

A CONTRASTIVE ANALYSIS OF THE VOCABULARY COMPONENT IN TWO EFL COURSEBOOKS: PUTTING THEORY INTO PRACTICE

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This paper examines the extent to which principles of vocabulary teaching are implemented in English coursebooks used in Croatian schools. For this purpose, an analysis of vocabulary exercises in two EFL coursebooks used in the seventh grade of Croatian primary schools was carried out. The coursebooks in question were Breka and Mardešić's *Way to Go 4 Plus* and Hutchinson's *Project Third Edition*, while the examined elements included: the quality of new vocabulary presentation, revision and elaboration, as well as the quality of fluency development with known vocabulary and the development of vocabulary learning strategies. The analysis revealed that vocabulary treatment in both coursebooks is not in line with vocabulary teaching theory when it comes to the number of repetitions of new vocabulary, the number of elaboration exercises and the development of vocabulary strategies. The results of the analysis indicate ways in which teachers need to supplement coursebook material in order to facilitate successful vocabulary learning.

Key words: coursebook evaluation, principles of vocabulary teaching, vocabulary learning strategies

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1. INTRODUCTION

Coursebooks are a key component in foreign language learning programmes. They serve as the basis for much of the language input learners receive as well as for the language practice that occurs in the classroom (Richards & Renandya, 2002). Coursebooks are not only everyday tools of language teachers; they have more and more come to be viewed as an expression of the aims, values and methods of the particular teaching situation (Nehmati, 2009). For all these reasons, choosing the appropriate coursebook is one of the most important decisions that teachers have to make. Equally important is the teachers' ability to critically approach the chosen coursebook and identify its strengths and weaknesses in order to be able to make the best of the first and to compensate for the second.

Vocabulary teaching and learning, after years of neglect, today holds a prominent place in the theory and practice of English as a Foreign Language (EFL). Since words have a central place in culture, learning words is seen by many as the main task (but also the main obstacle) in foreign language learning (Carter, 2001). Learners readily admit that they experience significant difficulty with vocabulary, and once they have got over the initial stages of acquiring a foreign language, most learners identify the acquisition of vocabulary as their greatest source of problems (Meara, 1980).

The way in which EFL coursebooks address and deal with vocabulary is thus very important. There have been several studies of vocabulary component in EFL coursebooks used in different countries (e.g. Nehmati, 2009 did an evaluation of vocabulary texts in coursebooks used in India; Hamiloğlu & Karliova, 2009 examined vocabulary presentation in coursebooks used in Turkey; Criado, 2009 analysed the distribution of the lexical component in a coursebook used in Spain), but to my knowledge no such study was carried out on EFL coursebooks used in Croatian schools.

The main aim of this study is to examine the way in which vocabulary is dealt with in EFL coursebooks used in Croatian primary schools and to find out whether the approach to vocabulary teaching adopted in these coursebooks follows the findings of contemporary vocabulary teaching theory (as outlined in the work of Gairns &

Redman, 1986, Lewis, 1994, DeCarrico, 2001, Nation, 1994, 2001, Hunt & Beglar, 2002, Schmitt, 2007, Pavičić Takač, 2008). In order to find the answers to these questions I analysed vocabulary exercises in two coursebooks and their corresponding workbooks used in the seventh grade of Croatian primary schools: *Way to Go 4 Plus* by Olinka Breka and Maja Mardešić and *Project Third Edition* by Tom Hutchinson. The assessed elements were the following: a) the quality of new vocabulary presentation; b) the quality of vocabulary revision; c) the quality of elaboration of vocabulary knowledge d) the quality of development of fluency with known vocabulary and e) the development of vocabulary learning strategies-

This study hopes to raise awareness of the importance of approaching teaching materials critically and choosing them carefully, for only in this way we can help our students in learning foreign languages most efficiently. I hope the study may also prove useful to teachers as an example of the way in which they can apply current vocabulary teaching theory to analyse and evaluate vocabulary sections in coursebooks, choose those that will promote successful vocabulary learning and adapt or supplement those that are less fitting.

2. THEORETICAL FRAMEWORK

2.1. Approaches to vocabulary teaching and learning

Vocabulary studies have so far been dominated by two basic approaches to vocabulary teaching and learning: *incidental, implicit learning* and *explicit, intentional instruction*. Incidental vocabulary learning is the learning that takes place unconsciously, during a meaning-focused communicative activity, such as reading, listening or interaction. The acquisition of a new word occurs through repeated exposures to this word in different contexts (Mukoroli, 2011). A common view in vocabulary studies is that incidental learning is the most important source of vocabulary learning, that is, that we have learned most of the words we know in a second language through extensive reading, listening to television or the radio and taking part in conversations (Nation, 2001). Explicit vocabulary instruction, on the other hand, refers to the direct and deliberate teaching of vocabulary. It involves selecting words learners need to know, presenting them for the first time, consolidating and elaborating word knowledge and developing fluency

with known words (Hunt & Beglar, 2002). In explicit vocabulary instruction students are engaged in activities that focus their attention on vocabulary. This approach to vocabulary teaching and learning is essential for beginning and lower-intermediate foreign language students whose lack of vocabulary knowledge limits their reading, listening and interactional ability and thus makes incidental vocabulary learning impossible (Hunt & Beglar, 2002, Schmitt, 2007).

Beside these two approaches, many researchers today also acknowledge the need for vocabulary strategy training (Nation, 2001; Hunt & Beglar 2002; Schmitt, 2007). Vocabulary learning strategies are a subgroup of language learning strategies and the latter can be defined as "specific actions, behaviours, steps or techniques that learners use (often deliberately) to improve their progress in development of their competence in the target language" (Pavičić Takač, 2008: 52). Vocabulary learning strategies aid students in more efficient vocabulary acquisition and help them to become independent learners able to expand their own vocabulary and meet their own vocabulary needs (Oxford & Scaracella, 1994, quoted in Pavičić Takač, 2008). For these reasons, it is important to make vocabulary strategy instruction a part of any vocabulary learning programme (Nation, 2001).

2.2. Principles of explicit vocabulary teaching

Vocabulary teaching is a slow, gradual and complex process and consists of several components:

- presentation of new vocabulary
- revision of previously met vocabulary
- elaboration of vocabulary knowledge
- development of fluency with known vocabulary (adapted from Nation, 1994).

I shall now look at how each of these components, according to contemporary vocabulary teaching theory, can be organized in a principled way.

2.2.1. *Presenting new vocabulary*

There are many different ways of presenting new vocabulary (e.g. illustration, demonstration, concise definition, examples, translation, etc.), the choice of which depends upon the type of vocabulary items, the age and language level of the learners, etc. (Ur, 1999). Whichever manner of presentation might be chosen, there are some general guidelines, regarding the number and grouping of new vocabulary items, as well as their mode of presentation, to take into account.

There is no absolute consensus among researchers on the number of new vocabulary items to be introduced per lesson. The number of proposed vocabulary items to be studied at a time ranges from five to seven (Hunt & Beglar, 2002) to eight to twelve vocabulary items (Gairns & Redman, 1986). It should be noted, however, that Gairns and Redman (1986) consider the lower number being more suitable to elementary level students, and the upper figure for more advanced students.

When it comes to the grouping of vocabulary items, research into memory shows that words are organized into semantically related sets in the mind (DeCarrico, 2001). This finding suggests that grouping semantically related words together during new vocabulary presentation is beneficial. It is thus advisable to organize lexical content around topics or semantic fields (such as "winter holidays" or "buying a house") (Lewis, 1994).

Finally, in order to enhance retention, new vocabulary should be presented through different modes. In addition to seeing the form of the word, students should also hear it (Channell, 1988) and practice saying it aloud (Hunt & Beglar, 2002). Using pictures will also contribute to better word retention because of the so called 'dual encoding', that is, the meaning being stored both linguistically and visually (Paivio, 1990).

2.2.2. *Revising previously met vocabulary*

Because of the incremental nature of vocabulary learning it is necessary to meet and use words multiple times in order to truly learn them (Schmitt, 2007). So how many encounters with a word are necessary for its successful acquisition? The number of exposures depends on many factors, such as the difficulty of the word, the quality of presentation, the learners' perceived importance of the word, etc.: thus it is difficult to give

a straightforward answer. However, studies reviewed in Nation (2001) suggest that from five to seven or more repetitions are needed for a vocabulary item to be learned.

Successful learning from repetition depends not only on the number but also on the nature of the repetition. A revision session in which the teacher gives the students word forms and encourages them to try and recall word meaning will be more productive than a session in which the teacher simply gives the word forms and meanings simultaneously. Namely, experimental evidence shows that retrieving an item, rather than simply seeing it again, increases the chances of the item being remembered because it involves greater effort and is more similar to the linguistic performance required in everyday language use (Nation, 2001).

2.2.3. Elaborating vocabulary knowledge

While repetition strengthens existing word knowledge, without adding too much new information to it, elaboration leads to the deepening and enriching of word knowledge. There are many things to know about a single word and many aspects of word knowledge that cannot be learned all at once. During the first encounter with a word, students are usually presented with only the form and single meaning of a word. Elaboration thus serves to extend word knowledge by introducing various new aspects of it (grammatical behaviour of a word, collocations, associations and register of a word) over a series of meetings with a word (Nation, 2001).

2.2.4. Developing fluency with known vocabulary

Fluency development, both with receptive and productive word knowledge, is the final component of the vocabulary learning process. When words are learned to a reasonable degree of fluency they can be readily accessed when needed (Nation, 2001). Developing fluency entails "recycling already known words in familiar grammatical and organizational patterns so that students can focus on recognizing or using words without hesitation" (Hunt & Beglar, 2002: 261). It is closely connected with the development of the skills of listening, reading,

speaking and writing, so learners need to be given many opportunities to practice these skills (Hunt & Beglar, 2002).

2.3. Coursebook evaluation

The great number of coursebooks available on the market today makes the choice of the best suitable coursebook for a particular teaching situation a challenging task. This task is all the more difficult if one is aware that no coursebook is ideal for a particular teaching context and that the chosen coursebook will need to be adapted and supplemented so as to ensure a match between the learners and the used materials (Tomlinson, 2001). In both of the above mentioned situations, coursebook analysis and evaluation is crucial. The research on the evaluation of coursebook materials can be of great help to teachers in these matters.

Studies of materials evaluation are a relatively recent phenomenon. The first articles and books on the topic appeared in the 1980s, but it was not until the 1990s that this area of study was given more prominence (Tomlinson, 2001). Today, anybody conducting a coursebook evaluation can find useful advice, checklists and lists of criteria for coursebook assessment in Littlejohn, 1998, Ur, 1999 and Byrd, 2001, to name just a few sources. One of the problems in materials analysis and evaluation, however, is the fact that no one set of criteria can be used for all materials. As a consequence, the subjective nature of the evaluation instruments, with the views of the researcher often determining what is measured and valued, is an issue (Tomlinson, 2001). It is thus very important that evaluator(s) are guided by a set of principles and that these principles are communicated by the evaluator (s) prior to the evaluation. By approaching material evaluation in a principled and systematic way, greater validity and reliability can be achieved and fewer mistakes made (Tomlinson, 2003).

3. THE PRESENT STUDY

3.1. Aim

The main aim of this study is to examine the way in which vocabulary is dealt with in EFL coursebooks used in Croatian primary schools and to investigate whether the approach to vocabulary teaching they adopt follows the findings of contemporary vocabulary teaching theory.

Furthermore, it is hoped that the study emphasises the importance of a critical approach to teaching materials and that it shows teachers a way in which this critical approach can be applied to the vocabulary component of the coursebooks they use.

More specifically, the study aims to answer the following questions:

How is vocabulary presented in EFL coursebooks used in Croatian primary schools?

How is vocabulary revised in EFL coursebooks used in Croatian primary schools?

How is vocabulary knowledge elaborated in EFL coursebooks used in Croatian primary schools?

How is fluency with known vocabulary developed in EFL coursebooks used in Croatian primary schools?

Do EFL coursebooks used in Croatian primary schools train students to use vocabulary learning strategies?

3.2. *The selected coursebooks*

The analysis was carried out on two coursebooks used in the seventh grade of Croatian primary schools: *Way to Go 4 Plus* and *Project Third Edition*. The analysis was conducted on the coursebooks, their corresponding workbooks, and, in the case of *Project Third Edition*, a CD ROM that accompanies the workbook.

Way to Go 4 Plus is written by Olinka Breka and Maja Mardešić and published by Školska knjiga. The Croatian Ministry of Science, Education and Sports authorised the use of this coursebook in 2008. *Project Third Edition* is written by Tom Hutchinson and published by Oxford University Press. This coursebook was approved by the Croatian Ministry of Science, Education and Sports in 2009. Both coursebooks are written for A2-B1 (Elementary to Pre-Intermediate) levels of linguistic proficiency according to the Common European Framework of Reference and intended for the seventh year of learning English.

The reasons why these particular coursebooks were chosen for the analysis are as follows: the coursebook *Way to Go 4 Plus* was chosen because it is the most widespread coursebook in Croatian primary

schools, according to *Školska knjiga*, while *Project Third Edition* was selected because it is the only eligible coursebook for the seventh grade written by a foreign author. I have opted for one coursebook written by Croatian authors and one written by a foreign, British author, in order to compare the potential differences between foreign and domestic coursebook design of the vocabulary component.

3.3. Method

In order to find the answers to the above stated questions, an analysis of the vocabulary component of two EFL coursebooks used in Croatian primary schools was conducted. Since there is no universally accepted method or instrument for coursebook analysis and evaluation (Ansary & Babaii, 2002), specific criteria for the analysis of vocabulary component in EFL coursebooks were devised for the purpose of this study. The compilation of the criteria has been guided by the principles of vocabulary teaching, outlined in 2.2.

The criteria according to which the coursebooks were analysed are listed in Table 1.

Table 1: Criteria for analysis of vocabulary component in EFL coursebooks

1. Explicit presentation of new vocabulary
a) number of vocabulary items presented at the same time
b) grouping of presented vocabulary items
c) modes of presenting new vocabulary
d) types of presentation exercises
2. Revision of previously met vocabulary
a) total number of vocabulary items repetition
b) number of cases when revision exercises follow presentation exercises
c) type of revision exercises
3. Elaboration of vocabulary knowledge
a) number of cases when elaboration exercises follow presentation exercises

b) type of elaboration exercises
c) aspects of word knowledge covered by elaboration exercises
4. Development of fluency with known vocabulary
a) number of cases when fluency development exercises follow presentation exercises
b) type of fluency development exercises
5. Development of vocabulary learning strategies
a) strategies included in the coursebook
b) presentation of each strategy
c) number of occurrences of each strategy

The analysis was carried out on vocabulary activities and exercises in the two coursebooks and on their respective workbooks. The methodological procedure was realised in the following manner:

All vocabulary activities that introduce new vocabulary were identified and counted separately for each coursebook. All vocabulary items that were introduced in these exercises were noted.

For every instance of vocabulary presentation activity, the number of presented vocabulary items was counted. The mean number of items presented at the same time was then calculated for each coursebook.

For every instance of vocabulary presentation activity, the existence or non-existence of a semantic grouping of presented vocabulary items was counted. The percentage of cases when this grouping is present was then calculated for each coursebook.

For every instance of vocabulary presentation activity, the mode(s) of vocabulary presentation was(were) noted and the number of different modes of presentation was counted. The percentages were then calculated for the usage of different modes of presentation for each coursebook.

The type of each presentation activity was noted and the most common type of presentation activity was then calculated for each coursebook.

All exercises that revise previously presented vocabulary were identified and all vocabulary items covered in them noted.

The percentage of cases when revision exercises follow presentation activities was calculated for each coursebook.

The type of each revision exercise was noted and the most common type of revision exercise was then calculated for each coursebook.

All exercises that elaborate previously presented vocabulary were identified and all vocabulary items covered in them noted.

The percentage of cases when elaboration exercises follow presentation activities was calculated for each coursebook.

The type of each elaboration exercise was noted and the aspects of word knowledge they elaborate was registered. The most common type of elaboration exercise was then calculated for each coursebook.

All exercises that develop fluency with previously presented vocabulary were identified and all vocabulary items covered in them noted.

The percentage of cases when fluency exercises follow presentation activities was calculated for each coursebook.

The type of each fluency exercise was noted and the most common type of fluency exercise was then calculated for each coursebook.

For each vocabulary item introduced in presentation activities the total number of repetition was counted (in the repetition,

elaboration and fluency exercises). The percentages were then calculated for each coursebook separately.

All instances of vocabulary strategies mentioned were identified and counted, separately for each coursebook. The quality of each strategy presentation was analysed according to the guidelines for vocabulary strategy presentation given in Nation, 2001.

3. 4. Results and Discussion

3.4.1. Explicit presentation of new vocabulary

Table 2: Explicit vocabulary presentation-comparison of the two coursebooks

EXPLICIT VOCABULARY PRESENTATION		<i>Way to Go 4 Plus</i>	<i>Project Third Edition</i>
	total number of explicit vocabulary presentation exercises	31	21
	mean number of items presented at the same time	8.5	11.85
	percentage of cases when grouping of vocabulary items is present	64.5%	71.4%
	usage of different modes of presentation	1 mode - 35.5% 2 modes - 54.8% 3 modes - 9.7 %	1 mode - 19% 2 modes - 47.6% 3 modes - 19% 4 modes - 14.3%
	most common type of presentation activity	matching words to definitions	matching words to pictures, completing expressions with words from a reading or a listening text

A total of 31 instances of explicit presentation of new vocabulary was identified in *Way to Go 4 Plus*, while 21 such instances were found in *Project Third Edition* (see Table 2). When it comes to the number of items presented at the same time, the mean number of items presented in each instance is smaller in *Way to Go* (8.5) than in *Project* (11.85). *Way to Go* is

in this point more successful at satisfying the criteria of vocabulary teaching theory (Hunt & Beglar, 2002, Gairns & Redman, 1986), while *Project* introduces too many vocabulary items for the students' level of linguistic competence (see section 2.2.1).

The data concerning the grouping of vocabulary items is similar for both coursebooks. New vocabulary is in the majority of cases presented in some kind of semantic grouping (in 64.5% of cases in *Way to Go* and 71.4% of cases in *Project*). Since semantic grouping aids memorization (Lewis, 1994, DeCarrico, 2001, Schmitt, 2007) it is praiseworthy that such grouping is exhibited in the majority of the presentation activities. In some instances, however, the items in the group are semantically too similar and the problem of cross-association, that is, mixing the meaning of semantically closely related items, can occur (Lewis, 1994, Schmitt, 2007). Namely, students can learn the word forms and the word meanings, but confuse which goes with which. For example, in *Project* students are taught the words *gold* and *silver* together. Most of them will remember that one word means *valuable yellow metal* and the other *valuable white-grayish metal*, but a number of them might later confuse which word goes with which meaning. This problem could be avoided by teaching the more frequent word of the pair first (in this case, *gold*), and only after it is well established to introduce its less frequent partner (in this case, *silver*) (Nation, 1994) and/ or by diversifying vocabulary items in the group, i.e. including different parts of speech in the same group (Lewis, 1994).

When modes of new vocabulary presentation are concerned, there are greater differences between the two coursebooks. Reading and writing are in both coursebooks the most common modes through which new vocabulary is presented and are used to a similar extent. However, visualization and listening are much more frequent in *Project* (in 33.3% of cases each) than in *Way to Go* (19.4% and 6.5% respectively). Furthermore, only in *Project* are students required to pronounce the words they are encountering (through the *Listen and repeat* instruction). Both coursebooks most often use two modes when presenting new vocabulary items. However, *Project* uses three modes more often than *Way to Go* (19% in comparison to 9.7%), and sometimes involves four modes of presentation (in 14.3% of cases), which does not occur in *Way to Go*. The way in which *Project* uses different modes of presentation is

more likely to facilitate vocabulary learning (Channell, 1988, Paivio, 1990, Hunt & Beglar, 2002; see section 2.2.1.).

The most common type of presentation exercise in both coursebooks is the matching exercise, which involves low cognitive effort. Other types of presentation activities, which would require students to analyse and process language more deeply, such as guided discovery exercises, would enhance the chances for the introduced items to be remembered (Gairns & Redman, 1986).

3.4.2. Revision of previously met vocabulary

Table 3: Revision of previously met vocabulary-comparison of the two coursebooks

REVISION OF PREVIOUSLY MET VOCABULARY		total number of vocabulary items repetition		percentage of cases when revision exercises follow presentation	most common type of revision exercise
		number of repetitions	percentage of introduced vocabulary items		
<i>Way to Go</i>	0		22.4%	61.3%	filling in gapped sentences with target vocabulary items
	1		29%		
	2		25.5%		
	3		14.9%		
	4		5.1%		
	5		2%		
	6		1.2%		
<i>Project Third Edition</i>	0		5.6%	95.2%	filling in gapped sentences with target vocabulary items
	1		18.9%		
	2		30.1%		
	3		26.1%		
	4		11.6%		
	5		6.8%		
	6		0.8%		

Regardless of how new vocabulary is presented, it must be recycled in order to be learned. The number of repetitions of each vocabulary item after its initial presentation is, however, the component in which the analysed coursebooks have proven to be least satisfactory (see Table 3). If we take into consideration the studies that show that five to seven or more repetitions of a word are necessary for it to be acquired (Nation, 2001), then 3.2% of explicitly introduced vocabulary items in *Way to Go* and 7.6% of explicitly introduced vocabulary items in *Project* have a chance of being learned by most students. The data shows that *Project* is a bit superior when it comes to the number of vocabulary-item repetition than *Way to Go*, which is especially evident in the number of items that are never repeated after the initial presentation (5.6% of items in *Project* compared to 22.4% of items in *Way to Go*).

When it comes to exercises aimed at repetition, they appear more often in *Project* (in 95.2% of cases after initial presentation) than in *Way to Go* (in 61.3% of cases after initial presentation). The quality of exercises is varied. Good exercises that involve cognitive depth and realistic language processing exist in both coursebooks (crossword puzzles, providing your own definitions for the target vocabulary, correcting the expressions), but they should be more frequent.

3.4.3. Elaboration of vocabulary knowledge

Table 4: Elaboration of vocabulary knowledge-comparison of the two coursebooks

ELABORATION OF VOCABULARY KNOWLEDGE		<i>Way to Go 4 Plus</i>	<i>Project Third Edition</i>
	percentage of cases when elaboration exercises follow presentation	25.6%	28.6%
most common type of elaboration exercise	grouping words into categories, finding collocations of the target words	finding collocations of the target words	

	elaborated aspects of word knowledge	collocations	collocations, to a small degree associations of a word and grammatical behaviour of a word
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Because there is so much to know about a word and so many different aspects of word knowledge to obtain, the elaboration of word knowledge is essential for vocabulary learning (Nation, 2001). Elaboration exercises in both coursebooks, however, as can be seen in Table 4, appear after only around one quarter of the instances of vocabulary presentation (after 25.8% in *Way to Go* and 28.6% in *Project*). More aspects of word knowledge are included in *Project's* elaboration exercises than in the equivalent exercises found in *Way to Go*. Collocations are the aspect of word knowledge that both coursebooks elaborate the most. Since during the first encounter with a word students usually learn only the form and the meaning of the word, the lack of elaboration will result in the partial acquisition of word knowledge and students will not be able to use them in a variety of contexts (Nation, 2001).

3.4.4. *Development of fluency with known vocabulary*

Table 5: Developing fluency with known vocabulary-comparison of the two coursebooks

DEVELOPING FLUENCY OF KNOWN VOCABULARY		<i>Way to Go 4 Plus</i>	<i>Project Third Edition</i>
	percentage of cases when fluency exercises follow presentation	45.2%	28.6%
most common type of fluency exercise	guided speaking activities, free writing activities	guided speaking activities	

As can be seen in Table 5, fluency development tasks follow initial vocabulary presentation more often in *Way to Go* (in 45.2% of cases) than in *Project* (in 28.6% of cases). In *Way to Go* there is a balance between speaking and writing activities and guided and free ones, while in *Project* guided speaking fluency development exercises prevail. The analysis shows that *Way to Go* has an approach to fluency development that is likely to be more successful.

3.4.5. Vocabulary learning strategies

Table 6: Vocabulary learning strategies-comparison of the two coursebooks

VOCABULARY LEARNING STRATEGIES		Number of occurrences in <i>Way to Go 4 Plus</i>	Number of occurrences in <i>Project Third Edition</i>
	guessing from context	4	-
	dictionary use	7	2
	wordcards	1	1
	revision with peers	3	-

As can be seen in Table 6, when it comes to vocabulary learning strategies, *Way to Go* incorporates four of them (guessing from context, dictionary use, wordcards, revising vocabulary with your peers) while *Project* includes only two (dictionary use, wordcards). Both coursebooks fail to adequately train students in strategy use. Proper training in strategy use involves making the learners understand the goal of each strategy and the conditions in which a particular strategy is efficient, teaching them how to properly apply the strategy and, finally, providing them with enough practice with a strategy use to feel comfortable and proficient in it (Nation, 2001).

Both *Way to Go* and *Project*, however, only require students to use the aforementioned strategies without training them in proper strategy use. *Way to Go* thus urges students to guess word meaning from context, but does not explain to students how this is done. Both coursebooks invite students to use dictionaries, but they do not explain which

information one can find in a dictionary entry. The exemption is the detailed explanation on how to create and use wordcards that can be found in *Project*. Along with clearer instructions, students would benefit from more opportunities for the use of vocabulary strategies, the lack of which is especially evident in *Project*.

3.4.6. *Implications for teaching*

After comparing the results of the analysis of vocabulary component of both coursebooks, it cannot be said that the two coursebooks in question differ significantly in their treatment of vocabulary or that one coursebook is superior to the other in all segments of vocabulary teaching. Both coursebooks have their strong points, the points in which they follow the principles of vocabulary teaching and thus provide material that can successfully facilitate vocabulary learning. *Way to Go* is thus successful when it comes to the number of items presented per lesson and the number of vocabulary strategies that are included in the coursebook content. *Project*, on the other hand, successfully uses different modes of vocabulary presentation and follows presentation activities with revision exercises in 95.2% of cases.

The analysis has also, however, identified the weak points of each coursebook, that is, the points in which their vocabulary treatment is not in line with the current vocabulary teaching research and in which cases the teacher needs to intervene. One of the weaknesses which needs to be addressed by the teachers in both *Way to Go* and *Project* is vocabulary repetition. Teachers need to prepare additional opportunities for the repetition of vocabulary items either by creating their own exercises or by revising vocabulary material from the coursebooks, for the books themselves do not provide enough encounters with the words. Similarly, teachers need to increase students' opportunities for the elaboration of word knowledge by supplementing the coursebooks with additional material. Furthermore, teachers need to incorporate the training of vocabulary strategies in their lessons, because both coursebooks only provide opportunities for strategy use but do not elaborate on the procedures of the strategies. When *Way to Go* is in question, teachers should additionally include pronunciation as a mode of vocabulary presentation (require students to say the words when encountering them

for the first time). Where *Project* is concerned, an increase in opportunities for the development of fluency with known vocabulary (by the creation of additional tasks, especially those involving writing, that will put students in a position to use recently learned vocabulary) would be beneficial to the students.

4. CONCLUSION

The aim of this study was to explore whether teaching materials, more specifically, coursebooks, have kept pace with the latest findings in the field of vocabulary teaching. For this purpose, the analysis of two coursebooks (and their corresponding workbooks) used in the seventh grade of Croatian primary schools was conducted: *Way to Go 4 Plus* by Olinka Breka and Maja Mardak and *Project Third Edition* by Tom Hutchinson.

The analysis showed that the main discrepancies between vocabulary teaching theory and coursebook treatment of vocabulary in both coursebooks are: a) the number of repetitions of new vocabulary items (both coursebooks insufficiently repeat the introduced vocabulary items); b) the insufficient elaboration of word knowledge (elaboration exercises are present after only one quarter of the presentation exercises) and c) vocabulary strategy development (the coursebooks invite students to use them but do not provide systematic training in their usage). The grouping of vocabulary items is also a problematic area (while in the majority of cases the coursebooks present new vocabulary items in semantic sets, they often group words which are semantically too similar and/or include only one part of speech in the group). The analysis showed that vocabulary is treated similarly in the Croatian and the British coursebook.

The limitations of this study need to be pointed out. The analysis of the two coursebooks took into account vocabulary activities and exercises, not the entire text of the books. Including all coursebook material into the analysis would yield different and more precise findings.

To get more conclusive results about the correspondence between vocabulary teaching theory and coursebook design, other coursebooks written for the same level of English knowledge should be analysed. It would also be interesting to compare coursebooks written for different

levels and see what changes in vocabulary treatment occur and whether they follow the theoretical proposals.

An analysis of this kind can be of potential use to foreign language teachers who can gain an overview of the strengths and weaknesses of the vocabulary component of the coursebooks they work with and utilise this knowledge to make best use of the first and to compensate for the second. Moreover, an analysis of this kind stresses the importance of a critical approach to teaching materials, for teachers should always be aware that coursebooks, as well as other teaching material, are tools that only skilled hands can put to proper use.

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KONTRASTIVNA ANALIZA VJEŽBA VOKABULARA U DVAMA UDŽBENICIMA ENGLESKOG JEZIKA: PRIMJENA TEORIJE U PRAKSI

Ovaj članak istražuje do koje su mjere principi poučavanja vokabulara primijenjeni u udžbenicima engleskog jezika korištenim u hrvatskim školama. U tu je svrhu provedena analiza vježba vokabulara u dvama udžbenicima engleskog jezika koji se rabe u sedmom razredu hrvatskih osnovnih škola. Za analizu su odabrani udžbenici: *Way to Go 4 Plus* (Breka i Mardešić) te *Project Third Edition* (Hutchinson), a analizirani su sljedeći elementi: kvaliteta prezentacije, ponavljanja i proširivanja novog vokabulara, razvijanje glatkoće izražavanja s poznatim vokabularom te strategija za učenje vokabulara. Analiza je pokazala da nijedan od dvaju udžbenika ne slijedi preporuke suvremene teorije poučavanja vokabulara kada se radi o ponavljanju i proširivanju vokabulara te usvajanju strategija učenja vokabulara. Rezultati ovog istraživanja profesorima ukazuju na koje načine trebaju nadopuniti udžbenički materijal kako bi omogućili uspješno usvajanje vokabulara.

Ključne riječi: vrednovanje udžbenika, principi poučavanja vokabulara, strategije za učenje vokabulara.