Evaluation of Contemporary ELTTextbooks in Light of the Recent Developments in Language Pedagogy

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ABSTRACT

Materials play an indispensable role in the teaching and learning of languages. However, the research to date has noted that recently materials have not received sufficient attention in applied linguistics. Moreover, very few related studies have explored contemporary ELT materials in light of the recent developments in language pedagogy.Thisstudy therefore, surveyed 10 contemporary ELT textbooks for the primary level, published by Oxford, Pearson and Cambridge, respectively. The ELT textbooks were reviewed in terms of the representation of the English language use and users as well as the 21st century skills and cross-curricular learning. Evaluation of the contemporary English instructional materials revealed that the mostly feature the fictional young language learner, of the Caucasian origin, in the familiar contexts of English use. This representation does not reflect the current socio-linguistic status of the language. Further, the textbooks under review appear, although to a different extent, to develop and promote a range of the 21st century skills as well as contribute to young English language learners' cross-curricular learning. In this regard, the study offers some implications and makes suggestions for future research.

Keywords: contemporary ELT textbooks, English language use, users of English, the 21st century skills, cross-curricular learning

ÖZ

Ders materyalleri dil öğrenimi ve öğretiminde çok önemli bir rol oynar. Ancak bugüne kadar yapılan araştırmalar ders materyallerine Uygulamalı Dilbiliminde son zamanlarda yeterli önemin verilmediğini göstermektedir. Ayrıca, çağdaş materyaller üzerinde, dil öğretimindeki son gelişmeler ışığında çok az sayıda araştırma yapılmıştır. Bu nedenden dolayı bu araştırma ilkokul düzeyinde Oxford, Pearson ve Cambridge yayınevleri tarafından basılan 10 güncel ders kitabını incelemiştir. Ders kitapları, İngiliz dili kullanımı ve dil kullanıcılarının temsiliyetiyanısıra 21. Yüzyıl yetileri ve müfredatlar arası öğrenim açısından incelenmiştir. Güncel İngilizce öğretim materyallerinin değerlendirilmesi göstermiştir ki İngilizce kullanılan doğal ortamlarda temsili genç dil öğrencisinin en belirgin özelliği Kafkas kökenli olmasıdır. Bu temsiliyet İngilizce dilinin güncel sosyal ve dilbilimsel statüsünü yansıtmamaktadır. Buna ek olarak, incelenen ders kitaplarının farklı derecelerde birtakım 21. Yüzyıl yetilerinin gelişmesinde etken olduğunu ve öğrencilerin interdisipliner öğrenimlerine katkıda bulunduğunu göstermiştir. Bu araştırma, konuyla ilgili bazı ipuçları vermekte ve gelecekteki araştırmalara ışık tutmaktadır.

Anahtar kelimeler: çağdaş İngilizce dil öğretimi materyalleri, İngiliz dili kullanımı, İngiliz dili kullanıcıları, 21. Yüzyıl yetileri, müfredatlar arası öğrenim

DEDICATION

To my beloved wife Mahsa who was oceans far from me physically, but beside me every single moments of my thesis writing process, pouring me with her endless love and supports.

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ELF   English as Lingua Franca

ELT   English Language Teaching

Chapter 1

INTRODUCTION

1.1 Background of the study

Materials play an indispensable role in the teaching and learning of the target language. According to Tomlinson (2012), anything used to facilitate language learningcan be regarded as materials for language teaching; materials can be categorized as informative, providing learners with information about the target language; instructional, assisting learners to practice the language; experimental, which provides learners with the experience of language in use; eliciting, motivating learners to use the target language; and lastly, exploratory, assisting learners to carry out discoveries about the language. Although materials are ideally tailored to promote language acquisition in multiple ways, as Tomlinson and his associates (2001) and Masuhara and her associates (2008) both concluded in their reviews of current adult EFL course-books in use, the reality is demonstrating that most of these materials tend to focus on providing explicit teaching and practice. In Tomlinson's (2012, p. 143) opinion, the term 'materials development' refers to "All the processes used by practitioners who produce and/ or use materials for language learning, including materials evaluation, their adaption, design, production, exploitation and research."

It was first in the mid-1990s that materials development started to be considered as a field and began to be treated seriously, while prior to that materials were usually

presented as examples of methods in action. Moreover, there were scarcely any books and articles in the 1970s and 1980s focusing on issues such as materials selection, evaluation, or viable advice for materials writing. Over the past decades, a number of books (e.g. Cunningsworth, 1995; Harwood, 2010a; McGrath, 2002; McDonough & Shaw, 1993, 2003; Tomlinson, 1998a, 2003a, 2008a) encouraged teacher-training institutions and universities to spend more time on ways of developing materials and implementing them to facilitate language learning. Nowadays, materials development is considered as a field of academic study, classified as practical activities dealing with production, evaluation and adaption of materials; and as a field which conducts an investigation into the procedures and principles of the design, writing, implementation, evaluation and analysis of the materials.

In addition, course-books can be considered as implements for learners' self-study, showcase of theories, syllabus planners and comprehensive guidelines for teachers (Zohrabi, Sabouri, and Behroozian, 2012). Effective packages comprising core and supplementary materials can provide an essential input; importantly, their effective exploitation can motivate language learners, develop their autonomy, and help them become communicatively competent (Tomlinson, 2012).It is noteworthy that materials design canbridge the gap between theory and practice. Over the history of the English language teaching, materials have undergone dramatic changes, in line with the most popular succeeding methods, not only in terms of the content but also layout. Contemporary language textbook packages are reportedly comprehensive and attractive; they seem to maximize such advantages as framework, syllabus, ready made texts and tasks, economy, convenience, guidance and autonomy, whereas minimize such disadvantages as inadequacy, irrelevance, lack of interest, limitation,

homogeneity and over-easiness (Ur, 1996, pp. 184-185). However, there still seems

to be controversy in scholars' approaches to materials development. In this regard,

Tomlinson (2011, p. 1) argues that all those involved need to take the following steps

in order to improve the quality of the materials on offer:

> 1. Clarify the terms and concepts commonly used in discussing materials development.
> 2. Carry out systematic evaluation of materials currently in use in order to find out to what degree, how and why they facilitate language learning.
> 3. Consider the potential application for materials development of current research into second language acquisition and into language use.
> 4. Consider the potential applications of what both teachers and learners believe is valuable in the teaching and learning of a second or foreign language.
> 5. Pool our resources and bring together researchers, writers, teachers, learners and publishers in joint endeavors to develop quality materials.

Over the past decades, the issues of knowing language well as well as being able to

use it successfully have been continuing concerns in language education (Cook,

2003). The latter concern especially has become more important with the

introduction of Communicative Competence Model by Hymes (1971) as well as the

inception of Communicative Language Teaching in the 1970s. However, the research

to date has demonstrated that foreign language instructional contexts do not offer

language learners adequate access to attested and appropriate input, and that even

proficient language learners find it challenging to communicate successfully

(Bardovi-Harlig& Hartford, 1990). In this regard, manyinstructional materials have

been criticized for their inadequacy (Boxer & Pickering, 1995; Crandall

&Basturkmen, 2004).

In addition, it is essential to involve in materials development concepts related to

discourse. McCarthy and Carter (1994, p. 201) noted the role of discourse in this

regard as follows:

…awareness of discourse and a willingness to take on board what a language-as-discourse view impliescan only make us better and more efficient syllabus designers, task designers, dialogue-writers, materialsadaptors and evaluators of everything we do and handle in the classroom. Above all, the approach we haveadvocated enables us to be more faithful to what language is and what people use it for. The moment onestarts to think of language as discourse, the entire landscape changes, usually, forever.

Over the past decades, the concept of "real-life" discourse of English might have changed and been influenced by the newly emerging phenomena of English as a Lingua Franca and English as a Global Language. In today's globalizingworld, there have been dramatic changes in the numbers of English language users, and purposes of its use (Crystal, 1997; Graddol, 1997). Importantly, nowadays English is not used only among native speakers or native and non-native speakers but also only among non-native speakers-English language users (Crystal, 1997; Jenkins, 2006). In this regard, language learners from different L1 backgrounds need to be prepared for interacting with each other in English, and they should be provided with opportunities to decide which English variety(-ies) they need to learn (Kuo, 2006).

Despite these developments, the characters and usages of English represented in the contemporary English language teaching textbooks mostly emphasize the inner circle both in terms of intranational and international use (Kachru, 1985). This representation could be problematic in that:

> First, if students do not understandthe significance of the uses of English among nonnative speakers,they cannot fully take advantage of the opportunities that accompanythe use of English as an international language […], Secondly, such a limited perception of the English language may leadto confusion or resistance when students are confronted with different types of English users or uses […] Lastly, a limited understandingof the users and uses of the language may have a negative effect on language acquisition (Matsuda, 2002, p. 184).

Hence, the awareness of the diversity of forms and functions of the English language, its worldwide spread, increased use among non-native speakers, and the general context of use can play a crucial role in English language learning. Especially ELT textbooks are indispensable in this regard since they are seen as the main source of learner exposure to different users and uses of English, hence can play a vital role in constructing students' beliefs and perception of the English language, specifically in EFL classrooms (Matsuda, 2002).

Also, in line with globalization, a term portraying the mushrooming drifts of people, goods, ideas, and capital across boundaries (Appadurai, 1996;Suárez-Orozco & Qin-Hilliard, 2004), there might be an associated shift in the manner of skills and abilities that individuals may need for adequate participation in modern, academic, work, and ordinary daily life. Accordingly,

> In recognitionof such a shift, partnerships among businesses, schools, and researchershave been working toward a common understanding of the sort of so-called21st-century skills that students should be developing as they prepare for their futures (Black, 2009, p. 688).

The 21st century skills have been categorized by Trilling and Fadel (2009, p. 176) as follows:

1. Critical thinking and problem solving
2. Creativity and innovation
3. Collaboration, teamwork, and leadership
4. Cross-cultural understanding
5. Communication, information, and media literacy
6. Computing and ICT literacy
7. Career and learning self-reliance.

In this regard, the English language can play an instrumental role in the acquisition of the afore-mentioned skills. Thus, the role of English, as a common language

required for successful global cooperation and communication has changed and become more significant in the 21st century (Fitzpatrick & O' Dowd, 2012). Moreover, due to the increasing tendency for migration, the reasons being better economic or educational conditions and living standards, the enormous demand for educating the immigrant population has raised new debates among applied linguists, policy designers, and educators (e.g., Carrasquillo& Rodriguez, 1996; Clegg,1996, 2007; Collier, 1995; Cummins, 1986). Importantly, there seems to be a consensus that serious educational reforms are needed both in mainstream and in foreign language education for providing immigrant language learners opportunities to progress academically and/or professionally. Thus, contemporary language education and materials necessitate introduction of various uses and users of English as well as the 21st century skills and cross-curricular themes (Binkley et al., 2012; Black, 2009; Trilling &Fadel, 2009).

1.2 Statement of the Problem

To the best of our knowledge, very limited studies (e.g. Friedrich, 2000; Matsuda, 2002,) have extensively investigated the ELT textbooks on offer in their respective contexts in terms of the recent developments.It should also be noted that the criteria established and used for materials evaluation so far have mostly focused on the language skills, functions, notions, lexico-grammar and other features (Littlejohn, 2011; Skierso, 1991;Ur, 1996). In addition, the evaluation criteria have not reflected problem-solving, critical thinking, autonomy, creativity, which are considered nowadays to be the 21st century skills as well as cross-curricular learning which are indispensable for contemporary language education.

1.3 Purpose of the Study

In light of the afore-mentioned gap, this research undertook a survey of 10 contemporary ELTtextbooks for the primary level by such publishers as Pearson, Oxford Universıty Press, and Cambridge University Press. To this end, it benefitted from the categories ın the research to date reflecting the changes in the contexts, use and users of English in today's world, as well as the 21st century skills and cross-curricular themes required by the contemporary language teaching and learning.

1.4 Research Questions

This study sought to address the following research questions:

1. How are the English language users and use represented in the contemporary ELT textbooks for the primary level?

2. Do the materials under review target the 21st century skills and cross-curricular learning?

1.5Significance of the study

The present study can be considered significant in that it surveyed a number of contemporary ELT textbooks in terms of the changing/changed status of English, new skills and cross-curricular learning. It is hoped that the results of this research can provide useful insights for prospective users-English language teachers and learners of the contemporary ELT packages under evaluation, as well as for publishers in terms of successful materials exploitation and writing respectively.

1.6 Definition of Terms

Materials:"Anything which used to help language learners to learn."(Tomlinson, 2011, p, xii).

Materials evaluation: "The systematic appraisal of the value of materials in relation to their objectives and to the objectives of the learners using them." (Tomlinson, 2011, p. xiv).

English as a Lingua Franca: "a means of communication between people who come from different first language backgrounds" (Jenkins, 2012, p. 486).

Inner circle:"In terms of the users, the inner circle refers to the traditional bases of English the regions where it is the primary language the USA (pop. 234,249,000), the UK (pop. 56,124,000), Canada (pop. 24,907,100), Australia (pop. 15,265,000), and New Zealand (pop. 3,202,300)" (Kachru, 1985, p. 12).

Outer circle: The outer (or extended) circle needs a historical explanation: it involves the earlier phases of the spread of English and its institutionalization in non-native contexts. The institutionalization of such varieties has linguistic, political and sociocultural explanations, some of which I shall discuss later […]. In other words, English has an extended functional range in a variety of social, educational,administrative, and literary domains" (Kachru, 1985, p. 12).

Expanding circle: "The third circle, termed the expanding circle, brings to English yet another dimension. Understanding the function of English in this circle requires a recognition of the fact that English is an international language, and that it has already won the race in this respect with linguistic rivals such as French, Russian and Esperanto, to name just two natural languages and one artificial language […].It is the users of this circle who actually further strengthen the claims of English as an international or universal language" (Kachru, 1985, P. 13).

Caucasian: "a member of any races of people who have pale skin" (Hornby, 2008, p. 233).

CLIL: "refers to a dual-focused educational context in which an additional language, thus not usually the first foreign language of the learners involved, is used as a medium in the teaching and learning of non-language content." (Marsh, 2002, p. 15)

21st century skills: skills that are referred to as '7cs' (Trilling &Fadel, 2009, p. 176):

- Critical thinking and problem solving
- Creativity and innovation
- Collaboration, teamwork, and leadership
- Cross-Cultural understanding
- Communication, information, and media literacy
- Computing and ICT literacy
- Career and learning self-reliance

Chapter 2

LITERATURE REVIEW

This chapter reviews the scholarship on materials development, its various aspects, the current studies as well as the research gap.

2.1 History of Materials Development

Instructional materials have played an influential role in language teaching–learning, however, they have not received adequate attention in applied linguistics. For some time, materials development was either considered as a sub-part of methodology or something that practitioners did; it was also usually introduced as an example of methods in action. Therefore, it was only since the mid-1990s that materials development, its principles and procedures have begun to be taken as a field of study, and treated seriously by academics (Tomlinson, 2012).

In the second half of the past century a plethora of related books were produced and published (Byrd, 1995; Cunningsworth, 1995; Graves, 1996; Tomlinson, 1998). In addition, teaching approaches were accompanied by samples of published materials for the illustrative purposes (McDonough & Shaw, 1993, 2003). However, in the early 2000s, the related publications shifted their focus on such issues as approaches to materials design (Fenner& Newby, 2000), curriculum development (Richards, 2001), and materials evaluation (McGrath, 2002). Tomlinson (2012) referred to McGrath's work (2002) as "probably" the first book that can be used both for application of theory to the practice of evaluating, supplementing, and adopting of

materials as well as for making principled suggestions for materials design in a systematical way.

Subsequent work (Tomlinson, 2003) provided courses on materials development, containing chapters on such facets as practical consideration and design. In addition, in the early 2000s many conferences focusing on issues of materials development (e.g. MICTELT conferences in Universiti Putra Malaysia) were organized; these professional events attracted a remarkable number of practitioners from all over South-East Asia (Mukundan 2003, 2006a, 2009). Importantly, experts in materials development were invited to present at conferences (e.g. Regional English Language Center (RELC), held in Singapore; Methodology and Materials Design in Language Teaching) (Renandya, 2003).

Recently, pertinent publications have paid more attention to application of the theory to various aspects of materials development. Tomlinson's work (2007) concerned with language acquisition included many chapters in this regard. Subsequent work by the same scholar (Tomlinson, 2008), in addition to language acquisition and language-learning materials, provided chapters focusing on research assessing potential influence of language learning materials on other related areas. More recently, Harwood (2010) further explored issues related to principled design, implementation, and evaluation of materials. Also, Tomlinson and Masuhara (2010) dealt with designing materials for community-based ESL, genre-based approaches to developing materials for writing, as well as developing content-based approaches for reading. Further, Gray (2010) investigated the representational practice in textbooks development and particularly, focused on the impacts of yielding global course-books as promotional commodities. Furthermore, Tomlinson (2011) offered a

detailed account of principles and procedures of materials development, accompanied by chapters on application of corpora, tasks, self-access and new technologies to materials development. Tomlinson and Masuhara (2012), in one of their recent publications on materials development, provided each chapter with a review of the current research, followed by an evaluation of published materials taking into account research findings; they also offered suggestions and illustrations for the application of the research findings to materials development.

At present, the literature to date is concerned with how materials should be selected, and significantly, how practice and theory should go hand in hand. Yet, recently, as Tomlinson (2012, p. 146) pointed out, inadequate attention has been paid to such aspects of materials development as investigation of "the effects on the learners of different ways of using the same materials", as well as the impact of materials not only on learners' motivation, beliefs, engagement, and attitude, but also on their "actual communicative effectiveness". The scholar (Tomlinson, 2012, p. 146) noted in this regard that "For the field of materials development to become more credible it needs to become more imperial".

2.2 Evaluation of Materials

Materials evaluation refers to any procedure taken and any attempt made to assess the potential or real value of a set of materials that are undertaken for learning (Tomlinson, 2003). Materials evaluation envisages finding out the probable effects of materials on their users by measuring such aspects as appeal, credibility, validity, interest, flexibility, potential for learning, related perceptions and others. In this regard, it should be noted that evaluation is different from analysis in that the former is inherently subjective, concentrating on users, whereas the latter is intended to

provide an objective analysis of materials by bringing them into focus (Tomlinson, 2003, p. 15).

2.2.1 The value of textbooks

Textbooks have been used universally in language classrooms. Whether textbooks are regarded as the best medium for delivering language-learning materials or not has been debated for years. In the 1980s, Allwright (1981) disputed the ways in which textbooks delivered materials, whereas O'Neil (1982) presented a strong defence in this regard. Subsequently, the debate continued through contributions from various scholars and practitioners, namely Prabhu (1989), LittleJohn (1992), Hutchinson and Torres (1994), Wajnryb (1996), Mishan (2005).

In the early 2000s Tomlinson (2001) presented the arguments of the coursebook opponents who made the following claims against its use: disempowerment of teachers and learners, specifically removing initiative and power from teachers; lack of catering for users' wants and needs; superficiality and reductionism in coverage of language and provision of related experience; imposition of control, order as well as uniformity of approach and syllabus, provision of only an illusion of progress and system. However, despite the criticism of textbook use on the part of experts, it seems that language teachers tend to keep on using textbooks. In this regard, recently Tomlinson (2012, p.158) noted the following:

> Proponents of the coursebooks argue that it is a cost-effective way of providing learner with security, system, progress and revision, whilst at the same time saving precious time and offering teachers the resource they need to base their lessons on.

In addition, the scholar mentioned such reasons as helping administrators to gain credibility for courses, standardizing teaching, and timetabling lessons.

Furthermore, adaptation of coursebooks by teachers and students has been argued as another impediment since textbooks are invested with so much authority (Luke, de Castell & Luke, 1989; Dendrinos, 1992), and Hutchinson and Torres (1994) and Canagarajah (2005) corroborated such challenges. In this regard, Tomlinson (2012) expressed his positive stance on textbooks, which he regarded as not only time- and moneysaving but also as providing many teachers, in one source, what they need. However, the scholar cautioned that most global books are not regarded as adequate for users in terms of relevance and engagement. Therefore, Tomlinson (2012) noted the need for localized textbooks as well as a flexible design for global textbooks conducive to offering teachers and learners various opportunities for choice, personalization, as well as localization.

2.2.2 Authenticity of texts and tasks

Although explicit language instruction using examples and texts is believed to assist learners to focus on features of the target language, many SLA researchers argued that learners may not be prepared for the "real life language use" outside the classroom since they may be overprotected by coursebooks. Over the past decades, such scholars as Kuo (1993), Little and associates (1994),McGarry (1995), Nuttall (1996), Mishan (2005), and Gilmore (2007a, 2007b) advocated that authentic materials canprovide learners meaningful exposure to real language, in real life contexts, improve learners' communicative competence, positively change their attitudes toward language learning, and motivate learners.

In the past decades, Widdowson (1984, p. 218) stated, "pedagogic presentation of language … necessarily involves methodological contrivance which isolates features from their natural surrounding". Subsequently, Ellis (1999, p. 68) argued for "enriched input" of examples of the targeted feature(s) to be used in meaning-

focused activity (-ies). However, Day (2003) questioned the cult of authenticity, Prodromou (1992) and Trabelsi (2010) also raised the issue of authenticity in relation to the learner's culture, and Gilmore (2004) and Lam (2010) criticized the authenticity of the data reflected in coursebooks in comparison with the data represented in corpora. Thus, the research to date has drawn attention to the negative aspects of authentic material use, which can raise problems for language learners. Recently, Mishan (2005) explored a rationale for application of authentic materials and Trabelsi (2010, p. 116) argued for providing university students with authentic materials which "are tailored to the learners' profile and are suitable to the stakeholders'… expectations and demands".

In addition, Widdowson (1978) determined boundaries between the genuineness of text and the authenticity of its use; Breen (1985, p. 61) focused on the social situation of real classrooms, as well as on "the authenticity of the learner's own interpretation", whereas Van Lier (1996) highlighted authenticity as a personal process of engagement. According to Tomlinson (2012), authenticity is context dependent, and it is the interaction of learners with texts and tasks that is authentic rather than tasks and texts themselves. Specifically, the scholar expressed the following:

> For me, an authentic text is one, which is produced in order to communicate rather than to teach, and an authentic task is one which involves the learners in communication in order to achieve and outcome, rather than practice the language. (Tomlinson, 2012, p. 162).

The scholar also noted that a text does not necessarily need to be produced either by a native speaker or be a real life task. It can be an original version of a text simplified for the purpose of facilitating communication or it can be a classroom task

encompassing the usage of real life skills for communicative as well as non-linguistic outcomes. Thus, ideally every text that learners interact with and tasks that they engage in should be authentic for them to become prepared for the "reality of language use" (Tomlinson, 2012, p. 162).

2.2.3 Ideology of Materials

For decades, the role of English language teaching in globalization process has been noted favourably as well as unfauvorably by the research to date. Critical theorists and socio-cultural theorists collocated the English language with such terms as capitalist, materialistic, and western; whereas Ferguson (2003) applied the term "Angloglobalisation", and Pennycook (1994, 1998), Gray (2002), and Block (2006) criticized the suggested link. Recently, Whitehead (2011, p. 357) explored the ways in which materials can assist to "develop counter-hegemonic discourse" by stimulating analytical engagement with the issues related to globalization.

In addition, Gray (2010, pp. 16-17) stated that English has turned to "a form of linguistic capital, capable of bringing a profit of distinction to those speakers with the ability to access it (or more accurately, its socially legitimated varieties), and as an increasing commodified dimension of labour-power". The scholar also held that global coursebooks, as artefacts, could promote socio-economics through activities, values, texts, and importantly, illustrations. On the basis of the analysis of four popular British course books, Gray (2010) concluded that the books promote individualism, mobility, pleasure, egalitarianism, personal and professional success, and materialism. Finally, following examination of the publishers' coursebook guidelines and conducting interviews with them the scholar revealed that a standardized product is "delivered through the standardized methodology embodied in the coursebook into the global marketplace-in which all are assumed to want and

need exactly the same thing" (Gray, 2010, p. 138). This outcome was mostly due to the publishers' insistence on distinctive item approaches where language content is "made deliverable for teachers in manageable portions and finally made testable by examinations" (Gray, 2010, p. 137), as well as their taboo on inappropriate topics.

It should be noted, however, that these criticisms of neo-colonialism have not been welcomed by all students and teachers (Bisong, 1995). Tomlinson (2012, p. 164) presented other views focusing on the development of coursebook as "commodity to be consumed". For example Tickoo (1995, as cited in Tomlinson, 2012, p. 39) noted that textbook-writing can satisfy a set of criteria in a multilingual and multicultural society as follows:

> Some of them arise from such a society's need to teach the values it wants to foster. Some arise in the desire to make education a handmaiden of economic progress and social reconstruction.

For instance, Toh (2001,as cited in Tomlinson, 2012) demonstrated conformity of the coursebook content in Singapore to Western socio-cultural norms. Wala (2003, p. 59) viewed coursebook as a communicative act, "a dynamic artefact that contributes to and creates meaning together with other participants in the context of language teaching". Following the coursebook analysis, the scholar concluded that "a coursebook is not just a collection of linguistic items-it is a reflection of a particular world-view based on the selection of resources" (Wala 2003, p. 69).

Further, Holliday (2005) argued that education became increasingly commodified and thatstudentsbecame recast as learners and consumers; whereas Bolitho (2008) expressed that textbooks acquired iconic status, and Mukundan (2009b, p. 96) described the classroom agenda as "declared". In addition, Tomlinson (2012)

provided an overview of the research to date on the relation of cultural issues to materials development and concluded that although coursebooks communicate the views of all stakeholders, teachers' and learners' critical stance is very important in this regard.

2.2.4 Establishing criteria and developing evaluation instruments

According to Tomlinson (2003), developing a set of formal criteria to be applied to a given context and subsequent evaluations is very useful, although the process may be time-consuming. Importantly, developing criteria not only assists materials evaluators to elucidate their principles obtained from their learning and teaching experiences, but also guarantees that prospective evaluations would be done in a systematic and principledfashion. In this regard, the scholar introduced a set of procedures for the development of criteria comprising their brainstorming, monitoring, revising, categorizing, trialing, as well as subsequent evaluation (Tomlinson, 2003, pp. 27-32).

Recently, various endeavours have been undertaken to help material developers and teachers to assess and opt materials out. Rubdy (as cited in Tomlinson, 2003) pointed out that since materials have evolved into more complex objects, it is crucial to develop more accurate ways for materials selection and evaluation. In this regard, Tucker (1975) presented a four-component scheme to assess the internal and external value of beginners' textbooks, Davison (1976)introduced a scheme comprising fivecategories for selecting and evaluating textbooks, and DaoudandCele-Murcia's (1979) contributed a checklist of criteria for coursebooks evaluation. Further, CandlinandBreen (1980) not only developed criteria for evaluating materials, but also made related suggestions for developing materials. In addition,Cunningsworth (1984) offered an extra detailed evaluation checklist, whereas Breen

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andCandlin(1987) proposed a principled guide to be used in materials evaluation as well as production.Furthermore, a very comprehensive checklist of criteria for textbooks and teachers' books was provided by Skierso (1991), who benefitted from different sources. It should be noted that various checklists and criteria on offer are context-specific, hence may be problematic for application in other learning settings. Importantly,Cunningsworth (1995) emphasized the importance of the establishing harmony amongst the evaluation criteria and the target learner, and Byrd (2001) maintained that textbooks should fit the curriculum, teachers, and students.

Tomlinson andMasuhara (2004, p.7) proposed a set of questions for evaluating criteria in terms of their consistency and operationalizability. Recently, MukundanandAhour(2010) reviewed 48 checklists to date (over the timespan 1970 to 2008)and observed that the checklists require too much time and expertise for the teacher to benefit from them; theyare not clear and identified which makes their application problematic; the checklists cannot be generalized due to context specificity; and they be confusing for users. Therefore, the scholars suggested that a concise framework could be more beneficial; besides more attention should be given to retrospective evaluation rather than predictive evaluation that can assist teachers to assess the influence of the materials in use and make modifications, if required. Tomlinson (2003b) and Ellis (2011) also supported this view. Moreover, Tomlinson (2003b) suggested that instead of using an unrealistic set of criteria for all contexts, a process of producing principled criteria by taking developers' context of evaluation and own beliefs into account could be more reliable. According to Tomlinson criteria could be divided into two categories: local- the specific criteria in association with the context in which the materials are used, and universal criteria that can be applied for evaluating materials for any type of learner anywhere. Tomlinson (2003b)

pointed out that to develop these criteria evaluators should brainstorm a list of principled beliefs that they hold towards how language could be acquired most efficiently,then derive criteria from these beliefs.

Moreover, evaluation should be distinguished from analysis in that evaluation is naturally subjective, the aim being to assess their actual or potential effects on their users, whereas analysis attempts to determine what materials are comprised of, what they ask learners to do, the aim being to provide an objective account of the materials(Tomlinson, 2003b, p. 16).In a similar vein, Littlejohn (2011, p. 181) distinguished evaluation from analysis which is concerned with materials "as they are" and "with the content and ways of working that they propose", whereas Byrd (2001) linked evaluation with selection and analysis with implementation. Recently, checklists have been replaced by frameworks, in this regard, McDonoughand Shaw (2003, p. 61) suggested an external evaluation "that offers a brief overview form the outside" firstly, and conducts"a closer and more detailed internal evaluation" subsequently. They concluded that in order to determine the suitability of the materials, four main components of generalizability, adaptability, flexibility, and usability should be taken into account. In this regard, Tomlinson and Masuhara (2004) and McCullagh (2010) proposed principled guidelines for developing evaluation criteria. Importantly, Tomlinson (2003, p. 33) concluded that adequate materials evaluation can provide valuable insights to materials, teaching-learning as well as evaluators themselves.

2.2.5 Reporting evaluation

Although applying the basic principles for evaluating materials can be plausible to all types of evaluation, the generalization about the procedure is not imaginable (Tomlinson, 2003). Evaluations are essentially differentiated by their purpose, in

formality, in timing and in personnel. Also, evaluations are categorized as '*Pre-use Evaluation*', mainly focusing on the predications and prognostication of the potential value of materials for their users; '*Whilst-use Evaluation*', assessing the value of materials in use, and '*Post-use Evaluation*', "probably the most valuable (but least administered)" type measuring the actual influence of materials on their users (Tomlinson, 2003, pp. 23-25).

The outcomes of the two recent reviews,byTomlinson and associates (2001) and Masuharaand her associates (2008) revealed a range of problems in the coursebooks under review in terms of lack of extensive readings, engaging texts, adequate practice and overall content. Regarding sporadic reports of micro-evaluation of materials collected in one volume or issue Ellis (2011, p. 234) pointed out that such endeavoursare"Often seen as too localized and too small scale, and so theoretically uninteresting". Recently, a review of adult EFL courses conducted by Masuhara, Hann, Yi, and Tomlinson (2008) revealed some positive as well as negative trends in the materials. The evaluation criteria included flexibility, syllabus, pedagogic approach, topic contents, voice, instruction, teachability (for the overall coursebook), and design, illustration, reading texts, listening texts (for the student's book). The favourable trends observed in the materials under review were broadening the perspectives of English, a greater attempt to create 'reality' in the texts, content and tasks requiring learners' intellectual/affective investment, attempts at personalization of the learning process as well as reflect corpus work, and an adequate trial of the materials. Whilst the unfavourable trends included the inadequacy of statements of learning objectives, reading and listening texts, educational value of illustrations, writing work, tasks, activities, projects, either for GE learners in Europe or EFL learners in the world.

2.3Exploitation of Materials

2.3.1The need for published materials

After some years, home-made materials have been replaced by published ones helping teachers and institutions to attain more extensive relevance and engagement. Many of the studies conducted in this area were reported in Tomlinson (2012, p.159). In this regard, Al –Busaidi (2010) conducted a project in Oman, Sultan Qaboos University on the topic of teaching the writing skills, Jones and Schmitt (2010) focused on involving software programs, Troncoso (2010) explored how materials developed by teachers can be effective in terms of developing the intercultural competency of Spanish learners.Further, Tomlinson (2003d) reported some cases where some activities done in the class were used for developing local materials. In this regard,Verhels (2006) reflected on some task based activities in the local context, Park (2010) provided an account of substituting published materials with a process drama, and Mishan (2010) an account of application of a problem-based approach. Tomlinson (2012, p. 159) favourably noted the move away of these studies from textbook dependence and advocated pre- as well as in-service support in this regard.

On the other hand, there have been some publications in favour of a move from material dependency of teachers towards developing methodologies. For example, according to Tomlinson (2012) a methodology which is conversation-driven and focuses on the emerging language could be more preferable than the one driven out of materials that insist on pre-determined language syllabus. Tomlinson (2012, p. 159) expressed his view as follows:

> My position is that most teachers and students welcome published materials and can gain from them. However, if a teachers has confidence, principled

creativity and the respect of their learners, then a textbook-free course can actually be more facilitative in providing the personilised, relevant and engaging experience of language in use and opportunities for observing how the language in use […]

2.3.2 Pedagogic approach

As Tomlinson (2012, p. 159) noted, over the past four decades, although there have been many changes in the methodologies coursebooks claim to use, very little changes have happened in "the pedagogy they actually use".Regarding continuing changes, in the 1960s and early 1970s coursebooks emphasized on teaching the language in a direct way without applying explanation or translation; in the seventies, communicative approach became the locus of the coursebooks associated with learning of notions or functions. Subsequently, coursebooks(Redston& Cunningham, 2005, cited in Tomlinson 2012)claimed that their syllabus is shaped around the "can do statement of the common European Framework" (Tomlinson, 2012, p.160).Yet, in reality most coursebooks have been and still are using 'PPP approach' (Presentation, Practice, and Production) that deal with low –level practice activities such as dialogue repetition, filling the blanks, and listen and repeat. These practices have been criticized by Willis and Willis (2007), Long (1991) and Ellis (2001).

In the recent years, more experiential approaches for using language-learning materials have been offered by Bolitho (2003), Bolitho and Tomlinson (2005), Bolitho and his associates (2003), and Tomlinson (1994, 2007b). Other examples are Prabhu (1987), Ellis (1998, 2003, 2011), Willis (1995) and Willis and Willis (2007), Masuhara (2006), and Tomlinson (2001b, 2003c). Thus, more attention has been paid to pedagogical innovations in published materials in the 1970s and 1980s, and Tomlinson (2012, p. 161) explicitly expressed preference for the text-driven

approach in that engaging spoken or written texts drive material units and, through a range of activities, promote language learners' cognition, exploration and production.

2.4 ELT materials in the globalizing world

It should be noted that the research to date has not paid adequate attention to such issues as the actual effect of various types of materials on language acquisition, ways of encouraging teachers and students to examine new materials, about how publishers can associate their innovations with validity or about approaches assisting learners to develop materials for themselves. Although some pertinent studies insisted on including local norms into pedagogy and trying to raise learners'relatedawareness, it seems that native speakers are still believed to be the 'owners' of the English language and native speakers' norms including political, religious, and cultural ones are reflected in instructional contexts (Rashidi&Javidanmehr, 2012). Since English has become a Lingua Franca-"a means of communication between people who come from different first language backgrounds" (Jenkins, 2012, p. 486), nowadays non-native speakers of English not only use the language but also play a vital role in shaping the language (Rashidi&Javidanmehr, 2012).

According to Seidlhofer (2008), NNSs of English are not mere recipients of English, whilst they have become its spreading agents whenever they use English as the medium of communication within their international interactions, whereas Kirpatrick (2007) observed that native speakers are not known as the best model anymore. In the same vein, Jenkins (2006) criticized using NSs model as the only intact and comprehensive model for teaching and learning English as an international language. She noted that the English language is still taught as if learners need to use it for

communicating with native speakers, intheso-called "standard" American English and British English.

In addition, Philipson (1992, as cited in Rashidi&Javidanmehr, 2012) pointed out that the number of English users has been growing increasingly all around the word, and questioned whether the English language should be referred simply as a lingua franca. Of course, it doesn't mean that English should be replaced by another language (Rashidi&Javidanmehr, 2012) and no one can oppose how efficient English could be in the globalizing world, although it can be a medium for reaching various purposes, constructive as well as destructive ones (Philipson, 2008). It should also be taken into account that, as Seidlhofer (2008) noted, ELF is not deficient English, but it may be a divergent form of English functioning differently in comparison to the English language that native speakers use.

In light of the current perspectives on teaching World Englishes and English as a Lingua franca Jenkins(2006, p. 173) held that

> Teachers and their learners, it is widely agreed, need to learn not (a variety of) English, but about Englishes, their similarities and differences, issues involved in intelligibility, the strong link between language and identity, and so on.

Moreover, the scholar noted the importance of developing accommodation skills amongst interlocutors engaged in interactions through English. Importantly, RashidiandJavidanmehr (2012) noted that while developing ELF-based materials, learners' local values should be taken into consideration in order to make the content of materials more appropriate for different ELF contexts, as conveyed in the motto of "think globally, act locally". Hence, it is crucial to codify materials not only in terms

of the phonological or lexico-grammatical features, but also in terms of their content, which builds learners' perceptions of the reality (Rashidi&Javidanmehr, 2012).

Also, Seidlhofer (2001) cautioned that ignoring NNSs' norms in developing the English language would not be logical, and that ELF materials should comprise endonormative, cultural neutrality,pedagogical and empirical characteristics. In this regard, RashidiandJavidanmehr (2012) elaborated that materials should be endonormative reflecting learners' life, and culturally neutral through embedding learners' own culture in international or ELF culture. Moreover, concerning the form of the materials, the scholars proposed that to be able to communicate efficiently with other speakers of English including NNSs and NSs all over the world, learners should be provided with both native model corpus as well as VOICE (Vienna-Oxford International Corpus of English) which is a corpus of spoken EIL. Regarding the content of materials, they proposed that 'interregional use of English' should be the base of materials whichis also in line with globalization. And finally, the scholars advocated that language learners should be provided with various non-native accents of English in their pronunciation classrooms in order to communicate better with those speakers of English who have not acquired the core features of the language yet.

As Matsuda (2003) pointed out in her article, representing materials that are concretely inner-circle orientated could be inadequate and problematic since the way EIL learners use English amongst themselvesis different from how NSs use English (Kubota, 2001; Smith, 1981/1983). The scholar drew attention towards incorporating World Englishes in EIL curricula where she argued that the complexity of the sociolinguistic reality of English is needed to be presented in order to make learners

prepared for future cases in which they may engage in different interactions with non-native speakers (NNSs) and native speakers (NSs) that may happen in any places all around the world. Matsuda (2003, p. 727) concluded her argument with an interesting statement:

> In a sense, incorporating World Englishes is like putting on a new pair of glasses the detail and complexity of the world we suddenly see may initially be overwhelming, but in the long run, we would have a better view and understanding of EIL.

Further, since, as stated by Graddol (1997) English does not belong to native speakers only, whereas those who use English as a second or foreign language have a say in the future of the language. Consequently, materials that are one of (if not the only one) ELF learners' sources of exposure to the target language and play a vital role in the process of shaping learners' perceptions towards the English language, should reflect the current uses and users of English in order to raise learners' awareness about the increasing use of English amongst so-called nonnative speakers of English.Importantly, Matsuda (2002, p. 184) noted a range of problems for English language learners in the Japanese context as follows:

> First, if students do not understand the significance of the uses of English among nonnative speakers, they cannot fully take advantage of the opportunities that accompany the use of English as an international language […]. Secondly, such a limited perception of the English language may lead to confusion or resistance when students are confronted with different types of English users or uses (e.g., users from the outer circle) […]. Lastly, a limited understanding of the users and uses of the language may have a negative effect on language acquisition.

Importantly, in ELF contexts, textbooks are not only a remarkable source of exposure that can construct language learners' perceptions towards the English language, but also are regarded as a valuable source of input given lack of adequate exposure outside the classrooms (Bardovi- Harlig, 1996).

Nowadays, the role of English as a Global Language has been acknowledged by many scholars, since English is used for multiple and diverse purposes by native as well as significantly more non-native users. Therefore, Fitzpatrick and O'Dowd (2012) noted that a common language is needed for efficient and successful global cooperation, hence Englishhas been playing this crucial role in the 21st century. Importantly, in the present digital era, learners needed to attain more skills that should be embedded in language education, curricula in general and materials in particular. These skills are known as the 21st century skills that are referred to as '7cs' (Trilling &Fadel, 2009, p. 176) as follows:

- Critical thinking and problem solving
- Creativity and innovation
- Collaboration, teamwork, and leadership
- Cross-Cultural understanding
- Communication, information, and media literacy
- Computing and ICT literacy
- Career and learning self-reliance

It should be mentioned that most of the afore-mentioned skills have been explored in the research to date and related practice. However, these skills have not been reflected adequately in ELT materials; in addition, they have been neglected in most evaluation frameworks that emphasized language skills, notions, functions, lexico-grammar and other features (Littlejohn, 2011; Skierso, 1991; Ur, 1996).

In the same vain, nowadays integration of cross-curricular approaches to language education has been emphasized by many scholars. Content and Language Integrated Learning (CLIL) "refers to a dual-focused educational context in which an additional language, thus not usually the first foreign language of the learners involved, is used

as a medium in the teaching and learning of non-language content." (Marsh, 2002, p. 15)

The research to date (Cummins, 2007; Harris & Grenfell, 2004; Long & Robinson, 1998; Lyster, 2007; McCarthy, 1997) examined and discussed incorporating language learning practices promoting holistic forms of knowledge by considering language as a means of acquiring knowledge. CLIL programmes have been reported to be successful in developing competence in foreign languages as well as achieving content-learning outcomes (Dalton-Puffer, 2011).

Recently, despite the fact that materials are highly important in the field of language teaching and learning, surprisingly, they have received little attention in the applied linguistics literature and research (Tomlinson, 2012, p. 143). It should also be noted that there have been very few studies exploring representation of English language users and use (Matsuda, 2002), as well as the new century skills and cross-curricular learning in contemporary instructional materials. This research gap has motivated the current survey of 10 ELT textbooks from three renown international publishers.

Chapter 3

METHODOLOGY

3.1 Overall Research Design

The present study has been designed as a survey of several sets of the contemporary ELT textbooks. Surveys usually exhibit such characteristics as collection of information from a sample in order to describe its aspects (Fraenkel&Wallen, 2006, p. 397). The survey conducted in the present study gathered qualitative data from a sample of the contemporary language course packages made available by the renown international publishers. It applied, in a systematic and principled (Tomlinson, 2003) way, a set of categories related to English language users, use, the 21st century skills and cross-curricular learning in order to carry out an evaluation of 10 ELT textbooks in the light of the most recent developments in English language pedagogy (see appendix A and B).

3.2 Research Questions

The present study addressed the following research questions:

1. How are the English language users and use represented in the contemporary ELT textbooks for the primary level?

2. Do the materials under review target the 21st century skills and cross-curricular learning?

3.3 The Contemporary English Course Packages

3.3.1 Family and Friends

According to the Oxford University Press, the *Family and Friends* series (2nd edition), by Naomi Simmons,envisages providing support and promoting development for the whole child. It reportedly builds on the exceptionally strong skills training, phonics and civic education of the internationally best-selling first edition. Importantly, it includes such new aspects as real-world fluency development with supporting DVD; interactive online practice to be assigned to learners and tracked; comprehensive assessment and testing programme, including Cambridge English: Young Learners (YLE). The second edition offers the following components: Class Book with Student MultiROM; Workbook with Online Practice; Class Audio CDs; Teacher's Book Plus with Fluency DVD, Online Practice and Assessment and Resource CD-Rom and Audio CD; Teacher's Resource Pack with Story Posters, Phonics Cards and Flashcards; and Oxford iTools with Digital Classroom Resources. The Publisher also informs the audience that the following are available: Grammar Friends, Readers, as well as Oxford Primary Skills: Reading and Writing.

3.3.2 Big English

The *Big English* series, by Mario Herrera and Christopher Sol Cruz, according to Pearson, envisages preparing pupils for the challenges they will find in today's world and teachers' sharing in their pupils' success and watching them excel in English. The big ideas that laid the foundation for *Big English* include the following: learning happens in context, not in isolation; many cutting-edge and well-researched ideas in the world of education, children learn best when they engage with the language in a variety of ways; language learners need support to meet their goals; it's

a digital world. It is reportedly a new, multi-level primary course that engages pupils with fun, exciting material and prepares them to succeed both in the classroom and outside world. In addition to a balanced integrated-skills approach to instruction, the course includes a CLIL(Content and Language Integrated Learning) strand and an emphasis on 21st Century Skills, challenging pupils to be creative, to think critically and to collaborate with their classmates. Thus, teachers can pinpoint areas where pupils require extra practice and encourage pupils to become independent, effective learners with the Assessment for Learning techniques. Overall, the series includes the following components: Pupil's Book/E Text, Activity Book, Teacher's Book, Teacher's E Text for IWB, Assessment Pack, Flashcards, Class Audio CD, My English Lab, and Posters.

3.3.3MORE!

According to Cambridge University Press (Helbling Languages), *MORE!*seriesbyH. Puchta and J. Stranks (2nd ed.) is a multi-level English course for lower secondary students. The new edition reportedly offers new features and engaging multimedia components to capture teenage students' imagination and help improve their learning. Its new components include new adventure comic stories progressing to literary texts across the levels that encourage reading for pleasure; mini-projects in CLIL sections (cross-curricular learning), now an integral part of each lesson, envisage inspiring teenagers' natural curiosity; a wealth of added practice with new dedicated grammar, vocabulary and skills sections, including exam skills sections and learning tips in the Workbook. In addition, the second edition provides 80-90 hours of teaching material over 12 units. According to the Publisher, this can be extended with a rich choice of digital components. Level 1 includes an additional Starter section for complete beginners. At Level 1 Teacher's Book provides

instructors teaching suggestions and detailed guidance, the complete audio scripts as well as Answer Keys for both the Student's Book and Workbook. The Publisher also offers English language teachers additional grammar and communication practice materials available at Cambridge.org/elt/more. Overall, the series includes the following components:Student's Book with Cyber Homework and Online Resources; Workbook; Teacher's Book; Audio CDs (3); DVD; Test builder CD-ROM/Audio CD; Interactive Classroom DVD-ROM.

3.4 The materials under review

3.4.1 Family and Friends (1, 2, 3)

The 2nd. edition of Class Book 1 by Naomi Simmons, Oxford publishers, comprises 127 pages. Overall, the book includes Starter and 15 units, every 3 units are followed up with Fluency Time section consisting of Project and Review sections, respectively. Also, after the last unit, at the end, Class Book 1 offers Culture section (comprising *Family, Wild Animals,* and *At My School* topics), as well as Grammar Reference section.

Starter comprises 4 Lessons; each subsequent unit includes 6 lessons dealing with Words (1), Grammar (2), Song (3), Phonics (4), Skills Time! (5 and 6) as well as a Workbook written assignment. The units are related to such topics as school things, toys, body, clothes, jobs/family/friends/things, park/beach/playing, house/home/bedroom, meals/food/drinks,zoo/animals, actions. The Fluency Time section comprises the following Topics/Projects:

Introduction/A Puppet, Playing Outside/A Park Poster, Getting Dressed/A Clothes Cube, At the Dinner Table/A Food Plate, Finding Things/A Bedroom Poster.

Further, Class Book 2 by the same author and publisher also comprises 127 pages. Overall, the book has a similar organization in that it includes Starter and 15 units; every 3 units are followed up with Fluency Time section consisting of Project and Review sections, respectively.Also, after the last unit, at the end, the Class Book 1 offers Culture section (*comprising Games, Meals, at Home* topics), as well as Grammar Reference section. In the same vein, Starter comprises 4 Lessons; each subsequent unit includes 6 lessonsdealing with Words (1), Grammar (2), Song (3), Phonics (4), Skills Time! (5 and 6) as well asa Workbook written assignment. The units are related to such topics asschool (classroom,subjects, rooms), feelings, outdoor/after-school activities, food, special days/mom/celebrations/getting ready, everyday activities/time of the day, places/familywork places, weather/activities, clothes/time, farm animals, photos/memories/tidying up/friends, people/a school Open Day.

The Fluency Time section comprises the following Topics/Projects:

Classroom language/A School Word Wheel, Shopping/ a Market Stall, Making Plans / A mini Book, At a Party/aPresent, Playing Games/ACard Game.

Furthermore, the 2nd.edition of Class Book 3 by co-authors Tamzin Thompson and Naomi Simmons, Oxford publishers, comprises 135 pages. Similar to Class Books 1 and 2, the book includes Starter and 15 units, every 3 units are followed up with Fluency Time section consisting of Project and Review sections, respectively, Extensive Reading section being an addition. Also, after the last unit, at the end, the Class Book 3 offers Culture section (comprising *The UK, Sports events, Clothes topics*).In a similar vein, Starter comprises 4 Lessons; each subsequent unit includes 6 lessons dealing with Words (1), Grammar (2), Grammar and Song (3), Phonics (4),

Skills Time! (5 and 6) as well as a Workbook written assignment. The units are related to such topics as countries/seasons/home/hobbies, own things, water sports/places/describing places, zoo animals/emotions/things/animals, daily routines/time, places in town/performances/park,food, school rules, transport, people description, things description/school things/campingthings,holiday things/time.

Finally, the Fluency Time section comprises the following Topics/Projects:
*Things in Common/A Survey Chart, Abilities/A Poster, Giving Directions/AMap of an Island, Describing People/A Party Scene, Talking about Holidays/A Photo Album.*WhereasExtensive Readings are related to such topics as *Family/ Animals/ Food/ Transport/School*.

3.4.2 BIG English (Starter, 1, 2, 3)

BIG English, Pupil's Book/Starter, by LinnetteAnsel and Lisa Broomhead (also contributors Mario Herrera and Christopher Sol Cruz), Pearson Publisher, (*Always Learning* being the motto) comprises 129 pages. The Starter initially offers a unit *Welcome to Class!* (dealing with numbers, colors, classroom objects, actions), subsequently 9 units. Every 3 units are followed up with Checkpoint consisting of Units and Revision sections, as well as Cutouts at the end of the book. Each unit comprise 6 parts as follows: Story, Language in Action, Content Connection, *Values*, Phonics and Review (checkpoint/self-assessment). The units are related to such topics as family, toys, food and drink, body, places in town, playground, clothes/weather, house/rooms, animals.Significantly, *CLIL* sections across units 1-9 are related to various subjects and assign related projects. In addition, *Values* section deals with a range of *values.* It is noteworthy that a concluding section *I can* is related to activities related to *values*.

Further,*BIG English*, Pupil's Book 1, by Mario Herrera and Christopher Sol Cruz, Pearson Publisher, (*Always Learning* being the motto) comprises 144 pages. The book initially offers a unit *Welcome to Class!* (dealing with classroom language, shapes, colours), subsequently 9 units. Every 3 units are followed up with Checkpoint consisting of Units and Revision sections, as well as Young Learners English Practice Starters and Cutouts at the end of the book. Each unit comprises 6 parts as follows: Story, Language in Action, Content Connection, *Values*, Phonics and Review (checkpoint/self-assessment). The units are related to such topics as classroom items, family members, parts of the body, clothing items, home activities, animals, food/days of the week, toys/furniture, play time/actions.In the same vein,*CLIL* sections from units 1 to 9 are related to various subjects and assign related projects; *Values* section deals with a range of *values;* anda concluding section *I can* is related to activities related to *values*.

Furthermore,*BIG English*, Pupil's Book 2, by Mario Herrera and Christopher Sol Cruz, Pearson Publisher, comprises 143 pages. The book is organized in 9 units. Every 3 units are followed up with Checkpoint consisting of Units and Revision sections, as well as Young Learners English Practice Starters, Wordlist, Big English Song, and Cutouts at the end of the book. Each unit comprises 6 parts as follows: Story, Language in Action, Content Connection, *Values*, Phonics and Review (checkpoint/self-assessment*Do I know it? I can do it!*). The units are related to such topics asclassroom activities, games activities, house / furniture/ rooms/family), town/ places, jobs/ dream job, day/ clock times, food, animals/ wild, fun/ months of the year. In a similarvein,*CLIL* sections from units 1 to 9 are related to various subjects and assign related projects; *Values* section deals with a range of *values;* anda concluding section *I can* is related to activities related to *values*.

Finally,*BIG English*, Pupil's Book 3, by the same authors and publisher, comprises 128 pages. The book includes 9 units; every 3 units are followed up with Checkpoint consisting of Units and Revision sections, as well as Word List and Big English Song at the end of the book. Each unit comprises 6 parts as follows: Story, Language in Action, Content Connection, Culture Connection, Phonics and Review (checkpoint/self-assessment*How well do you know it? Can I use it? I can do it! Rating).*The units are related to such topics as daily routines/times, jobs/places, chores/working hard, animals/habitats, weather/clothes, smells good/senses, food/ healthy living, school trips /places.Consistently, *CLIL* sections from units 1 to 9 are related to various subjects and assign related projects; *Values* section deals with a range of *values;* anda concluding section *I can* is related to activities related to *values*.

3.4.3 THE MORE! (1, 2, 3)

The *MORE!* (2nd ed.) series, specifically Student's Book 1 by Herbert Puchta and Jeff Stranks (alsoG. Gerngross, C. Holzmann, P. Lewis-Jones), published by (Cambridge, Helbling Languages, comprises 140 pp. The cover page designates it as A1 level material.The book includes a Starter (Welcome Back!) providing Vocabulary (The classroom objects/ language/ numbers/ age/international words/colours/ days of the week), Communication, Grammar and Skills sections.It is mainly organized in 12 Units (with special emphasis on skills and communication) and offers Wordlist at the end. Every 2 units are followed up with Check Your Progress section. Units are related to such topics as feelings/numbers/days of the week, classroom objects/places, furniture/rooms, parts of the body, countries/nationalities/people description, food/restaurant, daily activities, clothes, family members, dates/months of the year, computers/free time activities,

things/places to do andtogo.Each Unit begins with *Your learn* and then *you can*and consists of the following: Dialogue Work, Vocabulary, Communication, Grammar Skills, as well as alternately Culture/*CLIL*/ Extra Reading Story Time/DVD. Check your progress (aiming at self- assessment) appears after every 2 units.

Further, the *MORE!* (2nd ed.) series, Student's Book 2 by the same authors and publisher comprises 127 pp. The cover page designates it as A2 level material.In the same vein, the book is mainly organized in 12 Units (with special emphasis on skills and communication) and offers Wordlist at the end. Every 2 units are followed up with Check Your Progress section. Units are related to such topics as clubs/groups, TV programmes/films, transport/holidays, physical appearance, jobs in the house, school subjects/careers, sports, aches and pains, emotions, places/shops, weather/geography, the beach.Also, each unit begins with *Your learn and then you can*and consists of the following: Dialogue Work, Vocabulary, Communication, Grammar, Skills, as well as alternately Culture/*CLIL*/ Extra Reading Story Time/DVD. Check your progress (aiming at self- assessment) appears after every 2 units.

Furthermore, the *MORE!* (2nd ed.) series, Student's Book 3 by the same authors and publisher comprises 127 pp. The cover page designates it as A2-B1 level material.In a similar vein, the book is mainly organized in 12 Units (with special emphasis on skills and communication) and offers Wordlist at the end. Every 2 units are followed up with Check Your Progress section. Units are related to such topics as objects/holidays, types of film, geographical features/outdoor activities, star signs, places, music, materials, natural disasters, computers, cooking, the environment, physical appearance. In addition, each unit begins with *Your learn and then you*

*can*and consists of the following: Dialogue Work (units 3, 5, 9, 11)/Text Work (units 4, 6, 7, 8, 10, 12), Vocabulary, Communication, Grammar, Skills, as well as alternately Culture/*CLIL*/ Extra Reading Story Time/DVD. Check your progress (aiming at self- assessment) appears after every 2 units.

3.5 Data Analysis Procedures

Of the three contemporary English course packages, *Family and Friends*, *MORE!*, and *Big English*, respectively, the ELT textbooks for the primary level were evaluated in accordance with the research questions. In this regard, an evaluation framework (see Appendix A) was developed to ensure a consistent analysis of the representation of the English language use, user profiles, the 21st century skills and cross-curricular learning across all the materials under evaluation. The course packages were selected since they have been produced by the international publishers renown for their English language teaching-learning materials. Also, some of these materials, to our knowledge, have been used in the Mediterranean region, North Cyprus inclusive. In addition, the first three ELT textbooks for the primary level, respectively, of the multi-level instructional materials were selected for evaluation since young language learners' initial exposure to the target language, its use, users and values, their related experiences and perceptions can play a crucial role in their prospective language, educational and overall development.

The contents of the books for years 1-2-3 across all 3 series were analysed in accordance with the established framework. In order to address the first research question related to the representation of the English users and uses across the contemporary ELT materials all the characters, their presumed related circle, their ages, types of the English language use, and the contexts in which these characters

take part were examined in accordance with the developed checklist. Subsequently, the pertinent data were tabulated in order to reveal the most predominant representation in terms of the language user and the language use.

Regarding the language users, all characters were categorized into the following groups, based on their physical appearance in the materials: fictional and non-fictional language users, as well as Caucasian and non-Caucasian language users. Non-fictional characters appeared in real photos, whereas non-fictional in animated ones. Further, Scottish, Welsh, Irish, English, Russian, and other language users were regarded as Caucasian, whereas characters of Latino, Asian, African, Arabic appearance were referred to the non-Caucasian category. Also, all characters were categorized into age groups, based on their appearance and pertinent information, as follows: toddlers and children, adolescents, adults, and elders.

As regards the English language use, all monologues and dialogues/interactions between and among the characters across the textbooks under investigation were examined in terms of the context of the English language use. The contexts of the English language use were identified as follows: home, instructional, social, and other. Specifically, cinema, playground, street, shop, zoo, and etc. were referred to the social context, whereas hospital, clinic, airplane cabin, and no specific context (white or colorful background) were referred to other category. Interactions in English between and among the Caucasian and non-Caucasian characters across the home, instructional and social contexts were assumed to be intranational, those taking place, for example, at airports as as international use, whereas interactions in English between Caucasian and non-Caucasian language in other contexts were regarded as instances of English as a lingua franca use.

3.6 Limitations and delimitations

The present thesis has some limitations in that the survey reviewed the ELT textbooks only at the primary level. Also, the sample was selected from the available instructional materials of 3 international publishers. In addition, the survey did not review Teacher's books. However, the present survey comprised overall 10 ELT textbooks produced by renown publishers. In addition, the contemporary instructional materials were evaluated in light of the recent developments in terms of use and users of English. Finally, the ELT textbooks were reviewed in terms of the new century skills and cross-curricular learning.

Chapter 4

RESULTS

The present chapter reports the results of the survey of the contemporary ELT textbooks from the well-known publishers in terms of the representation of the English language users and use as well as targeting the 21st century skills and cross-curricular learning.

4.1 Representation of the English Language Users and Uses in the Contemporary ELT Textbooks

4.1.1 Family and Friends

The analysis of the English language users in the *Family and Friends* series demonstrated the following. For Year 1 of the series (see Table 1), the English language users are represented as follows: fictional (n=390), non-fictional (n=78); Caucasian (n=285), non-Caucasian (n=183); children (n=329), adults (n=117), elder (n=22). Thus, the language users in these materials are represented as predominantly fictional children of the Caucasian origin. For example, although the non-Caucasian users are numerous, the main characters of the book (e.g. Billy and his family) seem to be from the Inner Circle.

Table 1: English Users Represented in Family and Friends 1

	Categories	
Fictional	Caucasian	218
	Non- Caucasian	172

Non-fictional	Caucasian	67
	Non- Caucasian	11
Age	Children	329
	Adults	117
	Elder	22

As regards representation of the English language use in *Family and Friends* 1, the analysis (see Table 2) revealed the following: intranational use (n=198), ELF use (n=2), unknown (n=124); home context (n=92), instructional context (n=51), social context (n=86), other (n=90). Thus, in the material under investigation, the English language is mostly used for intranational purposes in the home context.

Table 2: English Uses Represented in Family and Friends 1

Categories			
Purpose	Intranational	ELF	Unknown
	198	2	124
Contexts	Home	Instructional	Social	Other
	92	51	86	90

In Year 2 of the *Family and Friends* series (see Table 3), the representation of the users of English is as follows: fictional (n=649), non-fictional (n=69); Caucasian (n=338), non-Caucasian (n=380); toddlers and children (n=485), adolescents (n=10), adults (n=192), elder (n=25). Thus, the predominant user profile in the materials in question is again fictional children, however of the non-Caucasian origin.

Table 3: English Users Represented in Family and Friends 2

	Categories	
Fictional	Caucasian	276
	Non- Caucasian	373
Non-fictional	Caucasian	62
	Non- Caucasian	7
Age	Children	485
	Adults	192
	Adolescent	10
	Elder	25

Regarding representation of the use of English, the analysis (see Table 4) showed the following: intranational use (n=393), ELF use (n=0), unknown (n=20); home context (n=119), instructional context (n=86), social context (n=84), other (n=154).Thus, in these materials, the use of English is again mostly for intranational purposes in the home and other context.

Table 4: English Uses Represented in Family and Friends 2

	Categories			
Purpose	Intranational	ELF	Unknown	
	393	0	20	
Contexts	Home	Instructional	Social	Other
	119	86	84	154

Furthermore, the main characters in these materials involved in interactions are again Billy and the family, whereas the non-Caucasian characters are mostly represented in monologues.

The analysis of the English language users in *Family and Friends* 3 demonstrated the following. As can be seen from Table 5, the English language users are represented as follows: fictional (n=651), non-fictional (n=102); Caucasian (n=600), non-Caucasian (n=153); children (n=580), adolescents (n=37), adults (n=113), elder (n=11). Thus, the language users in these materials are represented as fictional children of the Caucasian origin predominantly.Although, the users of English in this book includes characters from Egypt, Argentina, Japan, Turkey, and Thailand, they are not predominant. However, new main characters, of seemingly Latino origin, are represented alongside Caucasian characters.

Table 5: English Users Represented in Family and Friends 3

Categories		
Fictional	Caucasian	532
	Non- Caucasian	119
Non-fictional	Caucasian	68
	Non- Caucasian	34
Age	Children	580
	Adults	113
	Adolescent	37
	Elder	11

As regards representation of the English language use, the analysis (see Table 6) revealed the following: intranational use (n=343), ELF use (n=21), unknown (n=151); home context (n=132), instructional context (n=46), social context (n=105), other (n=365). Thus, in the material under investigation, the English language is consistently used for mainly for intranational purposes in the other and home context.

Table 6: English Uses Represented in Family and Friends 3

	Categories			
Purpose	Intranational	ELF	Unknown	
	343	21	151	
Contexts	Home	Instructional	Social	Other
	132	46	105	365

4.1.2 Big English

The analysis of the *Big English* series demonstrated the following. In Starter of the *Big English* series (see Table 7), the representation of the users of English is as follows: fictional (n=349), non-fictional (n=152); Caucasian (n=404), non-Caucasian (n=97); toddlers and children (n=396), adolescents (n=1), adults (n=89), elder (n=39). Thus, the predominant user profile in the materials in question is, similar to the *Family and Friends*, fictional children, of the Caucasian origin.

Table 7: English Users Represented in Big English Starter

	Categories	
Fictional	Caucasian	293
	Non- Caucasian	56
Non-fictional	Caucasian	111

	Non- Caucasian	41
Age	Children	396
	Adolescent	1
	Adults	89
	Elder	39

Regarding representation of the use of English in *Big English* Starter, the analysis (see Table 8) showed the following: intranational use (n=333), ELF use (n=16), unknown (n=0); home context (n=65), instructional context (n=26), social context (n=99), other (n=68).Thus, in these materials, the use of English is mostly for intranational purposes in the social context.

Table 8: English Uses Represented in Big English Starter

	Categories			
Purpose	Intranational	ELF	Unknown	
	333	16	-	
Contexts	Home	Instructional	Social	Other
	65	26	99	68

The analysis of the English language users in *Big English* 1 demonstrated the following. As can be seen from Table 9, the English language users are represented as follows: fictional (n=284), non-fictional (n=341); Caucasian (n=448), non-Caucasian (n=177); children (n=523), adolescents (=3), adults (n=69), elder (n=21). Thus, the language users in these materials are represented as non-fictional child characters of the Caucasian originpredominantly.

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Table 9: English Users Represented in Big English 1

	Categories	
Fictional	Caucasian	211
	Non- Caucasian	73
Non-fictional	Caucasian	237
	Non- Caucasian	104
Age	Children	523
	Adults	69
	Adolescent	3
	Elder	21

As regards representation of the English language use, the analysis (see Table 10) revealed the following: intranational use (n=365), ELF use (n=122), unknown (n=0); home context (n=72), instructional context (n=18), social context (n=24), other (n=308). Thus, in the material under investigation, the English language is consistently used for mainly intranational purposes in the other and home context.

Table 10: English Uses Represented in Big English 1

	Categories			
Purpose	Intranational	ELF	Unknown	
	365	122	-	
Contexts	Home	Instructional	Social	Other
	72	18	24	308

In *Big English* 2 (see Table 11), the representation of the users of English is as follows: fictional (n=229), non-fictional (n=256); Caucasian (n=362), non-Caucasian

(n=124); toddlers and children (n=392), adolescents (n=0), adults (n=91), elder (n=2). Thus, the predominant user profile in the materials in question is fictional children, of the Caucasian origin.

Table 11:English Users Represented in Big English 2

	Categories	
Fictional	Caucasian	184
	Non- Caucasian	45
Non-fictional	Caucasian	177
	Non- Caucasian	79
Age	Children	392
	Adults	91
	Elder	2

Regarding representation of the use of English in *Big English* 2, the analysis (see Table 12) showed the following: intranational use (n=368), ELF use (n=102), unknown (n=15); home context (n=67), instructional context (n=119), social context (n=191), other (n=108).Thus, in these materials, the use of English is mostly for intranational purposes in the social context.

Table 12: English Uses Represented in Big English 2

	Categories			
Purpose	Intranational	ELF	Unknown	
	368	102	15	
Contexts	Home	Instructional	Social	Other
	67	119	191	108

The analysis of the English language users in *Big English* 3 demonstrated the following. As can be seen from Table 13, the English language users are represented as follows: fictional (n=161), non-fictional (n=205); Caucasian (n=271), non-Caucasian (n=97); children (n=295), adolescents (=0), adults (n=66), elder (n=5). Thus, the language users in these materials are represented as predominantly non-fictional child characters of the Caucasian origin.

Table 13: English Users Represented in Big English 3

Categories		
Fictional	Caucasian	136
	Non- Caucasian	25
Non-fictional	Caucasian	135
	Non- Caucasian	70
Age	Children	295
	Adults	66
	Elder	5

As regards representation of the English language use, the analysis (see Table 14) revealed the following: intranational use (n=271), ELF use (n=92), unknown (n=3); home context (n=46), instructional context (n=7), social context (n=189), other (n=124). Thus, in the material under investigation, the English language is consistently used for mainly intranational purposes in the social and other context.

Table 14: English Uses Represented in Big English 3

Categories		
Purpose	Intranational	ELF	Unknown

	271	92	3	
Contexts	Home	Instructional	Social	Other
	46	7	189	124

4.1.3MORE!

The analysis of the *MORE!*series demonstrated the following. In *MORE!* 1 (see Table 15), the representation of the users of English is as follows: fictional (n=198), non-fictional (n=263); Caucasian (n=404), non-Caucasian (n=57); toddlers and children (n=23), adolescents (n=263), adults (n=168), elder (n=8). Thus, the predominant user profile in the materials in question is non-fictional adolescent, of the Caucasian origin.

Table 15: English Users Represented in MORE! 1

	Categories	
Fictional	Caucasian	176
	Non- Caucasian	22
Non-fictional	Caucasian	228
	Non- Caucasian	35
Age	Children	23
	Adult	168
	Adolescent	263
	Elder	8

Regarding representation of the use of English in *MORE!* 1, the analysis (see Table 16) showed the following: intranational use (n=400), ELF use (n=36), unknown

(n=19; home context (n=19), instructional context (n=52), social context (n=132), other (n=259).Thus, in these materials, the use of English is mostly for intranational purposes in the other and social context.

Table 16: English Uses Represented in MORE! 1

Categories				
Purpose	Intranational	ELF	Unknown	
	400	36	19	
Contexts	Home	Instructional	Social	Other
	19	52	132	259

The analysis of the English language users in *MORE!* 2 demonstrated the following. As can be seen from Table 17, the English language users are represented as follows: fictional (n=146), non-fictional (n=274); Caucasian (n=352), non-Caucasian (n=68); children (n=46), adolescents (=239), adults (n=129), elder (n=6). Thus, the language users in these materials are represented as predominantly non-fictional adolescent characters of the Caucasian origin.

Table 17: English Users Represented in MORE! 2

Categories		
Fictional	Caucasian	135
	Non- Caucasian	11
Non-fictional	Caucasian	217
	Non- Caucasian	57
Age	Children	46
	Adolescent	239

| Adult | 129 |
| Elder | 6 |

As regards representation of the English language use, the analysis of *MORE!* 2 (see Table 18) revealed the following: intranational use (n=335), ELF use (n=20), unknown (n=33); home context (n=20), instructional context (n=6), social context (n=259), other (n=135). Thus, in the material under investigation, the English language is consistently used for mainly intranational purposes in the social and other context.

Table 18: English Uses Represented in MORE! 2

	Categories			
Purpose	Intranational	ELF	Unknown	
	335	20	33	
Contexts	Home	Instructional	Social	Other
	20	6	259	135

In *MORE!* 3 (see Table 19), the representation of the users of English is as follows: fictional (n=174), non-fictional (n=165); Caucasian (n=290), non-Caucasian (n=49); toddlers and children (n=11), adolescents (n=138), adults (n=185), elder (n=10). Thus, the predominant user profile in the materials in question is fictional adolescent character, of the Caucasian origin.

Table 19: English Users Represented in MORE! 3

Categories

Fictional	Caucasian	160
	Non- Caucasian	14
Non-fictional	Caucasian	130
	Non- Caucasian	35
Age	Children	11
	Adolescent	138
	Adult	185
	Elder	10

Regarding representation of the use of English in *MORE!* 3, the analysis (see Table 20) showed the following: intranational use (n=281), ELF use (n=22), unknown (n=30); home context (n=38), instructional context (n=8), social context (n=184), other (n=109).Thus, in these materials, the use of English is mostly for intranational purposes in the social and other context.

Table 20: English Uses Represented in MORE! 3

Categories			
Purpose	Intranational	ELF	Unknown
	281	22	30
Contexts	Home	Instructional	Social	Other
	38	8	184	109

4.2 The 21ˢᵗ century Skills and Cross-curricular Learning in the Contemporary ELT Textbooks

4.2.1 Friends and Family (1, 2, 3)

The 2nd. edition of the Class Book 1 by Naomi Simmons, Oxford publishers, offers Fluency Time section consisting of Project and Review sections, respectively. Also, after the last unit, at the end, the book offers Culture section (comprising *Family, Wild Animals, and At My School* topics). The units are related to such topics as school things, toys, body, clothes, jobs/family/friends/things, park/beach/playing, house/home/bedroom, meals/food/drinks,zoo/animals, actions.

The Fluency Time section comprises the following Topics/Projects:
Introduction/A Puppet, Playing Outside/A Park Poster, Getting Dressed/A Clothes Cube, At the Dinner Table/A Food Plate, Finding Things/A Bedroom Poster.

Further, the Class Book 2 by the same author and publisher, also offers Fluency Time section consisting of Project and Review sections, respectively. In a similar vein, after the last unit, at the end, the book offers Culture section (comprising *Games, Meals, at Home* topics).

The units are related to such topics asschool (classroom,subjects, rooms), feelings, outdoor/after-school activities, food, special days/mom/celebrations/getting ready, everyday activities/time of the day, places/family work places, weather/activities, clothes/time, farm animals, photos/memories/tidying up/friends, people/a school Open Day.

The Fluency Time section comprises the following Topics/Projects:*Classroom language/A School Word Wheel, Shopping/ a Market Stall, Making Plans / A mini Book, At a Party/aPresent, Playing Games/ACard Game.*

Furthermore, the 2nd.edition of the Class Book 3, by co-authors Tamzin Thompson and Naomi Simmons, Oxford, again offers Fluency Time section consisting of Project and Review sections, respectively, Extensive Reading section being an addition. In the same vein, after the last unit, at the end, the book offers Culture section (comprising *The UK, Sports events, Clothes* topics).

The units are related to such topics as countries/seasons/home/hobbies, own things, water sports/places/describing places,zoo animals/emotions/things/animals, daily routines/time, places in town/performances/park,food, school rules, transport, people description, things description/school things/campingthings, holiday things/time.

Finally, the Fluency Time section comprises the followingTopics/Projects: *Things in Common/A Survey Chart, Abilities/A Poster, Giving Directions/A Map of an Island, Describing People/A Party Scene, Talking about Holidays/A Photo Album.*WhereasExtensive Readings are related to such topics as *Family/ Animals/ Food/ Transport/ School*.

4.2.2 BIG English (Starter, 1, 2, 3)

BIG English, Pupil's Book/Starter, by LinnetteAnsel and Lisa Broomhead (also contributors Mario Herrera and Christopher Sol Cruz), Pearson,has*Always Learning* motto, and includes across the units *Content/CLIL,Values* and *I can* sections. The units are related to such topics as family, toys, food and drink, body, places in town, playground, clothes/weather, house/rooms, animals.

Significantly, *CLIL* sections across units 1-9 are related to various disciplines and assign related projects as follows:

Social Sciences: Different Families/Project: Draw a Family Poster

Geography: Parties around Town/Project: Draw Your Party

Science: Healthy Foods/Project: Make a Healthy Food Plate

Health: Hygiene/ Project: Make a collage showing how to Wash Your Hands

Social Sciences: Vehicles/ Project: Draw A Vehicle

Science: A Tree in Different Seasons/ Project: Do A Leaf Rubbing

Social Science: Uniforms/ Project: Design a School Uniform

Science: Materials/Project: Make A House

Science: Animal Habitats/Project: Make An Animal Habitat.

In addition, *Values* section comprises the following:

Help your Family; Be polite; Mind your manners; Keep clean; Don't throw rubbish; Follow park rules; Recycle clothes; Stay safe; Respect animals.

It is noteworthy that a concluding section *I can* is related to being able to talk/help/ask/speak/identify/describe/do things/actions related to *values*.

Further,*BIG English*, Pupil's Book 1, by Mario Herrera and Christopher Sol Cruz,Pearson,again includes across the units *Content/CLIL, Values* and *I can* sections. The units are related to such topics as classroom items, family members, parts of the body, clothing items, home activities, animals, food/days of the week, toys/furniture, play time/actions.

CLIL sections from units 1 to 9 are related to:

Maths: Counting/Project: My Pencil Case Poster

Social Science: Gender/Project: Family Poster

Science: The senses/Project: My Senses Poster

Social Science: Weather and clothing/ Project: Clothes Poster

Art: Shapes/ Project: House Shapes Poster

Social science: Baby animals /Project: Baby Animals Poster

Science: Sweet and salty food/ Project: Sweet and Salty Food Poster

Art: Kites/Project: Cool Kite

P.E.: Playground games/Project: Play Time Poster

Also, *Values* section comprises the following:

Be polite, Help your Family, Keep clean, Respect all cultures, Help at home, Be kind to animals, Eat three meals a day, Share your toys, Look after your body.

It should be noted that a concluding section *I can* is related to being able to talk/name/respect/ask/speak/find//do things/actions related to *values*.

Furthermore,*BIG English*, Pupil's Book 2, in the same vein, includes across the units *Content/CLIL, Values* and *I can* sections. The units are related to such topics asclassroom activities, games activities, house / furniture/ rooms/family), town/ places, jobs/ dream job, day/ clock times, food, animals/ wild, fun/ months of the year.

CLIL sections from units 1 to 9 are related to:

Maths: Sums /Project: Maths Poster

Science: Muscles and bones /Project: Body Poster

Social Science: Old and new things /Project: New and Old Poster

Geography: Transport around the world / Project: Go to School Bar Chart

Social Science: Jobs around the world/ Project: I Want to be Flipbook

History: Old clocks/Project: Clock Poster

Science: Where fruit comes from / Project: Where Fruit Comes From Poster

Science: Animal habitats/Project: Animal Habitats Poster

Geography: Seasonal holidays /Project: Festivals Poster

Values section comprises such *values* as *Take turns, Play safely, Be tidy, Cross the road*
Safely, Study hard and set goals, Be on time, Choose healthy foods, Appreciate animals, Be active all year.

It should be noted that *I can s*ection is related to being able to talk/count/say/describe/name things/actions related to *values*.

Finally, *BIG English*, Pupil's Book 3, by the same authors and publisher, includes, in addition to Content Connection and *I can*sections, also Culture Connection section. The units are related to such topics as daily routines/times, jobs/places, chores/working hard, animals/habitats, weather/clothes, smells good/senses, food/ healthy living, school trips /places.*CLIL* sections from units 1 to 9 are related to

Science: Keeping clean/Project: Keep It Clean Poster

Social Science: Creative jobs/Project: Creative Job Presentation

Maths: Pocket money/Project: Chores Chart

Science: Camouflage/Project: Animal Fact Sheet

Geography: Climate/Project:Climate Poster

Science: Animal senses/ Project: Animal Senses Poster

Science: Vitamins/ Project: Vitamin Plate

P.E. Keeping healthy/ Project: Exercise Chart

Art: Paintings/ Project: Find Out About a Famous Painting.

It is noteworthy that *I can* section is relatedto being able to talk/find/use/describe/ask things/actions related to unit topics/make a paragraph.

4.2.3 THE MORE! (1, 2, 3)

The units in *MORE!* (2nd ed.) series, specifically Student's Book 1 by Herbert Puchta and Jeff Stranks (G. Gerngross, C. Holzmann, P. Lewis-Jones), Cambridge (Helbling Languages)are related to such topics as feelings/numbers/days of the week, classroom objects/places, furniture/rooms, parts of the body, countries/nationalities/people description, food/restaurant, daily activities, clothes, family members, dates/months of the year, computers/free time activities, things/places to do andto go.

Each unit begins with *Youlearnand then you can* and offers Dialogue Work, Communication sections, as well as alternately Culture/*CLIL*/ Extra   Reading Story Time/DVD. Check Your Progress appears after every 2 units.

Specifically, this *MORE!*book offers the following across the units:

Culture: the UK/Extra Reading International Crime Busters Europe: London

The Story of the Stones 1DVD: They're here!/CLİL: Maths graphs and charts

Culture: Houses around the world/Extra reading International Crime Busters Europe: Berlin

The Story of the Stones 2 DVD: Don't worry-it's me!/CLIL: Geography continents and nationalities

Culture: School in England/Extra Reading International Crime Busters Europe: Athens

The Story of the Stones 3DVD: Don't be scared!/CLİL: Science a healthy diet

Culture: Sports in Great Britain/Extra reading International Crime Busters Europe: Madrid

The Story of the Stones 4 DVD: Rats!/CLIL: Music the orchestra

Culture: TV or not TV?/Extra Reading International Crime Busters Europe: Zurich

The Story of the Stones 5DVD: Two more to go!/CLİL: Technology mobiles

Culture: British history/Extra reading International Crime Busters Europe: Norway

The Story of the Stones 6 DVD: Three stones to rule the universe!/CLIL: History biography

Further, in*MORE!* (2nd ed.) series, Student's Book 2, by the same authors and publisher,units are related to such topics as clubs/groups, TV programmes/films, transport/holidays, physical appearance, jobs in the house, school subjects/careers, sports, aches and pains, emotions, places/shops, weather/geography, the beach.

In a similar vein, each unit begins with *Your learn and then you can*andincludes Dialogue Work, Communication sections, as well as alternately Culture/*CLIL*/ Extra Reading Story Time/DVD. Check Your Progress appears after every 2 units.

Specifically, this *MORE!* Book offers the following across the units:

Culture: Unusual schools/Extra Reading International Crime Busters Worldwide: Indonesia

The Story of the Stones 1DVD: It's only a dream/CLIL: Media Studies film production

Culture: Unusual ways to get to school/Extra reading: International Crime Busters Worldwide Cairo

The Story of the Stones 2 DVD: We're all in danger!/CLIL: Social Science a visit to the museum

Culture: Endurance events from around the world/Extra ReadingInternational Crime Busters Worldwide: Los Angeles

The Story of the Stones 3DVD: The new girl!/CLIL: History the Victorian Age

Culture: Unusual holidays/Extra reading International Crime Busters Worldwide: Beijing

The Story of the Stones 4 DVD: You can run, but you can't hide/CLIL: Sports Science the human body

Culture: Building team spirit/Extra Reading International Crime Busters Worldwide: Easter Island

The Story of the Stones 5DVD: It's you!/CLIL: Ecology habitats and urban spaces

Culture:Spectacular landscapes/Extra reading International Crime Busters Worldwide: Antarctica

The Story of the Stones 6 DVD: Farewell/CLIL: Science meteorology.

Furthermore, in the *MORE!* (2nd ed.) series, Student's Book 3, by the same authors and publisher, in the same vein, each unit begins with *Your learn and then you can*andincludes Dialogue Work (units 3, 5, 9, 11)/Text Work (units 4, 6, 7, 8, 10, 12), and Communication sections, as well as alternately Culture/*CLIL*/ Extra Reading Story Time/DVD. Check Your Progress appears after every 2 units.

Units are related to such topics as objects/holidays, types of film, geographical features/outdoor activities, star signs, places, music, materials, natural disasters, computers, cooking, the environment, physical appearance.

Specifically, this *MORE!* Book offers the following across the units:

Culture: Green city travel/Extra Reading: Black beauty

The School Magazine1DVD: The mystery body/CLİL: Technology bicycles

Culture: Voluntary work/Extra reading:Travel-the future

The School Magazine 2 DVD: Bad hair day/CLIL: Geography natural wonders

Culture: Buildings of the future/Extra Reading: The Hound of the Baskervilles

The School Magazine 3DVD: Girls and football/CLIL: Citizenship youth parliaments

Culture: Energy alternatives/Extra reading: The supertrees!

The School Magazine 4 DVD: The Phone call/CLIL: Science recycling plastics

Culture: The internet /Extra Reading: Mowgli's brothers

The School Magazine 5DVD: Red kite alert/CLIL: Biology and medicine

Culture: Buildings/Extra reading: How green can you be?

The School Magazine 6 DVD: The Rivals /CLIL: History transport.

This chapter displayed the results of the survey of 10 contemporary English language teaching textbooks for the primary level (published by Oxford, Pierson and Cambridge) in terms of the representation of users and uses of English as well as the 21st century skills and cross-curricular learning.

Chapter 5

DISCUSSION AND CONCLUSION

The present study surveyed several sets of the contemporary ELT textbooks by the renown publishers in light of the recent developments in language pedagogy. The instructional materials were reviewed in terms of the English language user profiles, contexts of language use as well as the 21st century skills and cross-curricular learning. The major findings of the survey with subsequent discussion are presented below.

5.1 English language users and use across the contemporary ELT textbooks

Regarding representation of the English language users across the ELT textbooks under review, Table 23 below displayed the overall results for the *Family and Friends* series (1, 2, and 3).

Table 21: English Users Represented in Family and Friends Series

	Categories	
Fictional	Caucasian	1026
	Non- Caucasian	664
Non-fictional	Caucasian	197
	Non- Caucasian	52
Age	Children	1394
	Adult	422
	Adolescent	58

The collation of the pertinent data revealed that the predominant users of English represented in the *Family and Friends* series were mostly fictional children of the Caucasian origin. The age group of the characters is in line with the targeted audience of the materials in question, being very young learners. However, given the unprecedented expansion of the English language and the increasing number of its users of various lingua-cultural backgrounds (Crystal, 1997; Graddol, 1997, Jenkins, 2006) the predominance of the characters of the Caucasian origin warrants attention. In this regard, the representation of the Caucasian characters as the main English language users and the less active roles ascribed to the non-Caucasian characters can be problematic since learners in future may encounter English users of different origins and need to communicate with them effectively in English.In addition, this kind of representation would not benefit learners from different language backgrounds and cultural orientations all around the world, or in other words it lacks flexibility (Masuhara et al, 2008).Also, the authors of the series inform the reader that the variety of English used in the textbooks is the standard British English, which does not take into account the current status of English as a common means of communication amongst various users of the language (Seidlhofer, 2001).Moreover, this may be challenging for learners from other parts of the world (Masuhara, et al., 2008), and does reflect the real picture of the major communications between non-native users of English (Graddol, 2006).Adequate representation of the adult, adolescent, and elder users in the series provides very young learners exposure to interaction with users beyond their age group.

As regards representation of the English language use, the analysis of the *Family and Friends* series (see Table 24) revealed that English is predominantly used for intranational purposes across home, social and instructional contexts; this predominance of the familiar contexts is in line with the CEFR requirements for the targeted learner profile. In addition, the main characters of this series (except *Family and Friends 3*), Billy and his family, are seemingly from the inner circle, using English for intranational purposes, which again does not reflect the changed status of the English language as a Lingua Franca (Jenkins, 2006, Seidlhofer, 2004). Although there is some presence of the seemingly ELF use, it is not adequate in that English language learners should be taught international uses of the language as well so that they can benefit from the advantages of the opportunities associated with the use of English as an international language (Matsuda, 2002).

Table 22: English Uses Represented in Family and Friends Series

Categories			
Purpose	Intranational	ELF	Unknown
	934	23	295
Contexts	Home	Instructional	Social	Other
	343	183	275	609

Further, the related survey findings for the *Big English* series (Starter, 1, 2, and 3) demonstrated the following. With regard to the representation of the English language users across these instructional materials (see Table 25), the number of the non-fictional characters, unlike in the *Family and Friends* series, is higher in the *Big English* textbooks. The almost same numbers of the real and fictional users of English

seem to provide language learners exposure to both "real" as well as imaginary interactions in the target language.

Table 23: English Users Represented in Big English Series

Categories		
Fictional	Caucasian	637
	Non- Caucasian	199
Non-fictional	Caucasian	660
	Non- Caucasian	294
Age	Children	1606
	Adults	315
	Adolescent	4
	Elder	85

The predominant English language user in this series appears to be the non-fictional child, again of the Caucasian origin. The latter result is consistent with that of the *Familyand Friends* series, however at variance with the current socio-linguistic landscape of the English language (Crystal, 1997; Graddol, 1997, Jenkins, 2006), and also warrants attention. In addition, it may not be conducive to personalization and localization of the materials which language teachers and learners may need (Masuhara, Hann, Yi, and Tomlinson, 2008). The age of the main characters in these materials is also in line with the targeted, very young language learner audience. However, the predominant representation of the English language users of the Caucasian origin and the inadequate representation of the non-Caucasian characters would not prepare learners for their future encounters with users of English from

different backgrounds. Adequate representation of the adult and elder users in the series provides very young learners exposure to interaction with users beyond their age group. However, the number of the adolescent characters is very minimal indeed.

In regard to the representation of the use of English, the analysis of the *Big English* series (see Table 26) showed that, in the same vein, the English language is used mostly for the intranational purposes, in various contexts such as social, familiar home and instructional ones which corresponds to the CEFR related requirements.

Table 24: English Uses Represented in Big English Series

	Categories			
Purpose	Intranational	ELF	Unknown	
	1337	392	18	
Contexts	Home	Instructional	Social	Other
	250	170	503	608

Also,prospective users of *Big English* would have adequate exposure to interactions in English for socialization. The more adequate representation of the ELF use in these materials is at variance with the *Family and Friends*, and, importantly, reflects to some extent the emerging phenomenon of English as a Lingua Franca (Jenkins, 2006, Seidlhofer, 2004). Thus, it can be assumed that users of the *Big English* can benefit from the input related to the use of English as an international language (Matsuda, 2002).

Furthermore, this survey yielded the following findings for the *MORE!*series. Regarding representation of the English language users across the instructional

materials under review, Table 27 displayed the overall results for the series (1, 2, and 3). Similar to *Family and Friends*, the user profile in the *MORE!*materials is the fictional character, of the Caucasian origin, which again warranted attention in that it is not in line with the recent growth of English and its users of various lingua-cultural backgrounds (Crystal, 1997; Graddol, 1997, Jenkins, 2006).

Table 25: English Users Represented in MORE! Series

	Categories	
Fictional	Caucasian	477
	Non- Caucasian	47
Non-fictional	Caucasian	575
	Non- Caucasian	165
Age	Children	80
	Adults	545
	Adolescent	577
	Elder	35

In this regard, the inadequate representation of thenon-Caucasian characters can deprive language learners from input to encounters with English users of different origins which would require that communication should be comprehensible and clear (Seidlhofer, 2001). Also, the representation of mostly the adolescent and adult users in this series provides very young learners exposure to interaction with older users, rather than their age group. This result is at variance with the other two series, since the number of the adolescent characters is the highest, whereas of the child characters the lowest in the *BigEnglish*textbooks.

Table 26: English Uses Represented in MORE! Series

Categories				
Purpose	Intranational	ELF	Unknown	
	1016	78	82	
Contexts	Home	Instructional	Social	Other
	67	119	191	108

As regards representation of the English language use, the analysis of the *MORE!*series (see Table 28) revealed that English is again predominantly used for the intranational purposes across a variety of contexts such as social, instructional, and home. Consistently, the predominance of the familiar contexts is in accordance with the CEFR requirements for the targeted learner profile, whereas exposure to social contexts would enhance socialization opportunities. In addition, although the presence of the seemingly ELF use is more adequate than in the *Family and Friends* series, it is not as adequate as in the *Big English* series and would not provide language learners input to the international uses of the target language (Matsuda, 2002).

5.2The 21st century skills and cross-curricular learning across the contemporary ELT textbooks

Regarding the *Family and Friends* series, the survey demonstrated that it envisages developing, across its units and through Culture section components, young language learner's cross-cultural awareness related to topics of *Family, Wild Animals, At School, Games,Meals, Home, The UK, Sports events, Clothes*.

For example, in *Family and Friends 1* (page 64), through a set of dialogues among language learners and a teacher at school, the textbook intends to develop interpersonal communication skills. In addition, the young learners share fruit, which appears to promote healthy eating habits.In the same vein, on page 14, Billy helps his cousin Rosy to find her lost toy which appears to promote collaboration. Further, in *Family and Friends 2* (p. 40) computers are introduced as tools to assist the learning process which can contribute to learners' ICT literacy. In the same textbook (page 78), an example of a weather forecast program on TV can be regarded as promoting young learners' information literacy and media literacy.Especially in *Family and Friends 3* (for example, p. 31), extensive readings are conducive to language learners' further development of cross-cultural awareness. For example, in the same textbook (p. 79), two children from different cultural backgrounds (Turkey and Thailand) speak about their favorite food which can promote not only their inter-personal communication skills but also raise their cross-cultural awareness.

Importantly, the projects across The Fluency Time sectionscomprising:*A Puppet, A Park Poster, A Clothes Cube, A Food Plate, A Bedroom Poster,A School Word Wheel, A Market Stall, A Mini Book, A Present, A Card Game, A Survey Chart, A Poster, AMap of an Island, A Party Scene, A Photo Album* as well as Extensive Readings related to *Family, Animals, Food, Transport, School*appear to further promote young language learners' inter-personal communication skills (e.g., *Family and* Friends *1,* p. 92; *Family and Friends 3*, p. 26, 123), social interaction (e.g., *Familyand Friends 1*, p. 26, 93; *Family and Friends 2*, p. 48; *Family and Friends 3*, p. 74), creativity (*Family and Friends* 3, p. 51), co-operative learning (*Family and Friends* 2, p. 26), health literacy (e.g., *Family and Friends* 1, p. 48, 71), good citizenship (e.g., *Family and Friends* 1, p. 70.), problem solving (*Family and*

Friends, p. 114). Also, the Culture section appears to contribute to language learners' cross-cultural awareness (e.g., *Family and Friends* 3, p. 130), information literacy (e.g., *Familyand Friends* 1, p. 120), and health literacy (e.g., *Family and Friends* 2, p. 120).

As regards the *BigEnglish*series(Starter, 1, 2, 3), the review of the related ELT textbooks showed that it explicitly envisages developing and promoting, especially through *CLIL/Projects, Values* and *I can* components, a range of the 21st century skills as well as cross-curricular learning. In terms of the cross-curricular learning, overall 9 sections concerning social sciences and related projects appear to develop and promote young learners' literacy in social science subjects and the following:

Creativity

Social Sciences: Different Families/Project: Draw a Family Poster

Social Science: Creative jobs/Project: Creative Job Presentation

Cross-cultural awareness

Social Science: Jobs around the world/ Project: I Want to be Flipbook

Environmental sensitivity and health literacy

Social Sciences: Vehicles/ Project: Draw A Vehicle

Social science: Baby animals /Project: Baby Animals Poster

Social Science: Weather and clothing/ Project: Clothes Poster

as well as good citizenship

Social Science: Uniforms/ Project: Design a School Uniform

Social Science: Gender/Project: Family Poster

Social Science: Old and new things /Project: New and Old Poster.

Further, overall 13 sections concerning sciences and related projects envisage developing and promoting language learners' literacy in science subjects as well as

Health literacy

Science: Keeping clean/Project: Keep It Clean Poster

Science: Where fruit comes from / Project: Where Fruit Comes From Poster

Science: Sweet and salty food/ Project: Sweet and Salty Food Poster

Science: Healthy Foods/Project: Make a Healthy Food Plate

Science: Vitamins/ Project: Vitamin Plate

Environmental literacy

Science: Animal habitats/Project: Animal Habitats Poster

Science: A Tree in Different Seasons/ Project: Do A Leaf Rubbing

Science: Animal Habitats/Project: Make An Animal Habitat

Science: Camouflage/Project: Animal Fact Sheet

Science: Animal senses/ Project: Animal Senses Poster

as well as problem solving and creativity

Science: Muscles and bones /Project: Body Poster

Science: The senses/Project: My Senses Poster

Science: Materials/Project: Make A House

In addition, a range of sections in geography (4), history (1), health (1), maths (3), arts (2) and P.E. (2) and related projects appear to develop and promote young

learners' literacy in various subjects as well as cross-cultural awareness, numeracy, creativity,

socialization skills, and physical education.

Geography: Parties around Town/Project: Draw Your Party

Geography: Transport around the world / Project: Go to School Bar Chart

Geography: Seasonal holidays /Project: Festivals Poster

Geography: Climate/Project:Climate Poster

History: Old clocks/Project: Clock Poster

Health: Hygiene/ Project: Make a collage showing how to Wash Your Hands

Maths: Counting/Project: My Pencil Case Poster

Maths: Sums /Project: Maths Poster

Maths: Pocket money/Project: Chores Chart

Art: Shapes/ Project: House Shapes Poster

Art: Kites/Project: Cool Kite

P.E.: Playground games/Project: Play Time Poster

P.E. Keeping healthy/ Project: Exercise Chart

Furthermore, the Think Big subsection in the CLIL section targets such skills as self-direction (e.g. *Big English 2*, p. 56), critical thinking (e.g., *Big English 2*, p. 12; *Big English* Starter, p.52), and creativity (*Big English* Starter, p. 90).

Importantly, the textbooks in this series explicitly promote a range of universal values in the *Values*section which appears to consolidate the CLIL-related work:

Help your Family,Help at home,Shareyour toys, Take turns,

Be on time,Be polite, Mind your manners,Be tidy,

Keep clean,Look after your body, Choose healthy foods,Eat three meals a day,

Don't throw rubbish, Follow park rules, Recycle clothes,

Stay safe; Play safely, Cross the road safely,

Respect animals; Be kind to animals,Appreciate animals,

Respect all cultures,

Study hard and set goals, Be active all year.

Finally, the *Ican*section envisages encouraging language learners, through linguistic and cognitive tasks, to adhere and practice these values.

Regarding the *MORE!*series(1, 2, 3), the review of the related textbooks showed that it, similar to the *Big English* series, explicitly envisages developing and promoting, especially through Dialogue Work, Text Work, Culture, *CLIL,* Extra Reading Story Time, DVD, and Check Your Progressa range of the 21st century skills as well as cross-curricular learning. Dialogue and Textwork envisage developing language learners' interpersonal communication skills and co-operative learning. Overall 18 CLIL sections appear to contribute to young learners' literacy and new skills in the following:

Science subjects as well as health and environmental sensitivity

CLIL: Science a healthy diet

CLIL: Science meteorology

CLIL: Science recycling plastics

Mathematics and numerical literacy

CLIL: Maths graphs and charts

Geography, cross-cultural awareness and environmental sensitivity*CLIL:*

Geography continents and nationalities

CLIL: Geography natural wonders

History and target language culture

CLIL: History biography

CLIL: History the Victorian Age

CLIL: History transport

Music

CLIL: Music the orchestra

Technology and ICT literacy

CLİL: Technology mobiles

CLIL: Technology bicycles

Social Sciences and Media Studies, cultural education

CLIL: Media Studies film production

CLIL: Social Science a visit to the museum

Biology, ecology, sports science, health and environmental sensitivity

CLIL: Biology and medicine

CLIL: Sports Science the human body

CLIL: Ecology habitats and urban spaces

Good citizenship

CLIL: Citizenship youth parliaments

Further, overall 18 sections concerning culture-related topics envisage further developing language learners' cross-curricular learning and the new century skills as follows:

Target country and culture
Culture: the UK

Culture: School in England

Culture: Sports in Great Britain

Culture: British history

Media literacy

Culture: TV or not TV?

Cross-cultural awareness

Culture: Houses around the world

Culture: Unusual schools

Culture: Unusual ways to get to school

Culture: Unusual holidays

Culture: Endurance events from around the world

Culture:Spectacular landscapes

Collaboration, self-direction

Culture: Building team spirit

Culture: Voluntary work

Environmental sensitivity

Culture: Green city travel

Culture: Energy alternatives

Information and ICT literacy

Culture: Buildings

Culture: Buildings of the future

Culture: The internet

Furthermore, another 18 sections providing young language learners with extra readings,

intend to evoke their imagination, cross-cultural awareness, problem-solving, critical thinking, good citizenship, and take them, with the characters, all over the world:

Europe

Extra Reading International Crime Busters Europe: London

Extra reading International Crime Busters Europe: Berlin

Extra Reading International Crime Busters Europe: Athens

Extra reading International Crime Busters Europe: Madrid

Extra Reading International Crime Busters Europe: Zurich

Extra reading International Crime Busters Europe: Norway

Other continents

Extra Reading International Crime Busters Worldwide: Indonesia

Extra reading: International Crime Busters Worldwide Cairo

Extra ReadingInternational Crime Busters Worldwide: Los Angeles

Extra reading International Crime Busters Worldwide: Beijing

Extra Reading International Crime Busters Worldwide: Easter Island

Extra reading International Crime Busters Worldwide: Antarctica

In addition, some extra readings envisage familiarizing young learners with the target as well as other, international fiction stories.

Extra Reading: Black beauty

Extra reading:Travel-the future

Extra Reading: The Hound of the Baskervilles

Extra reading: The supertrees!

Extra Reading: Mowgli's brothers

Extra reading: How green can you be?

Finally, the 3 sets comprising 6 DVDs each, appear to consolidate the above-mentioned, especially in terms of problem-solving, critical thinking and good citizenship.

The review of the 10 ELT textbooks for the primary level in terms of targeting the new century skills and cross-curricular learning revealed that all materials envisage

developing and promoting these, although in a somewhat different fashion. Of the 3 series, especially the *Big English* and the *MORE!*series provide comprehensive input as well as adequate practice in relation to multi-literacies and a range of the 21st century skills. In addition, the *Big English series* appears to explicitly promote indispensable universal values. These features are in line with the requirements of the contemporary education, preparing young language learners for the globalizing world (Trilling &Fadel, 2009, p. 176). Furthermore, the extensive readings in the *Family and Friends* series, and abundant extra readings in the *MORE!*series reflect such positive trends in the contemporary materials as input requiring intellectual/affective investment on the part of learners, as well as personalization opportunities for learners to relate texts to their lives and experiences (Masuhara et al., 2008) Also, a range of projects across all the contemporary materials under review envisage engaging language learners in meaningful work with English which is at variance with the results of Masuhara and her associates' survey (Masuhara et al., 2008). Moreover, extensive CLIL-related components, in the *Big English* and the *MORE!*series, can potentially promote language learners' adequate competence in the target language as well as attainment of content-learning outcomes (Dalton-Puffer, 2011). Finally, the ELT textbooks for the primary level under review, provided they are personalized, localized and adopted "to suit learners in their classroom", can "stimulate, fascinate, excite, entertain, challenge and help" both language learners and their teachers(Masuhara, et al., 2008, p. 311).

5.3Conclusion

Thus, this study surveyed 10 contemporary ELT textbooks for the primary level, published by Oxford, Pearson and Cambridge, respectively. The ELT textbooks were reviewed in terms of the representation of the English language use and users as well

as the 21st century skills and cross-curricular learning. Evaluation of the contemporary English instructional materials revealed that the mostly feature the fictional young language learner, of the Caucasian origin, in the familiar contexts of English use. This representation does not reflect the current socio-linguistic status of the language. Further, the textbooks under review appear, although to a different extent, to develop and promote a range of the 21st century skills as well as contribute to young English language learners' cross-curricular learning. In this regard, the study offers some implications and makes suggestions for future research.

5.4 Pedagogical Implications

It is anticipated that this survey will provide important insights to the publishers in relation to the phenomena under review. It can also inform the current and prospective users of the contemporary ELT textbooks for the primary level, institutions, language teachers and learners, in terms of the selection and exploitation of these instructional materials for overall development of young learners.

5.5 Suggestions for future studies

Prospective surveys can consider to review the ELT textbooks from the same publishers for the secondary level, if available. Also, future research can survey Teachers' Books of the same series. Finally, prospective studies can consider conducting a large-scale survey comprising a range of the contemporary ELT instructional materials in terms of the contemporary educational values, as well as in terms of localization and personalization.

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APPENDICES

Appendix A: Set of Categories Related to English Language Users and Use

Book	Charac ter (name)	Type of character (Real, NR)	Ethnic Origin (Caucasia n, non-Caucasian)	Age (Children, Adolescent, Adult, Elder)	Presumed circle (Inner Circle, Outer Circle, Expanding Circle)	Contex t (Home, Instruc tional, Social, Other)	Type of use (Inter, Intra)
Pag e							

Appendix B: Set of Categories Related to the 21st Century Skills and Cross-curricular Learning

Book / Page	Critical thinking and problem solving	Creativity and innovation	Collaboration, teamwork, and leadership	Cross-Cultural understanding	Communication, information, and media literacy	Computing and ICT literacy	Career and learning self-reliance

Book / Page	Collaboration	Good citizen	Health literacy	Environmental literacy	Cross-Cultural awareness