



T.C. ULUDAG UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES TEACHING  
ENGLISH LANGUAGE TEACHING PROGRAMME

EVALUATING THE LEXICAL COMPONENT OF EFL COURSEBOOKS  
MASTER THESIS

Kevser Banu ÇETİN

BURSA

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Supervisor  
Assist. Prof. Dr. Figun DİNÇER  
BURSA

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## BİLİMSEL ETİĞE UYGUNLUK

Bu çalışmadaki tüm bilgilerin akademik ve etik kurallara uygun bir şekilde elde edildiğini beyan ederim.

Kevser Banu ÇETİN

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## Abstract

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Thesis: Evaluating the Lexical Component of EFL Course Books

Strategy Use

Supervisor: Öğretim Üyesi Dr. Figun DİNÇER

The main purpose of this study is to investigate the vocabulary exercises of two EFL coursebook serials. One of them is an integrated serial *New English File* while the other one is a lexical focused serial *English Vocabulary in Use*.

Data were collected from all of the proficiency levels of the serial systematically to obtain a balanced and representative sample of the vocabulary exercises in the coursebook. Data were analysed from three main perspectives: lexical focus (aspects), strategy training and cognitive demand (depth). A template was prepared including the categories and their subcategories to make an analysis.

The results revealed that the most significant difference between these serials involved their lexical focus in that, that *English Vocabulary in Use* was more varied in this category. Secondly, the lexically focused coursebook serial *English Vocabulary in Use* included strategy training albeit in a limited amount, but *New English File* did not include any. Lastly,

the study results show that *English Vocabulary in Use* is slightly more demanding than *New English File*. In addition to these basic conclusions, a more detailed difference is available in the study.

*Keywords:* foreign language vocabulary learning, vocabulary exercises in coursebooks, lexical focus, depth, strategy training



## Özet

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Söz konusu tezde, iki yabancı dil olarak İngilizce ders kitabı serisinin kelime alıştırmaları incelenmiştir. Bu ders kitabı serilerinden bir tanesi olan entegre/bütünleştirilmiş *New English File*, diğeri ise kelime öğretimi odaklı olarak hazırlanmış *English Vocabulary in Use* serisidir.

Veri dengeli olması ve kitapları iyi temsil edebilmesi için söz konusu ders kitabı serilerinin bütün seviyelerindeki kelime alıştırmalarından sistemli bir şekilde alınarak hazırlanmıştır. Toplanan veri üç açıdan ele alınmıştır: sözcüksel odak, strateji eğitimi ve bilişsel zorluk (derinlik). Analiz sırasında kullanılmak üzere, bu kategorileri ve alt kategorileri içeren bir şablon hazırlanmıştır.

Bu çalışma sonunda elde edilen sonuçlara göre; *English Vocabulary in Use* isimli kelime öğretimi odaklı ders kitabı serisi sözcüksel odak bakımından daha fazla çeşitlilik göstermiştir. Bunun yanı sıra, *English Vocabulary in Use* serisi sınırlı miktarda da olsa strateji eğitimi hedefli alıştırmalar içerirken *New English File* serisinde bu şekilde alıştırmalara hiç

rastlanmamıştır. Son olarak, English Vocabulary in Use serisinin diğeri seriye göre kısmen bilişsel zorluğunun daha fazla olduğu görülmüştür. Temel olarak ulaşılmış bu sonuçların yanı sıra, daha detaylı tartışma bu çalışma içerisinde sunulmuştur.

*Anahtar Sözcükler:* yabancı dilde kelime öğrenimi, ders kitaplarında kelime alıştırmaları, sözcüksel odak, sözcüksel derinlik, strateji eğitimi



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## List of Abbreviations

EFL: English as a Foreign Language



## Chapter 1

### Introduction

Second/foreign language learners attend language classes in order to improve their language skills throughout the world. Vocabulary learning has always maintained its importance for those learners and language instructors. Among many other components, coursebooks are crucial parts of language learning environments. As Milton (2009, p.193) states; “For many foreign language learners, the principle and sometimes the only source of foreign language vocabulary will be from the language they are exposed to in the classroom; the textbooks and the teacher’s language.”

Providing a reference to the lessons, coursebooks are regarded as the primary source of the target language for both language learners and teachers. This source makes it possible to design the courses systematically; thereby learners can achieve the necessary instruction they need at any level that they experience the language. Coursebooks enable instructors to standardize all the classes they teach in terms of the syllabus dealt with. Textbooks also allow instructors to grade the input in their courses according to the levels of learners they teach. “Commercially produced textbooks come in a range of levels and are designed to guide learners from their beginning efforts at language learning all the way through to advanced levels of proficiency.” (O’Loughlin, 2012, p.256)

Repetition is agreed to be very crucial in language learning, especially when it comes to vocabulary learning. Focusing on pre-determined vocabulary, coursebooks allow working on and getting familiar with the vocabulary that learners deal with. It is not possible to determine how often the target vocabulary is to be encountered during the classes without textbooks. However, a noticeable textbook introduces lexis at regular intervals and most probably with some cyclical element for recycling and practice. Learners are expected to acquire vocabulary more easily when they are exposed to that vocabulary more. It is an axiom

of the good teaching that new material must be recycled and repeated if it is to be satisfactorily learned. Vocabulary teaching is no different, and writers, if their coursebooks are to be good, will need to consider recycling their lexical vocabulary. (Milton, 2009) The more an item is repeated in the textbook, the more likely it is to be learned.

Learners not always need the vocabulary taken according to vocabulary lists in the books, besides they may need a thematic content. An effective coursebook can introduce both frequent and infrequent words to the attendees. So that learners seem to acquire a more diverse vocabulary. By evaluating beforehand, it does not take time to understand the lexical extent of the coursebook.

Coursebooks are also reference guides as they are always available for all the learners and teacher in the class. Richard (2001) mentions in his study that; “Providing a variety of learning resources, textbooks are often accompanied by workbooks, CDs and cassettes, videos, CD ROM’s, and comprehensive teaching guides providing a rich and varied resource for teachers and learners.”

Coursebooks take an evident role in language classes by considering course instructors and learners. Since it is crucial during the vocabulary learning process, evaluating the coursebooks remains an important issue. For publishers and course book writers, it is vital to develop their materials concerning the needs and expectations of instructors, as well as language learners that they address their coursebooks. According to Cunningsworth (1995), there are four criteria for assessing coursebooks:

Firstly, they should correspond to the learner’s needs. They should match the aims and objectives of the language learning program. Secondly, textbooks that will equip students to use language effectively for their purposes should be chosen. Then, they should take account students’ needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid ‘method.’ Finally, they should have

a clear role as a support for learning. Like teacher, they mediate between target and learner. (Cunningsworth, 1995, p.15-17)

Studying coursebook evaluation from the vocabulary perspective, researchers need to check if the vocabulary of the book meets the special need of learners. Coursebooks need to include the necessary lexical item according to both level and content.

Besides publishers and writers, course book evaluation is also essential for teachers. As an instructor, teachers are expected to be aware of the needs and level of their learners and bring the most appropriate teaching material accordingly which is the course book in this study. Evaluating the course book before using it in the class, the language teacher can decide whether it is the right book for his/her students and also whether there is a demand for a complementary material, if so when and how much he/she needs. The vocabulary of the course book must cover the exact need of learners, and additionally, it must recycle the vocabulary by using different learning strategies throughout the book to achieve real acquisition and learning. These are some of the points that make coursebook evaluation vital to the course designers and teachers from the view of the vocabulary component.

Looking back to the researches done on the evaluation of lexical content on coursebooks, they generally deal with the overall vocabulary of the materials. The main focus of these researches is on the frequency of the vocabulary that coursebooks study by comparing them with the word lists already prepared (Chujo, 2004; Marmol, 2011). The vocabulary of the materials is generally expected to meet the vocabulary needed in special exams of the countries they are taught. Additionally, the vocabulary analysed throughout the studies is generally the overall lexical content of the coursebooks including instruction, reading passages, listening passages, grammar sections which results with the failure of evaluating target vocabulary that is focused on separately.

Vocabulary selection of the coursebooks is important as it is what learners are expected to learn. Not only the frequency but also the treatment of these words throughout the book has an important role in vocabulary learning. Paying more attention to the frequency levels of vocabulary and focusing mostly on the form or meaning of the words, the way how target vocabulary is dealt with and other aspects of lexical learning is often overlooked by researchers. Among the few studies touching on the aspects of vocabulary in the coursebooks, Brown (2010) seeks in his study to discover whether the textbooks follow the common sense view that equates learning words with learning meanings. The results of this study show that the coursebooks in question generally deal with form and meaning and grammatical functions of the vocabulary. On the other hand word parts, concept and referents, associations, collocations are more likely to be neglected (Brown, 2010). To understand the highlighted and overlooked parts of vocabulary teaching aspects of a book while choosing it for a course, the importance of course book evaluation from this view raises for the instructor.

Looking into the coursebooks closely from the view of vocabulary, exercises are the main parts where target vocabulary is dealt with. These exercises are important from the very early steps that learners come across the target lexicon to the final steps. While exercises help, learners recognize the words at first stages, at the following stages they provide further practice and consolidation of knowledge.

For permanent vocabulary learning, learners need to encounter new vocabulary repetitively. “The psycholinguistic and neurolinguistic perspective of language acquisition requires repetitive practice which allows for data to reach long-term memory, and thus become proceduralised and automatized in vocabulary acquisition” (Criado, 2009, p.864). Exercises give learners opportunities to rehearse and repeat the target vocabulary that results in real learning.

This study aims to evaluate two-coursebook series concerning their attitude towards vocabulary teaching in the exercises. In contrast to many other studies on vocabulary teaching and coursebook evaluation, the present study tries to understand how the target vocabulary is treated in coursebooks from various perspectives, which are *lexical focus* (Nation,2001), *strategy training* (Schmitt,1993), and *cognitive demand* (Thornbury,2007).



## Chapter 2

### Literature Review

This chapter consists of the following three parts: section 2.1 is an overview of coursebook evaluation in language teaching and learning literature, section 2.2. makes a general overview of lexical content of EFL course books and 2.3. takes a deeper look at the vocabulary exercises of coursebooks in respect of aspects of knowing a word, section 2.4 shows the studies of lexical strategy training, 2.5 explains the depth factor in vocabulary learning. The hypotheses related to the study are discussed in section 2.6.

#### 2.1 Coursebook Evaluation

Being a source in language classrooms, coursebooks are regarded as a crucial item for both language learners and teachers. Tomlinson (2003) says that “a coursebook helps provide a route map for both teachers and learners, making it possible for them to look ahead to what will be done in a lesson as well as to look back on what has been done” (p. 39). Also, Nunan (1999) states that “a textbook is the main component of any instructional program and it is difficult to imagine a class without it...” (p. 98). Richards and Rodgers (2001) observe that coursebooks are a vital component of the curriculum as they specify “subject- matter content, even where no syllabus exist, and define or suggest, the intensity of coverage for syllabus items, allocating the amount of time, attention and detail particular syllabus items or tasks required” (p. 29).

Accepting the high importance of coursebooks in teaching and learning environment, another important question arises: which coursebook best suits to the needs of students? (Tsiplakides, 2011; Demir & Ertaş, 2014; Widyaningrum, 2019) According to Cunningsworth (1995) and Ellis (1997) coursebook evaluation assists teachers to get practical, correct, systematic, and contextual information about instructional material. Tomlinson (2011) describes coursebook evaluation as:



The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them. Evaluation can be pre-use and therefore focused on predictions of potential value. It can be whilst-use and therefore focused on awareness and description of what the learners are actually doing whilst the materials are being used. And it can also be post-use and therefore focused on evaluation of what happened as a result of using the materials. (p. xiv)

Evaluating EFL coursebooks, admitted as a fundamental supply of a language teaching environment, has been an attended issue for foreign language instructor and researchers. (Kabir, 2017; Malinowski, 2018) Concerns of language researchers and teachers mostly can vary from each other like grammar, reading comprehension, listening skills and so on. This study searches the lexical component of EFL coursebooks. Zimmerman (1997) states that “although the lexicon is arguably central to language acquisition and use, vocabulary instruction has not been a priority in second language acquisition research and methodology.” Throughout the following titles, the crucial issues in designing the lexical component of a coursebook selection and practice are mentioned.

### **2.2.1 Selection**

Selecting the appropriate target vocabulary for a coursebook is one of the main issues of coursebook designers. The lexical coverage of the material can change the demand for meeting different purposes. Among the criteria for selecting vocabulary, the most emphasized one has always been frequency. As being aware of highly encountered vocabulary plays an important role in understanding more texts, learners and teachers pay attention to deal with frequent vocabulary (Cunningsworth, 1995, p.38). Milton (2009,195) says that; “While high frequency in a word does not guarantee its usefulness to every learner, it is the best guide to general usefulness that seems to exist, as these words contribute so massively to coverage in general texts.” Sinclair and Renouf (1988) emphasized learning native speakers’ most used

vocabulary for language learners. According to Gairns and Redman (1986), the top issue of vocabulary selection is the frequency which is also repeated by Nation (2001). Alcaraz (2009) states that knowing around 2000 word families is enough for survival communication as long as those families are frequent in the target language. Criado and Sanchez (2009) argue in their study that frequency in vocabulary learning is crucial since it enhances communicative efficiency and it provides a room for repetitive practice. Criado (2009) supports this argument by stating that high-frequency occurrence enhances acquisition since it gives learners a chance for proceduralisation. Ur (1999) highlights the importance of proceduralisation and repetition by stating that vocabulary items are learned better when they are associated with each other or with the previously learned vocabulary items.

Cook (2016) argues that the importance of frequency should not be overrated since that list may occur in the learners' mind on its own as long as the input is accurate and adequate. The most frequent 50 words in British National Corpus includes words related to the grammar of English. For instance, if the target group consists of aviators, the phrasal verb "take off" will be frequently encountered. On the other hand, if the learners are doctors, it will not be frequent. This brings usefulness into the discussion. According to Thornbury (2007), a vocabulary item is useful if it is put into use straight away. On the other hand, Hiebert and Kamil (2005) say that vocabulary item in the languages are of different level of usefulness. In addition to that, Alcaraz (2009) argues that functionality involves the learners' communicative needs. For this reason, Allen (1983, p. 108) comes up with a set of questions to ask during the vocabulary selection process:

1. Which words must the students know in order to talk about people, things, and events in the place where they study and live?
2. Which words must the students know in order to respond to routine directions and commands?

3. Which words are required for certain classroom experiences?
4. Which words are needed in connection with the students' particular academic interests?"

### **2.2.2 Practice**

Vocabulary is the core element of the language, and it is crucial while producing and receiving information. Ur (1999) states that if a reader does not comprehend vocabulary items in a reading text, the reading process will be inefficient. Also, Milton (2009) argues that extensive vocabulary knowledge is the key for accomplishing independent communicability and thus the relation between vocabulary and communicative skills should not be undervalued. Therefore, vocabulary should be practiced by all means so that the learners can efficiently make use of them in the appropriate contexts.

Nation (2001) comes up with four questions to be asked for any teaching or learning activities, which are;

1. What is the learning goal of the activity?
2. What psychological conditions does the activity use to help reach the learning goal?
3. What are the observable signs that learning might occur?
4. What are the design features of the activity which set up the conditions for learning? (p. 60)

While presenting and practicing new vocabulary items, sometimes the teachers make use of definitions. The vocabulary exercises may also include definitions. In the matching definitions exercises, there is a set of definitions, and the students try to match the definitions with the words. Sometimes the activities require students to guess the definitions from a text and match them. Such activities aim for students to be able to link form and meaning (Nation,

2001). On the other hand, Brown (2000) states that using the first language for the definitions slows down the internalization process.

Brown (2000) states that written language is more intense since being precise is significant in written language, and it allows some processing time to people. On the other hand, in the spoken discourse, there is no chance to go back to the text for a second look. For this reason, guessing the meaning of vocabulary items are fruitful means of practice for the students. Guessing the meaning through the context does not only fastens the process, but it also improves the comprehension (Brown, 2000). Making use of context to guess the meaning of vocabulary items is also a good way of presenting a new vocabulary item since vocabulary learning should always happen within a context (Nation, 2001). Additionally, being able to interpret the given context hinders ambiguity and thus boosts understandability and communicability (Criado and Sanchez, 2009). On the other hand, Nation (2001), makes some suggestions for activities with a guessing nature: the words to be guessed should not be familiar or already known by the students and the concepts to be guessed should be familiar to the students. The ratio of familiar words to the guessed words is also another important issue. Liu and Nation (1985) argue that for an activity to be in an appropriate density, one unknown word should be guessed out of 24 known words (as cited in Nation, 2001).

As well as working with lexical items individually, it is crucial for language learners to be aware of the collations of this vocabulary. Collocation is defined by Ur (1999) as a factor that makes a particular combination sound 'right' or 'wrong' in the given context. The definition is summarized by Harmer (2007) as "occurring combinations." Schmitt (2000) argues that collocational knowledge separates native speakers from non-native speakers since it is among the most challenging units of a language. Thus, for a more native-like use of language, collocational activity is quite crucial. Additionally, Gairns and Redman (1986) state

that collocation practices help students to recycle the vocabulary items that they have already learned and it provides an opportunity to revise the words that they partially learned.

### 2.3 Aspects of Knowing a Word

As Nation states in his book: “Words are not isolated units of language, but into many interlocking systems and levels. Because of this, there are many things to know about any particular word, and there are many degrees of knowing.” (2001, pg: 23). In the field of lexical instruction and learning, “What do we know when we know a word?” is a question that is commonly asked by scholars. To answer that, Nation (2001) classifies the properties of vocabulary items into three. (see Table1). Nation, then, divides each sub-aspect into two as receptive and productive. He describes these terms as: receptive; carrying the idea that we receive language input from others through listening or reading and trying to comprehend it, productive; producing language forms by speaking and writing to convey messages to others. This distinction is quite important since productive achievement and receptive achievement differs. Thornbury (2007) states that understanding is surpassed by utterance since it is more demanding.

Table 1

*What is involved in knowing a word (Nation, 2001)*

Form	Spoken	R	What does the word sound like?
		P	How is the word pronounced?
	Written	R	What does the word look like?
		P	How is the word written and spelled?
	Word Parts	R	What parts are recognizable in this word?
		P	What word parts are needed to express meaning?
Meaning	Form and	R	What meaning does this word signal?

	Meaning	P	What word form can be used to express this meaning?
	Concept and Referents	R	What is included in the concept?
		P	What items can the concept refer to?
	Associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	Grammatical Functions	R	In what patterns does the word occur?
		P	In what patterns we must use instead of this one?
	Collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	Constraints on use (register,	R	Where, when, and how often would we expect to meet
		P	Where, when, and how often can we use this word?

*Note: In column 3, R= Receptive knowledge, P= Productive knowledge*

The form is the concrete property of the words. The words may exist in spoken and written form, which are referred to respectively as pronunciation and spelling. As Ur states, the first entity that is distinguished by learners is either pronunciation or spelling (1999). Each language has its pronunciation and spelling rules to which the words are linked and therefore shaped accordingly (Cook, 2016). As for written form, the learners need to acquire orthographical knowledge. Orthographical knowledge is the way a word is “defined as a sequence of letters bounded on either side by a blank space” (Singleton, 2016). In the spoken form, on the other scale, phonological knowledge is necessary. Phonological knowledge is describing a word in accordance with the way it sounds. The learners of English have problems with spelling since orthographical knowledge does not correspond with phonological knowledge (Harmer, 2007). Due to this reason, the learners may end up with a misunderstanding of the words. For students to convey meaning accurately, orthographical and phonological knowledge should be practiced while teaching vocabulary items.

Most people may consider that meaning is limited to dictionary entries. However, when it comes to acquiring a word, there is more than knowing the written and spoken form of the word and memorizing dictionary entries. Having mastery over vocabulary requires a deep understanding of the connection between form and meaning. Schmitt (2000, p.23) explains the meaning as the “relationship between a word and its referent (the person, thing, action, condition, or case it refers to in the real or an imagined world).” Lexical items also have semantic and formal relations with each other, and they organize the order in the mental lexicon, which improves easy accessibility to words (Schmitt, 2010). In other words, word association helps to recall the relevant vocabulary items and thus enables people to form sentences.

For an accurate use of vocabulary item, the learners should also be provided with grammatical functions. A word may have irregular cases in specific grammatical contexts, or they may have different ways of connecting to the following word (Ur, 1999). Thus, detailed information should be presented if a vocabulary item has an irregularity (think-thought, mouse-mice), or if it requires a specific preposition (aware of, interested in), or whether it is transitive or intransitive. Other than learning *how to say* something, knowing *where to say what* is also important. The underlying properties of a word shape the environment in which it is going to be used.

## **2.4 Strategy Training**

The approaches towards language teaching have been various and changing since the very early years of language learning studies. The change of these approaches result in the change that the way instructors and students are viewed. Previously teachers were believed to be the only resource of knowledge and learners were accepted as the passive recipients; however nowadays they are encouraged to take initiation in their learning (Schmitt,1993). Since then besides presenting and practicing language, the importance given to the strategy

training which provides incidental learning to the students has raised for coursebook designers.

According to Brown (2007,p.20), being successful in the language learning process highly depends on “a learner's own personal ‘investment’ of time, effort, and attention to the second language in the form of an individualized battery of strategies for comprehending and producing the language.” In another book, Brown defines successful language learners as students who are aware of the language learning styles that may or may not work for them, and also know how to put into use these styles. These definitions lead the way through learner autonomy and learning strategies. Holec (1981, p.3) defines learner autonomy as ‘the ability to take charge of one’s learning.’ On the other hand, learning strategies are described by Griffiths and Parr (2001, p. 249) as the way the students “consciously influence their own learning.” These trends suggest that the learners lead the way through their learning, with their unique techniques.

In recent years, teaching methods have shifted towards strategy-based instruction. Though there are a variety of classifications regarding strategies, Oxford’s classification (1990) is the most accepted one. Oxford defines learning strategies as “operations employed by the learner to aid the acquisition, storage, retrieval and use of information.”(p.124). From this point of view, she divided strategies into two: direct strategies and indirect strategies. Direct strategies include conscious implementations of techniques. There are three main direct strategies: 1) Memory strategies: They involve stocking and recalling what is just learned. 2) Cognitive strategies: They involve comprehending, interpreting and producing the target forms. 3) Compensation strategies: They help to fill the gaps when an unknown form is encountered. On the other hand, there are some other strategies that learners make use of and that affect their learning process implicitly: indirect strategies. There are also three separate indirect strategies: 1) Metacognitive strategies. They involve organizing the cognition through



arranging, planning, etc. 2) Affective strategies. They involve feelings, emotions, and motivations. 3) Social strategies. They involve social interaction and communication. Referring to Krashen's Monitor and Acquisition/Learning Hypotheses (1976, 1977), which argues that language cannot be learned through intended studies but rather acquired through exposure, Griffiths and Parr (2001) suggests that conscious learning strategies may not serve best for language learning purposes.

The present study focuses on vocabulary learning strategies. For this area, Nation (2010) made a classification in which he has three general classes: *planning*, *sources*, *processes*. Strategies for *planning* helps learners to choose a focus to work on. It has specific strategies such as choosing words according to frequency, learnability, functionality, etc., choosing the aspects of word knowledge, choosing accurate strategies, and planning repetition to remember the words in the following sessions. The learners need to make a search about the words, which may include any aspect of knowing a word, and for that, they need a reliable and accurate source to learn from. Therefore, Nation comes up with the second general class, *sources*. Within this class, there are several strategies. The students may use the word itself to collect information by analysing word parts. They may also use the context to receive clues, or they may consult to a reference source such as dictionaries. After choosing and making a source analysis, the learners need to process what they did. The second class, *process*, includes strategies which help learners to "making the words available for use" (p. 221). Within that scope, he lists three strategies: noticing the words to focus on, retrieving and recalling what has been learned and generating novel meanings.

Cook (2016), also, comes up with a classification. She divides strategies into two: strategies for understanding the meaning of the words, and strategies for acquiring the words. For understanding the meaning, she suggests four techniques that are similar to Nations' (2001): guessing from the context, using a dictionary, making deductions from the word form,

and linking to cognates (p.220). Since there are many borrowed words in English, Cook (2016) argues that, to understand a meaning, the learners may resort to the languages that they already know (p.76). After they understand meaning, the learners need new strategies to remember and recall them on necessary occasions. One of the very common traditions, writing down the word several times until it is memorized, is listed by Cook as repetition and rote learning. Other than that, she suggests that the learners may organize the words in their mind by adding them into existing structures.

## **2.5 Depth of Processing**

Within the simplest terms, depth can be defined as looking at how well a specific lexical item known (Nation, 2010). Beyond form and meaning, there are many other aspects to be aware of a word as it is mentioned above. To be able to identify how well a word is acquired in many aspects is possible by understanding the depth of processing.

Criado and Sanchez (2009) state that what is especially important for efficient vocabulary learning is the number of items entering the long-term memory. As Catalan and Francisco (2008) states, research studies suggest different numbers of encounter for a vocabulary item to be learned: five (Bunker, 1988), seven (Krachroo, 1962), and nine (Reyes, 1999). In order for a vocabulary item to function well, it must be recognized and recalled by the learner whenever it is necessary. Schmitt (2014) also suggests that the core of perfect vocabulary command is the efficient and fluent use of them in the communicative areas. Ur (1999) argues that vocabulary teaching will be more successful if the vocabulary items have precise and understandable meaning if the items can connect to the ones that are already known, and if they are recycled regularly.

When a learner encounters with a vocabulary item, it evokes links, visuals and background information ( Craik and Lockhart, 1972). At this point, the learner's mastery in vocabulary is at the receptive level. If a learner creates new utterances, the use of vocabulary

will upgrade into the productive level. The receptive level is the very initial and profound stages of processing an item. Milton (2009) defines it as a period when a learner recognizes the word and realizes that it is a set of symbols or sounds that makes sense. In the receptive level, learners deal with the way an item looks and sounds. As items establish more and more appropriate meaningful relations with each other, their process becomes deeper (Schmitt, 2014). Whenever a learner makes an utterance, the vocabulary item reaches productive level. The difference lays in the depth of processing. The greater the depth is, the greater the semantic/cognitive analysis becomes ( Craik and Lockhart, 1972).

Exercises in the coursebooks can also be classified into two based on processing stages: those who practice receptive level vocabulary, those who practice productive level vocabulary. If an exercise requires a learner to recognize the item, it is a receptive-level exercise. Such exercises can be in the form of matching, putting into order, selecting, identifying, etc. On the other hand, if an exercise asks learners to find and write the answer, it is a productive-level exercise. Such exercises can be exemplified with partial or full recall; gap fills. Schmitt (2014) argues that productive-level mastery is more demanding since “(1) more word knowledge components are required and (2) many of these components are contextual in nature (e.g., collocation, register constraints) and take a long time to develop” (p.8).

## **2.6. Significance of the Study**

The main purpose of the study is to examine the vocabulary parts of two ELT coursebooks serials before use via using a checklist prepared by composing the studies of Nation (2001), Schmitt (1997) and Thornbury (2007). This checklist has three main bases that are aspects of the word, strategy training and depth of processing. Besides being aware of the frequency of the words in the coursebooks as many material evaluators focus, an instructor may also need to know those items. Previous studies of vocabulary and textbooks have

focused mainly on quantitative issues regarding the amount and range of vocabulary items in textbooks (see Meunier & Gouverneur, 2009, for an overview of several studies). This study in contrast aims to look at the activities in textbooks specifically related to the lexical part of the coursebooks in question to understand which aspects of vocabulary knowledge in what depth receive attention.

After analysing the vocabulary exercises of the coursebooks with the help of checklist the following research questions will be answered.

- 1) Do vocabulary exercises in EFL lexical coursebooks have greater cognitive depth than those in integrated course books?
- 2) Do vocabulary exercises in EFL lexical coursebooks have more varied lexical focus than those in integrated coursebooks?
- 3) Do vocabulary exercises increase in cognitive depth with the proficiency level in lexical + integrated EFL coursebooks?
- 4) Do vocabulary exercises become more varied in lexical focus with a proficiency level in lexical + integrated EFL coursebooks?

## Chapter 3

### Methodology

This chapter consists of three sections. In section 3.1, the coursebooks in the study are introduced; in section 3.2, the way followed while taking samples from the coursebooks for the analysis is explained, and lastly, in section 3.3 the coding system of the examples is presented in detail.

#### 3.1 The Coursebooks

While choosing the coursebooks for the present study, several points were taken into consideration. In order to draw generalizations about the amount of emphasis put on vocabulary and vocabulary exercises in integrated ELT coursebooks, a serial used in Uludağ University, School of Foreign Languages of *New English File* from Oxford University Press (Oxenden, Latham-Koenig, Seligson; 1997) was chosen. Likewise, a vocabulary focused on coursebook *English Vocabulary in Use* from Cambridge University Press (McCarthy & O'Dell, 1999) was examined in order to see the way vocabulary was treated throughout the exercises

An integrated coursebook *New English File* includes a serial of coursebooks from five different levels that are *elementary*, *pre-intermediate*, *intermediate*, *upper-intermediate* and *advanced*. As a supplement to the *Student's Book*, there is a *Workbook* for learners that provide them with further exercises. Each book of this serial has different sections for different skills and language focuses. The titles of those sections are not standardized throughout units of the book, but instead, skills can be seen under different titles, e.g., while reading is given as a section separately in one unit, reading and vocabulary can be studied together in a different unit. All four skills reading, writing, listening and speaking and also vocabulary, grammar and pronunciation are studied in each part of the *Student's Book* and *Workbook* of this serial. The reason for choosing this serial to analyse is that it has a lexical

syllabus and focuses on vocabulary separately which gives the chance to make a deep study of vocabulary exercises. Throughout the book, learners practice vocabulary diversely, thanks to the lexical syllabus of the serial. Besides the main parts, vocabulary is supported with the exercises in vocabulary bank given at the end of the Student's Book which gives a wide range of practice.

*English Vocabulary in Use* deals only with vocabulary. This serial consists of 3 books which are *elementary, pre-intermediate & intermediate, and upper-intermediate & advanced* levels. Elementary has 60 units, pre-intermediate & intermediate has 100 units, and upper-intermediate & advanced has 100 units. Throughout the serial, each unit has two main parts. In the first part of the unit, a topic and a lexical focus are introduced, and in the following part, they are practiced through different kinds of exercises. Each unit has one separate lexical focus. Learners have a chance to study vocabulary more deeply with the help of varied practices.

### **3.2 Sampling**

Due to time constraints, not all of the vocabulary exercises were possible to be worked on within the present study, but instead, data were collected by sampling. The number of exercises sampled from each series was 250, and that was decided arbitrarily. Samples were taken from each of the units of each book so that the study can be considered representative of the whole book as well as of the whole series.

The number of books for each proficiency levels in the two series was not the same. While there were five books for the proficiency levels in the *New English File*, there were only three books for the proficiency levels in *English Vocabulary in Use*. In the latter, *pre-intermediate* and *intermediate* levels were included in one book and *upper-intermediate* and *advanced* in another one. On the other hand, those levels were provided separately in *New English File*. Initially, it was planned to take 50 samples from each level of the series.

However, it would not be possible to have the same number of exercises from the corresponding levels of the two coursebooks unless all the samples of *English Vocabulary in Use Pre- Intermediate and Intermediate* and *English Vocabulary in Use Upper-Intermediate and Advanced* were analysed.

Distribution of the exercises across the data sample is provided in Table 2. According to the table, 25 samples were taken out of Student's Book and Workbook separately from *New English File's Elementary, Pre-Intermediate, Intermediate, Upper-Intermediate and Advanced* levels which made 250 samples in total. In *English Vocabulary in Use Elementary*, 50 samples were studied. However, because *Pre- Intermediate and Intermediate* level were provided in one book, 100 samples were used for the two levels in order to make it equal in size to the *New English File* data. Similarly, not having *Upper-Intermediate and Advanced* levels separately, 100 exercises were analysed for the present study. *English Vocabulary in Use* is also represented by 250 samples like *New English File*.

Table 2

*Distribution of vocabulary exercises across the data sample*

	New English File		English Vocabulary in Use
	<u>St. Book</u>	<u>Workbook</u>	
Elementary	25	25	50
Pre-Intermediate	25	25	100
Intermediate	25	25	
Upper-Intermediate	25	25	100
Advanced	25	25	
Total	250		250

As it was mentioned above, all the units of the two serials are represented in the study. However, the samples were not taken from all of the units of *English Vocabulary in Use – Elementary*. The exception of *English Vocabulary in Use Elementary* was that it includes 60 units and only 50 units of it were taken because of the aim of equalizing the number of samples taken from each book. Data from *English Vocabulary in Use Elementary* represent 89% of exercises of this level.

In order to prevent overlooking different kinds of vocabulary exercises within a given unit, data were systematically gathered from different sub-sections. First, vocabulary exercise of the first unit, second vocabulary exercise of the second unit, third vocabulary exercise of the third unit, and if there are not four vocabulary exercises again the first vocabulary exercise of the fourth unit and so on were taken. While collecting the samples according to this sequence, the number of exercises was over or under the target number 50 in some cases. In the case of the number that was over 50, some of the exercises were elicited randomly. Likewise, if the number was under 50, extra exercises were chosen from the book arbitrarily.

In some situations, following this sequence was not possible because of the parts that involve another skill or language focus besides vocabulary. For example, in Intermediate level of *New English File*, in Unit 1C “We are family,” part “c” under the title of Vocabulary & Speaking had to be taken according to the sampling criteria, but it was an exercise aiming to practice speaking. In order to take a vocabulary based exercise part “b” was preferred. The exercises that explicitly said ‘vocabulary’ in the title had been sampled. But some vocabulary parts involving other skills or focus are not overlooked.

The two serials *New English File* and *English Vocabulary in Use* were stored as a PDF file on the computer. During the sampling procedure, selected exercises were copied to a word file as a picture by using print screen. There are three files of three *English Vocabulary in Use* books. Ten files were created for *New English File* for five proficiency levels that have



two books which are *Student's Book* and *Workbook*. A total number of files in data is thirteen in the present study. In order to understand the context and topic focus of each unit, titles were added at the top of each exercise. Those titles were helpful while analysing data for understanding the prospect of exercises.

### 3.3 Coding

Samples gathered from the serials were coded under three categories 'lexical focus', 'strategy training,' 'cognitive demand.' Within 'lexical focus' an exercise was coded according to the lexical aspect that the exercise focused on as form, meaning, grammar, organization, discourse or all using Nation's (2003, p:33) categories of aspects of vocabulary depth. 'Strategy training' was coded as discovery or consolidation. Lastly 'cognitive demand' of the exercises was coded receptive (identifying, selecting, matching, sorting, ranking & sequencing, defining) or productive (recall, completion, creation).

#### 3.3.1 Lexical Focus

Nation (2003) distinguishes three main aspects of vocabulary knowledge depth. These are form, meaning and use (grammar, organization, discourse). In this study, the coding of exercises in terms of lexical focus involves identifying the depth aspect of a given exercise focuses on.

**Form.** In a 'form- focused' vocabulary task, learners are expected to recall the written form of the words in question in the exercise. Throughout the exercise, learners focus on the orthography of a word and they can be wanted to recall the whole written form of a word or only a small part of a word.

For example, in the following exercise, some of the characters of the words in question are missing, and learners are asked to remember and complete written form of those words correctly.

### 1 VOCABULARY personal information

Complete the words with a, e, i, o, or u. Then write them in the correct place in the form below.

- 1 p o s t c o d e    4 \_ m \_ l \_ d d r \_ s s    7 \_ d d r \_ s s  
 2 F \_ r s t n \_ m \_    5 c \_ t y / c \_ n t r y    8 s \_ m \_ m \_  
 3 \_ g \_    6 p h \_ n \_ n \_ m b \_ r    9 s t \_ d \_ n t

The Dublin School	
application form	
1	<i>Alessandra</i>
2	<i>Bellucci</i>
3	<i>Rome / Italy</i>
4	<i>No</i>
5	<i>30</i>
6	<i>Via della Minerva, 6</i>
7	<i>postcode 00196</i>
8	<i>bellucci@hotmail.com</i>

Similarly, although all of the characters of the words are provided within the exercise given below, it requires learners to recall the form of the word and order the letters correctly.

### 1 VOCABULARY drinks

Order the letters. What are the drinks?

- 1 KILM    *milk*  
 2 FECOFE  
 3 RETWA  
 4 AET  
 5 ANROEG CIJEU  
 6 TIED KOCE

In these two exercises above, it is easy to observe that they are 'form- focused' exercises. Learners don't have to know the meaning of these words to do this exercise. However, it becomes difficult to identify the focus of exercise when the form of vocabulary is studied together with its meaning.

For instance, in the following exercise, the vocabulary being asked to the learners is defined through the pictures given. Getting the meaning from these pictures, learners need to recall the form of the word and fill in the blank appropriately. Consequently, in this exercise, it is intended to elicit the written form of the word for the meaning given, and it takes the form as the main focus.

**3 VOCABULARY** town and city

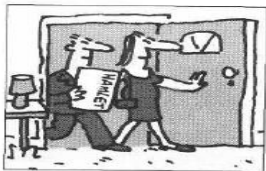
Where have these people been? Complete the sentences.



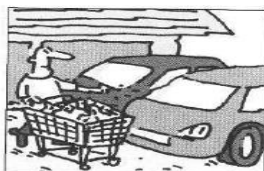
1 She's been to the market.



2 He's been to the b.



3 They've been to the t.



4 He's been to the s.

**Meaning.** This aspect of word knowledge involves having an idea of the meaning of the word given. In a meaning-focused task, learners need to identify the meaning that the word indicates. In these exercises, learners are generally provided with the orthography of the words studied on, and they need to recall the meaning.

Here is an exercise in which learners' focus is on meaning. In this task, learners are required to match the diseases with their symptoms which show their meaning.

**48.1** Match the diseases with their symptoms.

- |              |   |
|--------------|---|
| 1 flu        | swollen glands in front of ear, earache or pain on eating |
| 2 pneumonia  | burning pain in abdomen, pain or nausea after eating      |
| 3 rheumatism | rash starting on body, slightly raised temperature        |
| 4 chickenpox | dry cough, high fever, chest pain, rapid breathing        |
| 5 mumps      | headache, aching muscles, fever, cough, sneezing          |
| 6 an ulcer   | swollen, painful joints, stiffness, limited movement      |

The following task is another example of a meaning-focused exercise. Learners match the orthographies with the correct picture representing its meaning.

**VOCABULARY** drinks

a Match the words and pictures.

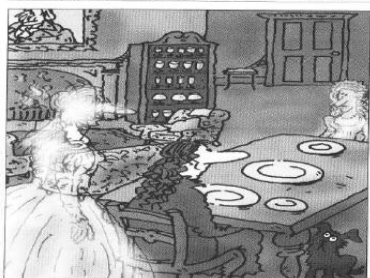
coffee	<input type="checkbox"/>	milk	<input type="checkbox"/>
tea	<input type="checkbox"/>	ice	<input type="checkbox"/>
(orange) juice /'ɒrɪndʒ dʒu:s/	<input type="checkbox"/>	lemon	<input type="checkbox"/>
(Diet) Coke	<input checked="" type="checkbox"/>	sugar /'ʃʊɡə/	<input type="checkbox"/>
mineral water	<input type="checkbox"/>		



Note that, while deciding the type or focus of the exercise, the order that learners will follow while dealing with the exercise is taken into consideration. For instance, the following example may seem a meaning-focused exercise at first sight because learners are expected to complete the sentence with one of the words already given. However, with a deeper look, it is realized that learners are provided with the meanings of the words through the sentences and they are expected to recall the correct form.

**1 VOCABULARY prepositions of place**  
Complete the sentences with these words.

over	in	between	on	in front of
in	behind	next to	under	opposite



- 1 There's a big table in the room.
- 2 There's a small table \_\_\_\_\_ the door.
- 3 There's a black dog \_\_\_\_\_ the table.
- 4 A cat is sitting \_\_\_\_\_ the fireplace.
- 5 There's a ghost sitting \_\_\_\_\_ the woman.
- 6 Another ghost is standing \_\_\_\_\_ the woman.
- 7 There are some glasses \_\_\_\_\_ the cupboard.
- 8 There are some plates \_\_\_\_\_ the table.
- 9 There's a picture \_\_\_\_\_ the fireplace.
- 10 There's a sofa \_\_\_\_\_ the two armchairs.

**Grammar.** Knowing a word involves knowing how to use it in sentences. In these tasks, learners are expected to use the vocabulary in question with correct inflections, derivations, and lexical patterns.

In the following example, learners are required to match the adjectives with the correct prefix and study making opposite adjectives.

**b Write the correct prefix to make opposite adjectives.**

un- im-

- |                     |              |
|---------------------|--------------|
| 1 <u>un</u> healthy | 5 ___polite  |
| 2 ___possible       | 6 ___happy   |
| 3 ___comfortable    | 7 ___tidy    |
| 4 ___friendly       | 8 ___patient |

**Organization.** This aspect of vocabulary exercise includes exercises that are related to sense relations, multi-word units and free associations. Within this kind of an exercise, learners need to match or use words with appropriate phrases or other words. Collocations, lexical chunks, idioms or phrasal verbs are practiced through exercises of this aspect.

Clearly, students need to match the verbs given in the exercise with appropriate phrases in the following example. This exercise requires learners to be aware of the collocations of each word.

**b verb phrases**  
Match the verbs and phrases.  
Close your books.

Answer	Listen to	Open	Read	Work
1	_____	the text.		
2	_____	in pairs.		
3	_____	the CD.		
4	_____	the door.		
5	_____	the questions.		

**Discourse.** The vocabulary activities that focus on discourse look for the stylistic value, register, frequency and discourse function of words like *furthermore*, *however*.

The exercise given below deals with the stylistic value of the words and looks for better usage.

**43.2** Replace the underlined word in each sentence with a word which is either more suitable or more polite.

- 1 He told me he met a handsome girl in the disco last night.
- 2 She's beautiful but her younger sister is really quite ugly.
- 3 I think Peter is getting a bit fat, don't you?
- 4 Most people want to stay slim, but not as skinny as that girl over there.
- 5 I think she's hoping she'll meet a few beautiful men at the tennis club.

### 3.3.2 Strategy Training

Schmitt (1993) classifies the vocabulary learning strategies into two groups; discovery and consolidation. The former strategy is used while learning a new meaning and use of a word, and the other strategy is for studying and remembering a word's meaning once it is known. In this study, the vocabulary learning strategies of the coursebooks in question are analysed according to this classification.

**Discovery.** This type of strategy training tasks includes the discovery of unknown vocabulary by looking up in a dictionary, reference use, working with other learners, analysing words from the existing information of other language knowledge.

In the following exercise, learners are advised to identify the collocations of the word in question by using a dictionary. Even if this cannot be considered ‘training’ in the sense that it does not say how to find the collocations in the dictionary, it still requires the learner to use the strategy.

**2.2** Which words can go with *weather*? Use a dictionary.

wet	high	big	dry	warm	happy	cool	rainy	dark
-----	------	-----	-----	------	-------	------	-------	------

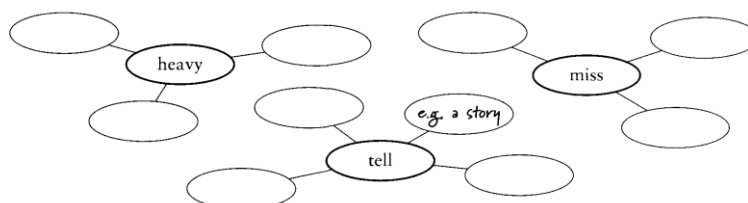
  

wet	weather

**Consolidation.** Consolidation of vocabulary can be made by written/oral repetition, keeping vocabulary notebook, putting English labels on objects, physical actions, manipulation of meaning, or creating associations.

In the following exercises, taken from *English Vocabulary in Use*, learners are required to create a ‘spidergram’ including collocations. With the help of that kind of concept map uses, they can make it easier to learn words which are related to each other.

**13.1** You can keep a record of common collocations by using ‘spidergrams’. These are very clear on the page and you can add to them. Complete these.



### 3.3.3 Cognitive Demand

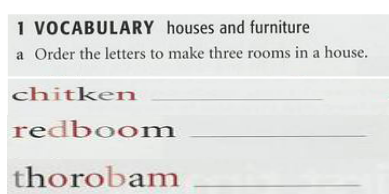
According to Thornbury (2002), decision-making exercises are considered as receptive exercises for they require learners make judgments about words but not necessarily produce them and he divides the receptive tasks into five types in an order from least cognitively demanding to the most demanding; identifying, selecting, matching, sorting and ranking-sequencing. Other tasks in which the learners are required to incorporate the newly studied

words into a kind of speaking and writing activity are called productive exercises. They are separated into recall, completion and creation tasks.

**Receptive.** ‘Receptive’ vocabulary tasks include perceiving a word while listening or reading and retrieving its meaning. In these tasks, learners work on vocabulary that is already given throughout the exercise. This has the following subcategories that go from cognitively less to more demanding:

**Identifying** words simply means finding them where they may otherwise be hidden like texts or word lists. Listening out for particular words in a spoken or recorded text is a form of identification activity. Identification is also the process learners apply in tasks in which they have to unscramble anagrams, or when they have to search for words in a “word soup”.

As we see in the following example, the exercise provides learners with the context of the vocabulary in the title, so that learners know what the meaning of the target vocabulary is related to. Besides context, the letters of the words are also available although they are mixed. Learners only need to order those letters correctly.



**Selecting** task involves both recognizing words and making choices amongst the given alternatives. This may take the form of choosing the “odd one out”. What is important is that learners are able to justify their choice, whatever their answer.

The exercise given below is a sample of selecting the task. Through the exercise, learners are asked to select the correct option for the sentence. The only thing learners need to do is to decide the best option for the sentence from among those that are already given.



**d past time expressions**  
 Cross-out the wrong expression.  
 She phoned him yesterday / ~~the yesterday~~.  
 1 She saw him ago three weeks / three weeks ago.  
 2 What time did you get up yesterday morning / last morning?  
 3 My birthday was last month / the last month.  
 4 We watched TV last night / yesterday night.  
 5 The concert was in last April / last April.

The following example is also a selecting task prepared in the form of “odd one out” exercise.

**c word groups**  
 Circle the word that is different.

Ireland	Chinese	Thailand	Spain
1 hungry	tired	angry	tall
2 first	third	fifth	seven
3 one	twice	four times	six times
4 spring	nephew	autumn	summer
5 January	March	December	Easter

**The matching** task involves first recognizing words and then pairing them with – for example – a visual presentation, a translation, a synonym, an antonym, a definition, or a collocate.

The following example is obviously a matching task. Students simply need to match the words with the pictures given.

**VOCABULARY hotel words**

a Match the words and symbols.

reception	<input type="checkbox"/>	the lift	<input type="checkbox"/>
a single room	<input type="checkbox"/>	the (ground) floor /flo:z/	<input type="checkbox"/>
a double room	<input type="checkbox"/>	the bar	<input type="checkbox"/>

The exercise given below is also a matching exercise, but this time learners match vocabulary with the correct collocate.

**b verb phrases**  
 Match the verbs and phrases.  
 read a newspaper

draw	get	go	play	ride
run	take	tell	turn on	use

- \_\_\_\_\_ the TV
- \_\_\_\_\_ a horse
- \_\_\_\_\_ me the secret
- \_\_\_\_\_ chess
- \_\_\_\_\_ photos
- \_\_\_\_\_ a computer
- \_\_\_\_\_ married
- \_\_\_\_\_ a marathon
- \_\_\_\_\_ out together
- \_\_\_\_\_ a picture

**Sorting** tasks require learners to sort words into different categories. The categories can either be given or guessed.



As we see in the following example, in this exercise learners are expected to sort the vocabulary given according to the sub-categories that are already provided in the exercise.

### 1 VOCABULARY food

b Write the words in the correct column.

apples	cake	crisps	carrots	pineapple
onions	grapes	chocolate	mushrooms	
peas	bananas	biscuits		
Vegetables	Snacks	Fruit		
carrots				

**Ranking and sequencing** activities require learners to put the words in some kind of order. This may involve arranging the words on a cline or learners may be asked to rank items according to preference.

In the exercise below, learners need to arrange the modifiers in the correct order.

**5 VOCABULARY** modifiers

I found Polish incredibly difficult.  
I felt a bit stupid when the taxi driver spoke perfect English.

a Complete the chart with the words in the box.

a bit    incredibly    not very    quite    really    very

Polish is	_____	_____
	very	difficult
	_____	_____
	not very	

**Defining** activities ask learners to define the vocabulary in question in various ways. The definition can be both through the first language or target language of the learners. Additionally, students can be asked to define those words by using synonyms, antonyms, performing actions, pictures, providing language context clues, etc.

The example given below involves a defining task. As we easily observe learners need to find the opposite of the words stated before the exercise in their own language.

**1.1** Write the grammar words in A opposite in your own language.

**Productive.** Productive vocabulary use involves expressing meaning through speaking or writing and retrieving and producing the appropriate spoken or written form. Productive tasks are divided into three main types; recall, completion, and creation. Each type has two

subtypes that are *full* and *partial* for ‘recall,’ *open* and *closed* for ‘completion,’ *free* and *modelled* for ‘creation.’ Productive exercise types are not ordered according to their demand; however subtypes of each are given accordingly.

A **recall (context-free)** task is a kind of a vocabulary exercise in which learners produce vocabulary without a context. Answers of this kind of an exercise are just a single word or a couple of words.

In a **partial-recall** productive activity, initial letters or some other letters of the words are provided, and learners are asked to remember the rest of the word. Similar to full recall, words are studied without a context in these activities.

The exercise provided below is a sample for ‘partial recall’ tasks. Throughout the exercise learners are expected to recall the words given, some of their letters are already available, and this is what makes the exercise a partial recall task.

#### 1 VOCABULARY personal information

Complete the words with a, e, i, o, or u. Then write them in the correct place in the form below.

- 1 postcod e 4 \_m\_l \_ddr\_ss 7 \_ddr\_ss  
 2 f\_rstn\_m\_ 5 e\_ty/c\_ntry 8 s\_rn\_m\_  
 3 \_g\_ 6 ph\_n\_n\_mb\_r 9 st\_d\_nt

The Dublin School	
application form	
1	Alessandra
2	Bellucci
3	Rome / Italy
4	No
5	30
6	Via della Minerva, 6
7	00186
8	bellucci@hotmail.com

In a **full-recall** productive activity, learners are expected to recall and produce the written form of the words completely. These words are not given in context, instead, they are provided as separate items.

The following exercise asks learners to write just a separate word which is asked in questions. In this exercise, students need to recall and produce a word completely. The vocabulary is not given in context; learners work out the words from the definitions given.

## c Answer the questions.

- What's the opposite of *big*? *small*
- 1 What's the sixth month of the year?
  - 2 Who is your mother's sister?
  - 3 In which room do you have a shower?
  - 4 What's the opposite of *clean*?
  - 5 What's the past tense of *think*?
  - 6 Where can you buy stamps and send a letter?
  - 7 What language do they speak in Argentina?
  - 8 Who is the person who serves you in a restaurant?
  - 9 What's the opposite of *love*?
  - 10 What do you call a person who likes giving presents?

Sentence and text **completion** tasks are generally known as the gap-fills which are often writing tasks. Although they have many different formats, the basic distinction between open and closed gap-fills was taken into consideration throughout the study.

The **open** type of completion task is one where learners fill the gaps with the vocabulary that they draw on their mental lexicon which means that the necessary vocabulary to complete the exercise is not provided within the task, so learners need to find out words in question on their own.

The following exercise is a sentence 'completion' task. Although the context is seen in the title, the vocabulary needed while completing the task is not available in the exercise. Learners need to use their mental lexicon to complete these blanks.

## 1 VOCABULARY music

Complete the words.

- 1 I like listening to rock music in my car.
- 2 The Japanese love going to kbars.
- 3 Record companies don't like people who download music from the Internet.
- 4 Michael plays the piano in a jazz band.
- 5 It's very expensive to go to some pop concerts.
- 6 Why is Karl in that group? He can't sing.
- 7 You need to learn to record music before you can write it.
- 8 Kim doesn't like going to nightclubs and she hates 1970s disco music.
- 9 When I listen to a song, I like to read the lyrics.
- 10 My sister plays the violin in an ochestra.
- 11 Which istruments do you play? The cello.

In a **closed** gap-fill, the target vocabulary is provided, in the form of a list at the beginning of the exercise, for example. This type of activity is simply a matter of deciding which word goes in which gap.

The vocabulary needed in the following exercise is given at the beginning of the exercise and learners need to decide on the word best for the gaps.

**c prepositions**  
 Complete the sentences with *for, in, of, on, or with*.

Look at the board.

- 1 Is there any water \_\_\_\_\_ the fridge?
- 2 I drink a lot \_\_\_\_\_ coffee.
- 3 Water is good \_\_\_\_\_ you.
- 4 Who are you going to New York \_\_\_\_\_?
- 5 They're going to go \_\_\_\_\_ holiday together.

**Creation** tasks require learners to create contexts for given words. There are two types of creation tasks which are free and modelled.

When the creation is **free** in a vocabulary task; students are asked to create written or spoken sentences using necessary lexical patterns. In this type, learners are not supported with sample sentences that will help them throughout the exercise.

In the following exercise, learners are asked to create questions appropriate to the sentences given, but there is not an example given to learners that can help them during the exercise. Students need to create those sentences on their own.

### 13.2 What do you say?

- 1 You want to know where the railway station is.  
Can ..... ?
- 2 You want to know the word for 'tree' in German.  
How ..... ?
- 3 You want to know the time.  
Excuse me, can you ..... ?
- 4 Your course is finished. You want to say goodbye to your teacher.  
I just want to ..... ?
- 5 You want to know when the exam is.  
Can you ..... ?
- 6 The telephone rings. You are in the bathroom.  
(To your friend)  
Can you ..... ?



Unlike 'free-creation' tasks, **modelled-creation** tasks require an imitation creation of a sentence or lexical pattern appropriate to the example given mostly at the beginning of the exercise.

In the exercise given below learners need to create simple questions and answer sentences. However, there are supporting sentences at the very beginning of the exercise that helps learners while creating their own sentences.

b In pairs, ask and answer with the pictures.

Where's the ghost?      It's under the bed.

1  2 

3  4 

5  6  7 

8  9 



## Chapter 4

### Results

In this chapter, results from the analysis of the exercises in question will be stated in company with charts. The total number of exercises analysed throughout the study is 500. However, the final number of the analysis is over 500 which is a result of multi-staged exercises as in the following example.

**98.2 Match these abbreviations with their meanings and then group them according to groups A to D opposite.**

- |          |  |
|----------|--|
| 1 BSc    | compact disc   |
| 2 FBI    | for example  |
| 3 Fr     | Federal Bureau of Investigation                                  |
| 4 ext.   | personal identification number (usually on a bank card)          |
| 5 CD     | United Nations Educational, Scientific and Cultural Organisation |
| 6 asap   | Bachelor of Science  |
| 7 PIN    | extension  |
| 8 e.g.   | Father (title for a priest)                                      |
| 9 Unesco | as soon as possible  |

(*English Vocabulary in Use, Advanced*, 98 “Abbreviations”)

In the exercise given above, learners are asked to match the abbreviations given with their meaning as a first step; then they need to group those abbreviations according to the groups provided to learners before. Ignoring the second step of the exercises in question throughout the analysis would decrease the validity of the study. Consequently, such exercises were analysed twice for each category and increased the final number of the analysis. Double staged exercises were resulted in rising the final number of the analysis from 500, which is resumed, to 561.

Each of the exercises was examined according to three main criteria which are *Lexical Focus*, *Strategy Training*, and *Cognitive Demand*. In *Lexical Focus*, exercises were coded according to their focus that could be on ‘form,’ ‘meaning,’ ‘grammar,’ ‘organization,’ ‘discourse,’ ‘all of them’ or ‘unclear lexical focus.’ *Strategy training* has two categories; ‘discovery’ and ‘consolidation.’ Lastly, *cognitive demand* divided into two subtitles; ‘receptive’ and ‘productive.’ A ‘receptive’ exercise could be an ‘identifying,’ ‘selecting,’ ‘matching,’ ‘sorting,’ ‘ranking & sequencing’ or ‘defining activity.’ If the exercise was a

‘productive’ one, its type was one of the following; ‘recall’ (full - partial), ‘completion’ (open-closed), ‘creation’ (free – modelled).

Results of the analysis are presented in two parts. First part shows the overall results for the two coursebook series; the other part shows the results according to the proficiency levels of the coursebooks.

## 4.1 Types of Exercises in Coursebooks

### 4.1.1 Lexical Focus

The following table shows the analysis results of exercises in terms of their lexical focus. On the very left column, items of *Lexical Focus* are given. The following two represent *English Vocabulary in Use*, and the last two columns represent *New English File*. The first column of each coursebook serial shows the frequency and the second one shows the percentage of the results. Evaluation of these two serials was carried out within themselves.

Table 3

*Results of Lexical Focus across the coursebooks*

A. Lexical Focus				
	English Vocabulary in Use		New English File	
	Frequency	(%)	Frequency	(%)
Form	84	30,88	130	47,79
Meaning	42	15,44	41	15,07
Grammar	20	7,35	25	9,19
Organization	46	16,91	65	23,90
Discourse	21	7,72	9	3,31
All	29	10,66	7	2,57
Unclear Lexical Focus	30	11,03	5	1,84

According to Table 3, the most used item of lexical focus is “form” in both coursebooks. *English Vocabulary in Use* has 30% of form-based exercises while *New English File* has 47%. This result is surprising as expectations from a vocabulary exercise are generally towards teaching meaning. The reason for this high percentage of result for the form is because these exercises generally deal with ‘meaning’ and ‘form’ together. The following exercise is a sample for such exercises.

## 2 VOCABULARY explaining words

Complete the sentences for explaining words.

- 1 *tall* It's the o.p.p.o.s.i.t.e of short.
- 2 *apple* It's a k\_\_\_\_\_ of fruit
- 3 *sleepy* It's s\_\_\_\_\_ to tired
- 4 *blouse* It's l\_\_\_\_\_ a shirt, but it's for women
- 5 *nervous* It's h\_\_\_\_\_ you feel when you have an exam
- 6 *sweat* For e\_\_\_\_\_, you do this when you feel hot
- 7 *dentist* It's s\_\_\_\_\_ who looks after your teeth
- 8 *hospital* It's a p\_\_\_\_\_ where you go when you're ill

(*New English File, Pre-Intermediate, Work Book, 1 – D “The Devil’s Dictionary”*)

Many of the form based exercises worked out meaning and form together like in the sample given above. In this example, learners are required to know the meaning of the words in the very beginning and fill in the blanks accordingly. However because of the final production of this exercise is on the form, it is coded as form-based activity. The table given below shows the frequency and percentage of purely form-based exercises.

Table 4

*Results on form and meaning categories in coursebooks*

B. Lexical Focus				
	English Vocabulary in Use		New English File	
	Frequency	(%)	Frequency	(%)
Purely Form	34	40,47	43	33,07
Form- Meaning	50	59,53	87	66,93



Considering this table, only 34 out of 84 form based exercises in *English Vocabulary in Use* were dealing with purely form which makes 40% of the result. Likewise, 43 out of 130 form based exercises are purely focusing on form in *New English File* which makes 33, 07%.

In the following Table 5, the results of *Lexical Focus* are given with a modification of the item Form. In the table, Form is given in two sub-items that are Purely-Form and Form – Meaning as it is studied above.

Table 5

*Modified results of Lexical Focus*

A. Lexical Focus				
	English Vocabulary in Use		New English File	
	Frequency	(%)	Frequency	(%)
Purely Form	34	12,49	43	14,48
Form - Meaning	50	18,39	87	33,31
Meaning	42	15,44	41	15,07
Grammar	20	7,35	25	9,19
Organization	46	16,91	65	23,90
Discourse	21	7,72	9	3,31
All	29	10,66	7	2,57
Unclear Lexical Focus	30	11,03	5	1,84

According to Table 5, vocabulary exercises taken from *English Vocabulary in Use* have an even distribution across categories of word aspects, which shows us that analysing Purely Form exercises separately affected that distribution. Purely Form-based exercises are 12%, while Form-based exercises were 30% before the modification. The difference between Purely Form and Form-Meaning exercises is 6%. On the other hand, although *New English*

*File* is also affected by this modification, it is revealed that the difference between Purely Form and Form Meaning exercises is 19% which is a higher amount than *English Vocabulary in Use*. In *New English File* Form- Meaning exercises are approximately two times higher than Purely Form exercises.

Looking back to Table 3, the range of the types of Lexical Focus is not the same in each serial. The difference is in Organization, All and Unclear Lexical Focus. While Organization is 16% in *English Vocabulary in Use*, it is 23% in *New English File*. These two serials differ from each other also in All and Unclear Lexical Focus. 10% of exercises in *English Vocabulary in Use* is in the category of All. However it is just 2% in *New English File*. Similarly, Unclear Lexical Focus is higher in *English Vocabulary in Use* than *New English File*. It is 11% in the former and just 1% later. High level of All in *English Vocabulary in Use* affected the results of the Organization because it also includes the rest of the types. Therefore, the low level of ‘Organization’ actually does not mean that it is ignored. The following exercise represents an example of that category.

**19.3** Look at the four split pictures. Describe what happened using at least two expressions from the opposite page in each one. Look at the example first.



Last Friday evening I had a party but the next-door neighbour complained and said we were making too much noise.



(*English Vocabulary in Use*, Pre-Int.-Int., 19 ”Make, Do, Have, Take”)

In order to deal with the exercise given above, learners not only pay attention to the form of the vocabulary but also they need to use appropriate words with appropriate meanings and also pay attention to the expressions they learned before.

The other difference between *English Vocabulary in Use* and *New English File* is the item of 'Unclear Lexical Focus.' This item was higher in *English Vocabulary in Use* than *New English File*. The main reason for this difference might be that the prior serial deals with vocabulary comprehensively which is unclassifiable among these items.

#### 4.1.2 Strategy Training

Table 6 shows the analysis of results for 'Strategy Training.' Overall results are also provided within the table in the last row.

Table 6

##### *Results on Strategy Training*

C. Strategy Training				
	<u>English Vocabulary in Use</u>		<u>New English File</u>	
	Frequency	(%)	Frequency	(%)
Discovery	18	56,25	0	0
Consolidation	14	43,75	0	0
Overall	32	12,8	0	0

According to Table 6, *New English File* seems to ignored strategical part of vocabulary teaching and learning and has not any Strategy Training exercise while in *English Vocabulary in Use* 29 exercises involve strategy training. This corresponds to 12% of all the exercises in *English Vocabulary in Use*. These strategy training exercises range approximately equal between discovery and consolidation with discovery strategies given slightly higher prominence (a difference by four exercises).

### 4.1.3 Cognitive Demand

Table 7 shows a general view of the analysis results of the category Cognitive Demand. Results were given in two main titles Receptive and Productive in the table given below.

Table 7

#### *Results on Cognitive Demand*

Cognitive Demand				
	English Vocabulary in Use		New English File	
	Frequency	(%)	Frequency	(%)
Receptive	74	28,68	125	46,82
Productive	161	62,40	140	52,43
None	23	8,91	2	0,75

It is clear from the table that productive exercises (62%) of *English Vocabulary in Use* are twice more than receptive exercises (29%). However, in *New English File* the use of productive and receptive exercises is very close (47% vs. 52%) with a slight bias towards productive exercises.

Another noticeable point in this table is that in *English Vocabulary in Use* there were more exercises (10%) which could not be classified during the analysis than there were in *New English File* (1%). An example of unclassified exercises is provided below.

#### **51.4** Read the following records aloud.

- 1 Oxygen accounts for 46.6% of the earth's crust.
- 2 The nearest star to earth is Proxima Centauri. It is 33,923,310,000,000 km from earth.
- 3 The highest waterfall in the world is Angel Falls in Venezuela with a drop of 979 m.
- 4 The top coffee-drinking country in the world is Finland where 1,892 cups per annum are consumed per head of the population.
- 5 The tallest church in the world is the Chicago Methodist Temple which is 173 m or 568 ft high.
- 6 The commonest item of lost property on London transport is the umbrella. 23,250 umbrellas were handed in to London transport lost property offices in 1987/8.
- 7 The country with the most telephones in the world is Monaco. It has 733 telephones per 1,000 population.
- 8 The smallest country in the world is the Vatican City with an area of 0.4 sq km.

(English Vocabulary in Use, Upper-Int - Advanced, 51 "Numbers and Shapes)

The focus of the exercise given above is on pronouncing the sentences. None of the categories of Cognitive Demand involves pronunciation of sentences or words. Therefore the exercise in question is unclassifiable.

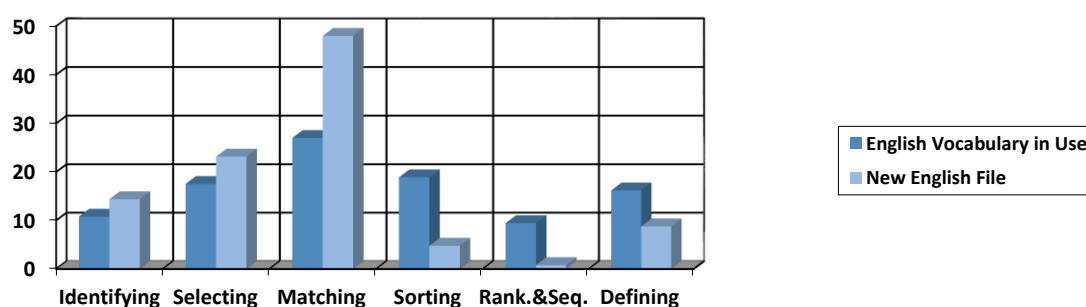
The following tables represent the results of Receptive exercises.

Table 8

*Results on receptive categories*

C. Cognitive Demand				
Receptive	English Vocabulary in Use		New English File	
	Frequency	(%)	Frequency	(%)
Identifying	8	10,81	18	14,40
Selecting	13	17,57	29	23,20
Matching	20	27,03	60	48,00
Sorting	14	18,92	6	4,80
Ranking & Sequencing	7	9,46	1	0,80
Defining	12	16,22	11	8,80

Figure 1



The categories in the table are in a logical order. The sequence is from the lowest cognitive demand to the highest. Hence, the distribution of the difficulty of the two-coursebook series is easy to observe.

Table 8 and Figure 1 reveals that the vocabulary exercises of *New English File* involve mostly easier tasks (Identifying, Selecting, Matching) which makes 85% of all. Nevertheless the results of the same categories for English Vocabulary in Use is 54%. In *English Vocabulary in Use*, there is a balanced distribution of exercises in terms of cognitive demand. For each of the coursebook series, Matching has the highest percentage. The main reason for this result might be that matching is a flexible type of exercise and easy to apply to a wide range of lexical- aspects. Samples are given below.

**14.2 Match the sentence beginnings on the left with the endings on the right.**

- |                           |                               |
|---------------------------|-------------------------------|
| 1 He suffers              | a at me, but it missed.       |
| 2 She wasn't aware        | b for a job in Australia.     |
| 3 He threw the book       | c from a rare illness.        |
| 4 She complained          | d to the man across the lake. |
| 5 She said it was similar | e for the mistake.            |
| 6 She applied             | f at his choice.              |
| 7 She shouted             | g of clothes.                 |
| 8 He said it depends      | h to the one she has.         |
| 9 The suitcase was full   | i of working at weekends.     |
| 10 She's tired            | j of her mistakes.            |
| 11 She apologised         | k on me.                      |
| 12 I was very surprised   | l about the bad service.      |

(*English Vocabulary in Use, Pre-Int.-Int., 14 "Verb or adjective + preposition"*)

**VOCABULARY** hotel words

a Match the words and symbols.

reception	<input type="checkbox"/>	the lift	<input type="checkbox"/>
a <u>s</u> ingle room	<input type="checkbox"/>	the (ground) floor /flɔ:/'	<input type="checkbox"/>
a <u>d</u> ouble room	<input type="checkbox"/>	the bar	<input type="checkbox"/>

(*New English File, Elementary, Students Book, 1 "At a hotel"*)

It is clear in the examples that Matching can be easily used with various lexical focuses. The first example from *English Vocabulary in Use* focuses on collocation and learners are supposed to match the initial parts of the sentences with the correct endings considering collocates. The second example deals with the meaning of the words given in the first part with the appropriate pictures given in the second part of the exercise which represents meanings of the words.

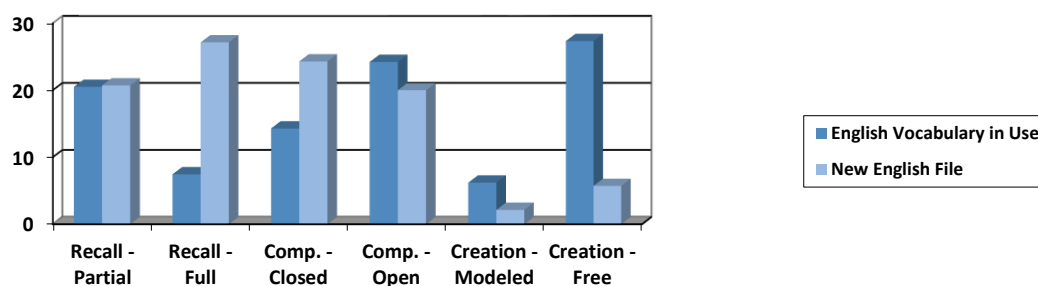
The following table and figure were formed to show the results of productive exercises.

Table 9

*Results on productive categories*

C. Cognitive Demand				
Productive	English Vocabulary in Use		New English File	
	Frequency	(%)	Frequency	(%)
Recall – Partial	33	20,50	29	20,71
Recall – Full	12	7,45	38	27,14
Completion – Closed	23	14,29	34	24,29
Completion – Open	39	24,22	28	20,00
Creation – Modelled	10	6,21	3	2,14
Creation – Free	44	27,33	8	5,71

Figure 2

*Results on productive categories*

The categories in the table are also in a logical order like the previous Table 8. The sequence is from the lowest cognitive demand to the highest. Hence, the distribution of the difficulty of the two coursebook series is easy to observe. In either book, the exercises were distributed rather more evenly across categories of cognitive demand. The main difference between English Vocabulary in Use and New English File in the table is that *English Vocabulary in Use* has more Creation exercises than New English File has. In *English*

*Vocabulary in Use* 33% of all exercises (27% +6%=33%) required creation while only 8% of all (6% +2%=8%) in *New English File* requires creation. This result reveals that the former serial is more demanding when it is compared to *New English File* because throughout creation exercises either free or modelled, learners need to consider many lexical focuses.

## 4.2 Vocabulary Exercises over Proficiency Levels of Coursebooks

Results of the analysis will be stated according to the proficiency levels of the course books in this part. Each of the criteria Lexical Focus, Strategy Training, Cognitive Demand will be provided separately, and proficiency levels will be discussed under these sections.

### 4.2.1 Lexical Focus of Vocabulary Exercises in Different Proficiency Levels of the Coursebooks

The following table and figure represent the results of Lexical Focus of *English Vocabulary in Use* for each level. Elementary, pre-intermediate and intermediate, upper-intermediate and advanced levels are provided in separate columns.

Table 10

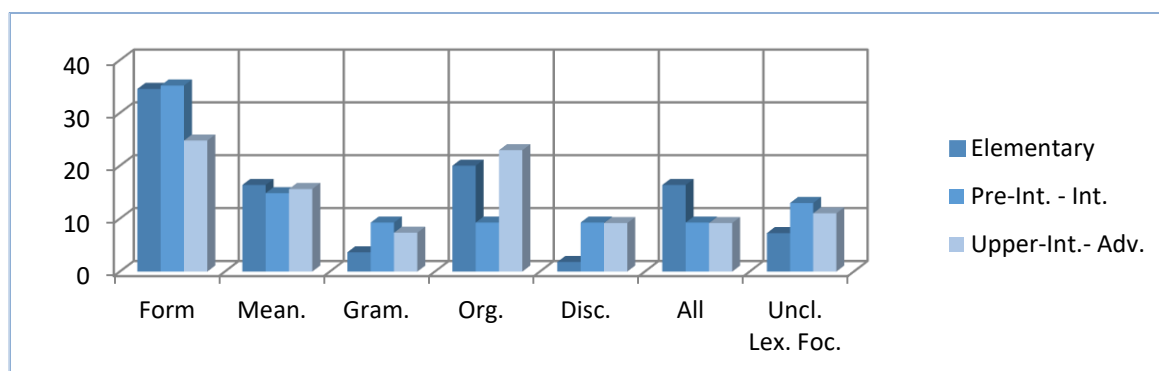
*Results of Lexical Focus across proficiency levels in English Vocabulary in Use*

ENGLISH VOCABULARY IN USE						
	<u>Lexical Focus</u>					
	Elementary		Pre-Int.- Int.		Upper- Int. Adv.	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Form	19	34,55 %	38	35,19 %	27	24,77 %
Meaning	9	16,36 %	16	14,81 %	17	15,60 %
Grammar	2	3,64 %	10	9,26 %	8	7,34 %
Organization	11	20 %	10	9,26 %	25	22,94 %
Discourse	1	1,82 %	10	9,26 %	10	9,17 %



All	9	16,36 %	10	9,26 %	10	9,17 %
Unclear Lexical	4	7,27 %	14	12,96 %	12	11,01 %

Figure 3 Results of Lexical Focus across proficiency levels in English Vocabulary in Use



According to Table 10 and Figure 3, the most focused item for each level is Form. Advanced level of *English Vocabulary in Use* has the least amount of form among other levels which is a predictable result, as it is expected to deal with other parts of lexical focus in higher proficiency levels. With a general overview to figure 4.3 and table 4.7, it can be told that meaning is focused almost at an equal rate in all of the levels. On the contrary, there is a rise in exercises dealing with vocabulary in the aspect of grammar and discourse over the proficiency levels. Studying the category All, although it is expected to be at a higher level in upper proficiency levels, Elementary has the higher amount. Looking back to these exercises, the parts of the language that learners are expected to produce at elementary level do not require a high proficiency.

For each proficiency level, the most emphasized item is Form. The form is followed by the organization and meaning. However, higher proficiency levels *upper-intermediate* and *advanced* were expected to have a higher focus on items other than form.

It can be interpreted that form is focused equally while teaching. Unlike form, the emphasis placed on meaning decreases while the proficiency level increases. This can be a result of paying more attention to more complex parts of lexical competence in higher levels.

Looking at grammar, a systemic rise or fall is not observed across the levels. ‘Organization’ is also concentrated in all levels, but it has the highest level in *Upper Int- Advanced*. Although it is in low amount, discourse is only focused on *Upper Int- Advanced* which can be the result of the need for higher background knowledge to deal with the discourse of vocabulary. Likewise ‘All’ is more in upper levels probably for the same reason with discourse.

The table following Table 11 and Figure 4 represent the results of Lexical Focus across the proficiency levels in New English File.

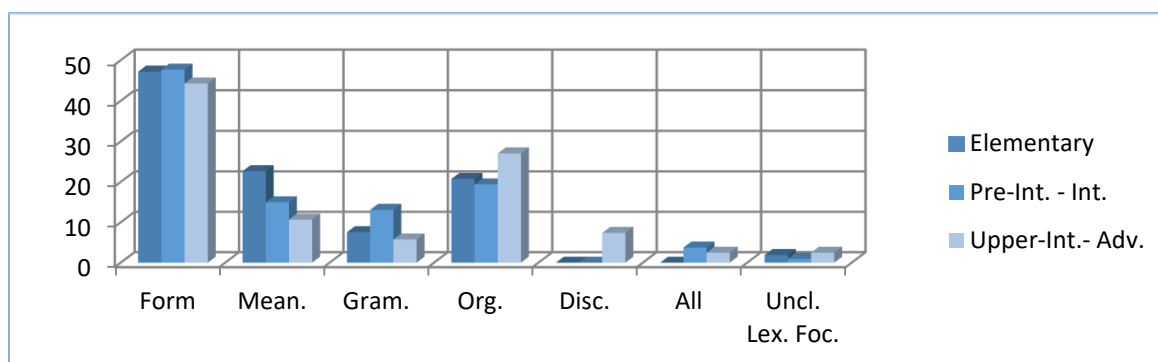
Table 11

*Results of Lexical Focus across proficiency levels in New English File*

NEW ENGLISH FILE						
A. Lexical Focus						
	Elementary		Pre-Int.- Int.		Upper- Int. Adv.	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Form	25	47,17 %	51	47,66 %	54	44,26 %
Meaning	12	22,64 %	16	14,95 %	13	10,66 %
Grammar	4	7,55 %	14	13,08 %	7	5,74 %
Organization	11	20,75 %	21	19,36 %	33	27,05 %
Discourse	-	0,00 %	-	0,00 %	9	7,38 %
All	-	0,00 %	4	3,74 %	3	2,46 %
Unclear Lexical	1	1,89 %	1	0,93 %	3	2,46 %

Figure 4

*Results of Lexical Focus across proficiency levels in New English File*



Each column of the previous table shows the proficiency levels of the coursebook serial in question. Results reveal that the most emphasized Lexical Focus is Form in each level. Considering the order of the categories is from the least demanding to the most, Form is expected to decrease in higher levels. Conversely, the amount increases. After Form, the Organization has the highest score among the Lexical Focus types. As it is expected, the amount increases collaterally with the proficiency level. Following these two types, Meaning and Grammar are listed in the results. Discourse, All and Unclear Lexical Focus are mostly ensued in higher proficiency levels.

#### **4.2.2 Strategy Training of Vocabulary Exercises in Different Proficiency Levels of the Coursebooks**

The following table and figure show results of Strategy Training in *English Vocabulary in Use*. Predictably, the number of exercises that include Strategy Training increases in higher proficiency levels. Nevertheless, the total number of strategy training exercises is limited in the data when it is compared to the overall score. Both types of Strategy Training exercises increase collaterally to the increase of proficiency level.

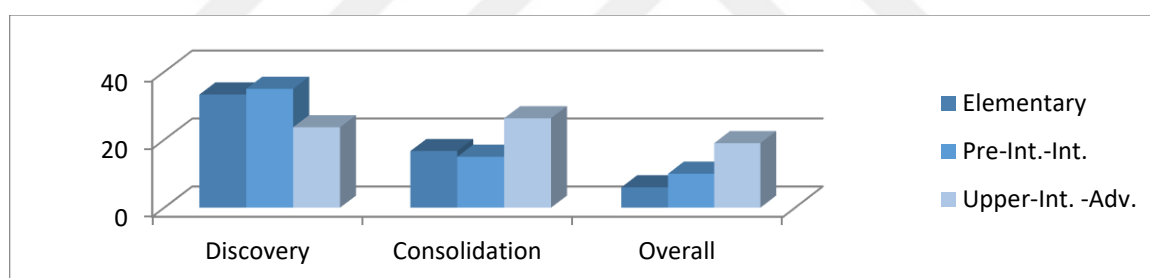
Table 12

*Results of Strategy Training across proficiency levels in English Vocabulary in Use*

ENGLISH VOCABULARY IN USE						
	<u>Strategy Training</u>					
	Elementary		Pre-Int.- Int.		Upper- Int. Adv.	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Discovery	2	33,33 %	7	35 %	9	23,68 %
Consolidation	1	16,67 %	3	15 %	10	26,32 %
Overall	3	6%	10	10%	19	19%

Figure 5

*Results of Strategy Training across proficiency levels in English Vocabulary in Use*



#### 4.2.3 Cognitive Demand in Vocabulary Exercises in Different Proficiency Levels of the Coursebooks

Results of Cognitive Demand were analysed in terms of a variety of aspects. Each aspect is provided individually in tables and figures in order to make it easier to observe the results.

First table and figure of Cognitive Demand show the results in main titles that are Receptive and Productive for *English Vocabulary in Use*.

Table 13

*Results of Cognitive Demand across proficiency levels in English Vocabulary in Use*

ENGLISH VOCABULARY IN USE						
<u>Cognitive Demand</u>						
	Elementary		Pre-Int.- Int.		Upper- Int. Adv.	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Receptive	15	29,41 %	33	31,73 %	23	23 %
Productive	33	64,71 %	67	64,42 %	61	61 %
None	3	5,88 %	4	3,85 %	16	16 %

Figure 6

*Results of Cognitive Demand across proficiency levels in English Vocabulary in Use*

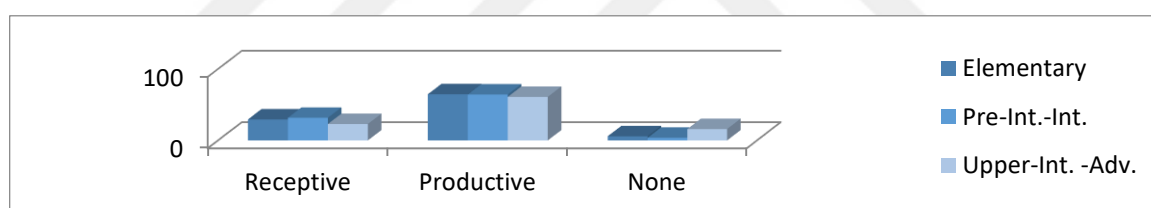


Table 13 and Figure 6 reveal that productive exercises of each level are more common than Receptive and none. Even though productive exercises are expected to rise according to proficiency level, no remarkable change is observed between levels neither in receptive nor in productive exercises. When the results are examined in detail, there is no difference between proficiency levels both in productive and receptive exercises of *English Vocabulary in Use*. A rise was expected in productive exercises in upper proficiency levels. Likewise, a fall was expected in receptive exercises at higher levels. Nevertheless, the amount of these exercises remains almost same in each level. Having said that productive exercises are used frequently while dealing with vocabulary, no matter what the proficiency level is in *English Vocabulary*

*in Use*. Receptive exercises are as much as half of the productive exercises for all of the levels.

Following table and Figure were formed to view the results of receptive and productive exercises in general for *New English File*.

Table 14

*Results of Cognitive Demand across proficiency levels in New English File*

NEW ENGLISH FILE						
<u>Cognitive Demand</u>						
	Elementary		Pre-Int.- Int.		Upper- Int. Adv.	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Receptive	27	55,10 %	47	45,19 %	51	45,13 %
Productive	22	43,14 %	55	52,88 %	62	54,87 %
None	0	0 %	2	1,92 %	0	0 %

Figure 7

*Results of Cognitive Demand across proficiency levels in New English File*

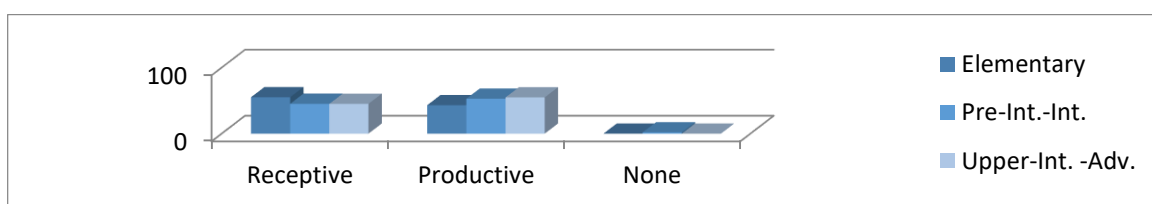


Table 14 and Figure 7 reveal that there is not a remarkable difference between Receptive and Productive exercises across the proficiency level in *New English File*. Considering that Productive tasks are more demanding than Receptive ones, results are expected to increase at higher levels. Although the difference is not very significant, Table 14 and Figure 7 show that there are more productive exercises as the proficiency level raises.

In Table 15 and Figure 8, items of Receptive Exercises in *English Vocabulary in Use* are presented separately.

Table 15

*Results of Cognitive Demand – Receptive across proficiency levels in English Vocabulary in Use*

ENGLISH VOCABULARY IN USE						
<u>Receptive</u>	<u>Cognitive Demand</u>					
	Elementary		Pre-Int.- Int.		Upper- Int. Adv.	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Identifying	2	13,33 %	2	6,06 %	4	17,39 %
Selecting	2	13,33 %	7	21,21 %	4	17,39 %
Matching	6	40 %	7	21,21 %	7	30,43 %
Sorting	2	13,33 %	9	27,27 %	3	13,04 %
Ranking &	0	0%	3	3,09 %	1	4,35 %
Defining	3	20 %	5	15,15 %	4	17,39 %

Figure 8

*Results of Cognitive Demand – Receptive across proficiency levels in English Vocabulary in Use*

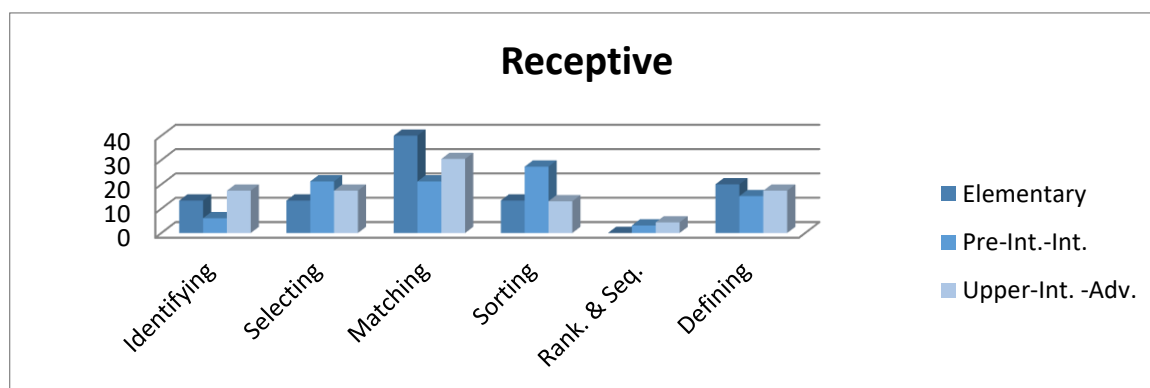


Table 15 and Figure 8 reveal that the most frequent type of Receptive Activities is matching in all proficiency levels of *English Vocabulary in Use*. Following Matching, Selecting is used often. Other types are also used throughout the exercises except for Ranking & Sequencing. Notwithstanding, exercises with low cognitive demand such as Identifying, Selecting and even Matching are assumed to decrease in higher proficiency levels, and exercises requiring higher cognitive demand are predicted to rise in these levels.

Results of the analysis of receptive exercises in *New English File* are provided in the following Table 16 and Figure 9.

Table 16

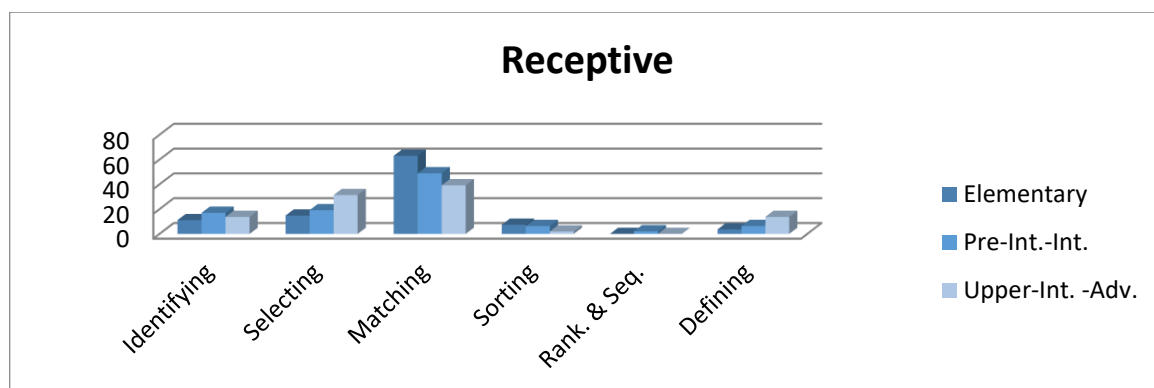
*Results of Cognitive Demand – Receptive across proficiency levels in New English File*

NEW ENGLISH FILE						
<u>Receptive</u>	<u>Cognitive Demand</u>					
	Elementary		Pre-Int.- Int.		Upper- Int. Adv.	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Identifying	3	11,11 %	8	17,02 %	7	13,73 %
Selecting	4	14,81 %	9	19,15 %	16	31,37 %
Matching	17	62,96 %	23	48,94 %	20	39,22 %
Sorting	2	7,41 %	3	6,38 %	1	1,96 %
Ranking &	0	0 %	1	2,13 %	0	0 %
Defining	1	3,7 %	3	6,38 %	7	13,73 %



Figure 9

*Results of Cognitive Demand – Receptive across proficiency levels in New English File*



Previous table and figure show that Matching is used frequently among other types of receptive exercises in *New English File* in all of the proficiency levels. Conceivably, the amount of these exercises fall in upper proficiency levels. Following Matching, Selecting is used commonly when it is compared to the other items. Uses of the rest types are distinctively lower than Matching and Selecting. A low demanding type, Selecting is expected to be highest in Elementary and lowest in upper int- advanced. Nevertheless, results reveal that in *New English File*, Selecting rises in higher proficiency levels. Examining other types of Receptive exercises, there is not a reasonable change across the proficiency levels. The amount of more demanding exercises does not rise at higher levels. Only Defining is expectedly in a higher amount in upper int- advanced levels.

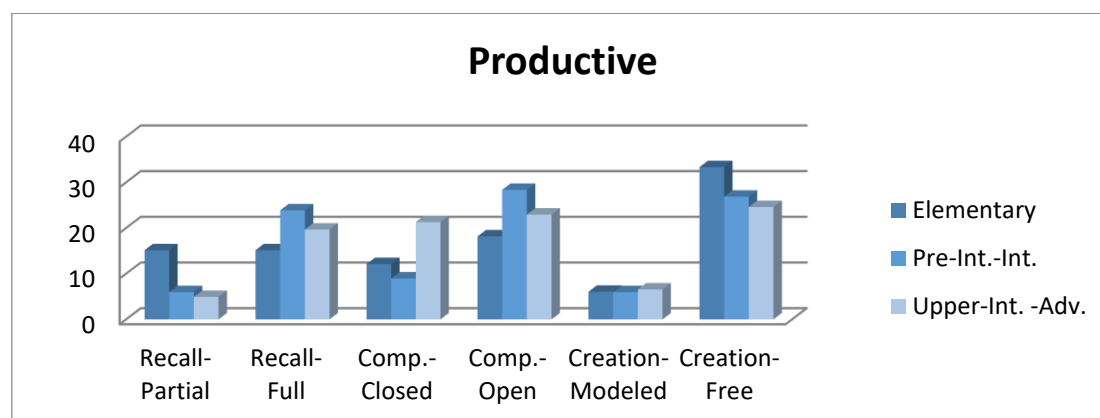
Table 17 and Figure 10 were formed to indicate the detailed analysis results of Productive Exercises in *English Vocabulary in Use*.

Table 17

*Results of Cognitive Demand – Productive across proficiency levels in English**Vocabulary in Use*

ENGLISH VOCABULARY IN USE						
<u>Productive</u>	<u>Cognitive Demand</u>					
	Elementary		Pre-Int.- Int.		Upper- Int. Adv.	
	Frequency	(%)	Frequency	(%)	Frequency	(%)
Recall – Partial	5	15,15 %	4	5,97 %	3	4,92 %
Recall – Full	5	15,15 %	16	23,88 %	12	19,67 %
Completion – Closed	4	12,12 %	6	8,96 %	13	21,31 %
Completion – Open	6	18,18 %	19	28,36 %	14	22,95 %
Creation – Modelled	2	6,06 %	4	5,97 %	4	6,56 %
Creation - Free	11	33,33 %	18	26,87 %	15	24,59 %

Figure 10

*Results of Cognitive Demand – Productive across proficiency levels in English**Vocabulary in Use*

According to the table and figure given above, almost all types of productive exercises in *English Vocabulary in Use* are used frequently. The least frequent type of all is Creation-

Modelled for each proficiency level. Results show that as a vocabulary teaching coursebook *English Vocabulary in Use* pays attention to learners' producing target language in various ways. Analysing the results of other productive categories, it is not possible to observe an admissible change between the levels considering the cognitive demand of the exercises in question. Only, there is a sensible drop in partial- recall and a rise in full-recall over proficiency levels. However, contrary to the expectations, considered as the most demanding creation- free decreases over proficiency levels.

Finally, Table 18 and Figure 11 show the analysis results of productive exercises in New English File.

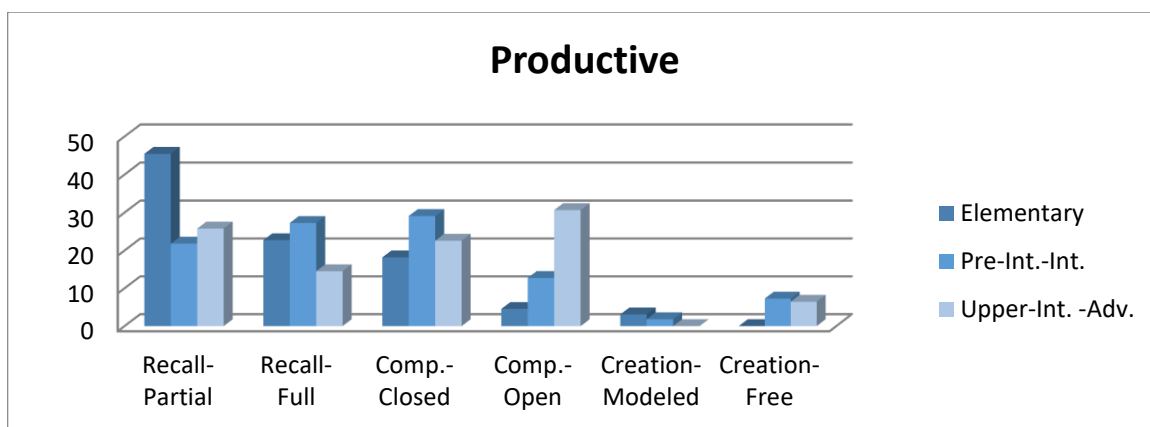
Table 18

*Results of Cognitive Demand – Productive across proficiency levels in New English File*

NEW ENGLISH FILE							
<u>Productive</u>	<u>Cognitive Demand</u>						
	Elementary		Pre-Int.- Int.		Upper- Int. Adv.		
	Frequency	(%)	Frequency	(%)	Frequency	(%)	
Recall – Partial	10	45,45 %	12	21,82 %	16	25,81 %	
Recall – Full	5	22,73 %	15	27,27 %	9	14,52 %	
Completion – Closed	4	18,18 %	16	29,09 %	14	22,58 %	
Completion – Open	1	4,55 %	7	12,73 %	19	30,65 %	
Creation – Modelled	2	3,09 %	1	1,82 %	0	0 %	
Creation - Free	0	0%	4	7,27 %	4	6,45 %	

Figure 11

*Results of Cognitive Demand – Productive across proficiency levels in New English File*



The Table and the Figure given above reveal that among the items of productive exercises, Recall-Partial is the most applied type. Especially in lowest level Elementary, learners deal with Recall-Partial exercises most. Other types of productive exercises are also used frequently except Creation-Modelled and Creation-Free. These types are the least used productive exercises. Examining these results, the only reasonable change in productive exercises considering the proficiency levels is in the type of Completion-Open. The results increase in upper int.-advanced expectedly in more demanding type Completion-Open. Other types of productive exercises do not have a clear pattern among the proficiency levels.

## Chapter 5

### Discussion

This study examined the vocabulary exercises of two EFL coursebook serials which are *English Vocabulary in Use*, a lexical coursebook, and *New English File*, an integrated coursebook serial. Exercises were analysed from three points of view; their lexical focus, strategy training, and cognitive demand. In this chapter, the results will be discussed in detail, and the following research questions will be answered:

1. Do vocabulary exercises in EFL lexical coursebooks have more varied “lexical focus” than those in integrated coursebooks?
2. Do vocabulary exercises become more varied in “lexical focus” with proficiency level in lexical, integrated EFL coursebooks?
3. Do vocabulary exercises in EFL lexical course books have greater “cognitive depth” than those in integrated coursebooks?
4. Do vocabulary exercises increase in “Cognitive Depth” with the proficiency level in lexical focused and integrated EFL coursebooks?

#### 5.1 Variety of Lexical Focus in EFL Lexical Coursebooks and Integrated Coursebooks

Considered as the main unit of language, it is not possible to convey meaning without lexical knowledge. With this awareness, many research studies have looked for an answer to “what is knowing a word?”. Among many responses to this question, the most applied definition was made by Nation (2001). He mainly divided lexical knowledge into three areas; knowledge of the form, meaning and use, which are also valid for the present study. While dealing with the Lexical Focus of the coursebooks in question, these areas were taken into consideration. Results of the analysis are given in the previous chapter. Results will be discussed through this chapter in detail.

Schmitt (2010,271) clearly underlines the expectations from a coursebook while teaching vocabulary. He reminds to look what aspects of vocabulary knowledge is given while assessing a textbook. Within this respect, as a lexical focused coursebook, it is expected from an *English Vocabulary in Use* serial to include a variety of aspects while introducing and producing vocabulary. On the other hand, *New English File* serial is an integrated coursebook, which aims to provide different parts of language to the learners; listening, reading, speaking, writing, grammar, vocabulary, etc. Keeping these important points in mind, the two serials are anticipated to have a different range of vocabulary exercise division. Along with form and meaning, a language learner needs to be aware of other aspects of vocabulary to be regarded as being learned. According to Milton, “once you encounter and learn one form of a word, you can apply the rules for making plurals, or past tense of verbs, or comparative and superlative adjectives and you have a whole family of words at your disposal.” From this point of view, *English Vocabulary in Use* needs to emphasize “use.” Results reveal that there is a meaningful division on the items of Use (grammar, organization, discourse, all). In this serial, learners can practice the newly learned vocabulary in terms of the grammatical functions; collocations and associations. On the other hand, the main lexical focus of *New English File* is Form and Meaning, and the rest of the lexical areas are rather ignored. This finding can be associated with the integrated feature of the serial. In consequence of the necessity to deal with different parts of the language, the later serial has less deep exercises concerning vocabulary acquisition.

Finally, while analysing the data in terms of lexical focus, a necessity to add the item of unclear lexical focus aroused. The main reason for this addition was the existence of some exercises that did not fit clearly into any of the aspects. The number of exercise with unclear focus is higher in *English Vocabulary in Use* than in *New English File*. Main reason for this difference is associated with the result of that the former serial provides profound vocabulary

exercises aiming the attainment of all lexical aspects. On the other hand, the amount of unclear lexical focus for the later serial is considerably low that it is presumable from an integrated serial to have more definite lexical exercises.

## **5.2 Variety of Lexical Focus in Different Proficiency Levels**

While learning a new language, there are lots of factors that affect the design of the teaching-learning environment. Being an important part of the teaching and learning environment, coursebooks are needed to be taken into consideration seriously. While choosing appropriate material, proficiency level of the learners can be a key point to the instructor. A language learner with a low proficiency level can be less competent in language practices. Schmitt (2000, p.42) states that the word organization, the aspects of vocabulary that learners are strong increase as their proficiency levels increase. Ryan (1997) and Singleton (1999) have both argued that a secure knowledge of an item's form is a vital foundation for the gradual addition of other aspects, while Schmitt (2008) suggests that this requires intentional learning. Thus, the lexical focus division of the exercises is expected to be limited to the very initial areas for the low proficiency levels. The analysis results of the present study reveal that regardless of the proficiency level, the most highlighted lexical areas are form and meaning in both of the serials in question. This result is a contradiction to the expectations for those areas are assumed to decrease when the level increases.

Looking back to the data analysed in this study and the literature to find a reasonable fact for this result, it can be concluded that regardless of the proficiency level, the book designers build the lexical practices around form and meaning. Thinking as a base for the construction of lexical competence, initial areas of lexical focus retain their significance across the proficiency levels.

As Brown (2010) indicates form and meaning as vital in his study, he also adds the crucial roles of other lexical aspects. Although they are the most foregrounded areas, the

amount of form and meaning based exercises are less in *English Vocabulary in Use* than in *New English File*. The former does not ignore the lexical areas than initial ones as much as *New English File*. However, there is not a meaningful rise in grammar, organization, discourse, all and unclear lexical focus in terms of the rise in proficiency levels of the serial. *English Vocabulary in Use* exercises deals with all the lexical areas in almost the same amount across the proficiency levels.

Even though form and meaning make up nearly half of the exercises in *New English File*, in all proficiency levels, there are other lexical parts worked on throughout the serial. However, the distribution is not systematic which results in neglecting some areas. Among all the levels, the third most highlighted lexical focus is organization, and it rises in response with the proficiency level.

### **5.3 Cognitive Demand in EFL Lexical and Integrated Coursebooks**

Schmitt (2014) says the ways that depth of knowledge is conceptualized commonly lap over each other. Being that much diversity in the conceptualization of depth results in the difficulty to decide a theoretical perspective of approach. As a consequence of that fact, it was a hindrance to overcome to decide the ground to construct the present study on, in terms of cognitive demand. One of the approaches to conceptualization cognitive demand in lexical exercises associates it with the way learners deal with the lexical item; that is receptive versus productive.

According to Milton (2009, p.148) “Vocabulary acquisition is not just about learning to recognise words in a foreign language and attach meaning to them. There are other things you need to be able to do with your words and many things you need to know about words.” From this point of view, the lexical practices collected from the two serials in the subject are explained if they are receptive or productive. The results reveal that nearly 30% of all exercises in *English Vocabulary in Use* are receptive on the other hand in *New English File*,



this amount is 47% which shows that the later serial includes more receptive lexical exercises than the other. The more productive an exercise becomes, the more demanding it is. Keeping this in mind, the integrated coursebook serial *New English File* can be told as less demanding when it is compared to the lexical focused serial *English Vocabulary in Use*. This difference between two serials is presumable as a lexical focused coursebook is expected to work on vocabulary profoundly and provide learners deeper learning. On the other hand, as *New English File* is an integrated serial, it needs to improve reading, writing, listening, speaking, grammar, etc. of the learners as well as vocabulary. However, although it has a lower amount of productive exercises, it is still at a reasonably good rate that makes almost half of its exercises.

Both receptive and productive are subdivided in the present study. These subcategories are sequenced according to their demand: identifying, selecting, matching, sorting, ranking & sequencing, defining for receptive and recall (partial-full), completion (closed-open), creation (modelled-free) for productive. The most encountered subcategory among all receptive categories is matching in both *English Vocabulary in Use* and *New English File*. The main reason for this high rate of result can be that matching is a flexible type of exercise and it is applicable to a wide range of lexical focus. As an example, learners can match form and meaning, or they can match the words with their collocate. Additionally, they can study discourse by matching. Other than matching, two serials do not have a significant difference in the distribution of receptive exercises. Although *English Vocabulary in Use* is expected to be more demanding, it does not have much difference from *New English File*.

Although *English Vocabulary in Use* has a higher in amount, both serials have a significant number of productive practices. Sequenced from the least to the most demanding, *New English File* results decrease as the demand rises. Contradictory to this result, there is not a consequential rise in the same category of *English Vocabulary in Use*. Rather, the exercises

of this serial are distributed almost equally among productive subcategories. The pattern of exercise division is sensible in *New English File*, because, as it was mentioned before, this serial includes different parts of language and is not expected to deal with lexical items as much as a lexically- focused coursebook like *English Vocabulary in Use* in depth. It is better to refer that even the most demanding categories are not ignored, but only they are less in amount. When it comes to *English Vocabulary in Use* having productive exercise rates, all types of productive exercises are provided to learners, and those exercises require more lexical cognition.

#### **5.4 Cognitive Demand in EFL Integrated and Lexical Focused Coursebook across Proficiency Levels**

Better learning will take place when a deeper level of semantic processing is required because the words are encoded with elaboration ( Craik and Lockhart, 1972). To be able to elaborate the vocabulary, one of the major factors that coursebook designers or language instructors need to take into consideration is the proficiency level of the group they target learning group.. Less challenging practices are expected for learners with lower proficiency levels. When the results of the analysis of this study are revised in terms of that are needed to be discussed.

In a receptive lexical exercise, being aware of the relationship between the form and the meaning, almost all the needs of learner can be met. Form, meaning, grammar, collocation, derivation forms or any other lexical focuses that are in question are already given in receptive tasks. Users only need to recognize and recall the meaning. Consequently, a decline is expected as the proficiency level rises in receptive exercises through the EFL coursebook serials. From this perspective, an increase in productive practices of both of the coursebook serial is observed; however, this rise is not very significant.

Having a deeper look at the subcategories of receptive exercises, neither of the coursebook serials rises significantly. It was anticipated that in higher levels the exercises would be more demanding. However, it is revealed that both of the coursebook serials in question do not pay attention to be demanding. Rather they prefer more applicable types of exercises like matching, selecting, identifying which are given from most to least here while dealing with lexical competence.

Unlike receptive tasks, the distribution of the exercises in productive tasks both of the coursebook serials revealed parallel to the expectations. As a lexical focused EFL coursebook serial, *English Vocabulary in Use* has a higher amount of productive exercises than the integrated serial *New English File*. Being productive in an exercise, learners need to produce all the lexical knowledge appropriately either verbal or written that already exists in their lexical cognate. From this perspective, this kind of exercise is more challenging and advanced than a receptive one. Besides being more productive, *English Vocabulary in Use Exercises* does not ignore any stage of productivity. Although they are not rising meaningfully within the proficiency levels, mostly a clear rise can be observed across the levels. As an integrated EFL coursebook, *New English File* has less amount of productive exercises in more demanding stages. It is more admissible to observe a decrease in *New English File* coursebook because this serial is an integrated one and can abandon to practice lexical units to the degree of depth like free- modelled creation. Rest of the productive subcategories are well applied that none of them can be respected as ignored. Although the decrease of results within the proficiency level is not reasonable, a rise can be viewed across the levels in terms of the overall amount of productive practices of each level. This increase proves that this serial pays more attention to provide productive lexical exercises for its users as the proficiency level rises.

## Chapter 6

### Conclusion

#### 6.1 Summary and Conclusions

This study investigated the lexical practices of two EFL coursebook series the lexical focused *English Vocabulary in Use* and the integrated *New English File*. The data was collected from the serials and analysed with the template prepared for this study. This template examines the vocabulary exercises from three perspectives; Lexical Focus based on Nation's (2001) studies, Strategy Training based on Schmitt's (1997) studies, and Cognitive Demand based on Thornbury's (2007) studies. It was hypothesised that there would be a significant difference between these serials in terms of firstly being integrated or lexical, secondly according to their proficiency levels. Regarding the analysis of vocabulary exercises in different dimensions of focus, five important results can be concluded from the data above.

First of all, dealing with vocabulary commonly begins with the question of what knowing a word means in the literature. Thornbury (2007) stated that knowing a word basically involves meaning and form. However, Nation's (2001) list of word knowledge aspect is considered the best specification (Schmitt, 2014); form, meaning and use. This study reveals that whether integrated or not, both of the serials tend to practice vocabulary with all its aspects while a significant difference was found in favour of the lexically- focused course book *English Vocabulary in Use*. The difference is not on the range of word aspects practiced, but rather on the number of their practices, that is the aspects emphasized in *New English File* are more on form and meaning.

Secondly, this study shows that there is not a suggestive difference in the results in terms of the lexical focus across proficiency levels. It was expected from the serials to practice aspects other than form and meaning in higher proficiency levels. On the other hand,

the analysis presented that form and meaning keep their importance across all the proficiency levels of both *English Vocabulary in Use* and *New English File*.

The third conclusion derived from the present study is that *English Vocabulary in Use* is a more demanding serial when it is compared to *New English File* with a higher amount of productive exercises. Though there are many theoretical approaches to the depth of vocabulary exercises, the most applied one depends on two main bases; productive and receptive (Nation, 2001). Among other receptive subcategories, matching is the most used type of exercise both in *English Vocabulary in Use* and *New English File* –which is linked to the applicability of the type to the many lexical focuses and levels. Making a conclusion about productive exercises, *English Vocabulary in Use* challenges learners with more demanding tasks like full creation while *New English File* limits the productive demand to the initial steps.

Fourthly, the present study concluded the cognitive demand of *English Vocabulary in Use* and *New English File* across the proficiency levels. As vocabulary exercises of the two serials in question increase, the number of exercises across the serials also increase in terms of being more productive, namely, more demanding. However, the variety of demanding tasks are higher in amount throughout *English Vocabulary in Use*.

Finally, in terms of strategy training, only the lexical focused serial provides learners activities related to learning strategies, while the integrated serial completely ignored lexical strategy training throughout the coursebook. However, the amount of such practices in the lexical focused is very limited that it cannot be respected as satisfying.

While designing the study, a clear difference between integrated and lexical focused course book serials was expected to arise in favour of *English Vocabulary in Use*. However, the study revealed that the difference is not significant contrary to what was expected. Both in terms of lexical focus and cognitive demand, *English Vocabulary in Use* is more varied but,

additionally, despite a slight decline in amount, *New English File* does not ignore those units in general.

## **6.2 Further Research**

Some recommendations can be made for further research studies considering the results of this study.

In this study, the lexical focus (aspects) and cognitive demand (depth) of the vocabulary exercises from two EFL coursebook serials were analysed. As further research, the breadth of vocabulary knowledge can be included in the study which is also an important unit of lexical literature.

Secondly, not all the lexical exercises in the serials were analysed. To reach a more definite conclusion, all the exercises can be included, and a clearer result can be found.

Thirdly, in the present study, the comparison was made between an integrated EFL coursebook serial and lexical focused course book serial. The following comparisons can be made between the serials that share the same target, whether integrated or lexical focused.

This conclusion can be beneficial for teachers when they are designing their courses and looking for the best material that applies to the vocabulary needs of the students.

## **6.3 Recommendation**

Considering foreign language acquisition, very little attention is paid on vocabulary learning in the literature (e.g., Mitchell & Myles, 2004) However, Milton (2009) states in his book that “To perform like a native speaker, you need to learn thousands of words. You need to discover which words can be combined and which cannot, and master many rules of language” (p. 2). From this perspective, vocabulary learning takes an important place in foreign language education.

To be more competent both receptively and productively, learners need to get attached to the vocabulary in various lexical aspects and cognitive demands. To provide this variety,

language instructors need to equip their teaching performances with the most appropriate coursebook.

In order to decide the best material, before they make a decision, teachers can analyse the lexical exercises in coursebook alternatives with the help of the template used in this study. This template covers all the necessary items of lexical competence, lexical focus, strategy training, and cognitive demand.

#### **6.4 Limitations**

Throughout the present study, not all of the lexical exercises of the coursebook serials were analysed. To draw precise conclusions about the lexical focus, strategy training and cognitive demand of the coursebooks in terms of the vocabulary they study, it can be better to examine each of the lexical exercises. While deciding the appropriateness of the books to the classroom, the course instructors should not ignore any exercise.

This study aimed to reveal the differences between lexical focused and integrated language coursebooks. However a comparison could also be made among two same types of coursebooks like integrated to integrated, or lexical focused to lexical focused.

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### Publications

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