An Investigation of Support for Productive Skills in textbooks

A mixed method study of grade 8 materials

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Abstract

English language learning materials take a central role in Swedish secondary schools. The curriculum in Sweden advocates for communicative language teaching where students are expected to produce language in various contexts without restriction. There is much prior research on different textbooks used in Sweden. However, there has been limited analysis of how well a textbook aligns with the curriculum in terms of compliance with CLT expectations particularly for productive skills. As CLT preaches free production, it is important for teachers to know which books to choose for their courses to successfully incorporate the material to improve their students’ productive skills in various contexts. This study analysed *Focus on English 8* which consists of a textbook and a workbook to shed some light on to what degree this textbook follows the Swedish curriculum with a focus on CLT aspects. This was done by using a mixed methods content analysis by conducting both a quantitative and qualitative analysis. The quantitative analysis was done by counting the amount of controlled to uncontrolled exercises in the textbook and workbook. In contrast, the qualitative analysis focused on the scaffolding present in the production exercises. Results show that while the book adheres to the curriculum, the textbook and workbook by themselves do not sufficiently facilitate free production. Thus, several steps outside the teaching materials need to be taken to encourage students to freely produce the language.

Keywords

CLT, ELT, CEFR, Scaffolding, controlled exercise, uncontrolled exercise, teaching materials.
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1. Introduction

English language teaching (ELT) textbooks play a particularly important role in secondary education, acting as the cornerstone for developing students’ linguistic competence and their capacity for successful communication. Textbooks are a foundation to the topic of ELT and are the bedrock upon which language education is built around in lower secondary school (Garton & Graves, 2014, as cited in, Siegel, 2022). Throughout the decades, there has been a massive amount of research about ELT textbooks. Dating back to the 90’s, a researcher mentions that textbooks can be masses of “rubbish” that are skillfully marketed to the masses for both monetary and political gains and that they are examples of educational failure (Sheldon, 1988, p. 237). However, the same article also mentions that they are necessary evils. Tomlinson believes that textbooks contribute to sometimes limited acquisition of basic competence and using the language effectively for many students that are learning English as a second or foreign language (Tomlinson, 2008). Nonetheless, it is necessary to acknowledge that secondary education still relies heavily on textbooks. The reason for why textbooks are still used is because of how they provide a structured and comprehensive source of information for the students and teachers. Furthermore, they facilitate organized learning and provide lots of charts, pictures, and realia (Brown & Lee, 2015). They serve as both content archives and learning aids for language learners, helping them to acquire fundamental linguistic concepts and improve their communicative proficiency. Furthermore, the materials are saving teachers’ time and provide information for teachers who might not be fully comfortable when teaching L2 English.

Textbooks are widely used in Swedish lower secondary schools as a basis for ELT. With a primary focus on improving students’ readiness to choose and effectively use textbooks, as well as other educational materials and tools, in their professional pursuits, the Swedish government has recently introduced a new set of goals for teaching programs across primary, professional, and subject-specific teacher training programs (Swedish Government Offices, 2023). There are a variety of textbooks that are being used by different schools and teachers can choose from the selected few that are available in that school. Textbooks in Sweden are expected to follow the Swedish curriculum, which in turn means that they use the Common European Framework of References for Languages (CEFR) as a foundation according to Skolverket’s curriculum (2022a). Whether students get enough chances and the right kinds of experiences to improve their productive fluency and language proficiency is still up for debate as there are students that supposedly learn more English outside of school than in the classroom (Lundahl, 2012). Lundahl states that students in grade 9 with a higher proficiency view the English lessons as a limited medium for them to improve their linguistic proficiency. Since the Swedish curriculum puts a huge focus on communication, one would expect that Communicative Language Teaching (CLT), which emphasizes learning language for the purpose of communicating with others (Celce-Murcia et al., 2014), would be incorporated in the textbooks that are being used. Regarding textbook research in Sweden, many textbooks have been analyzed and
there are many studies on textbooks as ELT materials focusing on different aspects such as Degerman and Sävhage (2017) and Ramon (2021), where communicative aspects and speech acts have been analyzed, respectively. In contrast, this study analyses free production in speaking and scaffolding in productive skills. CLT advocates free output generation through uncontrolled exercises, encouraging students to produce output freely. Despite the attention English textbooks have received from researchers in Sweden, little research has been done regarding controlled and uncontrolled exercises in Swedish textbooks as such exercises related to language production. Controlled and uncontrolled exercises are defined by the extent of control implied by their names, with controlled exercises providing a high level of structure and uncontrolled exercises allowing for more freedom. In ELT, this would be regarded as how the teacher organizes exercises for their students, if the teachers allow for a free production of language or a more controlled one (Brown & Lee, 2015) (see below for more comprehensive definitions and examples). In a similar fashion, textbooks have exercises that can be analyzed where they are in this spectrum of controlled and uncontrolled exercises.

Considering what has been mentioned above, this study analyzed how the textbook and workbook of Focus on English 8, which is designed for grade 8, develops the students’ productive fluency and language proficiency with a focus on the productive skills. The choice of grade and textbook was chosen to investigate to what extent a grade 8 textbook guides an English user to move from A2 (basic user) to B1 (independent user), which is a large step. Since communication is an important factor in the Swedish curriculum as its stated many times in the steering documents (Skolverket, 2022b), CLT will be one of the aspects focused on. However, the focus of this study will be on controlled and uncontrolled exercises in the textbook and workbook regarding speaking. This study analyzed whether there are differences when it comes to scaffolding between the writing and speaking exercises in terms of controlled and uncontrolled activities. The analysis will be done by making use of content analysis (CA) (Fraenkel & Wallen, 2007) (see Methods section). The findings of the study raise awareness for how a textbook supports communicative competence in the speaking and writing aspect of the language in the form of controlled and uncontrolled exercises. Another focus of the study was to analyze if the focus of the materials is equally placed on the two output aspects to help teachers be aware of existing gaps for better choice of materials, and to help them understand when and how they might need to supplement textbooks to cater for students with different proficiency levels.

1.2 Aim and research questions

This study aims to investigate whether there are differences when it comes to amounts scaffolding and controlled/uncontrolled exercises in the textbook Focus on English 8. The study analyzed the emphasis put on the two aspects when it comes to the distribution of exercises, speaking and writing by comparing the amount of controlled and uncontrolled exercises. In short, this study answered the following questions:
1. What is the ratio of activities focused on speaking in comparison to writing?
2. What is the distribution of controlled and uncontrolled speaking exercises in the textbook and workbook?
3. What patterns for scaffolding, particularly related to productive skills, are evident in the textbook or workbook for speaking and writing exercises?

The motivation for this thesis originally came from recognizing a major need for support for speaking skills whereas writing skills already have a lot of support. This study inherently leans towards an emphasis on speaking creating an apparent imbalance. References and data related to writing are presented for comparisons sake to provide a more comprehensive picture of how Focus on English 8 deals with productive skills in general.

2. Literature review/background

This chapter begins by covering the speaking aspect and then continuing by covering relevant instructional materials such as scaffolding, CEFR, Skolverket etc. Additionally, this chapter ends by covering uncontrolled and controlled exercises as well as prior studies.

2.1 Speaking

Speaking ability is a complex skill that includes the ability to express ideas, feelings, and thoughts using spoken language. It is an essential component of communication and is crucial to our relationships with one another. Although it includes one's original language (L1) as well as any additional languages learnt (L2), speaking L2 will be the primary subject of this study since this study’s context is Sweden. Proficient English speakers need to be able to manage multiple abilities at once, such as comprehending spoken language, formulating coherent responses, and adjusting their communication strategies, often in an instant, without the need for prior planning. There are many cognitive, social, and personal demands on speakers because of this requirement (Burns, 2016, p. 2).

Pakula (2019) states that there are two significant language learning theories called traditional cognitive psycholinguistic theory and the other being sociocultural theory. The psycholinguistic view is focused on individual cognitive and psychological processes in language learning. In contrast, sociocultural theories emphasize social interaction in learning Pakula (2019). The latter corresponds well with Sweden’s steering documents and communicative language teaching (CLT) which will be reviewed later in this study (see CLT and Swedish context sections).

2.1.1 Speaking in classrooms

Pakula (2019, pp. 95-96) states that as important as speaking is, it is rarely taught in classrooms while written language and grammatical correctness are the ones being the
main goals. Pakula continues by stating that this can be due to teachers being uncertain about their own spoken language skills, which leads to them avoiding teaching that in the classroom. This leads to students getting less opportunities to speak in the classroom. Burns (2016) has an approach to a framework on how to teach speaking in the classroom. The reason for choosing this framework is because many elements in this teaching speaking cycle corresponds well with Skolverket’s expectations from the English teaching courses where it is explicitly stated that stages such as 4, which focuses on language skills and strategies (see Figure 1) needs to be included (Skolverket, 2022b, p. 14).

Figure 1: The teaching speaking cycle, taken from Burns (2016)

The phases can be explained by the help of Burns (2016). The first phase is to increase students’ metacognitive awareness regarding speaking in L2 and their general language development, or with getting ready for a specific assignment or material. Stage two provides input and guides the students with the help of scaffolding, which will be explained after this section. As stated by Maybin et al. by Burns (2016, p. 8), scaffolding involves help which will enable learners to accomplish tasks that they would not be able to manage by themselves. Stage three places a strong emphasis on performance, with students using both cognitive and linguistic skills to complete the speaking assignment. Students frequently speak in pairs or small groups, while the instructor moves around giving comments. The emphasis in stage four is shifted to linguistic accuracy and specific attention to conversation management, language, and pronunciation. To improve their oral performance, students identify and fix mistakes, and teachers can offer advice and examples. Step five promotes further practice, expanding upon the precision and abilities acquired in Step four. Students are more equipped to complete the work more confidently and fluently. Stage six encourages critical analysis of the educational process. To improve, learners evaluate their progress and the tactics they have employed. Learner autonomy and self-regulation are encouraged at this stage. At the seventh and final step, students receive comments on their overall performance from their peers or teacher. This
feedback enables students to enhance their speaking skills by using a checklist, grades, or peer assessment.

The stages that this study will focus on will be one, two, three, four and five. The reason for this is because of the material that was analysed is a textbook and a workbook, hence why it can be difficult to include the other stages.

2.2 Scaffolding
Vygotsky’s zone of proximal development (ZPD) is a concept for a psychological approach to education by dividing zone of development into three parts. There is a gap between these three parts when it comes to what a learner can do independently and what they can do with support or guidance from a teacher. ZPD is divided into three levels, first there is the actual development level where the learner can complete tasks independently demonstrating their actual knowledge and skill. Secondly, ZPD level where the learner cannot complete tasks independently but can accomplish them with guidance or support, representing the potential for learning and development. Lastly, the frustration level where the learner cannot complete tasks at all without support (Shabani, 2010). It is believed that a student will reach the potential of maximum growth by constantly being in the middle of the ZPD zone. Moll (1990) in Shabani (2010) writes that when a learner performs tasks with support and guidance, it is believed that the learner can later perform such tasks independently. Thus, the learners’ gap between what they can do on their own and what they can only do with guidance shrinks.

Connecting previous statements to this study, an important note for this textbook analysis is that tasks should have less scaffolding as the students’ progress through the content of the textbook. A task that students previously got lots of instructions on should be less controlled at later stages of the course material. Speaking from personal experience, it stands to reason that repetition of tasks for 8th graders could improve their proficiency but also their confidence when performing the same task again. It seems logical then that their fluency and accuracy would increase as well.

Scaffolding is another popular concept that is a metaphor describing and explaining the role of teachers or someone with greater knowledge than their peers guiding their peers in their learning and development (Verenikina, 2003). To give children individualized support based on their zone of proximal development, scaffolding is perceived as a "method of operationalizing Vygotsky's concept of working in the zone of proximal development" (Bourbour Hossienbeigi, 2020). Similarly, in textbooks, any given support and guidance can be seen as a degree of scaffolding. As Siegel (2022, p. 210) states, through controlled exercise, the teacher with sufficient scaffolding can help students’ accuracy and fluency develop. In a textbook, the teacher can provide scaffolding, but it is mostly the book that needs to prepare the students for the tasks. It is important for textbooks to keep the students in the optimal ZPD level when developing their speaking fluency and accuracy.
2.3 Textbooks

Textbooks are a central part of the education in Swedish schools. Vitta (2021) argues that ELT textbooks are essential tools for language learners strategically crafted to support L2 English proficiency growth and cultivate learners’ communicative abilities. As Siegel (2022, p. 99) claims, almost all language teaching will at some point make use of some sort of teaching and learning materials. Textbooks often tend to provide a good source and amount of communication models for students to simulate to develop various aspects of the English language. Even though textbooks can be considered as material developed for monetary and political gains, Sheldon (1988) argues that they exist and should be used critically when teaching students. The textbooks by themselves will not teach the students the English language. However, with critical analysis and evaluation of textbooks the teachers can accommodate for what is missing. As Valverde (2002) points out, when studying with textbooks, consumers look through a “glass” that has a particular vision revealed for the consumers. Thus, like students, teachers are consumers of textbooks as well, which makes it equally important for teachers to be critical when choosing a textbook for their classroom (Sheldon, 1988, p. 239).

School subjects are defined with the help of textbooks as students get to experience the contents. Textbooks are a medium that are used for translating a country’s curriculum policies into tangible materials and content that students can use to study and learn from (Valverde, 2002). Tying this to the Swedish curriculum for various grades in English, a communicative based teaching is expected from textbooks since the curriculum desires such content (Skolverket, 2022b). As Siegel (2022) mentions, commercial publishers, working in highly competitive international businesses put careful consideration and effort when organizing the content, choosing the right type of content together with vocabulary selection and other crucial parts that are important to include in a textbook.

2.4 Controlled uncontrolled exercises

Exercises come in various forms in textbooks where they range from controlled and uncontrolled (i.e. open-ended) exercises (Brown and Lee, 2015). Brown and Lee use the term open-ended exercises in their study for uncontrolled exercises, which are similar. The difference between the two definitions, controlled and uncontrolled, is the extent of how much the exercise is controlled by the teacher or the textbook. Brown and Lee (2015, p. 222) define controlled exercises as the extent to which the teacher controls the flow of the discourse in the classroom while learners fill in the slots required for discourse. Uncontrolled exercises are defined as an opportunity for teachers and students to break this “communicative cocoon” and give opportunities for improvisation in the classroom (Brown and Lee, 2015, p. 222). As stated by Van Lier (2007), as cited in Brown and Lee (2015), lessons and tasks are almost always planned; however, there should always be opportunities for students to improvise. In other words, while structure and planning are crucial, it is equally important to create space for students to actively participate in an environment where they can spontaneously produce language.
To better understand the difference between controlled and uncontrolled exercises, a few generalizations have been provided by Brown and Lee (2015, p. 222). T: teacher, SS: students.

Figure 2: Generalizations, taken from Brown and Lee (2015)

<table>
<thead>
<tr>
<th>Controlled</th>
<th>Uncontrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>T Restricts communication</td>
<td>SS Free to improvise in discourse</td>
</tr>
<tr>
<td>T Elicits an intended response</td>
<td>SS Responses are spontaneous</td>
</tr>
<tr>
<td>T Emphasizes forms/structures</td>
<td>SS Focus on meaning/communication</td>
</tr>
<tr>
<td>T Monitors SS’ responses</td>
<td>SS is relatively unmonitored</td>
</tr>
</tbody>
</table>

It is difficult to put each exercise in this framework and say exactly what it is, however, with the help of these definitions there can be some clarity of approximately where on the framework an exercise could be at (see below for examples of controlled and uncontrolled exercises).

2.5 CLT

Communicative language teaching (CLT) is an approach to language instruction that emphasizes learning a language primarily for communicating with others (Celce-Murcia et al., 2014, p. 15). CLT entails many different forms of communication, not limiting itself to a specific few. These forms of communication are often uncontrolled and encourage the students to freely produce output. To build on, CLT is used to include practices to adapt and modify the language for the students to produce many different forms of text and ability to maintain a conversation (Richards, 2006).

A way to think about CLT is by comparing communicative competence and grammatical competence. Grammatical competence entails knowing how to structure sentences as in knowledge about parts of speech, tenses, phrases, clauses, and sentence patterns to correctly build sentences. On the other hand, communicative competence is knowing how to adapt the language to different settings and purposes. Furthermore, it involves the ability to produce and understand various types of texts, narratives, and conversations, as well as knowing how to maintain effective communication (Richards, 2006). Language production is key to communicative competence, this essay focuses on production (i.e., speaking and writing) rather than grammatical knowledge. However, it is important to note that Communicative competence encompasses linguistic competence, grammatical accuracy, pragmatic knowledge, and the ability to generate spoken syntax and convey semantic meaning accurately even if it is oral communication.

What differentiates CLT from ordinary education could be demonstrated by comparing two different types of introductions to an exercise like Siegel (2022, pp. 47-48) does. In scenario A, Siegel presents a situation where the students are expected to discuss what they did over the weekend by asking various questions and listening to their responses. Multiple students participate in this activity before the teacher announces the topic of the
lesson, which is to tell stories in the past tense. However, in scenario B the teacher starts by telling the students the topic of the lesson and hands out a text where the students are instructed to read the paragraph individually. The distinction is apparent as the students get no chance to freely produce output orally with authentic responses in scenario B, which they get to do in scenario A. This is only one of many examples that can be viewed to better understand CLT.

CLT offers students the chance to speak and produce language freely in different contexts if employed appropriately as intended by CLT principles. Skolverket (2022b) includes free production as a central part of their expected learning outcomes in their curriculum, which will be reviewed in one of the upcoming sections. Thus, it can be deduced that the CLT approach is in fact an important factor in order to enable students’ ability to speak freely and spontaneously in different situations.

2.6 CEFR

The Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR) in English, is a standard used to characterize the accomplishments of language learners throughout Europe and, increasingly, in other nations (CEFR, 2020). CEFR is incorporated into Skolverket’s steering documents to gauge what level in what grade students should strive for. Since the textbooks in Sweden are supposed to follow the steering documents, it stands to reason they are to follow the CEFR as well. In the Swedish education system, the subject English is divided into seven different levels. They are divided as following:

Table 1: CEFR expected English proficiency at different grades in Sweden taken from Skolverket (2022a).

<table>
<thead>
<tr>
<th>CEFR Proficiency</th>
<th>A 1.1</th>
<th>A 1.2</th>
<th>A 2.1</th>
<th>A 2.2</th>
<th>B 1.1</th>
<th>B 1.2</th>
<th>B 2.1</th>
<th>B 2.2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Secondary school</td>
<td></td>
<td>Grade 6</td>
<td></td>
<td>Grade 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Upper secondary school</td>
<td></td>
<td>English 5</td>
<td></td>
<td>English 6</td>
<td></td>
<td>English 7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

This study focused on the CEFR levels A2 and B1 since they are the most relevant because students are expected to be at level A2 in grade 8 and B1 at the end of grade 9.
The English subject in lower secondary school is divided into three parts, 1-3, 4-6 and 7-9. Sweden has adapted CEFR adding more stages as can be seen in Table 1. The focus of this study will center on a grade leading up to the pivotal grade 9, where students are expected to attain a higher level of proficiency in English. Students in Sweden are expected to become an independent user of English at the end of grade 9 advancing from a basic user. Focusing on the productive elements in Figure 3, we can deduce that the speaker is required to greatly level up their proficiency as they are no longer expected to speak in routine tasks with simple exchanges, but rather are expected to be able to tackle real life situations and problems. This expectation poses a challenge for textbooks and teachers who must be able to manage the task of supporting the students in meeting these demands.

2.7 The Swedish context

The Swedish curriculum places a strong emphasis on communication in their steering documents as a core objective for the grades 7-9 (LGR 22). The curriculum recognizes that in this interconnected global society, English is a medium for communication and to engage with the world. From the early years of education to higher levels, the steering documents are designed to foster the ability to use English as a means of expression, interaction, understanding and the most crucial one, to increase language proficiency. Lundahl (2012) states that the English education in secondary school in Sweden is supposed to teach the students to develop proficiency for different situations in society. Additionally, it intends to enable them to have a global contact with their linguistic proficiency in English speaking environments. Lundahl further claims that the language is supposed to be used in formal and informal situations. This is to be completed in the classroom by giving opportunities to the students to speak and perform their language in natural environments to further develop their proficiency in a social and emotional setting. In the curriculum, there are only clear grading criteria for grades 6 and 9. Looking at grade 9 criteria for the lowest grade E, we can see that it is heavily focused on communication:
Highlighting the important parts for this study which can roughly be translated to:

In various types of oral presentations, the student formulates themselves simply, understandably, and relatively coherently.

In interaction in various contexts, the student expresses themselves simply and understandably and to some extent adapted to purpose, recipient, and situation. In addition, the student uses strategies that to some extent facilitate and improve interaction. The student discusses, in English, relationships in various contexts and areas where the language is used, including based on their own experiences or knowledge.

Looking at each of these highlighted sentences in the paragraphs in the criteria, it can clearly be deduced, as stated earlier, that ELT in Sweden is heavily focused on communication.

2.8 Prior studies

There is much prior research done where many textbooks have been analysed. One previous study is about how well a textbook fulfils the communicative aspects of the Swedish curriculum for English 6 by Degerman and Sävhage (2017). This research analyses each chapter in the textbook, examining how well all four aspects of English aligns to the CLT approach of teaching. Furthermore, the study also compares the systems in the English language such as grammar, lexis, pronunciation, discourse, and pragmatics. The result of the study is that the textbook Echo 6 indeed has a communicative approach to teaching where all the chapters had a communicative approach, and all the aspects were fulfilled some criteria of communication.

Another study analysed how well speech acts were covered in textbooks, such as greetings, rejections, and requests (Ramon, 2021). By using statistics, the study has revealed that there is a significant difference between all three speech acts in the textbooks.
that the study has chosen to analyse, with speech acts taking more place in one textbook than the others.

One last study to mention is about linguistic variation in Swedish EFL-textbooks by Lindqvist (2020) where World Englishes are in focus. The study has conducted both interviews and textbook analysis. Focusing on the textbook analysis, the study found that there is a limited linguistic variation and that the focus is mainly on British English and American English. To continue, statistics revealed that only 13 in-text examples could be found in 22 texts.

While numerous studies have been conducted in textbooks focusing on different aspects of ELT materials, none of the presented above researched specifically the speaking aspect and how uncontrolled and controlled exercises take place in the materials. Therefore, this study stands out and is unique by offering a unique perspective researching something different than what previously has been done. Building on the groundwork laid out by previous studies, this study adds another dimension to our understanding of language learning and teaching materials.

3. Method and materials

This section explores what materials and the methodology of this study for answering the research questions.

3.1 Material

The textbook and workbook are a set that was analysed named *Focus on English 8* (Liber). The authors for the textbook are Maria Jones, Anders Odeldahl, Jörgen Gustafsson and Christine Venn. The workbook is written by the same authors excluding Christine Venn.

The reason for this choice of textbook is because of students coming from different backgrounds with different levels of proficiency are expected to all be at an independent level of proficiency B1 at the end of grade 9 (Skolverket, 2022a; see Table 1). It can be interesting to see how a textbook in grade 8 funnels students towards that goal of becoming an independent user from a basic user of the English language even though many students might have different levels of English and varied starting points when it comes to L2 English.

3.1.1 Textbook

The textbook cover briefly encompasses the contents inside such as thematic chapters, engaging texts, exercises encouraging discussions, dialogue serial with practical informal English, clear expected goals, realia and actively working with pictures. The textbook contains 141 pages that students could take use of and learn. There are nine chapters with
clear corresponding goals and objectives. In the beginning of the textbook, each chapter has content and goal descriptions as shown below.

Figure 5: Taken from Jones (2014, p. 4)

<table>
<thead>
<tr>
<th>TEMA/INNEHÅLL</th>
<th>MÅL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro: vad tonåringar tänker på och orar sig för</td>
<td>• prata om och redogöra för saker som här med tonåren att göra</td>
</tr>
<tr>
<td></td>
<td>• ha ett större ord- och frasförstånd för att prata och skriva kring</td>
</tr>
<tr>
<td></td>
<td>• kunna ta till sig fakta ur en populärvetenskaplig text och kort</td>
</tr>
<tr>
<td></td>
<td>• redogöra för dem muntligt och skriftligt</td>
</tr>
<tr>
<td></td>
<td>• ha ett utökat ordförråd för att prata om hur tekniska pryler påverkar vårt sätt att umgås</td>
</tr>
<tr>
<td></td>
<td>• kunna skilja mellan några ord man lätt blandar ihop</td>
</tr>
<tr>
<td></td>
<td>• läsa och förstå en berättande text</td>
</tr>
<tr>
<td>Dialog om dåliga ursäkter</td>
<td>• ha ett utökat fras- och ordförråd för att kunna fråga efter vägen och förstå vägbeskrivningar</td>
</tr>
<tr>
<td></td>
<td>• klara av olika sådana situationer</td>
</tr>
<tr>
<td>Diskussioner mellan tonåringar och föräldrar</td>
<td></td>
</tr>
<tr>
<td>Text om hur det kan kännas den första dejten</td>
<td></td>
</tr>
<tr>
<td>Faktatext om hur vi idag använder mobiltelefoner/smarta telefoner</td>
<td></td>
</tr>
<tr>
<td>Bild att diskutera och bygga en dramatimering på/skriva ett manus till</td>
<td></td>
</tr>
<tr>
<td>Text om hur vardagen i en skola förändras på ett mycket oväntat sätt</td>
<td></td>
</tr>
</tbody>
</table>

Each chapter has the same pattern where there is reading material in various contexts with different exercises that follows.

### 3.1.2 Workbook

On the cover of the workbook, it is mentioned that all four of the English skills was covered. The skills are divided into production and receptive categories. Furthermore, there is information that there is scaffolding via toolboxes, word exercises and grammar exercises. The workbook consists of 158 pages filled with exercises and helpful tools. There are six chapters with subunits with clear objectives where it is written which aspect of the language that is expected to receive stimulation. For example, for the production aspects of English each exercise section starts with “Now you are writing” or “Now you are speaking”. When the workbook was analysed for quantitative purposes, only the exercises that are prompted to improve writing was counted and not the “translation”, “crosswords” or “fill the gap” exercises. In the workbook, a specific pattern of exercises cannot be found. However, there are reoccurring exercises throughout the book. The book does not contain answer keys; however, the answer keys are available on the publisher’s official website.

### 3.2 Method

This study employed both a quantitative study as some of the research questions work with tallies and numbers. As stated in Phakiti (2018, p. 56), the basic element of quantitative study in research is measuring things that can be counted, such as a quantity
of data to present in statistics. However, Fryer et al. also mentions that not limiting oneself to a simple method but also incorporating qualitative research can give a more nuanced analysis. Compared to quantitative research, qualitative research generally depends on collecting, analysing, and interpreting data in specific contexts (Phakiti, 2018, p. 80). Thus, a qualitative study was also conducted when analysing controlled/uncontrolled exercises, scaffolding, and quality of development. When analysing textbook content, Tomlinson’s 6 principles, as cited in in Siegel (2022), was emphasized.

1. Materials should feature language in authentic use.
2. Materials should support learners by drawing attention to aspects of authentic use.
3. The target language should be used for communicative purposes.
4. Opportunities for feedback should be available.
5. Materials should stimulate curiosity and creativity.
6. Materials should elicit cognitive and affective investment from learners.

These are important principles that influenced the thinking when analysing the textbook and the workbook for this project.

How this study analysed the material was by taking use of content analysis (CA), which was also done by Lindqvist (2020) and Ramon (2021) when analysing their respective textbooks. Qualitative research can be carried out using three main techniques to collect data. One of them is analysing documents or other forms of communication, referred to as CA (Fraenkel & Wallen, 2007). CA helps with reducing many amounts of text to simple numbers and categorization (Stemler, 2001). The other two are interviews and observations; however, due to limited resources, this study will only include CA focusing specifically on the analysis of a textbook and a workbook.

According to Krippendorff (1980) in Stemler (2001), when conducting a content analysis six questions must be addressed:

1. Which data are analysed?
2. How are they defined?
3. What is the population from which they are drawn?
4. What is the context relative to which the data are analysed?
5. What are the boundaries of the analysis?
6. What is the target of the inferences?

The data in the textbook and workbook that was analysed are controlled/uncontrolled speaking exercises and scaffolding, which were defined in the background section. Focus on English 8 was chosen because it correlates with this study’s objectives; specifically, the cover mentions that the content invites students to speak, discuss and that scaffolding is included for the exercises. Context relative to data is pedagogical implications and linguistic proficiency that comes with CLT. The boundaries of the analysis are set to
ensure that a focused examination of the textbook content and its application in Swedish schools is conducted. Analysis primarily focused on scaffolding and controlled/uncontrolled exercises in a set of textbook and workbook for grade 8 students. To demonstrate how controlled/uncontrolled exercises can look like, examples from the textbook can be used. One speaking exercise that is a chat simulation has the instructions “Work in pairs. Read the dialogue out loud”. This exercise is controlled because it does not meet the definition of uncontrolled such as “free to improvise in discourse” and “responses are spontaneous”. An uncontrolled exercise is “a) Write down 6 questions about the body you think your classmates should be able to answer. (You need to know the answers yourself.) b) Work in pairs. Ask your questions. Who got the most correct answers?”. In this exercise, there is enough instruction where the students know what to do and are free to improvise with uncontrolled answers. This is also an example of how scaffolding can look in terms of guiding the students towards a goal without explicitly instructing them exactly what to do.

Based on the background review of scaffolding, the qualitative analysis of scaffolding involved assessing the clarity of instructions, the presence of supportive resources and examples and the progression of complexity. With the three criteria for analysis in mind, specific attention was given to the workbook where three units were chosen to illustrate the scaffolding present and the consistency of scaffolding across the material. For the workbook, due to many exercises, units from the beginning, middle and end were chosen to provide a comprehensive overview of scaffolding throughout the material. Lastly, the intention of this study is to analyse whether a Swedish textbook fulfils the communicative approach to language teaching as the curriculum and the Swedish regime advocates for in their documents. Furthermore, to analyse if scaffolding is evident in the materials for the productive skills.

4. Results

The aim of this study was to analyse a textbook and a workbook in Sweden to consider how well it fits the communicative approach that the Swedish curriculum advocates for. While the focus was put on speaking exercises, writing exercises will also be counted to compare the ratio. Furthermore, scaffolding has been analysed and compared in the production aspect of the language. The findings of this study will be presented in two separate sections. First, the quantitative part with the number of exercises will be presented to answer RQ (1) and (2). This will be done by comparing speaking and writing exercises and then finishing with controlled and uncontrolled exercises in speaking. The second part that consists of the scaffolding present in the textbook and workbook will be the qualitative part of the study, answering RQ (3).

4.1 Quantitative analysis of exercises

When analysing Focus on English 8, this study found 126 exercises in the textbook and 217 exercises in the workbook. While there is a huge number of receptive exercises
focusing on reading and listening in the textbook 89/126, not as many are present for the production aspect of the language, which only had 37 exercises. In contrast, the workbook focused heavily on grammar and vocabulary while the focus on writing and speaking was not as central (see Table 2). Table 2 displays totals and percentages of speaking and writing exercises. Each part of the table will be discussed in turn below.

<table>
<thead>
<tr>
<th>Material</th>
<th>Total amount of speaking exercises (approx. % of total)</th>
<th>Uncontrolled speaking exercises (approx. % of total)</th>
<th>Controlled speaking exercises (approx. % of total)</th>
<th>Writing exercises (approx. % of total)</th>
<th>Total production exercises (approx. % of total)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook</td>
<td>126 (37%)</td>
<td>21 (34%)</td>
<td>13 (30%)</td>
<td>16 (39%)</td>
<td>37 (36%)</td>
</tr>
<tr>
<td>Workbook</td>
<td>217 (63%)</td>
<td>41 (66%)</td>
<td>30 (70%)</td>
<td>25 (61%)</td>
<td>66 (64%)</td>
</tr>
<tr>
<td>Focus on English 8</td>
<td>343 (100%)</td>
<td>62 (100%)</td>
<td>43 (100%)</td>
<td>41 (100%)</td>
<td>103 (100%)</td>
</tr>
</tbody>
</table>

When comparing the total number of exercises, only approximately 30% of the exercises are distributed to the production aspect of the language where students are expected to improve their speaking or writing.

4.1.1 Distribution

4.1.2 RQ1: Speaking and writing exercises

Analysing writing exercises in both the textbook and the workbook, by looking at table 2 we can deduce that out of the total production exercises, 41 were allocated to writing exercises which is roughly around 40%. The remaining 60% of activities are focused on improving speaking. As mentioned earlier, the textbooks in Sweden are expected to follow the Swedish curriculum which advocates for communicative teaching. It can now be observed that Focus on English 8 focuses more on speaking exercises that writing exercises. However, when observing the total number of exercises in the textbook and workbook, only 18% of the exercises are designed for speaking. With the English language being distributed to four main aspects, reading, listening, writing, and speaking, one would expect that there would be an equal amount of focus placed on every aspect. With communicative approach in focus, one could even expect more focus to be placed on speaking.

4.1.3 RQ2: Uncontrolled and controlled speaking exercises

When analysing the number of speaking exercises, it is possible to make a comparison between controlled and uncontrolled exercises. In total, there are 43 controlled speaking exercises and 19 uncontrolled exercises. This translates to roughly 69% of the exercises being controlled and 31% of the exercises being uncontrolled. Breaking it down to the
textbook and the workbook, the uncontrolled speaking exercises in the textbook covers approximately 38% of the speaking exercises. In contrast, in the workbook, only 27% of the speaking exercises are uncontrolled. Many of the exercises have so many instructions that students arguably do not get to freely produce language (see Appendix F). Furthermore, the students mostly repeat what the instructions provide. Logic would follow that instructions would be heavier in the beginning of the material, while less in the later stages as the students’ proficiency improves. However, the controlled and uncontrolled exercises were put randomly in different stages in the books. In other words, there was no discernible systematic use of amount/detail of instructions as the book progressed. An example would be that the students are expected to act out dialogues as a first exercise in the textbook. In later stages of the textbook, there is an exercise where the students get to read about water that follows up with specific questions to ask and answer in pairs. Instead, the textbook could have designed an exercise where only the topic is given, and the students are free to come up with questions and answers by themselves (see Appendix B for the exercises).

The quantitative analysis of Focus on English 8 showed that the materials do conform to the communicative aspect of speaking. However, there is a limited amount of free production whereas the majority of the exercises are controlled and do not advocate the students to freely communicate with each other.

4.2 RQ3: Analysis of scaffolding (qualitative analysis)

The qualitative analysis of Focus on English 8 when it comes to scaffolding showed that there is scaffolding present in many of the exercises. In this study, a few specific extracts were taken to focus on, which are representative of patterns throughout the books. With these three criteria in mind, exercises were analysed: a) Clarity of instruction, b) supportive resources and examples, c) progressive complexity. In the workbook, three units were used to demonstrate how the scaffolding was evident and how consistent it is across the material. There is a clear pattern in the workbook that could be demonstrated with a flowchart (see Figure 6). The workbook always starts with a couple of language exercises to warm-up and provide the students with input for them to later use to produce output.
Part 1 in the workbook begins with pages introducing various exercises before the first production speaking exercise where the students can get exposure to different types of vocabulary in different situations by making use of crossword exercises. There is also a section where the students get to distinguish between formal and informal language. After these sections, the speaking part comes with instructions about planning for a day/evening in London with tips on where to look up information. Furthermore, the workbook includes toolbox pages to assist the students if they need more help. Examples of how to ask for information, things to see and general terminology when spending an evening outside can be found (see Appendix C). Then the students are expected to pair up and communicate in that setting. In this exercise, the instructions are very clear with supportive recourse and there are lots of examples provided prior to the exercise.

When it comes to progressive complexity, it is quite clear that the preparation exercises are a lot easier to complete than the speaking part (see Appendix D). The same pattern follows for the writing exercises in the first part of the workbook. Hence, the first part of the workbook likely provides enough scaffolding for the average 8th grader to successfully accomplish the task without undue anxiety and develop their productive skills in the process.
Moving onto the middle of the workbook, in part 4, students are presented with a substantial number of preparatory exercises before having to start producing (see Figure 8). To clarify, the first production exercise is a dialogue practice where the students read out loud set dialogues, which could also act as a preparatory task rather than a production exercise since the students do not freely produce.

Figure 8: Flowchart of first 9 exercises to demonstrate exercises before production

With vocabulary and listening exercises before, students get supportive recourses and examples before having to produce speech. Then with the next production exercise, which is writing, the students get to fill in a cartoon with chat bubbles to freely produce but with clear instructions. The progressive complexity is evident as the exercise has less control over the students and does not have a specific instruction as the prior exercises. The exercise that continues is a speaking exercise. The instructions are quite specific and controlled where the students answer by themselves a list of questions that they then discuss with their partners (see Appendix E). Students are restricted to selecting answers generated not by themselves but by someone else. The questions that they are to discuss are if they answered the same, why, or why not and what they think makes a person superstitious. This is a controlled exercise with adequate instructions, supportive resources and examples. When it comes to progressive complexity, the exercise is not as complex as it is extremely controlled. The exercise does not advocate for free production and with the amount of control, one could argue that it has too much scaffolding that might not lead to students improving their linguistic proficiency. Compared to the writing exercise, the speaking exercise is not as optimal when it comes to keeping the student in the development level of ZPD. In essence, the exercise provides all information to the student without the student having to generate anything independently, potentially
offering less challenge for skill development. To continue, part 4 can be seen as a module to improve the writing production skill rather than speaking as there are four writing exercises and only two speaking exercises. In the later writing exercises, the instructions are vaguer and give opportunity for the students to be creative. An example could be an exercise where the students are prompted to write a 100–150-word ghost story without further instructions. One could assume that the student can already bring a lot of ability, language proficiency, and strategic skills to the task.

Figure 9: Creativity inviting writing exercise

However, there are still supportive toolboxes so that the students do not get stuck. Thus, the progressive complexity for writing is quite apparent for the writing exercises in part 4.

The last part of the workbook part 6 has its first production exercise as a speaking exercise. As usual, the part begins with lots of vocabulary, phrases and listening exercises for the students to get used to the theme. The first speaking exercise consists of answering a couple of questions the workbook provides and moving onto interviewing each other. The exercise also provides a toolbox page to facilitate the exercise. Scaffolding is apparent where the instructions are clear and there are lots of supportive resources and examples. While the exercise is not complex, it has a higher degree of complexity than the previous exercises in the unit. The following production exercise is also designed for speaking with many exercises leading up to the topic of the speaking exercise. Toolbox page with examples on how to express your opinions is included to facilitate if the students get stuck on the exercise. In this speaking exercise, the students are expected to discuss several different topics in small groups then present some things they said in the group to the class. This exercise is more complex than the previous one as there are no set questions and answers. However, it has clear instructions with adequate support which makes it a good exercise with scaffolding (see Appendix G). A writing exercise in this unit follows the same pattern with lots of exercises leading to the writing exercise. By having the students listen to an animal documentary, the workbook introduces a writing exercise with minimal but very clear instructions (see Figure 10).
Toolbox page has not been included in this exercise and there are no examples other than knowledge from prior exercises. The exercise wants the students to write a blog post about one of the elephant centres that they previously had a listening exercise about. Although the exercise lacks toolbox pages, the previous material more than enough supports the students with examples and input. Furthermore, with less instructions, it is apparent that towards the end of the unit the production exercises are getting more uncontrolled and complex. Hence, scaffolding is apparent in this unit.

While there is observable pattern within certain units, the consistency of this progression is not observable across the entire book. A pattern is evident in some units whereas in some units it can be difficult to find such a pattern. Consequently, the overall progression is inconsistent throughout the book.

The textbook exercises for production follow the same concept in every unit. All units first start off with reading and listening to provide the students with input. Then the students are expected to reflect on their input. All the production exercises have clear instructions with supporting materials. Some exercises also refer to the toolbox in the workbook with page numbers, which is a type of scaffolding. Additionally, complexity of the exercises does have a logical progression. In the beginning, the textbook contains numerous exercises that involve acting out dialogues and asking each other questions. However, as the textbook progresses, the exercises shift their focus towards group discussions, demanding more spontaneous and personalized input from the students. Therefore, it can be observed that there is appropriate scaffolding within the textbook.

In conclusion, the workbook most of the time contains adequate scaffolding in each of its units. There are clear instructions with lots of recourses and examples. However, the progressive complexity of the exercises is not always consistent across the materials. Nevertheless, scaffolding is apparent in Focus on English 8 for both speaking and writing exercises.

4.3 Limitations

This study has some limitations, and the findings and results need to be taken into careful consideration. While this study has analysed a textbook and workbook designed for grade 8 in Sweden, the study does not cover a comprehensive range of textbooks. Furthermore,
the study did not evaluate the textbook with observation of the exercises being conducted in a real setting. To add on, no teacher who has used this textbook has been interviewed to get an understanding of how this book works in practice. This type of triangulation (Phakiti, 2018, p. 106) would provide data from multiple theoretical perspectives on how the textbook is used in authentic settings by actual teachers and learners in contrast to the decontextualized nature of the present project. Nevertheless, the findings of this study can add to the extensive body of textbook research being conducted in Sweden and is relevant to the current Swedish government’s view to ELT in Sweden. As Sweden advocates for communicative approach to ELT, having uncontrolled exercises for students to freely produce output is an important factor in CLT and could help students in this grade level to improve from basic users to independent users (CEFR). This makes the findings concurrent and relevant for upcoming English teachers.

5. Discussion

The aim of this study was to answer the three research questions presented in the introduction.

1. What is the ratio of activities focused on speaking in comparison to writing?
2. What is the distribution of controlled and uncontrolled speaking exercises in the textbook and workbook?
3. What patterns for scaffolding, particularly related to productive skills, are evident in the textbook or workbook?

The findings of the research offer insightful information about how a workbook and textbook align to the communicative method supported by the Swedish curriculum. The analysis was directed by the research's objectives and general themes, which provided insights on the kind of exercises that were controlled and uncontrolled, how they were distributed, and whether scaffolding was included in the materials.

While the material does conform to the communicative element of speaking, a significant amount of the activities is restricted, limiting opportunities for free expression, according to the quantitative analysis. The workbook's exercise distribution places a disproportionate amount of emphasis on grammar and vocabulary, with speaking and writing receiving less attention. Remarkably, only about thirty percent of the activities concentrate on the production side of language, which calls for an equal distribution that is in line with curriculum objectives.

Examining both controlled and uncontrolled activities, the study found that controlled speaking exercises are more common than uncontrolled speaking exercises, accounting for about 69% of the total. This raises the possibility of a barrier to encouraging kids to communicate independently and spontaneously. The study emphasizes the importance of
unstructured exercises, especially as it shows that instructions can occasionally limit students' capacity to speak freely.

A recurring pattern can be seen in the workbook's framework after a qualitative investigation. Prior to the first production speaking activity, the workbook purposefully starts with language activities to get students warmed up and provide feedback. The entire time, there are examples, clear directions, and helpful resources that all work together to create a scaffolded learning environment. However, there is opportunity for improvement because the exercises' increasing complexity is not always maintained throughout the materials.

There is not much to compare between the scaffolding for speaking exercises and the scaffolding for the writing exercises. Both production aspects get similar amount and types of prior exercises that act as scaffolding to facilitate the production exercises. There is no recurring theme where units prioritize the writing or the speaking exercises over the other. Thus, it can be deduced that the scaffolding is similar for both production aspects. Focus on English 8 does in fact adhere to CLT in some degree, however, there is room for improvement just like Savhäge and Degerman (2017) deduced in their analysis on a different textbook for upper secondary school. Approximately only 19% of the speaking exercises in Focus on English 8 are uncontrolled. Compared to the total amount of exercises, which is 19/343, only 0.05% of the exercises are uncontrolled speaking exercises, which is an alarming amount. This low percentage suggests that the majority of speaking exercises are highly structured and controlled, potentially hindering students’ ability to develop communicative proficiency. This finding is noteworthy for teachers and students alike as it highlights the imbalance in exercises and emphasized the need for a more balanced approach to language education with more uncontrolled speaking exercises, allowing students to develop communicative abilities for real-world communication situations.

The quantitative analysis also reveals that in the context of CLT, a teaching method that prioritizes communicative competence, only 30% of the exercises are allocated for the production aspect of the language. In CLT, production is considered key for developing and fostering language proficiency, 70% of the exercises are not production based. This discrepancy invites reflection on how well Focus on English 8 align with CLT principles. Further exploration in this area could provide valuable insights into optimizing ELT for improved communicative competence.

The examination of the textbook and workbook in the context of Anne Burns Teaching Speaking Cycle (Figure 1) reveals an alignment with the five initial steps. The exercises explicitly guide students’ attention toward speaking by clearly stating upcoming speaking exercises. Additionally, with sufficient input and guidance towards the speaking exercises, step 2 of the cycle is incorporated as well. Step 3-5 are seamlessly incorporated by careful progression from controlled to guided and then to free speaking activities. With
focus on language, skills, and strategies, coupled with repetitive tasks, the material successfully incorporates all five steps outlined in the background section.

For textbook publishers, this study suggests including more unstructured tasks to improve the communicative approach and achieve curriculum objectives. To guarantee a more thorough approach to language skills and to counterbalance the focus on controlled activities, grade 8 instructors might want to think about adding more materials to their curriculum. Further experience in uncontrolled speaking tasks could help students improve their overall language proficiency.

The emphasis on the balance of controlled and uncontrolled exercises, as well as the insights into scaffolding, are not limited to the Swedish context. Educators around the world can use the findings of this study to improve their own teaching materials, fostering a more holistic approach to language development.

Future research could examine the distribution of activities and the type of exercises in a wider range of language teaching contexts, building on the limitations noted in this study. Furthermore, examining scaffolding patterns in various materials and educational settings may advance our knowledge of how to teach language effectively.

6. Conclusion

To sum up, this research has conducted a thorough examination of a textbook and workbook intended for eighth-grade students in Sweden, specifically concentrating on their conformity to the communicative approach supported by the curriculum. The research has identified both the advantages and disadvantages of these teaching resources through the analysis of distribution, controlled and uncontrolled exercises, and the use of scaffolding.

The workbook's exercise distribution heavily leans towards controlled exercises, which reduces the amount of opportunity students have for unplanned and spontaneous expression. Although the materials do focus on the communicative aspect of speaking, the emphasis on grammar and vocabulary, as opposed to speaking and writing, warrants attention for a more balanced approach.

Almost 70% of the exercises involve controlled speaking, which raises questions regarding the growth of independent language skills. The study reveals situations in which instructions limit rather than promote free language production, highlighting the need for uncontrolled exercises that allow for more authentic communication.

In a positive way the workbook's scaffolding is analysed qualitatively, revealing a methodical and coherent approach to assisting students in their language learning process. There are examples, helpful resources, and clear instructions available, particularly in the beginning. The study does, however, point out discrepancies in the exercises' increasing
complexity, suggesting opportunities for more nuanced scaffolding throughout the materials.

In short, even though the materials that are being examined show that they are in line with the Swedish curriculum, they could still be improved. This study provides useful insights for researchers, educators, and curriculum developers, acting as an opportunity for continued discussion and advancement. By making deliberate improvements and maintaining a dedication to ongoing improvement, language instruction can aim to develop more skilled and self-sufficient language users among eighth-grade pupils.
References


## Appendix A

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Proficient User</strong></td>
<td>Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.</td>
</tr>
<tr>
<td><strong>Independent User</strong></td>
<td>Can understand a wide range of demanding, longer texts, and recognise implicit meanings. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.</td>
</tr>
<tr>
<td><strong>Basic User</strong></td>
<td>Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.</td>
</tr>
<tr>
<td><strong>A2</strong></td>
<td>Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.</td>
</tr>
<tr>
<td><strong>A1</strong></td>
<td>Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs in a concrete type. Can introduce him/herself and others and ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.</td>
</tr>
</tbody>
</table>
Appendix B

PHIL. Hi Jill, it's Phil. How r u? 😊
JILL. Gr8! What's up? R u here yet? 😊
PHIL. Sure am. Not even jet-lagged. Any plans 4 today?
Wanna meet up?
JILL. Love to, but baby-sitting at the moment. Seeing a film with one
of my mates l8r – wanna come?
PHIL. Awesome. Gotta do some shopping first, in the Docklands. Btw,
what time should I meet you and where?
JILL. The film’s on at the Odeon at Marble Arch. How about 5.30 pm
outside the cinema?
PHIL. Ok, wfm. How do I get there?
JILL. Take the tube after you’ve been to the Docklands, Central Line.
We could eat first, if you like?
PHIL. Gr8 idea! C u l8r, then 😊
JILL. See you!

WORKING WITH THE TEXT
1. Work in pairs. Read the dialogue out loud.
2. Study the list of abbreviations (forkortningar). What other
abbreviations do you know?
3. Write a short dialogue using abbreviations (or short messages),
and test if your friends understand.

AFTER READING
1. Choose five figures (siffror) from the text and explain what
they stand for.
2. Work in pairs or small groups. Discuss your ‘water
footprint’. How much water do you think you use every day?
What do you think is necessary, and what do you think you
can do without?
**Appendix C**

**THINGS TO SEE**

- musical
- play
- documentary
- horror film/horror movie
- thriller
- adventure film/adventure movie
- action movie
- SciFi film/SciFi movie

**ASKING FOR INFORMATION**

**Asking for travel information**

- Does this bus go to ...?
- Is this the right bus for ...?
- Where’s the nearest bus stop?
- Where’s the nearest Underground station B/E
- Subway station Amd?
- You’ll have to change at ...?
- Can you tell me where to get off?
- Can you tell me when we get there?
- It’s the next stop, but one.
- Are there any cheap tickets/daily passes/weekly passes?
- Can I have an Underground map B/E/subway map Amd?
- /Bus map, please?
- Is this seat taken?

**Asking for travel information**

- Går den här bussen till ...?
- Är det här rätt buss till ...?
- Var är närmsta busshällplats?
- Var är närmsta tunnelbanelücka?
- Nät/Du måste byte vid ...
- Kan ni/du säga till när jag ska stiga av?
- Kan ni/du säga till när vi kommer dit?
- Det är om två hållplatser.
- Finns det några billiga biljetter/dagskort/reckskort?
- Kan jag få en tunnelbanekarta /busskarta, tack?
- är den här platsen upptagen?/är det ledigt här?
AN EVENING OUT

Meeting each other
This is Claudia. She's a friend from school.
Nice to meet you.
I'll meet up with you later.
Why don't we get together for a snack?
I'd like you to meet my boyfriend, Liam.
Let me introduce Ms. Sheila Smith, our new manager.
I'll pick you up at 6.
How are you doing?
What's up? How's things?
Long time, no see.
Where did you two first meet?

Having a bite
How about something to eat/drink?
Feel like a bite?
What would you like? What do you want?
Would you like something to eat/drink?
Do you fancy a drink?
I'd like an...
I'll have an...
I really feel like an ice-cream.
I wouldn't say no to a hamburger.
I could never resist an apple pie.
I have a sweet tooth.
I'm starving.
I'm full.
Have & Eat AmE breakfast/lunch/dinner.
Eat/Have something for breakfast etc.
Dinner's ready. Tuck in!
Let's grab something to eat!
Let's have a snack!
Who has finished off the cake?
I'm feeling a bit peckish. AmE
Get/Have the munchies. AmE
I've been off my food these last few days.
I'm going on a diet. I'm dieting.
I'm thirsty. Let's have a soft drink.
Have & Drink AmE coffee/tea/an orange juice/a glass of milk.
I quickly gulped my coffee and ran out of the room.
I'm dying of thirst.
C'mon, let's drink up and go home.
Ice-cream parlour.
Pizza joint.

Det här är Claudia. Hon är en skattmeis.
Trevligt att träffas.
Vi ses senare.
Varför träffas vi inte och äter något?
Det här är min psykolog Liam.
(formellt) För jag presentera Ms. Sheila Smith, vår nya anställd.
Jag hämtar dig klockan sex.
Hej!
Hur är väget?
Det var länge sen.
Var träffades ni första gången?

Kom så åter/drinker vi något.
Känner du för något att äta?
Vad vill du ha?
Vill du ha något att äta/drinka?
Känner du för något att drinka?
Jag skulle vilja ha en... 
Jag tar en...
Jag är jättegöna på en glass.
Jag skulle inte säga nej till en hamburgare.
Jag kan aldrig säga nej till en äppelpaj.
Jag vill sötaka.
Jag är nöjd.
Jag är nöjd.
Jag är på färskäng.
Jag är mått.
Åta frukost/lunch/middag.
Åta något till frukost osv.
Morgonen är klar. Varsågod/Hugg in!
Kom så åter vi något.
Kom så åter vi något lätt/mellanmål.
Vem har åtit upp takan?
Jag är lite smäking.
Vära smäkinig.
Jag har inte haft nånt optat den senaste tiden.
Jag bantar.
Jag är törstig. Kom så dricker vi en läsk.
Dricka kaffe/te/
apelsinjuice/ett, glas mjölk.
Jag svepte mitt kaffe och sprängt ur rummet.
Jag förstar ihjäl.
Vi dricker upp och går hem.
glassbar
pizzahak
Appendix D

Part 1: In the Chat Room

Making Plans

Fun and Games

A. Chatroom crossword puzzle

Across
1. WTG = way to...
3. AWS = as ... speak
5. AFC = away from...
7. Q4U = ... for you
11. F2F = face to...
12. LAM = ... a message
13. CU = ... you
14. FCOL = for crying out ...
15. THX = short for thank you
17. AI = as ...
3. JAM = just a ... (60 seconds)

Down
1. GR8
2. AKA = also ... as
4. AMF = all my ... (bad)
6. PLZ = the magic word
8. U2 = you ...
9. IRL = in ... life
10. BTW = by the ...
12. LOL = ...-ing out loud
16. BS = big ... (when you are here)

An American in London 1
### Language in Focus

#### B. Informal vs Formal Language

<table>
<thead>
<tr>
<th>Change these sentences into more formal language.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gotta do some shopping first.</td>
</tr>
<tr>
<td>2. Baby-sitting at the moment.</td>
</tr>
<tr>
<td>3. Seeing a film with one of my mates later.</td>
</tr>
<tr>
<td>4. Not even jetlagged.</td>
</tr>
<tr>
<td>5. Any plans for today?</td>
</tr>
<tr>
<td>6. Wanna meet up?</td>
</tr>
</tbody>
</table>
B. Are you superstitious?
1. Work on your own. What do you think of the following? First look at the words on page 69, then mark your answers.

<table>
<thead>
<tr>
<th>STATEMENT</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walking under a ladder makes you nervous.</td>
<td>Sometimes</td>
<td>Never</td>
<td>Always</td>
</tr>
<tr>
<td>Being born in a certain sign of the zodiac...</td>
<td>can be important</td>
<td>doesn’t make a difference</td>
<td>is important</td>
</tr>
<tr>
<td>Keys on the table means...</td>
<td>bad luck if nothing lies underneath</td>
<td>nothing whatsoever</td>
<td>really bad luck</td>
</tr>
<tr>
<td>A black cat crossing the road makes you feel...</td>
<td>a bit nervous, but it passes</td>
<td>like hoping it won’t get run over, but it doesn’t worry me</td>
<td>really nervous that something bad will happen</td>
</tr>
<tr>
<td>Finding a shamrock makes you feel...</td>
<td>interested, because it’s unusual</td>
<td>nothing at all</td>
<td>really lucky</td>
</tr>
<tr>
<td>Do you read your horoscope?</td>
<td>Sometimes</td>
<td>I wouldn’t dream of it</td>
<td>Absolutely</td>
</tr>
<tr>
<td>Bringing a mascot to a test...</td>
<td>doesn’t really make any difference</td>
<td>is something I’d never do</td>
<td>will help me do well</td>
</tr>
<tr>
<td>The number seven...</td>
<td>is better than the number thirteen</td>
<td>is just a number</td>
<td>means I’ll be lucky</td>
</tr>
<tr>
<td>A shooting star...</td>
<td>is beautiful</td>
<td>is just a meteoroid that’s burning up</td>
<td>leads to a pot of gold</td>
</tr>
<tr>
<td>Saying thank you when somebody wishes you good luck...</td>
<td>can sometimes be the wrong thing to do</td>
<td>is the polite thing to do</td>
<td>turns the wish into the complete opposite</td>
</tr>
<tr>
<td>Getting the number thirteen in a competition...</td>
<td>is not as good as the other numbers</td>
<td>Thirteen, shiniest, see if I care?</td>
<td>means there’s no point in starting anymore</td>
</tr>
<tr>
<td>Closing your eyes before making a wish...</td>
<td>Sure, if you’re tired</td>
<td>Why would I do that?</td>
<td>It’s a must if I want the wish to come true</td>
</tr>
<tr>
<td>My destiny...</td>
<td>depends mostly on me</td>
<td>depends completely on me</td>
<td>is written in the stars</td>
</tr>
<tr>
<td>Do you have any good-luck charms?</td>
<td>Yes, one or two</td>
<td>None</td>
<td>Many</td>
</tr>
<tr>
<td>superstitious</td>
<td>vanity (oft men tror på något överrustligt)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------</td>
<td>-------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>certain</td>
<td>sannolikt, viss</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sign of zodiac</td>
<td>stjärnestecken</td>
<td></td>
<td></td>
</tr>
<tr>
<td>key</td>
<td>nyckel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>underneath</td>
<td>under</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ladder</td>
<td>steg</td>
<td></td>
<td></td>
</tr>
<tr>
<td>run over</td>
<td>överkör, avgå</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sheenock</td>
<td>fyrklover</td>
<td></td>
<td></td>
</tr>
<tr>
<td>slammed</td>
<td>avnålig</td>
<td></td>
<td></td>
</tr>
<tr>
<td>shooting star</td>
<td>stjärnföll</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pot</td>
<td>kruka</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pacts</td>
<td>artig</td>
<td></td>
<td></td>
</tr>
<tr>
<td>the complete opposite</td>
<td>roka motsattion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>competition</td>
<td>tävling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>core</td>
<td>bry sig</td>
<td></td>
<td></td>
</tr>
<tr>
<td>wish</td>
<td>önskan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a moat</td>
<td>något rödbrädigt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>come true</td>
<td>gott i offentlighet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>destiny</td>
<td>öde</td>
<td></td>
<td></td>
</tr>
<tr>
<td>depend on</td>
<td>bero på</td>
<td></td>
<td></td>
</tr>
<tr>
<td>good-luck charm</td>
<td>lyckomäende amulet, berlock</td>
<td></td>
<td></td>
</tr>
<tr>
<td>none</td>
<td>ingen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>effect</td>
<td>påverka</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trust your own ability</td>
<td>till på sin egen förmåga</td>
<td></td>
<td></td>
</tr>
<tr>
<td>belief</td>
<td>såsom man tror på</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Work in small groups. Compare and discuss your answers. Have you answered the same? Why? Why not? What do you think makes a person superstitious?

2. Present your thoughts in class.
Appendix F

**E. My kind of movie**

1. **Work on your own.** Look at the questions below. How would you answer them? Take notes. The Toolbox on page 113 will also help you.

   What kind of films do you like? Thrillers, historical films, science fiction, fantasy, romantic comedies, documentaries, films about vampires ...?

   What kind of movies don't you like? Why not?

   Which is the best film you've ever seen? Why did you like it?

   Which is the worst film you've ever seen? Why didn't you like it?

2. **Work in pairs or small groups.** Interview each other.
Appendix G

E. My kind of movie

1. **Work on your own.** Look at the questions below. How would you answer them? Take notes. The Toolbox on page 113 will also help you.

   What kind of films do you like? Thrillers, historical films, science fiction, fantasy, romantic comedies, documentaries, films about vampires ...?

   What kind of movies don’t you like? Why not?

   Which is the best film you’ve ever seen? Why did you like it?

   Which is the worst film you’ve ever seen? Why didn’t you like it?

2. **Work in pairs or small groups.** Interview each other.