"Choose the best alternative in each case"

A Task Analysis of Two EFL Textbooks used in Swedish Upper Secondary School

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Abstract

Textbooks are widely used in education and they often claim to include certain content or to adopt specific approaches. In the Swedish context, EFL textbooks often claim to be designed based on the English syllabi and to cover their content. However, no centralised quality control exists today in Sweden and teachers report that they lack time to evaluate textbooks. For this reason, the tasks of two EFL textbooks are analysed in the present study in an attempt to answer the following questions: (1) what task features are represented in the textbooks, (2) what is the frequencies and percentages of different task features, (3) do the contents of the textbooks cover the content in the English 5 syllabus, and (4) do the contents of the textbooks cover their claims of what they should include? The task analysis is done by using Littlejohn's (2011) framework in which the materials are first divided into tasks and then recorded in a task analysis sheet. The frequencies and percentages of the different task features are then calculated. The results show a mismatch between the claims made by publishers and producers of textbooks and the textbooks' tasks since they primarily involve learners working individually with written language while tasks involving spoken language and communication are very limited. This suggests that a critical and selective approach towards the use of EFL textbooks should be taken.

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1 Introduction

Textbooks are widely used on a global scale and many individuals have gone through education of different sorts and levels using textbooks. The importance of textbooks is naturally connected to the significant role that textbooks play and have played throughout history in education. In Sweden, printed textbooks and teacher-developed materials are what Swedish teachers use above all other types of teaching materials (Stridsman, 2014).

In an investigation conducted by the Swedish National Agency for Education (2006), the roles and uses of teaching materials in education were studied. The investigation consisted of interviews and a survey with teachers of English, social science and art, who worked with 5th and 9th-grade students in compulsory school. Some conclusions regarding teachers of English and textbooks seem particularly interesting. Firstly, Swedish teachers of English use textbooks almost every lesson. Secondly, a majority of the teachers agree or partially agree with the claim that textbooks often guide their teaching too much. Thirdly, a majority also agree or partially agree with the claim that textbooks ensure that the education corresponds to the curriculum and syllabus and thus hand over their agency to producers of textbooks which also means that textbooks have a substantial role of concretising the steering documents (curricula and syllabi).[1]

Given this seemingly extensive use of textbooks in education, it would be reasonable to think that the Swedish National Agency for Education would have some information concerning their view or take on teaching materials. However, the Swedish National Agency for Education has no information on their website regarding teaching materials at all. In the past, there was a section specifically on textbooks and teaching materials, which considered several aspects, such as to what extent teaching materials guide teachers' teaching, how teaching materials have been used in the past, how teaching materials are controlled for quality and how teaching materials correspond with curricula and syllabi. This section was available and could be accessed as late as in December 2017. Presently, all that information has been removed from the website with no replacement. A web editor of the Swedish National Agency for Education confirms the removal of this information and states that no current reference to the view on teaching materials or how they are used today exists (Thomas Ernald, personal communication in an email received April 3, 2018). As a result, there is

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[1] See section 2.3 for more information on curriculum and syllabi for upper secondary school in Sweden

nothing officially stated by the Swedish National Agency for Education regarding teaching materials and its entailments. Moreover, the steering documents for education in Sweden do not indicate or specify what textbooks or teaching materials teachers should use nor do they explain in what way they should or could be used.

Today, the influx of new teaching materials such as textbooks is higher than ever, especially since digital and web-based teaching materials are becoming increasingly popular. In a market where the sheer number of textbooks is overwhelming, authors and publishers of textbooks strive to create high-quality works that stand out from others whilst at the same time appeal to students and teachers. It is common that textbooks claim to be designed with and for specific approaches and levels such as communicative language teaching or, and especially relevant for this study, for the English 5 course. Even so, it is reasonable to believe that someone should be responsible for controlling their quality and if they contain the contents that the authors and producers claim the textbooks to have, but that is not the case. In fact, no centralised quality control for teaching materials exists today in Sweden after the state stopped doing so in 1991. Consequently, the responsibility for reviewing and ensuring the quality of teaching materials, such as textbooks, falls on the teachers.

An article from Skolvärlden (Stridsman, 2014), a web-based newspaper concerning school-related topics published by one of Sweden's two teacher unions, reports that eight out of ten teachers do not have the time to review or evaluate teaching materials. This is based on an investigation made by Skolvärlden where 1 500 teachers participated. The article explains that schools have a responsibility to give students access to modern learning tools. However, no one knows to what extent these tools are adapted to the curricula. The branch head of the Swedish National Agency for Education Ulrika Lundqvist is interviewed on the topic in the same article; she says that the Swedish National Agency for Education can provide support for teachers with clear steering documents so that teachers have something to consider when evaluating teaching materials since they should correspond to the syllabi. She also emphasises that teachers are responsible for choosing teaching materials, that they should be able to determine what good teaching materials are and that it is important that teachers have time to do this.

Consequently, Swedish teachers are responsible for evaluating teaching materials where textbooks are widely used (especially in the English subject) but there is no palpable information on how to evaluate these materials nor is there time to do this. Moreover, the Swedish National Agency for Education has no information on teaching materials on their

website at all, but at the same time, they refer to the fact that teaching materials should correspond to the syllabi. Hence, an important question is if textbooks used in education correspond with what the syllabi state which is something that the results of the investigation by the Swedish National Agency for Education (Skolverket, 2006, p. 131) show that it is far from self-evident.

Moving on, the connection between tasks and quality is relevant for this study. By looking at and analysing the tasks of a textbook a well-informed picture of the underlying character of the chosen material can be achieved. It is through the tasks that one can observe the nature of what the producers of the material thought would be the best way to acquire foreign language and fulfil whatever claim they promote for their material (Littlejohn, 2011, p. 190). An example of discrepancy would be when the authors' claims about the textbook material does not match the textbooks' actual content (in form of tasks).

In summary, there are several issues regarding textbooks. Firstly, producers of textbooks often claim to have certain contents in their textbooks that also correspond to the steering documents without having gone through any quality control. Secondly, teachers are responsible for evaluating textbooks that are to be used in their teaching but are not given any guidelines or information by the Swedish National Agency for Education on how to do this. Moreover, many teachers find that they do not have the time to evaluate teaching materials. These issues regarding the evaluation of textbooks and the fact that textbooks are widely used today, merits concern for EFL textbooks' design and contents being critically analysed to investigate if they correspond to the syllabi along with their intended approach or claim stated by the producers of the textbooks. That said, in terms of investigating task types in EFL textbooks used in the Swedish context, the field of research remains vastly unexplored since little to no research has been conducted. Against the outlines of these problems, it is the aim of this study to investigate the contents of two EFL textbooks used in Sweden by exploring and categorising their task types. Specifically, this study sets out to investigate task types in two different EFL textbooks in Sweden by attempting to answer the following questions:

- What task features are represented in these two textbooks?
- What is the frequency and percentage of different task features in these two textbooks?
- To what extent do the contents of these two textbooks cover the goals and core content of the English 5 syllabus?

- To what extent do the contents of these two textbooks cover their claims of what they should include?

2 Theoretical Framework

This chapter provides information on the theoretical framework encompassing the study. Section 2.1 discusses the definition of 'tasks' and also presents a definition used in the study. Section 2.2 discusses and presents different frameworks and taxonomies used for task analysis. Lastly, section 2.3 provides information on the curriculum and syllabi for upper secondary school in Sweden.

2.1 The Definition of 'Tasks'

Various language researchers, especially in the field of task-based language learning, have attempted to define 'tasks' with different results. In Tomlinson (2011), a general glossary definition of 'tasks' is "[t]hese are activities in which the learners are asked to use the target language in order to achieve a particular outcome within a particular context [e.g. solving a problem; planning a meeting; selecting candidates for an interview]" (2011, p. 18). Crookes refers to 'tasks' as "a piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research" (1986, p. 1). Moreover, Breen (1987) provides the following definition of 'tasks': "a range of workplans which have the overall purpose of facilitating language learning – from the simple and brief exercise type to more complex and lengthy activities such as group problem-solving or simulations and decision-making" (1987, p. 23). These three definitions are quite broad but encompass what can be observed as a general definition of 'tasks' where it includes an 'activity' or 'exercise' (sometimes in an educational context but not necessarily) to achieve a particular outcome (such as learning a language). However, seeing that the definitions mentioned are somewhat general and that there is no agreement on a specific definition of 'tasks' between language researchers, a different definition for this study is needed that lies closer to what 'tasks' entail when it comes to textbooks. In accordance with the framework used in the method of this study, Littlejohn (2011) has provided a more fitting definition that this study will use: "[…] 'task' refers to any proposal contained within the materials for

action to be undertaken by the learners, which has the direct aim of bringing about the learning of the foreign language" (2011, p. 188).

2.2 Frameworks and Taxonomies for Task Analysis

A quantitative method consisting of a task analysis was employed for the purpose of this study. Initially, Nunan's (1999) taxonomy of task types was chosen to be used in this study. Using this taxonomy of task types entailed scanning the textbooks for different tasks and then classifying them into different categories. The categories in the taxonomy consist of five major groups: cognitive, interpersonal, linguistic, affective and creative, with sub-categories in each group. An analyst would examine tasks and then identify the strategy underpinning it according to the taxonomy which would also place it in a category. However, in the process of categorising tasks, several problems occurred and made the taxonomy challenging to use. For instance, not all the categories were exemplified which leaves many gaps of information to be filled by the analyst. In addition, this also complicates the identification of task boundaries, which is essential for a task analysis. For that reason, Nunan's taxonomy of task types was abandoned.

In addition to Nunan's (1999) taxonomy of task types, there are several other frameworks for evaluating textbooks and teaching materials (e.g. Byrd, 2001; Cunningsworth, 1995; Ellis, 1997; Garinger, 2002). Although all of these frameworks could be useful for evaluating materials, there are also problems which complicate their use. To begin with, these sorts of frameworks tend to have a clear idea of how materials should be designed and what they should contain. However, this idea is not always explicitly stated but can be observed by looking at some of the frameworks' questions used for evaluating the materials. Furthermore, another issue is that these frameworks are presented in the form of checklists which, as described earlier about Nunan's (1999) taxonomy, can leave the analyst without help to determine if a certain category or aspect is present or missing. An example of such a question can be observed in Garinger's article, "Does the textbook provide learners with adequate guidance as they are acquiring these skills?" (Garinger, 2002, p. 2). Not only is this a checklist type of a question but it is also debatable and subjective. With this question, one must consider what 'adequate' is, to what measure and according to whom. What is deemed adequate for you might necessarily not be the same for another analyst or not the same for what Garinger (2002) originally intended to be considered as adequate. According to Tomlinson (2012), there is a difference between evaluation and analysis of a textbook. He

argues that evaluation is subjective since it tries to estimate what effect the materials can have on the individuals using them. In comparison, analysis instead focuses on the materials to find out what they include, what learners are asked to do and to explore if they accomplish their claims. This is done to be able to reach an objective description of textbooks. For this study, it is important to separate what one wants from a textbook from what a textbook actually contains. Simply put, a framework is required that looks at what textbooks contain in the form of tasks in a detailed manner without any assumption or idea of what textbooks should contain. One such framework that encompasses this sort of analysis is the one by Littlejohn (2011) who emphasises this in the introduction to his framework, "We need, in other words, a general framework which allows materials to 'speak for themselves' and which helps teacher-analysts to look closely into materials before coming to their *own* conclusions about the desirability or otherwise of materials" (Littlejohn, 2011, p. 182). Littlejohn's framework for analysing language teaching materials was chosen to be used in this study for this very reason as well as it included a schedule for analysing tasks with significant assistance to the analyst.

The framework chosen for the present study (Littlejohn, 2011) entails three levels of analysis: (1) objective description, (2) subjective analysis and (3) subjective inference. Firstly, 'objective description' involves looking at the explicit information and physical aspects of the material under study. This includes information on intended audience, what the book physically looks like, how it is designed with or without units, and if it has any additional material such as an activity book or a teacher's guide. Littlejohn (2011) has included a schedule for this as a guide for analysts to use which this study will draw inspiration from and use, but not all features will be included since some are irrelevant for the purpose of this study.

Secondly, the subjective analysis level looks at what is required of the users and this is where task analysis comes in which is where the bulk of this study's research will go into (see section 4.1). The task analysis requires a division of the chosen material into tasks. This is required since authors of textbooks sometimes number tasks as one when it instead includes several tasks. An example of a task like this is provided in the description of the subjective analysis which illustrates this occurrence more clearly: "1. Read the following text and find answers to these questions. Check your answers with your neighbour" (Littlejohn, 2011, p. 189). As can be observed, this task is numbered as one task but since it involves a change of mode in participation (from working individually to working in pairs), it should count as two different tasks. The same thing applies if the form of content changes in a task (e.g. from

writing to speaking). Regarding the analysis of tasks, Littlejohn (2011) provides three questions (see Figure 1) each concerning an aspect (process, participation and content) of tasks to aid in identifying task boundaries.

1. **What is the learner expected to do?**
    a. Turn-take
    b. Focus
    c. Mental operation
2. **Who with?**
3. **With what content?**
    a. Input to learners
        i. Form
        ii. Source
        iii. Nature
    b. Output from learners
        i. Form
        ii. Source
        iii. Nature

Figure 1 - Questions for the analysis of tasks (Littlejohn, 2011, p. 189)

The first question focuses on the process and what is asked of the learners. In addition, the first question has three subsections which help to delineate exactly what learners are expected to do. Subsection one, 'turn-take', refers to the parts which learners are required to take in the classroom. When considering the turn-take feature one looks at the task and sees whether it requires the learners to express themselves freely (known as 'initiate' in the framework) or if the learners are required to produce a scripted response (e.g. to a comprehension drill) or in some cases, if the learners are not asked to respond in any way at all (e.g. listen to audio for the sake of listening). The second subsection 'Focus' deals with what the learners are expected to attend to, the language's form, meaning or both. Third, 'Mental operation' refers to what is required of the learners when it comes to their mental processing (e.g. selecting information, analysing language form, etc.).

The second question involves participation and asks if learners are to work individually, in pairs or smaller groups, or with the entire class. Lastly, the third question is on the input to learners and their expected output. That is to say, one checks whether the content is written or spoken, if it consists of individual words or shorter sentences, or a more extended

discourse. Additionally, the origin of the input and output is investigated (materials, teachers or learners) as well as their nature (fictional, personal information, linguistic items, etc.).

Furthermore, the creator of the framework provides a task analysis sheet where the features mentioned earlier can be recorded, and also provides a list of task features (see Appendix A) but states: "[i]t is not an exhaustive list of all possible task aspects […] [o]ther materials may contain quite different features" (Littlejohn, 2011, p. 207). Since the list provided was very comprehensible and created specifically for this framework, the decision was made to use it as a reference guide and add the aspects from the list to the task analysis sheet for analysing tasks as they appeared during the investigation of the textbooks. The task analysis sheet was re-created in a spreadsheet in Microsoft Excel (see Appendix B) to facilitate the recording and final calculation of percentages.

Finally, the last level of the framework entails drawing conclusions on the findings of the two previous levels by assisting the analyst in considering certain aspects among other things. Although the last level could be useful, this study will predominantly draw its own conclusions according to the purpose and research questions of this study.

2.3 Curriculum and Syllabi for Upper Secondary School in Sweden

Since content from the curriculum for upper secondary school and the English 5 syllabus is referred to in both the aims and discussion of this study, this section will provide some general information on these documents which are also known as 'steering documents'. In the autumn of 2011, Swedish upper secondary school received a new curriculum known as LGY11 (see Skolverket, 2013) and with that, new syllabi. The content of the curriculum is decided by the government and contains descriptions of goals, values and guidelines of the school. Similarly, the content of the foundation subjects' (English 5, Swedish 1, Mathematics 1, etc.) syllabi is also decided by the government but on the basis of proposals coming from the Swedish National Agency for Education (they decide on the syllabi for the rest of the subjects). The syllabi themselves describe what courses are included in the subject and provide the aims and goals of the subject along with the core content and knowledge requirements. The goals entail subject-specific knowledge that students are to be given the opportunity of developing and specify which parts of the aims that should be graded. Additionally, the core content is decided by the goals and describes what the teaching should cover in each course. Important to note is that the core content must be covered in the teaching, although additional content can be added by teachers depending on students'

interest and needs. Lastly, the knowledge requirements are used when teachers grade and are connected to the core content. All the knowledge required for reaching the different grades (E, C and A) are described in running text with the differences between the grades being marked in bold (Skolverket, 2012).

Now, a short summary of the English 5 syllabus will be presented since it is the one of interest for this study (see Skolverket 2011 for the syllabus in its entirety). The goals list five abilities such as "Understanding of spoken and written English […]" (2011, p. 2) and "The ability to adapt language to different purposes" (2011, p. 2), that students are to be given the opportunity to develop. The core content contains three headings: content of communication, production and interaction, and reception. Under the heading of content of communication are subject areas regarding students' own lives (current events, experiences and societal issues), content in various types of fiction, and knowledge about different parts of the world where English is used. Reception involves the receptive skills and thus texts and literature of different types are included. In addition, spoken language (of different media and involving various social features) is also included under reception. Furthermore, production and interaction entail writing and speaking as well as interaction of different kinds. It also involves strategies and processing (to aid in improving it) of written and oral communication. Finally, the knowledge requirements (see Skolverket 2011) for the Grade E include things such as "[p]upils can understand the main content and basic details of English spoken […]" (Skolverket, 2011) and "In oral and written interaction in various, and more formal contexts, students can express themselves clearly and with some fluency and some adaptation to purpose, recipient and situation" (Skolverket, 2011). The other grades (C and A) include similar requirements with some differences marked in bold.

3 Literature Review

Previous research in the field of task analysis in EFL textbooks in a non-Swedish context exists although seemingly limited. The majority of studies concerning task analysis in textbooks has usually been conducted on mathematics and science textbooks, sometimes using frameworks much different from those used in the EFL field. In the Swedish context, these types of studies are often bachelor essays and investigate other aspects of EFL textbooks such as representations of culture and gender. Such studies were deemed irrelevant for this investigation. The studies in this section will not always be directly connected to task analysis itself, but instead provides relevant literature on textbooks used in education.

Research in the field of EFL textbooks has concerned aspects such as textbooks' contents and textbooks' roles in education. An example is a study conducted by Alemi, Jahangard and Hesami (2013) in which two global ELT textbooks ('Top Notch' and 'Interchange') were investigated and compared in terms of their task types with the purpose of investigating what task types they included and how they differed in frequency. Using Nunan's (1999) taxonomy of task types (see section 2.2), the researchers analysed and categorised every single task in the chosen textbooks and then calculated the frequency. Moreover, the authors used a Chi-Square test to investigate the difference among the frequency of tasks types in the textbooks. The findings showed that the most frequent task type in both textbooks were linguistic tasks (35.08% in Interchange and 56.84 % in Top Notch). Furthermore, cognitive tasks was the least frequent task type in the textbooks (6,65% in Interchange and 2,32% in Top Notch). However, the frequency of linguistic tasks in 'Top Notch' covered more than half of the textbook's tasks. In addition, 39.75% of all tasks in 'Top Notch' were controlled exercises meant to improve learners' linguistic knowledge. Tasks with the highest frequency in 'Interchange' involved learners working in pairs or groups (interpersonal). Alemi et al. (2013) concluded that both textbooks provided students with opportunities to express their own opinions and information on subjects as well as write or speak about their interests. Even so, there was a distinct lack of creative tasks in both textbooks which was considered a significant drawback.

A similar study was done by Ebadi and Hasan (2016) who investigated the contents and pedagogical value of an EFL textbook called 'Sunrise 12' which, at the time, was used in education in the Kurdistan Region of Iraq (KRI). The design of 'Sunrise 12' was based on the communicative approach where reading, writing, speaking and listening are integrated. Using the same taxonomy of task types (Nunan, 1999) as Alemi et al. (2013), this quantitative and qualitative study investigated task types and frequencies of the types. The results, from a macro-level, showed that linguistic task was the most frequently appearing task type (44, 97%) followed by creative (23.58%) and interpersonal tasks (16.59%). In addition, both cognitive (9.17%) and affective tasks (5.67%) had a frequency below 10%. The frequency of task types in micro-level revealed that selective reading/listening (19,21%) and practicing (15.72%) were the most frequently appearing task types belonging to linguistic tasks, whereas conversational patterns only had a frequency of 1.7 %. The authors of the study concluded that the lack of 'cognitive' tasks in the textbook could lead to Kurdish students not being able to develop their communicative competence in the target language fully. Despite the high

number of 'linguistic' tasks in 'Sunrise 12', Ebadi and Hasan (2016) explained that it is not enough to be knowledgeable about the grammar of a language and therefore the textbook did not equip the Kurdish students of English with the necessary skills to function in real communication. This study is an example of a textbook with an explicit communicative purpose that proves unsuccessful in that very matter.

Another study involving task analysis in textbooks was conducted by Fuyudloturromaniyyah (2015). The purpose of the study was to examine if the tasks in three chapters of an EFL textbook follow a scientific approach as demanded by the Indonesian curriculum of 2013, as well as investigating if the contents were in line with what the authors claim of it (communicative). The author did not provide the identity of the EFL textbook but instead described that it is an authorised textbook provided by the government to be used for 7th grade in Indonesia. Using the task analysis framework developed by Littlejohn (2011), a modified version of the task analysis was developed and then used by two experienced English teachers. The modifications involved only including five features (observing, questioning, communicating and associating) in the mental operations section, which stem from scientific based learning processes.

The results showed that 54% of the tasks, when it came to turn-take, demanded learners to produce the target language without it being provided by the textbook while 31% of the tasks demanded a scripted response. Fuyudloturromaniyyah (2015) explained that, since many tasks require learners to produce language, the textbook did cover its communicative claim as well as being in line with the scientific approach criteria of responding to the learning materials. The source of the content in the material was primarily supplied by the textbook itself (70%) which, according to the author, went against one of the scientific approach criteria where the learning should inspire students to observe differences, connections and similarities in materials. This criterion cannot be achieved by learners if they only have a single source of learning material to relate to. Regarding mental operations, 61% of tasks involved questioning which was the highest percentage recorded. Communicating appeared in 52% of tasks while observing (22%), associating (19%) and experimenting (14%) were the least involved mental operations. According to the author, this indicated that learners are given plenty of opportunities to communicate their knowledge, but not given enough chance to deal with the subject matter at hand. The author concluded that the selected textbook has drawbacks since the distribution of the five scientific learning processes was found to be

unequal, which strictly restricts the chance for learners' cognitive development. Therefore, teachers should have the liberty to use other sources to fill the gaps in the textbook.

Littlejohn's (2011) framework was used in a study by Akhgar, Talebinejad and Ansari (2017). The authors evaluated a sample consisting of three units of a textbook series called 'Mosaic' used in Iranian institutes to explore its pedagogical value, explicit features, merits and demerits. The analysis was done by five ELT experts and five teachers with prior experience of teaching using the chosen textbook series. The results revealed that a majority of tasks in 'Mosaic' involved 'initiate' (64.57%) while 25.99% expected a scripted response from learners (the remaining 9.43% of tasks did not expect learners to respond or initiate). Akhgar et al. (2017) commented that these numbers show that tasks in the textbook series encourage learners to utilise the language and thus accommodates for more participation in classroom activities. Furthermore, the focus of the tasks was primarily on meaning (70.53%) which the authors saw as the textbook series achieving its claim to develop communicative competence. Moreover, the mental operations expected by the tasks were 'Retrieve from long-term memory' (29.17%) and 'Draw on prior knowledge' (28.26%) being the mental operation most frequently occurring. All thirteen mental operations that were explored by the authors did appear, but only three other mental operations than those mentioned above reached a percentage above 5%: 'Select information' (13,25%), 'Decode semantic meaning' (11.71%) and 'Build text' (6.59%). From this, the authors claimed that the textbook series gives learners opportunities to "infer the meaning of the texts that accompany applying language rule, recalling previous learning, and using prior linguistic knowledge which can be related and applied in new tasks and activities" (Akhgar et al., 2017, p. 118). Concerning the participation of learners required by tasks, 58.86% involved learners acting individually and 31.10% involved learners working in pairs or groups. This was seen as a demerit since it was considered a low amount for the learners to practice their language with each other naturally. The findings also revealed that the main source of the content (input) is provided by the textbook (84,50%) with the learner being the other source, which, according to the authors, can mean that the textbook series "frees teachers from the burden of providing the contents for each class sessions[sic] and it lets teachers have more free time for other responsibilities" (Akhgar et al., 2917, p. 118). Akhgar et al. concluded that even though shortcomings were found in the textbook series, the textbook's positive sides outweighed the negative. They suggested that teachers currently using Mosaic ought to consider the shortcomings mentioned by adapting and supplementing the materials.

Moving away from task analysis, research has also been conducted on learners' and teachers' perception of FL textbooks regarding its contents and use. In a dissertation Askildson (2011), investigated what teachers and students want from a foreign language textbook (in the French subject) by having students and teachers of the French language programme from four different universities in France respond to surveys. One aspect investigated that is particularly relevant was what types of tasks matter to teachers and students. The findings revealed that teachers believe that it is more important to involve tasks that motivate students than tasks that reflect real life in the target country. Furthermore, Teachers were satisfied with both the number and quality of communicative and oral tasks in their FL textbooks. However, they were not satisfied with the written tasks. The results showed that this is due to the communicative approach found within the FL textbooks since teachers, in the open-ended comments, expressed that "there is such a communicative emphasis that we have to supply the written activities ourselves" (Askildson, 2008, p. 215). Teachers also thought that the written tasks were mechanical, uninteresting to students and focused solely on improving grammar or vocabulary. Students, on the other hand, were very satisfied with the written tasks in their FL textbooks since they appreciated that the written tasks provided them with knowledge on grammar and vocabulary and that the tasks reflected what is learnt in class. Just like teachers, students thought it was more important for a task to be motivating than to involve real-life situations.

Another dissertation using questionnaires was conducted by Su (2007), who investigated attitudes of EFL students and instructors toward textbook-based skills and authentic materials. The results showed that instructors and students shared the same attitudes on authentic materials and textbook-based skills being important for developing the target language. However, when it came to authentic materials, instructors and students preferred different things. Students preferred using authentic materials such as talks/discussions, computer programs, and the Internet while instructors frequently used authentic materials such as newspapers, maps and stories. Su concluded that the use of authentic materials alongside textbook-based materials could have a positive effect on learners' English language development and that instructors should include a variety of authentic materials (including what the students preferred) for the sake of motivation and to make the lessons more meaningful.

Additionally, several studies on teacher and learner perceptions of EFL textbooks have been conducted in the Iranian context. Rahimi and Hassani (2012) investigated Iranian

learners' attitudes towards their EFL textbooks and the role of the perception in their attitude towards learning EFL in general. The results showed that learners did not see their EFL textbooks as valuable sources and learners also felt that their needs had not been considered, among other things. However, the results also indicated a positive connection between Iranian learners' attitudes towards their textbook and their attitudes towards learning EFL. Rahimi and Hassani (2012) emphasised the benefit of using textbooks to increase learners' motivation but called for the revision of Iranian teaching materials to include meaningful tasks that are interesting to learners. Another study concerning learners' perceptions, but this time regarding the contents of EFL textbooks, has been done by Khosroshahi and Farrokhi (2013). Using a survey, the authors investigated perceptions of learners towards tasks and then compared their perceptions with what the textbooks contained. The results demonstrated that 80% of the Iranian high school students considered the tasks as effective for learning EFL. Despite this, a majority (62.7%) of students rated the actual tasks in the textbooks as ineffective. The reason for this was due to many tasks in the textbooks being focused on form rather than meaning. Meaning-focused tasks were seen by learners as more valuable than form-focused since it provided them with the opportunity to communicate with each other. In similarity to the results of Rahimi and Hassani (2012), Indian EFL learners did not feel that the contents of the textbooks reflected their personal preferences of learning which affected their level of motivation negatively. Ramazani (2013), on the other hand, explored teachers' perceptions of using EFL textbooks for Iranian technical and vocational college students. The author found that teachers believed that other sources than the EFL textbooks would be more beneficial in assisting their students with passing their examinations. Some agreement among teachers existed regarding that textbooks did contribute in structuring their teaching. Moreover, the findings revealed that teachers were doubtful about the textbooks' contents and even more so about if they helped with the teaching and learning of the target language. However, teachers did not rely on the textbooks entirely. Instead, they tried to adapt the content in them according to the level required.

Masuhara (2011) reviewed and explored the research conducted on teachers' needs and wants and how textbooks have changed relating to this. He found that there have been both negative and positive developments in the field. Overall, teachers' opinions on what they need and want from textbooks are very different since some teachers work very closely with textbooks and some use them more as a resource. Thus, suggestions have been made to improve communication between producers of textbooks and its users, which the author

found to be happening gradually. However, it is revealed that a trend among publishers of textbooks to deal with the different needs of users is to employ a 'take what you want' approach, which means creating different versions of their materials that cater to different needs. Masuhara (2011) concluded that, essentially, teachers want high-quality materials with texts and tasks that engage learners as well as advice and suggestions to be able to adapt the textbooks to suit their context.

Lastly, some research has been done on computer-assisted language learning (CALL) in connection with teaching materials and its potential for language learning. Chapelle and Hegelheimer (2004) emphasised the opportunities that come with CALL to meet learners' different needs. They also highlighted the need for teachers to be equipped with the necessary technological skills to be able to understand both the capabilities and limitations of CALL. Furthermore, Kervin and Derewianka (2011) explored ways of using electronic materials in the classroom and how it can affect language learning. They found that electronic materials transform both teaching and learning in the sense of generating new approaches to knowing and being. Instead of needing a wide variety of different devices, a single mobile device is now all that is needed, which also promotes an 'anytime, anywhere' type of language learning. The authors concluded that teachers need to be open to the potential of electronic materials and technological developments in general, but also to remain critical and evaluate their pedagogical benefits.

4 Methods and Materials

This chapter outlines the methods and material used in the study and consists of four sections. Section 4.1 explains the procedure and application of the method and is followed by section 4.2, which describes the choice of materials and provides a brief description of them. Section 4.3, presents the limitations of the chosen method and after that, validity, reliability and ethical considerations are discussed in section 4.4.

4.1 Procedure

The present study adopted the framework for analysing language teaching materials by Littlejohn (2011) and modified it slightly to fit the purpose of the study better. The major part of the framework that was used involved the second level of analysis, also known as 'the

subjective analysis'. This analysis entailed dividing the chosen material into tasks and analysing each task one at a time. Using the task analysis sheet (see Appendix A), the three questions regarding the analysis of tasks were applied to each task found in the chosen textbooks and the different task features were recorded by typing an 'X' in the box in line with the corresponding feature and task number in the spreadsheet. Simply put, the analysis was done in three steps, each step regarding one of the three questions used for task analysis in the framework. An attempt to illustrate a part of step one of the task analysis process can be found in Figure 2. This type of flowchart could be used for all the steps in the task analysis process but is specific for the first question concerning 'turn-take'.
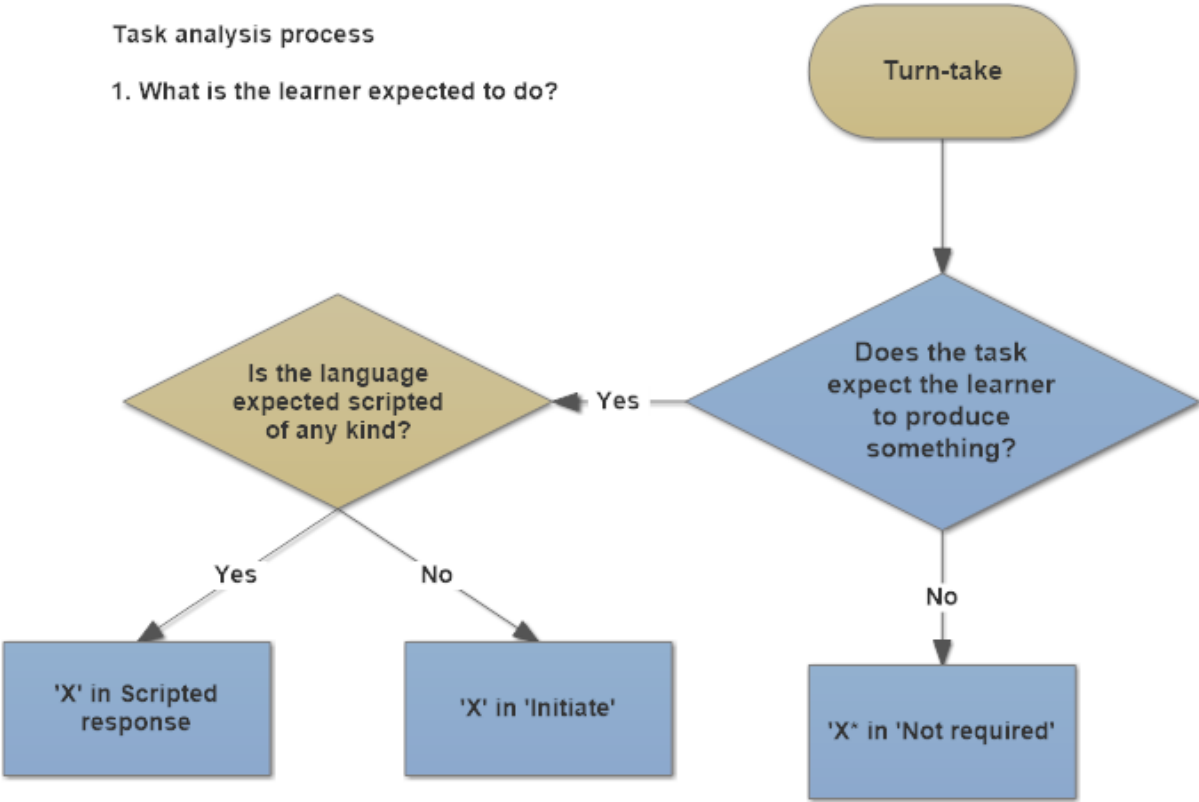
Figure 2 – Flowchart illustrating the task analysis process for 'turn-take'.

Moreover, a translation feature was added under the 'Mental operation' section which was not included by the framework originally. This mental operation was defined as 'the learner is to translate content in English to Swedish or vice versa'. This addition was required due to tasks appearing in the textbooks that required learners to translate. Thereafter, the task features that were not recorded a single time in either of the books were removed. In addition, the number of tasks and features were calculated along with percentages for each feature using Microsoft Excel's built-in functions. Although objective descriptions are the first level in Littlejohn's

(2011, p. 187) framework, these were composed after the subjective analysis in the present study, since it is only after the analysis of tasks that the textbooks' different parts and design became recognisable in order to describe them accurately. The objective descriptions can be found in section 4.2. Lastly, conclusions about which skills are being trained and how well the textbooks under study correspond to the aims and goals in the English 5 syllabus were drawn using the results from the task analysis.

4.2 Materials

The materials chosen for this study are two EFL textbooks intended for the English 5 level used primarily in upper secondary school in Sweden. Important to note is that there is no commercial connection between the researcher and the selected textbooks. The reason for choosing these textbooks is based on them being well-known and widely used in Swedish schools. Both textbooks also come from major publishing houses. The textbooks are Viewpoints 1 (Gustafsson & Wivast, 2017) and Worldwide English 5 (Johansson, Tuthill, & Hörmander, 2014). The textbooks are so-called "all-in-one" books meaning that no additional material is necessary (even though they both have this). The reason for choosing the English 5 level came down to it being the level of English that most students will study, since passing the course is a requirement for obtaining both a vocational diploma and a diploma for admission to higher education (Skolverket, 2012).

According to the framework by Littlejohn (2011), an objective description could be made by examining a textbook's physical nature. Thus, descriptions have been written for the textbooks and will be presented below along with additional information relevant to the study.

Title: *Worldwide English 5*
Author(s): Christer Johansson, Kerstin Tuthill and Ulf Hörmander
Publisher: Sanoma Utbildning **Year**: 2014

1. *Type*: 'general', 'main course' class use for upper secondary school

2. *Intended audience*:
Level: Upper secondary school
Location: Sweden

3. *Extent*:
a. *Components*: All-in-one book, Student key, Teacher's Book, Teacher's CD, Teacher's web-material.

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4. *Distribution*:

Material	Teacher	Learners
Audio	☒	☐
Answer keys	☒	☐
Guidance on use of the material	☒	☐
Methodology guidance	☐	☐
Extra practice	☐	☒
Tests	☐	☐
Grammar	☐	☐
Wordlists	☐	☒

5. *Route through the material*:
Specified ☒
User-determined ☐

6. *Subdivision*:

25 chapters consisting of a variety of sections involving the four skills (reading, speaking, writing and listening) as well as vocabulary and word formation. Some standardised elements can be found. The chapters are introduced with a text (ranging from authentic news articles to fictional stories) followed by a vocabulary list. Thereafter, in many chapters, these texts are followed by comprehension checks along with tasks that promote reflection concerning the text. The vocabulary sections of the chapters concern words used in the texts. There are also five sections that can be found throughout the book dedicated to 'English Worldwide' where articles or stories from different origins are posted for learners to read without any tasks being connected to them. Towards the end of the book, five units offer extra practice (a text along with tasks). The textbook includes an alphabetical wordlist at the end.

Figure 3 - Objective description of Worldwide English 5 (Johansson et al., 2014)

Title: *Viewpoints 1(2ⁿᵈ ed.)*
Author(s): Linda Gustafsson and Uno Wivast
Publisher: Gleerups **Year**: 2017

1. *Type*: 'general', 'main course' class use for upper secondary school

2. *Intended audience*:
Level: Upper secondary school
Location: Sweden

3. *Extent*:
a. *Components*: All-in-one book, Teacher's CD, Student's web-material, Teacher's web-material

4. *Distribution*:

Material	Teacher	Learners
Audio	☒	☒
Answer keys	☐	☐
Guidance on use of the material	☒	☐
Methodology guidance	☐	☐
Extra practice	☐	☒
Tests	☐	☐
Grammar	☐	☒
Wordlists	☐	☐

5. *Route through the material*:
Specified ☒
User-determined ☐

6. *Subdivision*:

The book is divided into five main themes, each with four or five chapters. Each of the 21 chapters consists of a variety of sections involving the four skills (reading, speaking, writing and listening) as well as vocabulary and grammar. Standardised elements in the textbooks include chapters beginning with tasks called 'Before reading' that try to engage the learners' previous knowledge and opinions on the topic that the chapter will be on. These tasks are then followed by a text in connection with the main theme. The texts are all extracts and range from fictional stories and poems to authentic articles. These texts are accompanied by wordlists on the sides and are usually followed by comprehension drills along with tasks that promote reflection and discussion with others concerning the text. At the end of the book, there is a chapter solely dedicated to grammar that offers extra practice. In addition, the textbooks also include a list of common irregular verbs. The textbook ends with a chapter including model texts to where the learners can go to see the structure and useful language of different text types.

Figure 4 - Objective description of Viewpoints 1 (Gustafsson & Wivast, 2017)

Apart from the descriptions above it was important for this study to look at what the producers of the textbook claim to have content-wise. According to the publisher, Worldwide English 5 is entirely in line with the core content of the English 5 syllabus (Sanoma Utbildning, n.d.). In addition, Sanoma Utbildning states that room for practice is given in all the chapters, followed by a list of the five skills found in the English 5 syllabus under "Aim of the subject" (Skolverket, 2011) and a table illustrating which chapters of the textbook that cover specific sections of the core content. The authors of Viewpoints 1 state that the textbook is based on the English 5 syllabus and that it equips students with the tools to pass the English 5 course (Gleerups, n.d.). Moreover, the publishers of Viewpoints 1 claim that the textbook gives learners a good deal of opportunities to practice grammar and vocabulary. It also

provides opportunities to develop receptive skills as well as challenging learners to use the target language in speech and writing with thought-provoking discussions and topics.

4.3 Limitations

The limitations of using Littlejohn's (2011) framework is that it solely looks at what the textbooks contain and present in the form of tasks. The framework does not analyse *how* teachers could work with the tasks or contents of the textbooks. However, since the purpose of this paper is to investigate and evaluate the tasks in detail to reach an informed depiction of the textbooks, the method remains relevant and appropriate. There are also limitations regarding the choice and scope of materials. An analysis was conducted of the entirety of two textbooks where other researchers in some cases choose to analyse a few chapters or units. Analysing smaller parts of textbooks could have made it possible for the study to include more textbooks but could also complicate getting an accurate representation of the textbooks' entire contents. Moreover, the selected textbooks have additional web-material that is not included in the analysis. The number of materials (two textbooks) used in the present study had to be limited due to time constraints.

4.4 Validity, Reliability and Ethical considerations

When conducting research, it is necessary to consider its validity and reliability. Firstly, regarding the reliability, the present study has used a well-known framework (Littlejohn, 2011) within the field of textbook analysis that has previously been employed by other researchers. It is worth to consider familiarising oneself with the application of the framework as well as the materials before analysing since the boundaries and definitions of task features can be a bit blurred to begin with, and requires a learning curve. Consequently, a certain degree of subjective judgement is involved which could affect the reliability. Nonetheless, it is highly likely that another analysis of the materials using the same method would lead to similar results, due to the detailed steps and information of the framework for task analysis which suggests a high degree of reliability. However, this is based on the assumption that the same task features as defined by Littlejohn (2011) are used.

Regarding external validity, it is difficult to say if the findings are generalisable and applicable to other EFL textbooks. The context of the study is described in such a way that it could be possible for the findings to be transferable, but the design and contents of textbooks

can vary greatly. Furthermore, since the present study sets out to investigate if the content of textbooks, in the form of tasks, are in line with what they claim, an appropriate framework was selected. The selected framework has been created for the purpose of first reaching an overview of the textbooks contents in form of tasks to then be able to draw conclusions from these results. In addition, the analysis resulted in a significant amount of data. These circumstances give the study validity and support the trustworthiness of the findings.

When dealing with human subjects, it is vital to follow institutional guidelines regarding ethical considerations before carrying out any research (McKay, 2006). However, since the present study solely utilises textbooks, there are no ethical considerations or institutional guidelines that apply to it. The recommendations by the Swedish research council (Vetenskapsrådet, 2017) are in line with what McKay emphasises regarding ethical considerations. Additionally, the Swedish Research Council notes the importance of transparency and openness. For this kind of study investigating teaching materials, it is crucial for the reader to know if the researcher has a profit interest or anything to gain with the research conducted. Simply put, the researcher's integrity is important to consider, which is why it has been stated that there is no commercial connection between the researcher and the textbooks.

5 Results and Discussion

The present chapter shows and discusses results relating to the research questions: (1) *What task features are represented in the textbooks?* (2) *What is the frequency and percentage of different task features in the textbooks?* (3) *Do the contents of the textbooks cover the goals, core content and knowledge requirements of the English 5 syllabus?* and (4) *Do the contents of the textbooks cover their claims of what they should include?* The presentation of the results follows Littlejohn's (2011) framework, looking at what learners are expected to do (section 5.1), with whom they are expected to work with (section 5.2) and with what content (section 5.3). Finally, section 5.4 discusses pedagogical implications in connection with the results and research questions.

It is worth considering that some parts of the task analysis schedule in Littlejohn's framework contain task features that are not mutually exclusive. Simply put, some tasks can involve several mental operations, sources and forms. Therefore, it is important to note that, in some cases (such as in Table 1c), the frequencies and percentages put together do not

match the total number of tasks. In other cases, not all tasks exhibit any of the task features, so then the total number of task features may be lower than the total number of tasks.

5.1 What is the Learner Expected to Do?

In Tables 1a–1c the results of the first question of the task analysis are presented. Frequencies and percentages of different task features of Worldwide English 5 and Viewpoints 1 are presented under their respective names while the task features can be found in the leftmost columns.

Table 1a – Turn-take

1. WHAT IS THE LEARNER EXPECTED TO DO?				
A. TURN-TAKE				
Book	**Worldwide English 5**		**Viewpoints 1**	
Task features	Frequency	Percentage	Frequency	Percentage
Initiate	58	20.0%	73	31.1%
Scripted response	185	63.8%	139	59.1%
Not required	47	16.2%	23	9.8%
Total	290	100%	235	100%

Observing the results in Table 1a, we find that a clear majority of tasks expect a 'scripted response' in both books. 'Initiate' has the second-largest frequency in both textbooks, but Viewpoints 1 has more tasks expecting learners to 'initiate' than in Worldwide English 5. These results indicate that learners are expected to use and produce the target language in a manner that is guided and scripted (see Figure 5). In comparison with the results of Fuyudloturromaniyyah (2015) and Akhgar et al. (2017) where the majority of tasks involves learners producing their own language, these Swedish EFL textbooks clearly have a different idea of language learning since the majority of tasks within them promote learners using a guided and scripted language.

Table 2b – Focus

B. FOCUS ON				
Book	**Worldwide English 5**		**Viewpoints 1**	
Task features	Frequency	Percentage	Frequency	Percentage
Language system (rules or form)	31	10.7%	14	6.0%
Meaning	174	63.8%	114	48.5%
Meaning/system/form relationship	85	29.3%	107	45.5%
Total	290	100%	235	100%

Regarding 'focus on' (Table 1b), the textbooks start to differ slightly in results. While 'meaning' with a percentage of 63.8% is found to be a predominant feature in Worldwide English 5, Viewpoints 1 has 'meaning' and 'meaning/system/form relationship' very close in frequency (48.5% and 45.5% respectively). The least frequent feature in this section belongs to the 'language system' feature. These results indicate that tasks in Worldwide English 5 are heavily meaning-focused but also involve tasks focused on the form of the language to some extent. However, tasks with focus on 'meaning/system/form relationship' are clearly less common in Worldwide English 5 than in Viewpoints 1. A more even balance between meaning and form-focused tasks is found in Viewpoints 1. Although meaning-focused tasks have been found to be more motivating to learners (Khosroshahi & Farrokhi, 2013), both types of tasks are needed to develop proficiency of the target language (Ebadi & Hasan, 2016).

As mentioned above, in Table 1c, the frequencies of task features are higher than the total number of tasks found in the textbooks. Since the present study focuses on what is in the textbooks of a greater proportion, mental operations that received a percentage far below 10% are not commented on. 'Express own ideas/information' is the mental process that tasks mostly involve in Viewpoints 1 while tasks in Worldwide English 5 primarily involve 'select information'. Both mental operations are commonly combined with meaning-focused tasks that expect a scripted response. To better illustrate what these task features could look like in the textbooks, Figures 5–7 show typical examples extracted from both textbooks.

Table 3c – Mental operations

C. MENTAL OPERATION				
Book	**Worldwide English 5**		**Viewpoints 1**	
Task features	Frequency	Percentage out of 290 tasks	Frequency	Percentage out of 235 tasks
Analyse language form	7	2.4%	18	7.7%
Apply general knowledge	2	0.7%	7	3.0%
Apply stated language rule	17	5.9%	14	6.0%
Attend to example/explanation	8	2.8%	2	0.9%
Categorise selected information	9	3.1%	4	1.7%
Compare samples of language	0	0%	7	3.0%
Decode semantic meaning	39	13.4%	15	6.4%
Express own ideas/information	44	15.2%	84	35.7%
Formulate items into larger unit	36	12.4%	43	18.3%
Hypothesize	1	0.3%	4	1.7%
Repeat identically	2	0.7%	2	0.9%
Repeat selectively	27	9.3%	45	19.1%
Repeat with substitution	4	1.4%	0	0%
Repeat with expansion	16	5.5%	10	4.3%
Repeat with transformation	33	11.4%	36	15.3%
Research	9	3.1%	5	2.1%
Retrieve from STM/working memory	2	0.7%	0	0%
Select information	58	20.0%	22	9.4%
Translate	25	8.6%	23	9.8%
Total	339		341	

At first glance

1. Where did Barack Obama live and where did his father live?
2. What did Mr. Obama talk to his son about first?
3. Describe his father's appearance.
4. What did they do together during the one-month visit?
5. What effect did Mr. Obama's presence have on the rest of the adults?
6. What was the quarrel around a TV programme about?
7. Where did young Barack have to go to find out about the laundry?
8. Why had Miss Hefty invited Mr. Obama to come to school?

Figure 5 – Typical examples of tasks involving a 'scripted response' with focus on 'meaning' and the mental operation being 'select information' (Johansson et al., 2014, p. 145)

The task in Figure 5 demonstrates several task features. In the tasks called 'At first glance', the questions refer to a text in the pages leading up to these tasks and expects the learners to answer the questions by finding the appropriate information from the given text ('select information'). It can also be observed that since the language which learners are supposed to produce is supplied and guided by the textbook, it falls under 'scripted response' in 'turn-take'. Moreover, the focus of the task is to understand the meaning of the text. In other words, the 'At first glance' task is a typical example of a task expecting a scripted response with a focus on meaning, involving the 'select information' mental process.

A typical example involving 'express own ideas/information' from Viewpoints 1 is presented in Figure 6.

b) Discussing the text

Discuss the following questions about the text. Use examples from the text to support your ideas.

1. Imagine you are a paramedic on an ambulance team working the streets of a big town. In what way(s) do you think your views on life in general would change when encountering people in distress on a daily basis? Explain your answer!

Figure 6 - Example of a task involving the mental process 'express own ideas/information' (Gustafsson & Wivast, 2017, p. 159)

Unlike the task in Figure 5, this task does not expect the learner to use the same language as found in the text. Instead, it can be observed that this task refers to the learners' opinion on a topic. Thus, the language expected from the task is not supplied or scripted by the textbook itself, but rather by the learner. This is a clear example of a task expecting learners to 'initiate' their own language. Additionally, the focus of the task is on paramedics and promotes learners to reflect on their views if they were a paramedic. Therefore, the focus is on meaning rather than both form-focused and meaning-focused. As mentioned before, a mental process involved in this task is 'express own ideas/information' but 'formulate items into larger unit' is also involved since the task expects learners to discuss. As a result, Figure 6 demonstrates a typical example of a task expecting learners to 'initiate' language with a focus on 'meaning' and using the mental operations 'express own ideas/information' and 'formulate items into larger unit'.

Some mental operations are more involved in form-focused tasks than others. Such mental operations involve repeating language in different ways, with 'repeat selectively' and 'repeat with transformation' being the two mental processes used in a greater proportion than other processes in both textbooks. An example of how 'repeat selectively' is involved in a task can be observed in Figure 7, in which the learner is expected to give a 'scripted response' focused on both meaning and form using mental operations including 'decode semantic meaning' and 'repeat selectively'.

Figure 7 - Example of 'repeat selectively' (Johansson et al., 2014, p. 108)

To sum up, most tasks in both textbooks expect a 'scripted response' where learners use a guided and scripted language rather than their own. Worldwide English 5 mainly involves meaning-focused tasks while Viewpoints 1 accomplishes a more even balance between form-focused and meaning-focused tasks. Concerning mental operations, the results show that 'express own ideas/information' along with 'formulate items into larger units' are involved in many tasks in both books. 'Select information' and 'decode semantic' meaning are more involved in Worldwide English 5 whilst 'formulate items into larger unit' and 'repeat selectively' stand out from the rest regarding frequency and percentage in Viewpoints 1. Another thing that can affect the pedagogical implications of these results regarding what learners are expected to do is whom the tasks expect them to work with.

5.2 Who with?

Table 2 shows the results of tasks involving learners working individually, in pairs/groups and learner(s) to the whole class. The frequencies and percentages are presented in the same way as in Tables 1a–1c.

2. WHO WITH?				
Book	Worldwide English 5		Viewpoints 1	
Task features	Frequency	Percentage	Frequency	Percentage
Learners individually	258	89.0%	188	80.0%
Learners in pairs/groups	32	11.0%	43	18.3%
Learner(s) to the whole class	0	0%	4	1.7%
Total	290	100%	235	100%

Results regarding the participation of learners when it comes to tasks show a clear dominance of learners working individually. In the study by Akhgar et al. (2017), 31.10% of tasks involved learners working in pairs/group which was considered a drawback but the results of this present study show an even lower involvement of learners working together. The low involvement of learners working together raises concerns of learners not receiving opportunities to communicate. It is vital when learning a language to develop these skills and strategies in order to function in real communicative situations. This is also emphasised in the study of Ebadi and Hasan (2016), where a more substantial number of tasks than in these textbooks involved learners working together, but still failed to provide students with opportunities to develop these communicative skills. Comparing the two textbooks it is worth noting that Viewpoints 1 is better than Worldwide English 5 when it comes to tasks expecting learners to work in pairs or groups. In the findings of Khosroshahi and Farrokhi's (2013) study, learners saw tasks that provided them with the opportunity to communicate with each other as more valuable than other tasks. However, tasks being valuable is not solely connected to whether learners are able to work together, it also has to do with what content they get to work with.

5.3 With what Content?

The findings of the third question regarding what content to work with in the tasks are presented in six tables. Tables 3–5 show the results concerning the input to learners, what form of content is offered (Table 3), where it comes from (Table 4) and the nature of it (Table 5). Tables 6–8 illustrates the expected output from learners looking at the form of the content to be produced (Table 6), where it comes from (Table 7) and the nature of it (Table 8). As

described in the introduction of this chapter, the tables display the frequencies and percentages of tasks involving the different task features and can be read in the same way as Tables 1a–1c and Table 2.

Important to note is that the total frequency of task features in the tables below do not match the total number of tasks. In Tables 3–5 there are more task features than there are tasks. The reason for this is that the task features are not mutually exclusive which, for these tables, means that tasks sometimes involve more than one task feature. For instance, learners are typically given a shorter instruction (input) to produce something which automatically involves the task feature 'words/phrases/sentences: written' but at the same time they could be expected to work with a longer text which then involves 'extended discourse: written'. However, in Tables 6–8 there are fewer task features than there are tasks. This is due to some tasks not expecting any output from the learners at all, e.g. a task instructing the learner to read something for the sake of reading. The nature of the output in Table 8 can, like in Tables 3–5, include more than one task feature in each task.

Table 3 - Input to learners: Form

A. INPUT TO LEARNERS				
i. Form				
Book	**Worldwide English 5**		**Viewpoints 1**	
Task features	Frequency	Percentage out of 290 tasks	Frequency	Percentage out of 235 tasks
Extended discourse: written	88	30.3%	45	19.1%
Words/phrases/sentences: written	219	75.5%	188	80.0%
Extended discourse: aural	30	10.3%	2	0.9%
Words/phrases/sentences: aural	7	2.4%	1	0.4%
Graphic	2	0.7%	0	0%
Total	346		236	

Firstly, regarding input to learners (Table 3) the findings show that the form of input to learners, which they are supposed to work with according to the tasks, mainly consist of written words/phrases/sentences in both textbooks. Both textbooks also include tasks where learners are to work with longer texts ('extended discourse: written') but when comparing the two textbooks, it can be observed that Worldwide English 5 to a greater extent involves working with longer texts. However, almost no extended aural discourse is involved in

Viewpoints 1. This could be due to Viewpoints 1 including listening tasks on their web-platform for students, but the fact remains that almost no task involved aural input in the textbook, whereas Worldwide English 5 manages to include it to some extent.

Table 4 - Input to learners: Source

ii. Source				
Book	**Worldwide English 5**		**Viewpoints 1**	
Task features	Frequency	Percentage out of 290 tasks	Frequency	Percentage out of 235 tasks
Materials	276	95.2%	226	96.2%
Learners	5	1.7%	4	1.7%
Outside the course/lesson	13	4.5%	7	3.0%
Total	294		237	

In both textbooks, the source of the content is almost exclusively supplied by the textbooks themselves (see Table 4). As for previous research, there are both positive and negative aspects of textbooks being the primary source of the input. On the one hand, Su (2007) found that using a variety of authentic materials alongside textbook-based materials motivated students more than solely using textbook-based materials. On the other hand, Akhgar et al. (2017) concluded that a high percentage of the source belonging to the textbook itself could mean that it gives teachers more time to focus on other responsibilities instead of acquiring materials for classes.

Table 5 - Input to learners: Nature

iii. Nature				
Book	**Worldwide English 5**		**Viewpoints 1**	
Task features	Frequency	Percentage out of 290 tasks	Frequency	Percentage out of 235 tasks
Fiction	102	35.2%	61	26.0%
Non-fiction	101	34.8%	86	36.6%
Linguistic items	97	33.4%	37	15.7%
Metalinguistic comment	48	16.6%	88	37.4%
Song	6	2.1%	2	0.9%
Total	354		274	

Concerning the nature of the content in the present study, a balanced distribution of fiction, non-fiction and linguistic items exist in Worldwide English 5, with metalinguistic comments not being very frequent. In contrast, Viewpoints 1 includes a great deal more of metalinguistic comments while having a less balanced involvement of fiction, non-fiction and linguistic items. The reason for the content (input) in Viewpoint 1 including more metalinguistic comments is likely due to the textbook having a section toward the end of the book solely on grammar. The nature of the input in Worldwide English 5 includes more linguistic items and fiction than the content in Viewpoints 1.

Table 6 – Expected output from learners: Nature

B. EXPECTED OUTPUT FROM LEARNERS				
i. Form				
Book	Worldwide English 5		Viewpoints 1	
Task features	Frequency	Percentage out of 290 tasks	Frequency	Percentage out of 235 tasks
Words/phrases/sentences: oral	22	7.6%	6	2.6%
Extended discourse: oral	20	6.9%	34	14.5%
Extended discourse: written	28	9.7%	25	10.6%
Words/phrases/sentences: written	179	61.7%	147	62.6%
Total	249		212	

The results of the textbooks' tasks relating to the form, source and nature of expected output produced by learners (Tables 6–8) are very similar. Concerning the form of the output, a clear majority of tasks (around 60% in both textbooks) expects the output to be in written words/phrases/sentences while written production in a longer form ('extended written discourse') receives similar results in both textbooks (around 10%). When it comes to oral output, the extended oral discourse is involved to some extent (14.5%) in Viewpoints 1 but significantly less so in Worldwide English 5 (6.9%). However, oral output in form of words/phrases/sentences are more common in Worldwide English 5 (7.6%) than in Viewpoints 1 (2.6%). This shows that the expected output from learners is mainly written with oral output being involved to a very small degree.

Table 7 - Expected output from learners: Source

ii. Source				
Book	**Worldwide English 5**		**Viewpoints 1**	
Task features	Frequency	Percentage out of 290 tasks	Frequency	Percentage out of 235 tasks
Materials	224	84.1%	191	81.3%
Learners	16	5.5%	20	8.5%
Outside the course/lesson	9	3.1%	1	0.4%
Total	249		212	

As can be observed in Table 7, the source of the content (or carefully specified topic) is almost solely provided by the textbooks.

Table 8 - Expected output from learners: Nature

iii. Nature				
Book	**Worldwide English 5**		**Viewpoints 1**	
Task features	Frequency	Percentage out of 290 tasks	Frequency	Percentage out of 235 tasks
Fiction	59	20.3%	49	20.9%
Non-fiction	66	22.8%	37	15.7%
Linguistic items	78	26.9%	65	27.7%
Personal information/opinion	48	16.6%	72	30.6%
Total	251		223	

Lastly, the sub-section about the nature of the content is where the textbooks differ slightly in results. The nature of the content in Viewpoints 1 is primarily on learners' personal information or opinion, but in Worldwide English 5, that same content receives the lowest percentage. In addition, non-fiction is not found to the same extent as other content in Viewpoints 1.

5.4 Pedagogical Implications

Both textbooks claim to cover the core content and the five abilities stated in the aims of the English 5 syllabus. In addition, they also claim to provide a great deal of practice of the skills stated. Therefore, this section will discuss if the textbooks achieve their claims by looking at the five abilities and core content stated in the English 5 syllabus.

Considering the first ability, "[u]nderstanding of spoken and written English, and also the ability to interpret content" (Skolverket, 2011, p.2), it is clear that both textbooks include a great deal of written English and tasks that provide opportunities for comprehension (focus on 'meaning'). The high frequency of 'express own ideas/information' along with the results in Table 1c suggests that learners are also given the opportunity to interpret the written content. However, when it comes to spoken English, the results reveal that the number of tasks involving this is very limited, especially in Viewpoints 1 where almost no spoken input is involved. In the section regarding reception of the core content in the English 5 syllabus, it is stated that the teaching should cover "[s]poken language, also with different social and dialect features" (Skolverket, 2011, p. 3), different kinds of conversations, structure regarding spoken language, among other aspects. There is seemingly a mismatch between the claims made by the producers of the textbooks and the textbooks' content. Thus, it could be said that the textbooks achieve their claims to some extent but fail to provide students with opportunities to try and develop an understanding of spoken English.

Furthermore, learners are also to be given the opportunity to develop "[t]he ability to express oneself and communicate in English in speech and writing" (Skolverket, 2011, p. 2). As can be observed in the results for both textbooks, 'express own ideas/information' is one of the more frequently involved mental operations and the form of expected output is mainly written. Nonetheless, only some tasks require learners to speak. Shorter oral output in form of words/phrases/sentences is expected by 7.6% of tasks in Worldwide English 5 and 2.6% of tasks in Viewpoints 1. When it comes to discussions and other extended oral discourse, it receives a percentage of 14.5% in Viewpoints 1 and only 6.9% in Worldwide English 5. Communication requires more than one individual, but the findings show a low number of tasks involving learners working together. Accordingly, the textbooks do offer opportunities for learners to express themselves in writing, but learners are not given much opportunity to do so in speech or to communicate in the tasks in them. Looking at the production and interaction section of the core content in the English 5 syllabus, none of the three points can

be said to be satisfyingly achieved by the textbooks when it comes to oral production since they do not provide enough opportunities to communicate.

Moreover, the third ability listed in the English 5 syllabus is "the ability to use different language strategies in different contexts" (Skolverket, 2011, p. 2). Using different language strategies includes various mental processes being used. However, as can be observed, some mental operations such as 'express own ideas/information', 'select information', 'repeat selectively', 'formulate items into larger unit', 'decode semantic meaning' and 'repeat with transformation' are more frequently involved than others in the textbooks. Although these mental processes could be used in speech and writing, the results show that tasks mainly expect learners to work individually and the output to be written using written input. It is not very likely that learners get to use a variety of different language strategies when they are primarily being exposed to written input as well as their output being written. The same thing could be said about the fourth skill where learners should be given opportunities to develop "[t]he ability to adapt language to different purposes, recipients and situations" (Skolverket, 2011, p. 2). In short, both textbooks have an overwhelming focus on individual work with written language and likely provides learners with many opportunities to develop writing and, to some extent, reading skills. However, this focus also means that learners miss out on opportunities to develop skills relating to the spoken language.

Regarding ability number five, "the ability to discuss and reflect on living conditions, social issues and cultural features in different contexts and parts of the world where English is used" (Skolverket, 2011, p. 2) and the content of communication found in the core content of the English 5 syllabus, the results cannot satisfyingly indicate if students are given the opportunity to reflect and discuss these different living conditions in different contexts where English is used. A thorough analysis of the texts, their origins and subject matters included in the textbooks is needed, which the framework used in the present study (Littlejohn, 2011) does not include.

What can be done about the shortcomings of the textbooks mentioned in this section? Supplementing the textbooks with materials taken from somewhere else to fill the gap of whatever is missing is one approach that teachers could take (Akhgar et al., 2017; Fuyudloturromaniyyah, 2015). Authentic materials are mentioned in previous research as being motivating for learners (Su, 2007). These could be a good source of materials used for supplementing the gaps. In addition, previous research indicates that it is important for tasks in textbooks to be motivating, meaningful and reflect learners' personal preferences

(Askildson, 2008; Khosroshahi & Farrokhi, 2013; Rahimi & Hassani, 2012; Su, 2007). This suggests that teachers ought to look at the needs and interests of learners and use that information to supplement the shortcomings of certain textbooks in the best way they can. However, this is easier said than done since learners can differ significantly in interests, learning styles, levels, etc. Another approach is to be selective about choosing and using textbooks. That is to say, if the shortcomings of textbooks are known to teachers they would be able to pick a textbook that better fits their needs and wants (Masuhara, 2011). In this case, with Viewpoints 1 and Worldwide English 5, a teacher could choose to use them solely for practising writing and perhaps grammar, which are their strengths, and work with the remaining abilities in other ways.

Seeing that the textbooks have obvious drawbacks, it also merits concern for CALL teaching materials being critically analysed and evaluated. As stated by Kervin and Derewianka (2011), e-materials promote a type of language learning that could be done anytime, anywhere. The plethora of e-materials presents interesting questions and implications for future research: How are e-materials used in language learning and are they effective? Do e-materials have similar drawbacks to printed materials? How do learners perceive e-materials in comparison with printed materials?

6   Concluding Remarks

The present study has investigated what task features there are in the textbooks, what the frequencies and percentages of different task features are and if the contents of the textbooks cover the goals and core content of the English 5 syllabus as well as their claims of what they should include.

The author of the present study is aware of the fact that there is no particular formula or a distinct number of tasks which ensures learners' development of a specific skill or ability. However, something that has permeated this study is that it is important to explore what is *in* the materials to see if learners are given *opportunities* to develop these abilities. In general, it is difficult to satisfyingly cover everything stated in the English 5 syllabus, yet the publishers and producers of textbooks claim to do so. The results show that the tasks in both textbooks mainly involve written language and focus on learners working individually using language supplied by the textbooks. Therefore, the textbooks could not be said to achieve their claims of covering the English 5 syllabus. It is worth noting that the selected textbooks could work in

contexts where teachers use them for what they can do well, which is to provide opportunities to develop abilities connected with written English.

Future research is needed in the Swedish context to further the knowledge of EFL textbooks in Sweden and their possible implications for learners in upper secondary school. Research on the challenges and implications of e-materials is also of interest since their use is becoming increasingly popular in education.

A final general recommendation regarding the use of EFL textbooks is to follow the task instruction in Figure 7 which prompts to "choose the best alternative in each case" (Johansson et al., 2014, p. 108). Teachers should be selective, use whatever fits their needs or wants and they ought to remain critical towards the claims made by publishers and producers of textbooks.

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Appendix A

I. WHAT IS THE LEARNER EXPECTED TO DO?		
FEATURE	**DEFINITION**	**EXAMPLE**
A. TURN-TAKE	the learner's discourse role and discourse control	
1. initiate	the learner is expected to express what he/she wishes to say without a script of any kind	free discussion
2. scripted response	the learner is expected to express him/herself through language which has been narrowly defined	guided writing
3. not required	the learner is not expected to initiate or respond	listen to explanation
B. FOCUS	where the learner is to concentrate his/her attention	
4. language system	a focus on rules or patterns	substitution tables
5. meaning	a focus on the message of the language being used	comprehension questions
6. meaning/ system/form relationship	a focus on the relationship between form and meaning	tracing anaphora
C. OPERATION	what the mental process involves	
7. repeat identically	the learner is to reproduce exactly what is presented	oral repetition
8. repeat selectively	learner is to choose before repeating given language.	dialogue frames
9. repeat with substitution	the learner is to repeat the basic pattern of given language but replace certain items with other given items	substitution drills
10. repeat with transformation	the learner is to apply a (conscious or unconscious) rule to given language and to transform it accordingly	change statements into questions
11. repeat with expansion	the learner is given an outline and is to use that outline as a frame within which to produce further language	composition outlines
12. retrieve from STM/working memory	the learner is to recall items of language from short-term memory/working memory, that is, within a matter of seconds	oral repetition
13. retrieve from LTM	the learner is to recall items from a time previous to the current lesson	recall vocabulary from last lesson
14. formulate items into larger unit	the learner is to combine recalled items into, e.g., complete sentences, necessitating the application of consciously or unconsciously held language rules	discussion

15. decode semantic/ propositional meaning	the learner is to decode the 'surface' meaning of given language	read a text for its meaning
16. select information	the learner is to extract information from a given text	answer questions by reading a text
17. calculate	the learner is to perform mathematical operations	solve maths problem
18. categorise selected information	the learner is to analyse and classify information selected through operation 17	sort information into groups
19. hypothesise	the learner is to hypothesise an explanation, description, solution or meaning of something	deduce meanings from context
20. compare samples of language	the learner is to compare two or more sets of language data on the basis of meaning or form	compare accounts of the same event
21. analyse language form	the learner is to examine the component parts of a piece of language	find the stressed syllable in a word
22. formulate language rule	as 20, but learner is to hypothesise a language rule	devise grammar rule
23. apply stated language rule	the learner is to use a given language rule in order to transform or produce language	change direct to reported speech
24. apply general knowledge	the learner is to draw on knowledge of 'general facts' about the world	answer questions on other countries
25. negotiate	the learner is to discuss and decide with others in order to accomplish something	in groups, write a set of instructions
26. review own FL output	the learner is to check his/her own foreign language production for its intended meaning or form	check own written work
27. attend to example/ explanation	the learner is to 'take notice of' something	listen to a grammar explanation
28. research	personally find relevant information from sources not provided in the classroom	look for information relevant to a personal project
29. express own ideas/ information	using the target language, express personal opinions, knowledge or other ideas	propose a solution to a complex problem

II. WHO WITH?

30. teacher and learner(s), whole class observing	the teacher and selected learner(s) are to interact	a learner answers a question; other learners listen
31. learner(s) to the whole class	selected learner(s) are to interact with the whole class, including the teacher	learner(s) feed back on groupwork

32. learners with whole class simultaneously	learners are to perform an operation in concert with the whole class	choral repetition
33. learners individually simultaneously	learners are to perform an operation in the company of others but without immediate regard to the manner/pace with which others perform the same operation	learners individually do a written exercise
34. learners in pairs/groups; class observing	learners in pairs or small groups are to interact with each other whilst the rest of the class listens	a group 'acts out' a conversation
35. learners in pairs/groups, simultaneously	learners are to interact with each other in pairs/groups in the company of other pairs/groups	learners discuss in groups
36. learner individually outside the class	the learner is to work alone, using content not supplied by the materials	gathering information for a personal project

III. WITH WHAT CONTENT?
A. INPUT TO LEARNERS

a. Form	**form of content offered to learners**	
37. graphic	pictures, illustrations, photographs, diagrams, etc.	a world map
38. words/phrases/ sentences: written	individual written words/phrases/sentences	a list of vocabulary items
39. words/phrases/ sentences: aural	individual spoken words/phrases/ sentences	prompts for a drill
40. extended discourse: written	texts of more than 50 written words which cohere, containing supra-sentential features	a written story
41. extended discourse: aural	texts of more than 50 spoken words which cohere, containing supra-sentential features	a dialogue on tape
b. Source	**where the content comes from**	
42. materials	content (or narrowly specified topic) supplied by the materials	dialogue/text in the coursebook
43. teacher	content (or narrowly specified topic) supplied by the teacher	teacher recounts own experiences
44. learner(s)	content (or narrowly specified topic) supplied by the learner(s)	learner recounts own experiences
45. outside the course/lesson	content not supplied in the classroom or via the materials	encyclopedia
c. Nature	**type of content**	
46. metalinguistic comment	comments on language use, structure, form or meaning	a grammatical rule
47. linguistic items	words/phrases/sentences carrying no specific message	a vocabulary list
48. non-fiction	factual texts/information	a text about a foreign culture
49. fiction	fictional texts	dialogue between imaginary characters

50. personal information/ opinion	learner's own personal information or opinion	details of learner's interests
51. song	words/sentences set to music	song

B. EXPECTED OUTPUT FROM THE LEARNERS

a. Form	**form of content to be produced by learner**	
52. graphic	pictures, illustrations, photographs, diagrams, etc.	a plan of one's house
53. words/phrases/ sentences	individual written words/phrases/sentences	write sentences using a specified word
54. words/phrases/ sentences: oral	individual spoken words/phrases/sentences	response to a drill
55. extended discourse: written	texts of more than 50 written words which cohere, containing supra-sentential features	a story in writing
56. extended discourse: oral	texts of more than 50 written words which cohere, containing supra-sentential features	an oral account of an event

b. Source	**where the content originally comes from**	
57. materials	content (or narrowly specified topic) supplied by the materials	dialogue/text in the coursebook
58. teacher	content (or narrowly specified topic) supplied by the teacher	teacher dictates a personal text
59. learner(s)	content (or narrowly specified topic) supplied by the learner(s)	learner recounts own experiences to other learners
60. outside the course/lesson	content not supplied in the classroom or via the materials	encyclopedia

c. Nature	**type of content**	
61. metalinguistic comment	comments on language use, structure, form or meaning	a grammatical rule
62. linguistic items	words/phrases/sentences carrying no specific message	naming objects
63. non-fiction	factual texts/information	knowledge from other areas
64. fiction	fictional texts	a story
65. personal information/ opinion	learner's own personal information or opinion	details of learner's interests
66. song	words/sentences set to music	song

(Littlejohn, 2011, p. 208-211)

Appendix B

2	Task analysis sheet	
3	Task number	
4	**I. WHAT IS THE LEARNER EXPECTED TO DO**	
5	**A. TURN-TAKE**	
6	Initiate	
7	Scripted response	
8	Not required	
9	**B. FOCUS ON**	
10	Language system (rules or form)	
11	Meaning	
12	Meaning/system/form relationship	
13	**C. MENTAL OPERATION**	
14	Decode semantic meaning	
15	Select information	
16	Repeat with transformation	
17	Translate	
18	Repeat selectively	
19	Apply stated language rule	
20	Formulate items into larger unit	
21	Express own ideas/information	
22	Research	
23	Repeat with substitution	
24	Categorise selected information	
25	Analyse language form	
26	Repeat with expansion	
27	Repeat identically	
28	Retrieve from STM/working memory	
29	Attend to example/explanation	
30	Hypothesize	
31	Apply general knowledge	
32	Compare samples of language	
33	*II. WHO WITH?*	
34	Learners individually, simultaneously	
35	Learners in pairs/groups, simultaneously	
36	Learner individually outside the class	
37	Learner(s) to the whole class	
38	*III. WITH WHAT CONTENT?*	
39	**A. INPUT TO LEARNERS**	
40	**a. Form**	
41	Extended discourse: written	
42	Extended discourse: aural	
43	Words/phrases/sentences: written	
44	Words/phrases/sentences: aural	
45	Graphic	
46	**b. Source**	
47	Materials	
48	Learners	
49	Outside the course/lesson	
50	**c. Nature**	
51	Fiction	
52	Non-fiction	
53	Linguistic items	
54	Metalinguistic comment	
55	Song	
56		
57	**B. EXPECTED OUTPUT FROM LEARNERS**	
58	**a. Form**	
59	Words/phrases/sentences: oral	
60	Words/phrases/sentences: written	
61	Extended discourse: written	
62	Extended discourse: oral	
63	**b. Source**	
64	Materials	
65	Learners	
66	Outside the course/lesson	
67	**c. Nature**	
68	Fiction	
69	Non-fiction	
70	Linguistic items	
71	Personal information/opinion	