

# **Critical evaluation of English textbooks for high school students in Kyrgyzstan.**

## **A proposal for improvement of Reading and Writing tasks by integrating the two skills**

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**Critical evaluation of English textbooks for high school students in Kyrgyzstan.**

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# Abbreviations

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CLT – Communicative Language Teaching

EFL – English as a Foreign Language

ELT – English Language Teaching

ESEL – Educational Standard for English Language

ESL – English as a Second Language

KR – Kyrgyz Republic

L1 – First Language

L2 – Second Language

NES – National Educational Standard

# Abstract

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English Language teaching in Kyrgyzstan is based on the Communicative Language Teaching (CLT) approach. According to the Educational Standard for English Language Teaching that is established by the Ministry of Education of Kyrgyzstan, the curriculum and textbooks should follow the CLT principles. The purpose of this research is to analyse reading and writing tasks in the two English textbooks, *English 9* and *English 10-11*, that are used for high school students (ages 15-17) in public schools in Kyrgyzstan. It is the aim of this study to find out what skills and strategies the textbooks encourage the learners to use. In order to conduct the analysis, the framework, consisting of the three levels, offered by Littlejohn (2011) was used.

The analysis has revealed some limitations in both reading and writing tasks. It was found that tasks do not provide enough guidance and do not help learners to develop these skills. Reading tasks were found to be limited and, in many cases, lacking in clarity of instruction. The textbooks also did not accord sufficient importance to writing skills in the number and quality of writing tasks offered. Provided writing activities do not offer enough practice and guidance for learners to help them reach the outcomes that are stated by the Educational Standards for the English Language. Some practical suggestions on improving reading and writing tasks by integrating the two skills are proposed.

# Table of Contents

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Acknowledgements .....	I
Abbreviations .....	II
Abstract .....	III
Table of Contents .....	IV
List of Tables and Figures .....	VIII
CHAPTER 1: INTRODUCTION.....	1
1.1 Historical Background and Context of the Study .....	1
1.2 Research aims, objectives and research questions. ....	2
1.3 Rationale and Motivation .....	4
1.4 Significance of the study.....	5
1.5 Outline of the study .....	6
CHAPTER 2: LITERATURE REVIEW.....	7
2.1 Introduction .....	7
2.2. Basic principles and characteristics of CLT .....	7
2.2.1 Studies on the CLT approach and issues arising in its application.....	8
2.2.2 Skills integration as one of the CLT characteristics .....	10
2.3 Reading and Writing Integration. Empirical studies .....	11
2.4 Textbooks in English Language Teaching.....	14
2.4.1 The role of textbooks in ELT theoretical background .....	14
2.4.2 Studies on textbook evaluation.....	15
2.5 Conclusion .....	17
CHAPTER 3: METHODOLOGY .....	18

3.1 Introduction .....	18
3.2 Research Questions.....	18
3.3 Research Design and Approach.....	19
3.4 Textbook Evaluation.....	19
3.5 Textbook evaluation approaches and criteria .....	20
3.6 Analysis framework for the textbooks in study .....	21
3.7 Learning outcomes related to the reading and writing skills according to the Educational Standard of the English Language .....	27
3.7.1 Learning outcomes for Grade 9.....	28
3.7.2 Learning outcomes for Grades 10-11 .....	29
3.8 Ethical consideration and reliability .....	30
3.9 Limitations .....	30
3.10 Summary.....	31
CHAPTER 4: ANALYSIS.....	32
4.1 Introduction .....	32
4.2 Data selection and analysis.....	32
4.2.1 Level 1 Objective Description: What is there?.....	33
4.2.2 Level 2 Subjective Analysis: What is required of users? .....	35
4.2.3 Level 3. What is implied? Subjective inference. ....	40
4.3 Summary.....	46
CHAPTER 5: RESULTS.....	47
5.1 Introduction .....	47
5.2 General textbook characteristics of <i>English 9</i> .....	47
5.3 General textbook characteristics of <i>English 10-11</i> .....	48
5.4 Reading tasks characteristics.....	48

5.4.1 Reading tasks in <i>English 9</i> .....	48
5.4. 2 Reading tasks in the Reader part. <i>English 9</i> .....	50
5.4. 3 Reading tasks in <i>English 10-11</i> .....	51
5.5 Writing tasks characteristics .....	53
5.5.1 Writing tasks in <i>English 9</i> .....	53
5.5.2 Writing tasks in <i>English 10-11</i> .....	54
5.6 Integrated Reading and Writing tasks in the textbooks .....	56
5.7 Comparison with the Educational Standard of English Language .....	56
5.8 Summary .....	57
CHAPTER 6: DISCUSSION .....	58
6.1 Introduction .....	58
6.2 Discussion of the Research Questions.....	58
6.2.1 Research Question 1. Which reading strategies do the textbook tasks encourage students to use? .....	58
6.2.2 Research Question 2. Which writing strategies do the textbook tasks encourage students to use? .....	60
6.2.3 Research Question 3. Which integrated reading and writing strategies do the textbook tasks encourage students to use? .....	61
6.2.4 Research Question 4. How do these tasks relate to the expectations of the Educational Standard of English Language established by the Ministry of Education? .....	62
6.3 Suggestions for reading and writing tasks improvements by means of integrating the two skills as an attempt to help the learners to reach the expectations set by the Educational Standard of English Language. ....	64
6.3. 1 Practical Suggestions .....	65
CHAPTER 7: CONCLUSION .....	69
7.1 Summary of the findings.....	69



7.2 Strengths, limitations and further research recommendations .....	71
List of References .....	72
Appendix N 1 Level 2 analysis of the reading tasks in <i>English 10-11</i> .....	77
Appendix N 2. Level 2 analysis of the writing tasks in <i>English 10-11</i> .....	79
Appendix N 3. Level 2 analysis of the reading tasks in <i>English 9</i> .....	80
Appendix N 4. Level 2 analysis of the writing tasks in <i>English 9</i> .....	81
Appendix N 5 Level 2 analysis of the reading tasks from the Reader part in <i>English 9</i>	82
Appendix N 6. <i>English 9</i> and <i>English 10-11</i> .....	83
Appendix N 7 <i>English 9</i> Reading and writing task selection.....	84
Appendix N 8 Reader part of the <i>English 9</i> task selection.....	86
Appendix N 9 <i>English 10-11</i> Reading and writing task selection.....	88
Appendix N 10 Content of <i>English 9</i> .....	91
Appendix N 11 Content of <i>English 10-11</i> .....	92
Appendix N 12 Educational Standard of English Language for reading and writing skills for Grade 9 .....	93
Appendix N 13 Educational Standard of English Language for reading and writing skills for Grades 10-11 .....	94
Appendix N14 The Topical Content of the course for grades 3-11 .....	95
Appendix N 15 Ethical Approval.....	96

## List of Tables and Figures

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Table 3. 1 Two main parts of the framework .....	21
Table 3. 2 The three levels of the analysis .....	22
Table 3. 3 Level 1 analysis sheet .....	23
Table 3. 4 Questions of the Level 2 analysis .....	24
Table 3. 5 Level 2: Reading tasks analysis sheet: .....	25
Table 3. 6 Level 2 Writing tasks analysis sheet:.....	26
Table 4. 1 Level 1 analysis of Book N 1 <i>English 9</i> .....	33
Table 4. 2 Level 1 analysis of Book N2 <i>English 10-11</i> .....	34
Table 4. 3 Analysis of the reading tasks from Book N 1 <i>English 9</i> . .....	35
Table 4. 4 Analysis of the Reader part from Book N1 <i>English 9</i> .....	36
Table 4. 5 Analysis of the writing tasks from Book N1 <i>English 9</i> .....	37
Table 4. 6 Analysis of the writing tasks from Book N2 <i>English 10-11</i> .....	38
Table 4. 7 Aanalysis of the reading tasks from Book N2 <i>English 10-11</i> .....	39
Table 4. 8 Level 3 analysis of the reading tasks of <i>English 9</i> and <i>English 10-11</i> .....	40
Table 4. 9 Level 3 analysis of the writing tasks of <i>English 9</i> and <i>English 10-11</i> .....	43
Table 4. 10 Level 3 analysis of the reading tasks from the Reader part of <i>English 9</i> ...	45
Figure 5. 1 Reading tasks. Overall review of the reading tasks characteristics in <i>English 9</i> .....	48
Figure 5. 2 Readers part. Overall review of the Reader’s tasks in <i>English 9</i> .....	50
Figure 5. 3 Reading tasks. Overall review of the reading tasks characteristics in <i>English 10-11</i> .....	51
Figure 5. 4 Writing tasks. Overall review of the writing tasks characteristics in <i>English 9</i> .....	53
Figure 5. 5 Writing tasks. Overall review of the writing tasks characteristics in <i>English 10-11</i> .....	54

# CHAPTER 1: INTRODUCTION

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## 1.1 Historical Background and Context of the Study

With rapid economic growth and globalization English has become a global language. This incited the need to learn the language all over the world and new approaches and methods to teaching it were developed. According to Richards and Rodgers (2001), the origins of CLT date back to 1960, when British language teaching tradition experienced great changes. It was a time when British linguists emphasised that language learning is not just memorising language structures but also learning the communicative and functional characteristics of a language. This new view and the rise of numbers of adults who needed to learn English due to the more dependent relations amongst European countries urged the necessity to explore new approaches and methods in English language teaching (Richards and Rodgers 2001). The CLT approach emerged in the 1970s in Europe and America concurrently (Savignon 2008) and since then has become a predominant teaching method around the world (Richards 2006). It has emerged as a result of dissatisfaction with the past Audio-lingual and Grammar-translation approaches that were noticed to not develop learners' abilities to communicate the language in real life (Stelma 2010).

The history of English language teaching in Kyrgyzstan goes back to 1918 when the English language was first decided to be introduced in the Educational System of Autonomous Republic of Turkistan (Kyrgyzstan of that time) which was a part of Soviet Union (Supataeva and Abdybekova 2017). However, at that time the implementation of this plan was not possible since there were no teachers who could teach and materials which could be used. Later, in 1933 the English language was conducted 2-3 hours per week in urban schools and later was introduced to rural areas of Kyrgyzstan. In 1948, 18% of schools had English language lessons and in 1950, 40% of schools in Kyrgyzstan conducted English language lessons (Supataeva and Abdybekova 2017: 4). Nowadays the English language has become a mandatory subject in all educational institutions of

the Kyrgyz Republic (KR). English language teaching in Kyrgyzstan has gone through many changes in approaches and methodology. Attempts to find the most appropriate way to teach English that would take into consideration local culture and language started to appear in the 1960s. In 1961 the first English language textbook for the 5th grade was developed locally (Supataeva and Abdybekova 2017: 5). However, records do not provide clear information on what kind of materials were used to teach English earlier. Regarding methods and approaches, Kyrgyzstan at that time followed the Russian educational system and methodologies were adapted for learners in Kyrgyzstan. The main emphasis was put on grammar and reading. In other words, the Grammar-translation method was followed.

It was after the collapse of the Soviet Union in 1991 that Kyrgyzstan experienced the main changes in methodology and approaches in its English language teaching. The whole Educational System of Kyrgyzstan changed then and the role of the English language in society, methods and approaches as well as teacher education were reconsidered and reformed. English language teaching changed from the Grammar-translation approach to Communicative Language Teaching (CLT) approach (Supataeva and Abdybekova 2017). CLT approach has been followed in the English language teaching in Kyrgyzstan since then.

## **1.2 Research aims, objectives and research questions.**

The present research analyses reading and writing tasks in the two English language textbooks: *English 9* (Yusupova, Marashogli, Shakirova 2012), *English 10-11* (Yusupova, Kaligulova, Ahmedova, Akmatova 2012) for public high schools in Kyrgyzstan (see Appendix 6). Considering theories on the CLT approach (see Chapter 2, section 2.2), the aim of the research is to analyse how well the reading and writing tasks encourage learners to develop these skills and how the tasks promote and facilitate bringing the learners to the main outcomes of the Educational Standards that are based on Communicative Language Teaching (CLT) established by the Ministry of Education of Kyrgyz Republic. It will also investigate the benefits of integrating the two skills and make possible practical suggestions on task improvement.

To reach the aim of this study, several objectives are pursued: a) to analyse whether reading tasks encourage and teach the students to use reading strategies; b) to analyse whether writing tasks help the students to develop various writing skills such as paraphrasing, summarizing, rewriting; c) to explore how the integration of the reading and writing tasks develops the two skills and makes the teaching-learning process more communicative; d) to analyse if the textbooks provide any integrated reading and writing activities; e) to suggest the integration of the reading and writing tasks that may help learners to come to the expected outcomes stated in the ESEL.

The reading and writing skills were selected to be analysed due to their complex nature and observations reporting that foreign learners usually need a long time to acquire these skills before they feel confident (Grabe 2008, Brown 2001).

Scholars describe reading as a complex combination of processes (Grabe 2008, Nunan 1989 and Newton et al. 2018). Different types of reading were listed by Grabe (2008: 8):

1. Reading to search for information (scanning and skimming)
2. Reading for quick understanding (skimming)
3. Reading to learn
4. Reading to integrate information
5. Reading to evaluate, critique, and use information
6. Reading for general comprehension (in many cases, reading for interest or reading for pleasure).

Different purposes of reading and different methodologies involve different processing (Grabe 2008). Considering the complex nature of reading, Grabe states that there is no “one size fits all” recommendation for reading instruction and curriculum development (Grabe 2008: 19). Depending on the goals, the instructions should be organised in a way that will help the learners to develop certain reading abilities. Successful reading instruction involves different cognitive processes as well as various strategies (Grabe 2008, Nunan 1989).

Like in reading, there is no “a universal marker of good writing because good writing is always contextually variable” (Hyland 2003: 5). It is commonly agreed amongst scholars, however, that writing has a communicative purpose and meaning (Ferris and Hedgcock 2013). “Writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously” (Bell and Burnaby 1984 cited in Nunan 1989: 36). This implies that writers should have control of letter formation, lexis, sentence structure, spelling, and punctuation. In addition, the writer should know how to structure the message into a coherent and cohesive text (Nunan 1989).

Studies on writing instruction (Ferris 2018, Ferris and Hedgcock 2013, Hinkel 2011) show that it is a much more complicated area of research compared to the reading instruction and more research on second language (L2) writing instruction in the classroom is needed. One common conclusion of many studies is that learners of all ages and levels of English require years of explicit training before they become effective writers. However, “research on what L2 writers need to learn, what they should be able to do, and how L2 writing can be efficaciously taught is conspicuously lacking” (Hinkel 2011: 535).

Considering the theories on the reading and writing nature and instruction, the following research questions were developed in accordance with the research aims and objectives:

1. Which reading strategies do the textbook tasks encourage students to use?
2. Which writing strategies do the textbook tasks encourage students to use?
3. Which integrated reading and writing strategies do the textbook tasks encourage students to use?
4. How do these tasks relate to the expectations of the educational standard established by the Ministry of Education?

### **1.3 Rationale and Motivation**

The Educational Standard of English language (ESEL) for elementary (ages 7-10, secondary (ages 11-14), and high schools (ages 15-17) in KR is based on the National Educational Standards (NES) (see Appendices 12-13). The ESEL determines the general

strategies for the education and development of students by means of language teaching. The ESEL sets the goals of the English language learning which are defined by the National Educational Standard and discloses the content of the course (see Appendix 14). The ESEL provides guidance for curriculum and material developers. It also reflects approaches, principles, and teaching methods. Additionally, the ESEL indicates the approximate distribution of teaching hours devoted to the study of certain sections of the course (Ministry of Education 2018).

According to ESEL (see Appendices 12-13), the English language teaching approach is based on Communicative Language Teaching. According to the aims and expectations established by the Ministry of Education, students in the 9th grade should be familiar with the following reading skills: reading for gist, skimming, scanning, and reading for specific information. Regarding writing skills, the students should be able to write different types of letters and short essays. Students in the 10-11th grades should be able to use the following reading skills: reading for gist, reading for specific information, skimming, and scanning. Apart from that, students should be able to read various types of authentic texts, newspapers, popular science books, novels. The students should be able to write letters, essays and short reports based on the provided texts, synthesise, and paraphrase information (Ministry of Education 2018).

It is important to analyse how well the textbooks follow the CLT principles and how they help the students in reaching the expectations set by the ESEL.

#### **1.4 Significance of the study**

Many studies have been conducted to explore the English language textbooks regarding their claims and contents, some studies aimed to explore the methods and approaches while others analysed tasks and instructions. While some studies are devoted to analysing how CLT corresponds with the curriculum and the textbooks' content, others analyse difficulties with CLT implementation and report serious mismatches that could be the reason why the teaching-learning process is not showing positive outcomes (see Chapter 2, section 2.2.2). Therefore, my goal is to find out whether English language

textbooks in Kyrgyzstan go in accordance with CLT and reading and writing tasks in the analysed textbooks facilitate the teaching and learning process.

## **1.5 Outline of the study**

This dissertation consists of seven chapters. *Chapter 1* is the *Introduction* that presents the historical background and context of the study along with the research aims, objectives, rationale and significance of the study. The outline of the study is also presented at the end of the chapter.

*Chapter 2* is the *Literature Review* that informs the study. It presents the relevant literature in the following way: theories on the CLT approach and practical studies, theories on skills integration and empirical studies on reading and writing integration, theories on textbook evaluation and practical studies.

*Chapter 3* is the *Methodology* which presents the theoretical framework of this study and illustrates the analysis framework. It explains the choice of framework and provides a detailed description of how the data will be selected and analysed according to the framework. It also contains the ESEL expectations as well as ethical considerations, reliability and limitations of the methodology and data.

*Chapter 4* is the *Analysis* that demonstrates the analysis of the data according to Level 1, Level 2 and Level 3 of the framework.

*Chapter 5* is the *Results* that provide an interpretation of the analysed data and describes the key findings.

*Chapter 6* is *Discussion* which discusses and provides the further interpretation of the results supported by the relevant literature. This chapter presents practical suggestions on reading and writing integration.

*Chapter 7* is the *Conclusion* of the dissertation which presents the general overview of the study and offers further research recommendations.



## **CHAPTER 2: LITERATURE REVIEW**

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### **2.1 Introduction**

In order to conduct the research presented in this thesis, relevant literature was explored that informed this study. This literature review first presents theories and studies related to the CLT approach implementation. Next, it presents literature on skills integration and studies that promote the integration of reading and writing. Finally, literature and studies on textbook evaluation is presented.

### **2.2. Basic principles and characteristics of CLT**

It is important to investigate the literature of CLT for the several reasons. First, the Educational Standard of the English language teaching of the Kyrgyz Republic states that the teaching approach to English language teaching is based on CLT. Second, the aim of this research is to analyse the reading and writing tasks to make them more communicative that can help the students in achieving their learning goals.

Many language teachers and institutions define their teaching methodology as communicative. However, it is noticed that giving a precise definition of communicative teaching seems difficult since the concept embraces different methods and approaches to make L2 teaching communicative (Richards 2006). Unlike the previous approaches, CLT encourages the learners to go beyond memorization and take the risk of making mistakes. This involves the utilization of various linguistic and non-linguistic resources in language learning such as asking for clarification, seeking information, negotiation, and using circumlocution (Savignon 2008). Canale and Swain (1980) claimed that the aims of the CLT approach are to develop communicative competence which they defined as embracing four competencies: grammatical competence, sociolinguistic competence, discourse competence and strategic competence. CLT sets its objectives to elaborate ways that will develop four skills (reading, writing, listening, and speaking) and recognise the mutuality between the language and communication (Richards and Rodgers 2001,

Richards 2006, Nunan 1989, Littlewood, 1981, Widdowson 1978). CLT thus comprises the following basic principles (Richards and Rodgers 2001: 161): 1. Language is a system for the expression of meaning; 2. The primary function of language is to allow interaction and communication; 3. The structure of language reflects its functional and communicative uses; 4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

### **2.2.1 Studies on the CLT approach and issues arising in its application**

Despite being widely accepted approach, there are some misconceptions and difficulties faced by educators with CLT implementation. Thompson (1996) describes four main existing misconceptions about CLT that he observed through his experience. These include the false impression that teaching grammar should be excluded altogether. However, CLT involves teaching grammar in a less traditional way. The next widespread misconception is that CLT is about teaching speaking only. Communication though does not happen in a spoken form only, it can take place through reading and writing too. The third one is the wrong assumption that CLT implies pair work that means role play. The problem here, according to Thompson, is that pair work does not have to consist simply in repeating or adapting a dialogue provided by a teacher. Pair work can include more varied activities such as working together on language structures and forms, preparing questions, and discussing opinions. The last misconception is about the role of a teacher in the CLT approach. Many teachers reject the CLT approach thinking that it is too demanding and that they are expected to perform too many responsibilities and too much work in the CLT approach. It is to some extent true that the teacher's role is special in the CLT approach. However, this should not frighten or be the reason to not apply it in classroom practices. On the contrary, many teachers can reconsider their own teaching styles and the way they were taught themselves and try to embrace new ideas and methods (Thompson 1996).

Perhaps because of the aforementioned misconceptions, there are also some issues concerning the CLT approach practices in different contexts. Many empirical studies in the area reveal various difficulties with its implementation in classrooms. For example, Dailey (2010) and Li (1998) in their studies concerning the CLT approach in South Korea, report on teachers' misconceptions about the approach as well as their fear of not being fluent enough English speakers to conduct CLT lesson, cultural resistance both from the students and from the instructors, and a general English language teaching system that requires "heavy" test preparation.

In addition to the challenges described above, some more were revealed in a study conducted by Mehtab (2012) in Bangladesh. The survey of 10 English language teachers in Bangladesh reported that besides the aforementioned challenges, other difficulties include finding appropriate materials that can be used in a CLT classroom, lack of support from the management, and excessively large classes that make it difficult to conduct activities.

Haider and Chowdhury (2012) analysed how CLT, which is prescribed by the curriculum and syllabus and required by materials used, actually works in practice in secondary schools in Bangladesh. They found that there was a mismatch between the curriculum requirements and classroom practices. They concluded that in order to successfully implement the CLT approach in classrooms, several measures should be undertaken. They include teacher training, materials improvement, and changes in the assessment system.

Sidek (2013) investigated how the English language reading curriculum in Malaysia corresponds to the CLT principles. The curriculum was analysed regarding theories of second language reading, reading processing, and teacher and learner roles in CLT. The study showed that the majority of the reading tasks do not reflect the CLT features despite being labeled as communicative.

These studies show that it is not that easy to adopt CLT even though it is a widely accepted and preferred approach. These studies also provide examples of how theories and practices may not always concur with each other.

### **2.2.2 Skills integration as one of the CLT characteristics**

Many studies on skills integration have made their contribution to the field. For instance, by making a critical analysis of the segregated and integrated skill approach, Oxford (2001) argues that the advantages of skill integration outweigh any disadvantages significantly. Segregation of skills may be considered as a logistically easy organisation of the courses since many teachers and administrators may believe that it is impossible to focus on more than one instruction at a time. One of the extreme examples can be a grammar-translation method that requires the learners to analyse grammar and make translations. This approach restricts the language use opportunities for learners and does not encourage the learners to look at language beyond the rules. It also does not prepare them for everyday communication (Oxford 2001). She argues in many EFL/ESL classes that are labeled as separate reading, writing, listening and speaking, the segregation is in fact “partial or illusory”. For example, in a reading class, students may be asked to discuss the text exploiting their speaking and listening skills, sometimes they may be asked to summarise the text in a written form that involves their writing skills. Communication in normal life involves all skills participation even though it is believed in the traditional ESL/EFL programs that focus on one skill that may produce better results.

Selinker and Russell (1986) urge for more empirical observations before the decision on skill integration and separation is made. They note that often there are arguments between the theorists and practitioners because most of the time theory is based on assumptions and practical research can produce evidence. Therefore, the rationale for skills integration/separation should be grounded on systematic empirical observations of the learners in certain settings. Five different cases provided demonstrate that even when the class is supposed to concentrate on one particular skill according to curriculum and materials, integration of other skills may happen naturally and inevitably. Very often what is presented in materials that teach the four skills separately, which is based on the theories about ESL/EFL approach, may not work in the classroom. Decisions that are made by the administrators and teachers should be based more on the evidence than

theories. This observation concurs with Widdowson's claim (1978) that one skill derives from another in a real classroom.

Having these arguments in mind, this research further investigates the reasons for the integration of reading and writing skills.

### **2.3 Reading and Writing Integration. Empirical studies**

The connection between reading and writing has been explored in many empirical studies (Stotsky 1983). All these studies were conducted to investigate the reading and writing abilities of children whose mother tongue was English. In the English as a Foreign/Second Language (EFL/ESL) context, many scholars promote the idea of an integrated approach to teaching reading and writing (Hirvela 2004, Carson and Leki 1993 cited in Burns and Richards 2012, Ferris and Hedgcock 2014, Grabe and Zhang 2013, Brown 2001). These studies made a valuable contribution to the field of English language teaching and allow educators to investigate better ways of language acquisition and reading/writing instruction. Advocating reading and writing integration, Grabe and Zhang (2013) argue that skills such as synthesising and summarising information from sources is not an easy task even for native speakers of English. At the university level, students are often required to employ the aforementioned skills, and studies show that those students who are more proficient in reading can paraphrase and summarise better than those with poor reading skills, who tend to use direct copying. These skills are important for students in academic settings when they are required to use the information from texts and put it into their own writing. Moreover, Hirvela and Du (2013) after observing novice L2 writers conclude that paraphrasing should be explicitly taught since it is not a skill that students are supposed to learn on their own.

Various empirical studies that have been conducted in different contexts show that there are many reasons to integrate the two skills. For example, Ito (2011) investigated how L2 proficiency in reading can contribute to writing skills. His study involved 68 Japanese high

school students who attended separate reading and writing tests. Analysing the students' test scores, he concluded that developing reading skills can help improve students' essay writing skills. This finding concurs with the argument that, "the best way to improve writing skills is by improving reading and vice versa" (Hirvela 2004: 11).

Another study conducted by Shen (2009) aimed to investigate how reading-writing connection develops literacy and personal growth in first year EFL college students in Taiwan. Various integrated activities (story frames, reading logs, creative writing) were conducted during one semester. The results showed that the students writing improved in terms of vocabulary, sentence structure, grammar, and general text organisation. Reading affected their imagination and the results of the creative writing tests showed that the students' writing had improved in length. Whereas before the treatment, students' main concern was not knowing what to write about.

A study conducted by Cho and Brutt-Griffler (2015) in South Korean middle school (grades 7-8-9) explored how reading and writing integrated instruction affects students' performance in reading comprehension and summary writing. The needs survey which was conducted prior to the integrated instruction on 93 students revealed that students spent a very limited amount of time on writing and felt the need for more guidance in both reading and writing. The students were divided into three groups according to their level as advanced, intermediate and beginners. To determine if the three-week instruction intervention affected the students reading and writing abilities, pre and post-test results were analysed. The results of the writing test showed significant improvement in the writing abilities of the advanced and intermediate students. The reading test results showed that all three levels reached higher scores compared to the pre-test scores. This study shows that even a short three-week reading and writing integrated session can help the learners significantly.

In a similar context, a year-long study by Lee and Schallert (2016) was conducted to investigate how the integration of reading and writing skills can improve South Korean grade 8 students' reading comprehension and descriptive writing performance. The treatment was based on implementing an extensive reading and extensive writing approach. The students were divided into three groups: extensive reading, extensive writing and a control group. Of the four days of regular English lessons, one was devoted to the treatment. For the extensive reading class, students were asked to read one English book per week and write a short essay about the book in Korean. For the extensive writing group, the students were asked to write an essay in English on the provided topics. The control group continued receiving regular English lessons with an extended version of vocabulary and grammar exercises and reading short texts. At the end of the year, the test results showed that all three groups improved reading abilities, however, only extensive reading and extensive writing groups reached high scores in writing.

Studies conducted in academic settings also report a positive effect on reading and writing integration. Cooney, Darcy, and Casey (2018) in their study where they develop a lesson intended to teach students to integrate sources into their writing. The lesson was delivered to 10 different classes for the first-year students who take Critical Skill classes at Maynooth University in Ireland. The results showed significant improvement in students' abilities in finding useful and relevant sources and interpreting and synthesising information. These are the skills that many students struggle with at the university level. Therefore, it can be assumed that some of these skills can be taught at the high school level in English classes so that the learners have some basic concepts.

Also, it was observed by the scholars that learners' summary writing abilities depend on their reading comprehension abilities. Kim (2001) analysed the summary writings of the 70 freshmen in South Korea. He found that of the two texts with different levels of difficulties, students were able to summarise the easier one better. Baba (2009) investigated how both English lexical proficiency and Japanese lexical proficiency

correlate with summary writing ability in English. The results of the study of the 68 students showed that reading comprehension and vocabulary knowledge play an important role in the students' summary writing abilities.

It can be concluded that from school years to the university level, L2 students face various challenges with writing in English. As was reported by the studies described above, integrated reading-writing instruction that was applied to foster a specific type of development of learners' reading/writing skills has a positive effect on the development of various subskills related to reading and/or writing. In summary, students improved their reading comprehension, lexical proficiency, and general text structure and developed their summary and synthesis skills and grammar.

## **2.4 Textbooks in English Language Teaching**

### **2.4.1 The role of textbooks in ELT theoretical background**

Textbooks for English language learning purposes in general can be defined as published materials aimed at helping L2 language learners in developing their communicative and linguistic knowledge (Sheldon 1987). Textbooks vary in range depending on contexts, purposes, and content, and often there seems to be an issue between the English Language Teaching (ELT) textbooks and the users. It was observed by Swales (1980), that the textbook is a 'problem' containing a range of difficulties in its development, distribution, exploitation and evaluation. The learning process may not always concur with what textbooks offer. Sometimes textbooks may "claim too much for themselves" (Sheldon 1987: 2). For example, they may state that the material is suitable for all levels. Here, the questions on how valid such statements are unavoidable. Although often criticised for various reasons, textbooks are the main aid for learners and teachers (O'Neill 1982, Tomlinson and Masuhara 2018). Textbooks usually are written to provide information and instruction, to expose the learner to language practice and to contain the activities that are needed for a particular context (Tomlinson and Masuhara 2018). O'Neil



(1982) supports the use of textbooks for several reasons: 1) most of the time, even textbooks that are not designed for a specific group still can meet their needs; 2) textbooks help the learners to go back to the previously learned materials or to look ahead that helps the learners to be prepared for the future topics; 3) textbooks are useful in terms of self-study when needed and are practical concerning money; 4) importantly, a good textbook always provides a space for adaptation and improvisation for teachers and learners that helps facilitate the learning process. Additionally, (McGrath 2016: 10) states that teachers and learners need a textbook because it is a map that guides learning, it offers language samples, and it provides variety.

#### **2.4.2 Studies on textbook evaluation**

“Materials evaluation is a procedure that involves attempting to predict or measure the value of the effects of language-learning materials on their users” (Tomlinson and Masuhara 2018: 52). Many frameworks have been offered by the scholars in order to analyse and evaluate English textbooks. These frameworks, are mostly context-dependent (for example, McGrath 2016, Tomlinson and Masuhara 2018, Ellis 1998, Williams 1983) Generally, textbook evaluation embraces the learners' needs and interests; relevance to their context, level of English and age; ability to raise interest and motivation; flexibility; and the potential to fulfill the short-term and long-term goals.

The following studies on textbook evaluation were reviewed. Nguyen (2015) evaluated an English textbook for upper-secondary school in Vietnam in regard to its communicative nature and made some proposals for improvement. She found that despite having good features and organisation, the textbooks have some limitations that interfere with the clarity of instruction and therefore affect the teaching-learning process in a negative way.

Firiady (2018) conducted pre-use evaluation of the textbooks to analyse the types of communicative activities offered in an English textbook used for Level 1 in Indonesia. It

was found that the textbook provides a variety of communicative activities that can be categorised according to Littlewoods' framework of CLT activities: "functional communication and social interaction activities". Nevertheless, it was also found that grammar approach was dominant in many activities, therefore it was suggested that the certain aspects of the textbooks be reconsidered and modifications made.

Assaly and Igbaria (2014) analysed reading and listening units in the textbook for the 10th grade. The study aimed to investigate how the reading and listening develop high (analysis, evaluation, synthesis) and low (knowledge, comprehension, application) thinking processes. The activities were collected and analysed and categorised using Bloom's Taxonomy. They found that significant majority of the tasks encouraged the lower level thinking skills. Considerably fewer tasks promoted higher level cognitive skills. Recommendations to reconsider textbook instructions were proposed by the researchers so that the books could be of benefit to learners.

Ander (2015) analysed English textbooks for high schools in Turkey regarding their communicative characteristics and the CLT approach. The researcher was able to categorise the tasks according to the skills and analyse what types of sub-skills the tasks develop. It was also found that there is some mismatch between the textbook instructions and the CLT principles. Additionally, the researcher found that tasks lack clarity and purpose and this creates problems in their application for both students and teachers.

These studies show the importance of textbook evaluation since it reveals issues that may not be considered by administrators or material developers. However, these flaws can be a serious source of problems in the teaching-learning process. Analysing the studies it can be concluded that textbooks that do not correspond with the goals and students' needs and that are poorly organised, cannot help students in developing their L2 language skills.

## **2.5 Conclusion**

Numerous studies have been conducted regarding textbook evaluation and CLT approach practices. However, it was noticed that no research concerning English textbooks in Kyrgyzstan has been conducted. Based on the theories and previously conducted studies on reading and writing integration, I hope that this research may contribute to the improvements of the quality of the textbooks, which are the main resource for teachers and learners in the public high schools in Kyrgyzstan.

## **CHAPTER 3: METHODOLOGY**

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### **3.1 Introduction**

This chapter presents the methodology of the research project. Firstly, presents the research questions. Secondly, it describes the research design and approach. Next, it provides an overview of the textbook evaluation and an explanation for the framework chosen for the data analysis. After that, the criteria of the Educational Standard for the English Language teaching of reading and writing outcomes are presented. Finally, the section on ethical considerations and limitations concludes the chapter.

### **3.2 Research Questions**

The following research questions derived from the aims and objectives of the present study:

Research question 1: Which reading strategies do the textbook tasks encourage students to use?

Research question 2: Which writing strategies do the textbook tasks encourage students to use?

Research question 3: Which integrated reading and writing strategies do the textbook tasks encourage students to use?

Research question 4: How do these tasks relate to the expectations of the educational standards established by the Ministry of Education?

In the process of the textbook task analysis the answers for these questions were received. The research questions helped to better understand and explore the relationship between the external claims (ESEL) and classroom resources in the form of textbooks.

### **3.3 Research Design and Approach**

Choosing the most appropriate method plays an important role in conducting any research since the validity and reliability manifest through it. This research is exploratory in its nature. It was conducted by using a qualitative method, and content analysis was applied to examine the two English language textbooks: *English 9* and *English 10-11*. A qualitative data analysis involves “reading and reflecting, describing, comparing, and relating themes in the dataset” (Riazi 2016: 255). Content analysis is a procedure that summarises and reports written data (Cohen, Manion and Morrison 2007). A qualitative approach used in this study allowed conducting the analysis of the textbooks’ content and specific tasks. It also helped to compare how the textbooks correspond with the aims and expected outcomes established by the ESEL.

### **3.4 Textbook Evaluation**

As was mentioned in Chapter 2 (section 2.4.1), textbooks play a pivotal role in the EFL/ESL classroom. Textbook evaluation therefore can help to determine how a particular textbook is useful and effective in reaching the learning goal. According to Tomlinson (2008: 3), many English textbooks, unfortunately, “make a significant contribution to the failure” of many ESL/EFL learners or other languages. The reason that learners may not be able to acquire even basic competence is that the books often concentrate too much on the linguistic part instead of providing the opportunities for acquisition and development of the skills. The problem is hidden in the fact that this is what is expected of them by the administrators, parents, and learners themselves, and this is the way a teacher is expected to work (Tomlinson 2008). When a textbook is imposed on teachers and learners by the administration, and there is no opportunity to change or modify it, it is more likely that the teaching-learning process will not be productive (Sheldon 1987). In many schools, textbooks are determined by the higher authority and opinions of students and teachers are not considered. However, textbook evaluation in such cases can help teachers not only see the advantages and disadvantages of a certain textbook but also decide which poorly organised or

unsatisfactory tasks can be improved (Sheldon 1987). Textbook analysis “asks questions about what the materials contain, what they aim to achieve and what they ask learners to do” (Tomlinson and Masuhara 2018: 54).

It is the aim of this study to look inside the textbooks and see what they contain and what activities they ask the learners to perform.

### **3.5 Textbook evaluation approaches and criteria**

Various evaluation approaches and checklists are suggested by scholars (McGrath 2016, Tomlinson and Masuhara 2018, Ellis 1998, Williams 1983, Sheldon 1987). Textbooks can be evaluated on different criteria. Tomlinson and Masuhara (2018) suggest a general list of the characteristics that materials should have in a relevant context. Some of them include the relevance of the materials to learners' needs, likes and wants; the value of the materials regarding the long- and short- term goals; the degree of challenge provided; the match of the materials with the administrative requirements. The most general approaches to evaluate the textbooks are pre-use evaluation, whilst-use evaluation and post-use evaluation (Tomlinson and Masuhara 2018, Ellis 1998, McGrath 2016). Each stage carries its own purpose and importance. “Pre-use evaluation involves making predictions about the potential value of materials for their users” (Tomlinson 2011: 30). At this stage of evaluation teachers can gain a quick impression of what materials contain and the usefulness of the content. Whilst-use evaluation “involves measuring the value of materials while using them or while observing them being used” (Tomlinson 2011: 32). This stage can produce more reliable and objective results since here teachers can measure the value of a textbook rather than predict as in the pre-use stage. The last stage is a post-use evaluation that can “measure the actual effects of the materials on the users” (Tomlinson 2011: 33). This is the most valuable stage since here the effects of the textbook on learners after its use can be measured.

This research involves the evaluation of how the materials match with the administrative requirements and the whilst-use textbook evaluation will be applied. It should be noted though that evaluation will be conducted through the detailed analysis of the tasks. According to Tomlinson and Masuhara (2018), the two notions should not be confused since there is a difference between them. “An evaluation makes judgments about the effects of materials” while “analysis focuses on the materials themselves and it aims to be objective” (Tomlinson and Masuhara 2018: 54).

### 3.6 Analysis framework for the textbooks in study

For this research, I decided to choose the framework proposed by Littlejohn (2011) that suggests to analyse materials “as they are” (p. 181) and the ways they propose to work. This framework allows conducting a deeper analysis of not only the content but also separate tasks that are offered in a textbook. This framework is useful in that it helps to disclose the nature of the tasks by conducting staged and detailed analysis of each task. The results that will be reached at the end of the analysis will help to understand how reading and writing tasks help and encourage students to develop their language skills and what strategies the tasks encourage the learners to use. The framework consists of the two main parts, *publication* and *design* (Littlejohn 2011: 183), and can be seen below in *Table 3.1*:

**Table 3. 1 presents two main parts of the framework**

<p><b>1. Publication</b></p> <ol style="list-style-type: none"> <li>1. Place of the learner’s materials in any wider set of materials</li> <li>2. Published form of the learner’s materials</li> <li>3. Subdivision of the learner’s materials into sections</li> <li>4. Subdivision of sections into sub-sections</li> <li>5. Continuity</li> <li>6. Route</li> <li>7. Access</li> </ol>
<p><b>2. Design</b></p> <ol style="list-style-type: none"> <li>1. Aims</li> <li>2. Principles of selection</li> <li>3. Principles of sequencing</li> <li>4. Subject matter and focus of subject matter</li> <li>5. Types of teaching/learning activities (what they require the learner to do; manner in which they draw on the learner’s process competence (knowledge, affects, abilities, skills)).</li> </ol>

- |  |
|--|
| 6. Participation: who does what with whom<br>7. Learner roles<br>8. Teacher roles<br>9. Role of the materials as a whole |
|--|

The first part 'Publication' relates to an overall review of the material. This includes any additional materials such as a student's book, answer key, CDs, teacher's book. Inside a textbook, the analysis involves the examination of how it is categorised into sections and subsections and how coherent the tasks are. The second part 'Design' involves the analysis of the determined aims of the materials, the organisation of contents and tasks, and the characteristics of the teaching/learning tasks and the teacher/learner roles. Littlejohn (2011: 185) suggests three levels of the framework through which the analysis can be realised that can be seen below in *Table 3.2*:

**Table 3. 2 presents the three levels of the analysis**

1. 'WHAT IS THERE' • statements of description • physical aspects of the materials • main steps in the instructional sections	'objective description'
2. 'WHAT IS REQUIRED OF USERS' • subdivision into constituent tasks • an analysis of tasks: what is the learner expected to do? Who with? With what content?	'subjective analysis'
3. 'WHAT IS IMPLIED' • deducing aims, principles of selection and sequence • deducing teacher and learner roles • deducing demands on learner's process competence	'subjective inference'

*Level 1.* The first level 'What is there' provides information on statements of description, physical aspects of the materials, and the main steps in the instructional sections. These may comprise the type of the materials (main course, supplementary, specific purposes, general), how much of classroom time is required and how materials are supposed to be



used (self-study, in a classroom, in which order). The analysis sheet for the *Level 1* can be seen in *Table 3.3*.

**Table 3. 3 demonstrates Level 1 analysis sheet**

<b>Title:</b>	<b>Author:</b>	
<b>Publisher:</b>	<b>Year:</b>	
<b>A Course package as a whole</b>		
<b>1. Type:</b>		
<b>2. Age range:</b>	<b>School:</b>	<b>Location:</b>
<b>3. Extent</b>		
a. Components		
b. Total estimated time		
<b>4. Subdivision</b>		

*Level 2*. The second level: ‘What is required of users’ analyses the subdivision of the tasks; what is the learner expected to do? Who with? Who determines the tasks? This is the most detailed and important part of the analysis since here it is possible to see what exactly the learners and teachers are expected to do. In order to conduct such an analysis, it is important to define what the task is. According to Littlejohn, ‘task’ is any proposal for action in the materials that learners have to take in order to perform the activity. For example, if an activity/exercise states “Read the following text and find answers to these questions. Write about a similar experience that you have had” (Littlejohn 2011: 189), it will be treated as having two different tasks: 1. Read and answer, 2. Write about a similar experience. The performance of the tasks can be subdivided into three forms: turn-take, focus and mental operation.

Since for this research only reading and writing tasks will be analysed, related tasks will be selected and numerated accordingly, ignoring the original textbook numeration (see Appendices 7-9)

Questions for task analysis according to Littlejohn (2011: 189) can be seen below in *Table 3.4*.

**Table 3. 4 contains questions of the Level 2 analysis**

<p><b>1. What is the learner expected to do?</b> A. Turn-take B. Focus C. Mental operation</p> <p><b>2. Who with?</b></p> <p><b>3. With what content?</b> A. Input to learners • form • source • nature B. Output from learners • form • source • nature</p>
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'Turn-take' concerns with how the learners are expected to carry out the tasks. For example, are they supposed to use the language that is provided by the textbooks (scripted response, comprehension questions, drills), or are they to 'initiate' using the language that was not provided (freewriting, hypothesise or ask their own questions)? Learners may not be expected to take any role at all, they may be required to passively listen to grammar explanation. The second type of performance, 'Focus', refers to whether the learners are required to concentrate on the meaning of the language, its form, or both. The last, 'Mental operation' implies the mental processes that are involved during the task performance. For example, deducing language rules, hypothesising, negotiating, etc. The second question that asks who the learner is asked to work with means learners' participation in class. Are the learners supposed to work alone, in pairs/groups, with the whole class? The last question concerns the characteristics of the material input and expected output of the learners. For example, is the output written or spoken? Is it words/sentences or a long answer in the form of an essay? Where does the input come from? From the materials, teachers, or students themselves? Is it grammar rule explanation, personal information, general information, and so on?

According to Littlejohn (2011), the analysis of the tasks in this manner reveals the nature of the materials and allows seeing what the materials claim for themselves and what actually happens in a classroom. For example, if materials claim that they develop cognitive abilities but only a few tasks involve ‘mental operation’ and the majority require the learners to just provide a scripted response or use the language provided as a repetition, then there is a serious mismatch.

For this research, some minor modifications were made in the analysis procedure of the *Level 2* to better suit the purpose of the study. Three separate and slightly different analysis sheets were prepared to analyse reading, writing and the reading tasks in the Reader part of *English 9* since they all have different characteristics. For example, the section ‘Focus’ is only presented in the writing tasks analysis sheet. The analysis sheet for the ‘Reader part’ has more sub-sections for the ‘Output’ section since the instructions are presented differently in that part (see Chapter 4, section 4.2.2 Reader part). *Table 3.5* and *Table 3.6* demonstrate the analysis sheets for reading and writing tasks.

**Table 3. 5 demonstrates Level 2: Reading tasks analysis sheet:**

Task analysis sheet										Unit No
<b>Reading part</b>										
<b>What is the learner expected to do?</b>										
Task number	1	2	3	4	5	6	7	8	9	
<b>A. Turn take</b>										
1. Initiate										
2. Scripted response										
3. Not specified										
<b>B. Mental operation</b>										
1. Hypothesise										
2. Negotiate										
<b>C. Who with?</b>										
1. Solo										
2. Pair work										
3. Group work										
<b>D. With what content?</b>										
• <b>Input to learners</b>										
1. Teacher										

2. Materials									
3. Learners									
• <b>Output from learners</b>									
1. Written									
2. Spoken									
3. Not specified									

**Table 3. 6 demonstrates Level 2 Writing tasks analysis sheet:**

Task analysis sheet		Unit No
<b>Writing part</b>		
<b>What is the learner expected to do?</b>		
<b>Task number</b>	<b>1</b>	<b>2</b>
<b>A. Turn take</b>		
1. Initiate		
2. Scripted response		
3. Not required		
<b>B. Focus</b>		
1. Language system (rule, form)		
2. Meaning		
3. Meaning/Form relationship		
<b>C. Mental operation</b>		
1. Repetition		
2. Deducing language rules		
<b>D. Who with?</b>		
1. Solo		
2. Pair work		
<b>E. With what content?</b>		
• Input to learners		
1. Teacher		
2. Materials		
3. Learners		
• Output from learners		
1. Individual words		
2. Sentences		
3. Extended discourse		

*Level 3.* The third level: 'What is implied' is based on the first two levels. After obtaining information from the first two levels, on this stage it is possible to come to conclusions about the aims of the materials, the nature of tasks, the roles of the learners and teachers (Littlejohn 2011: 200).

1. Aims and objectives
2. Principles of selection
  - Types of tasks (speaking and listening tasks are excluded)
  - Language
3. Principles of sequencing
  - Reading Tasks
  - Writing tasks
  - Teacher-learner roles
4. Subject matter and focus of subject matter
5. Types of teaching/learning activities
6. Participation. Who does what with whom?
7. Classroom roles of teachers and learners

The selected framework was adopted and modified to be able to analyse reading and writing tasks only.

### **3.7 Learning outcomes related to the reading and writing skills according to the Educational Standard of the English Language**

The learning outcomes regarding reading and writing tasks that are stated in the Educational Standard of English language will be compared to the results of the analysis of the reading and writing tasks. This will help us to see whether the tasks help to bring students to the desired outcomes or not.

### 3.7.1 Learning outcomes for Grade 9

#### Reading skills development (Ministry of Education 2018)

A learner:

- reads and understands texts of different level of complexity (depending on the type of reading)
- understands the main content (reading for the main idea)
- understands the text completely (reading for details)
- understands the necessary or interesting information (reading for specific information)
- able to use a monolingual dictionary regardless of the type of reading
- able to use different reading techniques

A learner can:

1. Read for the main idea (350-400 words).
  - identify the topic and the content of the text by title
  - state the main idea
  - select the main facts from the text, omitting secondary ones
  - construct a logical sequence of basic facts of the text
2. Read for details (300 words)
  - fully and accurately understands the content of the text on the basis of the information processing (guessing from the context, analysis of the word formation, use of a bilingual dictionary)
  - expresses his/her opinion on what he/she read
3. Skimming
  - selects information that is necessary or of interest to students

## **Writing skills development**

- writes various types of letters (200 or more words) based on a sample, expresses interest about life and business in general, shares the same information about him/herself, expresses gratitude or requests something
- writes short texts (200 or more words) about him/herself, about famous people, about the world, events of the present, past and future, about the country of the language being studied

### **3.7.2 Learning outcomes for Grades 10-11**

#### **Reading skills development**

Further development of the reading abilities is expected. The ability to read all types of authentic texts: journalistic, popular science, fiction, as well as texts from different fields (related to cross-curricular subjects) is expected.

A learner:

- Reads for the main idea, understands the main content of messages, reports, extracts from fiction texts, simple publications of scientific and educational texts
- Reads for detail, fully and explicitly understands the information of pragmatic texts (instructions, recipes, statistics)
- Reads for specific information, selects necessary/interesting information from a text, prospectus
- Highlights the key facts from the text
- Differentiates main information from the secondary
- Makes predictions of possible events/facts
- Discovers cause and effect relationships between facts
- Understands the argumentation
- Retrieves necessary / interesting information
- Expresses attitude towards a text

### **Writing skills development:**

- Writes a personal letter, fills out questionnaires, forms
- Provides information about him/herself in the way that is required in English-speaking countries (autobiography/resume)
- writes a plan, texts of oral/written communication, including summaries

These expectations were translated from the original document provided by the Ministry of Education of the Kyrgyz Republic (Ministry of Education 2018). (The copy of the original document can be found in Appendices 12-13)

### **3.8 Ethical consideration and reliability**

In order to conduct the present research ethical clearance was obtained (see Appendix 15). The project reference number 105361 was received. The research is using secondary data and no participants were involved. It is advised to implement an intra-rater validity approach in order to be sure about the consistency in the qualitative research (Riazi 2016). Therefore, the analysis of the reading and writing tasks in *Level 2* was repeated and checked after a two-week period.

### **3.9 Limitations**

It is imperative for this study to present careful analysis of the textbooks and objective results. The study used a qualitative method; however, it might not be sufficient enough since it did not involve any participants. In fact, the opinions of teachers and students who use the textbooks in the study could add valuable contributions.

The framework allowed conducting a detailed enough analysis. However, during the process I realised that one task can have two or more characteristics. For example, the task can encourage the learner to hypothesise and provide a scripted response using offered language, so in some tasks, more than one option was selected to characterise



the task. This slightly affected the overall percentage during the calculation but not to a significant degree.

### **3.10 Summary**

This chapter has presented the research methodology and the analysis framework and explained how the obtained data will be compared and interpreted. It has also presented the limitations and reliability of the methodology.

## CHAPTER 4: ANALYSIS

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### 4.1 Introduction

This chapter presents the analysis of the data. Firstly, it presents a short analysis of the textbooks according to *Level 1* of the framework. Secondly, it presents analysis of the reading and writing tasks according to the *Level 2*. Finally, analysis of the data obtained from *Level 1* and *2* is demonstrated in *Level 3* analysis.

### 4.2 Data selection and analysis

Qualitative data analysis, according to Cohen, Manion and Morrison (2007: 461) “involves organizing, accounting for and explaining the data”. According to Riazi (2016), the process is usually realised through two levels: data organisation and data interrogation. In this research the data obtained with the help of the framework is examined and interpreted in Chapter 5 (Results section).

As was mentioned in Chapter 1, only reading and writing tasks were analysed in the textbooks following the purpose of the research. However, the study first provides a general overview of the textbooks through *Level 1* of the framework in *Table 4.1* and *Table 4.2*.

#### 4.2.1 Level 1 Objective Description: What is there?

The data obtained from the *Level 1* analysis are further described and discussed in Chapters 5-6.

**Table 4. 1 provides Level 1 analysis of Book N 1 *English 9***

<b>Title:</b> <i>English 9</i>	<b>Author:</b> Yusupova A., Marashogli N., Shakirova A.
<b>Publisher:</b> Билим-компьютер. [Bilim-Kompyuter] Ministry of Education of Kyrgyz Republic.	<b>Year:</b> 2012
<p><b>A Course package as a whole</b></p> <ol style="list-style-type: none"> <li>1. <i>Type:</i> general class use for the 9<sup>th</sup> grade</li> <li>2. <i>Age range:</i> 15 years                      <i>School:</i> High School                      <i>Location:</i> Kyrgyzstan</li> <li>3. Extent             <ol style="list-style-type: none"> <li>a. Components: Class CD.</li> <li>b. Total estimated time: 1 school year.</li> </ol> </li> <li>4. Subdivision: 4 Units, each unit is divided into 4 sections, each section consists of variations of reading, writing, listening, and speaking tasks. Additionally, a 'Reader' part is provided at the end of the book with various reading tasks.</li> <li>5. Teaching program according to the syllabus:             <ul style="list-style-type: none"> <li>• First quarter: Unit 1. Topic: Environment</li> <li>• Second quarter: Unit 2. Topic: People Make History</li> <li>• Third quarter: Unit 3. Topic: Traditional Holidays of the World</li> <li>• Fourth quarter: Unit 4. Topic: Learn to Read newspapers</li> </ul> </li> <li>6. Distribution:             <ul style="list-style-type: none"> <li>• Grammar/phonetics reference part- teacher/learner oriented</li> <li>• Everyday words and expressions part- learner oriented</li> <li>• Tests- learner oriented</li> <li>• Answer key- learner oriented</li> <li>• Reader part- learner oriented</li> <li>• Syllabus overview- teacher/learner oriented</li> <li>• Vocabulary list with translations- learner oriented</li> </ul> </li> </ol>	

**Table 4. 2 provides Level 1 analysis of Book N2 *English 10-11***

<p><b>Title:</b> <i>English 10-11</i></p>	<p><b>Author:</b> Yusupova A., Kaligulova S., Ahmedova E., Akmatova A.</p>
<p><b>Publisher:</b> Билим-компьютер. [Bilim-Kompyuter] Ministry of Education of Kyrgyz Republic.</p>	<p><b>Year:</b> 2012</p>
<p><b>A. A course package as a whole</b></p> <ol style="list-style-type: none"> <li>1. <i>Type:</i> general class use for 10-11 grades</li> <li>2. <i>Age range:</i> 16-17    <i>school:</i> High school    <i>location:</i> Kyrgyzstan</li> <li>3. <i>Extent:</i> <ol style="list-style-type: none"> <li>a. <i>Components:</i> class CDs.</li> <li>b. <i>Total estimated time:</i> 1 school year for each grade. The first half of the book is planned to be used in grade 10, the second half in grade 11.</li> </ol> </li> <li>4. <i>Subdivision:</i> 7 Units, each unit is divided into 4 sections, each section consists of variations of reading, writing, listening, and speaking tasks.</li> <li>5. Teaching program according to the syllabus: <p>Grade 10:</p> <ul style="list-style-type: none"> <li>• First quarter of the school year: Unit 1. Topic: Social Activities. Sections 1- 3.</li> <li>• Second quarter: section 4 of the Unit 1 + Unit 2. Topic: Citizenship. Sections 1- 2.</li> <li>• Third quarter: sections 3 - 4 of the Unit 2 + Unit 3. Topic: The USA. Sections 1- 2.</li> <li>• Fourth quarter: section 3 - 4 of the Unit 3.</li> </ul> <p>Grade 11:</p> <ul style="list-style-type: none"> <li>• First quarter: Unit 4. Topic: Great Britain. Sections 1 - 3.</li> <li>• Second quarter: section 4 of the Unit 4 + Unit 5. Topic: Kyrgyzstan. Sections 1 - 2.</li> <li>• Third quarter: sections 3 - 4 of the Unit 5+ Unit 6. Topic: Russia. Section 1 - 2.</li> <li>• Fourth quarter: sections 3 - 4 of the Unit 6 + Unit 7. Topic: Newspaper</li> </ul> </li> <li>6. <i>Distribution:</i> <ul style="list-style-type: none"> <li>• Supplementary unit- teacher oriented</li> <li>• Grammar reference part- teacher/learner oriented</li> <li>• Grammar tests part- teacher/learner oriented</li> <li>• Answer key section- teacher/learner oriented</li> <li>• Syllabus overview- teacher/learner oriented</li> <li>• Vocabulary list with translations- learner oriented</li> </ul> </li> </ol>	

#### 4.2.2 Level 2 Subjective Analysis: What is required of users?

The second level of analysis is demonstrated in Tables 4.3-4.7. The data obtained from the *Level 2* analysis are further described and discussed in Chapters 5-6.

**Table 4. 3 demonstrates analysis of the reading tasks from Book N 1 *English 9*.**

(Only Unit 1 is presented as an example below, more examples can be seen in Appendix 3)

Task analysis sheet	Unit 1									
	section 1				sec. 2			sec. 3		
<b>What is the learner expected to do?</b>										
Task number	1	2	3	4	1	2	3	1	2	
<b>A. Turn take</b>										
1. Initiate					x	x				x
2. Scripted response	x	x	x	x			x	x		
3. Not specified										
<b>B. Mental operation</b>										
1. Hypothesise				x	x	x		x	x	
2. Negotiate										
<b>C. Who with?</b>										
1. Solo	x	x	x	x			x	x		
2. Pair work					x	x				x
3. Group work										
<b>D. With what content?</b>										
<b>Input to learners</b>										
1. Teacher										
2. Materials	x	x	x	x	x	x	x	x		
3. Learners					x	x				x
<b>Output from learners</b>										
1. Written		x	x							x
2. Spoken										
3. Not specified	x			x	x	x	x	x		

**Table 4. 4 demonstrates the analysis of the Reader part from Book N1 *English 9*.**  
 (Only Chapters 1-2 are presented as examples below, more examples can be seen in Appendix 5)

<b>Task analysis sheet</b>										
<b>Reading part /Reader Chapters</b>	<b>CHAPTER 1</b>				<b>CHAPTER 2</b>					
<b>Task number</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	
<b>What is the learner expected to do?</b>										
<b>A. Turn take</b>										
1. Initiate			x	x		x	x	x	x	
2. Scripted response	x	x			x					
3. Not specified										
<b>B. Mental operation</b>										
1. Hypothesise			x			x	x			
2. Negotiate										
<b>C. Who with?</b>										
1. Solo										
2. Pair work										
3. Group work										
4. Not specified	x	x	x	x	x	x	x	x	x	
<b>D. With what content?</b>										
<b>Input to learners</b>										
1. Teacher										
2. Materials	x	x	x		x					
3. Learners				x		x	x	x	x	
<b>Output from learners</b>										
4. Written										
a) <i>individual words</i>	x				x					
b) <i>sentences</i>		x	x			x				
c) <i>extended discourse</i>										
5. Spoken										
a) <i>unspecified spoken</i>										
b) <i>pronunciation</i>	x				x					
c) <i>retelling</i>				x				x	x	
d) <i>dialogue</i>										
6. Not specified							x			

**Table 4. 5 demonstrates the analysis of the writing tasks from Book N1 *English 9***  
 (Only Unit 1 is presented as an example below, more examples can be found in Appendix 4)

Writing part	Unit 1												
	section 1			sec. 2		sec. 3				sec. 4			
Task analysis sheet													
What is the learner expected to do?													
Task number	1	2	3	1	2	1	2	3	4	1	2	3	4
<b>A. Turn take</b>													
1. Initiate					x			x	x	x	x	x	x
2. Scripted response	x	x	x	x		x	x	x		x	x		
3. Not required													
<b>B. Focus</b>													
1. Language system (rule, form)													
2. Meaning		x		x	x	x	x	x	x	x	x	x	x
3. Meaning/Form relationship	x		x										
<b>C. Mental operation</b>													
1. Hypothesise					x				x	x		x	x
2. Repetition		x		x		x	x	x		x	x		
3. Deducing language rules	x		x										
<b>D. Who with?</b>													
1. Solo	x	x	x	x	x	x	x			x			x
2. Pair work								x	x		x	x	
<b>E. With what content?</b>													
<b>Input to learners</b>													
1. Teacher													
2. Materials	x	x	x	x		x	x			x			
3. Learners					x			x	x		x	x	x
<b>Output from learners</b>													
1. Individual words		x		x		x				x	x		
2. Sentences	x		x				x	x	x	x	x		
3. Extended discourse					x							x	x

**Table 4. 6 demonstrates the analysis of the writing tasks from Book N2 *English 10-11* (Only Unit 1 is presented as an example below, more examples can be found in Appendix 2)**

Writing part	Unit 1							
	sec.1		sec.2		sec.3		sec.4	
Task analysis sheet	1	2	1	2	1	2	1	2
<b>Task number</b>	1	2	1	2	1	2	1	2
<b>What is the learner expected to do?</b>								
<b>A. Turn take</b>								
1. Initiate					x			x
2. Scripted response	x	x	x	x		x	x	
3. Not required								
<b>B. Focus</b>								
1. Language system (rule, form)	x							
2. Meaning				x		x		x
3. Meaning/Form relationship		x	x		x		x	
<b>C. Mental operation</b>								
1. Hypothesise						x	x	x
2. Repetition	x	x	x	x	x			
3. Deducing language rules								
<b>D. Who with?</b>								
1. Solo	x	x	x	x	x	x	x	
2. Pair work								x
<b>E. With what content?</b>								
<b>Input to learners</b>								
1. Teacher								x
2. Materials	x	x	x	x	x	x	x	
3. Learners								x
<b>Output from learners</b>								
1. Individual words	x	x	x	x		x		
2. Sentences		x			x		x	x
3. Extended discourse								



**Table 4. 7 demonstrates the analysis of the reading tasks from Book N2 *English 10-11* (Only Unit 1 is presented as an example below, more examples can be found in Appendix 1)**

Reading part	Unit 1								
	section 1			sec.2			sec.3		s. 4
Task analysis sheet	1	2	3	1	2	3	1	2	1
Task number									
<b>What is the learner expected to do?</b>									
<b>A. Turn take</b>									
1. Initiate	x			x			x	x	
2. Scripted response		x	x		x	x	<input type="checkbox"/>		x
3. Not specified									
<b>B. Mental operation</b>									
1. Hypothesise	x				x		x		
2. Negotiate									
<b>C. Who with?</b>									
1. Solo	x	x	x	x	x	x	x	x	x
2. Pair work									
3. Group work									
<b>D. With what content?</b>									
<b>Input to learners</b>									
1. Teacher									
2. Materials	x	x	x	x	x	x	x	x	x
3. Learners	x								
<b>Output from learners</b>									
1. Written						x			
2. Spoken	x			x	x		x		
3. Not specified		x	x					x	x

### 4.2.3 Level 3. What is implied? Subjective inference.

#### Reading tasks

Reading tasks of the two textbooks *English 9* and *English 10-11* are presented in the following *Table 4.8*, where common features are united and different features are separated. Reading tasks of the *Reader* part of *English 9* is presented in *Table 4.10*. These tasks are further described and discussed in Chapters 5- 6.

**Table 4. 8 contains Level 3 analysis of the reading tasks of *English 9* and *English 10-11***

1. Aims and objectives of the coursebooks in general	
<ul style="list-style-type: none"> <li>• To develop learners' abilities in four skills.</li> <li>• To increase learners' knowledge on various subjects.</li> <li>• To develop learners' vocabulary and communicative abilities.</li> </ul>	
2. Principles of selection of the reading tasks	
<i>English 9</i>	<i>English 10-11</i>
<ul style="list-style-type: none"> <li>• Types of the reading tasks: comprehension questions requiring reading for details, hypothesising, negotiation, expressing own ideas.</li> <li>• Content: topics related to environment, famous people, traditions and newspaper styles.</li> <li>• Language: vocabulary, phrases, translations in Russian and Kyrgyz.</li> </ul>	<ul style="list-style-type: none"> <li>• Types of reading tasks: comprehension questions requiring reading for details, hypothesising, negotiation, expressing own ideas.</li> <li>• Content: topics related to social activities, education, different countries' cultures and ways of living, newspaper styles.</li> <li>• Language: vocabulary, phrases, translations in Russian and Kyrgyz.</li> </ul>
3. Principles of sequencing of the reading tasks.	
<ul style="list-style-type: none"> <li>• Tasks: tasks contain variations of pre-reading, while-reading and post-reading tasks.</li> </ul>	

<ul style="list-style-type: none"> <li>• Content: no clear sequence of the content.</li> </ul>	
4. Subject matter and focus of subject matter.	
<i>English 9</i>	<i>English 10-11</i>
<ul style="list-style-type: none"> <li>• Fiction and non-fiction texts with comprehension tasks. Emphasis on new vocabulary, phrases and translation.</li> </ul>	<ul style="list-style-type: none"> <li>• A combination of the non-fiction and fiction texts related to the content of the units. Emphasis on new vocabulary, phrases and translation, developing spoken language as a productive output.</li> </ul>
5. Types of teaching/learning reading activities	
<i>English 9</i>	<i>English 10-11</i>
<ul style="list-style-type: none"> <li>• Tasks that require 'scripted response': complete the chart, make predictions, make up questions and sentences, fill in the gaps/columns, make translations, matching. Some of the tasks encourage the learners to take the initiative role.</li> <li>• First language (L1) is used with new vocabulary and phrases and required as a translation task.</li> <li>• Some pre-reading and post-reading tasks are integrated with listening, speaking and writing. For example, 'Listen, read and answer the following questions', 'Read and discuss the following questions', 'Write on the following topic'.</li> </ul>	<ul style="list-style-type: none"> <li>• Tasks that require learners to 'initiate': express own ideas based on the text, retell the story, discuss in pairs, in groups. Some tasks require 'scripted response': read and describe, read and complete sentences.</li> <li>• L1 is used with new vocabulary and phrases and required as a translation task.</li> <li>• Reading tasks are mostly integrated with speaking tasks. Some tasks are integrated with listening and writing tasks. For example: 'Write down the correct question for each paragraph', 'Read and discuss in pairs', 'Listen</li> </ul>

<ul style="list-style-type: none"> <li>• Learners are encouraged to hypothesise, however, in most of the cases their hypothesis is limited by provided language and tasks.</li> <li>• Skimming and scanning activities are found in the tasks that require either scripted response or require an answer in an unspecified form.</li> </ul>	<p>to the text and answer the questions’.</p> <ul style="list-style-type: none"> <li>• Predominant reading tasks require the learners to make hypotheses and expect spoken output.</li> <li>• Tasks that require the learners to use skimming and scanning skills are also found. The majority of these tasks require an answer in an unspecified form.</li> </ul>
<p>6. Participation: who does what with whom.</p> <ul style="list-style-type: none"> <li>• Predominant tasks are presented as a solo activity. However, their nature is flexible and with the guidance of a teacher can be reorganised as pair or group work. Tasks that are specifically identified as pair and group work are also found.</li> </ul>	
<p>7. Classroom roles of teachers and learners.</p> <ul style="list-style-type: none"> <li>• The teacher role is largely ‘decision-making’, while the learner role is to follow the instructions.</li> </ul>	
<p>8. Learner roles in learning</p> <ul style="list-style-type: none"> <li>• Follow the task instructions</li> <li>• Make some contributions when it is required</li> <li>• Accumulate knowledge accordingly</li> </ul>	
<p>9. Role of the reading tasks.</p> <ul style="list-style-type: none"> <li>• To increase learners’ knowledge on various topics</li> <li>• To increase vocabulary</li> <li>• To develop reading skills</li> </ul>	

### Level 3. Writing tasks

In both textbooks *English 9* and *English 10-11* writing tasks were found to have similar features with some differences in percentages which are described in *Table 4.9*. These tasks are further described and discussed in Chapters 5- 6.

**Table 4. 9 contains Level 3 analysis of the writing tasks of *English 9* and *English 10-11***

<p>1. Principles of selection of the writing tasks</p> <ul style="list-style-type: none"><li>• Types of the writing tasks: tasks focusing on form and meaning, repetition, drilling.</li><li>• Content: the content is related to the topic of the unit or to the speaking, reading or listening tasks.</li><li>• Language: new vocabulary and phrases and grammar rules. In some exercises learner's own language input is required (initiate, hypothesise).</li></ul>
<p>2. Principles of sequencing</p> <ul style="list-style-type: none"><li>• Tasks: writing tasks are found at different stages of the unit sections. There is no clear sequence of the writing tasks. Some writing tasks are part of other tasks.</li><li>• Content: no clear sequence of the content</li><li>• Language: the complexity of the language tasks varies according to tasks. There is no clear sequence.</li></ul>
<p>3. Subject matter and focus of the subject matter</p> <ul style="list-style-type: none"><li>• Focus on vocabulary, grammar rules and meaning depending on the task.</li></ul>
<p>4. Types of teaching/learning activities</p> <ul style="list-style-type: none"><li>• Tasks focusing on form: gap-fill exercises requiring correct form, choosing correct variant, putting words in the correct order, writing degrees of comparison. Tasks focusing on meaning: sentence completion, answering questions, completing charts, making lists, writing essays, stories.</li></ul>

<ul style="list-style-type: none"> <li>• The majority of the tasks require a scripted response based on the provided language, some of the tasks encourage the learners to adopt an 'initiative' role.</li> <li>• L1 is required in translation tasks.</li> </ul>
<p>5. Participation</p> <ul style="list-style-type: none"> <li>• Tasks mostly require solo work. However, can be reorganised as pair work too. Some specifically defined pair work writing tasks are also found.</li> </ul>
<p>6. Classroom roles of teachers and learners</p> <ul style="list-style-type: none"> <li>• Teacher role is to guide the activities</li> <li>• Learner role is to follow the instructions</li> <li>• Both teachers and learners are supposed to follow the materials</li> </ul>
<p>7. Learner roles in learning</p> <ul style="list-style-type: none"> <li>• To learn new words, phrases, grammar rules, make own contributions where necessary.</li> <li>• To accumulate knowledge gradually according to the materials</li> </ul>
<p>8. Role of the writing materials as a whole</p> <ul style="list-style-type: none"> <li>• To provide opportunities to practice and develop writing skills</li> </ul>

**Table 4. 10 contains Level 3 analysis of the reading tasks from the Reader part of *English 9***

<p>1. Aims and objectives</p> <ul style="list-style-type: none"> <li>• To develop reading skills</li> <li>• To increase vocabulary</li> </ul>
<p>2. Principles of selection</p> <ul style="list-style-type: none"> <li>• Types of tasks: the predominant number of tasks require the learners to adopt an 'initiative' role. Some comprehension questions require hypothesis, speculation, expressing learners' own ideas.</li> <li>• Content: a novel divided into 33 chapters</li> <li>• Language: new vocabulary and phrases. A mixture of simple and complex vocabulary.</li> </ul>
<p>3. Principles of sequencing</p> <ul style="list-style-type: none"> <li>• Tasks: in all chapters activities start with new lexis, followed by making up sentences using new lexis. Next, learners are required to retell the chapter, make questions about the chapter, translate and speak on some ideas provided. Some grammar tasks can be found.</li> </ul>
<p>4. Focus of subject matter</p> <ul style="list-style-type: none"> <li>• Developing learners' vocabulary</li> <li>• Developing speaking skills</li> </ul>
<p>5. Types of teaching/learning activities</p> <ul style="list-style-type: none"> <li>• New lexis requires translation, transcription and pronunciation.</li> <li>• Making up sentences/questions</li> <li>• Retelling the chapters</li> <li>• Speculation on some provided ideas</li> <li>• Identifying some grammar</li> <li>• L1 is required in translation tasks</li> <li>• Emphasis on speaking</li> </ul>
<p>6. Participation</p> <ul style="list-style-type: none"> <li>• No specific identification as pair, solo or group work. The tasks can be managed by a teacher</li> </ul>
<p>7. Classroom roles of teachers and learners</p> <ul style="list-style-type: none"> <li>• It is up to a teacher to use the reader chapters as additional material in a classroom. In this case, the decision-making role belongs to the teacher. If the chapter is assigned as homework than the decisions can be made by a student. However, some tasks are supposed to be checked by the teacher.</li> </ul>

8. Learner roles on learning

- Learners are supposed to accumulate knowledge, follow the instructions

9. Role of material as a whole

- To serve as additional reading material
- To develop learners reading skills
- To develop vocabulary
- To develop speaking skills

### 4.3 Summary

This chapter presented a short general analysis of the textbooks in *Level 1* to provide general information about the textbooks and detailed analysis of the reading and writing tasks in *Level 2*. Due to the space and word count limitations only one unit from each book of all the analysed units were presented in *Level 2*. More information can be found in *Appendices 1-5*. Analysis that is demonstrated in *Level 3* unites some similar features in reading and writing tasks and separates different features. Analysis of the Reader part from *English 9* was presented separately in *Level 3* due to its different characteristics.



## CHAPTER 5: RESULTS

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### 5.1 Introduction

This chapter provides the description of the results obtained during the analysis. First, the results of the *Level 1* of the analysis are described. Second, the description of the reading and writing tasks in each textbook according to the *Level 2* of the analysis is provided. Next, the types of the integrated reading and writing tasks found in the textbooks are reported. Finally, comparison the reading and writing tasks from the textbooks with the expected outcomes stated in the Educational Standard of English Language is presented

### 5.2 General textbook characteristics of *English 9*

The textbook is intended to be used throughout one school year. It consists of four main units on various themes where each unit is divided into four subsections with different titles and consists of several lessons (minimum 16, maximum 22 hours per unit). In total, the book has 76 hours according to the teaching program. The book contains various tasks that are intended to develop all four skills. New lexis is presented with L1 translations in every new subunit along with a short phonetic activity that presents a new sound. At the end of the book, there is a Reader part that consists of the novel *The Old Man and the Sea*. The novel is divided into 33 separate chapters with different tasks. This part is planned to be used as additional reading material. Also, at the end of the book, there are grammar reference part, phonetics part with vowels and consonants reading explanation (see Appendix 10). However, the textbook has no statement of its aims, learning outcomes or level of difficulty anywhere. Many tasks and activities have no systematic order and sometimes it is hard to identify their purpose.

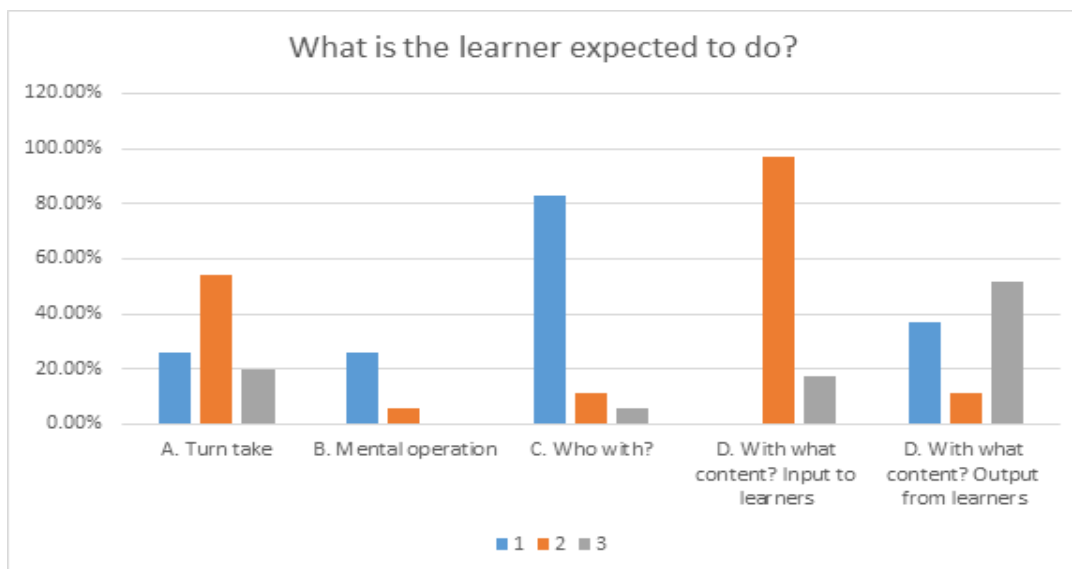
### 5.3 General textbook characteristics of *English 10-11*

*English 10-11* is divided into two parts according to the syllabus (see Appendix 11). The first half of it is planned to be used in grade 10, the second half in grade 11. The book consists of seven units on different themes. Each unit is divided into four subsections with specific skill titles (listening, speaking) in some sections, in other sections, there are no titles at all. Each unit consists of minimum 20, maximum 24 hours making up 150 hours in total for a two-year period. The book has various tasks and activities that are supposed to develop all four skills. L1 is presented along with the new lexis and required in translation tasks. At the end of the book, there are supplementary materials some of which are supposed to be used by teachers. At the end of the book there are grammar references, vocabulary lists, tests and songs. The textbook, however, does not provide any information on its aims and learning outcomes and level of difficulty. The division of the subsections has no systematic order. Therefore, it is difficult to follow the tasks and identify which skills are intended to be practiced.

### 5.4 Reading tasks characteristics

#### 5.4.1 Reading tasks in *English 9*

**Figure 5. 1 Reading tasks. Overall review of the reading tasks characteristics in *English 9***



- A. Turn take [1]- initiate, [2] – scripted response, [3] – not required.
- B. Mental operation: [1] – hypothesise, [2] – negotiate
- C. Who with? [1] – solo, [2] – pair work, [3] -group work
- D. With what content?
  - Input to learners: [1] teacher [2] materials [3] learners
  - Output from learners: [1] written, [2] spoken, [3] not specified

All tasks were identified according to Littlejohn's definition of the task (see Chapter 3, section 3.6). During the analysis, there were found 35 various reading tasks with various instructions from the four units and 187 reading tasks from the reader part. Regarding how the tasks are required to be carried out, the following statistics were found. From the four units, tasks that require students to adopt an 'initiative' role make up 26% (see *Figure 5.1*). They include the following types: make predictions about a text, make up own true/false sentences about the text, retell the text, discuss the questions about the text, jig-saw activities, group discussions, express own ideas. Tasks that require the students to provide a 'scripted response' constitute 54% of all the tasks. They include read and translate, complete the sentences from the text, read and complete the story, read and fill in the gaps, and matching exercises. 20% of the tasks do not specify how the tasks should be carried out at all.

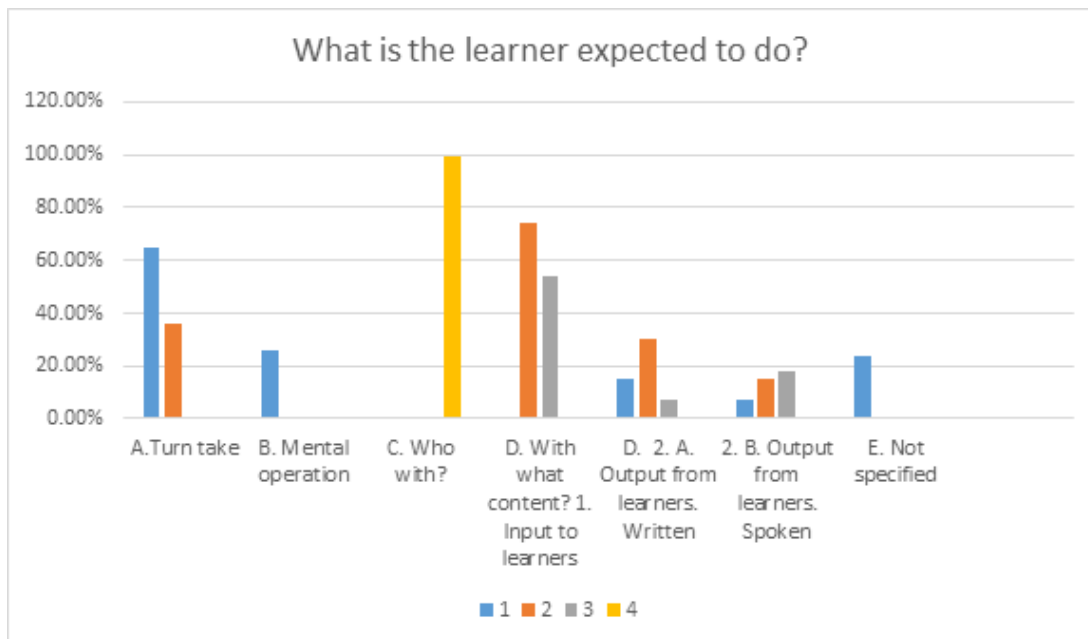
Tasks that require the students to 'hypothesise' make up 25% and mostly coincide with the tasks where the students are asked 'initiate' a task. Tasks that encourage the students to 'negotiate' make up only 6% and include pair work 11% and group discussions 6%. In 83% of the tasks, learners are required to work solo. However, these tasks can be easily reorganised as pair or group work.

97% of the input is provided by the materials with some allowance for learners' contributions which is 17%, mostly in 'initiative' parts of the tasks. Regarding the output that tasks require, it was found that 37% of the reading tasks require written output which concurs with the types of the 'scripted response' described above. 11% require spoken output, which includes pair/group work, discussions, text retelling. However, 51% of the tasks do not specify the type of output the learners are required to provide. These types

of tasks mostly state 'Read and answer the questions', or it is difficult to decide whether the output should be in the written or spoken form.

#### 5.4. 2 Reading tasks in the Reader part. *English 9*

**Figure 5. 2 Readers part. Overall review of the Reader's tasks in *English 9***



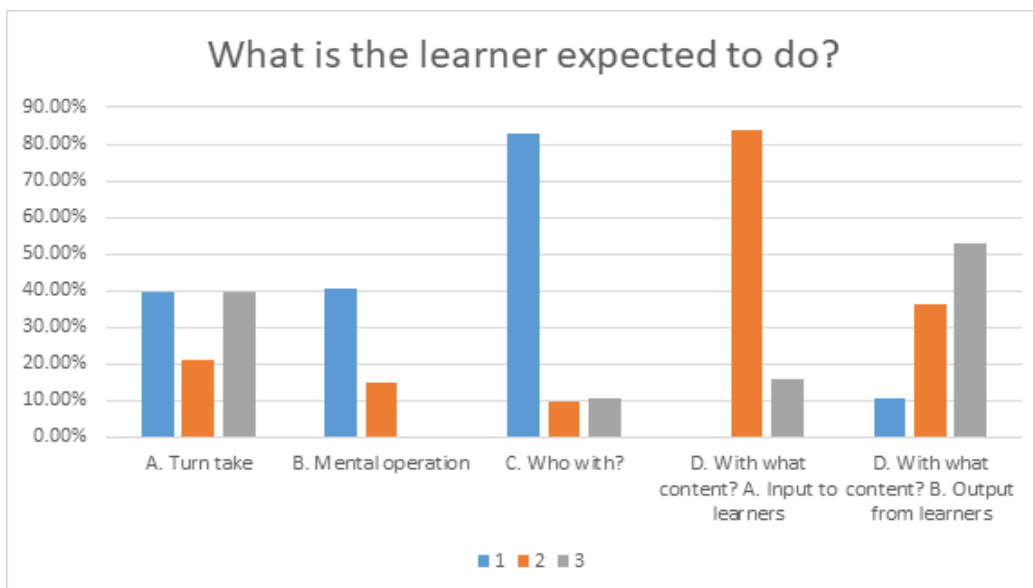
- A. Turn take [1]- initiate, [2] – scripted response, [3] – not required.  
 B. Mental operation: [1] – hypothesise, [2] – negotiate  
 C. Who with? [1] – solo, [2] – pair work, [3] -group work, [4] not specified  
 D. With what content?  
 • Input to learners: [1] teacher [2] materials [3] learners  
 • Output from learners: A. written 1) individual words, 2) sentences, 3) extended discourse.  
 B. spoken: 1) unspecified spoken, 2) pronunciation, 3) retelling, 4) dialogue.  
 E. Not specified

As was mentioned in Chapter 4 (section 4.2.1), the Reader part which comes at the end of the book serves as an additional reading material that can be used both in class and/or as a homework task. It is a novel divided into 33 chapters that have 5-8 tasks. The types of tasks requiring some initiative role constitute 65% and include transcription, translation, pronunciation and making up sentences with the new vocabulary, retelling the text,

making up questions about a chapter. Tasks that require students to provide a ‘scripted response’ make up 36%. The type of written output that the learners are supposed to provide involves writing individual words (15%), sentences (30%), extended discourse, in form of the chapter translation and a brief summary of the chapter (7%). Students are required to hypothesise in 26% of the tasks, largely where they are asked to make up questions/sentences, retell and speak on some provided ideas. Almost all the tasks (99%) do not specify who the learners are supposed to work with. Perhaps, this characteristic is based on the nature of the Reader part that is flexible and has no ‘classroom only’ purpose. Input is largely provided by the materials (74%). However, learners are also expected to make their contributions (54%). The types of these tasks include retelling, making up questions/sentences, expressing attitudes/disagreements. The spoken output expected of the students involves retelling (18%), the pronunciation of the new vocabulary (15%), dialogue (1%) unspecified spoken output (express opinion, disagreement). The types of tasks that do not specify what kind of output is expected make up 24%. These tasks may be both written or/and spoken. The distribution of the tasks can be seen in *Figure 5.2*.

### 5.4. 3 Reading tasks in *English 10-11*

**Figure 5. 3 Reading tasks. Overall review of the reading tasks characteristics in *English 10-11***



- A. Turn take [1]- initiate, [2] – scripted response, [3] – not required.
- B. Mental operation: [1] – hypothesise, [2] – negotiate
- C. Who with? [1] – solo, [2] – pair work, [3] -group work
- D. With what content?
  - Input to learners: [1] teacher [2] materials [3] learners
  - Output from learners: [1] written, [2] spoken, [3] not specified

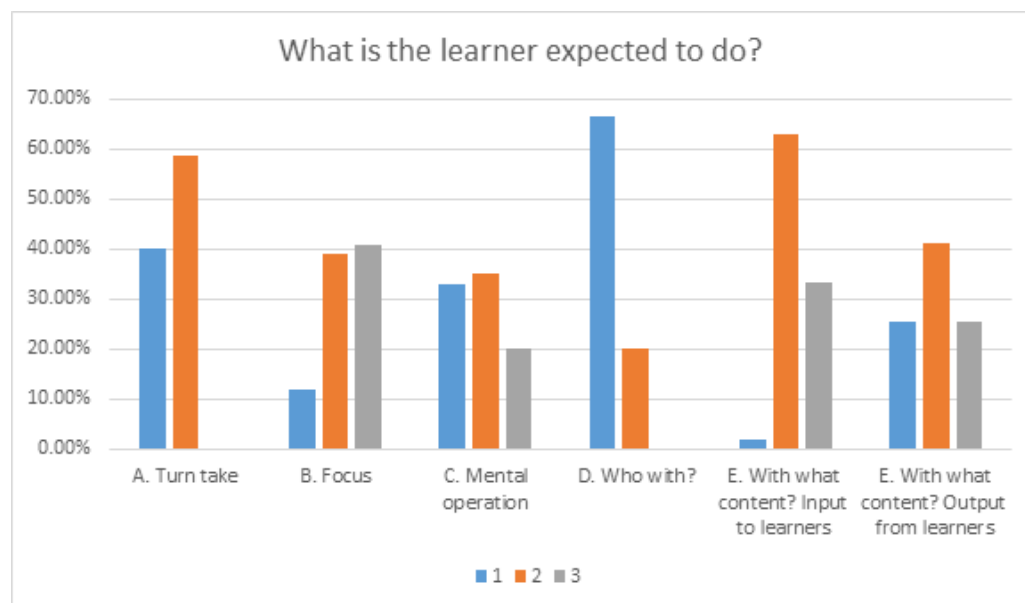
Out of seven units, 96 various reading tasks were identified in total. These tasks were found to have the following characteristics (see *Figure 5.3*). The tasks that encourage the learners to ‘initiate’ and ‘hypothesise’ make up 40%. These tasks include the following instructions: making predictions, expressing an opinion, retelling, agreeing/disagreeing. The tasks that require the learners to provide ‘scripted response’ with provided information/language make up 20%. They include answering questions, true/false questions, sentence completion, gap-fills, and translations. 10% of the ‘scripted response’ answers correspond with the written output that is required of students. However, 40% of the tasks do not require the learner to take any role and about 53% of the tasks do not specify the form of the outcome that the learner is expected to provide, which leads to different assumptions. 15% of the tasks encourage learners to ‘negotiate’ in pairs/groups. The number of pair/group work tasks make up around 10%. About 83% of the tasks ask learners to work individually. However, in many cases, it is possible to modify the tasks into pair or group work. The input is largely provided by the materials and constitutes 84%. Only about 16% of the tasks expect learners to make some contributions. These tasks include expressing opinions, discussions, and translations.

It can be noticed that the learners are mostly expected to produce spoken output (36%) than written (10%). Spoken production is required in tasks such as making speculations, discussions, retellings, and exchanging opinions.

## 5.5 Writing tasks characteristics

### 5.5.1 Writing tasks in *English 9*

**Figure 5. 4 Writing tasks. Overall review of the writing tasks characteristics in *English 9***



A. Turn take [1]- initiate, [2] – scripted response, [3] – not required.

A. Focus: [1] – language system (rule, form), [2] – meaning, [3] – meaning/form relationship

B. Mental operation: [1] – hypothesis, [2] – repetition, [3] – deducing language rules

C. Who with? [1] – solo, [2] – pair work

D. With what content?

- Input to learners: [1] teacher [2] materials [3] learners

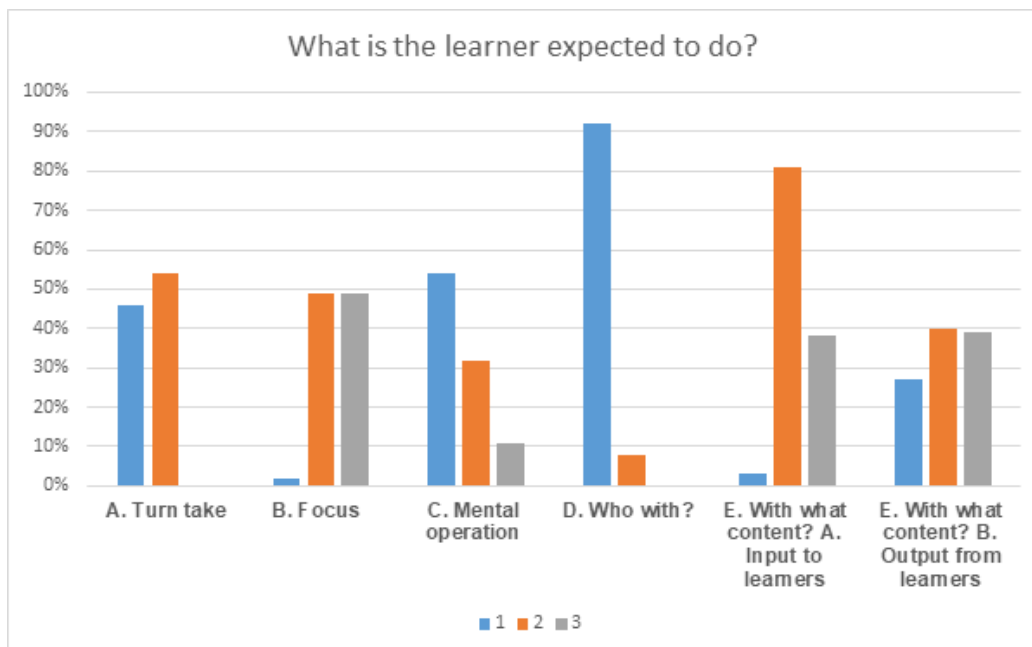
- Output from learners: [1] individual words, [2] sentences, [3] extended discourse

In total, 51 writing tasks were identified in *English 9*. The distribution of the types of tasks can be seen in *Figure 5.4*. The types of writing tasks where students are asked to ‘initiate’ make up 40% and include writing essays, making up sentences/questions, making up lists of ideas, making up stories. The number of tasks that require ‘scripted response’ with the provided language and sometimes require students’ own contribution constitute 59%. These tasks include sentence completion/translation, text completion/translation, making up lists, chart completion, grammar exercises, and gap-fills. The type of written output that is expected, involves providing individual words

(25%), sentences (41%), extended discourse (25%). Tasks, where the students are required to focus on the language system, make up 12%, on meaning 39%, on meaning and form simultaneously 41%. These tasks include translations and grammar exercises (put the verbs in the correct form, make an interrogative sentence, fill in the gaps with the correct form, etc.). Tasks that ask students for some mental operations include making hypotheses (33% that involve writing essays, story completions, speculating on something in the written form), repetition, the types of tasks that are based on the provided language (35% include translations, sentence completions, grammar exercises), and deducing language rules (20% include gap-fills, grammar exercises). Most of the tasks require solo participation (67%). The expected output is mostly in the form of sentences (41%), individual words (25%), and extended discourse (25%). The type of extended discourse includes writing essays, story completion/make up, and text translations. The input is largely provided by the materials (63%), but some learners' contribution is also expected (33%). These include activities where the students 'hypothesise'.

### 5.5.2 Writing tasks in *English 10-11*

**Figure 5. 5 Writing tasks. Overall review of the writing tasks characteristics in *English 10-11***





- A. Turn take [1]- initiate, [2] – scripted response, [3] – not required.
- B. Focus: [1] – language system (rule, form), [2] – meaning, [3] – meaning/form relationship
- C. Mental operation: [1] – hypothesis, [2] – repetition, [3] – deducing language rules
- D. Who with? [1] – solo, [2] – pair work
- E. With what content?
  - Input to learners: [1] teacher [2] materials [3] learners
  - Output from learners: [1] individual words, [2] sentences, [3] extended discourse

In total, 37 various writing tasks were found in seven units of the textbook. The characteristics of the writing tasks can be described as follows (see *Figure 5.5*). 46% of the tasks encourage learners to ‘initiate’ and include making up sentences, making translations, writing an essay/composition. 54% of the tasks require the learners to provide a ‘scripted response’ based on the provided language. The focus of these tasks is distributed in the following way. 49% of the tasks require the learners to pay attention to meaning and 49% ask to pay attention to both meaning and form. 2% of the tasks explicitly require providing a grammar-related answer. Learners are encouraged to hypothesise in 54% of the tasks. These tasks are mostly those where learners are supposed to ‘initiate’ their roles. 32% expect the learners to just provide an answer as a repetition of the provided language. Examples include sentence completion, grammar exercises, and gap-fills. 10% of the tasks ask the learners to deduce language rules such as the right verb form or tense. More than 90% of the tasks expect the learners to work solo and only 8% promote pair work. Input is predominantly provided by the material and makes up 80% in total. However, some learners’ contributions are also expected in tasks such as games where the students are asked to write some ideas, writing compositions/ essays, and making up sentences/questions. Regarding the output that the learners are expected to produce, the results are the following. 27% of the tasks ask the students to provide individual words (gap-fills), and 40% require the answer in the form of a sentence. 39% of the tasks expect the learners to provide an extended discourse (essays, compositions, making up dialogues, making up stories).

## 5.6 Integrated Reading and Writing tasks in the textbooks

The analysis has shown that textbooks have some integrated reading and writing tasks. In both textbooks these tasks function either as pre-reading tasks or post-reading tasks and include sentence completion, gap-fills, making up sentences, translations, making predictions on texts, chart completions, writing lists, and making up questions for texts. Regarding the number of writing tasks that require an extended answer, the following results were found. Six essay writing tasks and one summary writing task were found as post-reading tasks in *English 10-11*. Seven tasks that require learners to write an extended discourse in the form of essay or story as a post-reading task were found in *English 9*.

## 5.7 Comparison with the Educational Standard of English Language

1. In Chapter 3 (Methodology), section 3.7.1 and 3.7.2, a description of the expectations according to the ESEL (Educational Standards of English Language) for grades 9-11 was presented. The results of the analysis show that there is some mismatch between what textbooks offer and what a learner should be able to do/know according to the ESEL.
2. The ESEL states that learners should be able to use such techniques as reading for the main idea, details, and skimming and scanning. However, the analysis of the reading tasks showed that the predominant number of the comprehension questions ask the learners to provide an answer that can be found using careful detailed reading only or provide a general answer that is not directly related to the text. Only a few reading tasks encourage the learner to make some predictions about the text. Most of the reading tasks state 'Read and answer the questions' or 'Read and discuss' followed by a set of general questions. Tasks that encourage the learners to skim or separate the main idea from the secondary were not found.
3. Using monolingual dictionaries. It was found that new vocabulary and phrases are presented in the textbooks with L1 translations, both in Kyrgyz and Russian. Many reading tasks require the learners to make translations into L1. It is more likely that

students will not use a monolingual dictionary if a task requires the learner to translate into L1.

4. Writing tasks. The analysis of the writing tasks showed that learners are mostly asked to provide a response using the provided language. Tasks include making up sentences/questions, gap-fills, and grammar exercises mainly. Comparing to the total number of writing tasks both in *English 9* and *English 10-11*, tasks that encourage learners to write essays, compositions and stories are found to be fewer. Moreover, the variety of writing tasks does not correspond with the ESEL requirements. All the essay/composition/story writing tasks come as a section conclusion tasks or post-reading tasks. For example, tasks that ask students to write letters, summaries, questionnaires or forms were not found.

The results obtained during the analysis provided important information on what the learners are asked to do while performing the activities. It was possible to make some comparisons with what the materials provide and what is expected by the ESEL. Further discussions will be presented to reach the aim of this study.

## **5.8 Summary**

This chapter has presented the results of the analysis in three levels. Reading and writing tasks in *English 9* and *English 10-11* were analysed through the three-levelled framework suggested by Littlejohn (2011). The nature of the reading and writing tasks was examined and presented. Some mismatch between what the textbooks offer and encourage learners to do and the expectations stated in the ESEL was explained.

## CHAPTER 6: DISCUSSION

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### 6.1 Introduction

This chapter discusses the results of the analysed data with the support of the reviewed literature in order to answer the research questions. Some practical suggestions that are based on the results of the analysis and reviewed literature are presented.

### 6.2 Discussion of the Research Questions

**6.2.1 Research Question 1.** Which reading strategies do the textbook tasks encourage students to use?

In *English 9*, the analysis has revealed that most of the reading tasks encourage the students to provide a 'written output' that involves answering questions using provided language. The types of tasks include sentence completion, gap-fills, and translations. In order to complete these tasks, students should use careful, detailed reading strategies, going back to a text and look for information. In other words, students mostly use text 'scanning' or 'detailed reading' strategies. Fewer tasks encouraging the students to adopt an 'initiative' role that includes making predictions about the text or find the main idea of the text. The types of reading strategies promoted by Grabe (2008) and Brown (2001). Almost all texts have some follow-up activities but not all of them have pre and during-reading tasks. Also, the number of tasks that do not specify how exactly the task is supposed to be carried out and what type of output is expected of learners is significant. It can be stated that these types of tasks have no clear purpose, contrary to the recommendation in Brown (2001). In effective reading instruction, students need to know why they are reading a text and what are the expected outcomes. In contrast, in *English 10-11*, the majority of the reading tasks encourage students to hypothesise, speculate, and express opinions and thereby promote spoken output mostly. However, regarding

unclear reading task instructions, *English 10-11* has the same characteristics as *English 9*.

In all the reading tasks provided in the Reader part in *English 9*, the first task is to 'transcribe, pronounce and translate' a list of the new vocabulary provided at the beginning of the text. While some students may find it useful to translate new words before reading the text, this task does not meet the purpose of the strategy to 'guess the meaning from the context' advised by many scholars. Brown (2001) notes that translation not only slows down reading but also confuses the reader and affects comprehension. Tasks that require the learners to make translations can be observed in all sections of *English 9* and *English 10-11*. These tasks also do not encourage the learners to use monolingual dictionaries which is expected by the ESEL.

According to Grabe (2008: 15), strategic reading encourages the reader to "anticipate text information, select key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to reader goals". Brown (2001) advocates a combination of bottom-up and top-down reading strategies for effective reading comprehension. Analysis of the reading tasks has revealed some disbalance of strategies that reading instruction offers and poor task organisation that may lead to ineffective outcomes. According to Sidek (2013), the reason for "persisting flaws" in EFL reading instruction can be the misalignment between what the curriculum claims for itself and its real instructional organisation and implementation in classrooms. Grabe (2008) has noted that the goals set by the institutions play a major role in reading development. These goals should be clearly set by the curriculum developers and teachers. Learners' inability to become good readers stems from the mismatch between the goals and their realisations in classrooms.

### 6.2.2 Research Question 2. Which writing strategies do the textbook tasks encourage students to use?

Generally, writing instruction for the L2 writers should involve teaching the linguistic features (spelling, vocabulary, grammar), extralinguistic features (punctuation, capitalization, formatting), and the knowledge of appropriateness of the content and genre in relation to the specific audience (Ferris 2018: 75). The goal of many activities in L2 writing instruction is to create “meaningful and reasonably fluent and accurate texts and organize ideas to meet particular communicative goals in context” (Hinkel 2011: 532).

In both *English 9* and *English 10-11*, it was found that the types of the writing tasks that require the students to focus on meaning and on form are presented in equal proportions. Most of the writing tasks in *English 9* are limited to grammar exercise completion or short sentence production. Fewer tasks require the students to write an ‘extended discourse’ in the form of story completion, essay/composition writing, making up dialogues, or sentence/ text translations. In *English 10-11*, the amount of students’ written output in the form of sentences and extended discourse is found to be equal. However, considering that *English 10-11* is designed to be used in two years, it can be noticed that the number of writing tasks is fewer than in *English 9*.

In both textbooks, writing tasks mostly expect some grammatical accuracy and short answers limited to several sentences. Some writing tasks represent isolated tasks requiring some vocabulary or grammar accuracy, and some writing tasks function as pre-reading or post-reading tasks. Tasks that require writing an essay or a composition generally come at the end of the section. However, these tasks have no guidance or modeling. In general, writing tasks that the textbooks offer can be categorised as *controlled* (make up a sentence, use the correct word, tense, dictation), *guided* (make a list, complete a chart, complete the story) and *free writing* (write an essay/composition, story) (Hyland 2003). Nevertheless, the number of writing tasks found in the textbooks as well as the skills that these tasks develop were found to be insufficient. Also, there was

no attempt to offer some product-writing or process-writing approaches for essay and composition writing tasks. The way in which these tasks are carried out and assessed in actual practice is a matter for speculation/further investigation.

When students' writing is limited to some grammar inputs provided by materials they may be confused and not be able to write in different situations (Hyland 2003). Therefore, adequate teaching L2 learners writing skills at earlier years of schooling may help them with the writing challenges in their further studies. Ineffective delivery of the writing lessons has been seen as a negatively influencing factor (Naghdipour 2016).

**6.2.3 Research Question 3.** Which integrated reading and writing strategies do the textbook tasks encourage students to use?

In Chapter 5 (section 5.6), the types of the integrated reading and writing tasks were presented. As it was noticed through the analysis, writing tasks are integrated with reading functioning as post-reading task mostly. Writing as a skill is limited to short answers mostly requiring some vocabulary check, sentence completion or grammar assessment. However, what the ESEL expects of the learners regarding reading and writing skills is much more than the textbooks offer (see Chapter 3, section 3.7).

Theoretical considerations as well as actual practice and implementation in the classroom suggest that reading and writing integration has positive results on the development of both skills (Hirvela 2004, Grabe and Zhang 2013, Brown 2001, Ito 2011, Shen 2009, Cho and Brutt-Griffler 2015). When investigating the textbooks selected for this study, only one exercise that required learners to summarise was found in the whole book *English 9*. Similarly, no activities that encourage the learner to paraphrase and express an opinion about a text in the written form was found in *English 9-10*. These types of activities could help the learners to comprehend a text better as well as practice their writing skills. While

plenty of activities that ask the learners to retell and express their opinion on the text in the spoken form were found, written response was found to be very limited.

Regarding reading skills, it has been advocated by scholars that reading can be a foundation to the development of all skills. Burns and Richards (2012) claim that placing reading at the core of language instruction can produce positive results in teaching all skills. In order to make reading instruction effective, teachers can elaborate on the development of vocabulary, grammar, writing, speaking, and listening skills around reading. Such an approach can make reading more meaningful. Grounding their claims in extensive research and practical experience, Ferris and Hedgcock (2013: 94) convincingly argue that “one cannot become a proficient writer in any language without also developing an array of literacy skills, including the ability to comprehend written text both fluently and accurately”. They believe that for teachers of L2 writing it is important to understand the reciprocal nature of reading and writing. A reader has to “decode, interpret, and understand” the written text. Both readers and writers plan, draft, align, revise, and monitor. Good reading skills promote and facilitate writing skills. Therefore, it can be concluded that more elaboration is needed for both reading and writing tasks organisation.

**6.2.4 Research Question 4.** How do these tasks relate to the expectations of the Educational Standard of English Language established by the Ministry of Education?

It is important to remember that the Educational Standard of English Language is based on CLT. According to the ESEL (Ministry of Education 2018: 10) the content of the textbooks should be organised around the following topics (see Appendix 14):

1. Personality
2. Family
3. School
4. Home, place of residence



5. Shopping, food, clothing.
6. Sports and health
7. Everyday life
8. The world around us
9. My country
10. Countries of the target language
11. The world of science and technology
12. The world of literature, music and art

The *Level 1* analysis (Chapter 4, section 4.2.1) has demonstrated that thematically the textbooks are divided into units in accordance with the required standards. The analysis of the reading tasks has also shown that texts topically match the ESEL requirements and offer a wide range of topics. However, the main issue is that reading and writing tasks do not provide enough opportunity, guidance and encouragement to develop reading and writing skills. In comparison to reading skills, writing skills were found to be undervalued. The outcomes expected of the learners according to the ESEL cannot be reached by only performing the tasks and instructions provided in the textbooks.

Problems regarding the mismatch between the CLT principles and the CLT curriculum design, and classroom practices have been investigated and analysed by many researchers (Mehtab 2012, Haider and Chowdhury 2012, Ander 2015, Sidek 2013, Grabe 2008, Dailey 2010, Li 1998). Richards and Rodgers (2001: 172) state that one of the principles of CLT is “the integration of different language skills”.

The analysis of *English 10-11* has shown that learners are mostly encouraged to produce the spoken language not only as a post-reading activity but also in many other tasks. *English 9* requires the learners to provide a limited written response in most of the post-reading activities, however, the Reader part of the textbook promotes retelling as a follow-up activity. According to Savignon (2008: 22), reading and writing tasks in CLT do not necessarily have to mean “interpretation, expression, and negotiation of meaning”.

Looking at this general picture, it can be seen that the textbooks are mostly promoting spoken output rather than written. It was noticed by Thompson (1996: 11) that one of the widespread misconceptions about CLT is that “CLT means teaching only speaking”. According to Thompson, this misconception generally stems from the attempt to teach learners how to speak in a foreign language to foreign people or in a foreign country even if they are unlikely to visit it. This misconception might be the reason why more emphasis was put on speaking and listening skills in the textbooks. Moreover, he notes that many teachers also think that CLT is more about speaking rather than writing or reading. In response to this common misconception, Thompson (1996: 12) emphasises that “CLT involves encouraging learners to take part in—and reflect on—communication in as many different contexts as possible (and as many as necessary, not only for their future language-using needs but also for their present language-learning needs)”. According to Savignon (2008: 22) “CLT is properly seen as an approach, grounded in a theory of intercultural communicative competence, that can be used to develop materials and methods appropriate to a given context of learning”.

### **6.3 Suggestions for reading and writing tasks improvements by means of integrating the two skills as an attempt to help the learners to reach the expectations set by the Educational Standard of English Language.**

The connection of the four skills (reading, writing, listening and speaking) has been emphasised by many scholars (McDonough, Shaw, and Masuhara 2013, Richards and Rodgers 2001). Among the various possible reading instruction approaches, Grabe and Stoller (2018: 65) promote the use of activities that integrate reading and writing, because in academic settings students are “typically required to read-to- learn and write-to-read”. Widdowson (1978: 63) states, “the ability to read and the ability to write are the same and it is neutral with regard to production and reception”.

### 6.3. 1 Practical Suggestions

Studies on connection and practical integration of reading and writing demonstrate how the two skills are connected and influence each other (Ito 2011, Hirvella 2004, Shen 2009, Cho and Brutt-Griffler 2015, Lee and Schallert 2016, Cooney, Darcy, and Casey 2018, Kim 2001). The results of this study suggest that the reading tasks can be improved by the introduction of pre, during and post-reading tasks in the written form. This can help learners to improve reading comprehension and practice writing skills. The results of the analysis have shown that a large number of the reading tasks do not specify what kind of outcome is expected of learners or how the task is supposed to be carried out. Writing tasks were found to be inadequate to develop the learners' writing skills. To address these gaps, some more specific and elaborated instructions can be introduced to the tasks.

CLT is considered to be an appropriate approach for teaching writing since it emphasises learner-centered instruction, student-to-student negotiation, and strategies-based instruction (Brown 2001: 340). Littlewood (1981) offers a variety of CLT related activities. Some activities that can be selected for the integration of reading and writing include "*Reconstructing story sequences*". The activity works in the following way. The teacher chooses a text in a textbook and prints it on a separate paper. He/she cuts the text into several paragraphs/sections and distributes it to groups or pairs of students. The students should not look at the original text in the textbook. Each pair/group should summarise their section in the written form and read it later for others. Students can also ask questions on the summarised sections. In the end the whole class should reconstruct the text through discussion. Students can look at the original text and compare it to their reconstruction. As a follow-up activity, there can be a couple of possibilities. First, students read the text and each student writes a short summary of the text. Second, students write a sequence of the main events in the text. This activity can be modified in different ways. Littlewood (1981: 33) states that in these types of activities students "share, discuss and evaluate" information.

The next type of activity, which Littlewood describes as “*Processing information*”, can be carried out as follows. A teacher selects a text from the textbook and divides it into two parts. Then he/she divides the students into pairs/groups and asks one pair/group to quickly read the first part of the text, but not to read the second part. They should think about how the story may finish and write a continuation of the story. The second group/pair reads the second part of the text and thinks of the story’s beginning. They should write the beginning of the story. Students then share their writings and compare them with the original text. The role of the teacher is to monitor the writing process and scaffold where necessary. These activities can be used as during and post-reading tasks.

Pre-reading activities help students to “ease into the passage” (Brown 2001: 315). They motivate the students to activate schemata and make predictions. The following task can be introduced as a pre-reading activity. A teacher asks the students to read the title of a text and write short predictions in 2-3 sentences about the text. Some prediction questions can be introduced. Further development of this task can be to ask the students to compare their predictions with the text and write a short reflection on what they thought and what they found about the text. The students can exchange their writings with the whole class in the end.

Based on the text, students can be asked to write a letter. This task will involve guided writing and consideration of the audience and purpose (Brown 2001: 329). Students can be asked to write a letter to the author of the text or to a hero in the text. Various possibilities can be suggested. This task can help develop students’ creativity and imagination. The teacher's role here is to monitor, help where necessary and assess at the end of the activity.

Another type of task offered by Brown, called “*Intensive or controlled*” (p. 344), focuses on both form and meaning. This activity involves both reading and writing. The students are asked to read a text and rewrite it changing its structure. For example, the students

can change the text's tense from present to past or future. This may involve changing all the time references in the text that involves grammar accuracy.

Next, task modification can be introduced to the Reader part of *English 9*. One of the post-reading tasks in all reading sections of the Reader part requires the students to retell the text. Instead of asking the students to retell the story, it can be changed to writing a summary, or writing some thoughts about the text. Brown (2001: 344) suggests a "dialog journal" where students can "record thoughts, feelings and reactions" to the text. A teacher checks and gives feedback on the writings. This task can be used for any reading text in the textbooks.

Writing an essay can be found both as a post-reading task and as a section conclusion task in the textbooks. But there is no attempt to show some guidance on how to compose a piece of writing and it is not clear how the students perform these tasks. Some instructions could be added to guide the students. It is advised that process-writing should be organised following the pre-writing, drafting and revising stages. Brown (2001: 348) suggests the following plan of activities that can be used when teaching writing:

1. First draft.
  - Choosing a topic (in this case the topic is provided by the textbook)
  - Generate ideas (brainstorm ideas through extensive reading, scimming/scanning a text, freewriting, use other reading sources, listing, clustering)
  - Writing the first draft
  - Peer-editing (work in pairs, groups)
  - Revising
2. The second draft
  - Writing the second draft and proofread
  - Use the teacher's feedback
  - Keep a journal

Regarding the way the textbooks present the new vocabulary, some changes can also be introduced. New vocabulary is presented with the L1 translations throughout the two textbooks. While it may certainly look convenient for students, such an approach does not 'push' them to try to guess the meaning of the word from the context (Grabe 2008, Brown 2001). This is also not what the ESEL expects the learner to do, as the ESEL states that the learners should be able to use a monolingual dictionary (Chapter 3, section 3.7.1). New vocabulary can be presented using synonyms instead. Some vocabulary task activities can be introduced as a during-reading activity in which students are asked to find the meaning of the word out of several options provided in English. Students later can be asked to use the new words in their summary/paraphrase writings.

To summarise, integration of the writing tasks into reading tasks can serve as the best solution to the improvement of both reading and writing tasks in the textbooks. The suggested activities can help the learners to practice reading strategies as well as have more opportunities to improve and practice their writing skills. Suggestions made for essay/composition writing instructions and new vocabulary presentation in the textbooks can also help the learners to develop their reading and writing skills.

## CHAPTER 7: CONCLUSION

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This research paper investigated reading and writing tasks in two English textbooks *English 9* and *English 10-11* used for high school students in public schools in Kyrgyzstan. The aim of the study was to find out what reading and writing strategies the textbooks *English 9* and *English 10-11* are encouraging the learners to use and how CLT is reflected through the reading and writing tasks in these textbooks. The following research questions were raised:

Research question 1: Which reading strategies do the textbook tasks encourage students to use?

Research question 2: Which writing strategies do the textbook tasks encourage students to use?

Research question 3: Which integrated reading and writing strategies do the textbook tasks encourage students to use?

Research question 4: How do these tasks relate to the expectations of the educational standards established by the Ministry of Education?

### 7.1 Summary of the findings

This section presents the summary of the key findings of the present study related to the research questions.

Findings on the research question 1.

The analysis of the reading tasks has revealed that in general, reading tasks in both *English 9* and *English 10-11* encourage the learners to use strategies such as reading for details and a text scanning. A large number of the tasks in both textbooks do not specify how exactly the tasks should be performed and what kind of output is expected of the learners. The tasks also do not teach and provide the opportunity for the learners to fully

exploit possible reading strategies. For example, pre and during reading activities can be found in a few tasks in both textbooks.

Findings on the research question 2.

Regarding writing tasks, it was found that in *English 9* and *English 10-11* writing tasks mostly were limited to some sentence production or requiring some grammatical accuracy. While some of the writing tasks represent post-reading activities, another part function as isolated grammar exercises. In both textbooks the essay/composition writing tasks have no guidance or instructions on them. In general, provided writing tasks were found to be insufficient in quantity and quality to be able to develop good writing skills in the learners.

Findings on the research question 3.

Some integrated reading and writing skills were found in the textbooks. However, those tasks mainly encourage the learners to make up questions about a text or complete given sentences based on the text. In other words, the exercises do not 'push' the learners to go beyond several sentences or words. In order to improve the tasks some practical suggestions were proposed where writing tasks can be integrated into the reading tasks.

Findings on the research question 4.

It can be concluded that reading and writing tasks presented in the textbooks do not provide enough guidance and help for learners to develop good reading and writing strategies that would help them in reaching the outcomes established by the ESEL. The tasks are also not communicative enough and very often do not follow the principles of the CLT approach.



## 7.2 Strengths, limitations and further research recommendations

The study presented a detailed analysis of the reading and writing tasks using the three-levelled framework offered by Littlejohn (2011) and revealed some limitations of the textbooks.

Further investigations on listening and speaking skills can yield more results to see the whole picture of the textbooks characteristics. The implementation of both quantitative and qualitative approaches can produce a larger amount of data that may have stronger implications. Participant involvements such as teachers, students, material developers can have a valuable contribution as well. Teachers' and students' views on the textbooks could be the main influence on the material development and design. Also, lesson observations could be very important in seeing how the CLT approach is practiced in classrooms. Finally, further research can be conducted regarding textbooks used for elementary and secondary school students.

The aim of this study was to analyse reading and writing strategies that the textbooks *English 9* and *English 10* motivate students to use. The research has revealed what the textbooks offer and what they still have to improve. The study also aimed to suggest improvement of the reading and writing tasks by means of integrating the two skills. Some practical suggestions on the integration of writing tasks into reading tasks were offered. It is hoped that textbook developers in Kyrgyzstan will address these limitations in the creation of new materials that fully integrate all language skills and better implement the CLT approach.

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# Appendix N 1 Level 2 analysis of the reading tasks in *English 10-11*

## Table A. 1.1

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ				
Reading part	Unit 1									Unit 2									Unit 3																				
Task analysis sheet	section 1			sec.2			sec.3		s.4	sec.1	sec. 2			s.3	sec. 4			sec.1			s. 2			s.3			s. 4												
Task	1	2	3	1	2	3	1	2	1		1	2	3	4	1	1	2	3	4	1	2	3	1	2	1	2	3	4	1	2	3	4	1	2	3	4	5	6	33
What is the learner expected to do?										no R/W																													
A. Turn take																																							
1. Initiate	x			x			x	x			x		x			x	x	x	x					x												x	12		
2. Scripted response		x	x		x	x			x		x		x		x	x																			x		x	x	13
3. Not specified																									x	x	x								x	x		8	
B. Mental operation																																							
1. Hypothesise	x				x						x		x					x							x	x	x								x		x	12	
2. Negotiate											x		x					x	x																x			5	
C. Who with?																																							
1. Solo	x	x	x	x	x	x	x	x	x		x		x		x	x	x											x	x	x	x	x	x	x	x	x	x	27	
2. Pair work											x		x					x																				3	
3. Group work																		x									x											3	
D. With what content?																																							
Input to learners																																							
1. Teacher																																							
2. Materials	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	33		
3. Learners	x																																				3		
Output from learners																																							
1. Written					x										x																							6	
2. Spoken	x			x	x		x									x	x	x	x							x												11	
3. Not specified		x	x				x	x			x	x	x	x													x	x											16

## Table A. 1.2

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK	AL	AM	AN	AO						
Reading part	Unit 4																			Unit 5																										
Task analysis sheet	s.1			s.2				s.3				s. 4								s.1			s.2				s.3		s.4																	
Task number	1	2	3	1	2	3	4	5	6	7	1	2	3	4	5	6	7	1	2	3	4	5	6	7	8	9	1	2	3	4	1	2	3	4	5	1	2	1	2	3	39					
What is the learner expected to do?																																														
E. Turn take																																														
1. Initiate					x							x		x																														11		
2. Scripted response										x	x																																		6	
3. Not specified	x	x	x	x	x						x	x		x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	22			
F. Mental operation																																														
1. Hypothesise	x					x	x	x						x																														10		
2. Negotiate					x							x																																		5
G. Who with?																																														
1. Solo	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	34			
2. Pair work												x																																		2
3. Group work					x							x																																		4
H. With what content?																																														
Input to learners																																														
4. Teacher																																														
5. Materials	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	39			
6. Learners	x																																							3						
Output from learners																																														
4. Written																																													4	
5. Spoken	x	x		x							x	x	x	x																																14
6. Not specified			x	x	x	x	x	x	x							x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	21		

## Level 2 analysis of the reading tasks in *English 10-11*

Table A. 1.3

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC			
Reading part	Unit 6												Unit 7																			
Task analysis sheet	section 1				sec. 2			s.3	sec. 4		s.1					s. 2			s.3	s. 4												total
Task number	1	2	3	4	1	2	3	1	1	2	1	2	3	4	5	1	2	3	4	5	1	1	2	3	24					96		
What is the learner																																
A. Turn take																																
1. Initiate	x					x	x		x	x	x	x			x	x	x				x	x	x						15	38		
2. Scripted response																									x			1	20			
3. Not specified		x	x	x	x			x					x				x											8	38			
B. Mental operation																																
1. Hypothesise	x		x			x	x	x			x	x	x	x	x		x	x	x	x	x	x	x	x	x			17	39			
2. Negotiate										x				x	x				x									4	14			
C. Who with?																																
1. Solo	x	x	x	x	x			x	x		x	x	x			x	x	x		x	x	x	x	x	x			19	80			
2. Pair work						x	x			x				x	x													5	10			
3. Group work						x	x						x	x					x									5	12			
D. With what content?																																
Input to learners																																
1. Teacher																																
2. Materials	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		24	96			
3. Learners	x							x		x	x			x	x				x				x	x			9	15				
Output from learners																																
1. Written																														10		
2. Spoken				x	x	x	x	x	x	x				x	x					x								10	35			
3. Not specified	x	x	x									x	x	x			x	x	x		x	x	x	x	x		0	51				



## Appendix N 2. Level 2 analysis of the writing tasks in *English 10-11*

### Table A. 2.1

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE	AF	AG	AH	AI	AJ	AK							
<b>Writing part</b>	Unit 1				Unit 2				Unit 3				Unit 4					Unit 5																									
Task analysis sheet	sec.1	sec.2	sec.3	sec.4	sec.1	s.2	s.3	s.4	s.1	s.2	s.3	s.1	s.2	s.3	s.1	s.2	s.3	s.4	s.1	s.2	s.3	s.4	s.1	s.2	s.3	s.4																	
Task number	1	2	1	2	1	2	1	2	1	1	1	2	1	1	1	2	1	1	1	2	1	1	2	3	1	2	3	4	5	1	2	1	1	30									
<b>What is the learner expected to do?</b>								no R/W																	no W																		
<b>A. Turn take</b>																																											
1. Initiate																																										13	
2. Scripted response	x	x	x	x	x	x	x		x	x	x	x													x	x	x	x														17	
3. Not required																																											
<b>B. Focus</b>																																											
1. Language system (rule, form)	x																																					1					
2. Meaning																																							15				
3. Meaning/Form relationship	x	x	x	x	x	x			x																														14				
<b>C. Mental operation</b>																																											
1. Hypothesise																																							16				
2. Repetition	x	x	x	x	x	x			x	x	x																												12				
3. Deducing language rules																																							1				
<b>D. Who with?</b>																																											
1. Solo	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		28					
2. Pair work																																								2			
<b>E. With what content?</b>																																											
<b>Input to learners</b>																																											
1. Teacher																																							1				
2. Materials	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		25				
3. Learners																																								9			
<b>Output from learners</b>																																											
1. Individual words	x	x	x	x	x	x			x	x																													8				
2. Sentences																																							12				
3. Extended discourse																																							12				

### Table A. 2.2

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	F	
<b>Writing part</b>	Unit 6				Unit 7											
Task analysis sheet	s.1	s.2	s.3	s.4	s.1	s.2	s.3	s.4					total			
Task number			1	1	1	1			1	2	3	7	37			
<b>What is the learner expected to do?</b>	no W	no W							no W							
<b>A. Turn take</b>																
1. Initiate																
2. Scripted response																
3. Not required																
<b>B. Focus</b>																
1. Language system (rule, form)																
2. Meaning																
3. Meaning/Form relationship																
<b>C. Mental operation</b>																
1. Hypothesise																
1. Repetition																
2. Deducing language rules																
<b>D. Who with?</b>																
1. Solo																
2. Pair work																
<b>E. With what content?</b>																
<b>Input to learners</b>																
1. Teacher																
2. Materials																
3. Learners																
<b>Output from learners</b>																
1. Individual words																
2. Sentences																
3. Extended discourse																

**Appendix N 3. Level 2 analysis of the reading tasks in *English 9***  
**Table A 3.1**

Task analysis sheet	Unit 1												Unit 2								total			
	section 1				sec. 2			sec. 3					sec. 1				sec. 2		sec. 3			sec. 4		
What is the learner expected to do?																								
Task number	1	2	3	4	1	2	3	1	2	1	2	3	4	1	2	1	2	3	1				19	35
<b>A. Turn take</b>																								
1. Initiate					x	x			x					x	x		x	x					7	9
2. Scripted response	x	x	x	x			x	x			x	x						x	x		x		11	19
3. Not specified																			x				1	7
<b>B. Mental operation</b>																								
1. Hypothesise					x	x	x		x	x													5	9
2. Negotiate																	x	x					2	2
<b>C. Who with?</b>																								
1. Solo	x	x	x	x			x	x			x	x	x					x	x	x	x		13	29
2. Pair work					x	x			x		x												4	4
3. Group work																x	x						2	2
<b>D. With what content?</b>																								
<b>Input to learners</b>																								
1. Teacher																								
2. Materials	x	x	x	x	x	x	x	x			x	x	x	x	x	x	x	x	x	x	x		18	34
3. Learners					x	x			x												x		4	6
<b>Output from learners</b>																								
1. Written		x	x						x	x									x		x		6	13
2. Spoken												x	x		x	x							4	4
3. Not specified	x			x	x	x	x				x									x	x		9	18

**Table A 3.2**

Task analysis sheet	Unit 3												Unit 4								total			
	section 1				section 2			section 3					section 4				section 1		section 2			section 3		section 4
What is the learner expected to do?																								
Task number	1	2	3	4	1	2	1	2	1	2	1	1	2	3	1	2	1	1						16
<b>E. Turn take</b>																								
1. Initiate					x												x							2
2. Scripted response	x	x	x			x	x			x	x						x							8
3. Not specified					x				x								x	x		x	x			6
<b>F. Mental operation</b>																								
1. Hypothesise						x	x			x							x							4
2. Negotiate																								
<b>G. Who with?</b>																								
1. Solo	x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x	x	x	x	x		16	
2. Pair work																								
3. Group work																								
<b>H. With what content?</b>																								
<b>Input to learners</b>																								
4. Teacher																								
5. Materials	x	x	x	x	x	x	x	x	x	x		x	x		x	x		x	x		x		16	
6. Learners																					x			2
<b>Output from learners</b>																								
4. Written	x	x	x	x																	x	x		7
5. Spoken																								
6. Not specified																								
					x	x	x	x													x	x		9

## Appendix N 4. Level 2 analysis of the writing tasks in *English 9*

Table A. 4.1

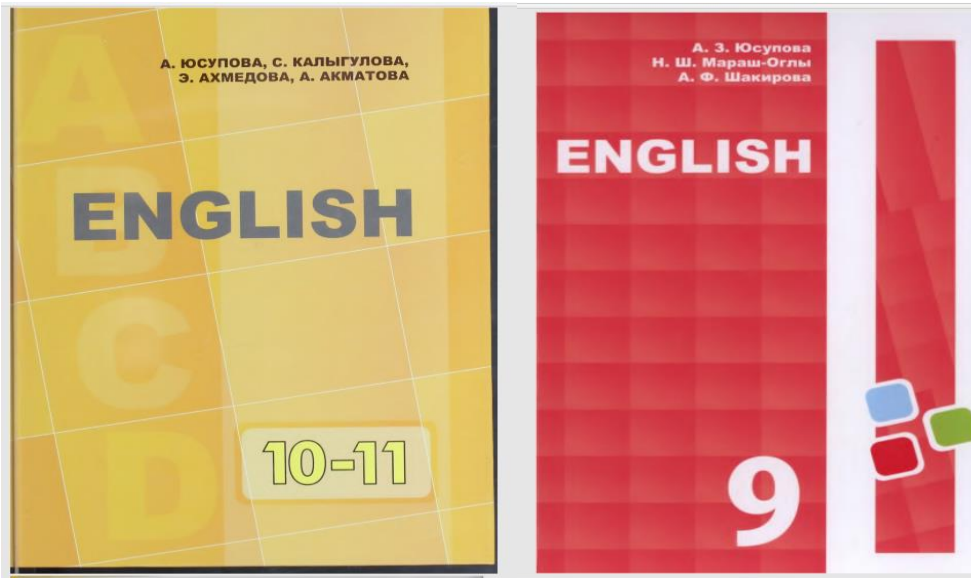
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA					
1	Writing part	Unit 1														Unit 2																
2	Task analysis sheet	section 1			sec. 2			sec. 3				sec. 4				sec. 1				sec. 2				sec. 3				sec. 4				
3	What is the learner expected to do?																															
4	Task number	1	2	3	1	2	1	2	3	4	1	2	3	4	1	1	2	3	4	1	2	1	2	3	4	5				25		
5	A. Turn take																															
6	1. Initiate				x			x	x	x	x	x	x	x						x	x			x				12				
7	2. Scripted response	x	x	x	x			x	x	x										x	x	x		x	x			16				
8	3. Not required																															
9	B. Focus																															
10	1. Language system (rule, form)														x							x			x			3				
11	2. Meaning		x		x	x	x	x	x	x	x	x	x	x							x					x		14				
12	3. Meaning/Form relationship	x		x											x					x	x	x		x	x	x	x	11				
13	C. Mental operation																															
14	1. Hypothesise				x				x	x		x	x							x		x			x			10				
15	2. Repetition		x		x			x	x	x										x				x				9				
16	3. Deducing language rules	x		x											x									x		x	x	7				
17	D. Who with?																															
18	1. Solo	x	x	x	x	x		x	x						x	x							x	x		x	x	17				
19	2. Pair work									x	x		x	x						x	x			x				8				
20	E. With what content?																															
21	Input to learners																															
22	1. Teacher																															
23	2. Materials	x	x	x	x			x	x			x			x		x	x	x	x	x	x	x	x		x	x	17				
24	3. Learners					x			x	x		x	x	x							x				x		x	9				
25	Output from learners																															
26	1. Individual words		x		x							x	x								x			x				9				
27	2. Sentences	x		x					x	x	x	x	x		x		x	x	x					x		x		13				
28	3. Extended discourse					x								x	x						x	x					x	6				
29																																

Table A. 4.2

	Unit 3														Unit 4													
	section 1				section 2				section 3				section 4				section 1		section 2		section 3		section 4			total		
2	Writing part	Unit 3														Unit 4												
3	Task analysis sheet	section 1				section 2				section 3				section 4				section 1		section 2		section 3		section 4				
4	What is the learner																											
5	Task number	1	2	3	1	2	1	2	1	2	3	4	1	1	2	1	2	3	4	1								26
6	A. Turn take																											
7	1. Initiate				x	x	x	x																x	x		8	
8	2. Scripted response	x	x	x	x	x																					14	
9	3. Not required																											
10	B. Focus																											
11	1. Language system (rule, form)																										3	
12	2. Meaning		x		x	x	x	x																			6	
13	3. Meaning/Form relationship	x		x																							10	
14	C. Mental operation																											
15	1. Hypothesise				x	x	x	x																			7	
16	2. Repetition	x	x	x		x																					9	
17	3. Deducing language rules																										3	
18	D. Who with?																											
19	1. Solo	x	x	x	x	x																					17	
20	2. Pair work																										2	
21	E. With what content?																											
22	Input to learners																											
23	1. Teacher																										1	
24	2. Materials	x	x	x	x	x	x																				15	
25	3. Learners					x	x	x	x																		8	
26	Output from learners																											
27	1. Individual words																										4	
28	2. Sentences		x	x																							8	
29	3. Extended discourse	x				x	x																				7	
30																												



**Appendix N 6. *English 9* and *English 10-11***



## Appendix N 7 English 9 Reading and writing task selection.

### Writing Task 1

4. Put questions to the following sentences.

- a. Every year many animals, plants, fish and insects are lost forever.
- b. We can not get back the lost animals.
- c. People cut down trees that support different kind of life.
- d. Many animals are becoming endangered.
- e. Every year there are fewer elephants.
- f. The pollution also poisons animals or kills the plants.
- g. Pollution is very dangerous for future life.
- h. We need to protect the Earth from pollution.

5. Show your solution.

- a. How can we save the flora and fauna?
- b. Make a poster to show what you can do to help the Earth.
- c. What questions do you have about taking care of the Earth?

### Reading Task 1

6. Read the paragraph and answer the questions.

Rainforests cover six per cent of the Earth's surface. There are rainforests in many parts of the world but the biggest forests are in South America, Africa and South East Asia. There aren't any rainforests in Europe or North America. About 75% of all the types of animals that we know come from rainforests.

- a. What percentage of the world's surface has rainforests?
- b. Where are the biggest rainforests?
- c. Are there any rainforests in Europe?
- d. Where do most of the different types of animals come from?

### Reading Task 2 and Writing Task 2

7. Fill in the missing words.

Rainforests cover six per cent of the Earth's ... .

There are rainforests in many parts of the ... but the biggest forests are in South America, ... .. and South East Asia.

There aren't any rainforests in Europe or North ... .

About 75% of all the types of ... that we know come from rainforests.

### Reading Task 3 and Writing Task 3

8. Put the words in the right order.

- a. and of in thousands live the thousands animals rainforests
- b. are rainforests important for very the us
- c. ago disappeared long dinosaurs a time



## Appendix N 7 English 9 Reading and writing task selection (continuation)

### Reading Task 4

9. Are these sentences true, false or is the information not in the text?

- Rainforests cover more than 10 per cent of the Earth's surface.
- There are large rainforests in Great Britain.
- There are thousands and thousands of different kinds of trees in a rainforest.
- The biggest forests are in South America, Africa and South-East Asia.



Do the exercises: 1, 2, 3, 4, 5, 6, 7, 8, 9.  
Reader «The Old Man and the Sea» – Chapters I, II.

### § 2. Life in the future

#### PHONETICS

1. Pronounce after the teacher and learn.

Sound [i:]



Teacher



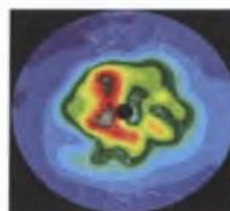
Peter, sheep, meal, deep, sleep

2. Read about some problems with the environment today.

#### PLANET EARTH

A.

Around the Earth, there is a special form of oxygen called «ozone» ( $O_3$ ). Ozone stops ultraviolet radiation from the sun. CFCs (chlorofluorocarbons) from aerosol sprays and factories have made a hole in the ozone. This means that too much ultraviolet radiation now enters Earth. This is very dangerous.



## Appendix N 8 Reader part of the *English 9* task selection.

### The Old Man and the Sea

*I have tried to give the real picture of the old man, the boy, the fish and the sharks. And if I can manage to do it very perfectly and truthfully, they can be interpreted in different ways. It's rather difficult to create something truthful, than the truth itself.*

*Ernest Hemingway*

#### Chapter I

He was an old man who fished alone in a boat in the Gulf Stream. He had gone out to sea for eighty-four days and did not catch a fish. In the first forty days a boy had been with him. But after forty days without a fish the boy's parents had told him that the old man was now definitely unlucky and ordered the boy to go to another boat. It made the boy sad to see the old man return each day with his boat empty and he always went down to the shore to help the old man to carry the coiled lines or the gaff and harpoon and the mast with the sail wrapped around it. The sail was patched with flour sacks and looked like the flag of defeat.

The old man had deep wrinkles in the back of his neck. The brown spots of not dangerous tropical cancer covered his cheeks almost to the neck. His hands had scars from the lines that he used when catching heavy fish.

Everything about him was old except his eyes and they were the same colour as the sea and were merry and undefeated.

#### Expressions and word combinations to be remembered:

**to be definitely unlucky** – даана жолу болбой калуу; быть определенно несчастным

**the sail looked like the flag of defeat** – багынган желеги бар кайыктай көрүндү; парусник выглядел как будто с побежденным флагом

**to be the same colour as** – бирдей түстө болуу; быть такого-же цвета

#### Exercises

1. Transcribe, pronounce and translate:  
*Gulf Stream, catch, definitely, empty, shore, wrap, defeat, wrinkle, dangerous, heavy.*
2. Write out sentences with the expressions and word combinations to be remembered and the words given in exercise 1.



3. Use these expressions and word combinations and the words given in exercise 1 in the sentences of your own.
4. Retell the charter.

## Chapter II

«Santiago», the boy said to the old man when they were going up the road from the place where they had left the boat, «I can go with you again. We have earned some money».

The old man had taught the boy to fish and the boy loved him.

«No», the old man said. «You are with a lucky boat. Stay with it».

«But don't you remember how we went out to sea for eighty-seven days and did not catch a fish and then we caught big ones every day for three weeks».

«I remember», the old man said. «I know that you did not leave me because you doubted my luck».

«It was Father who made me leave your boat. I am a boy and I must obey him».

«I know», the old man said. «It is quite normal».

«He doesn't believe in your luck».

«No», the old man said. «But we do. Don't we?»

«Yes», the boy said. «May I offer you a glass of beer on the Terrace and then we'll take your gear home».

«Why not?» the old man said. «If a fisherman offers a fisherman ...»

They sat on the Terrace and many of the fishermen made fun of the old man and he was not angry.

The older fishermen looked at him and were sad. But they did not show it and they spoke politely about the current and the steady good weather and of what they had seen.

When the wind blew from the east a smell came from the shark factory; but today there was only a slight smell because the wind blew from the north and then dropped off and it was pleasant and sunny on the Terrace.

«Santiago», the boy said.

«Yes», the old man said. He was holding his glass and thinking of the things that happened many years ago.

«May I go out and catch sardines for you for tomorrow?»

«No. Go and play baseball. I can catch them myself».

«I should like to go and catch sardines for you. If I cannot fish with you, I should like to serve you in some way».

«You bought me a glass of beer», the old man said. «You are already a man».

«How old was I when you first took me in a boat?»

**PART I**

**X F O R M**

**Unit 1**

**SOCIAL ACTIVITIES**

**§ 1 Writing Task 1**

**1. Write the verbs in the Simple Past Tense**

**DIARY**

Friday, 6 August

1. We ... (go) to the beach again that afternoon. 2. I ... (swim) in the sea but it ... (be) very cold so ... (not stay) long in the water, I ... (make) friends with some other teenagers and we ... (play) volley-ball together. 3. Then we all ... (buy) an ice cream and ... (watch) the windsurfs. 4. I ... (want) to stay longer but it ... (start) to rain so I ... (come) back to the hotel. It was a really good day!

Dear pupils! We know that you have enjoyed your summer holidays D discuss it. What you are going to get to know about each other.

**2. Work in pairs. Ask and answer the questions.**

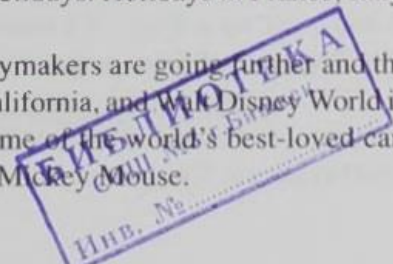
1. Did you have good summer holidays?
  - a. What did you do during the holidays?
  - b. Did you stay at home or go away?
  - c. What did you do if you were in the camp?
  - d. Did you try to find work to get some money, to buy something you need?
  - e. What books did you read during the summer holidays?

**3. Listening**

Listen and discuss.

Each year millions of British families go abroad on holidays. Holidays in France, Italy, and Greece are popular.

As air travel becomes cheaper more and more holidaymakers are going further and the USA is becoming more popular. Disneyland, which is in California, and Walt Disney World in Florida are popular with families, because they feature some of the world's best-loved cartoon characters such as: Donald Duck, Bugs Bunny and Mickey Mouse.



4 Reading Task 1

X FORM

4. Read the text and say what your school year will be like, what is your main task this year and what you are going to do after finishing school?

### SCHOOL YEARS

a.

Now you are going to finish school you can look back and think a little about the future. First of all, you will have to take examinations, then the school year is over.

Let us hope that you will receive excellent marks, but remember the school programme is not to be well prepared for each exam.

Now let us look again into the future. The exams are over, and you are happy, but what are you going to do next? This is a very important question.

Your parents and teachers will help you to decide it. There are three roads open to you. You can either enter a technical secondary school or university. All of them are important and useful. So why not learn the trade of a builder, a farmer, a dressmaker or some other trades after finishing school. Workers, specialists in these trades are always needed. Some of you may already know what you will be by trade. Others have not decided yet. Of course, it is not easy to decide, as there are so many different trades, but let us hope that you will make a right choice.

### THE EDUCATION SYSTEM IN KYRGYZSTAN

b.

The of education system of Kyrgyz Republic includes more than 2000 schools, 115 technical colleges, and 92 higher educational institutions. Preschool education consists of nursery schools and kindergartens, although in recent years the later is usually part of the elementary schools. Elementary education begins at the age of six with the first grade. Elementary and secondary schools together consist of 11 years of classes.

After graduating from secondary school a growing number of pupils go on to higher education. Kyrgyz institutions of higher education include colleges, offering four-year bachelor degree programs and universities and institutes offering masters or doctoral degree programs.

The leading universities in Kyrgyzstan are: Kyrgyz Russian Slavic University, American University in Kyrgyzstan, Kyrgyz National State University, International University of Kyrgyzstan, and Ata-Turk University and some others. The course of studies in the higher educational schools lasts from 4 to 6 years. After graduation, one can enter post-graduate courses and work on a thesis of a candidate of sciences degree. The degree corresponds to that of a Doctorate of Science in western countries.

The citizens of Kyrgyzstan now have the opportunity to study abroad. Foreign teachers and professors continue to come to the republic to contribute into the development of educational system in Kyrgyzstan.



**5. Read and answer the questions.**

- a. When will you finish your school?
- b. What are your favourite subjects?
- c. What can you say about the books you have read during the summer holidays?
- d. Were they about history, geography or economy?
- e. What are you going to read this year?
- f. Where do you get books to read?

**Writing Task 2**

**6. Read the sentences, find out the meaning of the underlined words and translate the sentences.**

- a. Scientists have discovered that rats carry this disease.  
**discovery**
- b. Teaching children is more difficult than just away of making money, it's a vacation.  
**vacation**
- c. His family depends on him. The choice of profession depends on your abilities.  
**depend**
- d. This new drug will help all humanity.  
**humanity**
- e. Kindness is his best quality.  
**quality**
- f. Is she suitable for a job?  
**suitable**
- g. Give me an accurate report of what happened  
**happen**  
**accuracy**
- h. She hesitated before crossing the road.
- i. He hesitated over the choice between the two suits.  
**hesitate**
- j. I was inspired in work harder. His best music was inspired by the memory of his mother.  
**inspire** – to encourage the ability to act.
- k. He is an engineer by occupation. Drawing is my favourite occupation.  
**occupation**

## Appendix N 10 Content of *English 9*

CONTENTS		<a href="http://www.bizdin.kg">www.bizdin.kg</a>
<b>PART ONE</b>		<b>PART TWO</b>
• <b>Unit 1</b>		SUPPLEMENTARY MATERIAL..... 72
<b>Environment</b>		Reference Grammar..... 72
§ 1 Our ecology..... 4		<b>PART THREE</b>
§ 2 Life in the future..... 7		Everyday words and expressions..... 86
§ 3 Ways to save the Earth..... 11		Tests..... 92
§ 4 How can I help the Planet..... 17		<b>PART FOUR</b>
• <b>Unit 2</b>		Reader..... 107
<b>People make history</b>		Syllabus. Teaching programme..... 167
§ 1 Learn the future from the past..... 21		Vocabulary..... 168
§ 2 The hand of friendship has no colour..... 26		
§ 3 Manas's behests..... 30		
§ 4 History of Russia..... 34		
• <b>Unit 3</b>		
<b>Traditional holidays of the world</b>		
§ 1 Customs and traditions..... 38		
§ 2 Traditional holidays in Kyrgyzstan..... 43		
§ 3 Russian holidays..... 46		
§ 4 An unusual gift..... 50		
• <b>Unit 4</b>		
<b>Learn to read newspapers</b>		
§ 1 Types of newspapers..... 54		
§ 2 The history of communication..... 58		
§ 3 Press in the USA and Great Britain..... 62		
§ 4 Newspapers of Kyrgyzstan and Russia..... 67		
178		

## Appendix N 11 Content of *English 10-11*

890		CONTENTS	
PART ONE			
X form			
<i>Unit 1. Social Activities</i>		<i>Unit 6. Russia</i>	
§ 1.....	3	§ 1.....	160
§ 2.....	7	§ 2.....	164
§ 3.....	11	§ 3.....	166
§ 4.....	16	§ 4.....	167
<i>Unit 2. Citizenship Education</i>		<i>Unit 7. Newspaper</i>	
§ 1.....	20	§ 1.....	172
§ 2.....	26	§ 2.....	177
§ 3.....	34	§ 3.....	184
§ 4.....	38	§ 4.....	191
<i>Unit 3. The USA</i>		SUPPLEMENTARY MATERIAL	
§ 1.....	47	PART TWO	
§ 2.....	55	Games and Songs .....	195
§ 3.....	61	PART THREE	
§ 4.....	66	Proverbs and Tests .....	282
PART FOUR			
XI form			
<i>Unit 4. Great Britain</i>		Reference Grammar.....	299
§ 1.....	85	Irregular verbs .....	312
§ 2.....	89	Tests .....	317
§ 3.....	99	Keys to Tests .....	327
§ 4.....	107	Syllabus, Teaching programme.....	331
<i>Unit 5. Kyrgyzstan</i>		Vocabulary.....	333
§ 1.....	119		
§ 2.....	125		
§ 3.....	130		
§ 4.....	153		

## Appendix N 12 Educational Standard of English Language for reading and writing skills for Grade 9 (a PDF copy)

<p>9 класс</p>	<p>200 слов).</p> <p><b>Навыки восприятия на слух</b></p> <ul style="list-style-type: none"> <li>– воспринимает на слух иноязычный текст (2 минуты);</li> <li>– понимает несложные тексты с разной глубиной проникновения в их содержание (с пониманием основного содержания, с выборочным пониманием и полным пониманием текста) в зависимости от коммуникативной задачи и функционального типа текста (2 минуты);</li> <li>– прогнозирует содержание устного текста по началу сообщения;</li> <li>– выделяет основную мысль в воспринимаемом на слух тексте;</li> <li>– выбирает главные факты, опуская второстепенные;</li> <li>– выборочно понимает необходимую информацию в сообщениях прагматического характера с опорой на языковую догадку, контекст;</li> <li>– игнорирует неизвестный языковой материал, несущественный для понимания.</li> </ul> <p><b>Навыки чтения</b></p> <ul style="list-style-type: none"> <li>– читает и понимает тексты с различной глубиной проникновения в их содержание (в зависимости от вида чтения);</li> <li>– понимает основное содержание (ознакомительное чтение);</li> <li>– понимает текст полностью (изучающее чтение);</li> <li>– понимает нужную или интересующую информацию просмотровое \ поисковое чтение);</li> <li>– использует одноязычный словарь независимо от вида чтения;</li> <li>– использует различные виды чтения.</li> </ul> <p><b>Ознакомительное чтение</b> (350-400 слов)</p> <ul style="list-style-type: none"> <li>– определяет тему, содержание текста по заголовку;</li> <li>– выделяет основную мысль;</li> <li>– выбирает главные факты из текста, опуская второстепенные;</li> <li>– устанавливает логическую последовательность основных фактов текста.</li> </ul> <p><b>Изучающее чтение</b> (300 слов)</p> <ul style="list-style-type: none"> <li>– полно и точно понимает содержание текста на основе его информационной переработки (языковой догадки, словообразовательного анализа, использования двуязычного словаря);</li> <li>– выражает свое мнение по прочитанному.</li> </ul> <p><b>Просмотровое чтение</b></p> <ul style="list-style-type: none"> <li>– выбирает информацию, которая необходима или представляет интерес для учащихся.</li> </ul> <p><b>Навыки разговорной речи</b></p>
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<ul style="list-style-type: none"> <li>– может начать, поддержать и закончить разговор; поздравить, выразить пожелания и реагирует на них; вежливо переспросить и выразить согласие\отказ;</li> <li>– запрашивает и сообщает фактическую информацию (Кто? Что? Как? Где? Куда? Когда? Кем? Почему), переходя с позиции спрашивающего на позицию отвечающего;</li> <li>– Обращается с просьбой и выражает готовность \ отказ ее выполнить</li> <li>– Дает совет и принимает \ не принимает его</li> <li>– Приглашает к действию \ взаимодействию и соглашается \ не соглашается принять в нем участие.</li> <li>– Выражает свою точку зрения, согласие \ несогласие с точкой зрения партнера, сомнение, чувства, эмоции (радость, огорчение)</li> <li>– Может кратко высказаться о фактах и событиях, используя такие коммуникативные типы речи как описание, повествование и сообщение, а также эмоциональные и оценочные суждения; передает содержание, основную мысль прочитанного с опорой на текст; делает сообщение в связи с прочитанным \ прослушанным текстом, используя сложносочиненные и сложноподчиненные предложения (20 и более речевых высказываний).</li> </ul> <p><b>Навыки письменной речи</b></p> <ul style="list-style-type: none"> <li>– пишет письма (200 и более слов) различного характера с опорой на образец, расспрашивает адресата о его жизни, делах, сообщает то же о себе, выражает благодарность, просьбу</li> <li>– пишет короткие тексты (200 и более слов) о себе, о знаменитых людях, об окружающем мире, событиях настоящего, прошлого и будущего, о стране изучаемого языка</li> </ul>
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## Appendix N 13 Educational Standard of English Language for reading and writing skills for Grades 10-11 (a PDF copy)

### Речевая компетенция

10-11 классы	<p><b>Навыки восприятия на слух</b></p> <p>Дальнейшее развитие понимания на слух (с различной степенью полноты и точности) высказываний собеседников в процессе общения, а также содержание аутентичных аудио- и видеотекстов различных жанров и длительности звучания до 3 минут:</p> <ul style="list-style-type: none"> <li>• Понимает основное содержание несложных звучащих текстов монологического и диалогического характера: теле- и радио передач в рамках изучаемых тем;</li> <li>• Выборочно понимает необходимую информацию в объявлениях и информационной рекламе;</li> <li>• Относительно полно понимает высказывания собеседника в наиболее распространенных ситуациях повседневного общения.</li> <li>• Отделяет главную информацию от второстепенной;</li> <li>• Выделяет наиболее значимые факты;</li> <li>• Определяет свое отношение к ним, извлекает из аудио текста необходимую/интересующую информацию.</li> </ul> <p><b>Навыки чтения</b></p> <p>Дальнейшее развитие всех основных видов чтения аутентичных текстов различных стилей: публицистических, научно-популярных, художественных, прагматических, а также текстов из разных областей (с учетом меж предметных связей):</p> <ul style="list-style-type: none"> <li>• Ознакомительное чтение – понимает основное содержание сообщений, репортажей, отрывков из произведений художественной литературы, несложных публикаций научно-познавательного характера;</li> <li>• Изучающее чтение - полно и точно понимает информацию прагматических текстов (инструкций, рецептов, статистических данных);</li> <li>• Просмотровое/ поисковое чтение – выборочно понимает необходимую/интересующую информацию из текста статьи, проспекта;</li> <li>• Выделяет основные факты;</li> <li>• Отделяет главную информацию от второстепенной;</li> <li>• Предвосхищает возможные события/факты;</li> <li>• Раскрывает причинно-следственные связи между фактами;</li> <li>• Понимает аргументацию;</li> <li>• Извлекает необходимую / интересующую информацию;</li> <li>• Определяет свое отношение к прочитанному.</li> </ul>
	<p>Объем монологического высказывания 8-10 фраз.</p> <p><b>Навыки письменной речи</b></p> <ul style="list-style-type: none"> <li>• пишет личное письмо, заполняет анкеты, бланки;</li> <li>• излагает сведения о себе в форме, принятой в англоязычных странах (автобиография/резюме);</li> <li>• составляет план, тезисы устного/ письменного сообщения, в том числе на основе выписок из текста.</li> </ul> <p><b>Взаимная оценка</b></p>



**Appendix N14 The Topical Content of the course for grades 3-11 (taken from the PDF copy)**

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Логика построения курса 3-11 классов.

Темы:

1. Личность
2. Семья
3. Школа
4. Жилище, место жительства
5. Покупки, еда, одежда.
6. Спорт и здоровье
7. Повседневная жизнь
8. Окружающий мир
9. Моя страна
10. Страны изучаемого языка
11. Мир науки и техники
12. Мир литературы, музыки и искусства

## Appendix N 15 Ethical Approval



### **Certificate of Ethical Approval**

Applicant:

Elvira Ismaeva

Project Title:

Critical evaluation of English textbooks for High school students in Kyrgyzstan. A proposal for improvement of Reading and Writing tasks by integrating the two skills.

This is to certify that the above named applicant has completed the Coventry University Ethical Approval process and their project has been confirmed and approved as Low Risk

Date of approval:

20 May 2020

Project Reference Number:

P105361