Grammar exercise types and change in their manifestation between 1990s, 2000s and 2010s

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Tiivistelmä – Abstract

Kielioppi on iso osa kokonaisvaltaista kielen osaamista ja se on tärkeä osa kommunikaation toteutumista. Opetushallitus myös päivittää tasaisin väliajoin opetussuunnitelmia vastaamaan nykyajan opetusmenetelmiä sekä käytössä olevia oppimisen teorioita. Tästä syystä on myös tärkeää tarkastella, kuinka tämä on vaikuttanut erilaisten kielioppitehtävien esiintymiseen lukion oppikirjoissa eri vuosikymmeninä.

Tässä tutkimuksessa analysoitiin kielioppitehtävien esiintymistä kolmessa englannin kielen lukion oppikirjassa, jotka ovat julkaistu vuosina 1991, 2009 ja 2017. Kielioppitehtävät analysoitiin ja jaettiin tyyppinsä mukaan 16 kategoriaan. Tämän jälkeen näiden kolmen kirjan kielioppi tehtäviä vertailtiin toisiinsa, jotta nähtiin kuinka kirjojen tehtävätyypit ovat muuttuneet näiden kolmen vuosikymmenen välillä.

Hypoteesi tutkimukseen oli, että kielioppitehtävissä olisi tapahtunut samanlainen muutos kommunikaatiota vaativien tehtävien korostamiseen ja käännöstehtävien vähentämiseen, kuten on tapahtunut sanastotehtävissä. Oletettavissa myös oli, että tehtävä tyyppejä on kadonnut, ja uusia on tullut käyttöön, sekä näiden vaihtelevan eri kirjojen välillä.

Yleisimpiä kirjoista löydettyjä tehtävätyyppejä, joissa ei tapahtunut suurta muutosta olivat käännöstehtävät, suulliset tehtävät ja aukkotäydennys tehtävät. Isoin muutos tapahtui täytä vihjeen mukaan-tehtävissä joiden määrä väheni kolmestatoista yhteen

Tutkimus osoitti, että perinteiset tehtävät, kuten käännöstehtävät, ovat edelleen suosittuja kieliopin opettamisessa. Eräät vanhoissa kirjoissa esiintyneet tehtävät olivat vähentyneet tai kadonneet uudemmissa kirjoissa, kuten oikean käännöksen valitseminen tai oikean muodon valitseminen. Lisäksi siitä huolimatta, että nykyaikana kielten oppimisessa korostetaan kommunikaatiota, kommunikaatiota vaativat kielioppitehtävät eivät olleet lisääntyneet nykyaikaisessa kirjassa huomattavissa määrin päinvastoin alkuperäistä oletusta.

Asiasanat – Keywords Teaching materials, grammar exercises, textbooks, EFL, englanti, kielioppi, oppikirjat
Säilytyspaikka – Depository
Muita tietoja – Additional information

Table of contents

1. INTRODUCTION

Grammar is a big part of language learning, and it is a base where a person can build their language knowledge. It is an important part of learning languages because the structures can change the meaning of the sentence. Grammar theories have changed over time and so has also teaching grammar. In the past teaching has been more grammar based than it is nowadays. Today, teaching is more communication-based and grammar is taught as a part of other language areas and not that much as an individual part of language. However, grammar structures are still reviewed but the underlining principles that these structures have are introduced as a part of the text and then as a part of the exercises. Structures are not treated as a separate part of the class, but students confront new structures as a part of a new chapter.

I became interested in this topic when I started to decide my BA thesis topic. I thought about what kind of books my parents and much older cousins have used when they were studying English at school and have those books been different than books that I have used and will teach with. I studied vocabulary in my BA thesis and the findings showed interesting patterns related to changes in vocabulary teaching and learning. Vocabulary exercises changed to more communicative. In *Passwords Course 3*, there were only four oral communicative vocabulary and in *Insights Course 3* these exercises had increased to eleven. I also found out that the amount of vocabulary exercises was bigger in the newer book and therefore the amount of translation exercises lowered as a percentage. In this thesis, I wanted to explore if similar phenomena have occurred with grammar exercises. It is also interesting to see how grammar theories and approaches to teaching grammar have affected exercises that have been used and are used nowadays, and if there is no difference, why is that? Also, at the moment language teaching and learning have been and are still undergoing a change towards more communicative methods and electronic

learning environments. It is interesting to see have these new teaching and technology methods had any impact to grammar exercises.

The National Curriculum for the upper secondary education (2015) frames what needs to be taught, but still it does not mention grammar as a part of the teaching. The 2003 National Curriculum mentions that during the courses the knowledge students have about the structures of the language will be broadened and students learn to use them more diversely. None of the National Curricula during the last three decades emphasize particular grammar structures for the different courses. This has been left to be chosen by those who create teaching materials. However, emphasis on these different curriculums have changed during the years. Topics that are taught during courses have evolved and language skills that are deemed most important are not anymore the same as they were in the 80's. For example, the National Curriculum 2015 emphasizes communication skills in every course whereas the 2003 curriculum emphasizes different skills during different courses.

My area of study is textbook analysis with the focus on the change that has happened in the grammar exercises in Finnish EFL textbooks within three decades. My focus is on grammar exercises that appear in upper secondary school textbooks. There has not been much research on this area. Zawahreh (2012) studied grammar activities in Jordanian EFL textbooks and there are some studies made in China about ungrammatical patterns EFL students use in their writing (Sun 2013) and what errors students make often (Zhan 2015). In Finland, Vornanen (2016) has reseached how grammar instructions are presented in EFL upper secondary school books and Pylvänäinen (2013) has compared how grammar is taught in English and Swedish textbooks. Also, Vuorela (2019) has studied active learning and grammar exercises in EFL textbooks, but there have not been any studies that focus specifically on the representation of different exercise types from a historical perspective, i.e. that compare different textbooks from different decades and curricula, which is the aim of my study. My study will provide information about Finnish EFL textbooks from a longer period of time and in a broader topic than those studies that concentrate on a

specific grammar topic. Therefore it also provides information about how these books have changed over time and how this is reflected in changes that have happened in grammar teaching theories.

In this study, I will first define what grammar is, after which I will take a look into ways of teaching grammar and approaches to grammar teaching. Then I will look into National Curriculum 2015, 2003 and 1985 and Common European Framework of Reference 2020 and how these refer to grammar. Next, I will investigate previous studies made in this area of study. In chapter 3, I will define the research questions and what the hypothesis is. In data and methods, I will take a look at methods used in this study and how data is collected. I will also describe books used as research materials. In the results, I start with explaining the categories for each grammar exercise type and how I define them. Then each book is presented with tables and examples of different exercise types. In the end of the results chapter, I compare the three books to each other. This research ends with the discussion and conclusion chapter in which I will talk about how my findings matched my hypothesis and what answers I got for my research questions. Also, previous studies and background are discussed in the end.

2. GRAMMAR AND TEACHING

2.1 What is grammar?

Grammar has been defined in many various ways depending on the viewpoint. Some of these standpoints are introduced in this chapter. Aarts (2011:32) indicates that grammar consist of morphology (structure of words) and syntax (phrases and clauses). Also, according to Aarts (2011:32) grammar has been traditionally seen as writing grammar

structures and grammar is used to describe the language, therefore, language is described through structures used in it. Oxford Modern English Grammar talks about word form and function, phrase and clause patterns, tense, aspect and mood to describe how English grammar works. According to Alanen (2000), grammar is one of the most complex concepts used in teaching language because it has so many meanings. She defined grammar as metalanguage knowledge of the structure of the language. Thornbury (1999) defines grammar partly as the study of the forms and structures that are possible for the language. It is a description of rules for forming sentences and what meanings they give. Traditional study of grammar has been sentence-level analysis and therefore grammar describes the rules that are used to form proper sentences. Grammar has been focusing on syntax and morphology but according to Thornbury (1999) it can also be studied as chains and slots because words are chained to each other in a particular way. Grammar is representational, i.e. we can use the language to describe the world, and interpersonal, i.e. we can interact with others. He also defines that spoken language has its own grammar. According to Larsen-Freeman (2006: 591-592), language is dynamic and it changes. She also states that there are certain periods of time when certain grammar structures are easier to learn. Müller (2020) on the other hand focuses on syntax in order to understand grammar. He thinks that the base of the language starts from building words and structures from smaller units of the language.

2.2 Approaches to language teaching

According to Nassaji and Fotos (2011), grammar has historically been at the center of the language pedagogy. Grammar has been used as a focus on developing curriculum and teaching materials. It was believed that the best way to learn a new language is through the first language. Also, grammatical categories were based on Latin grammar. They present the grammar translation and audiolingual methods as traditional grammar approaches.

Grammar translation method (Nassaji and Fontos 2011) is from the 18th century. It is still used in foreign language context. This method is focused on learning the rules and structures of grammar. Language is formed of nouns, verbs, adverbs, pronouns, articles et cetera and those are taught through rules, memorizing, and translating sentences from L1 to L2 and vice versa. This method focused on written language. According to Elomaa (2009), this method was based on assumption that all the students had same first language, same age, same know-how and knowledge level. It was also believed that the base for learning a new language is to learn its grammar. Exercises that are *translating* words or sentences and *complete the gaps* (with hints) would be exercises using this method as their base.

The next approach that was used was the direct approach. It was believed that the main focus for learning a language is speaking. The name means that the first language was not used in teaching, and it should not be used in language learning. Only the target language was used in teaching since it was thought that the first language is disruptive (Elomaa 2009). Direct approach favors exercises that are *communicative oral exercises* and *write a word to complete the text* exercises, because it requires understanding of the language rather than translating. At the beginning of 20th century audiolingual method started to emerge. It was based on direct approach (Elomaa 2009). With this method, grammar was not presented as it was in grammar translation method, but the focus was still on grammatical structures. It considered memorizing patterns important for learning a language. The focus changed from viewing grammar as parts of speech to its structural and phonological nature. Audiolingual teaching started with easy structures and then changed to more complex patterns of the language. Grammar structures were taught by repetition and sentence level patterns but the context and meaning of these structures were not paid attention to. In this approach the goal was to develop oral skills and not written skills as it was also in the grammar translation method (Nassanji and Fotos 2011). Audiolingual method used similar exercises as direct approach which it was based on.

Communicative language teaching started at the 1960's. It was believed that the memorization of phases, that was used in the audiolingual method, was not meaningful. In this approach language is seen more as understanding the meanings and a way to express thoughts. It was believed that students gain better language skills through thorough communication exercises. In this approach grammar was included but it was not a main focus (Elomaa 2009). Nassaji and Fotos (2011) inform that the communication-based approaches define understanding the language as more than knowing its grammar. The goal of this approach is to acquire communicative ability. In this approach all the language skills are important and therefore any exercise that focuses on listening, speaking, writing or reading would be suitable.

The last approach to grammar teaching that Larsen-Freeman (2011) presents is focus-on-form. This approach focuses on the form of the grammar in communicative or meaning-based approaches, for example task-based or content-based language teaching. This approach can help students to notice structures that they would not notice without the focus on form. There have been different alternatives to focusing on form without intrusion. Input enhancement means including visual enchantments into the text, for example bigger font, colors and underlining. This way students might pay attention to grammar structures that are visually different. Input flooding or priming means directing the attention to meaningful input. For example, talking about historical events and using the past tense. However, some researchers think that input only is not enough for language acquisition. Output production makes learners to move to syntactic processing. Output also helps to notice features that the language has. According to Nassaji and Fotos (2011), focus-on-form approach was created because of the problems that there were with other traditional approaches. Gass and Selinker (2008: 381) state that usually the attention to form does not come naturally to the learners. Often students need to be taught to focus on form. For this approach I would connect exercises that focus on creating new form of the words or sentences.

In task-based language teaching (TBLT), the role of the learner is highlighted. In this teaching method students are active agents that gain implicit and explicit language knowledge through tasks and this way gain language skills that can be used for meaningful purposes. It is also described as being a learner-centered way to teach a language because it is not as focused on the teacher as the more traditional approaches are. Also the focus in TBLT is to develop students' communicative competence by focusing on meaning in the communication. Task-based method develop speaking skills, helps to build learners' self-confidence and is motivating (Van Den Branden 2016). Carless (2012) explains that learning grammar is different in TBLT. Usually learning grammar is focused on teacher explaining the rule but in this approach the focus is on the learner. Grammar structures are not taught as traditional PPP method. In this approach grammar is a part of the text and the exercises and students are able to learn them by reading and figuring out what the use of the structure is. However, one of the main focuses on TBLT is grammar. This method has communicative exercises are for example speaking, matching or listening exercises.

Also Content-Based Instruction (CBI) can be used in grammar teaching. The Center for Advanced Research on Language Acquisition (CARLA) defines CBI as a framework for learning the language through relevant content and meaningful communication rather than through curricula. In this approach, grammar is learned through real life contexts. According to Stoller (2002), in CBI grammar instructions are contextualized. It means that grammar is included in the texts students read and exercises are usually based on those structures used in the texts. Similarly, Lightbown (2014) says that teaching language through CBLT is efficient, motivating and it can advance proficiency. More importantly, other subjects are taught through language students are still learning so it can be helpful to learn new grammatical structures through meaningful context. Exercises for this approach are for example discussions or videos.

2.3 Ways of teaching grammar

Ellis (2006) wrote about teaching grammar, and he says that grammar teaching traditionally involves a presentation and practice of a certain grammar feature. However, he thinks this definition is too narrow because grammar teaching includes those features, but it can also be without one or the other and students can learn new grammar features by themselves without a presentation or practice. Because of these reasons he defines grammar teaching as "involve[ing] any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it metalinguistically and/or process it in comprehension and/or production so that they can internalize it" (Ellis 2006: 84).

Thornbury (1999) provides seven reasons to teach grammar. First is the sentence-machine argument. It means that we need to learn new words or phrases but those do not make sense on their own. Therefore, grammar is a sentence-machine that makes understandable sentences. Grammar also helps to form new kind of sentences for new meanings. Second one is the fine-tuning argument, it is seen more in the written language than the spoken one. Grammar helps us to produce sentences with different nuances that would not be possible with only the basic forms of the words. Third is fossilization argument. If the grammar structure is not taught when learning the language, it might not be as easy to learn it later than it would have been earlier because linguistic competence can fossilize sooner without instruction. Fourth, advance-organizer, means that grammar structures that are studied in class can become noticeable later in life in everyday language use situations and therefore these structures have been understood. The discreate item argument is forming categories for grammar items. Language has many things to learn but in categories it is easier to understand. These categories can be put together or focus on each one individually. For example, phone conversation exercises. Language is a system of rules. The rule-of-law argument sees learning as transmission of knowledge from those that know the language to those who do not. Lastly, the learner expectations argument is

that learners often expect that grammar is taught in the classroom. Therefore, it is also beneficial to teach what students expect.

Thornbury (1999) speaks about deductive and inductive approaches. The deductive approach starts with presenting the rule and it is followed by examples where the rule is used. Inductive approach goes the other way around: first there are examples where the rule is used, then the rule is taught explicitly. Deductive approach is traditionally used but it has some disadvantages. Some of these are that students might get bored with starting with rules, grammar is usually teacher-led, there is no communication between students, and it might be hard to remember rules from the presentations. The advantages are that it is time-saving, many students have analytical learning style, and rules are dealt with when they come up in the textbook.

Larsen-Freeman (2011) introduces four approaches to grammar teaching. First is PPP. This is the most traditional approach to teaching grammar. It means present, practice, produce. First the structure is presented to the learner, often comparing differences between L1 and L2. The idea is to get the student familiar with the structure, what does it look like, how it works and how it is used. Then the structure is practiced with oral and written exercises that repeat this structure. The last stage is that the structure is present in future tasks, so that students encounter it and that they can use it frequently. The point for this is that students start to use the new structure in their communication and writing and it becomes fluent. This method has been criticized because often students fail to use their grammar knowledge in communication situations. Students know the grammar, but they are not able to use them correctly in communication. Nassaji and Fotos (2011) state that the PPP approach was so popular that it forms the base for many teacher training courses. They say that this approach introduces a new structure through a text or a dialogue, then it is practiced through manipulating, repeating, and reproducing new forms through written and spoken exercises and then the goal is to get the structure from the short term memory to the long term memory. The website Teaching Methods includes PPP as a teacher-

centered approach. It is also argued on the site, that the teacher-centered approach can be effective because the teacher is a representation of the target language. Teach.com also argues that these approaches that focus on the teacher see learning as pouring knowledge for students' minds.

Second one Larsen-Freeman (2011) mentions is the non-interventionist method. This method focuses on exposing student to grammar in comprehensible input. Grammar is not taught, rather it is acquired from the input naturally. However, in this method students might not learn grammar structures that are not used in their first language and use structures that are used in their L1 but not in L2. Third one is input-processing. This approach guides the focus on the form of the structure that might not be easy for the learner to notice. This approach separates the meaning and the form from each other (Larsen-Freeman 2011). Larsen-Freeman (2011) also talks about her own concept of grammaring. It means "– the ability to use grammar structures accurately, meaningfully, and appropriately as the proper goal of grammar instruction" (Larsen-Freeman 2011: 526).

In research made by Borg (1999) it was studied how teachers see grammar teaching. He found out that teachers are not always aware of practices they use in the classroom. Even if the teachers chose to approach new grammar structure through discovering what it is, they still had a teacher focused grammar presentation and then they let the students to practice. Also, the lectures he followed usually had the same structure. Some teachers also did not know why they use certain methods for grammar teaching.

2.4 National Curriculum and CEFR

National Curriculum guides the school and the teachers so that everywhere in Finland students learn the same themes. Therefore, the students have equal possibilities to get

good grades in the matriculation exam and equal opportunities to get into further education. In foreign languages, different themes are separated for different courses.

The National Curriculum 1985 (Kouluhallitus 1985) is course-based. Themes during the courses are for example technology, free time, studying and culture. This curriculum tells what kind of skills students should achieve, for example what kind of situations should be handled during the courses. Grammar structures are mentioned but the national curriculum 1985 does not state which structures should be taught during each course.

The National Curriculum 2003 (Opetushallitus 2003 100-103) tells us that the focus has been on developing communication skills between different cultures. Also, different cultures and European identity have been important topics. Themes during the courses focus on culture of our own country and the cultures of the English-speaking countries. Language skills that have been emphasized are listening, reading, speaking and writing, even though, emphasis changes during each course. In the National Curriculum 2003 (OPH 2003, 101) it is mentioned that new vocabulary and structures are learned during each course. Themes during the courses focus on for example, everyday life, free time, studying, culture and society. Each course has focus on some specific language skill, for example course 6, reading and writing skills. However, this curriculum does not indicate any specific grammar structures that should be taught during each course.

The National curriculum 2015 (Opetushallitus 2015, 107-111) focuses on improving students' language skills in various levels. Students learn both spoken and written language and they develop and look for language learning skills that are suitable for them. Themes create connections between language learning and students' everyday life and also teach communication skills for international interaction. In evaluation, students get feedback in every area of speaking, writing, reading and listening. Course themes focus on

for example, everyday life, culture, technology, science, work and sustainable development. However, the National Curriculum 2015 (OPH 2015) does not mention grammar directly. There is guidance for which grammar structures should be taught during each course even though students' evaluation is made in every language level.

Common European Framework of Reference (2020) is an international scale for describing learners' language abilities. It has descriptions for each language level: A1, A2, B1, B2, C1 and C2. Language is evaluated in overall, range, coherence, accuracy, description, and argument levels. Grammar is mentioned in accuracy evaluation. Grammatical accuracy is described in CEFR (2020, 132) at B2 level as good grammatical control but sometimes there are occasional slips or flaws. However, these flaws do not cause misunderstandings. B1 level is the usage of certain patterns and routines in certain situations and communicating pretty accurately in familiar topics. However, mother-tongue influence can be notices but the message can be understood. The goal level for upper secondary school A1 foreing language is B2.

CEFR (2020, 132) also tells us that studies have shown why grammatical accuracy tends to drop at B1 level. When students learn more creative language most of the mental capacity tends to go towards forming the idea and less towards grammatical accuracy. Grammar is also mentioned in the other language skills in the CEFR because grammatical accuracy is part of the linguistic competence and therefore affects also other language skills such as speaking. However, CEFR does not include any specific grammar structures that need to be learned for each skill level.

2.5 Previous studies

In this chapter, I am going to talk about previous studies that are relevant to this research. There have been studies made in Finland analyzing EFL textbooks used in secondary and

upper secondary schools. There have been also studies that focus on some specific grammar structure in the textbooks. Also, there have been researches made about how teachers perceive grammatical features in the textbooks. Vornanen (2016) studied in her MA thesis how grammar instructions are presented in the upper secondary school EFL textbooks. Her main focus was on formal subject and shortened clauses, but she also wanted to know what kind of activities were most common and were there any major differences between series in their formal subject and shortened clauses presentation. For analysis, she used the typology of activities made by Aski (2003). It contains mechanical drills, meaningful drills, communicative drills, and communicative language practice. In the end, her study showed that there are no huge differences between Finnish EFL textbooks. However, these grammar structures were separated from the other study materials, as grammar structures and exercises tend to be in EFL textbooks. Also, examples for new grammar structures were sentences without any context and there were no spoken language or authentic texts included in examples. Vornanen (2016) also found out that most of the exercises were translating or transformation sentences and there were not many communicative exercises.

Vuorela (2019), on the other hand, focused on active learning and grammar exercises in EFL textbooks. She analyzed teaching materials from grade 7 to 9 to find out if new textbooks have more active learning strategies used than more traditional exercises. The focus was on what kind of active learning strategies were used on grammar exercises. She also wanted to know how much active learning strategies were used in comparison to all grammar exercises and what methods emphasized in the national curriculum were used most in the chosen workbooks. Her study used qualitative content analysis and the coding frame. Her coding frame was part concept-driven and part data-driven. Her categories of coding frame were active learning techniques, traditional techniques, mixed techniques, and miscellaneous techniques. In this study she found out that active learning techniques used in the books were game, crossword puzzle, research, deduction and pair/groupwork. However, the study showed that there are still more traditional grammar exercises than active learning exercises.

Pylvänäinen (2013) analyzed English and Swedish upper comprehensive school textbooks and how grammar was represented in them. She focused on analyzing teaching materials from grades 7 to 9 to find out how grammar structures are presented, how they are illustrated and how they are practiced in the books. The main research question focused on differences between English and Swedish grammar instructions. Grammar structures that were focused on were limited to English present and past perfect and Swedish present and past perfect. Pylvänäinen used a system of methodological options made by Ellis in 2002. This method divides teaching materials into 3 categories – explicit description, data and operation – which are further divided into subcategories. Pylvänäinen found out that textbooks are still traditional. Textbooks present grammar as structures and rules. Usage and meanings of grammar are not the focus, the form of the structure is. Grammar is taught through translation and fill-the-gap exercises and there are no authentic texts or spoken language used. However, she found out that some modern grammar theories have been used. For example, the target structure is used in a reading comprehension text and grammar structures are not just presented as sentences without context, they are figured out in the exercises. Meaning of the structures used can be understood through reading comprehension or oral communication exercises.

Another grammar content analysis was made by Zawahreh (2012) who examined a textbook used to teach English as a foreign language in Jordan. This study wanted to find out how many grammar exercises book used in the study had, how accurate its linguistic data was, how clear the exercises were, and whether linguistic items are presented in meaningful contexts. Content analysis was used for this purpose. It was found out that there was a good amount of grammar exercises throughout the book, linguistic data of those exercises was accurate, the exercises were clear, and the exercises had meaningful contexts.

In a study published in 2017, Belli studied whether stative verbs are presented in language textbooks and if they are, which functions they get. Summative approach to qualitative

content analysis was used for finding this out. This way stative verb types needed for the study were found. This research found out that textbooks used in this study did not have the same amount or same stative verbs and their functions differed. Those stative verbs that got progressive aspect tended to be associated with emotions and those that did not, with cognition. Study also found out that those books that had the most stative verbs had most diverse functions for those verbs.

There has been also a study made with Malaysian English textbooks. Khojasteh (2011) wanted to find out how modal auxiliaries are presented and whether their use is in line with real life usage. Qualitative page by page analysis was used in order to find which modal auxiliaries were present in the books. It was found out that the way model auxiliaries are presented was not the way those are used in English language. Modal auxiliaries that are not that often used in English were overrepresented in the books.

In 2015, Hietala researched through survey how satisfied teachers are with current textbooks. He found out that most of the teachers thought grammar is covered well or very well in Finnish upper secondary EFL books. However, there were some teachers that thought that grammar is covered adequately or inadequately. Some teachers also thought that grammar is covered well in some books and in others it is not, even in a single series. Some books had enough grammar exercises, and some had too much. Also, some of them said that there were too many things to cover before exercises. The separation of textbook and grammar book was criticized. Also, one teacher thought that grammar was presented too thoroughly.

Millard (2000) studied 13 Canadian grammar textbooks that were meant for adult learners of English. He wanted to see how well communicative language teaching (CLT) and form-focused instruction (FFI) were used in these books. Categories used with these books were context, activities, explanations, and practicality. Each book got points out of fifteen from these categories. He calculated the mean levels for each of the books based on their points

from each of 4 categories and found out that lower-mean textbooks did not have much contextualized activities and those were not that communicative.

3. RESEARCH AIM AND QUESTIONS

The purpose of this study is to investigate whether there has been a change in grammar exercises in Finnish upper secondary school EFL textbooks in the past 40 years. The book series chosen for this study are *Passwords*, *Open Road* and *Insights.* The study will reveal what kind of grammar exercises there are and have been over three decades and which exercise types have increased and which disappeared/decreased. The study will also shed light on how textbook writers see grammar as a part of the language.

The research problem of this study is how have Finnish upper secondary school EFL textbooks changed in regard to materials on grammar between 1990s, 2000s and 2010s? The specific research questions the study aims to answer are:

1. What kind of grammar exercises are used in these three books?

2. Are certain types of exercises dominant in each decade and how have these exercises changed?

My hypothesis is that the same effect has occurred with grammar as it has with vocabulary exercises. That is, in vocabulary exercises translating exercises have decreased in their number, while oral exercises have increased from 1991 to 2016. Therefore, since this kind of phenomenon has happened in vocabulary exercises, it is possible that the same phenomenon has happened in grammar exercises. Also, it is possible that some exercise types have disappeared from the books that are used nowadays and that some

new exercise types have emerged. I also think that there will be variation between different books and their amounts of different exercises.

4. DATA AND METHODS

4.1 Data

I decided to use three upper secondary school EFL textbooks that are from three different decades. These books are *Passwords Course 4*, *Open Road Course 4*, and *Insights Course 4*. The focus is on the grammar exercises that appear in each book. I examined each of the books and decided which exercises are grammar exercises and which ones are not and categorized them according to their characteristics. All the books have society as their theme.

The first book is *Passwords Course 4*. It was published by WSOY in 1991. *Passwords Course 4* has a separate textbook and a practice book. It also contains additional materials such as teacher's materials, audio cassette and test. The book is divided into parts A, B, C, D, E, and grammar. The book contains three main texts, work project and an additional text for reading. The main text structure is preparation, comprehension, vocabulary and structure, activity, write, test, and talk. Parts A, B and C also have selected parts where students can choose one of the texts to read and do the exercises independently. At the beginning, the book is used as a whole class, warm up exercises and start up exercises are made for all the class. Then students can go to feel free, listen, revision, or talk exercises. In the end there are also select text and exercises to choose from. Therefore, my focus was on all the chapters of the book, because these have a structure section and the book also has a separate grammar section. In the grammar section, there are grammar theory about modal auxiliary verbs, relative clauses and articles and also exercises for these grammar structures.

The second book, *Open Road Course 4*, was published by Otava in 2009. In this book the texts and the exercises are included in the same book. This book also contains a teacher's guide, cd, test, and a web page where students can find additional exercises for the topics and grammars dealt with in the chapters of the book. This book contains four themes with texts and exercises, tips for studying, grammar section and additional tasks. The texts represent authentic texts, for example autobiography, stories, and magazine articles. They also include glossaries and grammar structures. At the end of the book there are also grammar exercises. Also, in this book my focus was the whole book in order to find all the relevant grammar exercises. This book contains infinitive, ing-form, that-clause, reported speech, indirect questions, and linking words as grammar structures that should be covered during the course.

The last book is *Insights Course 4*, which has been made for the National Curriculum 2015. It was published in 2017 by Otava. All the texts and exercises are in one book. This book series also has a parallel digital textbook. It also contains students' mp3 recordings online, otavan sanastot mobile application, teacher's guide online, digital teaching materials online, recordings for class use online and digital tests. *Insights Course 4* has five different themes for its texts and 10 different texts. These texts are also authentic materials such as blog posts, news reports, and an excerpt from a novel. Grammar and glossaries are also included in the chapters. At the end of the book there are exercises for vocabulary, learning tips and a grammar section that includes exercises. This book series has chosen to teach modal auxiliaries, indefinite pronouns, relative clauses, and nationality words. There are also revision pages for grammar. As the other two books, this book was also analyzed fully.

However, this study is limited to only printed textbooks and no other materials were included in the analysis. One of the reasons for this is that the comparison between books that have online materials and those textbooks that do not have would be difficult.

Insights Course 4 has a lot of digital materials for students and the teacher to use, *Open Road Course 4* has only a web page (in the edition used for the study) and *Passwords Course 4* has none of these extra materials.

4.2 Data collection and analysis

In my research I used qualitative as well as quantitative methods. Also, my study is data-driven, also known as inductive data-analysis. In content analysis, often there is qualitative and quantitative methods both used. Qualitative focuses more on the content of the data materials and quantitative on analyzing and bringing the data into more easily understandable form. It is usual that these methods are combined for example when the study is about frequencies.

Cohen et al. (2007: 462) describe qualitative data analysis as organizing, accounting for, and explaining the data. This kind of analysis makes sense of the data collected by using for example patterns, themes, and categories. The way of analyzing and presenting this kind of data varies between studies because there are many ways to handle the data. Krippendorf (2013: 16) separates qualitative approaches into smaller categories. Discourse analysis is relevant to this study. He defines it as studying the text above the sentence levels and it tends to focus on specific phenomena. Luodonpää-Manni et al. (2020) say that qualitative content analysis is studying authentic language use materials profoundly and the goal of that is to understand it overall. Qualitative content analysis usually involves manual labor and therefore there cannot be too much research material. Krippendorf (2013: 87) also expresses that text is always qualitative at first.

Quantitative analysis in this research comes in when the data collected and put into categories as numbers. Luodonpää-Manni et al. (2020) talk about quantitative research as a way to compare the relation between different variables. In this research, these variables

are the amounts of different exercise types. They also tell that in language research quantitative research tries to find out the frequency of a certain linguistic characteristic.

Data-driven analysis is described as reduction of research materials, grouping those materials, and creating theoretical concepts. Reduction of materials can be for example written interview or some other kind of document. First the relevant materials have to be found from the research materials, then the data is put into categories with other similar materials. Lastly, these categories are defined based on the exercises in these categories. In data-driven analysis it is not possible to define categories beforehand, as categories are created based on data collected during qualitative analysis (Tuomi and Sarajärvi 2018). Krippendorf (2013: 341-342) on the other hand describes this analysis as familiarizing oneself with the chosen texts, summarizing the meaning of these texts and interpreting meaning of these texts. I chose data-driven method for this research because these books contained so many different kinds of exercises and therefore using strictly ready-made categories might cause problems with placing exercises to suitable categories. Because this research is data-driven and categories change as new data is gained, the analyzed books are treated the same way. The same categorization system is used for all the books and the categories chosen for certain exercises were not changed in the middle of the study and the same classification system was used for all the books.

My research began with carefully examining the data that is upper secondary EFL textbooks *Passwords Course 4* (1991), *Open Road Course 4* (2009) and *Insighs Course 4* (2017). At this first stage, I identified those exercises from these books that can be considered as grammar exercises. Grammar exercises are those exercises that focus on teaching a structure. For example, an essay exercise is a grammar exercise if the instructions tell you to use a specific structure in it. While identifying the grammar exercises from other exercises, I determined a classification and categorized the exercises found. The categorization is presented in Chapter 5.1.

The last method for my study was quantitative. In this step, I counted the data collected from these three upper secondary school EFL textbooks and transformed this data into tables.

5. RESULTS

5.1 Classification

When identifying the various exercises in the books and deciding on whether they are grammar focused or not, the following criterion was used: exercises were considered to be grammar exercises if they required the use of a certain grammar feature taught in the chapter or focused on a grammar feature more than the vocabulary itself. Project exercises and project chapters were not included in this research. In the end, the data-driven method led up to these 16 categories:

1. Write words to complete the text

    - Write a (grammar) word to fill the gap in the text (no hints)
2. Choose a correct option

    - Choose the correct option from multiple alternatives for the sentence
3. Complete the gaps

    - Write the correct form of the verb with the help of the hint that is either in Finnish or English
4. Word formation

    - Write the correct form of the word
5. Sentence transformation

    - Transform the sentence into another form without changing the meaning

6. Translation

   - Translation exercises that focus more on using (new) grammar than vocabulary (both Finnish to English and English to Finnish exercises)

7. Oral grammar exercises

   - Oral exercises that train some certain part of a grammar.

8. Strike out

   - Strike out the word that is not needed in the sentence (for example strike out the relative pronouns that are not necessary to write)

9. Odd one out

   - Find the word that does not fit in, for example does not need an article like the other words

10. Find the correlate

    - Find the correlate for the relative pronoun

11. Listen and write

    - Write down the sentence you hear

12. Choose the closest meaning

    - Choose the closest option for the sentence/grammar feature

13. Finish/Create the sentence

    - Finish the sentence with the correct grammar feature or create a sentence with certain grammar feature based on pictures

14. Correct translation

    - Choose the correct translation for the sentence

15. Correct form

    - Choose the correct form for example a correct article for a word

16. Write a text

    - Write a text using a certain grammar structure

As seen in the categories fifteen out of sixteen grammar exercise categories are written exercises since there is only one category that focuses on speaking. There is also *listen and write* category that focuses on listening. *Translation* and *choose a correct option* exercises are easy to start with since they do not need yet a deeper knowledge of the grammar structure. Also *odd one out, correct form* and *choose the closest meaning* are exercise types that do not need as much language knowledge as others. *Write a text* category on the other hand requires that students know how to use the grammar structure that the task focuses on. Also *oral grammar exercises* require some knowledge of the structure because using grammar structures correctly in speech is hard without knowing how the structure is supposed to be used. Some exercises were also between categories. In a situation like this, category was chosen by more dominant for the exercise. *Write words to complete the text* and *complete the gaps* exercises are similar but the difference is that the first one has a hint, in Finnish or English and therefore does not require as much language and grammar knowledge as *complete the gaps* that does not have hints of the word needed. These categories were also more productive than responsive. Most of the exercises required writing down sentences or correct forms. There were not that many categories that focus on listening and reading.

5.2 The number of grammar exercises in each series

In total, *Passwords Course 4* (1991) has 169 exercises. Out of these, 55 exercises were considered as grammar exercises. *Open Road Course 4* (2009) had 133 exercises and 40 of them were grammar exercises. *Insights Course 4* (2017) had 41 grammar exercises out of total of 166 exercises. The other exercise types in these books were vocabulary exercises, listening comprehension exercises, reading comprehension exercises and projects. Other exercise types were not counted and categorized by type.

Table 1. The number of grammar exercises and their percentages

	Passwords Course 4	Open Road Course 4	Insights Course 4
The number of grammar exercises	55 (32,5%)	40 (30%)	41 (24,7%)
Total number of exercises	169	133	166

As Table 1 shows, *Passwords Course 4* had the largest number of grammar exercises and also the biggest percentage of exercises, 32,5% out of all the exercises. *Open Road Course 4* contained 30% grammar exercises and *Insights Course 4* had the smallest percentage of grammar exercises, only 24,7%. Also, *Passwords Course 4* had most exercises in total, 169 exercises. The second most exercises, 166 was in *Insights Course 4* and therefore, *Open Road Course 4* had the least number of exercises, 133. All of these books contained three to four grammar topics and therefore the change in the number of exercises cannot be explained by less grammar features that are supposed to be learnt during that course. The total amount of exercises cannot be explained either with the length of the book, because all of these books are about the same length.

5.3 Grammar exercises in Passwords Course 4

Passwords Course 4 had 5 parts and a grammar section (called G later). However, parts D and E were project sections so therefore they are not included in this table. As it was stated above, the number of grammar exercises was 55 in the book. The result for their classification is as follows.

Table 2. Grammar exercise types in Passwords Course 4

	A	B	C	G	Total

Write a word to complete the text	2	2	2	7	**13**
Choose a correct option					**-**
Complete gaps			1	2	**3**
Word formation		3	2		**5**
Sentence transformation			2	1	**3**
Translation	4	4	2	5	**15**
Oral grammar exercises	1	1		4	**6**
Strike out				1	**1**
Odd one out				1	**1**
Find the correlate				1	**1**
Listen and write					**-**
Closest meaning		1			**1**
Finish/Create the sentence			1	2	**3**
Correct translation				1	**1**
Correct form				2	**2**
Write a text					**-**
Total	**7**	**11**	**10**	**27**	**55**

As Table 2 shows the largest amount of grammar exercises were found in the G (grammar) section with 27 grammar exercises. Parts B and C had 10 and 11 exercises considered as grammar exercises. Part A had only 7 grammar exercises, but it was also the shortest one of these parts and therefore it had also the least number of exercises.

The most common grammar exercise type in *Passwords Course 4* (1991) was translation exercise with 15 manifestations. These exercises were included in all the sections: parts A and B both had 4 *translation* exercises, part C had 2 *translation* exercises and the largest amount of *translation* exercises, 5, was found in G part. Example 1 is an example of a *translation* exercise from section G (*Passwords Course 4 1991, p. 149).*

Example 1

2. TRANSLATION: MUST and HAVE TO
1. Pitikö sinun varata pöytä? (varata = book)
2. Ei tarvinnut, mutta minun oli jonotettava jonkin aikaa (jonottaa = queue)
3. Nyt meidän täytyy kiirehtiä.
4. Emme saa antaa toisten odottaa. (Antaa odottaa = keep someone waiting)
5. En saa lähteä, ennen kuin olen maksanut laskun (lasku = bill)
6. Minä voin maksaa sen. Sinun ei tarvitse odottaa.

The second largest amount of grammar exercises was *write the word to complete the text* exercises: there were 13 of them. Also, these exercises were found in parts A, B, C and G. In parts A, B and C there were 2 of these exercises in each of them. G part had 7 of these exercises which makes it more popular exercise than *translation* exercises in the grammar part of the book. Example 2 below represents this exercise type (*Passwords Course 4 1991 p. 21).*

Example 2

3.5 C Fill in the prepositions.
Most 1____ the people living 2____ the Hammock building have chosen Big John 3____ the view it offers. 4____ a clear day you can see all the way 5____ Michigan 6____ the 92nd floor. Big John is not a haven 7____ outdoor enthusiasts. If you want to go 8____ a run, for example, you'll have to get your car and drive 9____ the nearest park. People would certainly laugh 10____ you if you ran 11____ the corridors 12____ your jogging outfit on. Some 13____ the tenants are not perfectly happy 14____ everything 15____ Big John. A number 16____ them are concerned 17____ the hundreds 18____ birds that crash 19____ the building 20____ night.

Surprisingly, the third most used exercise type in this book was *oral grammar exercises*. There were 6 of them. 4 of them were in the G section. A and B parts of the book had both one *oral grammar exercise*. Example 3 is an example for *oral grammar exercise* and its purpose is to use modal auxiliaries (*Passwords Course 4, 1991 p. 153).*

Example 3

8. WHAT SHOULD I DO?
Jane Baker on koulun sosiaalikuraattori ja oppilaiden uskottu. Häneltä saa neuvoja joka hätään. Tässä on joukko kysymyslappuja, jotka hän sai viime viikolla. Laadi parisi kanssa mahdollisimman ystävällinen vastaus ainakin kahteen pulmaan. Alla on neuvoihin ja lohdutukseen sopivia aloituksia.

I think you should…
You could….
You might…/He/She might…
I don't think you have to…
You needn't…

He may have thought…
She can't have meant…
It must have been…
It might be a good idea…
You must not…

I get a terrible stomach ache every time we have a test at school. What should I do? Brian

I can't make ends meet. I have a weekend job and I earn money but I'm always penniless. What should I do? Tony

My car won't start in the morning. I'm always late for school and my parents are curious. What should I do? Peter

My girlfriend said she hates jazz and I love it. What should I do? Paul

I cannot stop eating. I'm 20 pounds overweight but I just go on eating. If I don't eat at mealtimes, I eat chocolate bars all evening. Helen

My boyfriend said he doesn't love me. I feel miserable. What should I do? Ann

My mother never goes to bed before I come home at night. She sits in the living-room knitting. She doesn't say much but I feel terribly guilty. What should I do? Sheila

Other exercise types after these three were *word formation*, 5 exercises, *complete gaps*, *sentence transformation* and *finish the sentence*, each of them with 3 exercises and *correct form* with 2 exercises*. Word formation* exercises were found in parts B and C. *Complete the gaps, sentence transformation*, and *finish the sentence* were all found in parts C and G and *correct form* exercises in the G part. Example 4 is an example of a *word formation* exercise (*Passwords Course 4 1991 p. 56)* and example 5 is a *finish the sentence* exercise (*Passwords Course 4 1991 p.89)*

Example 4

12.4 B Which are the right endings? Add one word to each list.

-ABLE or -IBLE
1. consider _____
2. fashion _____
3. respons _____
4. comfort _____
5. incred _____

_____

-IVE or -ATE
1. destruct _____
2. corpor _____
3. corrupt _____
4. distinct _____
5. separ _____

_____

Example 5

21.2 Here are some names of people and social organizations. Finish the sentences according to the model, beginning with WHO or WHICH

Model: Prince Philip is a man WHO has an important post in the WWF.

1. Henri Dunant was the man _____
2. UNISEF is an organization _____
3. GREENPEACE is a group of people _____
4. WWF are the letters _____
5. Baden-Powell was the person _____
6. Florence Nightingale was the woman _____
7. AMNESTY INTERNATIONAL is an organization _____
8. The Salvation Army is an organization _____
9. ILO are the letters _____

Only one exercise was found in 5 different categories: *Strike out, Find the correlate, correct translation, odd one out, and closest meaning.* One *closest meaning* exercise was found in part B and the others in part G. *Correct option* and *Listen and write* exercises were not found at all in this book. Example 6 is an example of *odd one out,* one of the least popular exercise types in this book (*Passwords Course 4 1991 p. 171).*

Example 6

25. Kussakin ryhmässä yksi nimi on artikkeliton. Mikä?

1. a) ___ Central Australia
   b) ___ Gobi Desert
   c) ___ Rockies
   d) ___ Midlands

2. a) ___ Seychelles
   b) ___ Isle of Wright
   c) ___ Cyprus
   d) ___ Hebrides

3. a) ___ Himalayas
   b) ___ Mount Everest
   c) ___ Pyrenees
   d) ___ Alps

4. a) ___ Oxford street
   b) ___ Strand
   c) ___ British Museum
   d) ___ Tate Gallery

Näissä ryhmissä yksi nimi saa artikkelin. Mikä?

1. a) ___ Northern Ireland

   b) ___ Irish Republic

   c) ___ Great Britain

   d) ___ Scotland

2. a) ___ East Africa

   b) ___ South America

   c) ___ British Isles

   d) ___ Northern Europe

3. a) ___ Madison Avenue

   b) ___ Lake Superior

   c) ___ Metropolitan Opera

   d) ___ New Jersey

4. a) ___ Hudson River

   b) ___ Lake Michigan

   c) ___ Mount McKinley

   d) ___ Rhode Island

These findings can partly be explained by the grammar topics that are gone through during this course. Relative clauses explain exercises that use *find the correlate* exercises. Another grammar feature that is found in this book is *odd one out* and it can be explained with article exercise above.

*Passwords Course 4 (*1991) contains a lot of traditional grammar translation approach exercises such as *translation, correct translation* and *write a word to complete the text.* There are also some *oral grammar exercises* that is expected due to communicative language teaching emerging already in the 60's. Exercises focusing on form and playing with the form and changing it also are very apparent in this book, such as *sentence transformation, word formation, correct form* and *find the correlate.*

5.4 Grammar exercises in Open Road Course 4

Open Road Course 4 (2009) has 4 themes and each of those themes include 2 or 3 texts and their exercises. The book also has a separate grammar section with their exercises and a section called service station that includes a/b exercises. The classification of the exercise types for this book is as follows.

Table 3. Grammar exercise types in Open Road Course 4

Text	1	2	3	4	5	6	7	8	9	G	A/B	Total
Theme of the texts	**Northern exposure**		**New World**			**Eastern Promises**		**We're All in This Together**				
Write a correct word to complete the text	1									1	1	**3**
Choose a correct option										3		**3**
Complete gaps										5		**5**
Word formation								1				**1**
Sentence transformation										4		**4**
Translation				1						13		**14**
Oral grammar exercises										5		**5**
Strike out												**-**
Odd one out												**-**
Find the correlate												**-**
Listen and write										3		**3**
Closest meaning												**-**
Finish/Create the sentence										1		**1**
Correct translation												**-**
Correct form												**-**
Write a text										1		**1**
Total	**1**			**1**				**1**		**35**	**2**	**40**

As we can see in Table 3, *Open Road Course 4* had 40 exercises considered as grammar exercises. In this book, grammar exercises were rarely seen in the chapters. Texts 1, 4 and 8 each had one exercise considered as a grammar exercise. A/B section had 2 exercises that

practice grammar. Therefore, the grammar section of the book had 35 out of 40 grammar exercises.

As Table 3 shows us, the most popular exercise type in this book was *translation* with 14 exercises. Only one of these exercises were found in the chapters. This exercise was in text 4. 13 other *translation* exercises were found in the grammar section of the book. Example 7 is an example of a *translation* exercise from the grammar section *(Open Road Course 4 2009 p.138)*.

Example 7

Harjoitus 4

Ilmaise englanniksi käyttäen to + infinitiiviä. Tarkistus s.203

1. Oli ihanaa uida meressä.
2. Minulla ei ole ketään, jonka kanssa matkustaa.
3. Kaitlinilla ei ole mitään menetettävää.
4. Doriksella on paljon tehtävää.
5. Angie tarvitsee mahdollisuuden yrittää uudelleen.
6. En tiennyt, ketä uskoa.
7. Me lupasimme olla nauramatta.
8. Suunnitteletteko te muuttoa ulkomaille?
9. Martin ei tiedä, milloin lopettaa.
10. Veljeni on päättänyt lähteä maasta.
11. Sinulla on yksi päivä aikaa hankkiutua eroon rahoistasi.
12. Tuntuu oudolta herätä niin aikaisin.
13. En tiedä, kuinka sanoa tämän kohteliaasti.
14. Lapset tarvitsevat jotain kiinnostavaa tekemistä.
15. Teeskentelin nauttivani esityksestä.
16. Yritin olla haukottelematta.
17. Jennie tuli tänne voittamaan.
18. Meillä on vielä viisi mailia kuljettavana.

19. Joidenkin ihmisten on helppo oppia vieraita kieliä.
20. En osannut päättää, valitako musta vai punainen huivi.

The second largest number of exercises were *oral grammar* exercises and *complete gaps* exercises. 5 exercises of each category were found in the grammar section. Example 8 is an example of *oral grammar* exercise *(Open Road Course 4 2009 p. 150)* and Example 9 is an example of a *complete gaps* exercise (*Open Road Course 4 2009 p. 135).* Example 9 is defined as *complete gaps* exercise because it has hints.

Example 8

Harjoitus 14
Toisten ihmisten kehuminen piristää kaikkien päivää. Kehu pariasi jatkamalla lauseita ing-muodoilla.
Example: You are good at… **telling jokes!**

You can avoid…
You are interested in…
You don't mind…
You always enjoy…
You shouldn't risk…
You are always busy…

You are living proof that there is nothing like…
I'll never get used to you…
You can't help…
You always insist on…
You often feel like…
You don't have to practise…
It's no use…

Example 9

Harjoitus 3

Täydennä lauseet sopivalla infinitiivi muodoilla. Mieti, onko kyseessä mennyt tapahtuma tai tarvitaanko mahdollisesti passiivia.

1. Need to _____ (see) you asap.
2. There was nobody to _____(talk) to there
3. He already seemed to _____ (lose) the game by the time we arrived.
4. It must _____ (feel) terrible at the time.
5. I hated to _____ (tell) what to _____ (do) by my parents.
6. The task was too difficult to _____ (finish) alone.
7. The song ought to _____ (rehearse) yesterday.
8. It feels good to _____ (congratulate) so often for the past few days.
9. After the lights had been turned on, he felt embarrassed to_____ (succumb) to his fear.
10. This fireworks show has to _____ (see) to _____ (believe)
11. If you think back on your life, wouldn't you say that it is better to _____ (love) and then to _____ (lose) than never to _____ (love) at all?
12. I can't _____ (think) of a worse fate than to _____ (leave) alone on a desert island.
13. Robinson Crusoe was likely to _____ (experience) pure terror while he was on the island.
14. He is sure to _____ (show) pity at a time of his rescue.

Open Road Course 4 also contained 4 s*entence transformation* exercises and 3 of *correct option, write a word to complete the text* and *listen and write* exercises. All of these exercise types were found in the grammar section, except 2 of the *write a word to complete the text* exercises. Example 10 is a *sentence formation* example (*Open Road Course 4 2009 p.162)*. Example 11 is from text 1 and it is a *write a correct word to complete the text (Open Road Course 4 2009 p.14)* example, unlike Example 9, it has no hints for the word. Example 12 is *listen and write* (*Open Road Course 4 2009 p. 165)* example.

Example 10

Harjoitus 23

Muuta suorat sitaatit epäsuoraksi kerronnaksi.

1. "I'm very proud of you."

The mother told her children _____

2. "I've never met anyone like you."

Kevin told Cathy _____

3. "We won't be seeing you tomorrow."

Chris and Ian told Ben and me _____

4. "My dog doesn't like this new place."

Angela said _____

5. "Don't forget your passports!"

Gene warned us _____

6. "Leave me alone."

Diane begged me _____

7. "I have never seen my name in print."

Robert regrets _____

8. "You are my best friend."

Harry told me _____

Example 11

E. From Kenya with love

Here is a short summary of the text. Fill in the prepositions where needed.

Wilson:

Here are some of my first thoughts 1_____ Finland when I arrived 2_____ here; I found the interaction 3_____ people different 4_____ how it is in Kenya. Finns seem to have a need 5_____ their own space even 6_____ private. But 7_____ a Kenyan perspective, they are not as comfortable 8_____ physical closeness as we are. Also the diet was a lot lighter 9_____ comparison 10_____ the one I had grown up 11_____.

12_____ my view Finns are very positive people but it took me ages to learn the names of the people living 13_____ the other side of the wall, whereas 14_____ Kenya I knew the names of everyone 15_____ 15 kilometres 16_____ our home. I find it sad that 17_____ these days people stress so much

18_____ the moment they wake up. I wish that they could stop 19_____ a few minutes 20_____ the morning before getting 21_____ bed and think positive thoughts.

I'm active 22_____ local politics because I want to take a stand 23_____ the things I believe 24_____. I would also like to see people getting involved 25_____ decision making.

Still, I see good things happening 26_____ the future.

27_____ my personal life I want to concentrate 28_____ raising my family. I want to do a film 29_____ some point. But I do not want to have too many things 30_____ my plate 31_____ one time. I do not wish to feel like a spider 32_____ a web, with too many strings attached 33_____ me.

Example 12

Harjoitus 26

Listen to what Jack and Zoe have got to say. Then report what they said on the lines provided.

1. Jack told us that_____
2. Zoe said that_____
3. Jack asked us_____
4. Zoe wanted to know_____
5. Jack inquired_____
6. Zoe was asking_____

As Table 3 tells us, there were no *strike out, odd one out, find the correlate, closest meaning, correct translation or correct form* exercises. The smallest number of exercises was 1 and these exercises were *finish the sentence, write a text* and *word formation. Finish the sentence* exercise was found in the grammar section and *word formation* exercise in text 8. Example 13 is *word formation (Open Road Course 4 2009 p. 91)* exercise and Example 14 a *write a text (Open Road Course 4 2009 p. 174)* example.

Example 13

C. Give it your best shot

Form adjectives using the endings below and then translate them.

-al   -ive   -ed   -ible   -able   -ent   -ious

		Adjective	**Translation**
1.	Behavior	_____	_____
2.	addiction	_____	_____
3.	obsession	_____	_____
4.	preoccupy	_____	_____
5.	abuse	_____	_____
6.	access	_____	_____
7.	excess	_____	_____
8.	desire	_____	_____
9.	rebel	_____	_____
10.	dependence	_____	_____
11.	pleasure	_____	_____
12.	sense	_____	_____

Example 14

Harjoitus 36

Laadi kirje joulupukille siten, että käytät mahdollisimman monta eri sidesanaa ja konjunktiota kirjoituksessasi.

In *Open Road Course 4 (*2009) many exercises are seen in the chapters but the biggest amount of exercises are found in the grammar section. Also*, translation* exercises and *write a word to fill in the gap* exercises were popular. These are methods used in grammar translation method, which is a traditional approach. In this book, there were also many exercises that were based on the form of the words, therefore focus on form approach can be seen in these exercises. *Oral communication exercises* were also seen in this book. CBI is seen at least in the texts of this textbook. Chapters are authentic materials.

5.5 Grammar exercises in Insights Course 4

In the *Insights Course 4* (2017) texts are divided into 5 themes. Each of these themes have 1 to 3 texts. Also this book has a separate grammar section with exercises. The classification of the exercises for this book is:

Table 4. Grammar exercise types in Insights Course 4

Texts	1	2	3	4	5	6	7	8	9	10	G	A/B	Total
Theme of the texts	Doing good		Right or wrong?		Media	Making a better world			Social issues				
Write a word to complete the text											1		1
Choose a correct option									1		5		6
Complete gaps											7		7
Word formation										1		1	2

Sentence formation											1		1
Translation	1										12		13
Oral grammar exercises											7		7
Strike out													-
Odd one out													-
Find the correlate													-
Listen and write											1		1
Closest meaning											1		1
Finish/Create the sentence											2		2
Correct translation													-
Correct form													-
Write a text													-
Total	**1**								**1**	**1**	**37**	**1**	**41**

As Table 4 indicates in *Insights Course 4*, there were 41 exercises that I considered to be a grammar exercise. 3 grammar exercises in total were found in the chapters 1, 9 and 10. 1 grammar exercise was also found in the A/B section. Therefore, 37 out of 41 grammar exercises were in the grammar section.

In this book *translation* exercises were the most popular grammar exercises. There were 13 *translation* exercises, 12 of them were in the grammar section and 1 was in text 2. Example 15 is an example of this exercise type (*Insights Course 2017 4 p. 25)* from text 2.

Example 15

2h Find how the phrases 1 to 3 were expressed in the text. Then translate the rest of the phrases into English using the same structure.

1. hänen kolmevuotias poikansa

2. 86-vuotias mies

3. kolmevuotinen selkävaiva

4. kahdeksankuukautinen vauva

5. nelituntinen odotus

6. kahdeksan tunnin päivävuoro

7. kymmenen ihmisen pitkä jono

8. 800-sivuinen kirja

9. 22 jalkaa syvä kaivo

10. 95-kerroksinen pilvenpiirtäjä

The next largest number of exercises was 7. These categories were *complete gaps* and *oral grammar exercises.* All of these exercises were found in the grammar section. Example 16 is an example of an *oral grammar exercise* and Example 17 is a *complete gaps* exercise.

Example 16

28. Play the game *Sports Jeopardy***! with your partner. Take turns to choose a sport or an athlete and describe them with a relative clause. The answer should be given in the form of a question.**

A person that/who does this sport uses a bow and arrow. What is an archer?
This is a sport in which/where you try to hit others. What is boxing?

archery	football	table tennis
athletics	gymnastics	taekwondo
badminton	handball	tennis
basketball	hockey	trampoline
beach volleyball	judo	triathlon
boxing	modern pentathlon	volley ball
canoeing	rowing	water polo
cycling	sailing	weight liftings
diving	shooting	wrestling
fencing	swimming	

Example 17

13 Fill in.

Voting is central to the equality of all Americans and American history. The right to vote began in 1776 but the ones who 1._____ were white, property-owning, Protestant men. The right to vote was extended in 1856 stating that all white men in America 2._____. From 1889 onwards men 3._____ literacy tests specifically designed to reduce African American voting. According to The Nineteenth Amendment from 1919-2020, women 4._____ the right to vote.. Since 1924 all Native Americans born in the USA 5._____ their vote. Americans under the age of 21 6._____ in elections until 1971. In 1974 The Supreme Court ruled that states 7._____ convicted felons the right to vote. In 1975 laws were passed that said that literacy tests 8._____ anymore. In 1990 the law required services to ensure that people with disabilities 9._____ to polling stations. One of the biggest landmarks in the history of voting 10._____ the presidential election in 2008. In addition to winning Obama got a great turnout of voters, which 11._____ almost as great as the victory itself

1. saivat äänestää
2. saavat äänestää
3. täytyisi tehdä
4. täytyy antaa
5. ovat voineet antaa
6. eivät olleet voineet osallistua
7. voivat kieltää
8. ei voitu käyttää
9. voivat mennä
10. on saattanut olla
11. on täytynyt olla

Another significant grammar exercise group was *choose the correct option*. As table 4 tells, there were 6 *choose the correct option* exercises. One of them was in text 9 and the rest of them were in the grammar section. Example 18 is an example of this exercise type, and it is from the grammar section (*Insights Course 4 2017 p. 176).*

Example 18

27. Choose the best alternatives. Discuss the reasons for your choices with your partner.

There are some birthday traditions 1. **who/which/whose** are similar in many countries. However, there are also traditions 2. **whose/that/who** might seem a bit weird to us. 3. **Who/Which/What** is a tradition to some would make us laugh or cry, or both!

Argentina: Girls 4. **which/whose/who** turn 15 have a party and dance the waltz with their fathers and the boys in the neighbourhood 5. **which/who/whose** dance skills are good enough. Great fun!

Brazil: The birthday child, 6. **which/who/whose** always seems to enjoy the experience, gets a pull on the earlobe for each year 7. **who/that/whose** they have been alive. Imagine what it would feel like if you lived to be 100 years old!

China: Friends and relatives are invited for lunch, 8. **that/which/what** consists of noodles, to wish the birthday child a long life.

Ecuador: A girl, 9. **whom/who/whose** 15th birthday has arrived has to wear a pink dress at the celebration.

Nepal: A mixture of rice yogurt and colour is made 10. **what/which/who** is then placed on the birthday child's forehead 11. **that/which/who** brings good luck.

Russia: Instead of a birthday cake, many Russian children 12. **what/which/that** have their birthday receive a pie with a greeting carved into the crust.

Finland: What are our traditions 13. **which/of which/whose** importance you would like to highlight? If you have a birthday, is it 14. **which/that/what** happens or who comes to the party that makes it a true celebration?

The second smallest grammar exercise groups were *word formation* and *finish/create the sentence*. Both of these groups have 2 exercises. Both of the *finish/create the sentence* were in the grammar section. In this exercise sentences were formed by looking at pictures and using may/might/be allowed to structure. One *word formation* exercise was in text 10 and one in A/B exercises.

In this book, s*trike out, odd one out, find a correlate, choose the correct translation and correct form* exercises were not used. The smallest number of exercises was 1 and these categories were *write the word to complete the text, sentence transformation, listen and write* and *choose the closest meaning.*

These results show us that in *Insights Course 4 (*2017) the main place for grammar exercises is the grammar section. In grammar translation method grammar is thought to be a separate component from the rest of the language and it is treated like that in this book. This can be also seen in the popularity of *translation* exercises. However, there is also a good amount of *oral grammar exercises* that show us more communicative approach and that the change in the National Curriculum has affected this book. Some exercises also refer to the previous chapter text which includes TBLT and CBI techniques to this book.

5.6 Comparison

Table 5. Comparison between Passwords Course 4, Open Road Course 4 and Insights Course 4

	Passwords Course 4	*Open Road Course 4*	*Insights Course 4*
Write a word to complete the text	13	3	1
Choose a correct option	-	3	6
Complete gaps	3	5	7
Word formation	5	1	2
Sentence formation	3	4	1
Translation	15	14	13
Oral grammar exercises	6	5	7
Strike out	1	-	-

Odd one out	1	-	-
Find the correlate	1	-	-
Listen and write	-	3	1
Closest meaning	1	-	1
Finish/Create the sentence	3	1	2
Correct translation	1	-	-
Correct form	2	-	-
Write a text	-	1	-
Total	**55**	**40**	**41**

As we can see in Table 5, *translation* exercises have been the most popular type of exercises from 1990 to 2017. Surprisingly, the popularity of *write a word to complete the text* has come down from 1990s 13 exercises to 2017s 1 exercise.

Translation exercises were the most popular ones in each decade. In *Passwords Course 4* (1991) they were the most popular, there were 15 *translation* exercises. However, the number of exercises did not drop in *Open Road Course 4* (2009) or *Insights Course 4* (2017) since also them had 14 and 13 *translation* exercises.

The second most popular grammar exercise type that did not have significant differences between the books was *oral grammar* exercises. Surprisingly, this exercise type has been used already in the 1990s book. In *Passwords Course 4* there were 6 *oral grammar* exercises. In *Open Road Course 4* there were 5 and in *Insights Course 4* there were the biggest number 7, but it does not tell us that the popularity for this exercise group has grown.

The third group that stayed almost the same in all the books was *complete gaps* exercises in which the students must write the word according to the hint. In *Passwords Course 4* there were 3 exercises that belong to this category. In *Open Road Course 4* the number of

these exercises had grown to 5 and in *Insights Course 4* the number of these exercises was 7.

There was also one smaller group that stayed almost the same and it was *finish/create a sentence* exercise type. *Passwords Course 4* had 3 exercises that I considered belonging to this group. In *Open Road Course 4* the number of these exercises dropped to 1 but in the *Insights Course 4* there were again 2 of these exercises, so they are small but stable part of grammar teaching.

As Table 5 shows us, there were three exercise groups that decreased in number from *Passwords Course 4* and the biggest one was *write a correct word to complete the text.* In *Passwords Course 4* these exercises were the second biggest group by 13 exercises. However, in *Open Road Course 4* the number of these exercises is only 3. When we look at the newest book, *Insights Course 4*, we notice that the number of these exercises is 1. Therefore, this exercise type seems to be disappearing.

The second exercise group that seems to be vanishing is *word formation.* In *Passwords Course 4* there were 5 *word formation* exercises. In *Open Road Course 4* there is only 1 exercise that can be considered belonging to this group and in *Insights Course 4* there are 2. There is a small increase in the number, but it is not much.

The third one is *sentence formation* exercises. This exercise type is interesting because at first it seems like these type of exercises are increasing in number. In *Passwords Course 4* there are 3 *sentence formation* exercises. Then in *Open Road Course 4* their number increases to 4. However, when we take a look at *Insights Course 4*, their number has dropped to 1. But also, this can be explained by *Open Road Course 4* teaching indirect questions and reported speech.

Then as we see in the Table 6, there are some exercise types that disappear after *Passwords Course 4.* These grammar exercise groups are *strike out, odd one out, find the correlate, correct translation* and *correct form.* One explanation for this is that these exercises were mostly related to relative clauses and articles that were not taught in *Open Road Course 4* and *Insights Course 4.*

Table 6. What happens to each exercise type

What happens?	Exercise types
Stays the same	Translation Oral grammar exercises Complete gaps Finish/create a sentence
Decreases	Write a correct word to complete the text Word formation
Disappears after *Passwords Course 4*	Strike out Odd one out Find the correlate Correct transformation Correct form
Emerges in the 2000s	Choose the correct option Listen and write
Varying	Closest meaning Write a text

Then there were two exercise types that were not seen in *Passwords Course 4,* but *Open Road Course 4* and *Insights Course 4* had them. The first exercise type is *choose the correct option. Open Road Course 4* had 3 exercises that belong to this category. *Insights Course 4* then had already 6 of these exercises.

The other exercise type was *Listen and write* exercises. Also, this exercise type was not found in *Passwords Course 4* as can be seen in Table 6. However, *Open Road Course 4* had 3 exercises that belong to this exercise category. Surprisingly, *Insights Course 4* had only 1 *listen and write* exercise. This can be a result of change in teaching methods and technology. Probably dictations are not thought to be as effective as they were a little bit over 10 years ago.

In the end, there are exercise types that appear in some books and others not. The first one is *closest meaning* exercises. One of these exercises appeared in the *Passwords Course 4,* and the other one in *Insights Course 4.* This exercise type therefore was not seen in the *Open Road Course 4.* The other exercise type is *write a text* which was only encountered in the *Open Road Course 4* textbook and not in the two others.

The changed that have happened in these exercise types can be caused because the National Curriculum 2015 emphasizes communication skills as one of the language skills. In the National Curriculum 2003 it was mentioned that the language skills must be evaluated also in the oral skill level but there were not that many exercises and testing for it. I believe that the newer books have much more oral communication skill exercises and other exercise types have been left for less attention. However, these books have many similarities. All the books have a lot of *translation* and *complete gaps* exercises that are very traditional ways to teach grammar. Also, their amount of oral grammar exercises stays pretty similar. It can be also seen that the *Open Road Course 4* and *Insights Course 4* have new exercise types such as *listen and write*.

6. DISCUSSION AND CONCLUSION

The aim of this research was to find out:

 1. What kind of grammar exercises are used in the three EFL books?
2. Are certain types of exercises dominant in each decade and how have these exercises changed?

The study showed that there has indeed been a change. *Write a word to complete text* exercises have almost disappeared from the newer books and the number of *word formation* exercises has decreased. *Strike out, odd one out, find the correlate, correct translation* and *correct form* exercises were found only in *Passwords Course 4*. This tells that these exercise types have disappeared, or they just did not appear in *Open Road Course 4* and *Insights Course 4*. The newer books also got some new exercise types. *Choose a correct option* and *listen and write* were not found in *Passwords Course 4*. Also, it was interesting to notice that the total number of grammar exercises had reduced for both, *Open Road Course 4* and *Insights Course 4*.

In my study, I expected to find out that the number of translation exercises has decreased from the past to nowadays as it has happened with vocabulary exercises. However, this hypothesis has been proven wrong since the number of translation exercises has stayed the same, but it is also the biggest grammar exercise group found in this study. I also expected that oral grammar exercises would be more popular nowadays, since this same phenomenon has happened in the vocabulary exercises (Vikla 2018). However, I was wrong also with this hypothesis. Oral grammar exercises have stayed the same and their number is not as large or larger than translation exercises. However, it is possible that teacher's materials, that were not used in this study, have additional oral grammar

exercises. For my hypotheses, variation between books, and new exercises emerging while some older ones seem to disappear has been proven right in this study.

It can be seen from this study that in these textbooks, grammar translation method, as described by Nassaji and Fotos (2011) is still strong. Translation exercises were the most popular exercise type. However, also CBI (Stoller 2002) is included in these books. Many grammar exercises referred to the chapter's text and the grammar structures learned were used in the text. There was also a small increase in communicative oral grammar exercises which highlights that the communicative approach (Elomaa 2009) and the audiolingual approach (Nasaji and Fotos 2011) are also used in language teaching. This study was not able to find out how PPP method is used because it is used more in the classrooms than EFL textbooks. When compared to the National Curriculums (198,6 2003 and 2015) and CEFR (2020) these books represent their prerequisites.

The method used for this research was different than other previous studies have used. However, my study had similar results as Vornanen (2016) got when analyzing upper secondary EFL textbooks for their formal subject and shortened clauses exercises. Both found out that there are much more translating exercises than communicative ones. Also Vuorela (2019) and Pylvänäinen (2013) found out that there are much more traditional exercises than active and communicative ones.

It was also interesting to notice how *Open Road Course 4* set between these two books, and if it was closer to the older one or the newer one. In the end this book is between these two, because it has similarities with both books. This is also interesting because *Open Road* is based on National Curriculum 2003 which is closer to National Curriculum 2015 than 1985. However, *Open Road Course 4* was published in 2009 so it can be seen that it embraces newer pedagogies in language teaching. It was also interesting to notice that most of the grammar exercises in *Insights Course 4* and *Open Road Course 4* were in the grammar section of the book. Content-Based instruction and Task-Based language learning are popular at the moment and those emphasize meaningful context and authentic materials. As a separated part those are not that included in the other materials.

One of the strengths of this study is that *Insights Course 4* book is relatively new. It was published in 2017 and it was the newest book available when this study was started. Another strength is that it had books that were not made in the same decade because it gives us much broader view on grammar exercises and how grammar theories affect them. Lastly, one strength is that there have not been studies that focus on grammar between Finnish EFL book between different decades. Therefore, this study gave us new information about how there has not been that much of a change in teaching grammar.

I speculate that the amount of *translation* and *complete gaps* exercises have stayed the same because traditional approach, and PPP, is still a big part of our teaching culture. Also, the amount of *oral grammar exercises* might be caused by this because grammar is seen more as structures and writing. However, I believe that communicative language teaching will take more space, if not in textbook in additional teacher's materials. Many exercise types that disappeared after *Passwords Course 4* can be explained by the grammar structures taught but it can also be that modern textbooks are not as focused on the form of the words. Also *listen and write* exercises are probably a response to TBLT since they focus on listening and these sentences are not translated. It is also possible that the amount of grammar exercises in the books have reduced because in *Passwords Course 4* the approach to grammar is more traditional than in the other two books that seem to be shifting the focus from grammar and the form of the words to more authentic, meaningful and communicative content.

Also the amount of these grammar exercises changed. *Passwords Course 4* (1991) had the biggest amount of grammar exercises, 32,5%. However, *Insights Course 4* (2017) had almost the same total amount of exercises, but the percentage of grammar exercises was only 24,7%. *Open Road Course 4 (*2009) had the smallest number of exercises but still it had 30% of grammar exercises. This change between *Passwords Course 4* and *Insights Course 4* might be caused by CBI and TBLT. In these methods grammar is as a part of other exercises and texts and therefore there is not that much exercises that can be

specifically identified as grammar exercises. Also the change to more communicative teaching, as mentioned in the National Curriculum (2015) can be one explanation. There might be more oral communication exercises in *Insights Course 4* that take room from other types of exercises.

One limitation in this study is that it had only three books that were inspected. Therefore, we cannot make broader generalizations of how exercise types have changed in different book series and between different courses. There are also great variations even between one book series' course books as Hietala (2015) learned in his study. Also, this study was limited to only grammar exercises and therefore it is only a small amount of all the exercises in a textbook. In addition, this study included only textbooks/workbooks because of limited materials available for *Passwords Course 4*, i.e. it did not include digital materials.

In the future, it would be interesting to see this kind of studies made with more books and perhaps even broader decade variations. Another interesting research topic is how the whole book has changed, are there more vocabulary, grammar, culture, speaking et cetera exercises. Also, researching further how changes in the society and teaching and learning theories that dominate would be interesting topic to investigate further. Also including digital materials and teacher's materials would bring us more information how the communicative aspect of language teaching has evolved.

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