

**VOCABULARY EXERCISES IN TWO ENGLISH
WORKBOOKS FOR 3RD GRADERS IN 2002 AND 2016 -
A COMPARATIVE STUDY**

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<p>Tässä pro gradu -tutkielmassa käsitellään A1-englannin sanastotehtäviä kahdessa perusopetuksen kolmannen luokan englannin kielen oppikirjassa. Tarkoituksena on tutkia sitä, millaisia sanastotehtäviä valituissa oppimateriaalissa on sekä sitä, millaisia eroja ja yhtäläisyyksiä vuosina 2002 ja 2016 julkaistuissa oppikirjoissa on sanastotehtävien kannalta. Tutkielmassa myös vertaillaan valittuja tehtäväkirjoja sen osalta, millaisia sanastotehtävätyyppejä niissä esiintyy. Lisäksi selvitetään, mitä vuoden 1994 ja 2014 perusopetuksen opetussuunnitelman perusteissa sanotaan sanaston oppimisesta sekä tutkitaan sitä, miten tämä näkyy valituissa oppikirjoissa.</p> <p>Tutkimusaineistona käytettiin kahta kolmannen luokan A1-englannin tehtäväkirjaa, <i>Wow! 3 Busy Book</i> (2002) ja <i>Go for it! 3 Workbook</i> (2016). <i>Wow! 3 Busy Book</i> noudattaa vuoden 1994 perusopetuksen opetussuunnitelman perusteita, kun taas <i>Go for it! 3 Workbook</i> noudattaa viimeisimpiä, vuoden 2014 perusopetuksen opetussuunnitelman perusteita. Molemmista tehtäväkirjoista valittiin tarkasteltaviksi kolme kappaletta, joiden teemat olivat <i>lemmikit</i>, <i>vaatteet</i> ja <i>perhe</i>. Valituista kappaleista poimittiin sanastotehtävät ja ne jaettiin tehtävätyyppien perusteella seitsemään kategoriaan. Tehtäväkategoriat ovat <i>käännös-</i>, <i>tunnistus-</i>, <i>keskustelu-</i>, <i>kuuntele ja toista -</i>, <i>kirjoitus-</i>, <i>ymmärrys-</i> ja <i>muut tehtävät</i>. Tutkimusmenetelmänä oli vertaileva oppikirja-analyysi, ja tuloksia analysoitiin sekä määrällisesti että laadullisesti.</p> <p>Tulokset osoittavat, että sanastotehtävien määrä oli merkittävästi suurempi uudemmassa oppikirjassa, sillä niiden määrä oli lisääntynyt noin 65 prosentilla. Sanastotehtävien osuus kaikista tehtävistä oli kuitenkin suurin piirtein sama molemmissa kirjoissa, noin 65 prosenttia. Tulokset osoittavat, että A1-englannin oppikirjojen avulla voi harjoittaa monipuolisesti sanastoa. Kaikkia seitsemää tehtävätyyppiä esiintyi molemmissa oppikirjoissa, mutta erityisesti käännöstehtävien osuus on lisääntynyt merkittävästi, viidestä prosentista jopa kolmeen kymmeneen prosenttiin. Sen sijaan <i>kuuntele ja toista -</i>tehtävien osuus oli suurempi vanhemmassa oppikirjassa, ja se oli pienentynyt neljänneksestä vain kuuteen prosenttiin. Tunnistustehtäviä oli molemmissa oppikirjoissa reilu viidennes kaikista sanastotehtävissä. Kirjoitusta ja ymmärrystä harjoittavien tehtävien osuus oli molemmissa oppikirjoissa sama, noin kymmenen prosenttia. Lisäksi molemmat oppikirjat noudattivat enimmiltä osin julkaisuvuotenaan voimassa olleita perusopetuksen opetussuunnitelman perusteita.</p>	
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1 INTRODUCTION

Vocabulary plays a key role in learning a new language and acquiring vocabulary is central in learning a foreign language (Cameron 2001: 72). Even though one would know their grammar perfectly, without words, it is impossible to use a language (Salo & Mäntylä 2020: 59). I became interested in vocabulary learning and teaching when I was doing my teacher training in 2019-2020: I noticed that even though teaching materials seemed to have changed quite a lot, there are still similar elements as were in my very first English workbook in 2005 – for example, word lists and crosswords were still present. That is why I decided to examine English as a foreign language workbooks in this thesis.

When it comes to the notion of language and language learning compared to my time in basic education as a pupil and as a teacher trainee, the notion has changed from formalistic into a more functional notion since the 1990s (Saarinen et al. 2020). The background factor in the change in the notion of language was the widespread social and linguistic change in humanity studies (Berger & Luckmann 1994, cited in Saarinen et al. 2020). A formalistic view on language means among others that the focus is on structures and linguistic systems, whereas functional approach emphasizes the sense of community and the active role of the language user. While linguistic approaches develop, the changing notions of language affect institutional language teaching (Saarinen et al. 2020).

Textbooks are widely used in Finnish schools, and in a survey conducted by Luukka et al., 70 percent of foreign language teachers answered that textbooks affect

the aims of language teaching a lot (Luukka et al. 2008: 68). Thus, the role of textbooks in English as a foreign language teaching in Finland is significant as it has a direct effect on how English is taught. Furthermore, the more meaningful a topic is to a language learner, the easier it is for them to learn it (Salo and Mäntylä (2020: 65). Furthermore, in the National Core Curriculum for Basic Education 2014, it is stated that the student “is able to describe everyday and concrete topics and those important to him or her using simple sentences and concrete vocabulary.” (NCCBE 2016: 240). Thus, the vocabulary that should be learned in school should be current and meaningful for the learner.

In the present study, the emphasis is on institutional vocabulary learning. Thus, I will not analyze in which environment or context a student learns new words, but how words are practiced through workbook exercises. There is no universal definition for a *vocabulary exercise*, and in this thesis, a vocabulary exercise is an exercise in which the focus is on words that appear in the vocabulary list of each chosen chapter of the chosen workbooks.

In this thesis, I will examine how the English as a foreign language workbooks have changed in about 20 years. Finnish textbooks for English as a foreign language have been researched in the past, but the focus has been on active learning, pronunciation, and oral exercises (see Tergujeff 2013; Vuorela, 2019; Mäkinen, 2021). The focus of this thesis is on vocabulary exercises. Vocabulary is present in the previous studies as well, purely vocabulary exercises have been studied only narrowly. For example, Tiia Tiainen (2020) studied vocabulary exercises in workbooks for Swedish as a second language, but the workbooks were for sixth and seventh, not for the third grade of the Finnish elementary school as in this thesis. Furthermore, Tiainen’s study compared workbooks that reflect the same Finnish National core curriculum for basic education.

According to my knowledge, comparative research regarding the development of EFL workbooks for 3rd graders and their vocabulary exercises has not been done earlier. Thus, the present study covers an important research gap. It is also important to study early elementary school workbooks since the first years of studying English as a foreign language forms a basis for further language learning. Even though

nowadays the first foreign language begins already in the first grade in Finland, the role of textbooks in the first grade is not notable since only about one third of teachers use a textbook (Mård-Miettinen et al. 2021: 34). That is why it can be assumed that a third-grade textbook is still the very first textbook for many. Furthermore, when both *Wow! 3 Workbook* and *Go for it! 3* were published, the first foreign language did not begin until the third grade. For these reasons, I decided to analyze third-grade workbooks.

This thesis consists of five chapters. In chapter 2, I introduce the theoretical background of the study and key terminology. In chapter 3, data and methods are presented as well as research questions. Findings of the study are presented in chapter 4, and finally, chapter 5 concludes the study with discussion and conclusions.

2 THEORETICAL BACKGROUND

In this chapter, I will present the key concepts through previous studies and important literature regarding the field of vocabulary learning. The chapter begins with the definition of *word*. Secondly, the different levels of knowing a word will be presented. Thirdly, the role of textbooks in the Finnish schools is discussed as well as how English language and vocabulary is learned in school. It is recognized that vocabulary is learned outside of classroom as well, but since in this thesis the aim is to study EFL workbooks, the focus is on vocabulary learning in the classroom context. Finally, vocabulary in the NCCBE 1994 and NCCBE 2014 will be presented.

2.1 What is a word?

On one hand, the meaning of *a word* is rather obvious – it is “a single unit of language that has meaning and can be spoken or written” (Cambridge University Press: 2021). A word is a basic unit of language and language learning (Sin et al. 2019: 912). Carter (2012: 20) gives an orthographic definition of a word, which is “any sequence of letters – bounded on either side by a space or punctuation mark”. This definition of a word forms the basis for counting words, for example in school essays when a specific number of words is required. Carter (2012: 21) states that it could be more accurate to define a word as “the minimum meaningful unit of language”. However, this definition is also problematic since for example compound words, such as *bus conductor* or *school*

teacher, could be counted as one or two words. Moreover, Carter discusses to what extent is meaning conveyed by words like *if* and *could*. These and similar words can be used only due to structural or organizational matters, but do not function as a minimum meaningful unit of language as it is said in the definition of a word. (Carter 2012: 21).

On the other hand, if one wants to measure the number of words one knows, difficulties appear. Measuring vocabulary knowledge is more complicated, and Daller et al. (2007: xi) state that most researchers stress that there is no “one size fits all” solution for measuring vocabulary knowledge. Counting words becomes necessary when one wants to estimate one’s vocabulary size. For example, Goulden, Nation, and Read (1990, cited in Daller et al., 2007: 3) estimated that an educated native speaker of English has a vocabulary of 17,000 words. In their study, *word* means actually *word families*. In addition to the stem word *work*, the word family also contains the words *worker* and *worked* and other inflections, besides other closely related words (Daller et al. 2007: 3-4). Thus, it is not clear whether a student has learned only one word or several words.

According to Norbert and Diane Schmitt (2020: 8), the *Oxford English Dictionary*, which is the largest English dictionary, claims to have over 600,000 words. However, many of these words are not commonly used anymore. As Schmitt, N. and Schmitt, D. claim, it is impossible to exactly show the total number of words in English since new words come into use while old words are consigned to history (2020: 9).

A traditional way of defining what knowing a word means is separating receptive and productive knowledge. Receptive skills are listening and reading, and productive skills are speaking and writing (Palmer, 1921:118; West, 1938; Crow, 1986 in Nation, 2001:24). The idea of receptive skills is that one receives language input from other by listening or reading and trying to understand it, while productive means trying to convey information to others by speaking or writing. Even though these terms might seem straightforward, they are not completely suitable since by listening and reading one produces meaning. Often terms “active” and “passive” are used together

with “productive” and “receptive”, but they are also seen as problematic since reading and listening do not carry all the traits of being passive. (Nation, 2001:24).

In their table, Nation (2001: 27) explains what is involved in knowing a word in three main categories, *Form*, *Meaning*, and *Use*. These main categories are divided into subcategories and further into receptive (R) and productive (P) knowledge.

Table 1. What is involved in knowing a word (Nation 2001: 27).

Form	spoken	R	What does the word sound like?
		P	How is the word pronounced?
	written	R	What does the word look like?
		P	How is the word written and spelled?
	word parts	R	What parts are recognisable in this word?
		P	What word parts are needed to express the meaning?
Meaning	form and meaning	R	What meaning does this word form signal?
		P	What word form can be used to express this meaning?
	concept and referents	R	What is included in the concept?
		P	What items can the concept refer to?
	associations	R	What other words does this make us think of?
		P	What other words could we use instead of this one?
Use	grammatical functions	R	In what patterns does the word occur?
		P	In what patterns must we use this word?
	collocations	R	What words or types of words occur with this one?
		P	What words or types of words must we use with this one?
	constraints on use (register, frequency ...)	R	Where, when, and how often would we expect to meet this word?
		P	Where, when, and how often can we use this word?

Note: In column 3, R = receptive knowledge, P = productive knowledge.

This model demonstrates the versatility of skills it takes to know a word. At a very basic level, knowing a word involves form, meaning, and use. Furthermore, knowing a word involves also recognizing its different morphemes: for example, the word “underdeveloped” consists of *under-*, *develop-*, and *-ed* – knowing a word completely involves knowing these all. (Nation, 2001: 26).

2.2 Learning vocabulary in school

Generation is a major process in learning and remembering a new word (Nation 2013: 68-69). In that process, the learner meets the target word in different contexts, such as

different types of exercises, and this reinforces their knowledge of the target word. Thus, rehearsing the target words in different contexts is an important factor in vocabulary learning. Furthermore, Lauren and Hulstijn (cited in Nation 2013: 71) present a model in which involvement for vocabulary learning is presented through *need*, *search*, and *evaluation*. A task of writing a composition has the highest involvement since the learners “feel the need for vocabulary”, “have to search for the form to express a meaning”, and “have to create a context”. On the contrary, an exercise of “Reading with questions. Words glossed are not relevant to the task.” has no involvement load since the target language is not needed to complete the task, there is no need to search the target words, and the learner does not have to evaluate whether the target word is appropriate for its context. (Lauren & Hulstijn, cited in Nation 2013: 71). According to Salo and Mäntylä (2020: 65), if the topic is meaningful for the learner, it will be easier to learn.

In addition to generation, *retrieval* plays a key role in learning vocabulary (Nation 2013: 72-73). Retrieval can be executed for example with speaking activities in which the learners will reuse the words that appeared in the reading. This can be done by first reading a chapter in a textbook and then doing a discussion exercise in which the target words will be reused by the learners. *Repetition* is essential for learning new vocabulary since “there is so much to know about each word that one meeting is not sufficient to gain this information, and because vocabulary items must not only be known, they must be known well” (Nation 2013: 74-76). In order to be able to use a new word, one must know how to use it and in which context, and word should be studied diversely (Salo & Mäntylä 2020: 62, 67). However, repetition alone is not enough, but the process of learning a new word should begin from *identification* into *understanding*, *applying*, and *composing*. By using this method, the process of learning vocabulary proceeds according to pedagogical principles. (Salo & Mäntylä 2020: 64).

In institutional language learning, assessment is involved, and vocabulary knowledge is often evaluated with productive and comprehensive exercises (Salo & Mäntylä 2020: 66). The type of exercise depends on what is being evaluated in knowing a word: for instance, if it means identifying and producing single words, multiple-

choice questions or combination exercises would be a good choice (Salo & Mäntylä 2020: 67). The vocabulary lists in English textbooks contain a certain amount of vocabulary that is to be learned, which is typical in the school context of vocabulary learning (Salo & Mäntylä 2020: 68). In evaluating the vocabulary knowledge of a learner, it is appropriate to give the learner opportunities to show their real knowledge on the vocabulary, which can be very encouraging. Open-ended questions which can be answered with vocabulary list words are better than a word test with single-word translations only (Salo & Mäntylä 2020: 68). Furthermore, instead of learning and evaluating single words, it would be better to focus on phrases and strings of words (Salo & Mäntylä 2020: 62, 67) since knowing a language is especially communicating with language successfully.

2.3 School textbooks as a research subject

The National Core Curriculum for Basic Education creates the framework for teaching English in Finland. In addition to national curricula, Luukka et al. (2008: 64) claim that textbooks strongly direct teaching in practice, and textbooks can be seen as hidden curricula. Luukka et al. (2008: 64) further state that the role of textbooks is indisputable, and by highlighting certain topics and leaving others out, their publishers and authors affect the notion of what is important in language learning and teaching. According to Karvonen (2019: 49), “the authors act as kind of gatekeepers who limit and select the discussed phenomena”.

The aims for teaching are presented in the NCCBE, but also the textbooks define the aims of teaching, at least indirectly (Luukka et al. 2008: 67). However, the teachers will make the pedagogical decisions on which parts of the material will be used in the classroom (Karvonen 2019: 47). In Luukka et al.’s study, 70 percent of foreign language teachers answered that textbooks affect the aims of language learning a lot (Luukka et al. 2008: 68). Thus, the textbooks strongly affect how EFL is taught and learned. According to Karvonen (2019), textbooks are one of the most important tools a teacher can use to execute the curriculum (2019: 45).

The textbooks for various subjects have been studied before in various levels, including master's theses and doctoral dissertations. For example, Tergujeff (2013) studied pronunciation and Vuorela (2019) active learning in EFL textbooks. Tergujeff (2013: 14) studied how EGL pronunciation teaching in Finland reflects the recent recommendations in the pronunciation teaching literature. The results show that the recommendations are not fully implemented in practice (Tergujeff 2013: 57). Vuorela (2019: 31) studied active learning in grammar activities. Furthermore, grammar exercises in two textbook series for 7-9 graders were examined. According to Vuorela (2019: 69) even though there are grammar exercises that involve active learning, the emphasis is still on traditional grammar exercises, such as translating sentences and filling in the gaps.

Furthermore, T. Tiainen (2020) conducted a study on vocabulary exercises in Swedish language workbooks for sixth and seventh graders. They examined three workbooks in order to find out what kind of vocabulary exercises there are, and the method was comparative textbook analysis. Moreover, Tiainen studied the similarities and differences between workbooks that are used in the seventh grade and a workbook that is used in the sixth grade. The results showed that the vocabulary exercises in the teaching material are versatile and that they provide a firm basis for learning Swedish, but in addition, other factors, such as student motivation, are needed for effective language learning (Tiainen 2020: 54). Furthermore, the results show that there were no great differences between the workbooks when it comes to vocabulary exercise types (Tiainen 2020: 56). However, it is also mentioned that the results of this study cannot be generalized since the results only apply to the three chosen workbooks (Tiainen 2020: 56), but the study provides an example of the types of vocabulary exercises in Swedish workbooks.

Another example of analyzing textbooks is the dissertation by Milja Pollari (2022) in which they analyzed how the topic of food waste is treated in nine textbooks in the subjects of home economics, geography, and biology, and how the textbooks reflect what it is said about food waste in the National Core Curriculum for Basic Education 2014. In the study, one of the aims was to analyze the style of pedagogical texts

in the textbooks when dealing with food waste (Pollari 2022: 75). The data was analyzed by classifying the texts into neutral, injunctive, persuasive, or participative styles (Pollari 2022: 89-90). The results show that the topic of food waste was treated most diversely in home economics textbooks and most narrowly in biology textbooks (Pollari 2022: 100). Most of the text in the textbooks is neutral, but in home economics, the style was often injunctive without reasoning (Pollari 2022: 134).

2.4 Vocabulary in Finnish National Core Curricula for Basic Education 1994 and 2014

The national core curriculum in Finland forms a foundation for education. There are national core curricula for early childhood, basic, and high school and vocational education. In this thesis, the 1994 and 2014 National Core Curricula for Basic Education will be examined since the data for this thesis is based on these curricula. In the National core curriculum for basic education 2014 (later NCCBE 2014), it is said that the aim of the curriculum is to “ensure the equality and high quality of education and to create favorable conditions for the pupils’ growth, development, and learning” (NCCBE 2016: 9). The curriculum mostly consists of descriptions of the goals and contents of each school subject. In this section, the role of vocabulary in Finnish National core curricula for basic education will be examined. Since the chosen workbooks of this thesis follow different curricula, both 1994 and 2014 National core curricula for basic education will be discussed. The underlining in Quotes 1-8 was not included in the original texts but were added to draw attention to vocabulary learning.

The EFL sections of both curricula were selected for closer examination and every mention of *word*, and *vocabulary* were identified. Even though *a word* is the basic unit of language learning (Sin et al. 2019: 912), as a term, it does not appear frequently in NCCBE 1994 or NCCBE 2014. In both curricula, the word *vocabulary* is used instead, possibly since *vocabulary* is a broader concept: the words one should learn are not defined in the curricula. I examined the parts of both national core curricula that

concern English as a foreign languages or foreign languages in general. The scope of these sections of curricula varied notably, and they can be seen in the following table:

Table 2. English as a foreign language in Finnish National core curriculum for basic education 1994 and 2014.

	NCCBE 1994	NCCBE 2014
Number of pages	120 pp.	508 pp.
Foreign languages	73-80 = 8 pp. = 6.7 %	135-136, 236-254, 374-401 = 49 pp. = 9.6 %
EFL, syllabus A	-	135-136, 236-240, 378-379 = 9 pp.
EFL, syllabus A, grades 3-6	-	236-240 = 5 pp.

NCCBE 1994 is only 120 pages long, and of them pages 73-80 concerns foreign languages. Of these eight pages concerning foreign languages, three pages are about Latin and Sami as foreign languages. However, there are no specific parts for English as a foreign language only. The foreign language section in the 1994 curriculum covers grades 3-9, with separate lists of aims for A1 and B1 languages, A1 being the first foreign language takes and B1 being a foreign language that by that time, began in the upper secondary school. NCCBE 2014, however, has 508 pages, which is over four times more than the core curriculum from 1994. This is an important detail since the increase in the number of pages directly affects to what extent foreign languages or English as a foreign language can be described in the curricula.

On the contrary to the older national core curriculum, the 2014 version has separate sections for foreign languages in grades 1-2, grades 3-6, and grades 7-9. Pages 236-254 cover foreign languages, and of them pages 236-240 concern English as a foreign language, syllabus A in grades 3-6 only, which includes the target group of this study. As one can notice, NCCBE 1994 is very brief when compared to the 2014 version, which consequently affects to what extent English as a foreign language is treated. However, even though the number of pages concerning EFL varies significantly, the percentages are very close to each other: the difference is only approximately 3

percentage points. In 2.3.1 and 2.3.2 NCCBE 1994 and NCCBE 2014 will be discussed from the viewpoint of vocabulary learning.

2.4.1 National core curriculum for basic education 1994

In 1994, the prevalent notion of language was formalistic (Saarinen et al. 2020). According to a formalistic approach, language was seen as structures with clear definitions. Furthermore, language was a separate target of learning that consisted of different learning domains. (Saarinen et al. 2020). That is why in the 1994 curriculum for basic education, the emphasis in foreign language teaching is on the basic phrases and structures of the target language. The mentions of vocabulary in NCCBE 1994 cover all foreign languages, not only English. Furthermore, quote 1 concerns the end of the lower level (grade 6) and quote 2 concerns the end of the upper level (grade 9) of basic education. Quote 3 describes learning foreign languages in general. In the 1994 National core curriculum, there is no section for learning English or foreign languages in grade 3, which means that Quotes 1 and 3 are the applying mentions of learning vocabulary in the third grade as they apply to grade 6. The mentions of vocabulary in the foreign language section are the following:

Quote (1) The aim is that at the end of the lower level the student - - has attained vocabulary suitable for communication situations at his age. (NCCBE 1994: 75)

Quote (2) The aim for the end of the upper level is that the student - - has assimilated vocabulary central to the language, main phrases, and basic structures (NCCBE 1994: 75)

Quote (3) The power of deduction is developed at word, sentence, and text levels and also when teaching grammatical structures and learning rules. (NCCBE 1994: 76)

The learner and their age are considered, for example in Quote 1 as a student is ought to attain “vocabulary suitable for communication situations at his age”. However, the focus is mainly on the language as Quote 2 illustrates: the aim is that the student “has assimilated vocabulary central to the language” (NCCBE 1994: 75). Quote 3 describes the power or deduction and how the aim is to develop it “at word, sentence, and text levels” (NCCBE 1994: 76) in which the focus is on the target language.

2.4.2 National Core Curriculum for Basic Education 2014

By 2014, the notion of language had changed from a formalistic approach into a functional one (Saarinen et al. 2020). This means that a learner of a language had become an active agent in learning and that the emphasis was not on the structures of language anymore, but on the communality and active nature of language (Saarinen et al. 2020).

As mentioned earlier, in NCCBE 2014, there were significantly more pages than in NCCBE 1994, which eminently affects the amount of mentions of vocabulary it can contain. Furthermore, the structure of the latest curriculum has a more detailed structure concerning English: whereas NCCBE 1994 covered foreign language teaching for grades 3-9 on eight pages, in NCCBE 2014, EFL in grades 3-6 covers already five pages. Aims, content areas, and evaluation are separated in NCCBE 2014. The mentions of vocabulary in the EFL section are the following:

Quote (4) As the pupil expands his or her vocabulary and learns new structures, he or she also develops his or her interaction and information acquisition skills. (NCCBE 2016: 236)

Quote (5) They learn efficient language-learning skills, such as using new words and structures actively in their own expression, utilizing mnemonic techniques, and deducing the meaning of an unfamiliar word from the context. (NCCBE 2016: 238)

Quote (6) The pupils learn vocabulary and structures in connection with many text genres, including short stories, plays, interviews, and lyrics. (NCCBE 2016: 238)

Quote (7) The pupil understands texts that contain easy and familiar vocabulary and expressions and clear speech. The pupil understands the core contents of short and simple messages that are of interest to him or her and the gist of a predictable text containing familiar vocabulary. (NCCBE 2016: 240)

Quote (8) The pupil is able to describe everyday and concrete topics and those important to him or her using simple sentences and concrete vocabulary. The pupil masters an easily predictable basic vocabulary and many key structures. (NCCBE 2016: 240)

As one can see, there are two more mentions of vocabulary in NCCBE 2014 than in NCCBE 1994. It should be mentioned that all these quotes apply to specifically grade 3 and its goals and evaluation, while in NCCBE 1994, there were no specific mentions regarding grade 3. Thus, one can notice that NCCBE 2014 is much more detailed regarding all the grades of basic education, whereas NCCBE 1994 creates a vaguer framework covering grades 3-9.

In NCCBE 2014, the focus is on the learner of the language, not the language itself, as Quote 4 illustrates. For example, *everyday and concrete topics and those important to him or her* are mentioned in Quote 8, whereas NCCBE 1994 includes *vocabulary that is central to the language* (Quote 2). These mentions give a very different impression of the nature of vocabulary one should learn. However, both curricula have many impressions of vocabulary that can be challenging to interpret: it is not defined what is vocabulary that is “central to the language” (Quote 2) or “easily predictable basic vocabulary” (Quote 8). Furthermore, in Quote 7, “familiar vocabulary” is mentioned twice. Without any further definition, the concept of central or basic vocabulary is defined by the authors of textbooks and finally, the teachers. Quote 6 provides a more general notion of vocabulary that should be learned, and it does not define it further, only that vocabulary is learned in the context of many different text genres.

Of NCCBE 2014, I read both Finnish and English version. One case I would like to point out concerning the translation: when it comes to using new words, in the English version it is called *a language-learning skill* (Quote 5), whereas in the Finnish text it is called *kielenopiskelutapa* (*a language-learning method*). It is interesting that in translation, habits become skills even though they convey a very different meaning.

3 PRESENT STUDY

This section discusses the data and methods used in this study. The section begins with presenting the research questions in 3.1. Secondly, the chosen workbooks will be presented individually in 3.2.1 and 3.2.2, and then the chosen chapters in 3.2.3 in more detail. Thirdly, the methods used in gathering and analyzing data are discussed in section 3.3. Finally, the vocabulary exercise categories of this thesis will be presented in section 3.4 with example exercises from both workbooks.

3.1 Aim and research questions

The aim of the present thesis is to study what kind of similarities and differences there are regarding vocabulary exercises in English as a foreign language workbooks for 3rd graders between 2002 and 2016. This will be done by comparing two workbooks: *Wow! 3 Busy Book* and *Go for it! 3 Workbook*. Furthermore, the types of vocabulary exercises will be investigated and in what ways vocabulary is practiced in the chosen material. This will be done by dividing the vocabulary exercises into categories. Finally, it will be considered how the chosen workbooks reflect the Finnish National core curricula 1994 and 2014. To reach the aforementioned aims, the research questions are the following:

1. What is the proportion of vocabulary exercises in *Wow! 3 Busy Book* (2002) and *Go for it! 3 Workbook* (2016) of all exercises?
2. What types of vocabulary exercises are used in the workbooks to practice the vocabulary lists in the workbooks? In what ways do the exercise types differ between the workbooks? How are they similar?
3. In what ways do the workbooks reflect the National Core Curriculum for Basic Education of that time regarding vocabulary learning?

3.2 Material

In the present study, I will examine two different English as a second language workbooks, which are *Wow! 3 Busy Book* by Tarja Aula, Elfi Turpeinen, and Paul Westlake (2002) and *Go for it! 3 Workbook* by Pauliina Kanervo, Anna-Maija Laukkarinen, Jouni Paakkinen, Heli Sarlin, and Paul Westlake (2016). I will use the first editions of both workbooks. Later in the thesis, I will refer to both workbooks by their names, *Wow! 3 Busy Book* and *Go for it! 3 Workbook*. Otherwise, the books have different authors, but Paul Westlake has been involved in creating both *Wow! 3 Busy Book* and *Go for it! 3 Workbook*. The publisher of both workbooks is Sanoma Pro, but they were published in different times. These workbooks are based on different national core curricula: *Wow! 3 Busy Book* is based on the 1994 National core curriculum for basic education, and it was published in 2002, while *Go for it! 3 Workbook* follows the latest national core curriculum from 2014 and was published in 2016. Therefore, there has been enough time for changes in both workbooks and curricula. Since the chosen workbooks follow different curricula, I will also examine how they possibly reflect what it is said about vocabulary in these curricula. Even though both book series have textbooks as well, I chose to examine the workbooks only because there are no exercises in the textbooks. Moreover, any additional material of this book series, for example online exercises or exercises in teacher material, are excluded from this study.

I chose these workbooks because I wanted to see if English workbooks in Finland have changed in about 20 years as regards vocabulary exercises. These particular workbooks were selected because I have personal experience from both of them: I used *Wow! 3* as my first English workbook when I began my English studying career in 2003 and *Go for it! 3* was a book that I used during my teacher training in 2020.

I will not examine the whole workbooks, but I have chosen three units from both books that covers the same themes: pets, clothes, and family vocabulary. I decided not to examine every chapter since the contents of the chapters are somewhat repetitive. Thus, it can be assumed that by choosing these three themes, it was possible to form a notion of the quality and quantity of vocabulary exercises in the chosen workbooks.

In this study, I will focus on vocabulary exercises only. Each unit in both workbooks contains a word list that covers the key words from textbook texts, and more precisely, I will only examine those exercises that contain words from word lists presented in the units. It is challenging to determine whether an exercise is a vocabulary exercise since it is not universally defined. That is why in this study, a vocabulary exercise is defined as an exercise that focuses on the words that appear in the vocabulary list of the particular unit in the textbook the exercises belong to. In addition, I excluded grammatical exercises from the study even though some words from word lists would appear there since the focus of the exercise is not on vocabulary.

3.2.1 *Wow! 3 Busy Book*

Wow! 3 Busy Book is a workbook published by Sanoma Pro in 2002 (Aula et al.: 2002). Main characters are Chris and the children of Ice Cream Island. There are 20 chapters in total, and they are divided into five units. The number of exercises in each chapter varies between 10 and 18. However, some exercises contain more than one exercise, which will be taken into consideration in the analysis. The multi-part exercise is marked with a dot below the numbered exercise. For example, exercise 10 (Aula et al. 2002: 45) "Write words that fit the sentences." contains a subsequent task "Ask your partner where the children of Ice Cream Island are." These exercises are both counted

as individual exercises since they have separate objectives. Consequently, the total number of tasks per chapter is higher than the running number of the last exercise of each chapter. In this thesis, I will mark the multi-parted exercises with exercise b, for example *exercise 2b*.

In *Wow! 3 Teacher's Material* (Aula et al. 2003), the authors present the methods of practicing vocabulary and structures:

Vocabulary and structures are practiced in the workbook systematically and from several different perspectives, starting with identification tasks into free production. The topics and vocabulary of the textbook chapters are expanded in the workbook.

(*Wow! 3 Teacher's Material* 2003: 6)

In addition, every chapter has a word list in which central words are marked in bold (Aula et al. 2003: 9). The word lists are also counted as exercises since there is an objective "listen and repeat" included.

3.2.2 *Go for it! 3 Workbook*

Go for it! 3 Workbook was published in 2016 by the same publisher as *Wow! 3*, Sanoma Pro. The central characters are the Nutty and Smith families. There are 15 chapters in the workbook, which are divided into five study units. Each chapter has 10-25 exercises, while some exercises are multi-parted similarly to *Wow! 3 Busy Book*, but they are marked with letters (for instance *exercise 2a exercise 2b*, and *exercise 2c*). As in *Wow! 3 Busy Book*, the multi-parted exercises are counted as individual exercises.

The publisher explains that central themes of the book are clearly presented, central themes being theme vocabulary and key phrases and structures of each chapter. Furthermore, vocabulary is learned according to theme in the context of basic texts, when words are memorized more easily. (Sanoma Pro 2021). Exercises that differentiate upwards are marked with a bunny in a hat.

3.2.3 Chosen chapters and counting the exercises

The contents of the chosen chapters are rather similar regarding vocabulary and exercises and were chosen to be examined since the contents are as similar as possible. By choosing units that cover the same themes, it is easier to make more credible

comparison between two different workbooks. I did not choose the very first units of the books since the number of exercises increases after the first units, and thus, the different vocabulary exercise types in the data are more visible in the following units. In Table 3, the theme and page numbers of each chapter are presented:

Table 3. The chosen chapters and themes.

Theme	<i>Wow! 3 Busy Book</i>	<i>Go for it! 3 Workbook</i>
Pets	6. Too many pets! pp. 49-55	5. Funny farm pp. 40-49 + 61
Family	9. My family pp. 75-81	4. The street party pp. 30-39 + 60
Clothes	15. Pineapple park pp. 121-128	11. In clothes shop pp. 112-121 + 137

The chosen themes were *pets*, *family*, and *clothes* as they were mutual themes in both workbooks. Firstly, chapters *Too many pets!* (Aula et al. 2002: 49-55) and *Funny farm* in *Go for it! 3 Workbook* (Kanervo et al. 2016: 40-49, 61) are about pets. Secondly, chapters *My family* (Aula et al. 2002: 49-55) and *The street party* (Kanervo et al. 2016: 30-39, 60) cover family vocabulary. Lastly, clothes-related vocabulary is central in chapters *Pineapple park* (Aula et al. 2002: 121-128) and *In clothes shop* (Kanervo et al. 2016:112-121, 137).

To determine whether a numbered activity counts as an exercise in this thesis, I counted all the activities that included instructions: thus, for example “Listen to chapter number 6” counts as an exercise, whereas the grammar rules -section on page 51 (Aula et al. 2002) is not counted since there are no instructions for doing the exercise. Furthermore, each chosen chapter in *Wow! 3 Busy Book* contains a *Learn More* section at the end of each chapter. These sections consist of refresher exercises and are marked with a plus sign in Table 3. A refresher exercise is an exercise in which one practices study content that has been learned earlier. In *Wow! 3*, this section is tightly bound to each chapter since the numbering of exercises continues in these pages as well. *Go for it! 3 Workbook* also contains a section called *Here’s more!* that consists of refresher exercises (additional exercises to rehearse the key vocabulary of each chapter), but it is not located at the end of each chapter. However, since in both workbooks rehearsing

sections are clearly marked to be related to certain chapters, the exercises in these sections are included in the data of the present thesis.

3.3 Methods

The main method of data analysis in the present study is content analysis. According to Tuomi & Sarajärvi (2018: 103), it is a basic method of analysis, which can also be seen as a loose framework for different units of analysis. Tuomi and Sarajärvi present Timo Laine's framework for content analysis, which they have slightly edited:

1. Decide what is interesting in this data and make a STRONG DECISION!
- 2a. Review the data, separate and mark those cases that are included in your interest.
- 2b. Everything else will be excluded from this research!
3. Collect the marked cases together and separately from the rest of the data.
4. Classify, thematize, or categorize the data.
5. Write a summary.

(Tuomi & Sarajärvi 2018: 104)

This framework for content analysis has been followed in this thesis. First, I decided that I was interested in vocabulary exercises. Secondly, I reviewed the data and marked every vocabulary exercise and after counting the rest of the exercises, I excluded everything else. Thirdly, I collected all of the objections of the vocabulary exercises in an Excel sheet. Fourthly, I categorized the vocabulary exercises in six categories. Finally, I created tables and created the analysis. The analysis process of this thesis will be presented more closely in the following paragraphs.

As mentioned earlier, I began the process by choosing certain themes and chapters for further analysis. I examined all the exercises in the two workbooks and counted them. Then I analyzed which exercises count as vocabulary exercises. There is no universal definition for a *vocabulary exercise*, and in this thesis, a vocabulary exercise is an exercise in which the focus is on words that appear in the vocabulary list of each chapter. However, for example exercises in which one practices pronunciation with the words of each chapter were not counted as vocabulary exercises since the

emphasis of the exercises are on pronunciation, not learning the words. Similarly, even though vocabulary lists contained words such as personal pronouns or verb inflections, exercises that have a clear emphasis on grammar were excluded as well. There is a vocabulary list at the beginning of each chapter in *Wow! 3 Busy Book*, whereas in *Go for it! 3 Workbook* there is also a vocabulary list, but it is not located at the beginning of the chapter. In addition, the key words of each chapter are presented in the textbook in the format of a picture vocabulary (*kuvasanasto*). These words are not present in the vocabulary list of the workbook. In this thesis, both of the vocabulary lists are considered.

Vocabulary exercises in the chosen chapters were further categorized into seven different categories. The exercise categories are presented in detail in section 3.4. Categorizing vocabulary exercises was begun by tabulating the objectives of each exercise of the chosen chapters. Then, the table was reviewed for common objectives. Frequent objectives that were present in both workbooks were established. An exception is the category **other** exercises since in *Wow! 3 Busy Book*, all of the exercises were included in the remaining six categories. *Go for it! 3 Workbook* contains many exercises with objective “Read out loud with your partner”, but this exercise type was not present in *Wow! 3 Busy Book* at all, so these exercises in addition to other vocabulary exercises that did not fall into any other category were included in the category of **other exercises**. The remaining categories are **translation, discussion, identification, and listen and repeat**.

In addition to qualitative content analysis, I also analyzed the data by using quantitative and comparative methods. I counted all the exercises of chosen chapters and calculated the percentage of vocabulary exercises as well as the portions per each vocabulary exercise category. Comparison was made between the two chosen workbooks by comparing the numbers of vocabulary exercises as well as the proportions of each vocabulary exercise category. I will present the categories in section 4.1 with examples from each category.

3.4 Categorizing vocabulary exercises

I categorized the vocabulary exercises of the chosen chapters into six categories. The categories are **translation**, **discussion**, **identification**, **writing**, **listen and repeat**, and **other** exercises. The different categories are based on Tiainen's (2020: 14) categories for Swedish vocabulary exercises. However, some changes were made when categories *phrases with one / a few words* and *filling exercise* were excluded due to being irrelevant, and on the other hand, the category **listen and repeat** was added since it was a frequent type of vocabulary exercises in these workbooks. The objectives of the exercises were in Finnish, and I translated them for this thesis. The English translations can be seen in brackets after each objective, written in italics.

In **translation** exercises, the emphasis is on translating a word, phrase, or sentence. Even though usually writing is needed in translation exercises and the word *writing* itself was frequently used in the objectives, for example "Write the sentences in English" is not a writing exercise. In translation exercises, the material is given directly, such as the clues in crosswords, whereas writing exercises require more imagination.

Example (1) Examples of *translation* exercises

11 Kirjoita lauseet englanniksi. (*Engl. Write the sentences in English.*)

1. Minulla on veli. (*Engl. I have a brother.*)
2. Hän on nuori ja nopea. (*Engl. He is young and quick.*)
3. Minulla on äiti. (*Engl. I have a mother.*)
4. Hän on pieni ja ihana. (*Engl. She is small and lovely.*)

(*Wow! 3 Busy Book*, p. 79)

3a Kirjoita eläimet englanniksi. (*Engl. Write the animals in English.*)

1. lisko (*Engl. a lizard*)
2. hämähäkki (*Engl. a spider*)
3. hamsteri (*Engl. a hamster*)
4. marsu (*Engl. a guinea pig*)

(*Go for it! 3 Workbook*, p. 41)

Discussion exercises are mostly done in pairs, for example so that one explains a word and the other tries to guess it. Furthermore, discussion exercises can be done together

with the whole class by interviewing one another (Wow! 3 Busy Book: ex. 9 ch. 5). A typical discussion exercise in *Go for it! 3 Workbook* is an exercise in which the students discuss by taking turns in reading sentences written in English out loud in English. However, this type of exercise is not counted as a discussion exercise since the students are not actively discussing with each other.

Example (2) Examples of *discussion* exercises

4 Ajattele jotakin vaatetta. Parisi yrittää arvata sen. (Engl. *Think of a piece of clothing. Your partner tries to guess it.*)

Have you got a hat?	No, I haven't.
Have you got jeans?	Yes, I have.

(*Wow! 3 Busy Book*, p. 123)

13a Lue englanninkieliset lauseet parisi kanssa. (Engl. *Read the English sentences with your partner.*)

1. Kuinka monta kania? <i>How many rabbits?</i>	2. Minä näen kuusi kania. <i>I see six rabbits.</i>
3. Minä näen yksitoista hämähäkkiä. <i>I see eleven spiders.</i>	4. Yäk! Hämähäkit ovat kamalia. <i>Yuck! Spiders are horrible.</i>
5. Minä näen vain kolme kissaa. <i>I only see three cats.</i>	6. Minulla on neljä kissaa. <i>I have four cats.</i>

(*Go for it! 3 Workbook*, p. 45)

In **identification** exercises, the aim is to recognize words, for example from pictures. Usually, the identification exercises of each chapter are located among the first exercises. These exercises include objectives such as "Number the words", "Separate the words with lines", or "Find these words in the word search".

Example (3) Examples of *identification* exercises

17 Mitä eläimiä näet kuvassa ja kuinka monta? Kirjoita numerot kirjaimin. (Engl. *What animals do you see in the picture and how many? Write the numbers in letters.*)

(*Wow! 3 Busy Book*, p. 55)

2 Mikä eläin ääntelee? Numeroi kuulemassasi järjestyksessä. Kaksi jää yli. (Engl. Which animal is making noises? Number in the order you hear them. There are two extras.)

a budgie	a horse	a cat	a tortoise
a guinea pig	a goldfish	a snake	a dog

(Go for it! 3 Workbook, p. 41)

Apart from discussion exercises, almost all the vocabulary exercises involve writing, but in **writing** exercises, the emphasis is on creative writing. For example, translation exercises contain writing as well, but the aim in them is to translate, and the translation is then written in the workbook. In writing exercises, the objective is to for example “Write about pets in your notebook”, and oftentimes, there was a written clue how to begin the exercise: “Begin for example with *I’ve got... I haven’t got...*”. Even though there is some help provided to begin the exercise, there is still room for creativity, and thus, it is a writing exercise.

Example (4) Examples of *writing* exercises

5 Minkä värisiä vaatteita sinulla on? Kirjoita englanniksi. (Engl. What color are your clothes? Write in English.)

My shoes are brown. My T-shirt is red.

(Go for it! 3 Workbook, p. 113)

5b Kirjoita lemmikkieläimistä vihkoosi. (Engl. Write about pets in your notebook.)
Aloita esim. (Engl. Begin for example with) *I’ve got... I haven’t got...*

(Wow! 3 Busy Book, p. 50)

Listen and repeat exercises is a very specified exercise category. The objective is to listen to the tape and then repeat after the speaker. The aim of these exercises is to lead toward the vocabulary of each chapter. In *Wow! 3 Busy Book*, each chapter begins with a song or a nursery rhyme which the pupils listen and repeat or sing. In both workbooks, the vocabulary lists work as listen and repeat exercises: each word is first listened and then the pupils repeat it.

Example (5) Examples of *listen and repeat* exercises

1 Kuuntele ja toista loru. (Engl. Listen and repeat the nursery rhyme.)

My mother’s name is Betty,

My father's name is Brad.
 My brother's name is Bobby,
 My granny's name is Glad.

(*Wow! 3 Busy Book*, p. 75)

6a Kuuntele ja laula. (Engl. Listen and sing.)

This is my family
 and this is my dad.
 This is my granny
 and funny granddad.

This is my sister
 and this is my mum.
 This is my brother
 He's so much fun!

(*Go for it! 3 Workbook*, p. 30)

In both workbooks, there are also exercises that contain listening and repeating, but the focus is only on pronunciation and focusing on certain phones, such as fricatives [θ] and [ð]. Since the emphasis is not on learning vocabulary, these exercises were excluded from the data.

The category of **comprehension** exercises includes both listening and reading comprehension exercises. Comprehension exercises are classified as vocabulary exercises since they require vocabulary knowledge. For example, in exercise 5 "Which clothes does Lime pack? Listen and mark the words." (*Wow! 3 Busy Book: 123*) vocabulary plays a key role. In *Go for it! 3 Workbook*, there is a true or false exercise in every chapter. In this type of exercise, the student first reads the assigned chapter and then, marks whether the statements are true or false.

Example (6) Examples of *comprehension* exercises

11 Tutki kappaletta 11. Ovatko väittämät oikein (O) vai väärin (V)? (Engl. Study chapter 11. Are the statements true or false?)

1. Smithin perhe on kaupungissa. (Engl. The Smiths are in town.)
2. Violetti T-paita maksaa viisitoista puntaa. (Engl. The purple t-shirt costs fifteen pounds.)
3. Hazel pitää violetista. (Engl. Hazel likes violet.)
4. Willillä ja Katella on neljätoista puntaa. (Engl. Will and Kate have fourteen pounds.)
5. Lapset ostavat Hazelille mekon. (Engl. The kids buy Hazel a dress.)
6. Lapset pyytävät isältä rahaa. (Engl. The kids ask dad for money.)

(*Go for it! 3 Workbook*, p. 115)

4 Minkä nimisiä Lemonin perheenjäsenet ovat? Kuuntele ja kirjoita nimet tehtävän 3 viivoille. (Engl. *What are the names of Lemon's family members? Listen and write the names on the lines of exercise 3.*)

(*Wow! 3 Busy Book, p. 76*)

Exercises that did not fit into any of the other categories of this thesis but still practiced vocabulary were put into the category of *other* exercises. Exercises with objectives such as “Reorganize the scrambled words”, and “Read the sentences out loud with your partner” are included in this category. Even though these exercises contain writing or speaking, they were not included in writing and discussion exercises since they did not contain creative writing or discussing since the answers came from the text.

Example (7) Examples of *other* exercises

5 Eläinsanojen kirjaimet ovat menneet sekaisin. Kirjoita sanat. (Engl. *The letters of animals have been scrambled. Write the words.*)

- | | |
|-----------------|-------------------|
| 1. cta _____ | 4. remhast _____ |
| 2. tarbbi _____ | 5. trapor _____ |
| 3. zalird _____ | 6. dlifogsh _____ |

(*Wow! 3 Busy Book, p. 50*)

15a Lue englanninkieliset lauseet parisi kanssa. (Engl. *Read the sentences with your partner.*)

- | | |
|----------------------------------------------------------------------------|------------------------------------------------------------------------------|
| 1. Kuinka paljon tuo T-paita maksaa?
How much is that T-shirt? | 2. Se maksaa 19 puntaa.
It costs nineteen pounds. |
| 3. Mutta violetti on Hazelin väri.
But purple is Hazel's colour. | 4. Ja on hänen syntymäpäivänsä.
And it is her birthday. |
| 5. Kuinka paljon rahaa meillä on?
How much money do we have? | 6. 14 puntaa. Ei - 15 puntaa.
Fourteen pounds. No -fifteen pounds. |
| 7.K Kuinka paljon mekot maksavat?
How much are the dresses? | 8. Ne ovat 18 puntaa.
They are eighteen pounds. |

(*Go for it! 3 Workbook, p. 117*)

4 ANALYSIS AND RESULTS

In this chapter, the results of this study will be presented and analyzed. Firstly, the vocabulary exercises of *Wow! 3 Busy Book* and *Go for it! 3 Workbook* are presented separately in sections 4.1 and 4.2. Secondly, differences between these two workbooks will be discussed in section 4.3. Finally, I will examine how both workbooks follow either National Core Curriculum for Basic Education 1994 or 2014 in section 4.4. In Figures 1 and 2 as well as in Table 4, the percentages have been rounded up into whole numbers. The objectives in both workbooks are in Finnish, so they were translated for this thesis. For more examples on the exercises and information on the exercise categories, see section 3.4.

4.1 Vocabulary exercises in *Wow! 3 Busy Book*

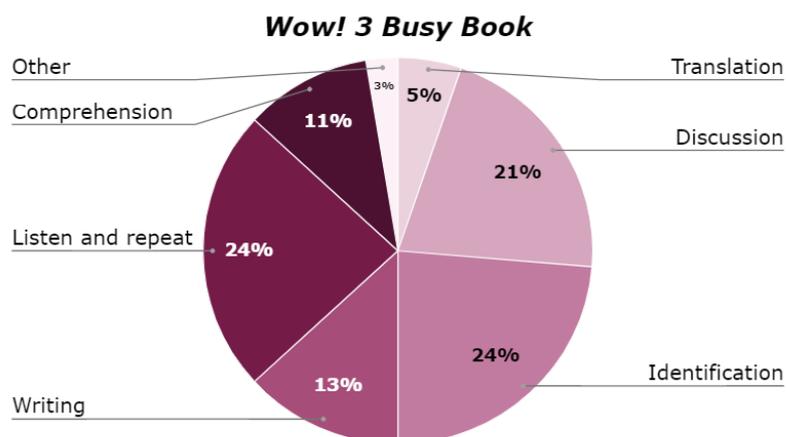
The chosen chapters of *Wow! 3 Busy Book* have 61 exercises in total, of which 38 are vocabulary exercises. The number of vocabulary exercises of each chosen chapter varies from eight to seventeen (see Table 4).

Table 4. Vocabulary exercise categories in *Wow! 3 Busy Book* per chosen chapter.

<i>Wow! 3 Busy Book</i>	<i>Chapter 6: Too many pets!</i>	<i>Chapter 9: My family</i>	<i>Chapter 15: Pineapple park</i>	Total
Translation	0	1	1	2
Discussion	2	1	5	8
Identification	3	1	4	8
Writing	3	1	2	6
Listen and repeat	4	2	3	9
Miscellaneous	1	2	2	5
Total	13	8	17	38

As Table 4 indicates, there is slight variation in the number of exercises per category. For example, in chapter 15, there are five discussion exercises, while in chapters 6 and 9, there are only one and two discussion exercises.

All seven vocabulary exercise categories appeared in the workbook, and Figure 1 shows that the shares of the exercise categories vary from three to 24 percent, other being the smallest, and identification and listen and repeat being the largest categories. Identification and listen and repeat exercises cover approximately half (48%) of vocabulary exercises. A fifth (21%) was discussion exercises, and the share of both writing and comprehension exercises were slightly over ten percent (11% and 13%). In the following figure, the shares of each vocabulary exercise category are presented:

**Figure 1.** Vocabulary exercises in *Wow! 3 Busy Book*.

The distribution of writing and oral exercises was very even, writing exercises covering 47% and oral exercises 45% of all vocabulary exercises. In addition, eight percent of the exercises did not involve either writing or oral skills, but drawing or marking with a cross, line or number. An example of this type of exercise is an identification exercise with objective "Separate the words from each other with a vertical line (in *Wow! 3 Busy Book*: 127). In 45% of the vocabulary exercises, productive skills were involved, including writing and discussion exercise categories. Furthermore, 38% involved comprehension skills, including identification, comprehension, and other exercises. Translation and listen and repeat exercises did not contain productive or comprehension skills.

In *Wow! 3 Busy Book*, there are eight **listen and repeat** exercises, which makes it the largest category, together with identification exercises, in this workbook covering a quarter (24%) of all vocabulary exercises. All the chapters begin with the same two listen and repeat exercises: the first exercise of each chapter is a song or a nursery rhyme, and the second exercise is the vocabulary list of the chapter, which the students listen and repeat word by word. The objective of this type of exercise is always "Listen and repeat." For example, exercise number 2 in each chosen chapter has this objective (*Wow! 3 Busy Book*: 49, 75, 121). These exercises are vocabulary lists with approximately twenty words or short phrases ("I've got"), and three to five sentences ("My brother is quick."). The words are mainly nouns and adjectives ("quick", "clever", "a mother"). The students hear them from a record and are expected to repeat them.

Of all vocabulary exercises in *Wow! 3 Busy Book*, nine are **identification** exercises, which equals a fourth (24%) of all vocabulary exercises. Along with listen and repeat exercises, identification exercises is the largest category. On the contrary to listen and repeat exercises, identification exercises have very varied task descriptions, such as "Fill in the sentences according to the picture. (*Wow! 3 Busy Book*, p. 128) and "Which animals do you see in the picture and how many? Write the numbers with letters." (*Wow! 3 Busy Book*: 55). The aim is to write a certain word that appeared in the vocabulary list of the chapter. In the latter example, there is a drawing which is

crowded with different types of animals, and the student should identify and count them.

In *Wow! 3 Busy Book*, there are two **translation** exercises in the chosen chapters. This equals five percent of all vocabulary exercises. Both translation exercises have the objective of “Write the sentences in English.” (*Wow! 3 Busy Book*: 79, 126). The sentences to be translated are short, 3–4-word sentences in which the words, phrases and sentences included in the vocabulary list are practiced. For example, in exercise 11 (*Wow! 3 Busy Book*: 79), the sentences are “Minulla on veli. / *I’ve got a brother.*”, “Hän on nuori ja nopea. / *He is young and quick.*”, “Minulla on äiti. / *I’ve got a mother.*”, and “Hän on pieni ja ihana. / *She is small and lovely.*” Apart from the word *young*, all the other words appear in the vocabulary list of the chapter (*Wow! 3 Busy Book*: 75).

There are eight **discussion** exercises in chapters 6, 9, and 15 of *Wow! 3 Busy Book*. This equals a fifth (21%) of all vocabulary exercises. Seven of them are done in pairs, and one involves the whole class in an interview. A typical objective is “Ask/Tell your partner”. For example, in exercise 3c (*Wow! 3 Busy Book*: 122) “Tell your partner what you are wearing.”, the aim is to practice clothes vocabulary by describing one’s own clothes to their classmate. Above and beside the exercise, there are pictures of characters in which the clothes are labeled, which the students can refer to while describing their own clothes.

There are five **writing** exercises in *Wow! 3 Busy Book*, which makes about 15 percent of all vocabulary exercises. For example, in exercise 18 (*Wow! 3 Busy Book*: 128), the objective is “Write sentences of the word pairs in your notebook.” The word pairs are given in English, and they are “a dress – lovely”, “a swimsuit – red”, “pyjamas – new”, and “shorts – cool”. In this exercise, the aim is to write own sentences using the given nouns and adjectives. It is not further defined what kind of sentences the student should write, so they can be either very simple or more complex, depending on the student.

There are four **comprehension** exercises in *Wow! 3 Busy Book*, which equals eleven percent of all vocabulary exercises. Two of them are listening comprehension exercises, and the other two are reading comprehension exercises. The aim of these

exercises is to understand the text or tape and answer the questions correctly. For example, in exercise 15 “Read and look at the pictures. Write down the family word and their names.” (*Wow! 3 Busy Book*: 81), the aim is to read five sentences and according to them, write down the correct names and family words, such as “aunt” or “uncle”, besides their picture.

The smallest category in *Wow! 3 Busy Book* is **other** exercises with only one exercise, which equals three percent of all vocabular exercises. The objective of this exercise is “The letters of animals have been scrambled. Write the words.” (*Wow! 3 Busy Book*: 50) (see the whole exercise in section 3.4). In this exercise, the students will reorganize the letters to words such as “cat” and “lizard”.

4.2 Vocabulary exercises in *Go for it! 3 Workbook*

The chosen chapters in *Go for it! 3 Workbook* have 92 exercises in total, of which 63 are vocabulary exercises. The number of vocabulary exercises of each chosen chapter varies from 19 to 23 (see Table 5).

Table 5. Vocabulary exercise categories in *Go for it! 3 Workbook* per chosen chapter.

<i>Go for it! 3 Workbook</i>	Chapter 4: The street party	Chapter 5: Funny farm	Chapter 11: In a clothes shop	Total
Translation	6	6	5	17
Discussion	2	3	3	8
Identification	3	8	2	13
Writing	3	1	4	8
Listen and repeat	2	1	1	4
Miscellaneous	3	4	6	13
Total	19	23	21	63

As Table 5 shows, the number of identification exercises was in chapter 5 eight exercises, while chapters 4 and 11 together had five of them. Moreover, in chapter 11, there were six other exercises. All seven vocabulary exercise categories appeared in the workbook. Writing skills were involved in 45% of the vocabulary exercises, consisting

of the writing exercise category and identification, translation, and comprehension exercises partly. Moreover, 40% of the exercises involved oral skills, including listen and repeat, discussion, other exercises as well as translation and identification exercises partly. In a quarter (26%) of the vocabulary exercises, productive skills were involved, including writing and discussion exercise categories. Furthermore, about a fifth (22%) involved comprehension skills, including identification and comprehension exercise categories. Translation, other, and listen and repeat exercises did not contain involving neither productive nor comprehension skills.

Figure 2 shows that the shares of the exercise categories vary from seven to 27 percent, listen and repeat being the smallest and translation being the largest category. Together, translation and identification exercises cover a half (48%) of all vocabulary exercises. Writing and discussion categories both have a share of about 15 percent. A tenth are comprehension exercises, and the second smallest category is listen and repeat exercises with a share of seven percent (see Figure 2).

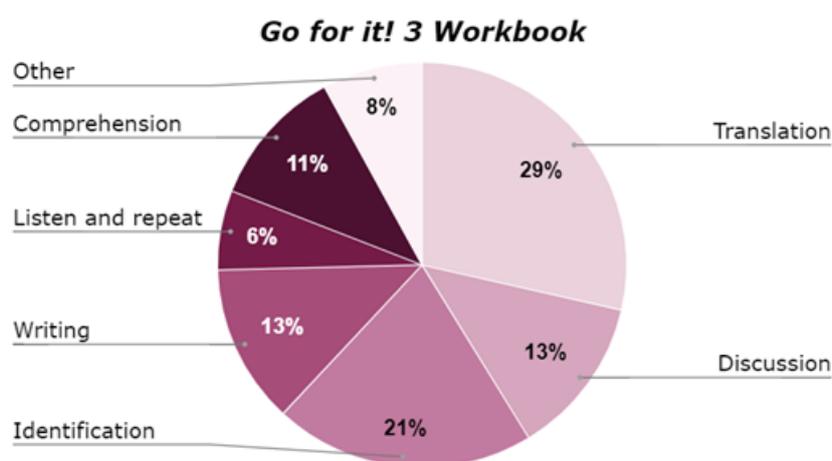


Figure 2. Vocabulary exercises in *Go for it! 3 Workbook*.

In *Go for it! 3 Workbook*, there are 17 **translation exercises** in the chosen chapters. This equals almost a third (30%) of all vocabulary exercises, which makes it the largest vocabulary exercise category in this workbook. In fifteen exercises, the text to be translated is in Finnish and the aim is to translate it in English. Most of the objectives contain the expression “Write in English”. In these exercises, the translation must be written and is done individually. In two of the translation exercises (*Go for it! 3 Workbook*:

36, 118), the given text is in English, and the students should translate it in Finnish. These objectives contain the expression “Your partner will translate it in Finnish.” These exercises are done orally in pairs. Both exercises are a game in which the student throws a die twice and according to the numbers, reads a sentence out loud. Then, the partner translates the sentence in Finnish.

There are eight **discussion** exercises in chapters 4, 5, and 11 of *Go for it! 3 Workbook*. This equals 13% of all vocabulary exercises. All the exercises are done in pairs. Typically, the objective contains the verbs “tell” or “ask”. For example, in exercise 2 (*Go for it! 3 Workbook*: 112), the objective is “Color the clothes. Tell your partner in English what color of clothes they are wearing.” There is a model answer “Hazel is wearing a green T-shirt, blue shorts and a yellow cap.” First, the student will color the clothes the children are wearing in the picture above. Then, they will describe the clothes to their partner using clothes and color vocabulary presented in the vocabulary list of the chapter.

Of all vocabulary exercises in *Go for it! 3 Workbook*, thirteen are **identification exercises**, which equals a fifth (21%) of all vocabulary exercises. Most of the objectives contain the verb “circle”, “number”, or “write”. For example, in exercise 13 (*Go for it! 3 Workbook*: 35) “Listen to the song. Which word do you hear? Circle it.”, the aim is to choose the correct word out of two options by identifying the word that occurs in the song. The options are words from the vocabulary list of the chapter, such as “sister” and “brother”.

There are eight **writing** exercises in *Go for it! 3 Workbook*, which makes slightly over ten percent (13%) of all vocabulary exercises. An example of a writing exercise is exercise 12:

12 Keksi lauseille jatko. Kirjoita englanniksi. (Engl. *Continue the sentences. Write in English.*)

1 I see _____.

2 Spiders are _____.

3 _____ are lovely.

4 I like _____.

5 I have _____.

(*Go for it! 3 Workbook*, p. 44)

The aim of the exercise is to continue the sentences by using suitable vocabulary in correct forms, such as plural in sentence number three.

There are seven **comprehension** exercises in *Go for it! 3 Workbook*, which equals eleven percent of all vocabulary exercises. Each chapter contains an exercise with the objective "Examine chapter X.", and it is followed by either a true/false exercise or open questions. The chapters are in English, and both the questions and statements in the exercises are in Finnish. For example, in exercise 9 "Examine chapter 5. Are the statements true or false? Mark with a cross. Correct the false statements." (*Go for it! 3 Workbook*: 43)., the aim is to find the evidence to each statement in the text and then mark whether it is correct. If the statement is not correct, the student should find the sentence(s) in the textbook in which the correct statement is and write in in the exercise in Finnish. Example of a false statement is "Hazel and Kate are taking care of the animals." and the correction would be "Hazel and Kate are playing a game".

In *Go for it! 3 Workbook*, there are four **listen and repeat** exercises, which equals six percent of all vocabulary exercises. Every chapter contains a vocabulary list, and the list is labeled with the objective "listen and repeat". These vocabulary lists consist of the key phrases and words of each chapter, and there are 25-38 items in the lists. There is no clear emphasis on a certain word class. For example, in exercise 6 (*Go for it! 3 Workbook*: 32), there are 29 items, including words such as "a street" (noun), "there" (pronoun), and "clever" (adjective). The objective is "Listen and repeat.", and the student hears the word from a record and then repeats it.

There are five **other** exercises in *Go for it! 3 Workbook*, which equals eight percent of all vocabulary exercises. Three of these exercises have the objective "Read the English sentences with your partner." (*Go for it! 3 Workbook*: 34, 45, 117) and they can be found in each chapter. The exercises have a follow-up exercise in which the English sentences will be covered, and the students will translate the sentences in English, but the initial exercise does not contain translation. The remaining two other exercises contain pantomime and drawing.

4.3 Similarities and differences between *Wow! 3* and *Go for it! 3*

When it comes to the proportion of vocabulary exercises out of all exercises, both workbooks had approximately the same proportion of them, 62% in *Wow! 3 Busy Book* and 68% in *Go for it! 3 Workbook*, the proportion being six percentage points larger in *Go for it! 3 Workbook*. However, the number of vocabulary exercises differs significantly. In *Wow! 3 Busy Book*, there are 38 vocabulary exercises, whereas in *Go for it! 3 Workbook*, there are 63 vocabulary exercises in the three chapters studied. This is approximately 65% more than in *Wow! 3 Busy Book*, which is very close to the increase of all exercises. All in all, in *Go for it! 3 Workbook*, there were 51% more exercises in the chosen chapters. In Table 6, the shares of each vocabulary exercise category as well as the number of vocabulary exercises per category are presented:

Table 6. Vocabulary exercise categories in *Wow! 3 Busy Book* and *Go for it! 3 Workbook*.

	<i>Wow! 3 Busy Book</i>	<i>Go for it! 3 Workbook</i>
Translation	5% (2)	29% (17)
Discussion	21% (8)	13% (8)
Identification	24% (9)	21% (13)
Writing	13% (5)	13% (8)
Listen and repeat	24% (9)	6% (4)
Comprehension	11% (4)	11% (7)
Other	3% (1)	8% (6)
Total	100% (38)	100% (63)

As Table 6 shows, the proportion of **writing** exercises in both workbooks is thirteen percent. In addition to having the same share of writing exercises, also the exercises are very similar. In a typical writing exercise, the student would write their own sentences by using given words in them. In both workbooks, writing exercises are typically follow-up exercises in which the student would use the previous exercise as an example while writing their own sentences.

As well as writing exercises, also **comprehension** exercises have the same share in both workbooks with eleven percent. There are two listening comprehension exercises in both workbooks. In *Go for it! 3 Workbook*, there are five reading comprehension

exercises, while in *Wow! 3 Busy Book*, there are two. In *Wow! 3 Busy Book*, the answers to the exercises are names, crosses or drawings, whereas in *Go for it! 3 Workbook*, many of the comprehension exercises include writing the correct answer in Finnish.

The most significant difference between the two books is in **translation** exercises: there are 24 percentage points more in *Go for it! 3 Workbook*. In number of exercises, this is 15 exercises more of them than in *Wow! 3 Busy Book*, which has two translation exercises in the chosen chapters. In both exercises in *Wow! 3 Busy Book*, translation is from Finnish to English, and the answer should be written down in the workbook. Similarly, in *Go for it! 3 Workbook*, only in two out of seventeen exercises, the translation is from English to Finnish. Seven of the translation exercises in *Go for it! 3 Workbook* are done orally in pairs, but a majority (70%) is writing exercises.

Another exercise category that varied greatly between the two workbooks is **listen and repeat** exercises, with a share of about a quarter (24%) in *Wow! 3 Busy Book*, while in *Go for it! 3 Workbook*, the share is only six percent. Both workbooks contained a listen and repeat exercise that is a vocabulary list. The location of the list in *Wow! 3 Busy Book* is always the second exercise, while in *Go for it! 3 Workbook*, the place of the list varies between eighth seventh exercise. Moreover, in *Wow! 3 Busy Book*, the exercises in each chapter always begin with a nursery rhyme or a song, while only one of the three chapters in *Go for it! 3 Workbook* begins with a song (chapter 4). In *Wow! 3 Busy Book*, the emphasis is on nouns and adjectives in the vocabulary lists, while in *Go for it! 3 Workbook*, no particular word class has a larger proportion than another. In addition, the number of items on the vocabulary list is nearly twice the number in *Go for it! 3 Workbook* than in *Wow! 3 Busy Book*.

The number of **discussion** exercises is the same in both workbooks, but the share of them in *Wow! 3 Busy Book* is a fifth (21%) of all vocabulary exercises, while in *Go for it! 3 Workbook*, the share is thirteen percent. In *Go for it! 3 Workbook*, all discussion exercises are done in pairs, and in *Wow! 3 Busy Book*, only one out of eight is done in a larger group, even though the interviews in it happen in pairs as well. In both workbooks, a common objective contains the words “ask” or “tell”, and the aims of

discussion exercises are very similar. In these exercises, the aim is either to explain something or find out information.

Moreover, the proportion of **identification** exercises varies between 20-25%, *Go for it! 3 Workbook* having a slightly larger share of them. In *Go for it! 3 Workbook*, each chapter contains an identification exercise with the objective “search the vocabulary list”, and this type of an exercise is not present in *Wow! 3 Busy Book* at all. In *Wow! 3 Busy Book*, many identification exercises contain a picture in which the student should identify the answer, such as pets or family members. In *Go for it! 3 Workbook*, identification exercises were much more versatile, and they included for example exercises in which the student should identify the animals by hearing their utterance.

The category of **other** exercises has a share of three percent in *Wow! 3 Busy Book* and eight percent in *Go for it! 3 Workbook*. In the number of exercises, this means only one *other* exercise in *Wow! 3 Busy Book*, while in *Go for it! 3 Workbook*, there were five *other* exercises. The difference in the proportion of other exercises is not significant and it tells that most of the exercises in both workbooks are included into the chosen categories.

4.4 Vocabulary exercises and National Core Curricula for Basic Education 1994 and 2014

In this section, it will be examined how the National core curricula for basic education 1994 and 2014 are reflected in the chosen workbooks *Wow! 3 Busy Book* and *Go for it! 3 Workbook* regarding vocabulary learning. Since *Wow! 3 Busy Book* was published while NCCBE 1994 was in effect, their relationship will be examined. Similarly, *Go for it! 3 Workbook* follows NCCBE 2014, and thus, it will be assessed how the workbook reflect the curriculum. See sections 2.3.1 and 2.3.2 for more information about what it is said about vocabulary learning in the curricula.

In NCCBE 1994, it is stated that the aim at the end of grade 6 is that they “have attained vocabulary suitable for communication at his age” (NCCBE1994: 75). The topics of *Wow! 3 Busy Book* can be regarded relevant for students of age 9-10: family

members, clothes and pets are such topics that 3rd graders can use the vocabulary while talking about their lives. In addition to suitable vocabulary, in NCCBE 1994, one aim is that a student “has assimilated vocabulary central to the language” (NCCBE 1994: 75). This aim is supposed to be achieved at the end of grade 9. It is not defined what are the main phrases, basic structures or vocabulary that is central to English, but one could assume that for example, family vocabulary would be central since it is used in everyday communication. Furthermore, in NCCBE 1994, the power of deduction is emphasized (NCCBE 1994: 76), but it was not visible in *Wow! 3 Busy Book*. There were no exercises in which the student should deduct the meaning of the word by its context.

In NCCBE 2014, it is mentioned that as the student “expands his or her vocabulary” (NCCBE 2016: 236). In *Go for it! 3 Workbook*, there were many discussion exercises, which develop interaction skills, and varying exercise types develop information acquisition skills while rehearsing vocabulary and structures. Furthermore, it is said that the students would “learn efficient language learning skills, such as using new words and structures actively in their own expression, utilizing mnemonic techniques, and deducting the meaning of an unfamiliar word from the context” (NCCBE 2016: 238). Only some of the exercises in *Go for it! 3 Workbook* contained creativity, which would make the students use new words and structures in their own expressions, such as writing a story using them. Especially the exercises after the vocabulary list of each chapter utilized different mnemonic techniques, such as pantomime (*Go for it! 3 Workbook*: 32) and searching words in the list (*Go for it! 3 Workbook*: 76). However, there were no exercises in which the student should have deducted the meaning of an unfamiliar word from the context.

In addition, It is stated in NCCBE 2014 that the students understand “texts that contain easy and familiar vocabulary and expressions” as well as understand “the gist of a predictable text containing familiar vocabulary” (NCCBE 2016: 240). Familiar vocabulary can be understood as vocabulary that was practiced in each chapter, and thus, the students could understand texts with these as they were rehearsed in the workbook. Thus, the students should also understand predictable text containing this

vocabulary. It was also said that the students would use “concrete vocabulary” and that they would “master an easily predictable basic vocabulary” (NCCBE 2016: 240). Easily predictable basic vocabulary, such as animals and family words, were rehearsed in *Go for it! 3 Workbook* diversely. Moreover, understanding was mentioned several times, but the share of comprehension exercises was relatively little.

5 DISCUSSION

In this section, the research questions will be answered. Moreover, the results of the present study will be discussed in the light of previous research. The results will first be discussed in the light of Nation's model of what is involved in knowing a word (see section 2.1 for more information). In addition, the involvement load (Lauren & Hulstijn, cited in Nation 2013: 71) of the exercises will be discussed. Finally, the pedagogical model (Salo & Mäntylä 2020: 64) in the workbooks will be reflected.

The present study was set to examine vocabulary exercises in two English as a foreign language textbooks for 3rd graders. The aim was to investigate similarities and differences in two workbooks were studied regarding vocabulary exercises. Furthermore, it was investigated how the chosen workbooks reflect what it is said about vocabulary learning and teaching in the NCCBE 1994 and 2014.

The first research question aimed to study the proportion of vocabulary exercises of all exercises in the chosen workbooks, *Wow! 3 Busy Book* and *Go for it! 3 Workbook*. In both workbooks, the proportion of vocabulary exercises was about 65% (62% in *Wow! 3 Busy Book*, 68% in *Go for it! 3 Workbook*). Based on my own experience with EFL workbooks, I expected that about half of the exercises would be vocabulary exercises. Regardless of the similar proportions in both workbooks, the absolute number of vocabulary exercises was surprisingly higher in *Go for it! 3 Workbook* with 65% more of them, *Wow! 3 Busy Book* having 38 vocabulary exercises and *Go for it! 3 Workbook* 63 vocabulary exercises in the chosen chapters. The change in the number of exercises

could be derived from that *Go for it! 3 Workbook* had more differentiating exercises, and not all of the exercises were meant to all students.

The second research question examined the types of vocabulary exercises as well as the similarities and differences between the chosen workbooks. In *Wow! 3 Busy Book*, all seven exercises categories (translation, identification, discussion, writing, comprehension, listen and repeat, and other exercises) occurred, and the dominant categories were identification and listen and repeat exercises with the proportions of a quarter (24%). Discussion exercises were the third largest category with the proportion of a fifth (21%). About a tenth of all vocabulary exercises were writing (13%) and comprehension (11%) exercises. The smallest categories were translation exercises with five percent and other exercises with three percent of all vocabulary exercises. The proportions of the exercise categories show that the most important language skills in this workbook are identification and listening and repeating since these exercises covered a half (48%) of all vocabulary exercises.

Since the exercise categories were created for the chosen workbooks, expectedly, as well as in *Wow! 3 Busy Book*, all seven categories occurred in *Go for it! 3 Workbook*. The dominant category was translation exercises with the proportion of a third (29%). The second largest category was identification exercises with about a fifth (21%). Discussion and writing exercises had an equal proportion of all vocabulary exercises, 13% each. The proportion of comprehension exercises was about a tenth (11%), other exercises 8% and listen and repeat exercises 6%, being the smallest category. In this workbook, the most important language skill is translation.

The most prevalent difference in the chosen workbooks regarding the exercise categories was that in *Go for it! 3 Workbook*, there are 25 percentage points more translation exercises than in *Wow! 3 Busy Book*. Furthermore, when listen and repeat exercises was the largest category in *Wow! 3 Busy Book*, in *Go for it! 3 Workbook*, it was the smallest category. The proportion of identification, writing, and comprehension exercises were about the same in both workbooks. The category of other exercises is challenging to examine since the exercises vary notably, but the proportions of other exercises did not differ significantly, being 3% in *Wow! 3 Busy Book* and 5% in *Go for it! 3*

Workbook. The differences show that the significance of translation exercises has grown whereas listen and repeat exercises are not seen as important anymore.

The third research question examined how the chosen workbooks reflect the National Core Curriculum for Basic Education of that time regarding vocabulary learning. *Wow! 3 Busy Book* was published in 2002 while NCCBE 1994 was in action. It cannot fully be defined whether *Wow! 3 Busy Book* fully reflects NCCBE 1994 since it is not defined what are central vocabulary, main phrases or basic structures of English (NCCBE 1994: 75). Moreover, even though basic structures are not defined, one can assume that for example owning and being are basic structures of any language, and they are included in *Wow! 3 Busy Book*. It is also said that the students should assimilate vocabulary suitable for 3rd graders' communication (NCCBE 1994: 75), and the themes (pets, family, clothes) are relevant and suitable for the target group. In NCCBE 1994, it is also stated that "the power of deduction is emphasized (NCCBE 1994: 76), but in the chosen chapters, that kind of vocabulary exercises were not present.

Go for it! 3 Workbook was published in 2016 and thus, it follows NCCBE 2014. In *Go for it! 3 Workbook*, there are many discussion exercises and various exercise types with develop interaction skills and rehearses vocabulary and structures (NCCBE 2016: 236). Few of the exercises involved creativity, and thus, the students do not use "new words and structures actively in their own expression" (NCCBE 2016: 238). Similar to *Wow! 3 Busy Book*, *Go for it! 3 Workbook* did not include exercises in which the student would deduct the meaning of an unfamiliar word from the context (2016: 238). Moreover, "simple sentences and concrete vocabulary" were present in *Go for it! 3 Workbook* (NCCBE 2016: 240). All in all, it can be said that *Go for it! 3 Workbook* reflects NCCBE 2014 rather well.

When it comes to receptive and productive skills in different vocabulary exercise categories, listen and repeat exercises involved both receptive (What does the word sound like?) and productive (How is the word pronounced?) skills (Nation 2001: 27). Since listen and repeat exercises were very similar in both workbooks, there were no differences in receptive and productive skills regarding them. However, in *Wow! 3 Busy Book*, the absolute number of listen and repeat exercises was higher, so by using

that workbook, one can rehearse listening and repeating vocabulary more. All identification exercises in both workbooks involved receptive skills, but some also productive as the objective was also to write the correct word. Out of the chosen workbooks, *Go for it! 3 Workbook* contained more exercises involving productive skills. In addition, *Go for it! 3 Workbook*, the number of identification exercises was higher and thus, identification can be rehearsed more diversely with different exercises. In translation exercises, the students are expected to involve both receptive and productive skills: for example, they must think how the word is written and spelled (productive), what is included in the concept (receptive), and what word can be used to express this meaning (productive) (Nation 2001: 27). The translation exercises in the chosen workbooks were very similar in both workbooks, but in *Go for it! 3 Workbook*, there were also exercises in which creativity was needed and thus, they contained more productive skills than translation exercises in *Wow! 3 Busy Book*. In addition, the number of translation exercises was significantly higher in *Go for it! 3 Workbook*, which means that with that workbook, translation can be rehearsed notably more broadly.

Writing exercises as well as discussion exercises are both exercise types in which creativity is needed. In these exercises, the student needs both receptive and productive skills, but the emphasis is on productive skills. Analyzing the context is a receptive skill and whereas assessing the correct word form and synonyms is a productive skill needed in these kinds of exercises (Nation 2001: 27). Since the writing exercises in both workbooks are very much alike, the amount of productive and receptive skills needed in the writing exercises is very similar in both chosen workbooks. However, the number of writing exercises is higher in *Go for it! 3 Workbook*, which means that writing can be practiced more than by using *Wow! 3 Busy Book*. Comprehension exercises differ from the other vocabulary exercises in a way that they require mostly receptive skills. Conceptualizing the words is an example of a productive skill that is needed in these kinds of exercises (Nation 2001: 27). There is no difference between the workbooks when it comes to the need of receptive and productive skills in the comprehension exercises since even though the exercises are different, mostly receptive skills are needed in both workbooks. However, the number of exercises differed

significantly between the workbooks, so by using *Go for it! 3 Workbook*, one will get more rehearsal regarding comprehension skills.

The involvement load (Lauren & Hulstijn, cited in Nation 2013: 71) measures the involvement of the student in the exercise. In both workbooks, there were both weak and strong involvement load exercises, but *Go for it! 3 Workbook* contained more exercises with strong involvement load. Exercises with strong involvement load were composition exercises in which the student would write their own sentences (see Example 4 in section 3.4). If there were words given, the involvement load can be seen as moderate (Lauren & Hulstijn, cited in Nation 2013: 71). Exercises with weak involvement load were exercises in which one would read a text and answer questions since target language was not needed to complete the task (see Examples 6 and 7 in section 3.4).

When it comes to the pedagogical model of language learning, beginning from *identification* into *understanding*, *applying*, and *composing* (Salo & Mäntylä 2020: 64), both workbooks followed it mostly. For example, in both workbooks, most identification exercises were located either at the beginning of each chapter or after a new topic. Comprehension exercises (*understanding*) did not have a specific place in the workbooks, but they were not among the first exercises of the chapters. In *Go for it! 3 Workbook*, the emphasis was on the latter half of the exercises. Exercises in which the students should apply the words of the vocabulary lists did not have a specific place in the chapters either. When it comes to writing exercises (*composing*), in *Wow! 3 Busy Book*, most of them were located in the second half of the exercises, while in *Go for it! 3 Workbook*, the distribution of writing exercises was more even. Similarly, discussion exercises (*composing*) were distributed so that there were a couple among the first exercises and then one exercise later in the chapter. In *Wow! 3 Busy Book*, discussion exercises were emphasized on the first half of the exercises.

There are differences between the present study and Tiainen's (2020) study on vocabulary exercises in Swedish workbooks. Tiainen's study showed that the proportions of vocabulary exercises had been moderated (Tiainen 2020: 52), but in the present study, there were great differences in the proportions of vocabulary exercise

categories. However, both studies showed that language workbooks rehearse vocabulary diversely (Tiainen 2020: 54). In addition, both studies provide examples of analyzing vocabulary exercises, but the results cannot be generalized to apply to all language workbooks (Tiainen 2020: 56).

6 CONCLUSION

The aim of this thesis was to examine the vocabulary exercises in two EFL workbooks for 3rd graders from years 2002 (*Wow! 3 Busy Book*) and 2016 (*Go for it! 3 Workbook*). The results show that the number of vocabulary exercises had grown significantly with 65%. However, the proportion of vocabulary exercises was approximately the same, about 65%, in both chosen workbooks. The results indicate that EFL workbooks can be used to rehearse vocabulary diversely. All seven vocabulary exercises categories occurred in both workbooks, but especially the proportion of translation exercises had grown notably from five percent to thirty percent. On the contrary, listen and repeat exercises was the largest category in *Wow! 3 Busy Book* with a quarter of all vocabulary exercises, while in *Go for it! 3 Workbook*, the proportion was only six percent. Writing and comprehension exercises had the same proportion in both workbooks, about ten percent each. In addition, the chosen workbooks followed for the most part the National Core Curriculum for Basic Education of the time of publishing.

There were some limitations in the present study. As the data consisted of only two workbooks and they were published by the same publisher, Sanoma Pro, they provide a rather single-sided view on how English should be learned in Finland. Thus, the results of this study cannot be generalized, but rather be used as an example that provides guidelines for analyzing other publishers and authors' textbooks. Moreover, since only three themes and three chapters of each workbook were studied, a broader sample of data could have provided different results.

This thesis provides an example of a comparative analysis of vocabulary exercises, which can be referenced in future research. For instance, there was one NCCBE in between 1994 and NCCBE 2014, which the National Core Curriculum for Basic Education 2004, and it would have been interesting to examine it as well as a workbook that follows it. In the future research regarding this field of study, it would be interesting to compare this study to the next NCCBE and the workbooks that follow it. Furthermore, as Karvonen points out, the research regarding Finnish textbooks is rather narrow (2019: 75). Thus, in future research, it could be studied how vocabulary is taught in the classroom in relation to EFL workbooks.

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