

# Adopting General English or Academic English (BICS/CALP) in University Students' Textbooks: A Case Study of Textbooks Analysis

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## Abstract

This research includes two parts: a comparison and an analysis. Each part has a different aim. The first part, which represents the core part of this paper, aims to show the main differences between two variations of English, i.e. Basic Interpersonal Communication Skills (BICS) which is commonly known as General English and Cognitive Academic Language Proficiency (CALP) which is commonly known as Academic English. The second part of the present study, however, is set to carry out an in-depth descriptive textbook analysis for textbooks taught in the first year of the BA program in English department at AL-Mustansiriyah University in order to show whether they are suitable for academic environment or not and which kind of English language is included in the textbooks under analysis. Qualitative descriptive analyses are used to assess four university textbooks based on Zhang (2017) categories. The results indicate that they are not really appropriate for teaching/learning English for academic purpose, especially in departments using English as medium of instruction. Such departments should provide their students with textbooks designed and organized to teach Academic English rather than General English. Finally, conclusions and recommendations have been presented.

(Keywords: BICS, General English, CALP, Academic English, Case Study, Textbooks Analysis)

## 1. Introduction

There is a big misunderstanding in adopting textbooks in Iraqi university programs. Unfortunately, many university textbooks are adopted to teach mainly General English for university/academic students while they are supposed to provide Academic English. Therefore, to help the readers understand the researcher's point of view, some steps followed in this research. First, the two types of English and their functions will be

identified. Second, textbooks analysis will be conducted to show the type of English employed.

In fact, teaching English language has two phases, namely, General English and Academic English. General English seems to be totally different from Academic English in teaching/learning process because they are treated in two different contexts as well as learners of each variation have different learning aims. However, in the English departments at Iraqi universities, some lecturers do not realize the differences between the Academic English and General English. The differences, of course, are supposed to be shown clearly in the curriculum, syllabus and textbooks. Scarcella (2003:3) pinpoints that English teachers themselves are not aware of what Academic English is. Therefore, they have many difficulties in recognizing and teaching it .

Additionally, to clarify some of these differences, the process of teaching Grammar, Vocabulary, Language Skills (Reading, Listening, Speaking and Writing) academically to academic/university students is definitely part of Academic English as the teachers are supposed to use academic materials and they expect their students, in return, to write or communicate academically when they are asked to write a report about "*Renaissance Poetry*", for instance. On the other hand, to teach conversational English, everyday English language, simple grammar, simple communication skills and social situations are used. For instance, the language used at the restaurant when someone is ordering food or someone at the travel agency is booking a flight, is General English. Therefore, teachers may expect simple vocabulary, simple grammar and simple language skills from their students.

According to Singhal (2004:12) "Teachers of English should recognize that acquiring Academic English is a challenge for both English language learners and native speakers." However, learners do not realize that they have to learn and use this type of language in the BA program, yet they believe that they are supposed to learn how to use General English. Supposedly, their awareness should be raised about differences between General English and Academic English and they should be able to produce and comprehend academic language before enrolling in the English departments. Apparently, after conducting a comparison to realize the differences between General English and Academic English, the type of English language shown in the English departments at Iraqi universities could be general, not academic. Thus, the two concepts of BICS (Basic Interpersonal Communicative Skills) and CALP (Cognitive Academic Language Proficiency) are presented in this research. Then, certain

textbooks are selected to be described and analyzed thoroughly to determine whether the curricula used in the first year of the BA program at the Department of English Language and Literature in College of Arts at Al-Mustansiriyah University adopt General English textbooks or Academic English ones.

Finally, to show the type of English language used by both university teachers and students, an in-deep investigation of certain textbooks is conducted to highlight the crucial differences of the linguistic components, contexts, aims, etc. However, following an in-depth internal investigation of the textbooks, McDonough and Shaw (1993: 64) emphasize that "to see how far the materials in question match up to what the author claims as well as to the aims and objectives of a given teaching program." Therefore, with regard to the comparison of General English and Academic English and the analysis of the textbooks, the misunderstanding had by the decision-makers who determine the textbooks in the university program will be obvious.

## **2. EFL Learners: Academic/University Students**

Generally speaking, EFL learners (Learners of English as a Foreign Language) could be classified into two types, academic students/learners and nonacademic learners. Nevertheless, it is not difficult to figure out that the academic student/learner is not the same as the nonacademic one, but both of them share the interest in studying English as an additional language to their mother tongue. However, the distinction becomes obvious when the subjects, curriculums and textbooks adopted by the educational programs determine whether they are academic or not. If these materials taught in the institutions are academic, the EFL learners are academic students and vice versa. Supposedly, the type of English used in the universities is academic, not general. As stated by Herrell and Jordan (2008:50) "Academic language is language associated with school subjects such as mathematics, science and social studies."

The most shocking fact is that a lot of EFL students who want to enroll in the universities and colleges, especially in the English departments where the medium of instructions is Academic English, do not have any idea about academic English language, even many of them cannot communicate, at least, in General English. Since they lack sufficient language competence and skills, they face difficulties in understanding the lectures delivered to them, comprehending textbooks, taking part in class discussions, or writing good and proper reports in these departments. This is because they used to have only teacher-centered classes where the teachers talk and the students listen and memorize the rules and then they

use their memorization to pass the exams. In addition to the previous issue, another useful aspect must be mentioned. Teaching Critical Thinking should be considered. Critical Thinking is also a crucial technique which is neglected while teaching. Many EFL students do not experience such technique during their learning in the secondary schools and even in universities (Shaila & Trudell, 2010:2).

Eventually, academic/university students are expected to speak and write academically. They have to use academic style and vocabulary when they state information. Educators/teachers need to teach these students how to communicate academically by adopting certain types of exercises and activities. And they need to adopt academic questions to help them enhance their Academic English. In return, they expect their students to use this kind of language by answering the questions academically. In keeping with the emphasis on academic English, task directions began with a purpose statement, i.e. that the task would help the learners become more accurate and precise in their speaking and writing in areas such as reviewing, editing, organizing and reporting information (Pica, 2008:71).

In contrast, the nonacademic learners have to learn everyday language to communicate when they are at train station, for instance. It is not necessarily for them to study or deal with academic contexts as university students do. Also, they need a little of vocabulary, grammatical structures and basic language skills. On the contrary, The most important issue is that academic/university students are supposed to learn the subjects in relation to academic contexts as well as employ their linguistic knowledge academically. For example, when they are asked to write a report about any topic , like a comparison between Shakespeare and Bernard Shaw, they should use academic vocabulary, various types of sentences, and a high level of writing to get the professor's attention that the writer is academic student.

## **2.1 EFL Learners' beliefs of Learning**

Cognitively speaking and according to the learners' beliefs when acquiring a language, there are two major ways for EFL learners to acquire English language. This is related to the nature of language and the nature of language learning. In terms of learning English, Ellis (206:542) suggests two main categories according to previous studies in English learning field. Thus, there are two conceptions of teaching/learning process: "qualitative/analytic" and "qualitative/experimental". Yet, they are explained clearly in the following table. It is important to note that learners are used to combine these two conceptions when they are learning English as a second language (L2). Additionally, he (ibid: 543) also sheds the light

on a third important common conception which is considered to be a significant and crucial one for academic/university students in English learning. He simply refers to it as "self-efficacy/confidence" and states that "this conception has more to do with how learners perceive their ability as language learners and their progress in relation to the particular context in which they are learning."

**Learners' Cognitions about Language and Language Learning** (adopted from Ellis, 2006: 543)

<b>Conception</b>	<b>Nature of language</b>	<b>Nature of language Learning</b>
<b>Qualitative/analytic</b>	Learning an L2 is mostly a matter of learning grammar rules. In order to speak an L2 well, it is important to learn vocabulary.	To understand the L2, it must be translated into my L1. Memorization is good way for me to learn an L2.
<b>Qualitative/experimental</b>	Learning an L2 involves learning to listen and speak in the language. To learn a language, you have to pay attention to the way it is used.	It is okay to guess if you do not know a word. If I heard a foreigner of my age speaking the L2, I would go up to that person to practice speaking.

### **3. General English and its Functions**

It should be considered that before teaching English, educators/teachers must decide whether the English they teach their learners will be general or academic. However, to teach General English, it is important to know the concept of ESL (English as a Second Language) which is considered to be as an English study program for nonnative speakers. To improve the learner's level in English is the main goal of the ESL program by knowing the learners abilities, needs and interests and then providing them with courses/classes to learn different language skills, like reading, writing, speaking, listening, conversational language, grammar, vocabulary, etc. (Hans & Hans, 2015:27).

EFL Learners receive General English by studying English and taking part in the cultural and social activities at the educational institutes according to the content of the textbooks adopted. These activities likely help them use English for real communication. As a result, they will be able to use everyday language to achieve their goals in social life. Therefore, the learners have to study English to expand their language for travel or social purposes as well as they should practice necessary skills for communicating various social situations. For example, they can read the menu and communicate with the waiter/waitress at the restaurant to order food. As a matter of fact, General English can be recognized in the nature

of the curriculum, syllabus and textbook design. Many of EFL students receive such English while studying at schools or universities (ibid:28).

Indeed, the type of English taught in the educational institutions is determined by the nature of the curriculum, syllabus and textbook. Besides, the EFL students should be able to engage in the social interaction of English language. In General English, students have to learn a wide range of social norms, topics, customs and traditions with different language skills. There is no specific content to deal with. Harmer (2001:9) points out this issue when he states that "A large number of students in the world study 'general' English, that is all-purpose language with no special focus on one area of human experience (e.g. business or academic study) over the another."

In addition, Most of the textbooks are designed according to the teachers' experience in the real life. In fact, the main idea of teaching General English is that teachers want their students to engage in the social life as much as possible. Furthermore, students' specific needs are not necessarily tackled in teaching General English. In other words, the main focus of students is simply to learn how they will be able to participate in conversational English rather than to write or speak academically. As Harmer (2001:9-10) argues:

Thus, general English courses usually offer a judicious blend of different language skills and choose their topics from a range of sources, basing their selection of content more on student interest and engagement than on an easily identifiable student need. In schools and institutes all over the world students are taught to communicate on a general social level and to cope with the normal range of texts which educated language users experience outside their professional lives.

It is worth mentioning that General English concentrates on everyday, conversational and social English that EFL learners/students can use when they face speakers from English speaking communities. Apparently, the amount of such language could be limited because the communicators do not like to learn new technical vocabulary or they are not obliged to write reports or certain types of essays. This is shown by Browns(Internet Ref.)as she states that " and I would also like to change the term 'General English' to 'Social English' or 'Conversational English', because that is what it really is at the end of the day. For most students starting to study an new language this would be enough."

#### **4. Academic English**

According to Scarcella (2003:7) who defines Academic English as "a variety or a register of English used in professional books and characterized by the specific linguistic features associated with academic disciplines." In universities/colleges, it should be known that the programs designed to teach English should be, at least, unique. In other words, both students and lecturers in the universities must confront the type of language and its teaching methods in which is considered to be different in all aspects from general one. According to Hamp-Lyons (2001:126) "Teaching those who are using English for their studies differs from teaching English to those who are learning for general purposes only, and from teaching those who are learning for occupational purposes." Thus, the nature of learners and the environment determines the type of English taught.

Unlike General English, English departments in universities require that students should be able to acquire new methods of using English. Therefore, they have to learn new and various language structures. As stated by Horan & Hersi (2011: 48) "students must learn to construct meaning from both oral and written language, learn to connect complex ideas and to recognize new genre features and text types." In addition, Shaila and Trudell (2010:2) point out that student's tasks will differ in the university because they will be academic student and they surely need to use their learning strategies outside the educational institution when they graduate, so they state that "students need support in more than just language skills because in the university environment they are expected to think, to reason, to communicate, and to continue their learning outside the classroom."

As mentioned above, teaching English to academic/university students is different from the type of English taught to nonacademic ones. It is expected that the educational setting and approach are full of beliefs which are unlike the ones adopted in the General English courses and textbooks. Most importantly, the main focus of teaching Academic English is the type of students and context. Thus, the kind of students is certainly academic, so the language should be academic. Besides, the context is also academic in which the content should be academic. The text should be full of information in academic context in order to differentiate between the conversational and social language (General English) and schooling or university language (Academic English) (Hamp-Lyons, 2001:126).

Another important issue in teaching Academic English is that in teaching/learning process, General English classes seem to teach learners conversational and social types of language to achieve their goals and

purposes. On the other hand, Academic English classes tend to teach formal and academic genres. These genres are reflected in the academic settings and contexts. Accordingly, Horan & Hersi (2011: 48) try to clarify this idea by reasoning that "academic language is meaningful interactions with informational texts." clearly, the classes and lectures of this type of English is loaded with useful academic information.

The learners' awareness should be raised in terms of these contexts, namely the physical context: the nature of textbooks and environment where they learn English which is university. Furthermore, the linguistic context should be taken into consideration by both teachers and students who have to employ academic language in their oral and written English, for instance, using only academic vocabulary when they speak or write. In other words, both teachers and students must practice academic register and style when they are teaching or learning some language skills. Further, the nature of the study content shapes the way to the English type taught in the universities/colleges (Hamp-Lyons, 2001:127). However, he also suggests that there are certain linguistic levels that should be taken into account when teaching/learning Academic English is taking place. These are as follows:

- **Register:** lexical and grammatical/structural features.
- **Discourse:** the effect of communicative context; the relationship between text/discourse and its speakers/writers/hearers/readers.
- **Genre:** how language is used in a particular setting, such as research papers, dissertations, formal lectures (ibid).

Additionally, the outcome of teaching Academic English is to let the students use some standards and strategies to employ their language proficiency academically. Some standards are adopted by Herrell and Jordan (2008:50) in order to facilitate the teaching/learning process in accordance with Academic English. **Standard 1:** students will use English to interact in the classroom. **Standard 2:** students will use English to obtain, process, construct, and provide subject-matter information in spoken and written form. **Standard 3:** students will use appropriate learning strategies to construct and apply academic knowledge.

#### **4.1 The Functions of Academic English**

Not only is the university students' duty to learn English language with academic content and designed in academic context, teachers also have to provide them with some techniques in order to help them develop their language knowledge, skills and strategies which certainly differ from the ones tackled in General English. However, teachers must raise their



students' awareness in terms of academic language functions and get them to use these functions properly, i.e., academic students should be able to comprehension and production of academic language functions. Horan & Hersi (2011: 50) shed the light on the functions of Academic English that teachers have to develop to help academic/university students improve their academic knowledge by teaching them how to seek information, describe, classify, inform, order, compare, justify, analyze, infer, predict, persuade, generalize, synthesize, solve problem and evaluate. Additionally, Herrell and Jordan (2008:51) explain these functions further by adopting interesting academic language functions table from Chamot & O'Malley (1994) in which every function is clearly categorized to a specific level of students, simply defined, and provided with an explanatory example, as shown in the following table:

**Academic Language Functions** (adopted from Chamot & O'Malley, 1994)

<b>Function</b>	<b>Definition</b>	<b>Examples</b>
Analyze (mid-level)	Identify parts of whole, look for patterns and relationships.	Using written materials or teacher explanations, the student is able to label parts and describe patterns and relationships among the parts.
Classify (mid-level)	Sort or group by attributes.	Describe the process used to classify. Give examples and nonexamples.
Compare (low-level)	Describe how objects are alike and how they are different	Explain how objects or ideas are the same and how they differ.
Evaluate (high-level)	Determine the worth of objects, ideas	List criteria used, explain priorities, support judgments with facts.
Infer (high-level)	Predict, hypothesize using information gathered from scholarly sources	Describe how inferences were made or hypothesized based on information read or observed.
Inform (low-level)	Describe information or experiences	Recall and describe information obtained from another source or personal experience.
Justify and Persuade (high-level)	Describe reasons for decisions and convince others	Explain decisions and justify with evidence.
Seek information (low-level)	Observe, explore, read to gain knowledge	Ask questions to gather information.
Solve problems (high-level)	Identify a problem, determine a process, and follow steps to a solution	Identify the problem, describe the process used to solve it, relate it to real life.
Synthesize (high-level)	Select , integrate information in new ways	Incorporate new knowledge into schema. Summarize the processes used in integrating information from different sources.

## 5. BICS Vs. CALP: General English and Academic English Distinction

First of all, although General English could be distinguished easily from Academic English, many interesting issues, perspectives and concepts should be discussed while comparing them. Firstly, figuring out the differences between General English and Academic English, the two acronyms of BICS and CALP should be highlighted clearly. BICS and CALP are considered to be as the most prominent types of delivering English as a second language in teaching/learning process. The most significant difference between the two concepts is that BICS stands for *Basic Interpersonal Communicative Skills* while CALP stands for *Cognitive Academic Language Proficiency* (Cummins, 2008: 71).

To elaborate, if EFL learners are expected to learn English to communicate socially in English situations by using simple language, this type of language will be BICS. In other words, communicators use language skills to express their ideas simply without using difficult technical vocabulary, complex grammatical structures, highly academic writing, etc. On the other hand, CALP is related to the type of language and learners' task in which they are supposed to comprehend and produce a highly academic language. Having studied deeply by the language scholar Jim Cummins who introduced these two acronyms, makes the teaching/learning process easy, especially in generating curriculums and textbooks. He (2008:71) states that "BICS refers to conversational fluency in a language while CALP refers to students' ability to understand and express, in both oral and written modes, concepts and ideas that are relevant to success in school."

Furthermore, Herrell and Jordan (2008:50) simply and clearly explain the distinction between BICS and CALP in arguing that:

Jim Cummins (1986) identified two types of language that students acquire. The first, Basic Interpersonal Communication Skills (BICS) – or social language- is learned more quickly and easily than the second, Cognitive Academic Language Proficiency (CALP), the language necessary for the student to participate successfully in classroom learning opportunity.

It is thought that the idea of General English (BICS) is designed for the social interaction and everyday language while Academic English (CALP) is connected to the school context in which students' learning should be developed after acquiring BICS. On the other hand, CALP which is specific to the academic context of schooling is determined after learners join the school or university (Cummins, 2008: 72). Also, Cummins focuses on the word "Academic" and how it is related to school context when he

(2000:67) defines academic language proficiency as "the extent to which an individual has access to and command of oral and written academic registers of schooling."

The most striking difference is that to learn BICS (General English), it takes shorter time than to learn CALP (Academic English) because teachers focus on listening and speaking skills for real communication in social life more than in reading and writing skills. On the contrary, if teaching academic language is the aim, the concentration will be on reading and writing skills in which academic/university students crucially need in their academic study. For example, in reading difficult, technical or literary text, students have to be able to read and comprehend the text as well as write report, research papers or answering in the exams, students need to be capable to write or produce academic writings by using different strategies, like to argue for or against writings. This results in spending more time than in learning speaking and listening skills to communicate socially as in General English. Concerning this argument, Wagner (1990: Internet Ref.) adopts Cummins' view in stating that "The distinction between these two types of language proficiency is important because, Cummins found that while most students learned sufficient English to engage in social communication in about two years, it took five to seven years to acquire the type of language skills needed for successful participation in content classrooms." Similarly, Hakuta et al. (2000 cited in Vasquez et al. 2010:23) point out that "many researchers agree that an ELL may easily achieve native-like conversational proficiency within two years, but it may take anywhere five and ten years from ELL to reach native-like proficiency in CALP.

In fact, because there are clear contexts while teaching/learning General English (BICS), this process does not take much time. Whereas, in teaching/learning Academic English (CALP), both teachers and students need much more time to achieve the objectives of academic study. Therefore, Chamot & O'Malley (1996:260) point out this issue when they state that:

Cummins postulated that both the task difficulty and the context of language use affect language comprehension and production. Language that is supported by contextual clues is easier to understand than language without such support, and language that is used for social interaction about familiar topics is easier than language that contains new or difficult information.

Moreover, They (ibid) add that "Classroom academic language tends to be both reduced in context and cognitively demanding, so it is not surprising

that students learning a second language need more time to acquire academic language than to acquire social language." In other words, it takes a lot of time to learn academic language because there is no apparent context like in teaching general one. This affects the academic/university students to use their cognitive abilities more and more to comprehend and produce Academic English.

In addition for being time consuming to learn English in relation to BICS and CALP, there are two different aspects in English learning programs, namely context-embeddedness and cognitive demand. Applying these two aspects results in differences in how long learners will acquire English according to Vasquez et al. (2010:23) who argue that:

BiCS is very much context-embedded in that it is always used in real-life situations that have real-world connections for the ELL, for example in the playground, at home, shopping, playing sports, and interacting with friends. Cognitive academic language proficiency (CALP), by contrast, is very different from BiCS in that it is abstract, decontextualized, and scholarly in nature. This is the type of language required to succeed at school or in a professional setting. CALP, however, is the type of language that most ELLs have the hardest time mastering exactly because it is not everyday language.

Regarding BICS and CALP, some scholars suggest a similar distinction between these two concepts, but they apply different terms. For instance, Gee (1990 cited in Cummins,2008:76) notices that there are two types of English: "Primary" which is too similar to BICS (General English or conversational English) and "Secondary" which is as same as CALP (Academic English). Furthermore, it is worth to mention that Cummins (2001 cited in Cummins 2008:77) adds another type of English, namely "Discrete Language Skills" to BICS and CALP. This type is totally different from the two types referred to above and it also focuses on the inner systems of language. He (Ibid) explains this by stating that "It is distinct from both conversational fluency and academic language proficiency. It involves the learning of rule-governed aspects of language (including phonology, grammar, and spelling) where acquisition of the general case permits generalization to other instances governed by that particular rule."

Finally, it is not useful to integrate both General English and Academic English in teaching process, as most of academic institutions do, because the students will confront crucial academic difficulties in acquiring

the language. For example, many teachers and policy-makers combine these two types in English-medium departments without considering the linguistic differences. To sum up, the most interesting fact is that the combination of General English and Academic English does not only create obstacles to the students when they are learning English as a second language, but also there will be a great confusion to the teachers themselves (Cummins, 1980, 1981 cited in Cummins, 2008: 72).

### **5.1 General English Vs. Academic English: The Linguistic Components**

As it has been shown, General English and Academic English are definitely different. These differences can be identified by the type of students, the aims of language taught, the objectives of the English learning programs, the curriculums and the nature of the textbooks and their content. However, there are deep differences which are shown in the language itself. The linguistic components of language should be considered to realize and understand the differences existed between General English and Academic English.

Linguistically speaking and more interestingly, Scarcella (2003:9) proposes five linguistic components and investigates them deeply to show the differences between General English and Academic English. However, he (Ibid) states that "In the framework I am proposing, the linguistic dimension includes the following components: phonological, lexical, grammatical, sociolinguistic, and discourse. Each of the linguistic components entails a large number of *features*." As done by Scarcella (2003), it is important to elaborate on these components and to describe them thoroughly in order to differentiate between General English and Academic English.

#### **5.1.1 Phonological Component**

To use conversational English, learners have to know how to combine phonological components (sounds: vowels and consonants) to communicate well in social situations. Also, they need to realize that simple concepts, like stress and intonation in order to use them in their life communication. In academic English, however, learners must be familiar to the new various phonological features, such as sounds patterns, along with ones taught in General English. For example, as stated by Scarcella (2003:9) "When learners are exposed to new academic words such as *demógraphy*, *demógraphic*, *cádence*, *généric*, *cásualty*, and *celérity*, they must learn their distinct stress patterns." In addition, they have to know the

arbitrary relation between spelling and pronunciation, such as the sound /s/ in *electricity*.

### 5.1.2 Lexical Component

Communication in everyday language requires the use of frequent general vocabulary by communicators to achieve their social purposes. In other words, some English words which seem to be familiar to everyone are used more often in real life contexts. Concerning the use of academic English well, students have to learn and memorize new technical words that should be used specifically in the concerned academic contexts. They may also need to learn fixed vocabulary that are used in specific field or context, such as medical terms. A simple explanation could be considered in the following table.

**Words Occurring in the Academic Settings** (adopted from Scarcella, 2003:14)

Type of Words	Meaning	Domain	Examples
General Words	Nonspecialized	Used across fields	<i>already, busy</i>
Technical Words	Specialized	Used in specific fields	<i>fulcrum, pivot</i>
Academic Words	Both specialized and nonspecialized	Used across fields	<i>assert, research</i>

### 5.1.3 Grammatical Component

In everyday English, learners have to have their own basic knowledge of grammatical structures because one cannot speak or write without using correct grammar. They must be familiar to the most repeatedly occurring morphological and syntactic features of English language. Besides, they should learn language functions, such as how to make a request or to apologize. Therefore, they need to learn tenses, types of nouns, regular and irregular verbs, etc. However, academic students have to study all the grammatical structures taught in General English, but in more elaborating way. In academic situations, the advanced morphological and syntactic features should be used frequently by academic/university students in academic discussion and writing, so students have to be familiar to modality, passive voice and conditionals, for instance, to be more confident when they communicate. Plus, they need to know the collocations (fixed expressions) that words come together, such as *disagree with, discriminate against*.

### 5.1.4 Sociolinguistic Component

Dealing with social everyday language or conversational English, students should be competent in the sociolinguistic feature. As noticed by some scholars, this component enables students/learners to comprehend the extent to which sentences are produced and understood appropriately (Swain & Lapkin, 1990:189). There are different situations and topics

needed to speak or write about. In General English, the topics needed to be discussed are usually easy and related to everyday life while in Academic English, a lot of difficult topics and headings needed to be discussed in formal language with certain functions discussed earlier. Accordingly, when academic/university students are supposed to write an argumentative essay (how to argue for or against an issue), a descriptive research or a persuasive essay, for example, they have to employ certain writing techniques. Because of their professors are the audience, they should be very formal while they are addressing their readers (professors), unlike in General English, learners may use informal English when they write an e-mail message. The formality in language is ignored.

### **5.1.5 Discourse Component**

Canale & Swain (1980:188) noted that "the discourse component enables students to use linguistic forms and meanings to communicate coherently in an organized way." In conversational or General English, learners are expected to learn how to begin with greetings, such as *Good Morning* or *Hi*. Moreover, keeping the social interaction is supposed to use some pauses such as, *um*. Even in writing, there are a lot of simple expressions that are used to keep the writing going smoothly, for example, in a letter writing, it should be started with *Dear Tom*, . In academic English , a lot of discourse devices (references, transition signals, etc.) should be used by academic/university students. These devices are crucially used in reading and writing because they make the reading or writing coherent and academic. Not only using such devices in spoken or written discourse makes the discourse coherent and cohesive, but also they give smooth transitions between subtopics, opinions or ideas. As a result, the discourse organization should be learned academically in order to have academic language. To sum up, as linguistic components have discussed briefly, the following table will also summarize the components and features.

**The Linguistic Components of Academic English and Their Associated Features Used in Everyday Situations and in Academic Situations (adopted from Scarcella, 2003:12)**

<b>Linguistic Components of Ordinary English</b>	<b>Linguistic Components of Academic English</b>
<b><i>1. The Phonological Component</i></b>	
knowledge of everyday English sounds and the ways sounds are combined, stress and intonation, graphemes, and spelling. Examples: <i>ship</i> versus <i>sheep</i> /I/ - /i/. <i>sheet</i> versus <i>cheat</i> /sh/ - /ch/	knowledge of the phonological features of academic English, including stress, intonation, and sound patterns. Examples: <i>demógraphy</i> , <i>demográphic</i> , <i>cádence</i> , <i>genéric</i> , <i>casualty</i> , and <i>celerity</i>

<b>2. <u>The Lexical Component</u></b>	
<p>knowledge of the forms and meanings of words occurring in everyday situations; <i>knowledge</i> of the ways words are formed with prefixes, roots, suffixes, the parts of speech of words, and the grammatical constraints governing words</p> <p>Example: <i>find out</i></p> <p>-----&gt;-----&gt;-----&gt;---</p>	<p>knowledge of the forms and meanings of words that are used across academic disciplines (as well as in everyday situations outside of academic settings); knowledge of the ways academic words are formed with prefixes, roots, and suffixes, the parts of speech of academic words, and the grammatical constraints governing academic words. Example: <i>investigate</i></p> <p>-&gt;-----&gt;-----&gt;-----&gt;-----&gt;</p>
<b>3. <u>The Grammatical Component</u></b>	
<p>knowledge of morphemes entailing semantic, syntactic, relational, phonological, and distributional properties; <i>knowledge</i> of syntax; <i>knowledge</i> of simple rules of punctuation.</p> <p>-----&gt;-----&gt;-----&gt;---</p>	<p>knowledge that enables ELs to make sense out of and use the grammatical features (morphological and syntactic) associated with argumentative composition, procedural description, analysis, definition, procedural description, and analysis; knowledge of the grammatical co-occurrence restrictions governing words; knowledge of grammatical metaphor; knowledge of more complex rules of punctuation</p> <p>-&gt;-----&gt;-----&gt;-----&gt;-----&gt;</p>
<b>4. <u>The Sociolinguistic Component</u></b>	
<p>knowledge that enables ELs to understand the extent to which sentences are produced and understood appropriately; <i>knowledge</i> of frequently occurring functions and genres</p> <p>-----&gt;-----&gt;-----&gt;---</p>	<p>knowledge of an increased number of language functions. The functions include the general ones of ordinary English such as apologizing, complaining, and making requests as well as ones that are common to all academic fields; knowledge of an increased number of genres, including expository and argumentative text.</p> <p>-&gt;-----&gt;-----&gt;-----&gt;-----&gt;</p>
<b>5. <u>The Discourse Component</u></b>	
<p>knowledge of the basic discourse devices used, for instance, to introduce topics and keep the talk going and for beginning and ending informal types of writing, such as letters and lists.</p> <p>-----&gt;-----&gt;-----&gt;---</p>	<p>knowledge of the discourse features used in specific academic genres including such devices as transitions and other organizational signals that, in reading, aid in gaining perspectives on what is read, in seeing relationships, and in following logical lines of thought; in writing, these discourse features help ELs develop their theses and provide smooth transitions between ideas</p> <p>-&gt;-----&gt;-----&gt;-----&gt;-----&gt;</p>



## 6. Textbook Analysis Methodology

Normally, there have been always three main parts in teaching/learning process: teachers, learners and textbooks. This process cannot be successful unless these three parts exist. Textbooks are considered to be as the beneficial guidelines to both teachers as well as learners. McGrath (2002:9) asserts that "textbooks can set the direction, content and they can propose ways in which the lesson is to be taught." In addition, in teaching/learning process, textbooks are shown the most important part. That is why they needed to be analyzed and evaluated frequently. However, McGrath (2006:171) states that "course books tend to dictate what is taught, in what order and, to some extent, how and what learners learn."

In fact, there are two significant methods in investigating the textbooks which are "Textbook Evaluation" and "Textbooks Analysis". According to McGrath (2002:22) "analysis is a process which leads to an objective, verifiable description whereas evaluation involves the making of judgments." However, many scholars suggest ways to assess and evaluate textbooks used in the educational institutions. Concerning the textbooks evaluation, one of these prominent scholars is Ellis (1997:36) who proposes two methods in evaluating the textbooks, namely "Predictive and Retrospective". Predictive is to evaluate certain textbook before using it while retrospective is kind of assessment that is done after using the textbook depending on some checklists and guidelines.

With regard to textbook analysis which is the main concern of this research, the scholars emphasize that researchers should provide explicit and objective description of the textbook needed to be analyzed. However, Zhang (2017:80-81) explain this point when he notices that "textbook analysis should be considered a descriptive analysis that seeks to discover what is there. Thus, textbook analysis is a relatively objective description that attempts to discover components of a textbook and may ask such questions as "what is included in the textbook?"

Concerning the two ways in showing the analyzed data of a textbook, the first approach includes tables containing the data presented in quantification, that is, it is a quantitative approach. On the other hand, the second type is qualitative. Scholars should present the analyzed data in a narrative description presented in paragraphs (Ellis, 1997:40). However, a qualitative way is used in this research to conduct a textbook analysis to four recommended textbooks, namely *English Grammar in Use*, *Person to Person* and *Select Readings (Elementary) and (Pre-Intermediate)*.

Finally, as mentioned in the introduction, the researcher conducts an in-depth investigation of three textbooks (mentioned above) adopted by the Department of English Language and Literature program/College of Arts/Al-Mustansiriyah University. This is to show the strengths and weaknesses of these textbooks in relation to the language that should be taught to the first year academic/university students. In addition to comparing the types of English in the textbooks, this investigation also helps to show whether the language in these books meet the learning objectives of the curriculum of department program or not? Therefore, certain textbook analysis categories generated by Zhang (2017:92-93) are employed by the researcher to describe and analyze the textbooks objectively. These categories are presented in the following table:

**Categories of textbook analysis: describing a textbook** (adopted from Zhang (2017:92-93))

1. **Background information of an ELT textbook:** this category aims to show information regarding publishers and users of an ELT textbook.
2. **Patterns in the textbook:** this category aims to show the internal structure of each unit in the textbook—that is, how the content in a textbook is organized (e.g., some ELT textbooks follow the structure of preview-text-task).
3. **Texts:**
  - (1) text type: what are the types of texts in a textbook? (e.g., Is a text informative or argumentative?)
  - (2) text features: what are the functional and lexico-grammatical features of the texts in a textbook? (e.g., Are there any use of conjunction words, nominalization in the text?)
  - (3) source: where are the texts in an ELT textbook from? (e.g., Are the texts written by native/non-native speakers? Or are the texts excerpts from novels/authentic conversation between native speakers?)
4. **Skills:** what academic skills do the textbook include? (e.g., reading, listening, writing, translation, speaking, or grammar)
5. **Activities:**
  - (1) discourse-semantics level: which activities in the textbook are related to learners' discourse competence? (e.g., Is the textbook activity focused on discourse cohesion, engaging audience, or discourse content?)
  - (2) vocabulary-grammar level: what vocabulary-grammar activities are included in the textbook? (e.g., What words and grammar are presented through the textbook: context-specific or random presentation?)

## 6. 1 The Case Study: The Textbooks Analysis

According to the curriculum reference book "*English Language Curriculum Development and Updating Project in Iraqi Universities*" (2016:77), the Department of English Language and Literature/College of Arts at Al-Mustansiriyah University has two phases in teaching English. The first phase is to teach academic English language while the second phase is to teach English literature. Moreover, there are some subjects in the first stage, not really related to ELT (Teaching English Language), but they are designed to enhance the students proficiency in different fields, such as the Second Language (French Language, for example), Computer Skills, Human Rights and Arabic Language. In the first stage students are expected to take:

1. **English Grammar** (*English Grammar in Use* by Raymond Murphy).
2. **Reading and Listening** (*Select Readings: Pre-intermediate* (Reading). *Select Readings: Elementary* (Listening) by Linda Lee and Erik Gundersen).
3. **Communication Skills** (*Person To Person 1* by Richards, J., Bycina, D. and Wisniewska, I.)
4. **Writing** (*Writing in Paragraphs* by Dorothy Zamach).
5. **Phonetics** (*Better English Pronunciation* by J. D. O'Conner).
6. **Introduction of English Literature** (Selected Lectures Chosen by the teachers).

The university English language programs, as emphasized before, should be academic. Thus, the textbooks used should be academic too. However, The textbooks need to be analyzed in this study are *English Grammar in Use*, *Select Readings* both *Elementary* and *Pre-intermediate*, and *Person to Person 1*.

### 6.1 .1 The Analysis of *English Grammar in Use*

#### 1. Background Information of an ELT Textbook

*English Grammar in Use* is written by Raymond Murphy and published by Cambridge University Press. It is designed for teaching and focusing on the grammatical structures of English language. It is also designed and organized to be as a reference and practice grammar book for intermediate students. Students have to use this book beside grammar books, as reference, i.e. if they find some difficulties in understanding a particular grammatical rule in certain grammar book that does not provide a sufficient explanation, they can use *English Grammar in Use* as a reference to give more explanatory information to the grammatical aspect they find it difficult to understand.

Moreover, it provides the students with a lot of activities to make them competent in English Grammar. Additionally, it is also designed to be as a self-study grammar book. In other words, students could be able to use this book individually without any need to the teachers' guiding because there are a comprehensive explanation to each unit in simple language as well as there is a complete answer key to all exercises. At last, teachers also can use this book as an additional material to enhance their teaching knowledge or to supply an extra grammatical information.

## **2. Patterns in The Textbook.**

This book includes 145 units. Each unit focuses on specific grammatical structure. Some grammatical structures are covered in more than one unit, such as the present perfect tense. In addition, each unit consists of two facing pages. The explanations and examples are on the left while the activities are on the right. There is a complete answer key designing to help learners/students check their answers at the back of the book. Also, seven appendices are included at the back of the book. They present irregular verbs, summaries of verb forms, spelling and American English. Furthermore, at the back of the book, Additional Exercises are designed and organized to provide more practice in terms of all grammar points tackled in this book. At last, there is a detailed index at the back of the book and there is also an interesting Study Guide in which the students do some multi-choices test to guide them to study the grammar point that arises some difficulty in understanding it. To use this textbook precisely, students/learners are expected to read and understand the explanations and examples existed on the left page and then they have to do the exercises found on the right page. Then, they need to check their answers by using the key at the back of the book.

## **3. Text**

Regarding the text of *English Grammar in Use*, it is important to note that this book is designed to teach and explain grammar rules by showing as many as possible examples. The text type is explanatory, that is , its function is to explain the concerned grammatical structure. Therefore, the text of the examples and exercises adopted in this book is relatively taken from everyday situations. It is not possible to catch any of academic vocabulary used in the situations of the book examples or the exercises. Besides, there is no obvious academic context in this book.

Concerning the text features in this book, since this book is related to grammar teaching, the text features varies in showing the different types of grammatical aspects of English language, such as tenses, articles, nouns, modals, pronouns, determiners, etc. Finally, the source of the text is

designed and written by English native speakers because it is basically created for students of North American English as well as EFL students who are preparing for TOEFL test and other standard examinations.

#### **4. Skills**

Basically, this book concentrates on grammar skill, so the most prominent and oblivious academic skill in this textbook is to learn English grammar, besides some English vocabulary.

#### **5. Activities**

Because this textbook is written to teach only grammar, there is no discourse-semantic level. Although there is a vocabulary-grammar level in this textbook, the focus basically is on various grammar aspects and structures. In other words, this book is designed not to teach vocabulary; students can learn some vocabulary from the examples adopted. As a result, the grammatical aspects tackled in this book vary because it is designed to be a reference book. In general, it can be found a lot of grammar exercises or activities to practice many of grammar points randomly. To sum up, there is no exercises/activities concentrating to teach specific grammar points as in other ELT textbooks.

### **6.1.2 The Analysis of *Select Readings: Elementary***

#### **1. Background Information of an ELT Textbook**

*Select Readings* series is written by Linda Lee and Erik Gundersen and published by Oxford University Press. Regarding the Elementary Level, this textbook is intended to be a series of reading texts for beginner students of English including high-interest reading passages that deal with various topics serving as springboards for reading skills development, vocabulary building, and thought-provoking discussions and writing.

#### **2. Patterns in The Text**

This textbook consists of fourteen chapters, Culture and Language Notes, Reading Skills Guide, Maps and Mini-Dictionary. Each chapter has three main components, namely (1) *Content*, (2) *Reading Skill*, and (3) *Vocabulary Skill*. These components are divided into six sections which are as follows:

- 1) **Opening Page:** to draw readers into the theme and content of the chapter.
- 2) **Before You Read:** introducing key vocabulary is the first activity in each *Before You Read*. The second task for previewing the reading is given to the students. It helps the students to practice reading skills: scanning or predicting.

**3) Reading Passage:** the passages become increasingly longer and more complex as the chapters progress. It has been provided the following support tools to help students successfully understand each passage:

**Vocabulary glosses:** to understand the language better, students have a good opportunity to learn the words that come together, not individually.

**Culture and Language Notes:** Notes are provided on a wide range of topics from scientific information, to geographical references, to famous people.

**Maps:** each location mentioned in the readings will be located in the maps.

**Numbered lines:** Every fifth line of each reading passage is numbered.

**Recorded Reading Passages:** Listening to someone reading a text aloud helps language learners see how words are clustered in meaningful groups.

**4) Understanding The Text:** as the students follow the reading, they will have five to six activities that give them the opportunity to a) explore the reading passage in more detail as they take notes, b) interact with the text several times, c) check their understanding of the text, d) discuss the issues raised in the reading, e) use key terms in new context, and f) learn useful vocabulary skills.

**5) Discussion and Writing:** at the end of each chapter, students have an opportunity to talk and write about a variety of issues.

**6) Words to Remember:** this section helps students acquire new and important vocabulary by chapter.

### 3. Text

There are different types of texts in *Select Readings Elementary*, i.e. some texts are informative while the others are argumentative texts. The texts of this textbook provides the readers with a lot of information and facts taken from authentic materials, like newspaper and magazine articles, personal essays, textbook chapters, book excerpts, and online discussions, chosen and approved by experienced teachers. Apparently, various genres are employed in these texts. Although the texts adopted in this textbook seem to tackle different aspects of life, they do not include any of academic language. In other words, the texts employed in this book do not represent academic English because they deal with the common topics with general language.

### 4. Skills

The main skill employed in this textbook is reading skill. It enables the students to find different reading strategies and skills. They cannot only be familiar with these skills and strategies, but also they can practice them. In addition, the second major skill is vocabulary skill. This textbook

provides the students a lot of activities to know and practice new and important words. However, the book concentrates mainly on reading skill while it has very little focus on speaking, writing and listening skills which are integrated in the reading skill.

## **5. Activities**

Each reading passage has its own content and context. Students are expected to be provided with various activities focusing on the content informing, social contexts understanding, discussions engaging and vocabulary expanding. Students should deal with all the topics discussed in this book by confronting activities focused on discourse-content. For example, they should be able to answer comprehension questions to analyze the reading or employ the vocabulary taught in specific-context activities. At last, there is no concentration on grammar points. This book is designed only to offer activities for reading skills teaching (such as, scanning, previewing, taking notes, predicting, understanding the order of events, using context clues, identifying main ideas and details, etc.) and vocabulary skills (such as, understanding synonyms, using synonyms, learning word forms, using a dictionary, using adjectives and adverbs, etc.).

### **6.1.3 The Analysis of *Select Readings: Pre-Intermediate***

#### **1. Background Information of an ELT Textbook**

As mentioned earlier, this series is written by Linda Lee and Erik Gundersen and published by Oxford University Press. *Select Readings: Pre-Intermediate* is intended to be taught to pre-intermediate and intermediate students of English. In this textbook, high-interest and authentic reading passages dealing with various topics serve as springboards for reading skills development, vocabulary building, and thought-provoking discussions and writing.

#### **2. Patterns in The Text**

It also consists of fourteen chapters, Culture and Language Notes, Maps and Mini-Dictionary. In this textbook, each chapter has three main components, namely (1)*Content*, (2)*Reading Skill*, and (3)*Building Vocabulary*. This book has eight sections:

- 1) Opening Page:** to get the readers' attention to the theme and content of the chapter.
- 2) Before You Read:** the first task is to activate students' background knowledge. The second task is designed for exploring their knowledge by asking a question. The third activity is previewing task in which students have to complete Previewing Chart that enables them to use previewing skill before the read.

**3) Reading Passage:** the passages, generally, become increasingly longer and more complex as the chapters progress. It has been provided the following support tools to help students successfully understand each passage:

**Vocabulary glosses:** to understand the language better, students have a good opportunity to learn the words that come together, not individually.

**Culture and Language Notes:** Notes are provided on a wide range of topics from scientific information, to geographical references, to famous people.

**Maps:** each location mentioned in the readings will be located in the maps.

**Numbered lines:** Every fifth line of each reading passage is numbered.

**Recorded Reading Passages:** Listening to someone reading a text aloud helps language learners see how words are clustered in meaningful groups.

**4) After You Read: Understanding The Text:** as the students follow the reading, they find two to three activities that give them the opportunity to a)clarify their understanding of the text, b)practice reading skills previously introduced, and c)discuss the issues raised in the reading. The first activity is designed to be similar to the question in TOEFL, IELTS, etc.

**5) Building Vocabulary:** in this section, students will have short explanation and examples in terms of a certain vocabulary skill. Then, they have activities to practice the skill focused.

**6) Reading Skill:** students confront a short explanation of a new reading skill and then they have to return and apply this skill to the reading.

**7) Discussion and Writing:** students have a chance to talk and write about the different issues in the reading at the end of the chapter.

**8) Words to Remember:** by the end of each chapter, students acquire new and important vocabulary enlisted in charts in this section.

### 3. Text

As in elementary level, there are different types of texts in *Select Readings Pre-Intermediate*, i.e. some texts are informative while the others are argumentative texts. The texts provide the readers with a lot of information and facts taken from authentic materials, like newspaper and magazine articles, personal essays, textbook chapters, book excerpts, and online discussions, chosen and approved by experienced teachers. Apparently, various genres are employed in these texts. Although the texts adopted in this textbook seem to tackle different aspects of life, they do not include any of academic language. In other words, the texts employed in



this book do not represent academic English because they deal with the common topics with common language.

#### **4. Skills**

The main skill employed in this textbook is reading skill. In this book, students can find different reading strategies and skills. They cannot only be familiar with these skills and strategies, but also they might be able to practice them. In addition, the second major skill is vocabulary skill. This textbook provides the students a lot of activities to know and practice new and important vocabulary skills in order to learn and form words correctly. However, this textbook concentrates mainly on reading and vocabulary skills while it has very little focus on speaking, writing and listening skills which are integrated in reading.

#### **5. Activities**

Each reading passage has its own content and context. Students are expected to be provided with a lot of mixed activities focusing on the content informing, social contexts understanding, discussions engaging and vocabulary expanding. Students should deal with all the topics discussed in this book by confronting various activities focused on discourse-content. For example, they should be able to answer comprehension questions to analyze the reading or employ the vocabulary taught in specific-context activities. At last, there is no concentration on grammar points. This book is designed only to offers activities to teach reading skills (such as, scanning for details, previewing, skimming, summarizing, understanding the author's purpose, using context clues, making inferences, etc.) and vocabulary skills (such as, learning compound words, using collocations, understanding idioms, learning word forms, understanding word roots, grouping words and phrases, etc.).

#### **6.1.4 The Analysis of *Person to Person 1***

##### **1. Background Information of an ELT Textbook**

This textbook is written by Richards, J., Bycina, D. and Wisniewska, I. and published by Oxford Press University. It is designed for beginner students. It stresses functional conversational fluency and is suitable for students who want to improve their listening and speaking skills. This title features conversations in a range of settings that prepare students for real-life situations, such as shopping, ordering in a restaurant, and arranging to meet a friend.

##### **2. Patterns in The Text**

This textbook includes twelve units and it is organized to have a preview after three units. The sections below are handled in every unit:

- **Conversations:** two conversations present the language need to be taught.
- **Give It a Try:** it teaches the language points from the two conversations.
- **Listen to This:** this section teaches students how to listen to real-life situations and understand them by answering questions or complete charts after listening to the CD.
- **Let's Talk:** pair or group work activities to practice speaking skill.
- **Consider This:** interesting cultural facts are presented in this section.
- **Pronunciation Focus:** this point focus on pronunciation issues after each conversation 2.
- **Person to Person:** some activities are expected to do them with your partner by using the language studied in the concerned unit.

### 3. Text

The type of text in this textbook is conversational text. Apparently, most of the texts presented in this book are designed in a way of dialogues between native English speakers. Basically, these dialogues are taken from real-life situations.

### 4. Skills

The main two skills presented in this book are communicative speaking and listening ones. In speaking, since the author's main concern is how to help the students/learners expand their communicative competence by practicing communicative activities and ignoring grammar rules, this book concentrates mainly on fluency rather than accuracy. In both skills. The language adopted in the activities is basically from everyday English. At last, this book also has vocabulary to teach by showing them in small tables "*Use These Words*".

### 5. Activities

As mentioned earlier, the focus of this book is basically on communication, i.e. using real language communication in real social situations. Therefore, the activities adopted in this book concentrate mainly on speaking and listening: fluency rather than accuracy. No grammatical point or structures are mentioned. The linguistic expressions taught in this book is basically related to specific-context. In other words, students will confront certain vocabulary and expressions used in specific situations, giving directions, for examples.

### 6.2 Results and Discussion

After carrying out the textbooks analysis concerning the four books (*English Grammar in Use, Select Readings Elementary, Select Readings*

*Pre-Intermediate and Person To Person 1*), many important issues have been raised. For example, the committee that updated the curriculum for English programs adopted by the university does not succeed suggesting textbooks appropriate for the learning objectives. Learning objective should be clearly recognized in the textbooks. However, using *English Grammar in Use* as a textbook for grammar is definitely inappropriate because this book is designed to be a reference and practice book as well as self-study book. It can be used with another textbook.

In addition, using *Select Readings Elementary* for Listening is also unproductive because this book is designed for teaching mainly reading and vocabulary skills. Furthermore, using *Select Readings Pre-Intermediate* for teaching reading skill could be suitable for first stage students, but there is not much of Academic English knowledge in this book.

Finally, *Person to Person 1* is written to expand the learners' knowledge in real life situations and to help them communicate socially and fluently. University students are expected to use Academic English, so they, of course, need a different textbook with Academic English, not everyday language.

## **7. Conclusions**

After investigating thoroughly and separately the two main types of English and their functions, a comparison has been conducted to show the grave differences between General English (BICS) and Academic English (CALP) concerning their linguistic components which are phonological, lexical, grammatical, sociolinguistic, and discourse.

This advantageous comparison help university teachers to comprehend the crucial differences precisely and it also help them to adjust their English to be appropriate to their students. Additionally, the curriculum decision-makers are supposed to be aware of this distinction when they put a specific textbook to meet the students learning objectives. Simply, university/academic students need to be taught Academic English.

Some textbooks adopting in *English Language Curriculum Development and Updating Project in Iraqi Universities (2016)* need to be modified. As mentioned by the committee members that updated the curriculum on page 2, this project may have some shortcomings, but there is a possibility of correction, changed, revised and modified. Basically, the textbooks should be analyzed and assessed before adopting them in university English programs like, English departments.

Finally, when selecting English textbooks, not only should Academic English be focused on, but also critical thinking should be taken into

account because academic/university students need to raise their awareness concerning this issue in order to be able to use their knowledge during their college study and after they graduate. The main idea is that to teach them the skills, methods and strategies to think critically in order to use their academic knowledge inside and outside the academic environment.

### **8. Recommendations**

First, most of university teachers face the same problems concerning English language teaching as a second language. One of these problems is related to the students' English proficiency. Students are expected to be able to communicate in English before they enroll in English-medium universities. Thus, they have to have, at least, General English which is regarded not enough for accomplishing English assignments. Therefore, every year Iraqi universities expect very low level students joining their English departments. These departments need to establish an academic English programs (pre-university programs) to prepare the students for academic English study. As established in American University in Iraq/Sulaymaniyah (AUIS), Academic Preparatory Program (APP) provides its learners with academic English before their university enrollment. It takes one to two years depending on students' English progress.

Second, English summer classes could be a beneficial choice to help the new students learn English and then they have to pass the English proficiency test with a good grade in order to start studying in English departments in Iraqi universities. Third, it is an imperative to adopt a powerful English book series including academic English, such as *Inside Reading, Inside Writing, Inside Listening and Speaking* to enhance academic/university students' competence with academic knowledge. Finally, creating or adapting a subject or material relevant to critical thinking activities to enrich academic/university students' knowledge with multiple useful language learning techniques, like how to read or write critically.

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## تبني اللغة الانجليزية العامة او الاكاديمية في الكتب المنهجية الجامعية: دراسة

### حالة لتحليل كتب منهجية

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### المخلص

يشمل هذا البحث قسامين: مقارنة وتحليل. كل جزء له هدف مختلف. يهدف الجزء الأول، الذي يمثل الجزء الأساسي من هذه الدراسة، إلى إظهار الاختلافات الرئيسية بين اثنين من التباين في اللغة الإنجليزية، بين النوع الأول (BICS) أي مهارات الاتصال الشخصية الأساسية والتي تُعرف عموماً باسم اللغة الإنجليزية العامة و بين النوع الثاني (CALP) اي إجادة اللغة الأكاديمية المعرفية و المعروفة باسم اللغة الإنجليزية الأكاديمية. أما الجزء الثاني من الدراسة الحالية ، فمن المقرر إجراء تحليل كتابي وصفي متعمق للكتب المنهجية التي تدرس في السنة الأولى من برنامج البكالوريوس في قسم اللغة الإنجليزية في جامعة المستنصرية من أجل إظهار ما إذا كانت مناسبة للبيئة الأكاديمية أم لا وأي نوع من اللغة الإنجليزية يتم تضمينها في هذه الكتب. تُستخدم التحليلات الوصفية النوعية لتقييم أربعة كتب جامعية تستند إلى نموذج (Zhang, 2017). تشير النتائج إلى أنها ليست مناسبة حقاً لتعلم او تدريس اللغة الإنجليزية للأغراض الأكاديمية، خاصةً في الأقسام التي تستخدم اللغة الإنجليزية كوسيلة للتعليم. يفترض على هذه الأقسام تزويد طلابها بكتب منهجية مصممة ومنظمة لتعليم اللغة الإنجليزية الأكاديمية بدلاً من الإنجليزية العامة. وأخيراً ، تم تقديم الاستنتاجات والتوصيات.

(الكلمات المفتاحية: اللغة الانجليزية العامة، اللغة الانجليزية الاكاديمية، دراسة حالة، تحليل الكتب المنهجية)