

HOW HAVE EFL TEXTBOOK VOCABULARY MATERIALS CHANGED  
FROM 1991 TO 2016?

Bachelor's thesis

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Tiivistelmä – Abstract  <p>Valtakunnallinen opetussuunnitelma määrittää englannin kielen opettamisen keinoja ja aiheita joita opetuksessa käydään läpi. Valtakunnallista opetussuunnitelmaa täten myös päivitetään tietyin aikaväleihin ja siitä tehdään paremmin nykyaikaa vastaavaa, täten myös tavat joilla sanastoa opetetaan muuttuvat. Sanaston oppiminen kielessä ei tarkoita kuitenkaan vain sanan tietämystä, vaan myös sanan eri merkityksien ja idiomien</p> <p>Tutkimuksen tarkoitus oli selvittää kuinka englannin kielen lukion oppikirjoissa sanasto tehtävät ovat muuttuneet vuosien välillä. Tutkimuksessa vertailin kahta eri vuosien lukion englannin kielen oppikirjaa. Toinen näistä oli vuoden 1991 oppikirja ja toinen uuden opetussuunnitelman mukainen vuoden 2016 kirja. Analysoin kirjasta sanastomateriaalit, jonka jälkeen jaoin ne kategorioihin tehtävien piirteiden perusteella.</p> <p>Tutkimuksessa tuli ilmi, että tehtävä tyyppien painotus on samantyyppinen kuin 1990-luvulla, mutta tehtävistä on tehty laaja alaisempia ja monia eri taitoja yhdessä tehtävässä yhdisteleviä. Kuitenkin nykyisen opetussuunnitelman mukaisessa kirjassa oli huomattava määrä sanastoa ja suullista harjoittelua yhdistäviä tehtäviä. Vanhemmassa kirjassa taas tehtävien painopiste pysyi kirjallisissa taidoissa.</p>	
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## 1. INTRODUCTION

EFL textbooks are familiar to all of us because of our education background. EFL textbooks also change by time and also when the curriculum changes. The upper secondary school national curriculum is revised approximately every tenth year. For example, when upper secondary school national curriculum was revised in 2015, it was regulated that course ENA3 deals with different genres of text, different cultural phenomena, English speaking media and multiliteracy skills (Finnish National Agency for Education 2015: 110.)

Finnish education system is quite textbook orientated, and therefore, EFL textbooks are used a lot. EFL textbooks are usually either one or two books, a textbook that contains texts and exercises or one book for chapters and one for exercises. Traditionally each chapter of the course book(s) focus on a certain topic, for example music or traveling. The topics are determined by the national core curriculum. For example, according to the present curriculum (Finnish National Agency for Education 2015: 110-111), topics to deal with in upper secondary school English include wellbeing, technology, digitalisation, cultural phenomena, media in English speaking world, human rights, science, economic affairs, ecological lifestyle and oral skills. Therefore also, both the text of the chapter and exercises, that are used for addressing that theme, are focused around the topic and its essential vocabulary. Nowadays, usually EFL textbooks in upper secondary school are designed so, that one book contains those topics that are referred to during a certain course. Therefore, there is always a new book for each course. However, older books, for example Passwords (WSOY 1991), include a text book that contains texts for several courses and an exercise book that contains only exercises for one course.

Nowadays, upper secondary high school EFL textbooks are made by publishers Otava and Sanoma Pro. In addition to textbooks, there are usually other materials such as a teacher's guide, an extra exercise package, a recording, exams and online materials.

In this research, I will find out how two EFL upper secondary school textbooks regarding to their vocabulary materials have changed between 1991 and 2016. I decided to study vocabulary materials, because they have not been studied and compared that much before.

This topic is important, because it helps people to understand better how vocabulary materials have changed, and also how it can be developed further in the future, and what kind of changes would be good to do. Teaching of English has changed considerably during the past centuries, especially to more communicative way, so the changes must have happened also in textbooks and teaching techniques.

This research could be beneficial to those people who develop new materials for language teaching, so they can more easily perceive changes that have happened in the past, so they will not do exercises that have been eliminated from the newer school books and teaching materials.

## **2. BACKGROUND**

In the latest national curriculum for the upper secondary school, it is stated that teaching of a foreign language should give the learner skills for using the certain language courageously. Also using a foreign language in different situations, for example work and free time, is mentioned (Finnish National Agency for Education 2015: 107). In case of A1 English, which means that English is the first foreign language, and teaching begins at the third grade of elementary school, courses have been designed to improve student's

language knowledge, but also build up other areas such as interaction skills, multiliteracy skills, producing different kinds of texts and using English in work life. There is also one course meant for only developing pupils' oral skills. In case of vocabulary skills, courses 1-2 focus on developing skills that are used in communication situations. After that, courses 3-6 focus more on developing vocabulary skills that are needed in different text genres and in searching for information and sharing information information (Finnish National Agency for Education 2015: 110-111.)

In Finland, leaning English usually happens during the school day in a classroom. This is called instructed learning. According to Hummel, K.M (2016: 41-51) there are different types of instructed learning: traditional classroom instruction, bilingual education, immersion instruction, dual language instruction and heritage language instruction. In case of Finland, we have traditional classroom instruction which also means that students usually hear the language they are learning only for a few hours during the week at classroom.

Abello-Contesse, C., Chacón Beltrán, R. & Torreblanca-López, M. (Eds) (2010) state, that student must have a large vocabulary and a lot of knowledge of each words meaning in order to use the language right. Learners also have to hear a wide range of different words and hear them many times before they can use it correctly. Therefore, a teacher must support this by demonstrating, explaining, telling synonyms and antonyms, giving examples and a context for the new words. Also, these methods are more suitable to some words than some others.

Rantonen (2016) found out in her study about teachers perspectives about vocabulary learning, that teachers still believe that vocabulary is mostly learned in a classroom. Also, teachers highlight the meaning of the word in stead of using of it. Language can be learned also outside the classroom, but the teachers are reluctant to use that vocabulary inside the classroom, even though, there is an emphasis on communication skills.

According to Carter (2012: 42-43), vocabulary can be defined as more than a list of words. A word is understood by other expressions embedded into the word such as morphological, syntactic and phonological features, so a word itself cannot tell its meaning without a context. Also according to Hiebert, E.H. & Kamil, M.L (2005), words have multiple meanings and language in written text is more complicated than spoken one. Also vocabulary means knowing what a word means but still it can mean different things in oral and in print. Carter (2012: 227) also states, that vocabulary must be taught by using teaching techniques that improve both, the comprehension and production. Especially production needs to be taught with exercises that activate the students lexical store. Also, he mentions that when teaching language for more advanced learners, teaching semantic sets of words could be beneficial for the learner, because in that case learning focuses on production of language. Also Hiebert, E.H. & Kamil, M.L (eds) (2005:28) state, that a language should be learned intensively and in case of the older learners that already know the language, reading is beneficial for learning a language.

Also Fawcett (2012) states that, in order to learn a word, a student must encounter it multiple times in multiple different situations. This is because, words can have multiple different meanings when they are put to a different contexts. Also he points out that all the learning does not happen through direct learning, for example, a classroom , but also, some of the learning happens indirectly. This means, for example, situations where parents read their children stories, talking with children or they are reading independently.

Marika Marttinen (2008) studied what kind of vocabulary learning strategies EFL upper secondary school students used. In her research there were 50 upper secondary school students, 19 female and 31 males from two different schools and two different classes. The study was an questionnaire that consisted open questions. Those 5 questions dealt with their opinions on importance of vocabulary, their motivation and how they learn new

words. The results showed, that the most common way for upper secondary school students for learning words was repetition, either writing or reading, and translating words and sentences. Also some students told that they write down words or cover the translation or the word that should be remembered. Also she found out in her study, that usually students hear about different learning strategies from their family and friends.

According to Boers, F. & Lindstromberg, S. (eds) (2008: 160) that for new language learners, learning metaphors and metonyms can be harder because they may refer to, for example, body parts like a hand. In a study about this topic, it was found out that test subjects, who were Spanish speaking English learners, tried to figure out English metaphors and metonyms, but their predictions did not match the right figurative meanings, which was caused by their corpora in their own language (Boers, F. & Lindstromberg, S. (eds) (2008): 170).

Kujala (2016) studied in his research use of clustering of vocabulary in Finnish EFL textbooks. His research showed that clustering is used in EFL textbooks but the amount of its use depended on the level in which the students were studying the language. For example, there were more thematic clustering used in higher levels than semantic clustering.

### **3. RESEARCH AIM AND QUESTIONS**

My research aim is to find out how vocabulary and vocabulary exercises have changed in Finnish upper secondary school EFL books from the 1990s to this day. Therefore, my research questions are:

What kind of materials does a Finnish EFL textbook/workbook *Passwords* (1990) offer for the teaching and learning of vocabulary?



What kind of materials does a Finnish EFL textbook/workbook *Insights* (2016) offer for the teaching and learning of vocabulary?

How have Finnish EFL textbooks changed in regards to materials on vocabulary?

I expect that both, the materials and the exercises have changed. I base this expectation on changes that have happened in the national curriculum, that effect the contents of school books and topics that are taught during the course. Also, there have been changes in the language itself, for example, computer vocabulary. Information received from this research will be beneficial for example for the publishers of EFL textbooks.

#### 4. DATA AND METHODS

##### 4.1 Data

Data that I used in the research is two upper secondary school EFL books, *Passwords Course 3* (WSOY 1990) and *Insights Course 3* (Otava 2016). *Passwords 3* includes a textbook and an exercise book and *Insights Course 3* contains both the texts and the exercises. *Passwords Course 3* also contains other materials such as a teachers guide, an audio cassette and tests. *Insights Course 3* contains a teacher's guide, an extra exercise package, a recording and tests and they are all online materials. Also textbook is available as interactive online version, but only printed textbooks are used for this study. This study is limited to only printed textbooks and no other available materials were used. This is because *Insights Course 3* has so much more materials available, and therefore, comparing those with *Passwords 3* would have been complicated.

*Passwords course 3* text and exercise books concentrate on themes such as working and studying. These books are divided into 4 parts: part A, B, C and D. In the exercise book part A and C include a start up section, one listening exercise and 3-4 texts. Part B

includes a warm up, a listening exercise, section that is called start up and 4 texts. Part D includes only a start up section and a project. Exercise book also includes a grammar and exercises part and a vocabulary list at the end of the book. Texts used in these parts are in a separate textbook. In *Passwords course 3* texts are not named “read on” as in previous two courses, they are named as “select”, therefore, all the texts in the book are not dealt with during the course. Also, in addition to sections that were previously mentioned, each part includes an essay section, optional exercises and a revision section.

*Insights course 3* concentrates on culture. In *Insights* both, textbook and exercise book, are included in one book. Themes that are dealt with are music, drama, fiction, poetry, visual art and cultural phenomena. Texts that are used vary from poems to internet articles. Each of the chapters has also a special focus, for example, descriptive writing or describing multicultural phenomena. CEFR level which means “The Common European Framework of Reference for Languages”. CERF levels go from A.1 to C.2 and it is a guideline for evaluating students level of skills in a language. CERF levels in *Insights Course 3* vary from B1.2 to C1.1. In *Insights* there are 9 chapters, 4 glossary sections that focus on music, theatre and film, literature and visual arts themes. At the end of the book there is a vocabulary revision, A/B activities, a learning to learn section that contains learning tips and a grammar section.

These two books have many differences, but they also have some similarities. They both are divided into chapters with different topics in them, both of these have also grammar exercises at the end book and both of the books have revision.

## **4.2 Data collection and analysis**

Both EFL textbooks were studied carefully in order to find the vocabulary materials in both of the books. Criteria for the vocabulary material was that the exercise emphasised vocabulary skills more than some other skill or the emphasis was equal. Those materials that fulfilled the criteria were then put into different categories. In *Passwords 3* there were 43 vocabulary exercises in chapters and in the grammar section. In *Insights Course 3* there were 52 vocabulary exercises in the chapters, 18 in the essay section, 21 in the vocabulary revision and 12 in grammar section.

Data collected from these two upper secondary school EFL books were analysed by comparing the listings that present the amount of each exercise category. *Passwords* and *Insights* were compared to each other category by category to examine how the amount of each exercise type has changed, for example, is there less or more translating exercises in the new EFL book. By comparing books, it can be seen how emphasis on different exercise types has changed from 1990 to 2016. In addition to comparing just these exercises types, also change in execution of these exercises were compared, so it can be observed that also the methods for learning a language has changed from typical pen and paper to more creative, for example, using videos and recorders.

## **5. RESULTS**

### **5.1 Classification**

I used data driven classification as my research method. In this research, exercises that required the use of the chapter's vocabulary or vocabulary, that is typical for the theme of the chapter, were considered as vocabulary exercises. DIY projects are not included in this criteria. The data driven classification ended up with 8 categories for these exercises:

1. Translating: Translating certain sentences in either in writing or orally.
2. Matching: Word pairs, translations, synonyms, antonyms.
3. Vocabulary in oral exercises: Practicing vocabulary used in the chapter orally, for example conversation including topic/vocabulary of the chapter.
4. Vocabulary in grammar exercises: using new vocabulary from the chapter in grammar exercises.
5. Essay: vocabulary of the certain chapter is required to complete the essay.
6. Fill in the gaps: Fill in the gap in the sentence.
7. Cloze: Complete a text by adding a word to each gap.
8. Odd one out: Finding a word that do not belong with the other words.

## 5.2 Vocabulary materials in Passwords 3

In *Passwords 3* there were 4 sections in which there were altogether 113 exercises. The result of the classification for the vocabulary exercises is as follows.

Table 1

	<i>Passwords 3</i>
Translating	4
Fill in the gap	3
Cloze	7
Matching	14
Odd one out	1
Vocabulary in oral exercises	4
Vocabulary in grammar exercises	3
Essay	7

Therefore, I considered only 43 of those as vocabulary exercises. Most of the other exercises were reading comprehension and listening comprehension exercises. There were also some exercises that concentrated on certain grammar features and exercises that asked opinions about the topic that is dealt with. Studying methods were mostly traditional pen and paper style and only tape recorder was used for listening comprehension exercises.

The biggest amount of the vocabulary exercises were matching exercises. There were 14 exercises, 4 in A part, 5 in B and also in C. Part D did not contain any matching exercises. Example 1 is an example of a matching exercise (*Passwords 3, p. 32*) Also, there were only one odd one out exercise which makes it the least used exercise in *Passwords 3*. Example 2 presents an odd one out exercise (*Passwords 3, p. 80*).

#### *Example 1*

*9.4 Match the words on the left with the one in the box*

- |                       |                            |
|-----------------------|----------------------------|
| <i>1. Sentiment</i>   | <i>A brother or sister</i> |
| <i>2. Spendthrift</i> | <i>B wasteful</i>          |
| <i>3. Recently</i>    | <i>C divorced</i>          |
| <i>4. Sibling</i>     | <i>D feeling</i>           |
| <i>5. Separated</i>   | <i>E grown-up</i>          |
| <i>6. Evidence</i>    | <i>F lately</i>            |
| <i>7. Adult</i>       | <i>G proof</i>             |
| <i>8. Appreciate</i>  | <i>H respect</i>           |
| <i>9. Rely on</i>     | <i>I safety</i>            |
| <i>10. Security</i>   | <i>J trust</i>             |

*Example 2*

21.6 Which one of the words doesn't belong to the group? Underline and explain why you think it doesn't fit in.

1 <i>Qualifications</i> <i>Requirements</i> <i>Retirement</i> <i>Skill</i>	2 <i>Applicant</i> <i>Employer</i> <i>Interviewee</i> <i>Candidate</i>	3 <i>Task</i> <i>Work</i> <i>Career</i> <i>Gift</i>
4 <i>Opportunity</i> <i>Capability</i> <i>Ability</i> <i>Aptitude</i>	5 <i>Appearance</i> <i>Disposition</i> <i>Intelligence</i> <i>Consideration</i>	6 <i>Hilarious</i> <i>Depressing</i> <i>Persuasive</i> <i>Imaginative</i>
7 <i>Get on</i> <i>Essentials</i> <i>Contact</i> <i>Relationship</i>	8 <i>Learn</i> <i>Regret</i> <i>Adapt</i> <i>Develop</i>	9 <i>Enter</i> <i>Analyse</i> <i>Assess</i> <i>Judge</i>

The second largest exercise groups used were essay and cloze. There were 7 of both of those. Example 3 (*Passwords 3, p. 20*) and Example 4 (*Passwords 3, p. 17*) are presenting these exercise types.

*Example 3*

A1 Write a composition of 150-200 words on one of the following topics.

1. *I was going to study hard but...*
2. *My ideal school – a place without tests and competition*
3. *How do I relax?*
4. *Learning new things is great fun*

*Example 4*

### 5.3 Fill in the gaps so that they agree on meaning with the text

Memory – or rather forgetting – interests us all. Why can't we remember everything that we have studied, seen or heard? These are, however, a few tricks to improve your memory. For example in the 1\_\_\_\_\_ you use both visual and sound 2\_\_\_\_\_ to remember new words and names. In suggestopedia or 3\_\_\_\_\_ as it is called in America, you listen to the pre-recorded words and their translations tons background of 4\_\_\_\_\_ music. It is very difficult to remember new vocabulary for any longer period of time if your method is mere 5\_\_\_\_\_, but if you do something with the words you will recall them much better. If you have to learn, for example, five words, make a 6\_\_\_\_\_ or a 7\_\_\_\_\_ or even a 8\_\_\_\_\_ out of them -the funnier the better. You will now only remember the words but have fun, too.

In *Passwords* 3 chapters, there were 4 translating exercises and also 4 exercises that were both oral and vocabulary exercises. Therefore, Example 5 (*Passwords* 3, p. 73) and Example 6 (*Passwords* 3, p. 41) were the third most used exercise types.

#### Example 5

##### C8 Translate into English

1. Minkälaisesta työstä sinä olisit kiinnostunut: rutiinityöstä vai luovista tehtävistä?
2. Nykyään on monia uusia ammatteja ja vanhatkin ovat usein muuttuneet.
3. On olennaista, että viihtyy työssään ja että suhteet työkavereihin ovat hyvät.
4. Työn ei pitäisi olla liian vaikeaa, mutta toisaalta helppo työ saattaisi olla tylsää.
5. Ehkä olisi hyvä ajatus kokeilla useita työpaikkoja, ennen kuin tekee päätöksen uransa suhteen.

#### Example 6

12.4 Here are some difficult passengers on board. With a partner, or by yourself, choose two of them and work out a dialogue between the flight attendant and the passenger.

1. A child of five, traveling alone and crying.
2. A passenger almost hysterical with fear of flying.
3. A team of noisy footballers.
4. A drunken passenger disturbing other passengers.
5. A smoker in non-smoking section of the plane.
6. A passenger who wants to have all the attendant's attention.
7. A couple of teenagers who keep pressing the attendant light.
8. A vegetarian passenger.
9. A passenger suspected of carrying a bomb
10. A passenger who is suddenly in great pain.

The second least used exercise types were fill in the gaps, Example 7 (*Passwords 3*, p. 55), and vocabulary in grammar exercises, Example 8 (*Passwords 3*, p. 8).

#### Example 7

14.6 Fill in the gaps with the right words.

1. Until recently, parents believed that \_\_\_\_\_(työ) teaches kids thrift.
2. Today, however, there is some evidence that \_\_\_\_\_(osa-aikatyöpaikat) may lead to spendthrift habits.
3. Some students admit that they do not have time to \_\_\_\_\_(lukea läksyjään) because they work.
4. This, however, may be very short-sighted. To get a good \_\_\_\_\_(ammatti) one has to study hard.



5. Have you heard that there was a vacancy for a brand new teaching \_\_\_\_\_(virka) at The local university?
6. You need a lot of qualifications to reach a \_\_\_\_\_(asema) of that kind.
7. Of course, not everybody is so \_\_\_\_\_-minded (ura-).
8. Some of us are much happier if we can arrange our \_\_\_\_\_(ammattia/uraa) every now and then.
9. A friend of mine gave up his \_\_\_\_\_(virka-asema) as a physicist and bought a farm.
10. He seems to be quite happy although farming still needs some physical \_\_\_\_\_(työ).
11. He says he never enjoyed his nine-to-five \_\_\_\_\_(työ) and that he appreciates being able to walk to \_\_\_\_\_(työhön)
12. When he has to fill a form where it says \_\_\_\_\_(ammatti) he proudly writes: farmer.

### Example 8

2.6 Below is a list of some verbs from the text. Select a suitable verb for each sentence. Put the verb in the correct form.

Adjust	Determine	Interfere	Organise	Recover
Approach	Digest	Invent	Realise	Relax
Avoid	Intend	Manage	Recall	Return

1. Our student had \_\_\_\_\_ to study hard.
2. But he was very good at \_\_\_\_\_ excuses.
3. First he tried \_\_\_\_\_ everything he needed on his desk.
4. But then he suddenly \_\_\_\_\_ he was very hungry.
5. Of course, it took he some time \_\_\_\_\_ the food.
6. After \_\_\_\_\_ to his desk he tried again.
7. But then he \_\_\_\_\_ he hadn't read the day's paper
8. So again he managed \_\_\_\_\_ studying.

In separate grammar section there were 28 grammar exercises regarding passive, pronouns and formal subject. 11 of those exercises required using both grammar and vocabulary in order to complete the task. These tasks were translating exercises and Example 9 presents one of those.

### Example 9

*Käännä lauseet englanniksi*

1. *Eräs ystäväni kutsui meidät juhliin.*
2. *Peter ja jotkut hänen ystävänsä olivat tehneet itse kaikki voileivät.*
3. *Meillä oli tosi hauskaa, mutta Susan ja minä päätimme lähteä aikaisin.*
4. *Meidän piti valmistua seuraavaan päivään.*
5. *Otin hansikkaat, mutta kadulla huomasin, etteivät ne olleet minun.*
6. *Menin takaisin ja Helen sanoi, että nuo olivat hänen.*
7. *"Mutta laukussa ei on hansikkaat." hän sanoi. "Nämä ovat varmaan sinun."*
8. *Tunsin itseni aivan hölmöksi.*

### 5.3 Vocabulary materials in Insights Course 3

In *Insights Course 3* there were 9 chapters in which were 89 exercises. The classification for *Insights Course 3* went as follows.

Table 2

	<i>Insights Course 3</i>
Translating	7

Fill in the gap	6
Cloze	5
Matching	15
Odd one out	1
Vocabulary in oral exercises	11
Vocabulary in grammar exercises	1
Essay	6

From those 89 exercises, I considered 52 exercises as vocabulary exercises. Exercises in *Insights Course 3* were overlapping different categories, and many of the exercises had two parts, first an individual task and then, for example, a discussion with a partner. Also many of the oral exercises were irrelevant to the vocabulary list of the chapter, for example discussion about their opinion on art or music.

In *Insights Course 3*, the most used exercise type was matching. There were 15 matching exercises in the book. Example 10 (*Insights Course 3*, p. 17) represents this exercise type.

*Example 10*

*A. Match the picture with the instrument. There are three extra names of instruments.*

*a. Accordion*

*b. Bagpipes*

*c. Bassoon*

*d. Cymbals*

*e. Double bass*

*f. French horn*

g. *Grand piano*

h. *Harmonica*

i. *Triangle*

j. *Trombone*

k. *Ukulele*

In *Insights Course 3*, the least used vocabulary exercise types were odd one out and vocabulary in grammar exercise. There were only one exercise of odd one out in visual arts glossary section and one grammar in chapter 9. Example 11 (*Insights Course 3*, p. 58) is an example of this odd one out exercise and Example 12 (*Insight Course 3*, p. 86) is the vocabulary in grammar exercise.

#### *Example 11*

A. *Choose the odd one out and explain why.*

1. *marker, paintbrush, charcoal, shade*
2. *exposure, mural, zoom out, focus*
3. *enlarge, zoom in, contour, blow up*
4. *connoisseur, oil painting, woodblock, watercolour*
5. *crop, retouch, close-up, restoration*
6. *masterpiece, mural, etching, landscape*
7. *chisel, sculpture, tripod, statue*
8. *shade, tone, still life, tint*

#### *Example 12*

9h. In the text the writer used some phrasal verbs even though are more common in spoken language. Find them and fill in the correct phrasal verb in the sentences below.

1. Sain selville \_\_\_\_\_
2. Intia sulkeutuu \_\_\_\_\_
3. Ihmiset lähtevät \_\_\_\_\_
4. Juhlallisuudet lähtevät käyntiin \_\_\_\_\_
5. Minut temmataan mukaan \_\_\_\_\_
6. It was so exciting they were totally \_\_\_\_\_ by the events of the day.
7. The football match \_\_\_\_\_ at 3pm on Sunday
8. The street vendors started to \_\_\_\_\_ their stands when it got dark.
9. The mother \_\_\_\_\_ the baby from the floor and carried her to the crib.
10. The guerillas grabbed their weapons and \_\_\_\_\_ the mountains
11. Suddenly the computer \_\_\_\_\_ so I finished working
12. Hundreds of people \_\_\_\_\_ the streets to demonstrate against the new tax.
13. The chair will give a speech to \_\_\_\_\_ the student council meeting.

The second most used in *Insights Course 3*, which is regulated by the newest national curriculum (2015), was vocabulary exercises that use also oral communication. There were 11 purely oral vocabulary exercises. Example 13 (*Insights Course 3*, p. 76) is one of those.

### Example 13

8h. Imagine that your partner is a visitor from the faraway island of Nauru. Everything, including our traditions and celebrations, is very strange to him. Choose an item from the list and explain it to your visitor. Change roles halfway through. Use compensation strategies (e.g. explaining, acting, drawing, using synonyms or antonyms) when you don't have a translation for a word.

Kuusijuhla	Suovivirsi	Penkkarit	Potkiaiset	Vanhojen tanssit	Vappu
Juhannus	Virpominen	Mämmi	Pääsiäiskokko	Laskiainen	Tippaleipä

The third most used exercise type was translating and there were in total 7 translating exercises in *Insights Course 3*. In these translating exercises were some none traditional “Translate this sentence into Finnish” exercises. For example, translating from English to Finnish and A/B listings. Example 14 (*Insights Course 3, p. 66*) is one of the more traditional one.

#### *Example 14*

##### *7f. Translate*

- 1. Paikallisessa museossa sattui tänään järkyttävä tapaus*
- 2. Siellä oli kaasuräjähdyks, joka vaurioitti vakavasti joitakin maalauksia.*
- 3. Yksi näistä oli hollantilaisen taidemaalarin, Willem Van Donkin, maailmankuulu teos.*
- 4. Maalaus kuvaa huilunsoittajaa taustallaan kolme pelästynyttä miestä.*
- 5. Huilu on tehty näyttämään rikkinäisestä, sillä se on nurinpäin ja siitä tulee outo hehku.*
- 6. Ja huilunsoittaja katsoo suoraan sinuun hillityllä katseella.*
- 7. Museon henkilökunta kiertele museota saadakseen selville, mitkä näyttelyhuoneet vahingoittuivat.*
- 8. Onneksi sisällä ei ollut turisteja eikä kukaan loukkaantunut.*

The third least used exercises in chapters were fill in the gaps and essays. There were total of 6 for both of those. Example 15 (*Insights Course 3, p.*) is a fill in the gap exercise and Example 16 (*Insights Course 3, p.67*) is an essay exercise from one of the chapters.

#### *Example 15*

1d. Fill in the blanks using nouns or adjectives from 1c.

1. The \_\_\_\_\_ of people like listening to music.
2. I need to find \_\_\_\_\_ dentist so I don't need to go to Liverpool every time.
3. It took a lot of \_\_\_\_\_ for Liz to confront her teacher like that.
4. Snow is \_\_\_\_\_ in Los Angeles.
5. The barking dog wasn't dangerous; it was just \_\_\_\_\_
6. I can play jazz or tango, depending on your \_\_\_\_\_
7. We showed our \_\_\_\_\_ by throwing flowers onto the stage.
8. I wanted to see the \_\_\_\_\_ picture before it was altered.
9. I hate sitting around all afternoon; I would rather be \_\_\_\_\_
10. It takes real \_\_\_\_\_ to make up a story from scratch.

#### Example 16

7h. Create. Imagine you are an art critic writing for an online newspaper. You have just visited an art exhibition which you loved/hated. Write a review of this (imaginary or real) art experience.

Therefore, the second least used exercise class was cloze. In *Insights Course 3* there were 5 cloze exercises. Example 17 (*Insights Course 3*, p.17) is one of these five exercises.

#### Example 17

B. Fill in missing words.

During the Chicago 1. \_\_\_\_\_'s world premiere of Elliott Carter's Partita the lights in the concert hall suddenly went out. After electricity was restored 2. \_\_\_\_\_ Daniel Barenboim continued with the 3. \_\_\_\_\_ in 4. \_\_\_\_\_, but soon the orchestra was again surrounded by darkness. Mr Barenboim became distracted and began conducting in 4/4 5. \_\_\_\_\_ instead of the prescribed 3/4. The work didn't have a recognizable 6. \_\_\_\_\_ but the orchestra tried to match the 7. \_\_\_\_\_ to the new 8.

\_\_\_\_\_ . *Local music critics, never having heard this music before, gave the 9.*  
 \_\_\_\_\_ *enthusiastic 10.* \_\_\_\_\_

In vocabulary revision section there were 21 vocabulary exercises from 7 chapters of the book. All the chapters contained translating exercises that used vocabulary taught in that chapter. They also contained a fill in the gap exercise and matching exercise. Also translating exercises and one crossword explaining exercise were A/B exercises with a partner and, therefore, they were also oral exercises.

In grammar and grammar revision sections there were total 24 grammar exercises. The topics were nouns, articles and genitive. 10 of those exercises I considered as vocabulary exercises because they required using also vocabulary not only the grammar structure learned. In all of these grammar sections vocabulary exercises were translating sentences into English or translating a part of a sentence into English by using a translation, that is in Finnish, of the gap. In grammar revision section there were 3 exercises and 2 of those were considered as vocabulary exercises.

In addition to the essay exercises in the chapters of the book, there is a separate section for essay topics in the book. It contains 18 topics for essays and there for raises the amount of essay exercises in the book to total 24. Example 18 (*Insights Course 3, p.118*) is from this separate essay section.

#### *Example 18*

*Write 150-200 words on one of the following topics. Follow the guidance.*

1. *I'm in a New York state of mind*

*You and your friend are spending a long weekend in New York exploring the sights and experiencing the city in the way you both have always dreamt of. Write a blog entry in your travel blog where you describe the best day during the trip.*



2. *My sales pitch*

*You've landed a summer job selling tickets to a tourist attraction. Which one, though? Choose an attraction and deliver a convincing sales pitch. Why would this place be worth visiting?*

As it was stated in the latest national curriculum for the upper secondary school, teaching of a foreign language should give the learner skills for using the certain language courageously and, therefore, *Insights Course 3* contains exercises that especially develop oral communication skills.

#### 5.4 Comparison

In *Passwords 3* there were 113 exercises in the chapters and *Insights Course 3* there were 89 exercises. The amount of vocabulary exercises were in the former 43 and in the latter 52. Therefore, *Insights Course 3* contained more vocabulary exercises than *Passwords 3* when comparing to the total amount of the exercises.

Table 3

	<i>Passwords 3</i>	<i>Insights Course 3</i>
Translating	4	7
Fill in the gap	3	6
Cloze	7	5
Matching	14	15
Odd one out	1	1
Vocabulary in oral exercises	4	11
Vocabulary in grammar exercises	3	1
Essay	7	6

In both of the books matching exercises were the most common exercise type found. Another similarity is that in both of the books the odd one out exercises were the least used.

The biggest difference between these two books is that *Insights Course 3* is much more communicative and it uses technology more than *Passwords 3*. In *Passwords 3* the emphasis was in learning to understand written and spoken English, not using it, and therefore, only technology used was cassette player. In *Insights Course 3* there are exercises that use video materials, recording speaking and most of the exercises in the book can also be executed as oral exercises with a partner or exercise has two sections, individual and a partner/group work. Also the amount of essay exercises is critical, because *Insights Course 3* has a separate section for essay exercises, but also, there were more essays in *Passwords 3* chapters.

Another notable difference is, that in *Passwords 3* there are more cloze exercises and less fill in the gap, but in *Insights Course 3* there are more fill in the gap exercises and less cloze exercises. Also, there are more translation exercises in *Insights Course 3* even though the amount is not that critical.

The communicative side of *Insights Course 3* textbook was easily noticed when comparing these two books. In *Insights Course 3* there were 11 oral exercises that were considered as vocabulary exercises and in *Passwords 3* there were only 4. As seen in the table, there are more oral exercises and because of overlapping, all of the exercises that utilised oral skills are not counted, because they were their own subsection, if there is time during the class to perform the oral exercise. Also, in the Example 13, we can see that *Insights Course 3* teaches also communication skills that are not verbal, for example body language.

## 6. DISCUSSION AND CONCLUSION

In the light of the national curriculum, my research shows that the textbooks and their vocabulary materials have changed to be more communicative, than they were before. This is due to a changes made in the national curriculum in 2015. Also as Finnish National Agency for Education had ruled, *Insights Course 3* focuses on developing vocabulary that is needed in different text genres.

Also as Carter (2012) stated, that language teaching should be taught so both the comprehension and production develop. As it can be seen in my research, nowadays EFL textbooks have emphasis on production, but comprehension exercises are not forgotten. Also as Hiebert, E.H. & Kamil, M.L (2005) pointed out, words have multiple meanings and their meaning can change. Also Fawcett (2012) pointed out this same thing. This is why in *Insights Course 3*, communication is also emphasized, and therefore students can learn both of the meanings.

Abello-Contesse, C., Chacón Beltrán, R. & Torreblanca-López, M. (Eds) (2010) pointed out, that students must have heard the word many times in order to understand what the word really means and teachers must help students to understand by giving explanations for the word. In case of these EFL textbooks, words that were supposed to be leaned about the topic were repeated in different exercises, but therefore the teacher has major impact on how students understand the meaning of the word. Also as Kujala (2016) stated, the way that vocabulary is taught depends on the level of learning in which the students are at the moment.

As Rantonen (2016) found out in her study, teaching is really classroom orientated and books do not give much of a space to have exercises in which students can use the vocabulary they learn outside of the classroom. This is also due to national curriculum, because it regulates the topics that are discussed during the course.

Marika Marttinen (2008) found out in her study, that upper secondary school students learned words was repetition, either writing or reading, and translating words and sentences. This way of learning can also be seen in my research results, because exercise types I found in my research are repetitive.

Boers, F. & Lindstromberg, S. (eds) (2008) found out in their research that metonyms and metaphors are hard for learners because they are abstract. However in my research there were no indications that students, at least at this point of their upper secondary school education, were taught these abstract expressions.

Also as Kujala (2016) stated, the way that vocabulary is taught depends on the level of learning in which the students are at the moment.

As seen, vocabulary materials in EFL textbooks have changed to be more communicative than before. *Passwords 3* offered similar materials as *Insights Course 3* but *Insights Course 3* is has more oral exercises that include vocabulary materials.

This change in vocabulary exercises must be a result of change in the national curriculum that emphasises oral skills in EFL teaching. Therefore, it will also change during the time in the future.

Unfortunately, as there always are, my research has some limitations, because only two books were studied. Therefore, it would be beneficial to study several books from different decades to get a bigger picture of how teaching vocabulary for EFL students have changed.

The strength of this study is that this proves how EFL vocabulary materials have changed from passive learning to more communicative. Nowadays communicative skills are emphasized more than in the past and therefore it gives students better communication skills.

In the future, further research on vocabulary textbooks from different time periods and different age levels would be beneficial for creating a bigger picture about how vocabulary materials differentiate in different age groups and in different centuries. This also could help to develop vocabulary materials to a better direction.

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