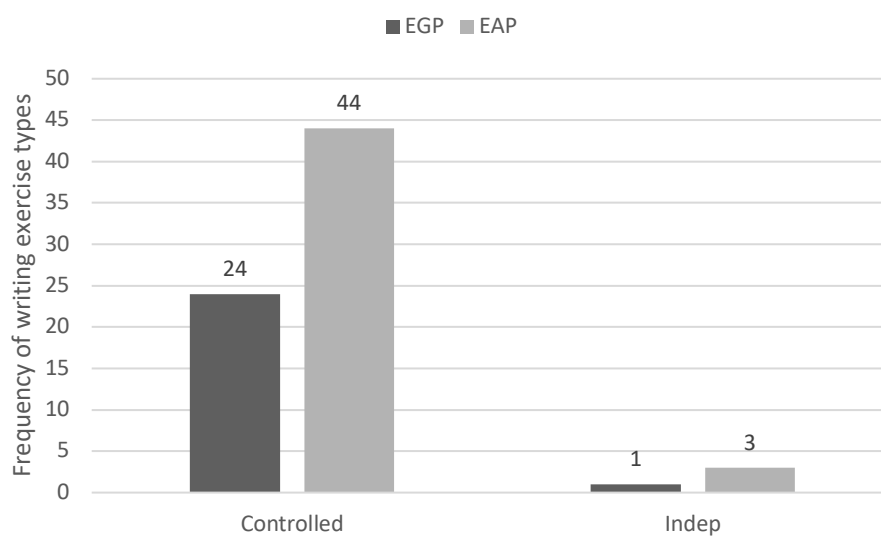


Figure 21. Comparison of writing exercise types in the EGP and EAP textbook

## Listening exercises

In this section, listening exercises and their task types in the EGP and EAP textbooks are analyzed. To analyze the listening tasks, British Council's (2018) listening task types are used (Appendix D).

### EGP

Figure 22 shows the distribution of writing task types in EGP textbook. Out of 11 task types, in the textbook, there are 10 different listening task types. The most frequently covered task type is *Complete the notes* (Complete) with 37 occurrences

and, it is followed by both *Open answers* (OpenA) and *Listen and check your answers* (LisCheck) type of tasks with 30 and 25 occurrences.

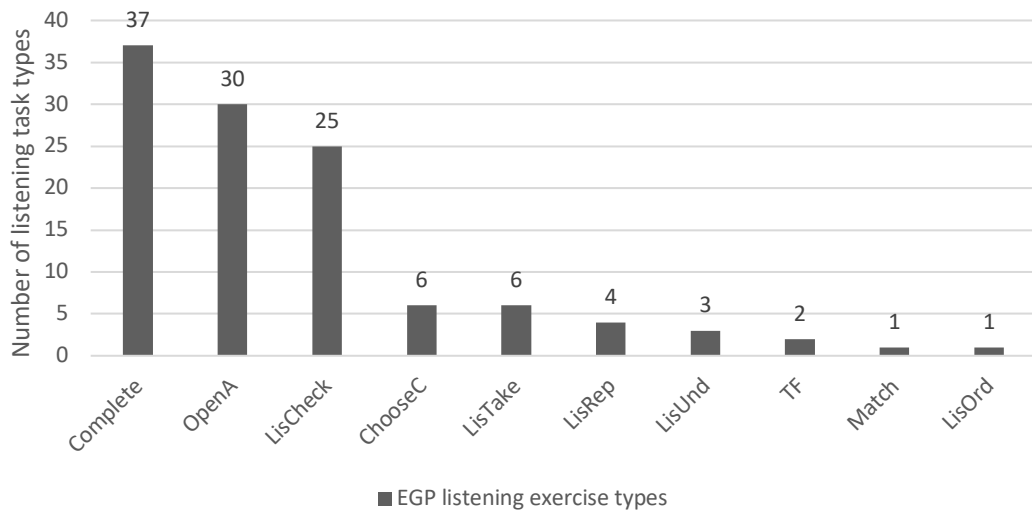


Figure 22. Occurrences of listening exercise types in the EGP textbook

EAP

Figure 23 shows the distribution of writing task types in the EAP textbook. In the textbook, there are 11 different listening task types. The most frequently covered task type is *Complete the notes* (Complete) with 36 occurrences. *Listen and check* (LisCheck) type of tasks are used with 27 occurrences. *Open answers* (OpenA) type of tasks are covered with 17 occurrences.

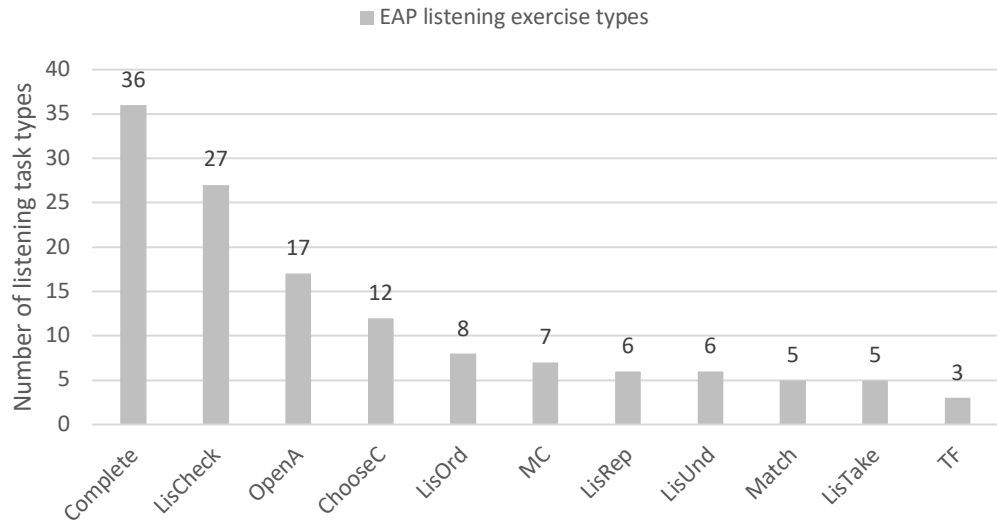


Figure 23. Occurrences of listening exercise types in the EAP textbook

### *Comparison*

Figure 24 shows the comparison of listening task types in both EGP and EAP textbooks. In both textbooks, *Complete the notes* (Complete) and *Listen and check your answers* (LisCheck) types of tasks are frequently covered. In the EGP textbook, *Open answers* (OpenA) tasks are more frequently covered when compared to the EAP textbook. *Multiple choice* (MC) type of tasks are not covered in the EGP textbook but in the EAP textbook it is covered with varying intensity.

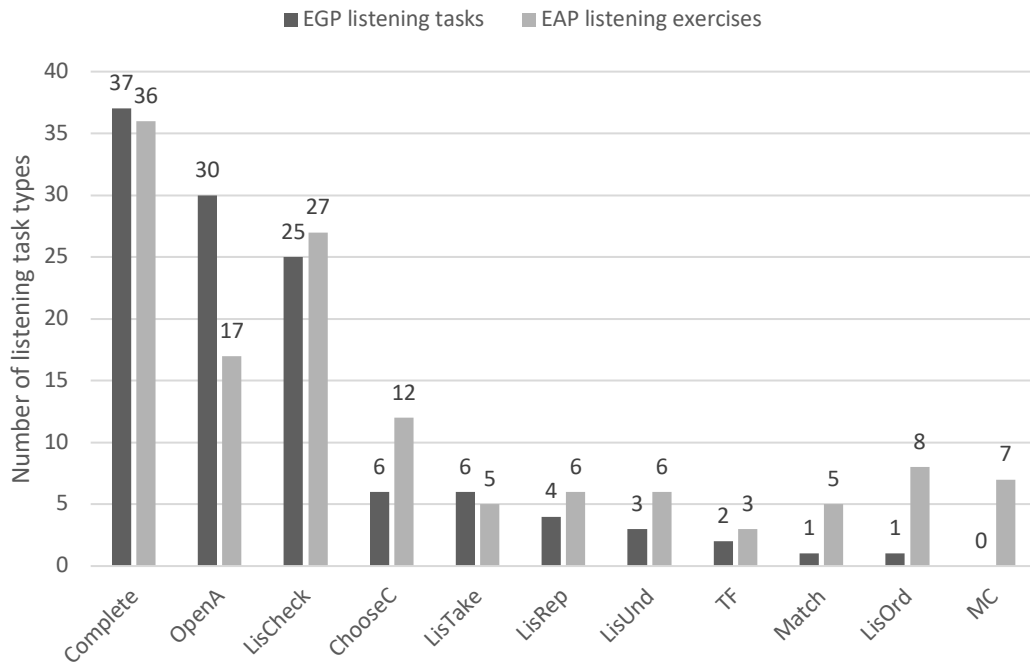


Figure 24. Comparison of listening exercises in the EGP and EAP textbook

### Speaking exercises

In this section, speaking exercises and their task types in the EGP and EAP textbooks are analyzed. To analyze the speaking tasks, British Council's (2018) speaking task types are used (Appendix E).

#### *EGP*

Figure 25 shows the distribution of speaking task types in the EGP textbook. Out of 10 speaking types, in the textbook, nine different speaking task types are covered. The most frequently covered task type is *Open ended question* (OpenE) with 52 occurrences. The second most frequently covered task type is *Talk about yourself* (Talkyou) with 32 occurrences and it is followed by *Discussion* (Discuss) type of task with 31 occurrences.

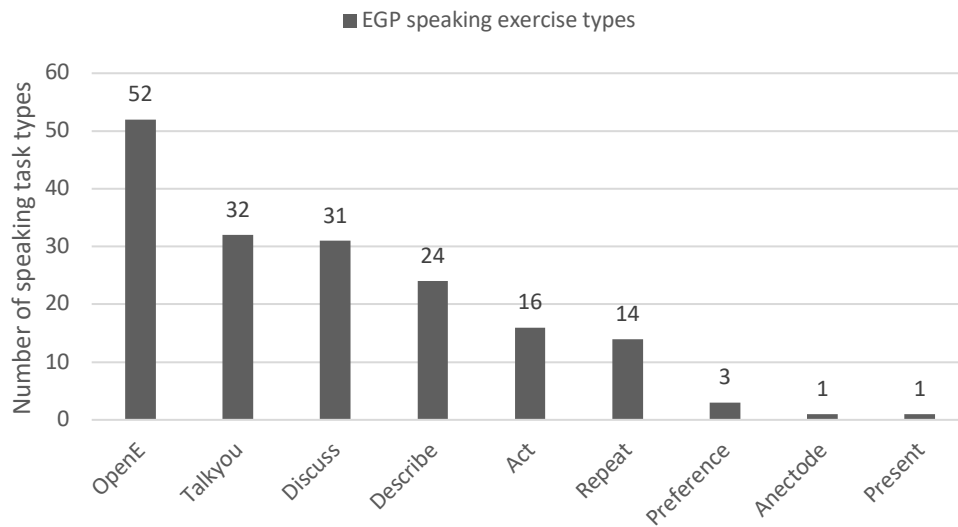


Figure 25. Occurrences of speaking exercise types in the EGP textbook

*EAP*

Figure 26 shows the distribution of speaking task types in the EAP textbook. Out of 10 task types, in the textbook, eight different task types are covered. The most frequently covered task type is *Open ended question* (OpenE) with 55 occurrences. The second most frequently used task type is *Describe a photo or picture* (Describe) with 16 occurrences and it is followed by *Repeat* (Repeat) with 15 occurrences.

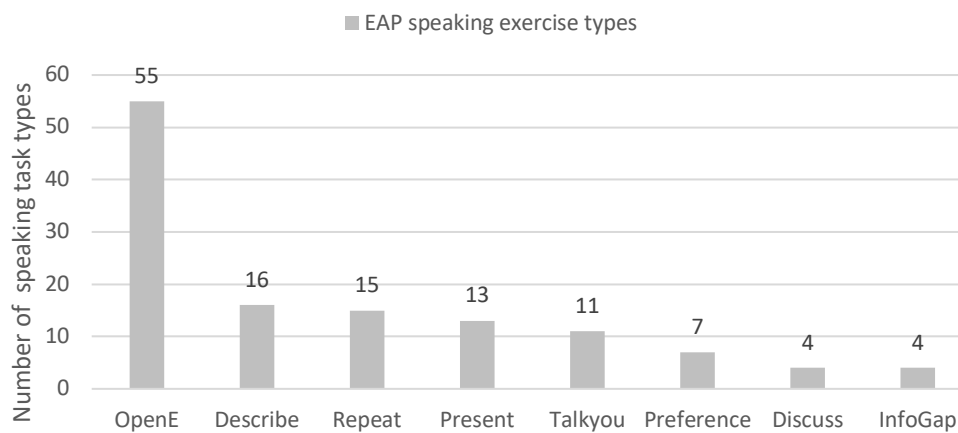


Figure 26. Occurrences of speaking exercise types in the EAP textbook

## Comparison

Figure 27 shows the comparison of speaking task types in both EGP and EAP textbooks. The biggest reveal is in the *Open ended question* (OpenE) type of task. In the both EGP and EAP textbook, *Open ended question* (OpenE) task type is covered frequently with 52 and 55 occurrences. *Talk about yourself* (Talkyou) type of tasks are covered more in the EGP textbook with 32 occurrences whereas in the EAP textbook, this type is used with 11 occurrences. *Discussion* (Discuss) type of tasks are covered more in the EGP textbook with 31 occurrences. Tasks such as *Oral presentation* (Present) and *Talk about preferences* (Preference) are covered significantly more in the EAP textbook with 13 and 7 occurrences. In the EAP textbook, *Acting out* (Act) type of tasks are not covered whereas in the EGP book, this type of task is frequently used with 16 occurrences.

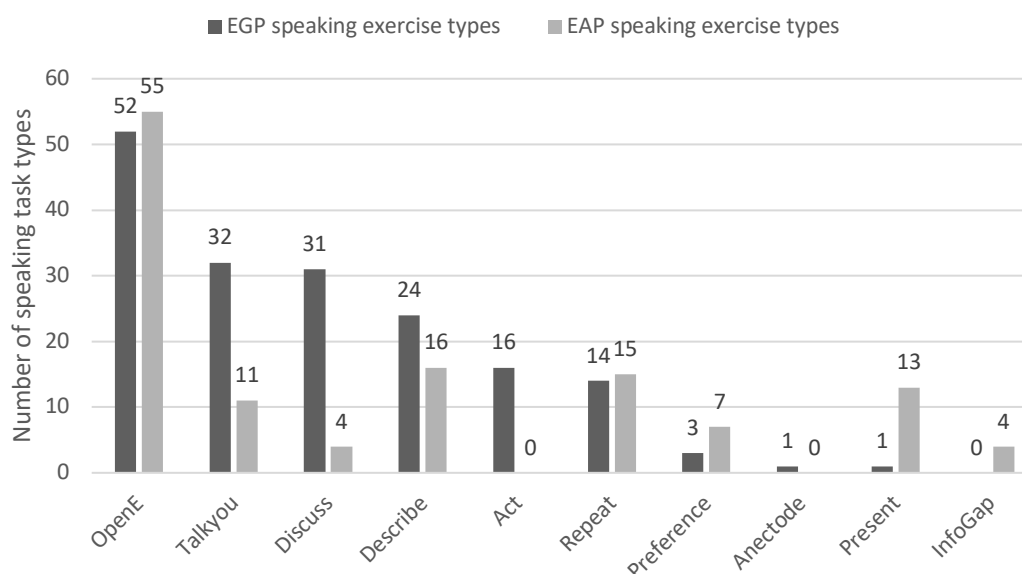


Figure 27. Comparison of speaking exercise types in the EGP and EAP textbooks



## Grammar exercises

In this section, grammar exercises and their task types in the EGP and EAP textbooks are analyzed. To analyze the grammar tasks, British Council's (2018) grammar task types are used (Appendix F).

### *EGP*

Figure 28 shows the distribution of grammar task types in EGP textbook. Out of 14 grammar tasks in Appendix F, in the textbook there are 14 different grammar task types. The most frequently covered task type is *Complete the gaps* (CompleteGap) with 57 occurrences and, it is followed by *Use the grammatical rule given* (UseGram) type of task with 41 occurrences.

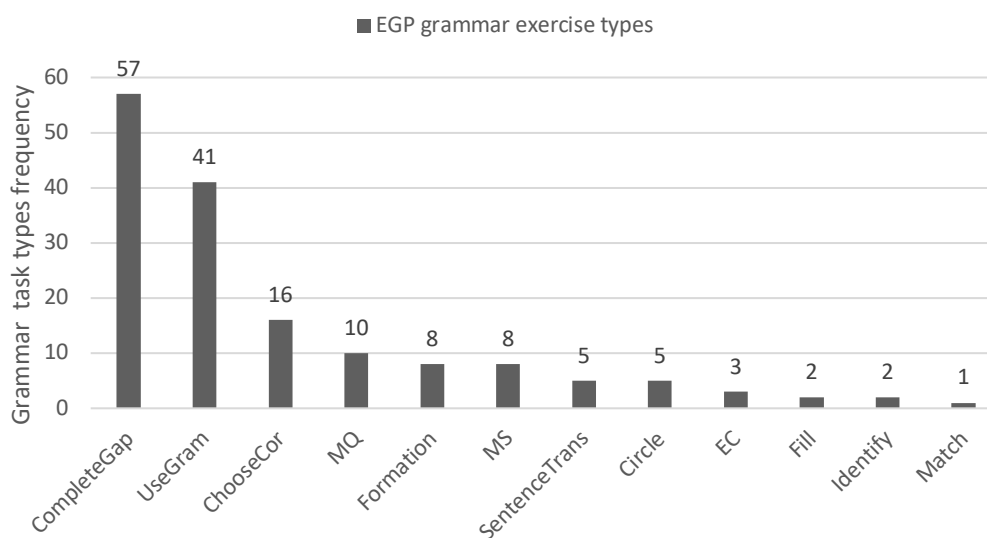


Figure 28. Occurrences of grammar exercise types in the EGP textbook

### *EAP*

Figure 29 shows the distribution of grammar task types in the EAP textbook. Out of 14 grammar task types, in the textbook, 13 different grammar task types are covered. The most frequently covered task type is *Error correction* (EC) with 20 occurrences

and, it is followed by *Complete the gaps* (CompleteGap) type of tasks with 15 occurrences.

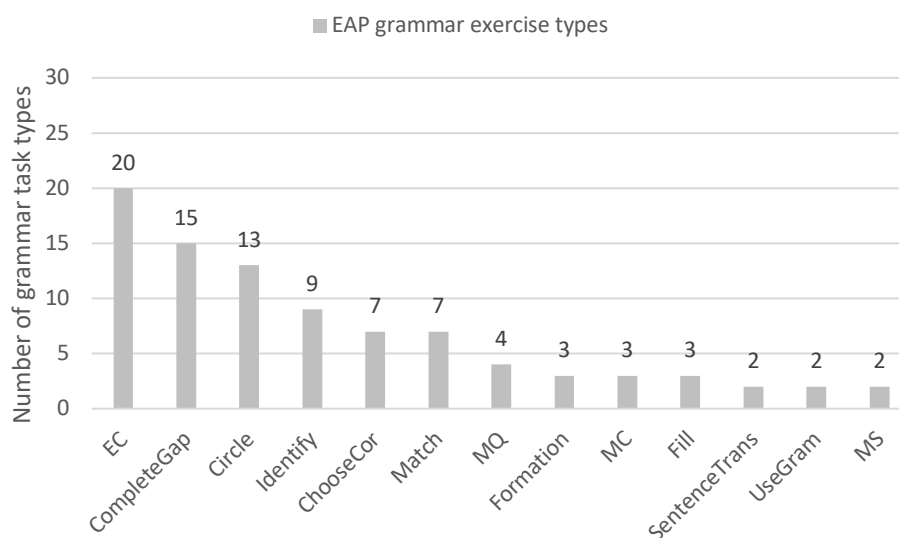


Figure 29. Occurrences of grammar exercise types in the EAP textbook

### Comparison

Figure 30 shows the comparison of grammar task types in both EGP and EAP textbooks. The biggest difference is in *Complete the gaps* (CompleteGap) type of task. In the EGP textbook, this task type is covered significantly more with 57 occurrences when compared to the EAP textbook and this also applies to *Use the grammatical rule given* (UseGram) type of task with 41 occurrences. In the EAP textbook, tasks such as *Circle or underline* (Circle) or *Error correction* (EC) are frequently covered with 13 and 20 occurrences when compared to the EGP textbook. The same applies to *Identify the grammatical rule given* (Identify) and *Matching* (Match) type of tasks with nine and seven occurrences.

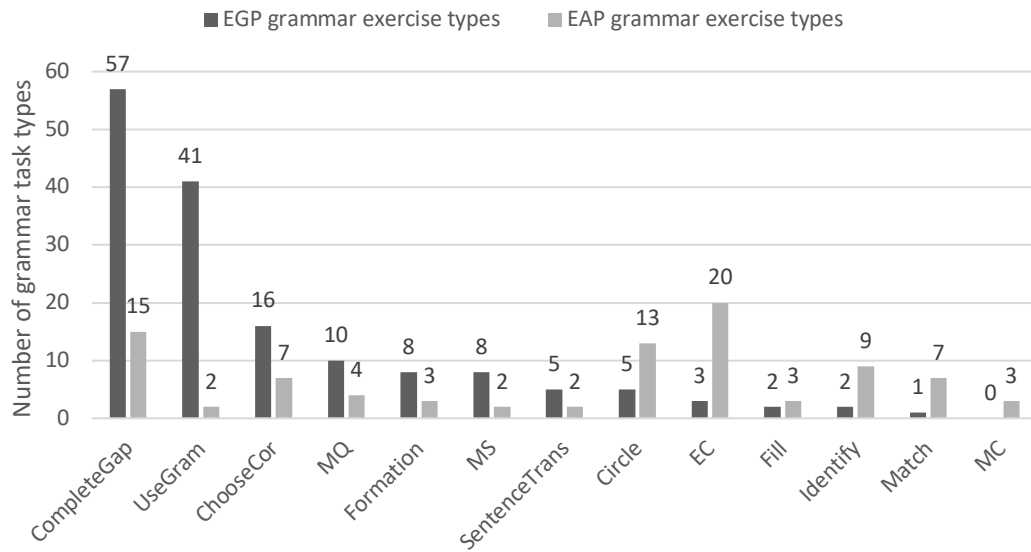


Figure 30. Comparison of grammar exercise types in the EGP and EAP textbooks

### Vocabulary exercises

In this section, vocabulary exercises and their task types in EGP and EAP textbooks are analyzed. To analyze the vocabulary tasks, British Council's (2018) vocabulary task types are used (Appendix G).

#### *EGP*

Figure 31 shows the distribution of vocabulary task types in the EGP textbook. Out of 10 different task types, in the textbook, all of the vocabulary task types are covered. The most frequently covered task types in vocabulary are *Match the words and the pictures* (MatchPic) with 15 occurrences and *Complete the gaps* (Complete) with 12 occurrences.

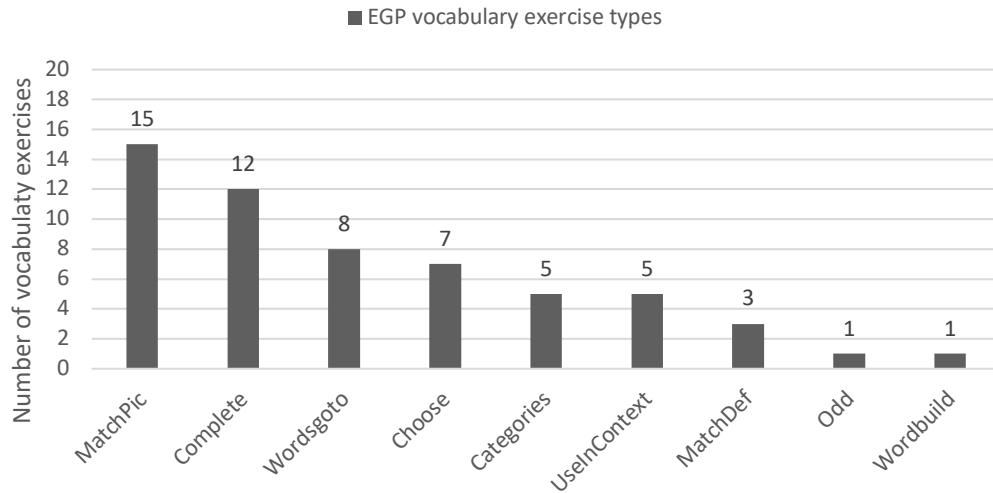


Figure 31. Occurrences of vocabulary exercise types in the EGP textbook

### *EAP*

Figure 32 shows the distribution of vocabulary task types in the EAP textbook. Out of 10 vocabulary task types, in the textbook, there are nine different vocabulary task types. The most frequently covered vocabulary tasks are *Match the words and the pictures* (MatchPic) with 17 occurrences, *Complete the gaps* (Complete) and *Categories* (Categories) with 14 occurrences.

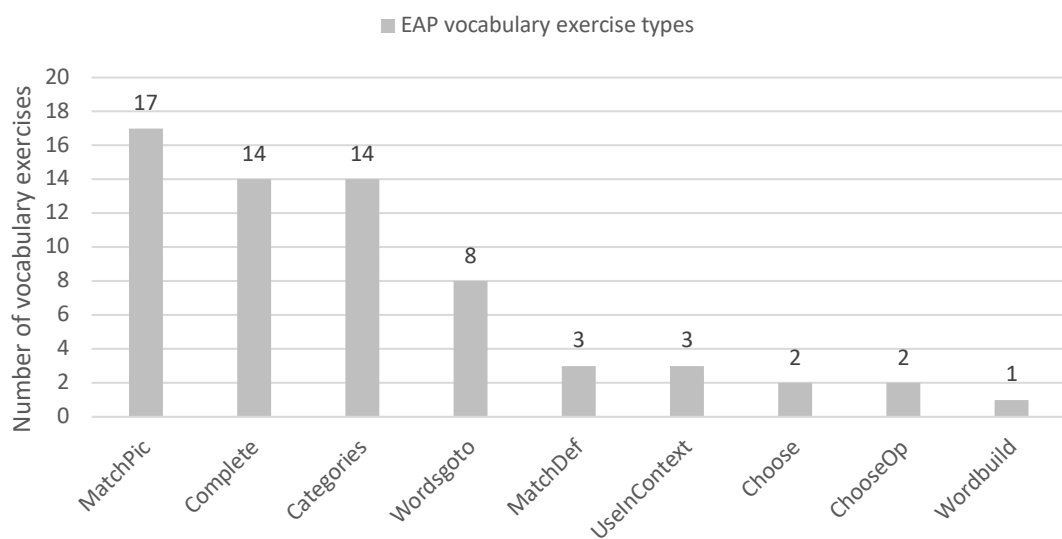


Figure 32. Occurrences of vocabulary exercise types in the EAP textbook

## Comparison

Figure 33 shows the comparison of grammar task types in both EGP and EAP textbooks. In both textbooks, the most frequently used task types are *Match the words and the picture* (MatchPic) and *Complete the gaps* (Complete). There are no *Odd one out* (Odd) type of task in the EAP textbook and there are no *Choose the opposite* (ChooseOp) type of task in the EGP textbook. The *Categories* (Categories) type of tasks are used more in the EAP textbook with 14 occurrences.

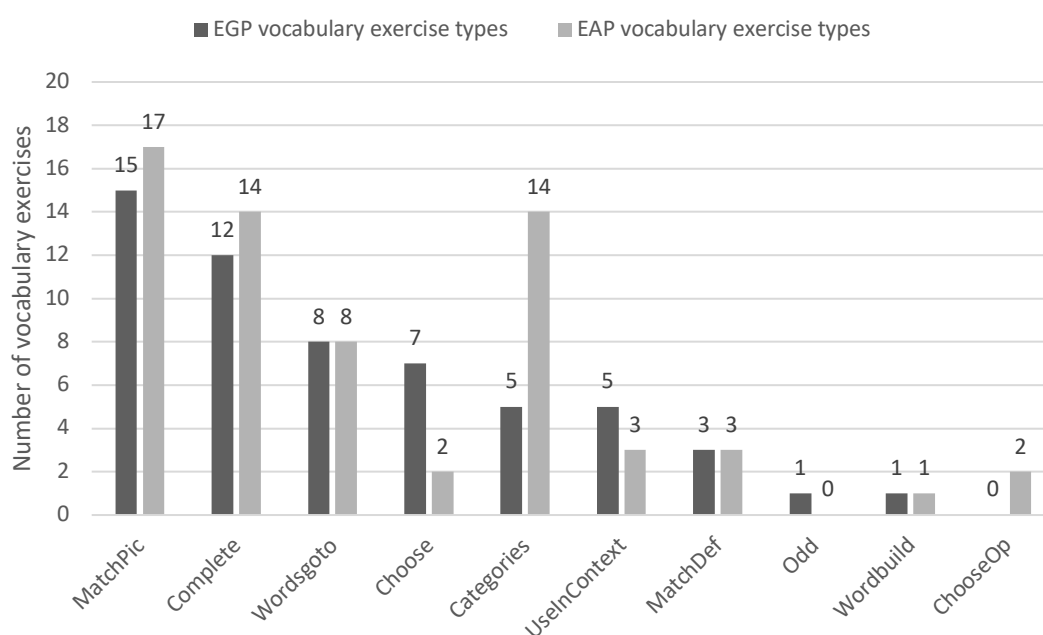


Figure 33. Comparison of vocabulary exercises in the EGP and EAP textbook

## Aims and objectives of the books

In this section, aims and objectives of two textbooks that are readily available in the content are analyzed through content analysis and compared.

### EGP

The EGP textbook's aims and objectives are analyzed through conducting a content analysis on the readily available data in the teacher's book. Aims and objectives are

not explicitly given, however, they are implied in the ‘introduction’ section of the teacher’s book.

The EGP textbook claims that the grammar section includes exercises that aim to have students analyze grammatical points overtly. According to the information given in the teacher’s book, listening section aims to help students develop their understanding of the main idea in listening tasks. The textbook claims that the speaking section gives students opportunity to practice pronunciation and intonation. The reading section does not give any claims that can be associated with aims and objectives, however, it states that the given texts become longer and more challenging through the units. According to its claim, this encourages students to understand the overall meaning from the context, therefore, they will be coping with more challenging reading texts. According to the information given in the teacher’s book, the writing section provides models for students to analyze and imitate the given writing structures. The EGP textbook aims its users to analyze grammatical points overtly and build on their knowledge to increase their confidence in conversations and discussions.

### *EAP*

The EAP textbook’s aims and objectives are also analyzed by conducting a content analysis on the readily available data in the teacher’s book of the EAP textbook. In the EAP textbook, aims and objectives are explicitly listed under seven categories: reading, writing, listening, speaking, vocabulary, research skills and study skills. The aims and objectives specifically target post-secondary students who want to become more efficient and effective in their studies.

The aims and objectives regarding reading skill claims that students benefit from the textbook to improve their reading speed as well as their comprehension to understand more complex texts. The writing section claims that students can benefit from the textbook if they want to produce consistent writings and, to make clear and relevant notes from the academic texts. The vocabulary sections claim that the textbook can be helpful for learners to adopt multiple methods for dealing with new or unknown vocabulary by using dictionaries and learning how to make effective records of it. The research skills section claims that the textbook can be helpful for students to explore and evaluate research techniques and resources.

### *Comparison*

The EGP textbook does not define its aims and objectives explicitly in neither student nor teacher's book, however, the EAP textbook contains a section for aims and objectives in the teacher's book and lists its aims and objectives for each skill in the textbook. The EGP textbook aims its users to analyze grammatical points overtly, however, in the EAP textbook there are no information about grammatical points regarding the aims and objectives. Both textbooks encourage students to raise their comprehension level of complex texts.

### **Level of the books**

In this section, CEFR level of the books are analyzed by using the objectives from Pearson GSE Teacher's toolkit (2017). According to the objectives of four skills; reading (Appendix H), writing (Appendix I), listening (Appendix J) and speaking (Appendix K), their corresponding level is being analyzed to create the distribution of CEFR levels in each textbook.

## EGP

Figure 34 shows the distribution of the CEFR levels in the EGP textbook in percentage. EGP textbook claims its level as A1-A2 according to the CEFR. In this analysis, reading, writing, listening, speaking and, grammar tasks were coded by their CEFR objective levels. The calculated data was used to see the overall distribution of CEFR levels in each textbook. Below, Figure 34 shows that more than half of the objectives in EGP textbook is in A2 level. There are some objectives which are above the textbook's own claim, however, their percentage is not high.

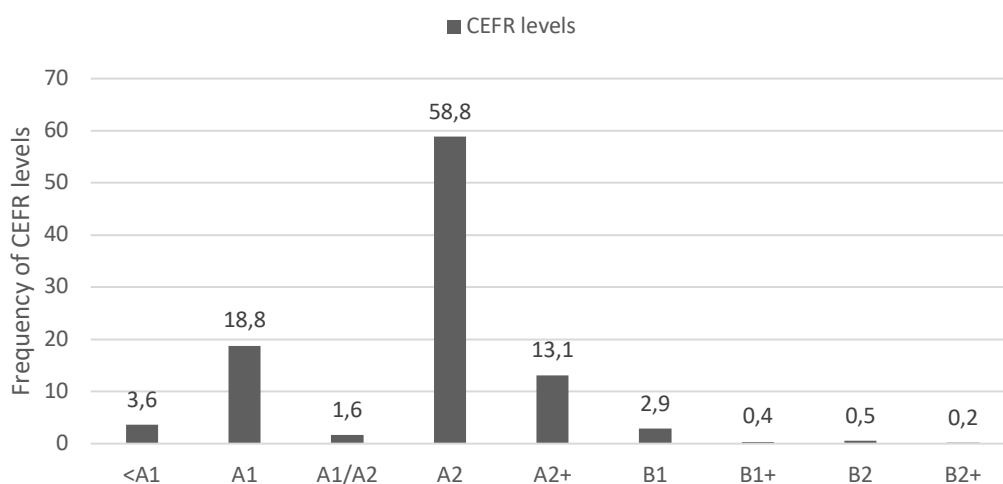


Figure 34. Frequency of CEFR levels of the EGP textbook

## EAP

Figure 35 shows the distribution of the CEFR levels in the EAP textbook in percentage. EGP textbook claims its level as A1-A2 according to the CEFR. In this analysis, reading, writing, listening, speaking, and grammar tasks were coded by their CEFR objectives and levels. Below, Figure 35, shows that 36% of the tasks in reading, writing, listening and speaking is in A2 level according to the CEFR. The second most frequent level in the EAP textbook is A1 level with 29%. There are higher CEFR levels, however, their percentage is not significantly high.



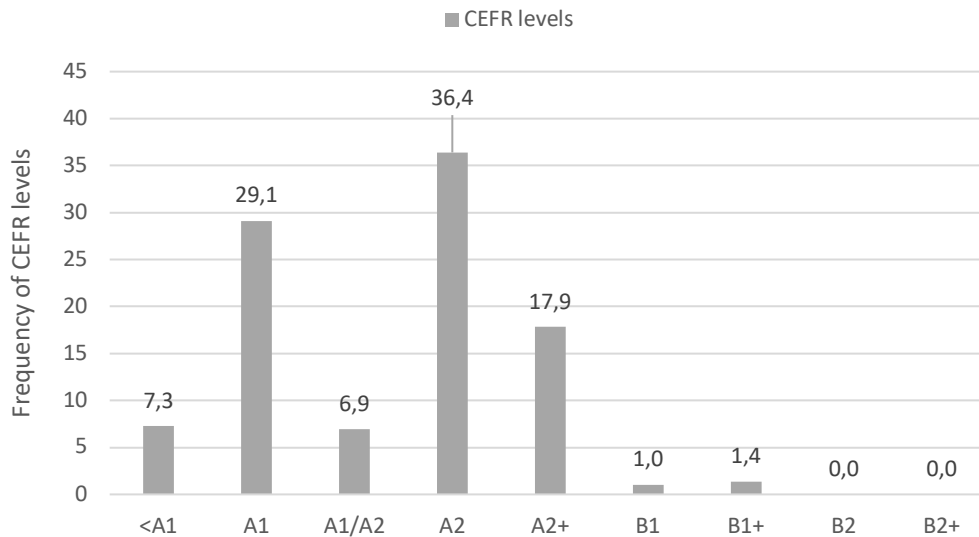


Figure 35. Frequency of CEFR levels of the EAP textbook

### Comparison

Figure 36 shows the comparison of CEFR levels of reading, writing, listening, speaking and, grammar tasks in the both EGP and EAP textbooks. In the EGP and EAP textbooks, the most frequently covered CEFR objective levels is A2 level. There are not any B2 and B2+ objectives in the EGP textbook, however, in EAP textbook, there are a small number of tasks in that level. In both textbooks, A1 level is the second most frequent level according to the objectives for reading, writing, listening, and speaking.

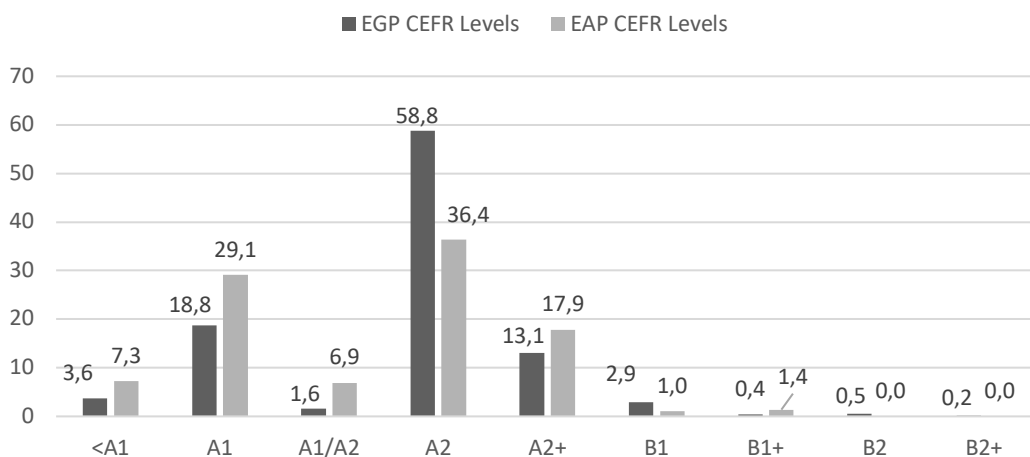


Figure 36. Comparison of CEFR levels of the EGP and EAP textbook

Figure 37 below was created to visually represent both the range and the presence of the most frequent CEFR level for each skill and grammar separately. The vertical lines show the range of exercises in terms of the CEFR levels. The shaded areas show the predominantly used CEFR levels in each textbook for each skill and grammar. As seen in Figure 37 below, reading tasks in the both EGP and EAP textbooks are frequent between A2 and A2+ level. Writing tasks in the EGP textbook are frequent between A2 and A2+ levels, however, writing tasks in the EAP textbook, the level is frequent between A1 and A2 levels. In the EGP textbook, level of the listening task range is between <A1 and B2+, however, the frequent level is in the A2 level according to the Figure 37. In the EGP textbook, listening skill level is frequent in A1 and A2+ levels. Speaking tasks in the EGP and EAP textbooks are both frequent between A1 and A2 levels. Grammar tasks in the EGP textbook is frequent between A1 and A2+ levels, however, in the EAP textbook, the level is frequent A1 and A1-A2 levels.

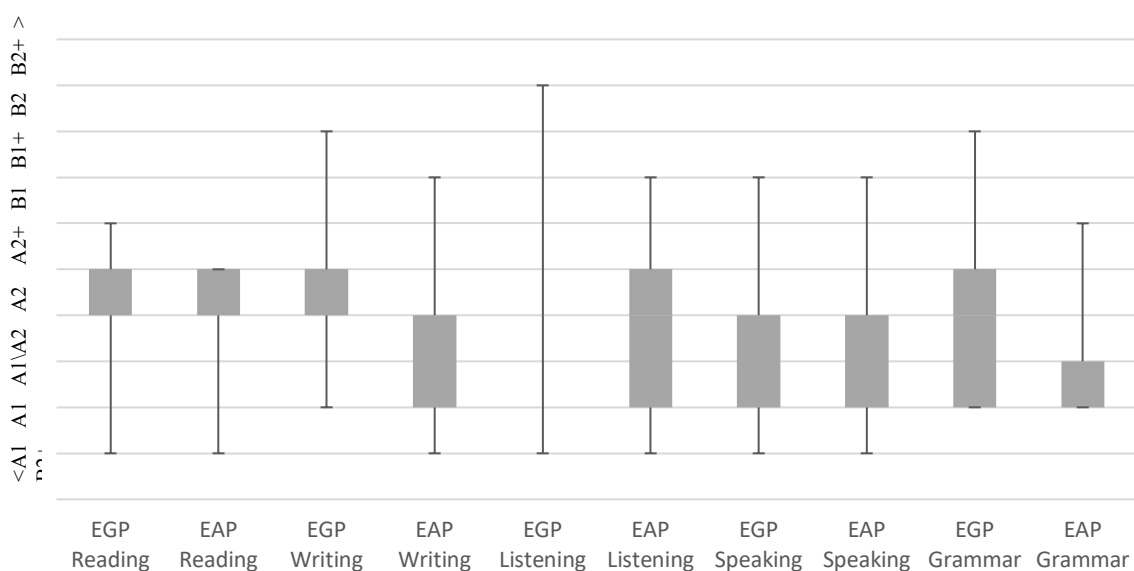


Figure 37. Distribution of CEFR levels for five skills

## **Skills addressed**

In this section, first, skills distribution in two textbooks, one written for EGP and one written for EAP is analyzed. After that, in the following section, CEFR objectives of the skills are analyzed by using the objectives from Pearson GSE Teacher Toolkit (2017). For reading skills, objectives in Appendix H is used. For writing skill, objectives in Appendix I are used. For listening skill, objectives in Appendix J are used. For speaking skill, objectives in Appendix K are used. To identify the level of grammar skills, again, researcher used Pearson GSE Teacher Toolkit (2017). In this section, skills and their objectives in four skills are compared for the EGP and EAP textbooks. To identify the tested vocabulary skill, Schmitt's (2014) definition of receptive and productive vocabulary is used (Appendix L).

### *EGP textbook skill distribution*

Figure 38 shows the skills distribution in the textbook written for EGP. The results show that the speaking skill is the most frequently emphasized skill with 28%. Grammar skill is secondly most emphasized skill in the textbook with 25%. Listening and reading skills are relatively similar in terms of their frequency in the textbook. Listening skill constitutes 19% of the textbook and reading skill covered 13%. Vocabulary skill in the textbook covered 9% of the book. Writing skill makes up 4% and study skills make up 2% of the EGP textbook.

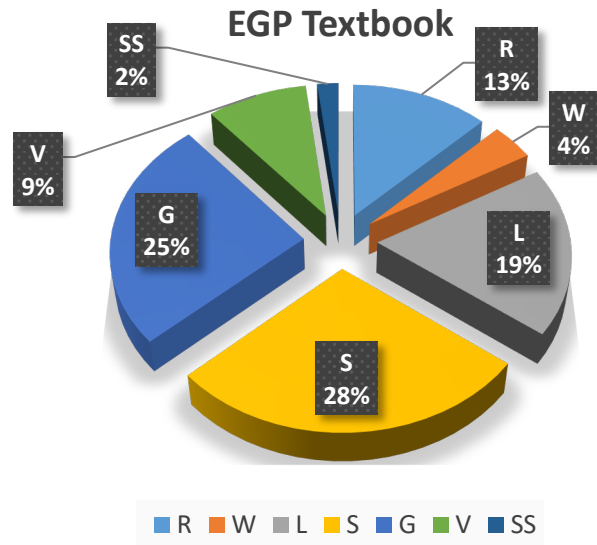


Figure 38. Distribution of skills in the EGP textbook

*EAP skill distribution*

Figure 39 shows the skills distribution in textbook written for EAP. In the textbook, the results show that the reading skill is the most frequently emphasized skill with 25%. After the reading skill, listening 18% and speaking skills 17% are the most emphasized skills in the textbook. Study skills in textbook written for EAP is covered in the 14% of the textbook. The grammar skill covers 12%, vocabulary covers 9% and writing covers 6% of the textbook.

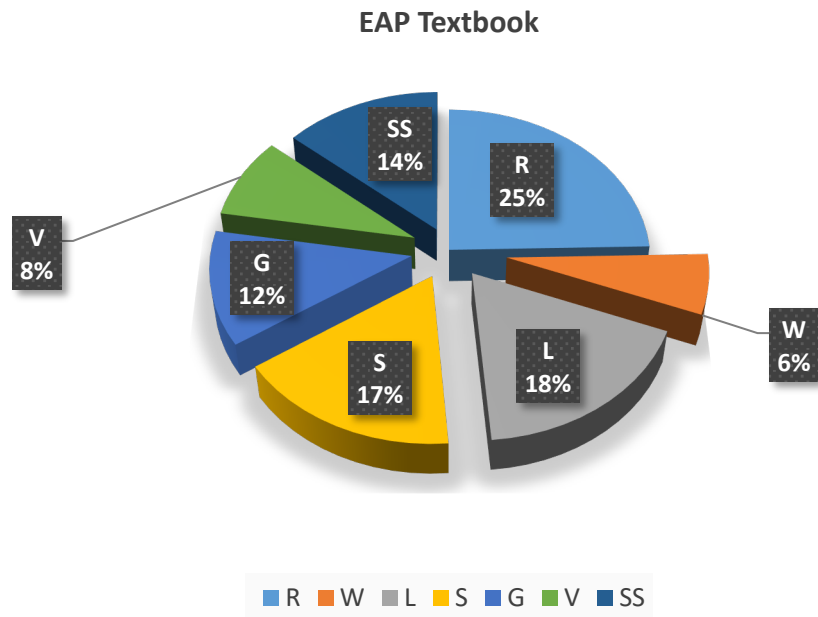


Figure 39. Distribution of skills in the EAP textbook

#### *Comparison of skill distribution*

Below in Figure 40 is the comparison of skills distribution of the EGP and the EAP textbook. The most emphasized skill in the EGP textbook is speaking skill with 28% whereas in the EAP textbook the most emphasized skill is reading skill with 24%. In term of the listening skill in both textbook, they are emphasized almost at the same level. Study skills are defined in the EAP textbook and the researcher searched for them also in the EGP textbook. In terms of study skills, there is a great difference. In the EAP textbook, study skills cover 13% of the textbook whereas in the EGP it covers only 2%. Grammar skills are highly emphasized in the EGP textbook with 25%. In the EAP textbook, grammar skill covers 12% of the textbook. Writing skills make up almost the same proportion of both textbooks.

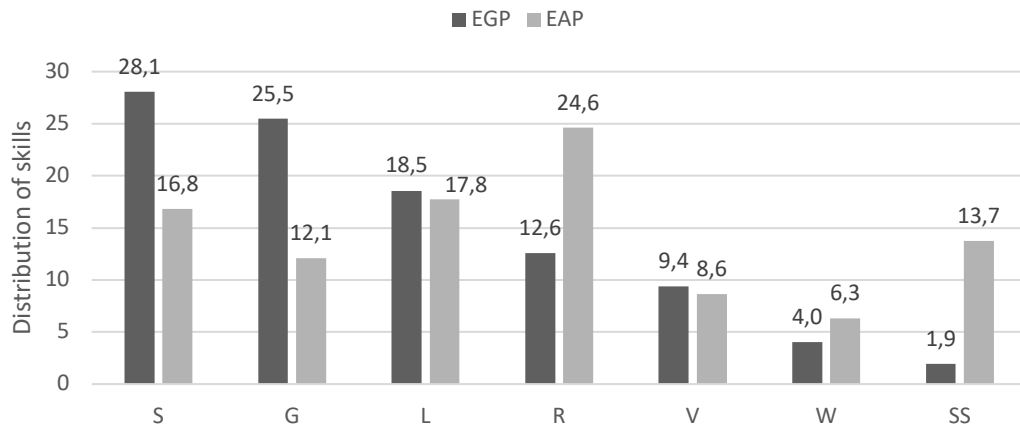


Figure 40. Comparison of skills distribution in the EGP and EAP textbook

## Reading skills

### *EGP*

Figure 41 shows the reading objectives that were identified in the EGP textbook (Appendix H). In the EGP textbook, 12 reading objectives were identified. The most frequently occurred objective is “*Can get the gist of short simple narratives, with visual support*” (GR26) with 15 occurrences. The following objective that occurred frequently is ‘*Can get the gist of short simple narratives*’ (GR25) with 12 occurrences and ‘*Can identify the specific information in simple texts*’ (GR32.1) with 12 occurrences.

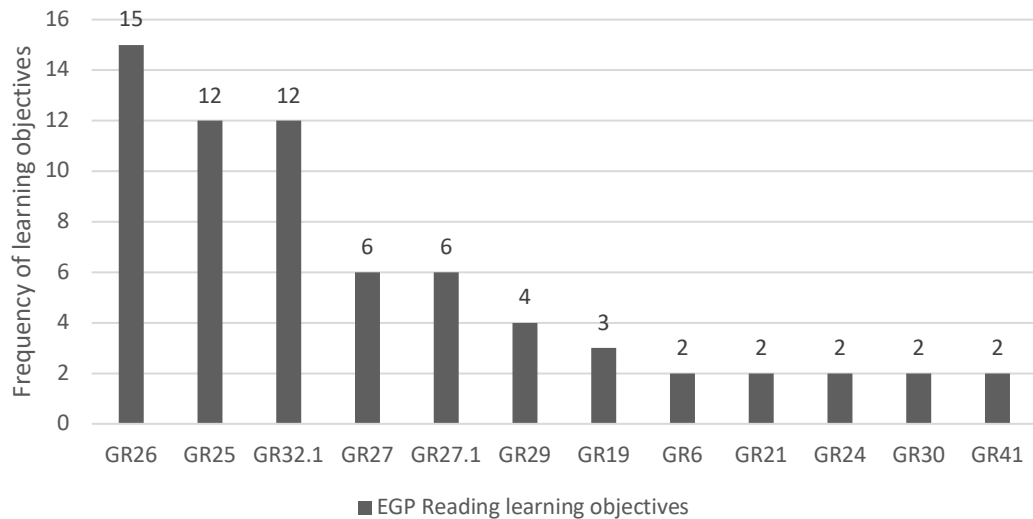


Figure 41. Occurrences of reading learning objectives in the EGP textbook

*EAP*

Figure 42 shows the reading objectives that were identified in the EAP textbook (Appendix H). In the EAP textbook, 23 reading objectives were identified. The most frequently occurred reading objective is ‘*Can get the gist of short simple narratives, with visual support*’ (GR26) with 27 occurrences and it is followed by ‘*Can identify the specific information in simple texts*’ (GR32.1) with 25 occurrences. The third most frequent objective in readings is ‘*Can understand the main information from simple diagrams (e.g. graphs, bar charts)*’ (GR38) with 16 occurrences.

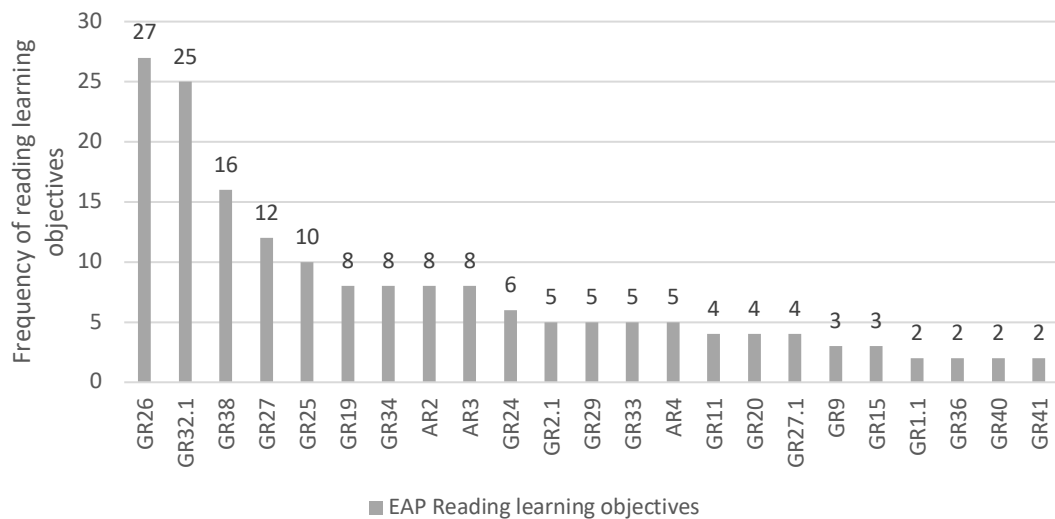


Figure 42. Occurrences of reading learning objectives in the EAP textbook

### Comparison

Figure 43 shows the comparison of reading objectives in the EGP and EAP textbooks. In the EGP textbook, there are 12 reading objectives whereas in EAP textbook, there are 23 reading objectives. The most frequently occurred objective in reading is ‘*Can get the gist of short simple narratives*’ (GR26) in the both EGP and EAP textbook with 15 and 27 occurrences. In the EAP textbook, ‘*Can identify the specific information in simple texts*’ (GR32.1) is covered significantly more with 25 occurrences compared to the EGP textbook and, this also applies to ‘*Can understand the general meaning of short, simple informational material and descriptions if there is a visual support*’ (GR27) objective with 12 occurrences in the EAP textbook. As seen in the Figure 42, some objectives are encountered only in the EAP textbook such as ‘*Can understand the main information from simple diagrams (e.g. graphs, bar charts)*’ (GR38) and ‘*Can identify specific information in short articles*’ (GR34).



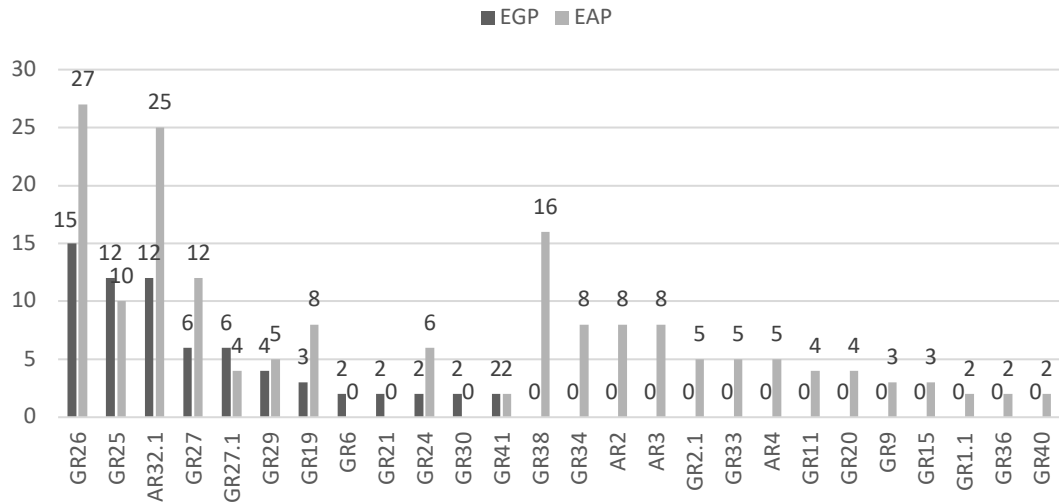


Figure 43. Comparison of the occurrences of reading objectives of both textbooks

### Writing skills

#### EGP

Figure 44 shows the writing objectives that were identified in the EGP textbook (Appendix I). In the EGP textbook there are four different objectives. The most frequently covered objective is ‘*Can write simple sentences about the given prompt*’ (GW28.1) with five occurrences and it is followed by ‘*Can write short, basic description of places, people or things*’ (GW35) with three occurrences.

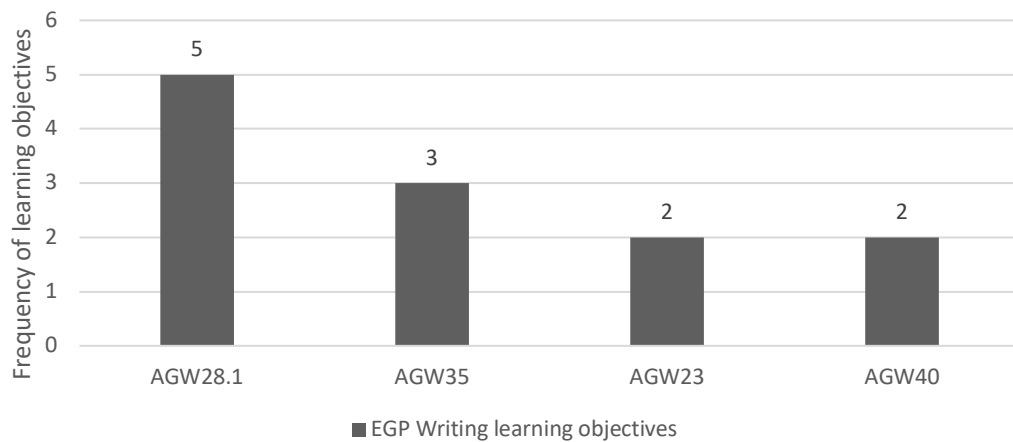


Figure 44. Occurrences of writing learning objectives in the EGP textbook

## EAP

Figure 45 shows the writing objectives that were identified in the EAP textbook (Appendix I). In the EAP textbook, there are 13 writing objectives. The most frequently covered writing objective in the EAP textbook is ‘*Can write simple sentences about things that they and other people do*’ (GW7) with six occurrences and it is followed by ‘*Can write simple sentences about the given prompt*’ (GW28.1) with five occurrences.

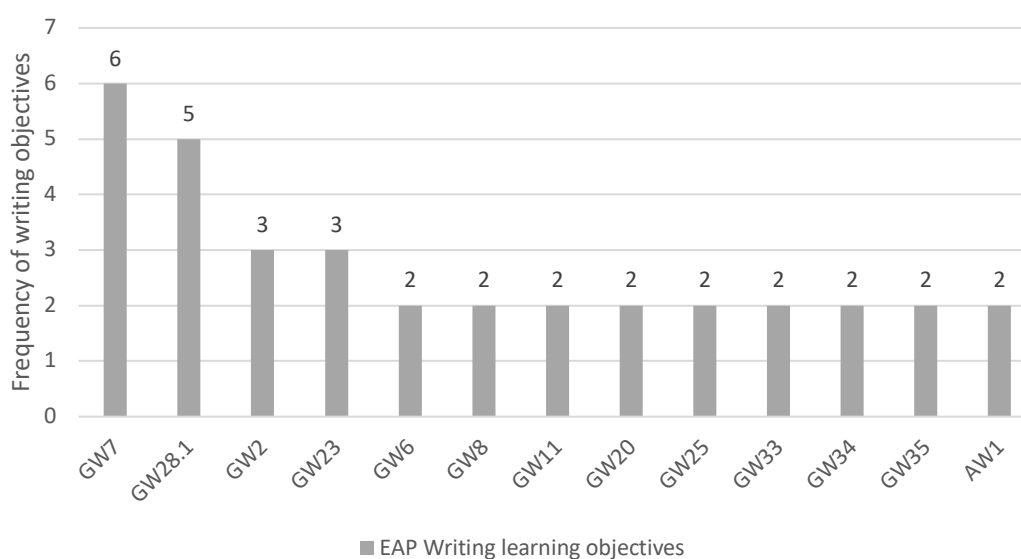


Figure 45. Occurrences of writing learning objectives in the EAP textbook

## Comparison

Figure 46 shows the comparison of writing objectives in the EGP and EAP textbooks. In the EGP textbook, there were 4 writing objectives whereas in EAP textbook, there were 13 writing objectives. One of the most frequently covered objectives in writing is ‘*Can write simple sentences about the given prompt*’ (GW28.1) in both EGP and EAP textbook with five occurrences. However, as seen in Figure 45 there are some objectives that the EAP textbook focuses more than the EGP textbook. For example, the EAP textbook covers ‘*Can write simple sentences about things that they and other people do*’ (GW7) objective often but it does not

appear in the EGP textbook. Overall, there are 10 objectives that are used in EAP textbook but not in the EGP textbook. Another objective that is not covered in the EGP textbook is ‘*Can write very personal emails/letters expressing thanks and apology*’ (GW34).

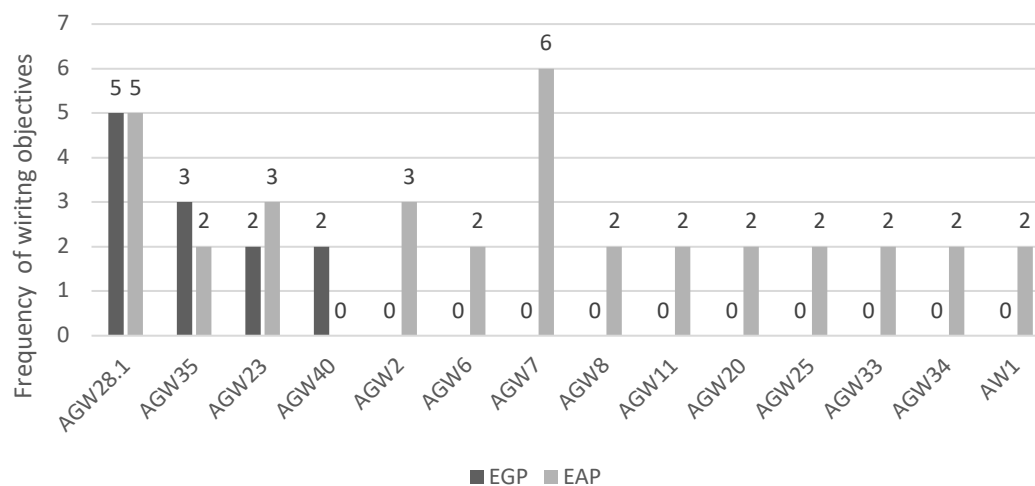


Figure 46. Comparison of the occurrences of writing objectives of both textbooks

## Listening skills

### EGP

Figure 47 shows the listening objectives that were identified in the EGP textbook (Appendix J). In the EGP textbook there are 15 different objectives. The most frequently covered objective is ‘*Can follow short, simple social exchanges*’ (GL38) with 26 occurrences and it is followed by ‘*Can extract key factual information in an audio*’ (GL35.1) with 14 occurrences. The third mostly covered objective is ‘*Can recognize phrases and content words related to familiar topics (e.g. Shopping, local geography)*’ (GL36) with 14 occurrences.

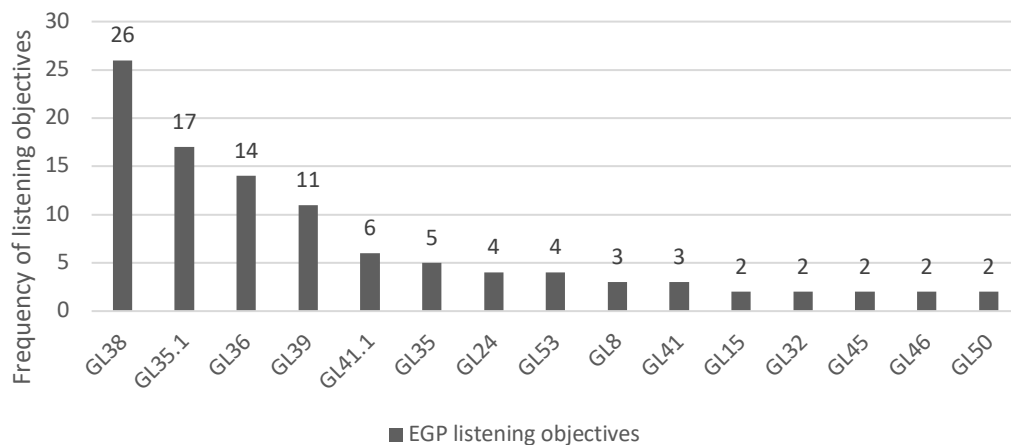


Figure 47. Occurrences of listening learning objectives of the EGP textbook

*EAP*

Figure 48 shows the listening objectives that were identified in the EAP textbook. In the EAP textbook there are 30 objectives (Appendix J). The most frequently covered objectives are ‘*Can follow sequence of events in a short, simple dialogue or narrative*’ (GL45) and ‘*Can identify the correct pronunciation of simple words and phrases*’ (GL53) with 11 occurrences. It is followed by ‘*Can recognize phrases and content words related to familiar topics (e.g. Shopping, local geography)*’ (GL36) with 10 occurrences.

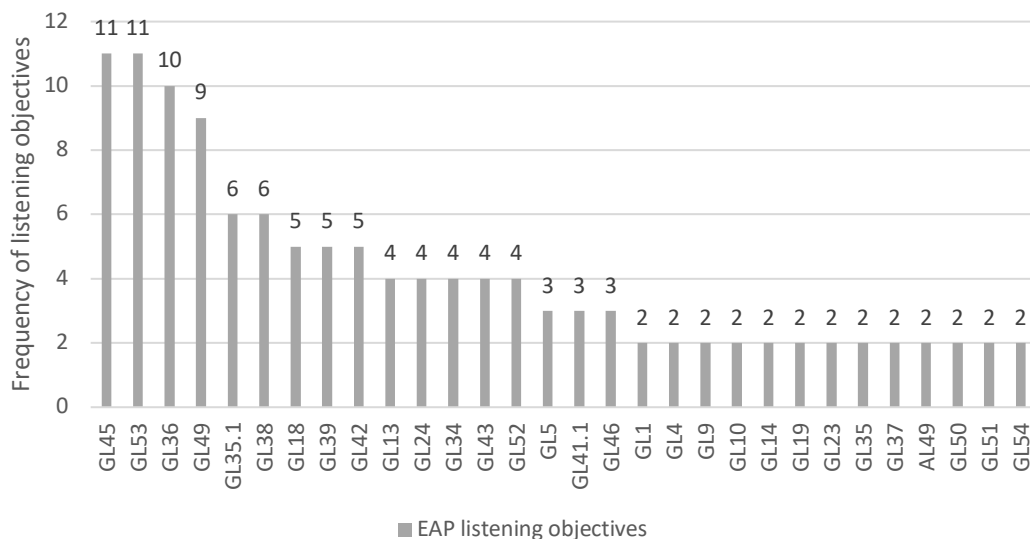


Figure 48. Occurrences of listening objectives of the EAP textbook

### Comparison

Figure 49 shows the comparison of listening objectives in the EGP and EAP textbooks (Appendix J). In the EGP textbook, there are 15 writing objectives whereas in the EAP textbook, there are 30 objectives. In the EGP textbook ‘*Can follow short, simple social exchanges*’ (GL38) is frequently covered, however, in the EAP textbook it was not frequently covered. There are five objectives in the EGP textbook that are not covered in the EAP textbook such as ‘*Can follow simple everyday transactions (e.g. shopping and eating out) if carried out slowly and clearly*’ (GL32). Similarly, in the EAP textbook, there are some objectives that are not covered in the EGP textbook such as ‘*Can generally identify the topic of discussion around them when conducted slowly and clearly*’ (GL49).

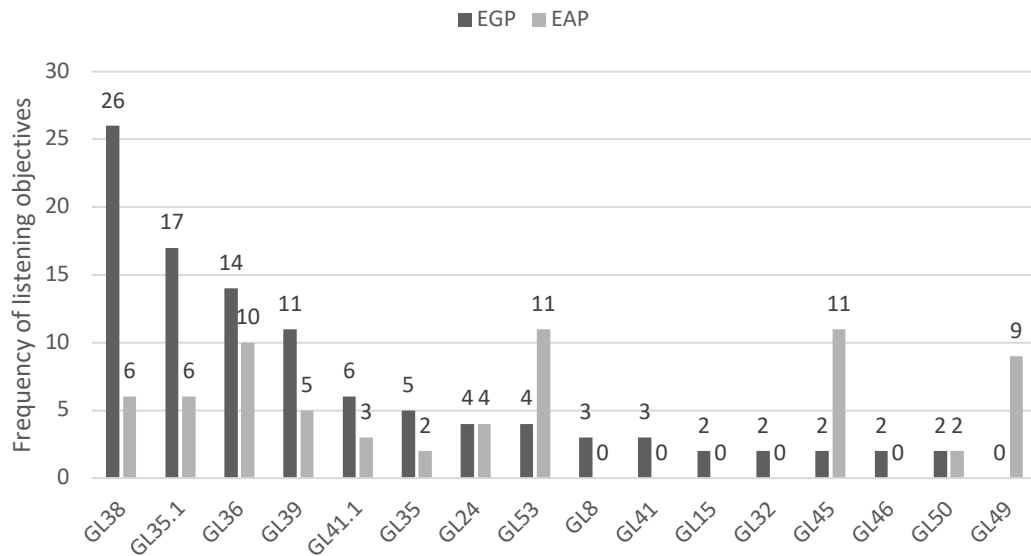


Figure 49. Comparison of the occurrences of listening objectives in both textbooks

### Speaking skills

#### *EGP*

Figure 50 shows the speaking objectives that were identified in EGP textbook (Appendix K). In the EGP textbook there are 31 objectives. The most frequently covered speaking objective is ‘*Can describe the position of something in a basic way*’ (GS105) with 30 occurrences and it is followed by ‘*Can use a limited range of fixed expressions to describe objects, possessions or products*’ (GS118) with 19 occurrences. The third most frequently covered objective in the EGP textbook is ‘*Can read aloud short, familiar fixed expressions in a way that can be understood*’ (GS44) with 15 occurrences

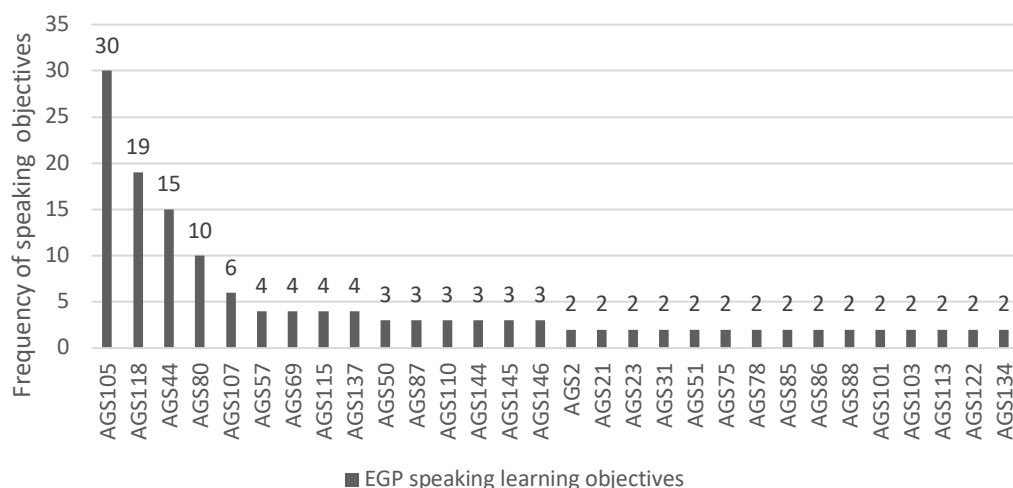


Figure 50. Occurrences of speaking learning objectives of the EGP textbook

*EAP*

Figure 51 shows the speaking objectives that were identified in the EAP textbook (Appendix K). In the EAP textbook there are 24 objectives. The most frequently covered objective is ‘*Can describe the position of something in a basic way*’ (GS105) with 28 occurrences and it is followed by ‘*Can read aloud short, familiar fixed expressions in a way that can be understood*’ (GS44) with 13 occurrences. The third most frequently covered objective is ‘*Can give simple opinions using basic fixed expressions*’ (GS107) with six occurrences.

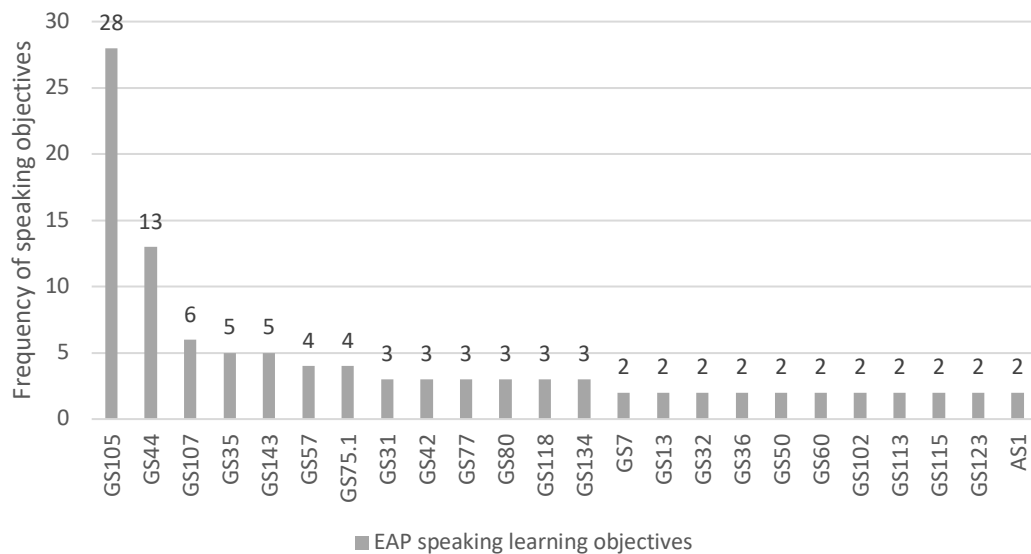


Figure 51. Occurrences of speaking learning objectives in the EAP textbook

### Comparison

Figure 52 shows the comparison of speaking objectives in the EGP and EAP textbooks (Appendix K). In the EGP textbook, there are 31 speaking objectives whereas in the EAP textbook, there are 24 objectives. In both textbooks, ‘*Can describe the position of something in a basic way*’ (GS105) objective and ‘*Can read aloud short, familiar fixed expressions in a way that can be understood*’ (GS44) objective are frequently used with 30 and 28 occurrences respectively. In the EGP textbook, there are 19 objectives which are not present in EAP textbook such as ‘*Can ask and answer questions about basic plans and intentions*’ (GS137) and ‘*Can give a short description of their home, family and job, given some help with the vocabulary*’ (GS69).



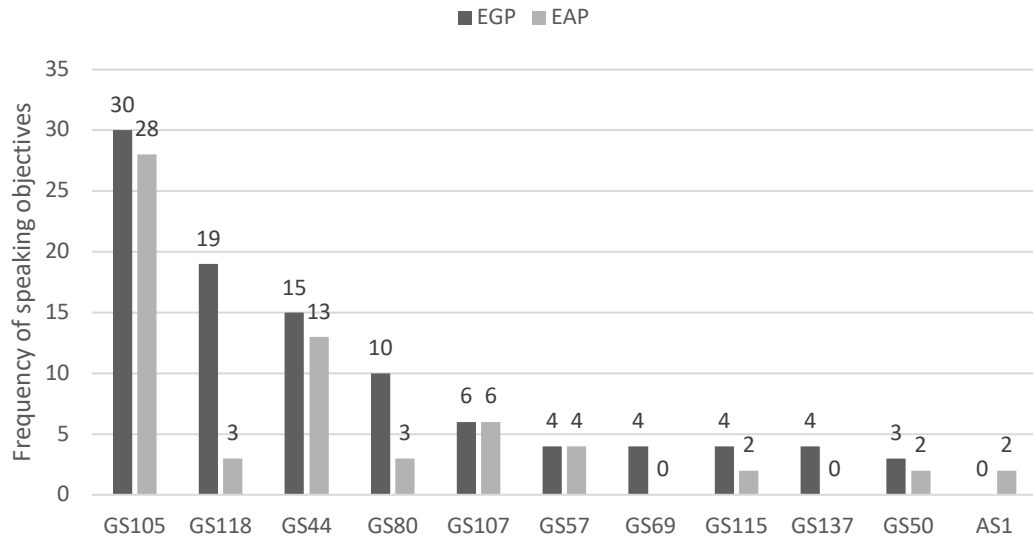


Figure 52. Comparison of the occurrences of speaking objectives in both textbooks

### Study skills

In this section, additional study skills in both the EGP and EAP textbooks are analyzed. Study skills are defined in the EAP textbook (Appendix M), however, researcher used the study skills defined in the EAP textbook to find out whether they are also present in the EGP textbook or not.

#### *EGP*

Figure 53 shows the distribution of study skills covered in the EGP textbook in numbers. In the EGP textbook, there are three study skills covered. This contains five *Research skills (RS)* exercise, four *Recognizing and producing big numbers (RPBN)* exercise and three *Recognizing and producing polite expressions (RPPE)* exercise.

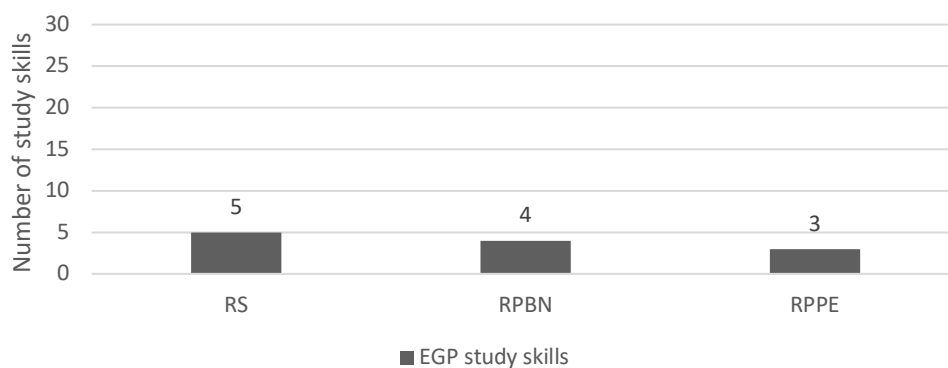


Figure 53. Occurrences of the study skills in the EGP textbook

*EAP*

Figure 54 shows the distribution of study skills covered in the EAP textbook in numbers. In the EAP textbook, there are 12 study skills covered. The most frequently covered study skill is *Presentation skills* (PS) with 26 occurrences. The second most frequently covered study skills are *Research skills* (RS) with 10 occurrences and it is followed by *Recognizing and producing polite expressions* (RPPE) and *Using dictionary* (UD) skills with nine occurrences each.

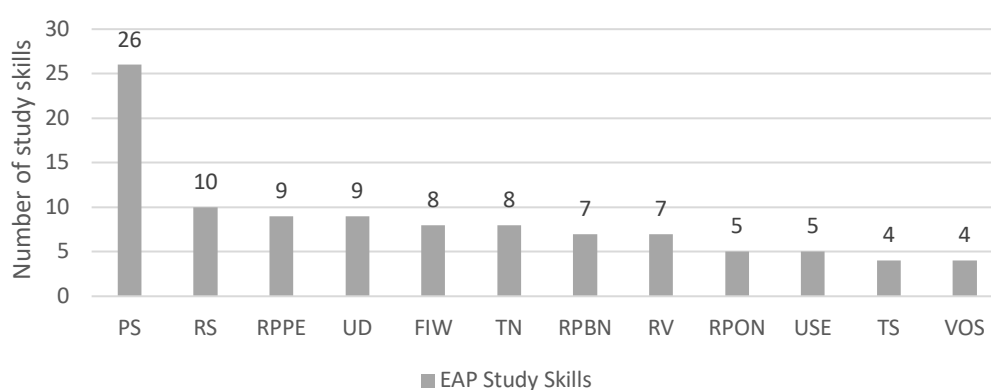


Figure 54. Occurrences of the study skills in the EAP textbook

## Comparison

Figure 55 shows the comparison of study skills in the both EGP and EAP textbooks. In the EGP textbook, there are three study skills: *Research skills* (RS), *Recognizing and producing big numbers* (RPBN) and *Recognizing and producing polite expressions* (RPPE). In the EAP textbook, there are 12 study skills in total. The most frequently covered one is *Presentations skills* (PS) whereas in the EGP textbook, there are no *Presentation skills* (PS).

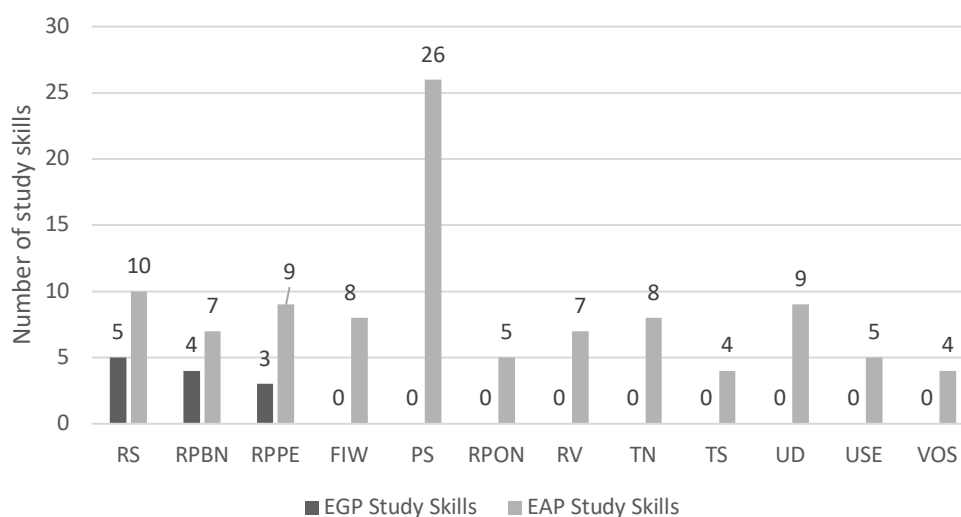


Figure 55. Comparison of the occurrences of study skills in both textbooks

## Vocabulary skills

In this section, vocabulary skill types are analyzed. To do so Schmitt's (2014) definition of vocabulary skills on 'productive' and 'receptive' knowledge is used (Appendix L).

## EGP

Figure 56 shows the vocabulary skill types in the EGP textbook. In the EGP textbook, *Receptive* (REC) vocabulary is covered in 45 tasks whereas *Productive* (PRO) vocabulary skill is covered in 12 tasks.

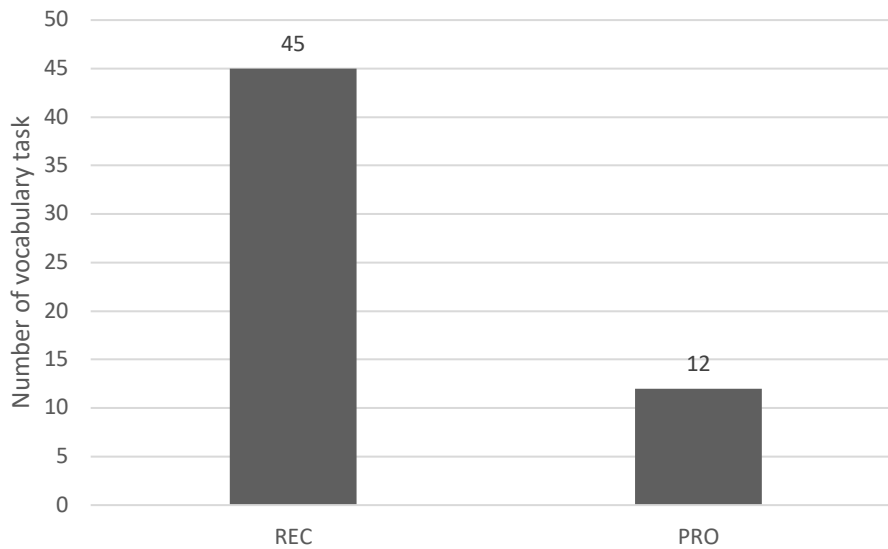


Figure 56. Occurrences of the tested vocabulary skills in the EGP textbook

## EAP

Figure 57 shows the texted vocabulary skill types in the EAP textbook. In the EAP textbook, *Receptive* (REC) vocabulary is covered in 56 tasks whereas *Productive* (PRO) vocabulary skill is covered in eight tasks.

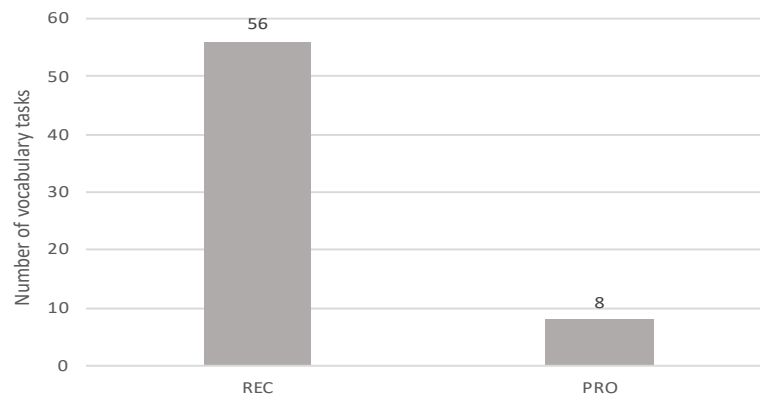


Figure 57. Occurrences of the tested vocabulary skills in the EAP textbook

### Comparison

Figure 58 shows the comparison of vocabulary skill types in both EAP and EGP textbook. In the EGP textbook, *Receptive* (REC) vocabulary skill is covered in 45 tasks whereas in the EAP textbook, *Receptive* skill is covered in 56 tasks. In the EGP textbook, *Productive* (PRO) vocabulary skill is covered in 12 tasks, however, in the EAP textbook, it is covered in eight tasks. Overall, both *Receptive* (REC) and *Productive* (PRO) vocabulary skills are practiced in the same manner in both textbooks.

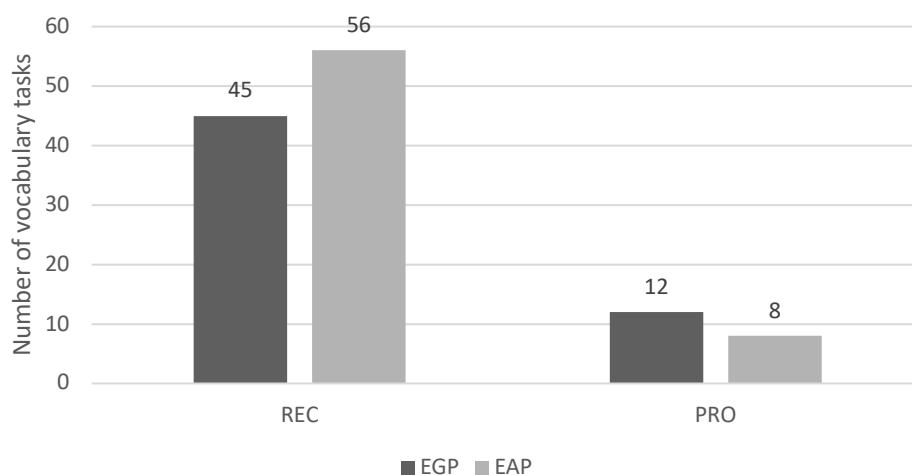


Figure 58. Comparison of the tested vocabulary skills in the EGP and EAP textbook

### Topics covered

To identify the topics covered in each textbook, researcher focused on the titles of the reading, writing, listening and speaking sections and Academic word list (AWL) highlighter (2013) developed by EAP is used to find out whether they are in the academic context or not.

### *EGP*

In the EGP textbook, the titles of the reading, writing, listening and speaking sections are also analyzed to find out whether they are in the academic context or not. As a result of the analysis, out of 233 words, only six of them were found to be in the academic word list such as '*researching*', '*contrasting*' and '*project*'.

### *EAP*

In the EAP textbook, the titles of the reading, writing, listening and speaking sections are analyzed to find out whether they are in the academic context or not. As a result of the analysis, out of 118 words, only three of them were found to be in the academic word list such as '*medical*' and '*technology*'.

### *Comparison*

To find out whether the topics are in academic context or not, titles of the reading, writing, listening and speaking sections are analyzed in both textbook. As a result of the analysis, the EGP textbook included more academic words in its topic with six words. In the EAP textbook, there were only three academic words.

### **Situations it is intended for**

Figure 59 shows the task situations intended for each textbook. In the EGP textbook, 98,7% of the tasks are intended for *general* (G) situations whereas in EAP textbook, 54% of the tasks are intended for *academic* (A) situations.

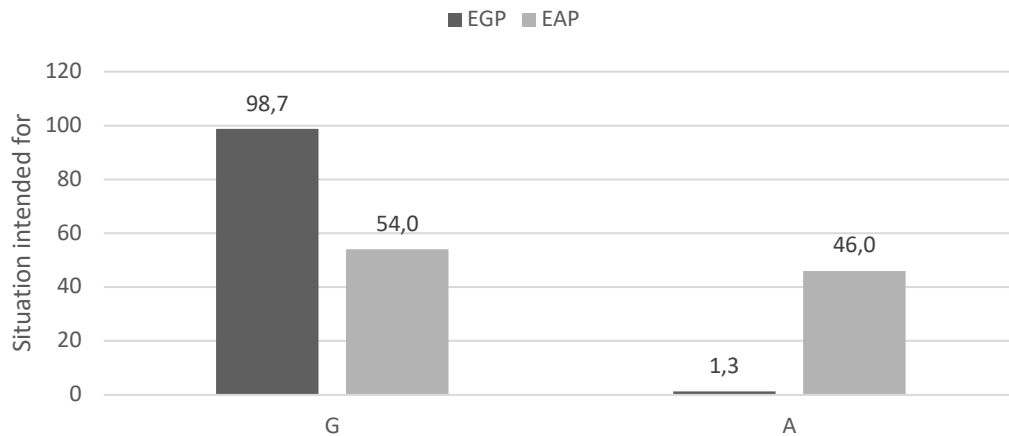


Figure 59. Comparison of the situations that it intended for in both textbooks

### Target learners

In each textbook, target learners are identified in the teacher's book, however, in EAP textbook it is stated at the back cover of student's book. The EGP textbook states that its target learners are those who have already have some basic knowledge in English. It claims that those who have a break and want return back to learn more and/or revise the key language can use the textbook. EAP textbook states that its target learners are post-secondary students who use and/or will be using English in their academic studies.

### Time required

In the textbook written for EGP, there is no information on the time required. Textbook written for EAP purposes claims that each unit consists 50 to 60-minute lessons in the teacher's book. In EAP textbook, there are 10 units, therefore, to complete the whole textbook 50 hours is needed.

## Components

As it is visualized in Table 8, textbook written for EGP purposes offers a student's book, teacher's book with a classroom audio CD and it also offers an online tool for both teachers and students to enhance their learning experience. The textbook written for EAP purposes offers a student's book, teacher's guide with tests and photocopiable activities, and classroom audio CD. Below is the visual representation of both textbooks' components (Table 8).

Table 8

Components of the both textbook

Components	EGP	EAP
Student's book	Yes	Yes
Teacher's book	Yes	Yes
Classroom audio CD / DVD	Yes	Yes
Online Tool	Yes	No
Photocopiable activities	Yes	Yes

## Number and length of units

Textbook written for EGP purposes contains 12 units. Each unit is 8 pages long.

Textbook written for EAP purposes contains 10 units. Each unit is 12 pages long.

### *EGP*

Below, Table 9 is the visual representation of number and length of units in both textbooks. As seen in Table 9, the EGP textbook is 150 pages long because it also includes a 'grammar reference' page for each unit at the back of the textbook. In



addition, it also includes a ‘word list’, ‘notes’, ‘irregular verbs’, ‘verb patterns’ and ‘phonetic symbols’ sections at the back of the textbook.

Table 9

Number and length of units

	Number of units	Length of units	Total pages
EGP	12	8	159
EAP	10	12	150

### *EAP*

As exhibited in Table 9, the EAP textbook is 150 pages long. This includes a ‘phonetic symbol’ and ‘audio scripts’ for the listening sections at the back of the student’s book.

### *Comparison*

Both textbooks under analysis are almost same in length, however, in the EGP textbook, additional sections as ‘grammar reference’ and ‘word list’ are provided. In the EGP textbook, audio scripts are not provided in the student’s book, however, they are provided in the teacher’s book. The EAP textbook includes an ‘audio script’ page and ‘phonetic symbols’. In conclusion, in both textbooks, phonetic symbols are provided at the back of the student’s book, however, audio scripts are provided only in the EAP textbook.

## **CHAPTER 5: DISCUSSION**

### **Introduction**

This chapter presents the overview of the study. Then, the major findings are presented and discussed. This chapter also presents the implication for practice and limitations of the study.

### **Overview of the study**

This study compares and contrasts the characteristics of two English language textbooks, both written for students whose level of English is A1-A2 according to CEFR. One of those textbooks was written for teaching English for general purposes and the other for academic purposes. The analysis was based on Richards (2015) textbook evaluation scheme's pre-use analysis stage.

This study addresses the following questions:

1. What are the characteristics of an A1-A2 level textbook written for teaching English for academic purposes?
2. What are the characteristics of an A1-A2 level textbook written for teaching English for general purposes?
3. What are the similarities between A1-A2 Level textbook written for teaching English for academic purposes and A1-A2 level textbook written for teaching English for general purposes?

4. What are the differences between A1-A2 Level textbook written for teaching English for academic purposes and A1-A2 level textbook written for teaching English for general purposes?

To answer these questions, researcher conducted a content analysis approach for the analysis of two textbooks. Researcher also benefited from MS Excel computer program to analyze the occurrences and frequencies of some focus areas in the textbook evaluation scheme developed by Richards (2015). Below is the visual representation of textbook evaluation scheme's pre-use 'analysis' phase (Table 1).

In Table 1, focus areas number one, two, five, 10, 11, 12, and 13, are analyzed by conducting a content analysis approach on the relevant parts through the readily available data in both textbooks and both textbook's teacher's books. Focus areas number three, four, six, and seven are analyzed through additional frameworks that are defined in chapter 3. Through these frameworks, researcher developed a coding list to ease the computation of the data to analyze their occurrences and frequencies.

### **The major findings**

For the analysis of the two textbooks under comparison, a content analysis approach was conducted. The major findings are presented by using Richards' (2015) first phase of the textbook analysis scheme focus areas.

## **Contents of the books in terms of scope / sequence and organization of the books and units**

The results of the EGP textbook analysis regarding the first two focus areas in terms contents of the books and scope and sequence put forward that the EGP textbook contains sections like “*Grammar*” and “*Everyday English*” that are not presented in the EAP textbook. However, in the same manner, the EAP textbook contains sections like “*Research*” and “*Review*” that are not included in the EGP textbook. In the contents page of the EGP textbook, under the vocabulary section, phrasal verbs and chunks of language are presented explicitly. According to Liu (2014), “the use of phrasal verbs is a hallmark of everyday English” (p. 209). Therefore, the EGP textbook put emphasis on the vocabulary even on the contents page. However, in the EAP textbook, an ‘*Everyday English*’ section was not present. The ‘*research*’ section in the EAP textbook on the contents page included functional descriptions and according to the organization of the course, the EAP textbook was designed for post-secondary students who need English in their academic studies. Therefore, it is possible that the research section promoted student to be competent in academic sphere in terms of research techniques and finding reliable sources. The EGP textbook in the organization of the book section did not claimed that the textbook was written for post-secondary students, however, it aimed students in all age groups who want to progress further in English. According to Islam, “EGP provides basic knowledge and skills of English language at a school level where the occupational/professional and higher educational orientations of the students are not defined properly” (2011, p. 69). However, as a result of the analysis of both contents and organization of the textbooks, it is possible to say that EAP textbook with its additional sections such as ‘*research*’ promotes students to develop their skills for

the higher educational orientation since “the majority of academic research is published in English and every year the number is increasing rapidly” (British Council, 2015, p. 42). Therefore, the additional section in the contents page of the book confirms that the textbook is specifically written for post-secondary students.

### **Types of texts included / Number and length of units**

As a result of the analysis of types of texts (Appendix A), the EGP textbook put forward that the most frequently used text type was *Conversations* (TT4c), including reading, writing and listening skills. The EAP textbook put forward that the most frequently used text type was *Report* (TT1). The analysis was also made by skill to skill. The most frequently used text types in the listening skill in the EGP textbook was again *Conversations* (TT4c) whereas in the EAP textbook it again was *Report* (TT1) type of text. As Grünwald and Heinrichs (2015) suggests, “EAP teaching changes English learning process from simple language learning into content learning” (p. 79). Therefore, it is not surprising that the *Report* (TT1) type of texts which presents information about a subject is used more in the EAP textbook.

Another reason why the EGP textbook focused on *Conversations* (TT4c) types of texts can be explained by the fact that “GE students...seem to indicate that they would appreciate materials which help them to manage everyday interactions in the English-speaking environment that they are in” (Tomlinson, 2008, p. 21).

Throughout the reading, writing and listening skills, *Report* (TT1) type of text was the most frequently used text type in the EAP textbook. In writing exercises, both textbooks asked students to compose their writings in *Report* (TT1) type of text.

According to Council of Europe CEFR objectives, in A1-A2 level, students can “write short simple postcard, for example sending holiday greetings” and “can fill in

forms with personal details... write short, simple notes and messages relating to matters in areas of immediate needs” and “write a very simple personal letter, for example thanking someone for something” (2018, p. 6). Therefore, the occurrence of *Report* (TT1) type of text in writing is not surprising since this type of text deals with presenting information about a subject and presenting factual information according to Board of Studies (2001). “EGP only applies to the daily communication...” (Grünwald & Heinrichs, 2015).

In the analysis, the length of the texts is also analyzed to discover how they differ, if they do, how it changes from one textbook to another and one skill to another. The results showed that the EGP textbook contained longer texts (see figure 15 in chapter 4). There was a great difference between the reading and listening text lengths. The reading texts in the EGP textbook ranged from 10 to 80 lines. However, the reading text length was frequent between 10 to 20 lines which was similar to the EAP reading. Although the minimum and maximum values of range changes significantly, their overall frequency in terms of reading text length was directly proportional. In literature, there was no information on the length of texts comparing EGP and EAP, therefore, through this analysis, it can be inferred that although the range changes, the most frequent length in both textbooks were similar.

### **Exercises contained within the texts**

Exercises contained within the text were analyzed through multiple frameworks for reading, writing, listening, speaking, grammar, vocabulary, and study skills (see chapter 3). The most frequently used reading exercise in the both EGP and EAP textbook was *Open ended questions* (OpenE). According to Course, “Open-ended

display questions were asked to refer the learners to the course book or materials used” (2014, p. 334). Since it was claimed by the EGP textbook’s organization of the course, the reading section encourages students to understand the main idea of the given text, therefore, with *Open ended questions* (OpenE) types of exercises are suitable for students refer back to their textbooks and to express what they understand from the text. “Open-ended questions can take the reading teacher where multiple-choice items cannot: to the children's ability to use their experiences to construct meaning in response to text” (Applegate et al., 2002). Therefore, the claims of the EGP textbook in terms of encouraging students to understand the main idea of the text is supported by *Open ended questions* (OpenE).

The most frequently asked writing exercise type in both textbook was *Controlled* (controlled) writing. “Much has been written about the teaching of composition for foreign students; however, the stress always seems to be on the level of the beginning learner of English, or in the area of controlled writing” (Bracy, 1971). Since both textbooks were in A1-A2 level, controlled writing exercises can be the most suitable exercise since it has its own borders and students are clearly asked what to write. According to Elturki, “controlled writing is seen as a useful tool for teaching composition to English language learners...at different levels of English proficiency especially beginner learners of English who are totally new to the language” (2013, para. 3). It was analyzed that in the both textbooks, the most frequently used writing task type was *Report* (TT1). In this low level, students are both guided with controlled writing exercise that limits the scope of the exercise and the type of text which is used also encourages students to give information on the facts. Therefore, in both EGP and EAP textbooks, there was no difference in terms of

the writing exercise type, indeed, both used *Controlled* (controlled) writing exercise in A1-A2 level.

In listening exercises, the most frequently used exercise types in both textbooks were *Complete the notes* (Complete) and *Listen and check your answers* (LisCheck) types of exercises. The EGP textbook claims that the listening section helps students to develop an ability to understand the main message of the text, therefore, these types of exercises can be beneficial for students to develop their skills to understand the main message of a text. The EAP textbook claims that the listening section includes lectures, discussions, seminars and academic podcasts, however, the most frequently used exercise types in the listening section were not different. According to Chazal, “students need good listening skills to interpret what people are saying in various academic situations. For example, they need to be able to understand the content of a lecture at the speed it is delivered” (2014, para. 3). As it was defined in the EAP textbook’s teacher book, students are presented reports, articles and academic studies. Therefore, it can be inferred that the listening exercise types encourages students for those who want to develop themselves for the academic situations. In sum, both in the EGP and the EAP textbooks, the most frequently asked exercise types do not differ, however, the EGP textbook aims its users to develop their ability to understand the main message of the text.

In speaking exercises, the most frequently used exercise type in both textbook was *Open ended questions* (OpenE). However, the results put forward that *Talk about yourself* (Talkyou) types of exercise was used significantly more in the EGP textbook. Since both textbook is designed to be taught in A1-A2 level according to



CEFR, it is easy to say that the EGP textbook promotes students to interact by giving information about themselves, however, the most frequently asked exercise in the speaking section of the EAP textbook asks students to give open answers, in a way, they are free to express their thoughts. As Jordan (1997) states, in the EAP, there exists a development in critical thinking as the language is being learned. Therefore, one of the reasons why the EAP textbook uses *Open ended questions* (OpenE) in speaking exercises can be encouraging students to express themselves by using critical thinking strategies.

In grammar exercises, the most frequently used exercise type in the EGP textbook was *Complete the gaps* (CompleteGap) where students are asked to write the appropriate word with the appropriate grammatical form in the given space. In the EAP textbook, the most frequently used exercise type was *Error correction* (EC). According to Shaw, “error correction exercises can dramatically improve academic writing abilities. Identifying errors is a crucial first step” (2014, p. 4). Therefore, it can be inferred that the EAP textbook promotes students to improve their academic writing skills at this early stage. *Use the grammatical rule given* (UseGram) type of exercises was used more in the EGP textbook and it can be explained that the “EGP courses are mostly focused on grammar, language structure and general vocabulary” (Popescu, 2010).

In vocabulary exercise types, the most frequently used exercise types in both textbooks are *Match the words with the pictures* (MatchPic) and *Complete the gaps* (Complete). The biggest difference was in *Put into categories* (categories) type of vocabulary exercises. The EAP textbook used this exercise type more than the EGP

textbook. According to Al-Jabri, “this type of clustering is widely known and frequently appears in general ESL textbooks” (2005, p. 8). However, results showed that it also appeared in the EAP textbook under analysis.

### **Aims and objectives of the books**

Aims and objectives of the two textbooks were also analyzed qualitatively through the descriptions available in both textbooks. The results put forward that the EAP textbook defined its aims and objectives explicitly in the teacher’s book under a predefined title for this focus area. However, the EGP textbook implicitly emphasized its aims and objectives in the organization of the course section which was teacher’s book. However, through the explanation of the organization of the course, not every skill objective was clearly defined. It stands out that the EGP textbook claimed that it aims its users to analyze grammatical points overtly and build on their knowledge to increase their confidence in conversations and discussions. In the EAP textbook, grammatical points were not emphasized explicitly, however, they were implied in the exercises. The results put forward that both textbooks in terms of aims and objectives claims that they encourage students to raise their comprehension level in complex texts. According to Gillett (2011),

The main objective of EAP courses is to teach the language, both general academic language and subject specific language as well as language related practices such as summarising and writing introductions. The language of the learners' academic subject and language related study skills will form the main component of the EAP skills classes. (para. 16)

Levels of the both textbooks were defined on the back cover of textbook which corresponded A1-A2 level. Through the CEFR objectives that are defined for reading, writing, listening, speaking and grammar skills, researcher analyzed the

overall corresponding level of the textbooks according to CEFR. The results put forward that the levels of the both textbooks are frequent in A1-A2 level, therefore, the results confirm the claims of the textbooks.

### **Skills addressed**

According to the analysis results on the distribution of addressed skills in the both textbooks put forward that the speaking and listening skills are the most emphasized skill in the EGP textbook. According to Tomlinson, EGP students main needs while taking the course is improving especially speaking and listening skills (Tomlinson, 2008). However, in the EAP textbook, the most emphasized skill is reading skill. “In academic study, especially at university, you will have vast amounts of reading for every course. If your only strategy is to read everything, one word at a time, you will never succeed. It is therefore important to develop strategies to improve reading speed” (Smith, 2018, para. 1). Therefore, the EAP textbook put emphasis on the reading section and it explains that the EAP students should develop certain strategies to be competent in that sphere. These strategies may have developed through study skills which will be discussed in the following section. The distribution of the skills in the EGP textbook favored speaking skill. “Speaking is a part of daily life that everyone should develop in subtle and detailed language” (Derakhshan, Khalili, & Beheshti, 2016, p. 177). Therefore, the emphasis on speaking skill in the EGP textbook promotes communication in everyday life.

“EGP courses are mostly focused on grammar, language structure and general vocabulary. EGP courses are responsible to the general language acquisition and, for the vast majority of learners, they are extremely used” (Popescu, 2010, p. 51).

The addressed skills in the both textbooks were also analyzed by their subskill CEFR objectives for each skill. The objectives were analyzed for their occurrences. In the both textbooks, results put forward that the most frequently occurred objective in reading tasks was ‘*Can get the gist of short simple narratives, with visual support*’ (GR26). It can be inferred that the without considering academic or general context, both textbooks are promoting students to understand the gist of short simple narratives through visual support. However, the second most frequently occurred objective in reading tasks in both textbooks differ. The EGP textbook used ‘*Can get the gist of short simple narratives*’ (GR25) objective whereas the EAP textbook used ‘*Can understand the main information from simple diagrams (e.g graphs, bar charts)*’ (GR32.1). In that sense, EGP textbook aimed its users to understand short simple text without the support of visuals, however, the EAP textbook’s tendency was intensified through understanding scientific reports and facts that were supported by graphs, charts and diagrams and it was supported by the most frequently used text type *Report* which was discussed above.

The results put forward that the most frequently covered objectives in writing task in the EGP textbook were ‘*Can write simple sentences about the given prompt*’ (GW28.1) and ‘*Can write short, basic descriptions of places people or things*’ (GW35). In the EAP textbook, the most frequently covered objective was ‘*Can write simple sentences about things that they and other people do*’ (GW7) and the second most frequently used objective was ‘*Can write simple sentences about the given prompt*’ (GW28.1). In sum, both textbooks included GW28.1 objective frequently. Considering the GW28.1 objective, students in writing tasks are encouraged to construct basic sentences that are related with the descriptions. It was also supported by the most frequently used text type in both EGP and EAP writing tasks which was

*Report* (TT1). In that sense, the most frequently covered objectives both textbooks do not differ.

The results put forward that the most frequently covered listening objective in the EGP textbook was ‘*Can follow short, simple, social exchanges*’ (GL38). In the EAP textbook, the most frequently used objective was ‘*Can follow sequence of events in a short, simple dialogue or narrative*’ (GL45). According to the results of the most frequently text type in the EGP textbook, *Conversations* (TT4c) types of texts stood out, therefore, it is not surprising that the listening tasks are requiring students to follow short, simple, social exchanges and testing them in this context. In the EAP textbook, the most frequently used text type was *Report* (TT1) type of text which deals with presenting an information about a subject. In the EAP context, students are expected to listen and understand the lecture that they are taking. According to Gillett, “in lectures, they would, among other things, need to listen for general understanding...” (2011, para. 13). Therefore, following the sequence of events is important for EAP learners to compete in the academic context.

The results put forward that the most frequently covered speaking objective in the both textbooks were ‘*Can describe the position of something in a basic way*’ (GS105). However, the second most frequent objective in both textbooks were different. In the EGP textbook, the second most frequent objective was ‘*Can use a limited range of expressions to describe objects, possessions or products*’ (GS118). In the EAP textbook, the second most frequent objective was ‘*Can read aloud short, familiar fixed expressions in a way that can be understood*’ (GS44). Comparing these two objectives, it can be inferred that the EGP textbook encourages students to

communicate in everyday language by using limited range of expressions. However, the EAP textbook stresses the importance of reading aloud with the correct pronunciation so that it can be understood by the audience. According to British Council (2013), in today's world, the non-native speakers outnumber the native speakers of English. Therefore, it is important for non-native speakers, especially post-secondary students who are learning English for academic purposes to put emphasis on the correct pronunciation while speaking.

Study skills that are defined by the EAP textbook itself was used to analyze the frequency in both textbooks. According to Gillett (2011), "There is often discussion whether these two terms - EAP and study skills - mean the same. It is useful to make a distinction between general study skills that are not concerned with language and language study skills that will probably form part of an EAP course" (para. 7). In this focus area of analysis, the predefined types of study skills were analyzed and results put forward that the EAP textbook used more study skills than the EGP textbook. In the EAP textbook, *Presentation skills* (PS) was the most frequently covered skill and it was followed by *Research skills* (RS). The EAP textbook defined its target learners as post-secondary students who need English for their academic study, therefore, the study skills that are predefined in the EAP textbook aims its users to develop certain strategies for the academic studies. The EGP textbook did not define any study skills, however, as a result of the analysis, there were only two other study skills that were dealing with 'Recognizing and producing polite expressions' and 'Recognizing and producing big numbers' which can also be used in general context.

The results put forward that in the both textbooks, Receptive (REC) vocabulary skill was highly emphasized. According to De La Fuente, “there is a receptive-productive continuum involved in learning a word, and receptive processing (for comprehension) and productive processing (for production) are said to be two different types of cognitive processes” (2006, p. 270). Since both textbooks were designed to be taught in A1-A2 level, the emphasis was highly on comprehension rather than production of the words. The vocabulary section, therefore, put more emphasis on the *Receptive* (REC) vocabulary than *Productive* (PRO) vocabulary.

### **Topics covered and situation it is intended for**

The topics covered in the both textbooks are analyzed through an additional framework to find out whether they are in the academic context or not. Results revealed that the EGP textbook included more academic words than the EAP textbook. However, in terms of the situations it is intended for, all the activities in the textbook was coded to find out whether they are aiming an *Academic* (A) or *General* (G) situation. The results put forward that the activities in the EGP textbook was significantly more in the *General* (G) situation. However, in the EAP textbook the half of the activities were aimed for Academic and half of the activities were aimed for General situations. In that sense, although the topics in both textbooks not in the academic context, the situation that is intended varied. Overall, half of the EAP task situations were intended for academic context.

### **Target learners**

Through the content analysis approach, target learners of both textbooks are identified. The results put forward that the EAP textbook was specifically designed

for post-secondary students who need English in their academic studies. However, the EGP textbook defines its target learners as those who already have some basic knowledge in English. It claims that those who had a break and wants return back to learn more and/or revise the key language can use the textbook. According to Popescu, “the age of EGP learners varies from children to adults and learning the English language is the subject of the courses” (2010, p. 51). In that sense, learning EGP is possible for every age group, however, for the EAP, the textbook itself limits learners with the post-secondary students who are aiming for higher studies.

### **Time required and components**

The results put forward that one of the textbooks did not claim the time required for completing the whole textbook. The EAP textbook specifically defined the time required for each unit and the whole textbook. However, the results put forward that the EGP textbook contained more components comparing with the EAP textbook.

There was no online tool for the EAP textbook. Accordingly, the number and length of units were almost similar in the both textbooks, however, both textbooks included additional sections that were not present in the other textbook. For instance, the EGP textbook included ‘grammar reference’ and ‘word list’ sections at the very last pages of the textbooks.

### **Conclusion**

Through content analysis, this study compares and contrasts the characteristics of two English language teaching textbooks, both written for students whose level of English is A1-A2 according to the CEFR. The comparison is based on Richards (2015) textbook evaluation scheme, using the pre-use analysis stage of the scheme’s first phase.



In terms of contents of the books in terms and scope and sequence, it stands out that the EGP textbook includes separate sections like *Grammar* and *Everyday English* whereas the EAP textbook includes sections like *Research* and *Review*.

In the EGP textbook, the most frequently used text type is *Conversations*. However, in the EAP textbook it is *Report* type of texts. According to Tomlinson (2008) EGP students appreciate sources that can help them to practice their speaking skills in everyday situations. Parallel to this view, the EGP textbook includes conversational texts more often.

In both textbooks, exercises contain within the texts are analyzed. Each skill is analyzed separately. In both textbooks, the most frequently used reading exercise type is *Open Ended Questions*. However, in the EAP textbook, it stands out that *Error Correction* type of exercises are present unlike the EGP textbook.

In speaking exercises, the EAP textbook includes *Presentation* type of exercises more often. Therefore, it can be understood that students are asked to give presentation more often which can prepare them for the academic world.

In grammar exercises, the EAP textbook use *Error Correction* type of exercises more often whereas the EGP textbook has *Use the given grammatical structure* type of exercises where the focus is explicitly on grammar knowledge. Although the EGP textbook focuses on grammar explicitly, the EAP textbook's focus is on error correction and it requires students to develop their grammar implicitly.

As to the vocabulary exercises, the EAP textbook uses *Categories* type of exercises more often and asks students to categorize certain words according to the meaning rather than giving the definition. In the EGP textbook the most frequently used vocabulary exercise type is *Match the picture with definition*.

Both textbooks claim its level as A1-A2 according to the CEFR. Researcher analyzed each skill and its CEFR level separately, however, as a whole it stands out that both textbooks include exercises whose level are above A1-A2. However, the majority of the exercises in both textbooks correspond to A1-A2 level, which justifies both textbooks' claims.

The most frequently used skill in the EGP textbook is the speaking skill whereas it is the reading skill in the EAP textbook. In the EGP textbook, it is followed by grammar and in the EAP textbook, it is followed by the listening skill.

Learning objectives in both textbooks' exercises were analyzed for four main skills: reading, writing, listening and speaking. In reading exercises, the most frequently used learning objective in the EGP textbook is '*Can get the gist of short simple narratives*'. In EAP textbook '*Can understand the main information from simple diagrams (e.g. graphs, bar charts)*' objective is used often and it is not present in the EGP textbook.

In listening skill, the EAP textbook often focuses on '*Can generally identify the topic of discussion around them when conducted slowly and clearly*' objective and it is not

present in the EGP textbook. In the EGP textbook the most frequently used objective is '*Can follow short, simple social exchanges*'.

In speaking exercises, '*Can use a limited range of fixed expressions to describe objects, possessions or products*' objective is used frequently in the EGP textbook comparing with the EAP textbook.

In terms of study skills which were predefined in the EAP textbook, *Presentation skill* is mostly emphasized in the EAP textbook and it is not covered in the EGP textbook.

As a result of the analysis of topics covered, there are more academic words in the EGP textbook's topics compared to the EAP textbook according to academic word list.

The EAP textbook clearly states its target learner as post-secondary students whereas EGP textbook states that its target learners are those who already have some basic knowledge in English.

### **Implications for practice**

The outcomes of this research can be used in book selection processes for ELT purposes. Teachers, individuals and other stakeholders can benefit from the outcomes of this research.

EGP and EAP textbooks under analysis showed that there are certain types of exercises which are used frequently according to the purpose of a textbook. Therefore, the outcomes of the exercises used can benefit instructional choices in both general and academic context.

Publishers and authors can benefit from the outcomes of this research as well since it can help them to identify which skills and exercises to include in the creation of both EGP and EAP instructional textbooks

### **Implications for future research**

This study focuses on exploring the possible distinct characteristics, similarities and differences of two English language textbooks that are written for the A1-A2 CEFR level, one for teaching EGP and one for teaching EAP that are published by the same publisher. Future research can focus on higher CEFR levels to analyze the possible distinct characteristics of EGP and EAP textbooks.

This study focuses on two textbooks that are published by the same publisher, however, further research can include different publishers' EGP and EAP textbooks to create a more complete picture regarding the comparison of EGP and EAP textbooks in lower levels.

This study employs content analysis methodology and the textbooks were analyzed in pre-use stage. Other studies can employ other methodologies like class

observations and teacher feedback for during and after use stages analysis of textbooks.

### **Limitations**

The scope of this study is limited to pre-use “analysis” phase of the Richards’ “Textbook evaluation scheme” (2015). Therefore, the study does not include the scheme’s second and third phases, which are related to the during and after use of the textbooks.

Secondly, this study is limited to only one evaluation scheme. Other researchers may use different evaluation schemes to evaluate both textbooks.

This study is also limited to one textbook that is written for teaching English for general purposes and one textbook that is written for teaching English for academic purposes. Further studies can investigate more than one sample from each branch of ELT.

This study uses a textbook evaluation scheme and additional frameworks as reference. Frameworks that are used can be changed and/or developed as for the purpose of this study the researcher felt the need to add on the Richards’ framework by making use of further frameworks due to insufficiency of the original framework and by adding new entries/categories to the additional frameworks/lists used.

Lastly, this study uses two different textbooks that are published by the same publisher. Further studies can compare and contrast different characteristics of the textbooks that are published by various publishers.



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## APPENDICES

### Appendix A: Text Types (adapted from Board of Studies, 2001)

Text types	Codes
Report	TT1
Procedure	TT2
Directions	TT2a
Recipes	TT2b
Itineraries	TT2c
Instructions	TT2d
Experiments	TT2e
Explanation	TT3
Recount	TT4
Newspaper	TT4a
TV reports	TT4b
Conversations	TT4c
Letters	TT4d
Eye-witnessed accounts	TT4e
Radio reports (R)	TT4f
Narrative	TT5
Novels	TT5a
Spoken stories	TT5b
Historical Fictions	TT5c
Other stories	TT5d
Exposition	TT6
Advertisement	TT6a
Editorials	TT6b
Spoken arguments	TT6c
Legal defenses	TT6d
Discussion	TT7
Response	TT8

Note. R: Researcher's addition

**Appendix B: Reading Exercise Types**  
(adapted from British Council, 2018)

Reading exercises	Codes
Match the headings with the paragraphs	MatchH
True or false	TF
Multiple choice	MC
Open ended questions	OpenE
Put the paragraphs into correct order	Porder
Missing sentences	Missing
Complete sentences about the text	Complete
Vocabulary in a text	Vocab
The writers opinion or readers response	Opinion
Error correction (R)	EC
Find and underline (R)	FU
Ordering / listing info (R)	OL
Fill in the blanks (R)	Fill
Identify the differences (R)	IdentifyD
Matching activity (R)	Match

*Note.* R: Researcher's addition

**Appendix C: Writing Exercise Types**  
(adapted from Reid, 1993)

Writing exercises	Codes
Controlled	Controlled
Independent / Free	Indep



**Appendix D: Listening Exercise Types**  
(adapted from British Council, 2018)

Listening exercises	Codes
True false	TF
Multiple choice	MC
Open answers	OpenA
Complete the notes	Complete
Choose the correct option (R)	ChooseC
Listen and repeat (R)	LisRep
Listen and check your answers (R)	LisCheck
Matching (R)	Match
Listen and underline (R)	LisUnd
Listen and order (R)	LisOrd
Listen and take notes (R)	LisTake

*Note.* R: Researcher's addition



**Appendix E: Speaking Exercise Types**  
**(adapted from British Council, 2018)**

Speaking exercises	Codes
Talk about yourself	Talkyou
Describe a photo or picture	Describe
Discussion	Discuss
Information gap activity	InfoGap
Tell a story or personal anecdote	Anecdote
Oral presentation	Present
Talk about preferences (R)	Preference
Open ended question (R)	OpenE
Repeat (R)	Repeat
Acting out (R)	Act

*Note.* R: Researcher's addition

**Appendix F: Grammar Exercise Types**  
(adapted from British Council, 2018)

Grammar exercises	Codes
Write words to complete a text	WriteWord
Choose the correct option	ChooseCor
Complete the gaps	CompleteGap
Word formation	Formation
Sentence transformation	SentenceTrans
Use the grammatical rule given (R)	UseGram
Circle / underline (R)	Circle
Error correction (R)	EC
Matching (R)	Match
Multiple choice (R)	MC
Fill in the blanks (R)	Fill
Identify the grammatical rule given (R)	Identify
Making questions using the grammatical rule given (R)	MQ
Making sentences using the grammatical rule given (R)	MS

*Note.* R: Researcher's addition

**Appendix G: Vocabulary Exercise Types**  
(adapted from British Council, 2018)

Vocabulary exercises	Codes
Complete the gaps	Complete
Match the words and the pictures	MatchPic
Match the words with the definitions	MatchDef
Choose the correct word	Choose
Categories	Categories
Odd one out	Odd
Word building	Wordbuild
Words that go together	Wordsgoto
Use words in context (R)	UseInContext
Choose the opposite (R)	ChooseOp


*Note.* R: Researcher's addition




Pearson GSE Global Scale Reading objectives

Objectives	Codes	CEFR Level
Can recognise cardinal numbers up to 10	GR1	<A1
Can recognise ordinal numbers up to 10*	GR1.1	<A1
Can recognise the letters of the alphabet	GR2	<A1
Can order letters alphabetically*	GR2.1	<A1
Can read and understand simple prices.	GR3	<A1
Can identify very common food and drink on a menu	GR4	<A1
Can recognise basic plural forms of nouns (e.g. cars, books)	GR5	<A1
Can recognise familiar names, words and very basic phrases on simple notices	GR6	<A1
Can follow short, simple written directions (e.g. to go from X to Y)	GR7	A1
Can understand short written notices	GR8	A1
Can understand short written notices with visual support	GR9	A1
Can understand short written signs	GR10	A1
Can understand short written signs with visual support	GR11	A1
Can understand short written instructions	GR12	A1
Can understand short written instructions with visual support	GR13	A1
Can understand simple descriptions of places	GR14	A1

Appendix H: Reading Learning Objectives  
(adapted from Pearson GSE Teacher Toolkit, 2017)



Can follow basic instructions for making something simple	GR15	A1
Can understand familiar phrases in a simple text	GR16	A1
Can follow simple instructions to carry out a straightforward task.	GR17	A1
Can understand simple descriptions of people's physical appearance	GR18	A2
Can find specific information in everyday materials	GR19	A2
Can find predictable information in everyday materials	GR20	A2
Can understand simple questions in questionnaires on familiar topics	GR21	A2
Can understand short simple passages on postcards	GR22	A2
Can understand short simple passages on emails	GR23	A2
Can understand short simple passages on social networks	GR24	A2
Can get the gist of short, simple narratives	GR25	A2
Can get the gist of short, simple narratives, with visual support.	GR26	A2
Can understand the general meaning of short, simple informational material and descriptions if there is a visual support	GR27	A2
Can understand the general meaning of short, simple informational material and descriptions*	GR27.1	A2
Can understand simple instructions on everyday equipment	GR28	A2
Can read a simple text and extract factual details.	GR29	A2
Can understand short, simple personal emails	GR30	A2+
Can understand short, simple personal letters	GR31	A2+
Can identify specific information in simple letters	GR32	A2+



Can identify specific information in simple texts*	GR32.1	A2+
Can identify specific information in brochures	GR33	A2+
Can identify specific information in short articles	GR34	A2+
Can understand reports of travel delays and cancellations	GR35	A2+
Can understand rules and regulations if expressed in simple language	GR36	A2+
Can make basic inferences from simple information in a short text	GR37	A2+
Can extract key information from a simple academic text, if guided by questions	AR1	A2+
Can understand the main information from simple diagrams (e.g. graphs, bar charts)	GR38	A2+
Can recognize spelling errors in a reading*	AR2	A1
Can recognize punctuation errors in a reading*	AR3	A1
Can recognize grammar errors in a reading*	AR4	A1
Can extract relevant details in everyday letters, brochures and short official documents	GR39	B1
Can take basic notes on a text about a familiar topic in their field of study	AR5	B1
Can recognize the stressed syllable in a text*	GR40	A1
Can follow the sequence of actions or events in a text on a familiar everyday topic	GR41	A2+


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*Note.* \*: Researcher's contribution.




Pearson GSE Global Scale Writing objectives

Objectives	Codes	CEFR Level
Can write their name, address and nationality	GW1	<A1
Can write the letters of the alphabet in upper and lower case	GW2	<A1
Can write the letters in the alphabetical order*	GW2.1	<A1
Can write the letters in the correct order*	GW2.2	<A1
Can copy familiar words and short phrases about everyday objects and set phrases	GW3	<A1
Can write consistently with joined-up letters	GW4	<A1
Can complete simple forms with basic personal details	GW5	A1
Can copy short sentences on everyday subjects (e.g. directions how to get somewhere)	GW6	A1
Can write simple sentences about things that they and other people	GW7	A1
Can use basic punctuation (e.g. commas, full stops, question marks)	GW8	A1
Can complete a simple form requiring travel information (e.g. Landing cards, custom declaration)	GW9	A1
Can write simple sentences about personal interests	GW10	A1
Can write simple sentences about their family and where they live	GW11	A1
Can spell a range of common names	GW12	A1
Can write simple sentences about someone's life and routines	GW13	A1
Can write short, simple notes, emails and postings to friends	GW14	A1



Can write dates using both digits and words	GW15	A1
Can spell a range of common jobs	GW16	A1
Can spell a range of common greetings.	GW17	A1
Can write simple sentences about a familiar object	GW18	A1
Can write times using both digits and words	GW19	A1
Can write simple sentences about what they and other people do	GW20	A2
Can write a simple description of a room, house or apartment	GW21	A2
Can write simple sentences about someone's work and duties	GW22	A2
Can give personal details in written form in a limited way	GW23	A2
Can write a standard greeting on a card	GW24	A2
Can use very basic connectors like 'and', 'but', 'so' and 'then'	GW25	A2
Can write very short, basic directions	GW26	A2
Can write very short, basic questions*	GW26.1	A2
Can write very short, simple sentences about their feelings	GW27	A2
Can write simple sentences about personal skills	GW28	A2
Can write simple sentences about the given prompt*	GW28.1	A2
Can write short texts about their likes and dislikes using basic fixed expressions	GW29	A2
Can give an example of something in a very simple text using 'like' or 'for example'	GW30	A2
Can make simple comparisons between people, places or things	GW31	A2+





Can ask for personal details in written form in a limited way	GW32	A2+
Can write a short description of familiar activities, given visual support	GW33	A2+
Can write a short description of familiar activities*	GW33.1	A2+
Can write very simple personal emails/letters expressing thanks and apology	GW34	A2+
Can write short, basic descriptions of places, people or things	GW35	A2+
Can write a description of a simple everyday process (e.g. a recipe)	GW36	A2+
Can write short, simple notes relating to everyday matters	GW37	A2+
Can write short emails relating to everyday matters	GW38	A2+
Can write short messages relating to everyday matters	GW39	A2+
Can write a simple paragraph about a person*	AW1	B1+
Can indicate the citations used*	AW2	A2
Can present additional ideas using a range of linking words and phrases	GW40	B2
Can make simple comparisons between people, places or things	GW41	A2+
Can write personal emails/letters giving some details of events, experiences and feelings	GW42	B1
Can follow the sequence of actions or events in a text on a familiar everyday topic	AGR41	A2+

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*Note.* \*: Researcher's contribution.



Pearson GSE Global Scale Listening objectives


Objectives	Codes	CEFR Level
Can understand the letters of the alphabet.	GL1	<A1
Can recognise a few familiar everyday words, if delivered slowly and clearly	GL2	<A1
Can understand cardinal numbers from 1 to 20	GL3	<A1
Can recognise simple informal greetings.	GL4	<A1
Can recognise the letters of the English alphabet when pronounced.	GL5	<A1
Can recognise simple formal greetings.	GL6	<A1
Can understand very basic common classroom instructions	GL7	<A1
Can understand the time of day when expressed in full hours	GL8	<A1
Can understand cardinal numbers from 21 to 100	GL9	<A1
Can understand ordinal numbers from 1 to 100	GL10	<A1
Can understand simple language related to prices and quantities	GL11	<A1
Can understand basic questions about personal details if addressed slowly and clearly	GL12	<A1
Can understand basic personal details if given carefully and slowly	GL13	<A1
Can understand questions addressed carefully and slowly	GL14	A1
Can understand the time of day when expressed to within five minutes	GL15	A1
Can identify a caller's name and phone number from a short, simple telephone conversations	GL16	A1

Appendix J: Listening Learning Objectives  
(adapted from Pearson GSE Teacher Toolkit, 2017)



Can understand short, simple instructions addressed carefully and slowly	GL17	A1
Can extract the names of people or places from short, simple dialogues if delivered slowly and clearly	GL18	A1
Can extract simple information in an audio	GL18.1	A1
Can understand the time of day when expressed to the quarter hour	GL19	A1
Can understand basic questions about objects in pictures or in their immediate surroundings	GL20	A1
Can distinguish between 'can' and 'can't'	GL21	A1
Can understand basic questions about people's likes and dislikes	GL22	A1
Can understand cardinal numbers from 101 to 1000	GL23	A1
Can follow speech which is very slow and carefully articulated, with long pauses	GL24	A1
Can understand basic information about someone's likes and dislikes	GL25	A1
Can understand simple directions from X to Y on foot or public transport	GL26	A1
Can understand simple spoken commands in a game or sport	GL27	A1
Can understand basic factual statements	GL28	A1
Can understand basic questions about free time activities	GL29	A1
Can understand basic information about free time activities	GL30	A1
Can understand a phone number from a recorded message	GL31	A1
Can follow simple everyday transactions (e.g. Shopping and eating out) if carried out slowly and clearly	GL32	A1
Can understand excuses if expressed in simple language	GL33	A2
Can recognise phrases and content words related to basic personal and family information	GL34	A2

Can extract key factual information such as prices, times and dates from short clear, simple announcements	GL35	A2
Can extract key factual information in an audio*	GL35.1	A2
Can recognise phrases and content words related to familiar topics (e.g. Shopping, local geography)	GL36	A2
Can understand information related to people's daily routines	GL37	A2
Can follow short, simple social exchanges	GL38	A2
Can understand simple, everyday conversations if conducted slowly and clearly	GL39	A2
Can understand who a phone call is intended for	GL40	A2
Can extract key factual information such as prices, times and dates from a recorded phone message	GL41	A2
Can extract key factual information such as prices, times and dates from an audio	GL41.1	A2
Can recognise when speakers disagree in a conversation conducted slowly and clearly	GL42	A2+
Can recognise when speakers agree in a conversation conducted slowly and clearly	GL43	A2+
Can understand enough to respond to direct requests expressed slowly and clearly	GL44	A2+
Can follow the sequence of events in a short, simple dialogue or narrative	GL45	A2+
Can get the gist of short, simple stories if told slowly and clearly	GL46	A2+
Can follow the main points in a simple audio recording, if provided with written supported material	GL47	A2+
Can understand standard speech on familiar matters, with some repetition or reformulation	GL48	A2+
Can recognize when speaker opens up / and or / changes a new topic*	AL49	A1
Can generally identify the topic of discussion around them when conducted slowly and clearly	GL49	A2+
Can identify the number/gender of speakers*	GL50	A1



Can identify the reason for the given opinion*	GL51	A2/A2+
Can extract key factual information such as dates, numbers and quantities from a presentation	GL52	B1
Can take effective notes while listening to a simple straightforward presentation or a lecture on a familiar topic	AL50	B1+
Can identify the correct pronunciation of simple words and phrases*	GL53	A1/A2
Can identify a specific information given*	GL54	A1/A2
Can extract specific details from poor quality public announcements, e.g., in a station, sports stadium, etc.	GL55	B2+

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*Note.* \*: Researcher's contribution.




Pearson GSE Global Scale Speaking objectives

Objectives	Codes	CEFR Level
Can ask someone for their name	GS1	<A1
Can say their name	GS2	<A1
Can say the letters of the alphabet	GS3	<A1
Can make simple purchases by pointing or other gestures	GS4	<A1
Can name a few very common everyday objects	GS5	<A1
Can recognise and say the name of their own country, nationality and language	GS6	<A1
Can greet people using a few basic fixed expressions	GS7	<A1
Can ask someone what their nationality is	GS8	<A1
Can read out phone numbers	GS9	<A1
Can read out numbers*	GS9.1	<A1
Can spell out their own name and address	GS10	<A1
Can say other people's nationalities	GS11	<A1
Can give very limited personal information using basic fixed expressions	GS12	<A1
Can ask and answer basic requests for information with 'What's this/that?'	GS13	<A1
Can name a few common jobs	GS14	<A1
Can tell the time of day in full hours	GS15	<A1
Can use some very basic words to ask for food and drink	GS16	<A1
Can name very common forms of transport	GS17	<A1

Appendix K: Speaking Learning Objectives  
(adapted from Pearson GSE Teacher Toolkit, 2017)




Can ask for and give a phone number	GS18	<A1
Can say their own age and ask someone about their age	GS19	<A1
Can ask someone what their job is	GS20	<A1
Can ask for and give the day and date	GS21	<A1
Can say what they do (e.g. name of their job, student)	GS22	<A1
Can establish basic social contacts with simple, polite greetings and farewells	GS23	<A1
Can ask about the price of something	GS24	<A1
Can say a range of basic numbers, quantities and prices	GS25	<A1
Can ask for and give a date of birth	GS26	<A1
Can ask where other people are in a limited way	GS27	<A1
Can ask very simply for repetition when they don't understand	GS28	<A1
Can ask and answer simple questions about things they have in a limited way	GS29	<A1
Can say where they and other people are in a limited way	GS30	A1
Can ask and answer basic questions about family and friends in a limited way	GS31	A1
Can tell the time of day to within five minutes	GS32	A1
Can ask for the spelling of a word, or for a word to be written down.	GS33	A1
Can give basic information about the price of something.	GS34	A1
Can describe the position of something in a very basic way.	GS35	A1
Can tell the time of day to the quarter hour.	GS36	A1




Can ask for a drink or food in a limited way.	GS37	A1
Can greet people, ask how they are and react to news.	GS38	A1
Can buy tickets on public transport using basic fixed expressions.	GS39	A1
Can indicate time by such phrases as 'next week', 'last Friday', 'in November', 'three o'clock'.	GS40	A1
Can ask for and give very basic information about the home.	GS41	A1
Can ask and answer simple questions in areas of immediate need or on very familiar topics.	GS42	A1
Can accurately repeat clearly spoken words, phrases, and short sentences.	GS43	A1
Can read aloud short, familiar fixed expressions in a way that can be understood.	GS44	A1
Can describe where they live.	GS45	A1
Can introduce themselves, their hobbies and interests in a basic way.	GS46	A1
Can check into a hotel using a few basic fixed expressions.	GS47	A1
Can express ability or lack of ability with regard to basic activities using 'can' or 'can't'.	GS48	A1
Can accept offers using basic fixed expressions.	GS49	A1
Can exchange personal details (e.g. where they live, things they have).	GS50	A1
Can answer simple questions about the location of people or things in a limited way.	GS51	A1
Can ask people for things and give people things.	GS52	A1
Can make an introduction and use basic greeting and leave-taking expressions.	GS53	A1
Can describe a person's likes and dislikes using simple language	GS54	A1
Can express how they are feeling using very basic fixed expressions.	GS55	A1







Can express preferences about food and drink using basic fixed expressions.	GS56	A1
Can ask and answer simple questions about people they know in a limited way	GS57	A1
Can use brief, everyday expressions to describe wants and needs, and request information.	GS58	A1
Can use basic words to describe common weather conditions.	GS59	A1
Can describe an object using simple language	GS60	A1
Can ask for attention	GS61	A1
Can ask for simple directions, referring to a map or plan	GS62	A1
Can initiate and respond to simple statements on very familiar topics.	GS63	A2
Can express basic intentions with simple time markers (e.g. 'tomorrow')	GS64	A2
Can talk about hotel accommodation using simple language	GS65	A2
Can make requests related to immediate needs using basic fixed expressions	GS66	A2
Can ask for repetition and clarification when they don't understand, using basic fixed expressions	GS67	A2
Can ask to borrow things using basic fixed expressions.	GS68	A2
Can give a short description of their home, family and job, given some help with vocabulary	GS69	A2
Can describe a person's hobbies and activities using simple language	GS70	A2
Can end a simple phone call to family or friends using basic informal fixed expressions	GS71	A2
Can describe what someone is wearing using a limited range of expressions	GS72	A2
Can talk about furniture and rooms using simple language	GS73	A2
Can ask someone about their hobbies and activities using simple language	GS74	A2




Can ask simple questions to find out about a subject	GS75	A2
Can answer simple questions to find out about a subject*	GS75.1	A2
Can make simple invitations using basic fixed expressions	GS76	A2
Can ask for and provide things using simple phrases	GS77	A2
Can make simple purchases by stating what is wanted and asking for the price	GS78	A2
Can use simple phrases to order a meal	GS79	A2
Can talk about everyday things (e.g. people, places, job, study) in a basic way	GS80	A2
Can give simple classroom instructions	GS81	A2
Can make and accept a simple apology	GS82	A2
Can make offers using basic fixed expressions	GS83	A2
Can ask for simple directions from X to Y on foot or by public transport	GS84	A2
Can compare quantities in a basic way	GS85	A2
Can use brief, everyday expressions to ask for and give personal details	GS86	A2
Can start or end a short conversation using basic fixed expressions	GS87	A2
Can give simple directions using a map or plan	GS88	A2
Can handle common everyday transactions (e.g. buying a ticket)	GS89	A2
Can make simple transactions in shops, post offices and banks	GS90	A2
Can describe skills and abilities using simple language	GS91	A2
Can describe familiar activities, given visual support	GS92	A2




Can decline offers using basic fixed expressions	GS93	A2
Can describe their home town or city using simple language	GS94	A2
Can make simple references to the past using 'was/were'	GS95	A2
Can make excuses using basic fixed expressions	GS96	A2
Can introduce themselves on the phone and close a simple call	GS97	A2
Can describe their family, living conditions, education and present or most recent job	GS98	A2
Can give the order of things using simple language (e.g. 'first', 'second', 'third')	GS99	A2
Can describe basic activities or events that are happening at the time of speaking	GS100	A2
Can show understanding using a limited range of fixed expressions	GS101	A2
Can use simple language to describe people's appearance	GS102	A2
Can ask someone to repeat a specific point or idea	GS103	A2
Can answer simple questions in a face-to-face survey	GS104	A2
Can exchange simple information on everyday topics, provided the other person speaks slowly and clearly and is prepared to help	GS105	A2
Can say what they like and dislike	GS106	A2
Can give simple opinions using basic fixed expressions	GS107	A2
Can agree or refuse to lend things using basic fixed expressions	GS108	A2
Can ask simple questions in a face-to-face survey	GS109	A2
Can describe people's everyday lives using a short series of simple phrases and sentences	GS110	A2
Can ask for basic advice using simple language	GS111	A2



Can answer simple questions on the phone using fixed expressions	GS112	A2
Can express general preferences using basic fixed expressions	GS113	A2
Can give simple directions from X to Y on foot or by public transport	GS114	A2
Can ask and answer questions about what they do at work and in their free time	GS115	A2
Can describe a travel experience with a few very basic stock phrases	GS116	A2
Can ask for repetition or clarification on the phone in a simple way	GS117	A2
Can use a limited range of fixed expressions to describe objects, possessions, or products	GS118	A2
Can ask for and provide everyday goods and services	GS119	A2
Can ask and talk about very basic symptoms and ailments (e.g. cold, flu)	GS120	A2+
Can make and accept offers	GS121	A2+
Can use simple, everyday polite forms of greeting and address	GS122	A2+
Can communicate in routine tasks requiring simple, direct exchanges of information	GS123	A2+
Can discuss what to do and where to go, and make arrangements to meet	GS124	A2+
Can leave simple phone messages using fixed expressions	GS125	A2+
Can compare their own and others' possessions using simple language	GS126	A2+
Can describe what something is used for, using basic fixed expressions	GS127	A2+
Can answer simple questions and respond to simple statements in an interview	GS128	A2+
Can answer simple questions and respond to simple statements*	GS128.1	A2+
Can make an invitation including information about the time and location	GS129	A2+



Can give simple instructions to complete a basic task, given a model	GS130	A2+
Can give compliments, using fixed expressions	GS131	A2+
Can make simple, direct comparisons between two people or things using common adjectives	GS132	A2+
Can make a hotel, restaurant, or transportation reservation on the phone	GS133	A2+
Can read out a short, rehearsed statement (e.g. introduce a speaker, propose a toast)	GS134	A2+
Can give an extended description of everyday topics (e.g. people, places, experiences)	GS135	A2+
Can describe very basic events in the past using simple linking words (e.g. 'then', 'next')	GS136	A2+
Can ask and answer questions about basic plans and intentions	GS137	A2+
Can describe habits and routines	GS138	A2+
Can take simple phone messages using fixed expressions	GS139	A2+
Can express how they feel in simple terms	GS140	A2+
Can deal with practical everyday demands, exchanging straightforward factual information	GS141	A2+
Can ask and answer questions about habits and routines	GS142	A2+
Can give an introduction to a presentation*	AS1	A2
Can give a short-rehearsed talk or presentation on a familiar topic	GS143	B1+
Can produce the correct pronunciation of simple grammar structures*	GS144	A1
Can produce the correct pronunciation by paying attention to stressed syllable*	GS145	A1
Can give a simple description of how to carry out an everyday process (e.g. a recipe)	GS146	A2+
Can initiate, maintain and close simple, restricted face-to-face conversations	GS147	A2+



Can introduce a conversation topic with the present perfect and provide details in the past	GS148	B1
Can extract specific details from poor quality public announcements, e.g., in a station, sports stadium, etc.	AGL55	B2+

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*Note.* \*: Researcher's contribution.

**Appendix L: Vocabulary Subskills  
(adapted from Schmitt, 2014)**

Vocabulary exercises	Codes
Productive	PRO
Receptive	REC



## Appendix M: Study Skills Emerged from the EAP Textbook

Skills	Codes
Using a dictionary	UD
Finding important words	FIW
Using a search engine	USE
Recording vocabulary	RV
Research skills	RS
Presentation skills	PS
Taking notes	TN
Recognizing and producing ordinal numbers	RPON
Recognizing and producing polite expressions	RPPE
Thinking skills	TS
Visuals on slides	VOS
Recognizing and producing big numbers	RPBN