Analysing Speaking Activities in EFL Textbooks: the Catalan Context

BA Thesis

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Vic, May 2019

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Abstract

Textbooks are still predominant in the English Language Teaching context in Catalonia. They are expected to support learners' process to acquire a foreign language, especially, to support learners to become communicative competent that refers to knowing how to use the language appropriately in a variety of situations. The aim of this study is to describe the representation of communicative competence aspects in speaking activities. Thus, a content analysis was used to analyse speaking activities in two sets of textbooks for fifth grade: *Surprise! 5* and *Tiger Tracks 5*. In order to analyse speaking activities, a modified checklist by Bueno-Alastuey and Luque (2015) was made. Findings seem to suggest that speaking activities of both textbooks do not provide enough real-life activities to support a communicative approach. The study shows that textbooks may require improvements in the speaking activities to fulfil the goal of developing learners' oral communicative competence.

Key words: Communicative Language Teaching, English as a Foreign Language, textbook, Primary Education.

Resumen

Los libros de texto siguen estando presentes en el contexto de la enseñanza de la lengua inglesa en Cataluña. Se espera que estos libros apoyen el proceso de aprendizaje para adquirir una lengua extranjera, especialmente, para ayudar a los aprendices a ser comunicativamente competentes que significa saber cómo usar la lengua adecuadamente en diversas de situaciones. El objetivo de este estudio es describir la representación de los aspectos de competencia comunicativa en las actividades de expresión oral. Por lo tanto, se utilizó un análisis de contenido para analizar las actividades de expresión oral en dos libros de texto de quinto grado: *Suprise! 5* y *Tiger Tracks 5*. Para analizar las actividades orales, se modificó la lista de verificación creada por Bueno-Alastuey y Luque (2015).

Los resultados sugieren que las actividades de expresión oral de ambos libros de texto no proporcionan suficientes actividades comunicativas semejantes a la vida real para apoyar un enfoque comunicativo. El estudio muestra que los libros de texto pueden necesitar mejoras en las actividades de expresión oral para cumplir con el objetivo de desarrollar la competencia comunicativa oral de los alumnos.

Palabras clave: enseñanza de lenguaje comunicativo, inglés como lengua extranjera, libro de texto, educación primaria.

Resum

Els llibres de text segueixen predominant en el context de l'ensenyança de la llengua anglesa a Catalunya. S'espera que aquests llibres donin suport al procés d'aprenentatge dels alumnes per tal d'adquirir una llengua estrangera, especialment, per ajudar als aprenents a ser competents comunicativament que es refereix a saber com utilitzar la llengua adequadament en vàries situacions . L'objectiu d'aquest estudi és descriure la representació d'aspectes de la competència comunicativa de les activitats d'expressió oral. Per tant, es va utilitzar un anàlisi de contingut per analitzar les activitats d'oralitat dels dos conjunts de llibres de text de cinquè grau: *Surprise! 5* i *Tiger Tracks 5*. Per tal d'analitzar les activitats d'expressió oral es va modificar la llista de verificació creada per Bueno-Alastuey i Luque (2015). Els resultats suggereixen que les activitats d'oralitat dels dos llibres de text no proporcionen prou activitats comunicatives semblants a la vida real per donar suport a un enfocament comunicatiu. L'estudi mostra que els llibres de text poden necessitar millores en les activitats d'expressió oral per tal d'aconseguir l'objectiu de desenvolupar la competència comunicativa oral dels i les alumnes.

Paraules clau: ensenyament del llenguatge comunicatiu, anglès com a llengua estrangera, llibre de text, educació primària.

1. Introduction

Textbooks are still a pivotal element in English Language Teaching. Therefore, their contents should be adapted to the educational demands and support learners to acquire a foreign language. In Catalonia the current educational reform focuses on oral communicative competence even though traditionally, communication was not seen as the pivotal aspect when acquiring a language, thus, it was seen as a set of concrete grammar-based elements. Nowadays, the emphasis on communicative competence has evolved, and educational authorities, institutions and teachers are updating their views. Producing output in the target language is essential for second language acquisition to take place as it requires more than having knowledge of the language, it involves a combination of paralinguistic, non-linguistic and sociocultural elements. Nevertheless, learners do not have enough opportunities to practice oral communication in their classrooms. Hence, learners face many problems in mastering the ability to speak a foreign language. Textbook evaluation and analysis are important to highlight strengths and weaknesses of textbooks regarding the current educational goals, consequently, it has been a fruitful area of research (Mukundan, 2007; Gak, 2011; Akbar, 2016; Matić & Gracin, 2016; Abhar, 2017). However, studies focusing on oral communicative competence remain limited (Abu & Maarof, 2011; Lee & Chang, 2011; Putri & Radjab, 2014; Luque & Bueno-Alastuey, 2017). Therefore, analysing these aspects should become a priority to meet the educational reform demands that emphasises the importance of oral communication to support a Communicative Language Teaching approach.

Studies carried out in Spain that analyse oral aspects of English as a Foreign Language textbooks are mostly focused on a Baccalaureate[1] stage. Any previous study related to oral competence has been done in Primary textbooks. Consequently, due to the lack of research in this stage, it should be of paramount importance exploring it. Evaluation that enhance improvements in Primary EFL textbooks should be carried out simultaneously to higher education levels to make relevant improvements in EFL Spanish textbooks throughout educational stages. Hence, this research uses an adapted checklist by

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[1] The Spanish Baccalaureate is a post-compulsory educational stage; therefore, its participation is voluntary. It comprises two academic courses which are usually carried out when students are between 16 and 18 years old. It is a pre-university program divided and organized in different modalities to offer a specialised preparation to students related to their interests. Once they finish this educational stage, students can access to higher education: vocational training "Cicles Formatius de Grau Superior" or may take an admission test to university "Selectivitat".

Bueno-Alastuey and Luque (2015) to analyse the oral communicative competence in speaking activities from two sets of EFL textbooks used in 5th grade in the year 2018/19 in a specific context in Osona, Catalonia. In order to achieve the main objective of the research, two research questions guided the study.

RQ 1. How can oral communicative activities be classified in 5th grade EFL textbooks?

RQ 2. Are speaking activities in EFL textbooks communicative activities?

2. Communicative competence

Spanish learners struggle in acquiring English because they have limited access to the language outside the classroom, since they have a minimum exposure to English (Prieto & Cantón, 2015). Minimal input contexts make the acquisition of English as a foreign language a difficult process. Hence, according to Pladevall-Ballester and Vallbona (2016) longer and more intensive exposure might be needed, even though, in longer term some benefits in minimal input contexts were present in the study. Tarone (2005), Richards (2006) and Heriansyah (2012) stated that producing oral language is the most difficult ability to master as it involves more than having knowledge about the language and using it as a tool to communicate, it involves paralinguistic elements such as stress, intonation and pitch and non-linguistic elements like body language in order to convey interactions. In Catalonia, specially, there is still a deficiency in teaching oral language since it has not always been the main teaching skill and goal of achievement (Vilà & Castellà, 2014).

Speaking is seen by Vilà and Castellà (2014) and Richards (2006) as the pivotal skill when learning a new language since it requires the integration of different subsystems and it cannot be planned, thus, it is a spontaneous interaction. Firstly, it is complex as speakers should integrate other components like grammar, vocabulary, fluency, comprehension, paralinguistic and non-linguistic elements (Richards, 2006). Secondly, it is important because as reported by Nunan (2004) success in learning a language is measured in the ability to perform a conversation, that is why, people consider that learning a language is similar to being able to speak that language. Thirdly, it is essential because of their daily need of speaking it when interacting with others, although it can be possible to communicate with others by written form, people spend a great deal of time interacting with others (Tarone, 2005). In line with Tarone (2005) when speakers learn to

speak a language, it is an evidence they are acquiring it as they need to combine many abilities. Nevertheless, learners face problems when learning to speak English. Mostly, learners believe they do not have enough vocabulary, they are not confident enough to speak, they are not used to speak during English lessons, and they find difficulties in expressing their thoughts orally (Heriansyah, 2012). Hence, in accordance with Heriansyah (2012) learners face linguistic and non-linguistic problems when learning to speak a foreign language. Tarone (2005) and Richards (2006) claim that providing communicative activities support learners in overcoming these difficulties.

At this point, it is important to define the concept of communicative competence. Even though its definition has been constantly changing and adapted to its contexts, researchers agree it is a complex concept that refers to the ability to use the language effectively and appropriately in different social situations which can be both oral and written (Hymes, 1972; Canale & Swain, 1980; Archer, 2000; Bagarić & Djigunović, 2007; Celce-Murcia, 2008; Richards & Rodgers, 2014; Cantón & Pérez, 2017). According to Richards (2006), communicative competence includes linguistic, non-linguistic and cultural aspects, essential in order to communicate effectively with each other. Archer (2000) stresses that acquisition takes place when learners use the language for real communication, therefore, a communicative approach should be fostered in Primary classrooms.

The present study seeks to explore how oral communicative competence is integrated in speaking activities in Catalan EFL textbooks, focusing on a particular context and stage which is 5th grade in Osona. According to Cantón and Pérez, oral communicative competence "enables speakers of a language to interact effectively with each other" (2017, p.57). It closely connects with the Catalan Primary Education Curriculum (2017), concretely with the first core competence that is, linguistic and audio-visual communication competence, directly related to the linguistic domain. Within this domain, the subject of English as a foreign language is highlighted. This subject is divided in five skills: oral communication, reading comprehension, writing, literacy and multilingualism and interculturality. Furthermore, it is linked to one specific aim of the Catalan Primary Education Curriculum (2017, p. 24), in which defines oral communication as the ability to express, interpret and communicate orally in order to interact with each other properly in different contexts, especially, in learning a foreign language that is a fundamental to learn and acquire it to help learners be prepared to communicate in and outside the classroom in their everyday life. Hence, according to previous researchers and Catalan

regulations, ELT materials in Catalonia to support learners to acquire English, a communicative approach should be enhanced as learners use the language for real communication (Nunan, 2004; Richards, 2006; Vilà & Castellà, 2014).

3. EFL in Catalonia

The Catalan education system consists on a bilingual immersion. Hence, schools in Catalonia teach English as a foreign language because the language is not used for communicating in daily life situations; learning a second language occur only when it can be spoken outside the school context, like Spanish in Catalonia, not the case of English (Richards & Rodgers, 2014). Although Catalan learners start to be exposed to English at the age of six and, in some cases, even when they are three years old. According to a study done by Prieto and Cantón (2015), in which they analysed the oral expression acquired by Catalan Primary learners, they demonstrated that most learners were not able to speak fluently in English due to the focus on written when teaching English. As a result, it was assumed that more oral practice in classrooms was needed. Regarding teaching English as a foreign language in Catalonia, the development of oral communicative competence aspects has not always been a priority as it is demonstrated in older textbooks and Catalan regulations. Abu and Maarof (2011) and Cerezo (2007) claim that there is a lack of communicative tasks in EFL textbooks, consequently, a modification was needed to improve learners' oral communicative competence. Moreover, Luque and Bueno-Alastuey (2017) agreed that Baccalaureate EFL textbooks in Catalonia need to increase oral communicative activities because there was a focus on written skills and oral tasks represented only less than 20% in textbooks.

The focus on oral communication as an educative content evolved in Catalonia during the last century. As a result, educational regulations implemented different teaching approaches that have been in transition and nowadays they are still being updated to improve the effectiveness of language teaching (Richards & Rodgers, 2014). The first step forward regarding the emphasis on oral communicative competence in teaching EFL

in Spain was in 1970 with "Ley General de Educación"[2] in which an Audiovisual method was what schools should comply with (Criado & Sánchez, 2009). It focused on the master of oral competence in the following priority: listening, speaking, reading and writing (Richards & Rogers, 2014). Thus, speaking and listening were considered to be superior to other skills and were given attention from the very beginning of the teaching-learning process. Learners were asked to listen to English dialogues and patterns, to repeat them accurately in pronunciation. Hence, structure and form were important within contextualization (Richards, 2006).

Later on, to continue emphasising the importance of acquiring oral communicative competence, Europe developed official regulations that focused on a current Communicative Language Teaching methodology (CEFR, 2001) to meet the demands of economic institutions and the intercultural society we live in. Thus, it shifted from a set of concrete grammar-based notions, in which structure was important, to communicative-based competences, in which meaning was a priority, giving more importance to use the language to communicate with others (Criado & Sánchez, 2009; Valldepérez, 2016; Luque & Bueno-Alastuey, 2017). By applying this approach "learning takes place in a communicative situation where teachers and learners are involved in" (Richards & Rodgers, 2014, p.117). Furthermore, learner's motivation raises, and natural learning occurs in different learning environments which are more effective than the previous approaches in promoting young learners' confidence and fluency in speaking and writing in a foreign language (Richards & Rodgers, 2014).

Teachers needed and need to adapt their methodologies to achieve these standards while they support learners' learning processes. In Catalonia, the Catalan Primary Education Curriculum (2017) aims to enhance learners to use English to communicate effectively and fluently, it refers to support learners to express and comprehend simple messages while they interact with others in different situations. Although there is an increasing emphasis on oral aspects, according to Criado and Sánchez (2009) there is a lack of oral activities in Catalan University entrance exams (PAU). This controversy between the Catalan educational regulations, that focus on oral communicative competencies, and

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[2] Ley 14/1970, de 4 de agosto, General de Educación y Financiamiento de la Reforma Educativa, B.O.E. núm. 187 (1970).

these tests, which focus on reading, writing, vocabulary and grammar skills are reflected in the approach that textbooks and teachers use in teaching English. EFL textbooks emphasise the skills evaluated such as reading, writing and listening rather than speaking (Criado & Sánchez, 2009). Prieto and Cantón (2015) realised that learners' deficiency in speaking English is due to the lack of oral opportunities in the classroom as external curricular requirements restrict the possibility to apply other contents. Hence, a Communicative Language Teaching approach should be present in EFL textbooks and CLT activities should be predominant in them to enhance learners to interact with others using authentic language in a context, aiming a genuinely communicative goal (Criado & Sánchez, 2009; Gómez-Rodríguez, 2010; Richards & Rodgers, 2014).

4. EFL textbooks

Teaching and learning English as a Foreign Language is closely tied to textbooks as they are an essential component for both learners and teachers (Richards, 2006; Gak, 2011; Tok, 2010; Abhar, 2017). On the one hand, it provides learners the necessary input and a great opportunity for language practice, therefore, chances are meaningful to learners because they foster communicative competence (Celce-Murcia, 2008). On the other hand, it provides teachers a framework for achieving the aims and how to conduct the content that have to be taught (Tok, 2010; Gak, 2011). As maintained by Gak (2011) textbooks do not contain all crucial aspects in the learning and teaching process, but they are effective instruments in supporting both teachers and learners. Textbooks are deemed to be a hidden curriculum and are "regarded as artefacts that translate policy into pedagogy" (Matić & Gracin, 2016, p. 350), thus, are indispensable for supporting ELT and learning process (Gak, 2011). Allen's investigation (2015) reported that, although novice EFL teachers are characterized by being a digital native generation, they are more confident in using EFL textbooks in comparison to experienced EFL teachers due to their lack of experience in judging the activities' appropriateness and structure of the lessons. As a result, textbooks are considered to be essential for novice EFL teachers to support them in following a framework which they can extend with other digital resources.

The importance of textbooks in teaching and learning a foreign language is clear among researchers, even though, there is no agreement whether the use of textbooks in teaching EFL can support or hinder the learners' process (Khodadady & Karami, 2017). Tomlinson (2013) concluded that textbooks are useful tools for novice teachers as using them increase their confidence in teaching as well as it provides security as they always know what it comes after. Further, Gak (2011) defended that textbooks can serve as a framework for keeping track the structure of the course and learners' process. However, as reported by Tomlinson (2013) some teachers are too dependent on textbooks. Consequently, it inhibits teacher's creativity and fails to foster learners' needs as textbooks do not take learners' previous experience into account (Wen-Cheng, Chien-Hung & Chung-Chieh, 2011). Moreover, according to Matić and Gracin (2016) its content sometimes may be inappropriate and irrelevant for learners as they use inauthentic language. Additionally, there are too much or too little different types of activities that do not focus enough on different aspects of the language (Gak, 2011). In agreement with Khodadady and Karami (2017) textbooks are social and cultural biases in which there is still many examples of gender sexism or stereotyping. Besides, their language is too inflexible and artificial which do not foster authentic real-life examples for CLT, an essential aspect to learn to effectively communicate with others.

Teachers are consumers in relation to textbooks as in many occasions they have the power to decide which textbooks are suitable for their learners. They have a pivotal and difficult job in selecting the most appropriate one. There are many options in the market for supporting learners' process and meet their needs, although when the quality is overlooked rather than a source, they become a restrictor (Khodadady & Karami, 2017). According to Tomlinson (2013) teachers should use textbooks as a learning tool and they should feel free to modify, add, eliminate, change or evaluate textbooks with extra material as there is no ideal textbook, each one suffers a weakness. Trying to prepare and design innovative activities according to educational syllabi and learners' needs it is so time-consuming, that is why, most teachers rely on the available designed materials such as textbooks that provide them the chance to save time in planning the lessons and the previous advantages beforementioned (Abhar, 2017). Hence, the job of teachers is to choose the appropriate activities taking into account their learners' needs (Khodadady & Karami, 2017). Along the same line, Mukundan (2007) maintained the quality of textbooks and its contents are considered a powerful tool in learning and teaching a

foreign language. As a consequence, teachers "must learn how to integrate and organize content of a textbook to make learning an interactive and meaningful experience, as opposed to an act that can be completed alone by self-directed study with a textbook" (Wen-Cheng, Chien-Hung & Chung-Chieh, 2011).

4.1 Oral communicative competence in EFL textbooks

The main goal of EFL instruction is to enable learners to use the language as a tool to communicate outside the classroom, in their daily life and in a variety of contexts for exchanging meaning (Cantón & Pérez, 2017). Therefore, teaching materials should provide real-life opportunities in which learners can exchange meaning. The representation of communicative competence in EFL textbooks provides learners a real context to use the language in a practical and real situation (Abu and Maarof, 2011; Sidik, 2018). Gómez-Rodríguez (2010) and Sidik (2018) evaluated communicative competence in EFL textbooks, both concluded that there are some improvements in the quality of contents, even though, there are still inadequate and inaccurate language activities that fail to promote interactions in a real communicative context and develop learners' needs (Tomlinson, 2013). EFL teaching material should primarily focus on fluency through interactions and dialogues in the classroom while contrasting accuracy practice to acquire a foreign language (Richards, 2006).

There are many investigations regarding general characteristics of EFL textbooks, however, only a few regarding in relation to communicative features. Consequently, recent investigations are focusing their attention to these aspects, especially, turning their attention to oral communicative competence. Putri, Zaim and Radjab (2014) evaluated speaking activities in Indonesian textbooks, and they concluded that they were well-sequenced although there was a lack of uniformity and authentic language in some activities. Bueno-Alastuey and Luque (2015) created a tool to analyse the oral communicative competence in EFL textbooks in order to discover how oral skills are presented in EFL Spanish textbooks. Thus, they analysed the oral skills of five Spanish EFL textbooks, and they suggested that oral activities developed learners' communicative competence independently of the skills tested in official exams (Luque & Bueno-Alastuey, 2017). Abu and Maarof (2011) analysed oral activities in EFL textbooks used in Saudi Arabia and concluded that in oral activities there was a lack of communicative activities in EFL textbooks as the tasks were highly structured and controlled.

5. The Present Study

5.1 Methodology

In order to provide an answer to the aforementioned research questions, a descriptive-qualitative approach has been used to investigate speaking activities of two EFL textbooks. A content analysis technique has been used to analyse the data. A content analysis is the process of summarizing and reporting the main contents of the data using a strict systematic coding, classification and evaluation (Lee & Chang, 2011; Akbar, 2016; Sidik, 2018). This method begins by selecting specific data from a more extensive data bank, then, it continues with labelling and categorizing the data chosen, after that, gathering and analysing it by figuring out conclusions (Bell, 2011). Hence, the present research analyses the representation of communicative competence in speaking activities in EFL textbooks used in 5th grade in a concrete area during the academic year 2018/19. This specific area is Osona which comprises a group of 50 municipalities in which Catalan is widely daily spoken, located in the centre of Catalonia, an autonomous region situated in the North-East of Spain.

The analysis was executed in two stages. Firstly, it aimed to quantify the representation and type of speaking activities according to specific codes and number of occurrences. Afterwards, the following phase was to describe the representation of communicative competence in the content of spoken activities in EFL textbooks to provide a general overview of whether speaking activities foster communication or not, using a modified checklist in accordance to Bueno-Alastuey and Luque's research (2015).

5.2 Content analysis

Textbooks were selected on the basis of whether they were used in public schools in Osona. There are 51 public schools in Osona and only 36 use textbooks.
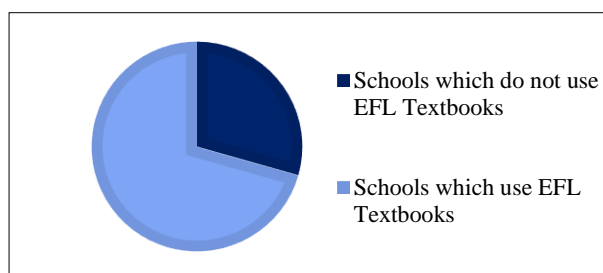

Fig 1. Public schools in Osona

The most exploited textbook is *Tiger Tracks 5* (Read & Ormerod, 2014) used in 23 schools, the second most exploited is *Surprise 5!* (Reilly, 2007) used in 6 schools. This suggested that the two most exploited EFL textbooks can be reported as a representation of EFL textbooks used in public schools in Osona. Even though, there are other EFL textbooks that were not examined such as *Heroes 5*[3] used in 2 schools, *Surprise 6!*[4] used in 2 schools, *Explorers 5*[5], *All about us 5*[6] and *Tiger Tracks 6*[7] each textbook used in one school.
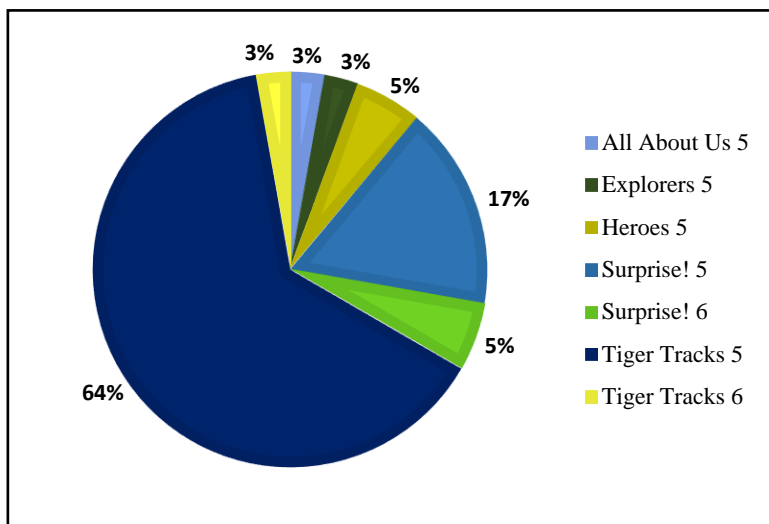
Fig 2. EFL textbooks used in Osona

The units that were analysed were only, the speaking activities of these two EFL textbooks: *Surprise 5!* and *Tiger Tracks 5* because the purpose of the study relates to speaking activities only. Therefore, the only activities that were analysed were the ones which aimed to elicit oral output, thus, to help learners to speak. The total number of speaking activities are shown in table 1.

[3] Shaw, D., & Sved, R. (2017). *Heroes 5*. London: Macmillan.
[4] Mohamed, S. (2008). *Surprise! 6*. Oxford: Oxford University Press.
[5] Phillips, S., & Shipton, P. (2011). *Explorers 5*. Oxford: Oxford University Press.
[6] Bazo, P., Reilly, V., & Peñate, M. (2017). *All about us 5*. Oxford: Oxford University Press.
[7] Read, C., & Ormerod, M. (2014). *Tiger Tracks 6*. London: Macmillan.

	Surprise! 5 (cb)	Surprise! 5 (w)	Tiger Tracks 5 (cb)	Tiger Tracks 5 (w)
Unit 0	4	0	4	1
Unit 1	16	2	21	5
Unit 2	16	1	20	5
Unit 3	16	2	22	6
Unit 4	17	1	20	5
Unit 5	11	1	20	5
Unit 6	16	3	19	5
Unit 7	-	-	17	4
Extra activities	6	-	1	18
TOTAL	102	10	144	54

Table 1. Textbooks and speaking activities of each textbook. Abbreviations are as follows: cb: class book, and w: workbook.

5.3 Instruments

Prior research in fostering communicative competence through EFL textbooks has proved Spanish EFL textbooks do not promote the use of English as a tool for communication (Gómez-Rodríguez, 2009). Consequently, some changes in activities are needed to help learners use authentic language to effectively take part in communicative practice. Similar studies evaluating communicative competence in EFL textbooks have been carried out. However, often these evaluations are too general, and they do not devote attention to oral skills (Mukundan, 2007; Tok, 2010; Akbar, 2016). In order to obtain data related to oral communicative competence in speaking activities a modified checklist developed by Bueno-Alastuey and Luque (2015) was used.

Numerous checklists had been developed to evaluate EFL textbooks, which help teachers to focus on relevant items according to learners' needs, hence, they can evolve their own criteria in choosing different material in various situations. Nevertheless, Bueno-Alastuey and Luque (2015) offer an objective checklist with useful insights on the evaluation of oral competence in EFL textbooks. This tool is highly reliable and to validate it an "expert judgment" was used in two phases (Bueno-Alastuey and Luque, 2015, p. 82). Firstly, two experts chose the items to be included in it, however, the results were rated as fair and insufficient for a valid and reliable instrument. Hence, some modifications were included in the checklist, and then, according to Fleiss' Kappa (1981), similar to most correlation coefficients, used to measure agreement between more than three raters in categorical data that ranges from 0 that is no agreement to 1 that is perfect agreement, reached an

inter-rater agreement of 0.995 for numeric items, and 0.907 for categorical items, related to analyse oral competence in EFL textbooks. It was considered an excellent tool which could be used by any teacher without difficulty. The checklist was organized in four sections named (1) background information, (2) listening, (3) speaking and (4) pronunciation. Although in this research, only the 46 items of speaking section were explored and selected.

In order to analyse the type of speaking tasks presented in EFL textbooks, a combination of Richards (2006) and Nunan (2004) framework were used to fulfil Bueno-Alastuey and Luque's (2015) checklist. Richards (2006) and Nunan (2004) defended that classrooms' tasks should be underpinned by a CLT approach to support learners to use the language as a tool for communication. Thus, combining both frameworks with Bueno-Alastuey (2015) and Luque's checklist was essential to understand better each category. Consequently, the categories used in the checklist are shown in Table 2.

Activity	Activity description	Focus	Cognitive operations		Interactions	Groupings
		Form / Focus	*Closed / Opened*	*Reproductive / Productive*	*Monologue / Dialogue*	*Individually / In pairs / Small groups / Whole class*

Table 2. Checklist used to analyse speaking activities

The first category called *Activity,* names the task number and page. The *activity description* provides the headline of each activity, which helps to understand what is required from learners.

Focus represents the third category and it is divided into two sub-categories: form and function. According to Richards (2006) focus refers to whether activities emphasise accuracy or fluency. Focus on form, refers to a correct use of the language system regarding grammar, pronunciation and vocabulary, among others. On the other hand, focus on function, occurs when learners are engaged in meaningful interactions and use different communication strategies, despite their communication limitations. Hence, the main goal is to develop fluency (see fig. 3).

Figure 3. Activity 18, p. 59 from Tiger Tracks Workbook 5 (Function)

The fourth category is named *cognitive operations*. It refers to the complexity of activities' demands in terms of learner output and how are they made, whether activities are simple or complex. Firstly, it ought to focus on one cognitive aspect whether the task is closed or opened. According to Ellis (2003), closed tasks are the ones in which there is only one predetermined solution, thus, only simple and concrete demands are asked. Nevertheless, in open-ended tasks, all answer can be considered correct (see fig. 4). Consequently, it allows learners to use their language freely as there are several correct possibilities, increasing the complexity of the activity. Secondly, productive or reproductive skills are also observed in this category. Nunan (2004) exposed that reproductive language occurs when learners imitate a given pattern, therefore, demands are relatively easy. However, productive skills "demand the learner to use the language freely", thus, they can use their creativity and their own words within a specific pattern (see fig. 4). For this reason, complexity is higher. Both subcategories can be combined with each other to describe learners' outputs and determine whether activities are simple or complex (Nunan, 2004).
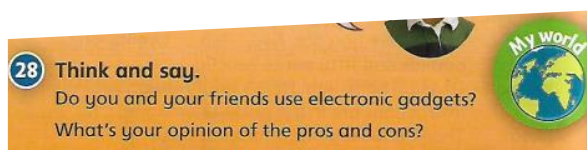
Figure 4. Activity 28, p. 12 from Tiger Tracks Pupil's Book 5 (Open/Productive)

Interactions' category depends on how learners are engaged in activities. It is divided into two: monologues and dialogues. Monologues are one-way interactions in which learners are asked to speak without being interrupted by others (Nunan, 2004). On the other side, dialogues are two-way communications in which learners interact with one or more speakers (see fig. 5).
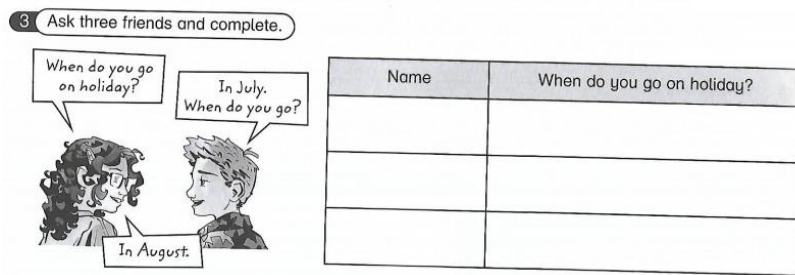
Figure 5. Activity 3, p. 50 from Surprise! Workbook 5 (Dialogue)

Groupings is the last category, as reported by Richards (2006) it is related to how learners are organised during the activity. As a result, it is divided into four sub-categories depending on whether learners speak individually, the whole class at the same time or interact in small groups or in pairs (see fig. 6).
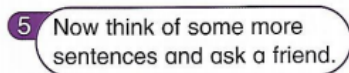
Figure 6. Activity 5, p. 34 from Surprise! Class Book 5 (In pairs)

5.4 Stages of analysis

The procedure used in this study can be classified in four different stages. Firstly, a deep understanding of the general content of CLT, EFL methodology in Catalonia and EFL textbooks was done in order to get familiar with the data and understand the concepts that were going to be analysed. Simultaneously, a checklist was generated according to an adapted checklist made by Bueno-Alastuey and Luque (2015) combined with Richards' (2006) and Nunan's (2004) framework to sift and sort the activities later. Afterwards, the content of both textbooks was analysed to identify the speaking activities, although there were more activities related to oral communication like pronunciation and listening activities, those were taken away as the focus was only into speaking activities in which learners were asked to produce an oral output, to speak or talk (see Appendix 1). In the third stage, speaking activities were coded, categorised and reduced using the modified checklist by Bueno-Alastuey and Luque (2015) presented previously. Categorising the activities according to the six items produced a quantitative listing of qualitative items. After that, data were interpreted to provide a qualitative overview of the speaking activities that textbooks included. Finally, a conclusion was drawn in qualitative and quantitative output for each category and for each EFL textbook in general.

6. Results

The present study aimed to investigate the representation of communicativeness in spoken activities in the two most used EFL textbooks in Osona, entitled *Tiger Tracks 5* and *Surprise! 5*. The results of the current study have been organized in four different sections which consist of the different categories used to analyse each activity.

The percentage shares are presented in the Table 3. In total, the material analysed consisted of 922 activities in four EFL textbooks, out of which 310 were identified as speaking activities. *Tiger Tracks 5* (34,92%) and *Surprise! 5* (32%) contain a similar percentage of speaking activities, even though in *Tiger Tracks 5* represents 198 speaking activities, out of 567 activities, in comparison to *Surprise! 5* which represents only 112 speaking activities, out of 355 activities.

Series	Activities	Speaking activities	Percentage of speaking activities out of all
Surprise! 5 (cb)	155	102	65,81
Surprise! 5 (w)	200	10	5
Total	355	112	32
Tiger Tracks 5 (cb)	227	144	63,44
Tiger Tracks 5 (w)	340	54	15,88
Total	567	198	34,92
Total all	922	310	33,62

Table 3. Number of speaking activities in EFL textbooks. Abbreviations are as follows: pb: class book, and w: workbook.

Surprise! Class Book 5 (65,81%) and *Tiger Tracks Pupil's Book 5* (63,44%) both contain by far the largest number of speaking activities, although *Tiger Tracks Pupil's Book 5* contains 42 more speaking activities than *Surprise! Class Book* 5. *Surprise! Class Book 5* consists of 155 activities, out of which 102 are identified as speaking activities and *Tiger Tracks Pupil's Book 5* consists of 227 activities, out of which 144 are labelled as speaking activities. *Tiger Tracks Workbook 5* (15,88%) consists of 340 activities, out of which 54 are tagged as speaking activities. *Surprise! Workbook 5* (5%) has the lowest percentage of speaking activities, it consists of 200 activities, out of which 10 are identified as speaking activities. Both workbooks have a low percentage of speaking activities compared to textbooks which more than half of the activities are considered speaking activities.

6.1 Focus

Language focus refers to whether the tasks focus on function to enhance meaning or the tasks ask learners to focus on form to be accurate in language. Results show that more than half of speaking activities focus on function, 168 (54,19%) out of 310. By contrast, a total of 142 activities (45,81%) asks learners to focus on form.

When it comes to percentages, *Surprise! Workbook 5* contains a clear majority of function speaking activities (90%), followed by *Tiger Tracks Workbook 5* (70,37%) and *Tiger Tracks Pupil's Book 5* (58,33%). Conversely, *Surprise! Class Book 5* (63,73%) has an important emphasis on form over function (see Appendix 2).

Item	Surprise! 5 (pb)	Surprise! 5 (w)	Tiger Tracks 5 (pb)	Tiger Tracks 5 (w)	Total	%
Focus						
Form	65	1	60	16	142	45,81
Function	37	9	84	38	168	54,19
Cognitive operations						
Closed / Reproductive	81	2	74	25	182	58,71
Closed / Productive	4	0	3	24	31	10
Open / Reproductive	13	7	32	4	56	18,06
Open / Productive	4	1	35	1	41	13,23
Interactions						
Monologue	77	0	84	27	188	60,65
Dialogue	25	10	60	27	122	39,35
Groupings						
Individually	10	0	36	24	70	22,58
In pairs	16	4	35	27	82	26,45
Small groups	9	6	25	0	40	12,90
Whole class	67	0	48	3	118	38,06
Total	102	10	144	54	**310**	

Table 4. The percentage shares of each category in textbooks. Results of each category in EFL textbooks

6.2 Cognitive operations

Cognitive operations determine the complexity of tasks' demands (closed/open or reproductive/productive) and how learners are asked to perform the task. Most activities, 182 (58,71%) out of 310, demand a closed and reproductive answer. Followed by 56 (18,06%) open-ended and reproductive activities, 41 (13,23%) open-ended and

productive activities and 31 (10%) closed and productive activities. This means that even if most activities were classified as function over form, one correct answer and an imitation of a given speech pattern were pivotal.

Surprise! Class Book 5 (79,41%) presents the most closed and reproductive speaking activities, 81 out of 102, followed by 13 (12,75%) open-ended and reproductive activities, both 4 (3,92%) activities are closed and open-ended productive activities. Therefore, a clear demonstration of closed/reproductive activities is present in this textbook.

Tiger Tracks Workbook 5 (44,44%) provides the most closed and productive speaking activities, 24 out of 54, succeeded by 4 (7,41%) open and reproductive activities and 1 (1,85%) open-ended and productive activity. Even though most speaking activities, 25 (46,30%) are closed and reproductive. In this workbook, both closed outputs (90,74%), reproductive and productive, in which they only seek for one correct answer present a clear majority.

Tiger Tracks Pupil's Book 5 (24,31%) contains the most open-ended and productive speaking activities, 35 out of 144, followed by 32 (22,22%) open-ended and reproductive activities and 3 (2,1%) closed and productive activities. Nevertheless, most speaking activities, 74 (51,39%) are closed and reproductive. As *Surprise! Class Book 5,* both demonstrate a clear emphasis on closed and reproductive activities. Conversely, in this textbook, open-ended answers nearly represent half of activities.

Surprise! Workbook 5 (70%) includes the most open-ended and reproductive speaking activities, 7 out of 9, succeeded by 2 (20%) closed and reproductive activities and 1 (10%) open-ended and productive activity. Otherwise, in this workbook there are no closed and productive activities.

6.3 Interactions

Interactions it refers to one- or two-way output in speaking activities. Most activities, a total of 188 (60,65%) out of 310 speaking activities are monologues in comparison to 122 (39,35%) which are dialogues.

When it comes to percentages, *Surprise! Class Book 5* contains 77 (75,49%) out of 102 monologues over 25 (24,51%) dialogues (see Appendix 2). *Tiger Tracks Pupil's Book 5* represents 84 (58,33%) out of 144, monologues and 60 (41,67%) dialogues. In *Tiger*

Tracks Workbook 5 a half of speaking activities, 27 (50%) out of 54, are dialogues and the other half are monologues. Finally, all speaking activities, 10 (100%) out of 10, from *Surprise! Workbook 5* are dialogues and no monologues are included in this textbook.

6.4 Groupings

Groupings are how learners are required to be organised during a speaking task. In total, 118 (38,06%) out of 310 speaking activities are demonstrated to be solved within the whole class, thus, each learner is asked to produce an output at the same time without interacting between them. Pair-work activities represent 82 (26,45%), individual activities represent 70 (22,58%) and small group activities typify 40 (12,90%).

Surprise! Class Book 5 contains the most whole class speaking activities, 67 (65,69%) out of 102, followed by 16 (15,69%) pair-work activities, 10 (9,80%) individual activities and 9 (8,82%) small group activities. Consequently, a clear demonstration of whole class activities is present in this textbook.

Surprise! Workbook 5 includes a majority of small group activities, 6 (60%) out of 10, succeeded by 4 (40%) pair-work activities. A demonstration of dialogues is demonstrated in pair-work and small group activities, in contrast, there are no presence of individual and whole class activities.

Tiger Tracks Workbook 5 reinforces the use of pair-work activities, 27 (50%) out of 54, followed by 24 (44,44%) individual activities and 3 whole class activities (5,56%). There is no presence of small group activities. However, individual and pair-work activities constitute a clear majority.

Tiger Tracks Pupil's Book 5 does not foster only one type of organisation, it promotes different types of groupings. The most used is the whole class activity, 48 (33,33%) out of 144 activities, succeeded by 36 (25%) individual activities, 35 (24,31%) pair-work activities and 25 (17,36%) small group activities. In contrast to other textbooks, is the only textbook which uses different types of organisations emphasising the need to participate in various contexts.

7. Discussion

The current study investigated the representation of communicative competence components in speaking activities of two Catalan EFL textbooks. In addition to communicativeness, this investigation aimed to explore whether speaking activities from Catalan EFL textbooks enhance a CLT approach or not. In this part of the paper, results will be discussed and interpreted in relation to the existing literature reviewed.

The first research question of the study looked at the main categories among speaking activities of EFL textbooks. After analysing and classifying speaking activities, common and different features emerge between them. The results show that *Tiger Tracks Pupil's Book 5*, *Surprise! Workbook 5* and *Tiger Tracks Workbook 5* prioritise function over form, a crucial aspect related to CLT. According to Richards (2006) and Archer (2000) focus on fluency help learners to achieve meaningful communication while reflecting on a natural use of language and linking it to a context. Hence, learners are asked to produce meaningful language while they connect it to specific items of the language. On the other side, tasks which focus on accuracy, as Richards (2006) stated do not require meaningful communication, therefore, learners only practice correct examples of language patterns within a context in a controlled setting. In classrooms Ellis (2009) defended that accuracy activities should support fluency activities, contrary to *Surprise! Class Book 5* which two out of three (63,73%) activities focus on form.

The second area explored are cognitive operations. Results suggest that *Surprise! Class Book 5* is the only textbook in which 4 out of 5 speaking activities asked closed/reproductive answers because most activities demand to repeat dialogues or songs. Furthermore, *Tiger Tracks Workbook 5* predominates in closed answers (90,74%). These two textbooks do not have enough open-ended tasks needed to promote communicative competence (Nunan, 2004). Conversely, *Surprise! Workbook 5* is the only textbook which 4 out of 5 speaking activities ask learners to produce open-ended answers. A majority of one type of demands among others is not beneficial in a CLT approach, a combination of all is essential (Nunan, 2004). On the one hand, as reported by Ellis (2003) a variety of closed answers support learners to engage in negotiation of meaning when there is an interaction between them as the challenge learners might face is achievable. In contrast, in open tasks, challenges sometimes are too difficult, and learners give up on trying to perform the task, not achieving the aim of communicating with others (Ellis, 2009).

Additionally, open tasks develop thinking skills and creativity. As a result, *Tiger Tracks Pupil's Book 5* is beneficial to help learners develop their communicative competence as there are a variety of open-ended and closed demands (Richards, 2006; Ellis, 2009). Besides, in accordance with Nunan (2004), an activity should require learners to produce an outcome rather than simply the display of an accurate language. Consequently, the activities that only require learners to look for one correct answer without using their own linguistic knowledge, just imitating a given pattern, are not considered tasks in a CLT and should not be present in textbooks (Nunan, 2004; Richards, 2006). These types of activities are the ones classified as closed/reproductive, as a consequence, most activities in *Surprise! Class Book 5* are not considered effective in fostering communicative competence. In *Tiger Tracks Pupil's Book 5* (73,61%), *Surprise! Class Book 5* (92,16%) and *Surprise! Workbook 5* (90%) more than three quarters of the activities are reproductive and help learners to practice specific features of English. Even though, as Richards (2006) defended more productive activities should appear in these textbooks in order to help learners to create their own meaningful responses as they have the opportunity to create their messages freely without following a model (Ellis, 2009). *Tiger Tracks Workbook 5* contains approximately half reproductive and half productive activities, which, according to Ellis (2003) is not enough to facilitate language learning as productive activities should be predominant in CLT.

Thirdly, regarding interactions, one of the basic principles of second language acquisition is to interact with other peers to foster communication (Ellis, 2003; Celce-Murcia, 2008). Output and meaningful interactions are essential for English to be acquired. Hence, the predominance of monologues over dialogues in *Surprise! Class Books 5* does not foster a CLT approach. *Tiger Tracks 5* textbooks, even though approximately half of activities are dialogues and monologues, are not enough to promote communication. As reported by Ellis (2009) interactions are the matrix to acquire a foreign language and more dialogues should be present in textbooks. Fortunately, in *Surprise! Workbook 5* all speaking activities are dialogues, it means that, all activities are learner-centred, which support interactions between learners facilitating learners to be engaged in acquiring English while they communicate with others (Richards, 2006; Ellis, 2009).

Finally, focusing on groupings, it also emphasises the importance of two-way interactions. According to Richards (2006) using pair and group work help learners to learn from hearing the language used by others, in addition, their motivation increases

while they have the opportunity to develop fluency. Hence, *Surprise! Workbook 5* supports a CLT approach. *Surprise! Class Book 5* (75,49%), *Tiger Tracks Pupil's Book 5 (58,33%)* both contain a great number of teacher-centred activities which are classified as individual and whole class groupings. Nevertheless, in order to promote communication, the focus should be on learners rather than teacher-centred and more pair and group work activities should be present in these textbooks (Richards, 2006; Nunan, 2004). Additionally, *Tiger Tracks Workbook 5* (50%) half of the activities are teacher-centred and the other half learner-centred. Consequently, more group work activities should be promoted in this textbook as it has no presence because as reported by Richards (2006) and Ellis (2003) learners acquire a language through collaboration.

The second research question to be addressed in this paper looks at whether speaking activities of EFL textbooks foster communication or not. As maintained by Richards (2006) and Nunan (2004) activities which focus on specific structures of language are a clear evidence of a grammar-teaching approach. On the other hand, activities which focus on meaning are closely related to a communicative approach which may help learners to use the target language in real-life situations (Ellis, 2009). The most striking results to emerge from the data revealed that *Surprise! 5* speaking activities do not foster a CLT approach as accuracy (58,93%), closed (77,68%), reproductive (91,97%), one-way communication activities which are teacher-centred (68,75%) predominates. Many tasks are memory-based and mechanical drills that push students to memorise fixed structural patterns (Abhar, 2017). Additionally, results revealed that *Tiger Tracks 5* textbooks have enough function (61,62%) and form (38,38%) activities re-affirming the importance of meaning among form to promote a CLT approach. As reported by Richards (2006) and Ellis (2009) more focus on function activities should be predominant at instruction, thus, textbooks should include these opportunities too. There are too many closed (63,64%) and reproductive (68,18%) activities which do not create communicative situations because even accuracy activities should be presented through meaningful and contextualised interactions between learners (Celce-Murcia, 2008). Furthermore, one-way output activities which are teacher-centred (56,06%) are predominant among interactions in which learners are active in their learning process. Hence, presenting a vast majority of monologues, which place emphasis on the teacher, do not emphasise the importance of interactions, an essential aspect to acquire a foreign language (Archer, 2000; Nunan, 2004; Ellis, 2009).

The weakness of both textbooks is cognitive demands in which the demands are too low as closed and reproductive activities are predominant. Most activities have one single correct solution which does not engage learners in exchanging meaning. Additionally, reproductive activities demand learners to imitate a previous pattern, thus, controlled practice is limited in terms of complexity demands which are necessary to master to acquire a language (Ellis, 2009). Furthermore, although *Tiger Tracks 5* speaking activities contain more interaction activities than *Surprise! 5*, in both textbooks, they emphasise teacher-centred activities which do not help learners to practice the dynamic nature of real interactions such as rhythm, intonation, body language and other aspects of non-linguistic elements that are essential to learn to communicate in the target language, that are only possible to acquire by practicing interactions among learners (Richards, 2006; Celce-Murcia, 2008). The results confirm that speaking activities of both textbooks do not support a CLT approach which is the primordial aim of the Catalan Primary Education Curriculum for English (2017). *Tiger Tracks 5* textbooks have more beneficial outcomes in relation to a CLT approach, even though, more emphasis should be given to promote interactions as learners learn to communicate by communicating, especially when it comes to pair or group work in which they are active learners (Nunan, 2004).

8. Conclusions

This study evaluated two selected fifth grades EFL textbooks used in Catalonia through four different stages using content analysis. Data were coded, categorised and reduced using a checklist, adapted from Bueno-Alastuey and Luque (2015) and combined with Richards' (2006) and Nunan's (2004) framework to analyse the representation of communicativeness in speaking activities. Hence, to reach this aim quantitative and qualitative data were obtained and interpreted.

The findings of the present study indicate that the communicative aspects analysed in speaking activities do not seem to comply with the principles that enhance a CLT approach. Additionally, activities lack providing adequate opportunity of complex cognitive demands and do not use interactions as the main focus of learning the language. These results are an example of the general situation of EFL textbooks used in Catalan schools. Improvements in speaking activities may be needed to promote communication and to support learners to acquire English. Both textbooks might be considered

insufficient to develop oral competence, nevertheless, some activities seem to be suitable in promoting meaning in real-life communication. Designing more challenging tasks and providing more two-way communication activities may compensate the lack of communicative speaking activities.

This investigation may suggest that speaking activities in textbooks may need some improvements, especially related to cognitive demands and interactions to reach the acquisition of English and to make learners active involved in their learning process. Additionally, teachers are facilitators that should provide good resources to learners to help them to learn the target language. They should be critical and creative to bridge the gap by adjusting the speaking activities present in EFL textbooks and provide other speaking activities to achieve meaningful real-life interactions to comply with a CLT approach proposed by the Catalan Department of Education which insists on the importance of communicative activities to be enhanced in schools. This study could be considered the first stage to analyse the representation of oral communicative competence of Primary EFL textbooks in Spain.

This research presents some limitations that should be considered. Only speaking activities of two Catalan EFL textbooks were analysed, thus, it has repercussions for generalization. However, the checklist used in this study it offers a new insight in a new context. Textbooks were analysed within a context, consequently, the activities needed to be contextualized in a classroom to obtain more realistic results to examine the nature of communicativeness of the activities in practice.

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Appendices

Appendix 1. EFL Textbooks

Surprise! Class Book 5

	Total	Speaking activities	%
Unit 0	10	4	40
Unit 1	21	16	76,19
Unit 2	22	16	72,73
Unit 3	20	16	80,00
Unit 4	22	17	77,27
Unit 5	18	11	61,11
Unit 6	21	16	76,19
Unit 7	-	-	-
Extra activities	21	6	28,57
Total	**155**	**102**	**65,81**

Tiger Tracks Pupil's Book 5

	Total	Speaking activities	%
Unit 0	5	4	80
Unit 1	31	21	67,74
Unit 2	31	20	64,52
Unit 3	31	22	70,97
Unit 4	31	20	64,52
Unit 5	31	20	64,52
Unit 6	31	19	61,29
Unit 7	30	17	56,67
Extra activities	6	1	16,67
Total	**227**	**144**	**63,44**

Surprise! Workbook 5

	Total	Speaking activities	%
Unit 0	9	0	0
Unit 1	28	2	7,14
Unit 2	26	1	3,85
Unit 3	28	2	7,14
Unit 4	26	1	3,85
Unit 5	28	1	3,57
Unit 6	25	3	12
Unit 7	0	0	-
Extra activities	30	0	0
Total	**200**	**10**	**5**

Tiger Tracks Workbook 5

	Total	Speaking activities	%
Unit 0	6	1	16,67
Unit 1	30	5	16,67
Unit 2	30	5	16,67
Unit 3	30	6	20
Unit 4	30	5	16,67
Unit 5	30	5	16,67
Unit 6	30	5	16,67
Unit 7	30	4	13,33
Extra activities	124	18	14,52
Total	**340**	**54**	**15,88**

Appendix 2. Chapter summary

Tiger Tracks Pupil's Book 5

Item	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Extra activities	Total	%
Focus											
Form	1	9	7	9	10	8	9	6	1	**60**	**41,67**
Function	3	12	13	13	10	12	10	11	0	**84**	**58,33**
Cognitive operations											
Closed / Reproductive	2	11	13	12	11	9	10	5	1	**74**	**51,39**
Closed / Productive	1	0	0	0	0	0	0	2	0	**3**	**2,1**
Open / Reprodutive	1	5	2	6	3	5	5	5	0	**32**	**22,22**
Open / Productive	0	5	5	4	6	6	4	5	0	**35**	**24,31**
Interactions											
Monologue	1	13	11	14	13	10	10	11	1	**84**	**58,33**
Dialogue	3	8	9	8	7	10	9	6	0	**60**	**41,67**
Groupings											
Individually	0	6	5	5	5	4	4	6	1	**36**	**25**
In pairs	2	4	6	4	5	5	4	5	0	**35**	**24,31**
Small groups	1	4	3	4	2	5	5	1	0	**25**	**17,36**
Whole class	1	7	6	9	8	6	6	5	0	**48**	**33,33**

Tiger Tracks Workbook 5

Item	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Extra activities	Total	%
Focus											
Form	1	1	1	1	1	1	1	1	8	**16**	**29,63**
Function	0	4	4	5	4	4	4	3	10	**38**	**70,37**
Cognitive operations											
Closed / Reproductive	1	2	2	3	2	2	2	1	10	**25**	**46,30**
Closed / Productive	0	3	3	3	3	3	3	3	3	**24**	**44,44**
Open / Reprodutive	0	0	0	0	0	0	0	0	4	**4**	**7,41**
Open / Productive	0	0	0	0	0	0	0	0	1	**1**	**1,85**
Interactions											
Monologue	1	3	3	3	3	3	3	3	5	**27**	**50**
Dialogue	0	2	2	3	2	2	2	1	13	**27**	**50**
Groupings											
Individually	1	3	3	3	3	3	3	3	2	**24**	**44,44**
In pairs	0	2	2	3	2	2	2	1	13	**27**	**50**
Small groups	0	0	0	0	0	0	0	0	0	**0**	**0**
Whole class	0	0	0	0	0	0	0	0	3	**3**	**5,56**

Surprise! Class Book 5

Item	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Extra activities	Total	%
Focus										
Form	4	9	9	10	9	7	11	6	65	63,73
Function	0	7	7	6	8	4	5	0	37	36,27
Cognitive operations										
Closed / Reproductive	4	12	13	13	12	10	11	6	81	79,41
Closed / Productive	0	0	1	0	1	1	1	0	4	3,92
Open / Reprodutive	0	3	2	2	2	0	4	0	13	12,75
Open / Productive	0	1	0	1	2	0	0	0	4	3,92
Interactions										
Monologue	4	10	12	13	12	9	11	6	77	75,49
Dialogue	0	6	4	3	5	2	5	0	25	24,51
Groupings										
Individually	0	1	2	2	2	1	2	0	10	9,8
In pairs	0	3	3	2	3	1	4	0	16	15,69
Small groups	0	3	1	1	2	1	1	0	9	8,82
Whole class	4	9	10	11	10	8	9	6	67	65,69

Surprise! Workbook 5

Item	Unit 0	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Extra activities	Total	%
Focus										
Form	0	0	0	1	0	0	0	0	**1**	**10**
Function	0	2	1	1	1	1	3	0	**9**	**90**
Cognitive operations										
Closed / Reproductive	0	0	1	1	0	0	0	0	**2**	**20**
Closed / Productive	0	0	0	0	0	0	0	0	**0**	**0**
Open / Reprodutive	0	1	0	1	1	1	3	0	**7**	**70**
Open / Productive	0	1	0	0	0	0	0	0	**1**	**10**
Interactions										
Monologue	0	0	0	0	0	0	0	0	**0**	**0**
Dialogue	0	2	1	2	1	1	3	0	**10**	**100**
Groupings										
Individually	0	0	0	0	0	0	0	0	**0**	**0**
In pairs	0	2	0	1	0	0	1	0	**4**	**40**
Small groups	0	0	1	1	1	1	2	0	**6**	**60**
Whole class	0	0	0	0	0	0	0	0	**0**	**0**

Appendix 3. EFL Textbooks Summary

Surprise! 5

Item Focus	Surprise! 5 (cb)	Surprise! 5 (w)	TOTAL	%
Form	65	1	**66**	**58,93**
Function	37	9	**46**	**41,07**
Cognitive operations				
Closed / Reproductive	81	2	**83**	**74,11**
Closed / Productive	4	0	**4**	**3,57**
Open / Reproductive	13	7	**20**	**17,86**
Open / Productive	4	1	**5**	**4,46**
Interactions				
Monologue	77	0	**77**	**68,75**
Dialogue	25	10	**35**	**31,25**
Groupings				
Individually	10	0	**10**	**8,93**
In pairs	16	4	**20**	**17,86**
Small groups	9	6	**15**	**13,39**
Whole class	67	0	**67**	**59,82**
Total	102	10	112	

Tiger Tracks 5

Item	Tiger Tracks 5 (cb)	Tiger Tracks 5 (w)	TOTAL	%
Focus				
Form	60	16	**76**	**38,38**
Function	84	38	**122**	**61,62**
Cognitive operations				
Closed / Reproductive	74	25	**99**	**50**
Closed / Productive	3	24	**27**	**13,64**
Open / Reproductive	32	4	**36**	**18,18**
Open / Productive	35	1	**36**	**18,18**
Interactions				
Monologue	84	27	**111**	**56,06**
Dialogue	60	27	**87**	**43,94**
Groupings				
Individually	36	24	**60**	**30,3**
In pairs	35	27	**62**	**31,31**
Small groups	25	0	**25**	**12,63**
Whole class	48	3	**51**	**25,76**
Total	144	54	198	