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FELIPE ALEXSANDER CHEVARRIA FERREIRA

THE ANALYSIS OF WRITING TASKS IN AN EAP TEXTBOOK:
does the book help us teach?

PORTO ALEGRE
2018

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Trabalho de conclusão de curso de graduação apresentado como requisito parcial para a obtenção do grau de Licenciado em Letras pela Universidade Federal do Rio Grande do Sul.

Orientadora: Profª. Drª. Simone Sarmento

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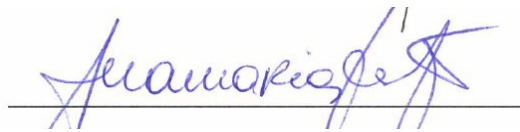**2018**

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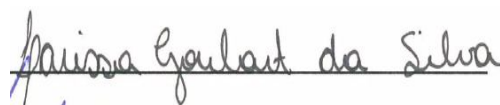> Trabalho de conclusão de curso de graduação apresentado como requisito parcial para a obtenção do grau de Licenciado em Letras pela Universidade Federal do Rio Grande do Sul.
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ABSTRACT

This study aims at analysing the writing section tasks of the textbook "Q: skills for Success - Level 4" discussing their adequacy for the English for Academic Purposes teaching in the context of the Languages without Borders program. Languages without Borders is a program that is both, an academic English teaching center at Brazilian public universities and a teacher education program (VIAL, 2017; KIRSCH, 2017). Since most teachers in the program are undergraduate students, in this research, we assume that the textbooks used in this context must offer support for these teachers who are still being trained. For this purpose, we analysed the tasks from the student's book and the instructions of use from the teacher's manual to answer the following question: Is the analysed book appropriate for the Languages without Borders context, baring in mind that most part of the staff is still learning how to teach?. We conclude that the analysed textbook can be a good tool for both students and teachers.

Keywords: Textbook; English for Academic Purposes; Languages without Borders

RESUMO

Este estudo tem por objetivo analisar as tarefas da seção de escrita do livro de inglês "Q: skills for Success - Level 4 e discutir sua viabilidade para o contexto do programa Idiomas sem Fronteiras. O Idiomas sem Fronteira é um programa que, além de ser um programa de ensino de inglês acadêmico nas universidades públicas brasileiras, é também um programa de formação de professores (VIAL, 2017; KIRSCH, 2017) Como a maioria dos professores do Programa ainda são alunos de graduação, parte-se do pressuposto de que os materiais adotados pelo Programa devam oferecer subsídios suficientes para este professor ainda em formação. Para tanto, foram analisadas as tarefas do livro do aluno e as instruções do Manual do Professor partindo do seguinte questionamento: a) O livro é adequado para o contexto de ensino/ aprendizagem do programa Idiomas sem Fronteiras, tendo em mente que a maioria dos professores-bolsistas está em formação?. Concluímos que o livro analisado pode ser uma boa ferramenta tanto para os alunos como para os professores.

Palavras-chave: Livro didático; Inglês para Fins Acadêmicos; Idiomas sem Fronteiras

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LIST OF ABBREVIATIONS

CEFR - Common European Framework of Reference

EAP - English for Academic Purposes

ESP - English for Specific Purposes

EwB - English without Borders

HEI - Higher Education Institutions

LEP - Language Educational Policy

LwB - Languages without Borders

PIBID - Programa Institucional de Bolsas de Iniciação à Docência

PNLD - Programa Nacional do Livro Didático

SwB - Science without Borders

TM - Teacher's Manual

TH - teaching hours

UFRGS - Federal University of Rio Grande do Sul

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1. INTRODUCTION

This research aims at discussing if a textbook designed for the teaching of English for Academic Purposes (EAP) is appropriate for the teaching environment of the Languages without Borders[1] (LwB) program. Thus, the writing section tasks were analysed, as well as the Teacher's Manual (TM) and its related guidance. Therefore, this study aims at answering the following question:

> Is the analysed book appropriate for the LwB context, baring in mind that most part of the staff is still learning how to teach?

To help the reader understand the context of the study as well as the motivations, in this section we will explain the LwB Program, giving special attention to the writing courses and to the role textbooks play in the Program. we will also very briefly narrate my own professional background to shed some light on the motivations of the study and on the difference between EAP teachers at LwB as compared to other environments.

1.1 Background of the story

The English without Borders (EwB) Program was launched on December 18th, 2012 by the Ministry of Education. It was developed to help Science without Borders[2] (SwB) candidates to reach the required English language proficiency level so that they could study in an university abroad. In November, 2014, EwB became Languages without Borders (LwB), encompassing several other languages. It was no longer attached to Sciences without Borders (SwB). This detachment from SwB meant the survival and the continuity of the LwB program as a Language Educational Policy (LEP), which is viewed as "a broad way, beyond statement about policy but rather through a variety of mechanisms that create de facto language policies and practices" (SHOHAMY, 2006. p. 2) and as an Internationalization policy of Higher

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[1] The LwB will soon be explained.
[2] The Science without Borders (SwB) is a mobility program that aims at the expansion and the internationalization of Brazilian science and technology. More information at: <http://www.cienciasemfronteiras.gov.br/web/csf/o-programa>.

Education in Brazil (SARMENTO *et al.*, 2016). Furthermore, LwB has as its first objective "[...] provide language courses to students, professors and staff from public Higher Education Institutions (HEI)" (BRASIL, 2014)[3]. Therefore, universities have to provide a range of courses that allow students at different levels to grow in their language skills and literacy.

These courses are divided into four categories: Culture (7 courses), Exams (20 courses), Internationalization (23 courses) and Specific Areas (11 courses). The courses are offered for students with different proficiency levels, A2, B1, B2 and C1[4] according to the Common European Framework of Reference (CEFR). Each course might have from sixteen to sixty four teaching hours (TH). In table 1 we present the courses that focus on writing:

Table 1: Languages without Borders' Writing courses

	COURSE	TH	CEFR	OBJECTIVES
	Writing: Notes	16h	A2-B1 B2-C1	By the end of this course the student will be able to: 1) acknowledge the characteristics of the genre Notes; 2) recognize the discursive and systemic lexical characteristics of the genre; 3) utilize strategies and acquired knowledge to annotate; 4) Take notes from oral and written texts.
	Writing: academic posters	16h	B1-B2 C1	By the end of this course the student will be able to: 1) acknowledge the characteristics of the genre academic poster; 2) recognize the the discursive and systemic lexical characteristics of the genre; 3) create an academic poster arising out of tools and templates.
	Writing: letters	16h 32h	A2-B1 B2-C1	By the end of this course the student will be able to: 1) acknowledge the characteristics of the genre letters; 2) recognize the discursive and systemic lexical characteristics of the genre; 3) write letters for different purposes and contexts.
	Writing: e-mails	16h	A2-B1 B2-C1	By the end of this course the student will be able to: 1) acknowledge the characteristics of the genre e-mail; 2) recognize the discursive and systemic lexical characteristics of the genre;

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[3] "[...] propiciar a formação e a capacitação em idiomas de estudantes, professores e corpo técnico-administrativo das Instituições de Educação Superior Públicas e Privadas." (BRASIL, 2014).
[4] These are some of the levels of language proficiency according to the Common European Framework of Reference for Languages. The levels A1 and A2 are categorized as basic users, levels B1 and B2 are categorized as independent users and levels C1 and C2 are categorized as proficient users. (COE, 1971).

INTERNATIONALIZATION				3) write e-mails for different purposes and contexts.
	Writing: motivation letter	16h	B1-B2 C1	By the end of this course the student will be able to: 1) acknowledge the characteristics of the genre motivation letters; 2) recognize the discursive and systemic lexical characteristics of the genre; 3) write motivation letters for academic and professional contexts.
	Writing: paragraphs	16h 32h	A2-B1 B2-C1	By the end of this course the student will be able to: 1) acknowledge the characteristics of the different types of paragraphs; 2) recognize the discursive and systemic lexical characteristics of different types of paragraphs; 3) write paragraphs for academic contexts.
	Writing: curriculum	16h	A2-B1 B2-C1	By the end of this course the student will be able to: 1) acknowledge the characteristics of the genre curriculum; 2) recognize the discursive and systemic lexical characteristics of the genre; 3) build a curriculum arising out of tools and templates.
	Writing: abstracts	16h 32h	B1-B2 C1	By the end of this course the student will be able to: 1) acknowledge the characteristics of the genre abstracts; 2) recognize the the discursive and systemic lexical characteristics of the genre; 3) compare different types of abstracts considering the area of study; 4) write paragraphs.
	Writing: essay	16h 32h	B1-B2 C1	By the end of this course the student will be able to: 1) acknowledge the characteristics of the genre essay; 2) recognize the discursive and systemic lexical characteristics of the genre; 3) utilize argumentation strategies, cohesion and coherence in the writing production; 4) write essays.
EXAMS	TOEFL IbT: writing	16h	B1-B2 C1	By the end of this course the student will be able to: 1) utilize writing strategies; 2) write texts which genres are required in the exam; 3) esquematize and analyse frequent mistakes to improve writing.
	IELTS: writing	16h	B1-B2 C1	By the end of this course the student will be able to: 1) utilize writing strategies; 2) write texts which genres are required in the exam; 3)

				esquematize and analyse frequent mistakes to improve writing.

Source: Designed by the author and adapted from Appendix 1

As we can observe in Table 1, the majority of the writing courses aim at a specific genre. Hence, the interest for the analysis of the writing section comes from my experience as a teacher in these writing courses.

My journey in the LwB program began in 2014, when I first started to attend the pedagogical meetings as a volunteer. Concurrently, I was a grantee of the *Programa Institucional de Bolsas de Iniciação à Docência* (PIBID)[5], in which I used to teach Portuguese in public schools. It was only in 2017 that I started to be part of the LwB Program. My interest in analysing writing tasks for the teaching of EAP comes from my involvement with the program since the beginning of my training as a teacher. Also, studies concerning LwB (SILVA; VIAL; SARMENTO, 2017) have shown that the program is very different from other contexts, as EAP teachers around the world tend to be experienced and, in many cases, Masters or Phd holders. Additionally, the teaching of EAP was not part of my training as a teacher in my undergraduate Program at the Federal University of Rio Grande do Sul (UFRGS). I have studied in a double major system and have taken classes of Portuguese Language, and Literature of Portuguese Language; English Language and Literature. Nevertheless, the teaching of EAP was never present in any of the courses. Still, as part of my weekly responsibilities as a grantee-teacher in LwB I have to prepare and deliver EAP classes to undergraduate and graduate students, professors and staff with the objective to enable them to participate in the numerous academic contexts in which academic English literacy is required.

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[5] PIBID is a national program supported by Coordenação de Aperfeiçoamento de Pessoal de Nível Superior (CAPES) that introduces novice teachers in public schools to initiate their teaching activities. For more information please access: <http://www.capes.gov.br/educacao-basica/capespibid/pibid>.

1.2 How textbooks are used in LwB

Lamberts (2015)[6] affirms that sometimes textbooks are the only pedagogical source for reading in the classroom, both to teachers and learners, as they provide a syllabus, help with class planning, and serve as a source of materials.

As previously mentioned, the LwB staff is composed of teachers who are mainly undergraduate students who did not have much experience concerning EAP outside the university classroom (VIAL, 2017, p. 40). Silva, Vial and Sarmento (2017) administered a questionnaire, which was answered by 52 teachers from 24 different Language Centers (called NucLis[7]), with the objective of understanding how the program prepares teachers to create EAP materials and whether these teachers face any issue dealing with them. Considering the question "*What kind of teaching materials have you used in your EAP classes?*", 37.1% of teachers affirmed they used textbooks in their classes. Still regarding the use of textbooks in the LwB program, the authors affirm that many teachers used the textbook as a syllabus, or the basis for the course plan, or even as reference to adapt materials for their classes.

Usually, novice teachers do not have the same ability to see how a complete course unfolds. The peculiarities of a course plan is still something complex when we start to teach. In my experience, even though I had participated in several pedagogical meetings before starting to teach in the program, I still had difficulties concerning syllabus choices, for example. In these contexts, the textbook becomes a lighthouse, which helps sailors with little experience to find themselves in the gigantic ocean full of possibilities for the language classroom. Vial (2017) narrates the success that two teachers had with the use of EAP textbooks, one of them had to find proper texts to fit the students' proficiency level, and the other was teaching a course of reading and writing in academic contexts, something absolutely new to what she was used to. Both situations were solved with the use of textbooks.

Therefore, this study is aligned with the idea that "[...] textbooks can contribute to the training of teachers and to English teaching [...]" (SARMENTO, in press). Furthermore, it aims at discussing if a book designed for the teaching of EAP is appropriate for the teaching

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[6] We are aware that there are controversies regarding the use of textbooks. However, it is not our objective to bring up these issues. For further information about the pros and cons in the use of textbooks refer to (HARWOOD, 2005); (LAMBERTS, 2015).
[7] NucLis are the Language Centers that promote the language teaching in the universities listed in the LwB program.

environment of the LwB program, baring in mind that the staff is mostly constituted by undergraduate student-teachers[8], thus, beginning their careers. Hence, the writing section tasks were analysed, as well as the Teacher's Manual (TM) instructions.

The book we chose to analyse was "*Q: Skills for Success*", published by *Oxford University Press* (DAISE et al., 2011) because it was a helpful tool, while I was teaching the course "Writing: essays" in 2017 and, therefore, we wanted to see if it could be helpful for other novice teachers in the program. This study is divided into six chapters. In chapter 2, we present the English For Academic Purposes area. In chapter 3, we detail the methodological procedures used to generate and analyse data. Then, we present a general description of the analysed book and give an outline of the analysis in chapter 4. Chapter 5, finally, presents the conclusions.

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[8] Student-teachers are the teachers from the LwB program, they will also be described as Staff, teachers or students in this paper.

2. ENGLISH FOR ACADEMIC PURPOSES (EAP)

The EAP field has arisen from the English for Specific Purposes (ESP) field (HUTCHINSON; WATERS, 1987). As reported by Ramirez (2015), ESP emerged as a discipline in the 60's after the end of World War II and the change in the global market. According to the author, English started playing an important role in the world's economy, being faced as a new lingua franca in a constantly changing world transformed by the war. Besides, the accentuating number of international students at universities in English speaking countries has also helped the area to grow and prosper, in this case, more specifically the EAP branch.

Hence, it is important to mention, as Kazem and Fatemeh (2014) affirm, that although ESP gave rise to EAP, it would be a mistake to take EAP as similar to ESP, in that the second became interested in the learning and the development of skills in the late 70's (RAMIREZ, 2015) and is learned to participate in the academic sets of language usage, e.g., reading scientific articles related to the learner's major, attending an academic conference in which the main spoken language is English, or even enrolling in classes in which the language of instruction is English. Hyland and Shaw (2016) in the introduction of *The Routledge Handbook of English for Academic Purposes* describe EAP as:

> [...], a branch of applied linguistics, consisting of a significant body of research into effective teaching and assessment, descriptions of the linguistic and discoursal structures of academic texts, and analysis of the textual practices of academics. (HYLAND; SHAW, 2016, p. 1).

Therefore, this definition presents the area as it is. An area that has been growing fast in the past 30 years, which is demonstrated by the amount of publications from researchers from all over the world in specific journals for ESP and EAP (HYLAND; HAMP-LYONS, 2002).

The teacher education framework concerning EAP in Brazil shows a field in early development, with a lot to be done in terms of teacher development and subsequent research. The LwB program has uncovered an existing lack of teacher development in EAP teaching in Brazil. According to Vial (2017), among the 58 universities listed in the program until June, 2017, only nine had undergraduate courses related to EAP, and from these nine, only two had courses for the teaching of EAP. Then, the program LwB emerges in this context to supply the demand with EAP teacher education.

In the next section, the methodology of this study will be presented.

3. METHODOLOGY

In this section, the methodological procedures will be detailed. The criteria for the analysis was designed by me inspired on a standardized Brazilian guide for textbook selection in public schools. The *Programa Nacional do Livro Didático* (PNLD[9]) Guide[10] is launched every year with the intention of providing Brazilian teachers the opportunity to evaluate and to analyse the textbooks based on a series of criteria and reviews elaborated by specialists in the area. Even though PNLD is focused on a different public, i.e., public school teachers and students, the criteria used to analyse the writing tasks take into consideration an approach based on discourse genres, which follows the same approach used in this present study. Therefore, our intention was to use the PNLD as a guideline to help us design our criteria to analyse the writing tasks from the EAP textbook.

In table 2, we present the designed categories and make comments related to the choices we made in order to analyse the textbook's writing tasks.

Table 2: Categories for the analysis

QUESTIONS RELATED TO STUDENT NEEDS	
CATEGORIES	**COMMENTS**
1 - What kind of tasks prepare students to the writing production itself? **1.1 - What are the aims of each subtask?**	We wanted to check whether the tasks invited the student to: a) analyse a language usage or language skill or b) use a language skill. This category was created in order to check what the book expects students to know to achieve the final writing outcome. We wanted to discover what the students needed to do in order to complete the task.
2 - Are the grammar exercises	Since the book is focused on the development of skills

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[9] PNLD is a national program that aims at distributing textbooks of several disciplines to schools of primary and secondary levels of education in Brazil.
[10] The guide is available at:
http://www.fnde.gov.br/programas/programas-do-livro/livro-didatico/guia-do-livro-didatico/item/11148-guia-pnld-2018

related to the writing outcome?	that might serve a bigger range of students and in the outcomes of learning, we wanted to check whether the grammar tasks would help students to write.
3 - Is there a relationship between the reading tasks and the writing tasks?	We wanted to check the integration between reading tasks from the reading section and outside the reading section with the writing tasks from the writing section.
QUESTIONS RELATED TO TEACHER DEVELOPMENT	
CATEGORIES	**COMMENTS**
4 - Does the teacher's manual offer classroom management tips? **4.1 - If yes, how are they presented (for example, suggestions or steps to be followed)?**	As sometimes the textbook is the only resource we have, as teachers, to consult and to plan with, we wanted to check, if the teacher's book provided a guidance for those teachers who are beginning to teach. In the same direction, we wanted to know whether these tips would be given by suggestions, or by very specific instructions, like in a manual you need to follow.
5 - Does the teacher's manual provide extra materials? **5.1 - If yes, do the materials have a connection with the activities presented in the students' book?** **5.2 - If yes, does the book explain how to use them?**	The intention was to find out if the teacher's book provided resources other than what is already in the students' book over the language skill, or language use and if so, if there was a connection between the material, and if there was specific instruction for the teacher to use the resource.

6 - Does the teacher's book provide additional references (online material, books, videos, movies, etc.) that support the activities and tasks from the students' book?	The intention was to find out if the teacher's book provided additional references for the teacher to develop his/her knowledge of the skills, in order to support students with answers to eventual questions related to the studied skills.

Source: designed by the author inspired on the writing tasks criteria of PNLD (2018)

4. ANALYSIS

In this chapter we present a general overview of the collection "*Q: Skills for Success*" published by Oxford University Press (4.1), and bring the analysis of the writing tasks (4.3).

4.1 General Overview

The collection is built upon three major characteristics: critical thinking, learning outcomes and language skills. Throughout the collection a series of different skills are presented, always with a very clear outcome to be perceived. Moreover, the themes are diverse, going from the role of science in human nutrition to superheroes.

The material is focused on the development of skills that will help students in their academic life. Thus, boxes of tips pop on the corners of pages usually bringing a specific use of a grammar content or a stilistic tip, etc. As in Figure 1.

Figure 1: Example of Tip on the corners.
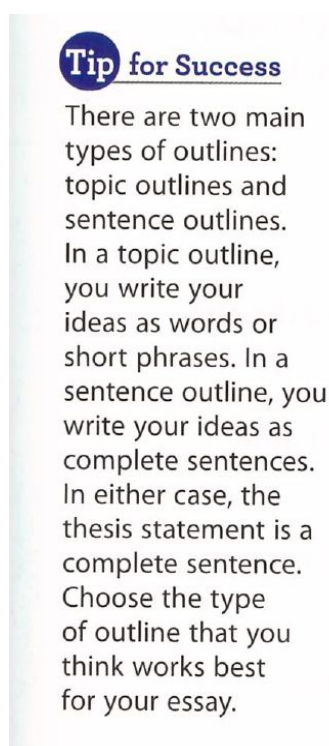
Source: (DAISE et al, 2011, p. 51)

Notwithstanding, one of the main characteristics of the textbook is the focus on the learning outcomes, which is highly connected to a goal-oriented pedagogy. Therefore, it reveals an understanding of language as a function of communication, where the goal is always set by the introduction of a language skill that can help students achieve communication.

The book has ten units, each unit has two major sections (reading and writing). Moreover, each of these sections are split into subsections. Each unit begins with questions that provoke debate and provide a preview over the topic of the unit. After that, the Reading section is divided into the following subsections: Reading 1, Reading 2, Vocabulary Skills for each reading and Reading Skill. The writing sections have the following subsections in this order: Writing Skill, Grammar and Unit Assignment. The Writing Skills subsection usually begins with a text and tasks related to the reading and the skill. The Unit Assignment usually provide training exercises, a main writing task, followed by a peer review task, edition and rewriting. Table 3 summarizes the book units and its general outcomes, as well as the specific expected outcomes of the writing sections:

Table 3: Book units and outcomes

UNIT	GENERAL OUTCOME	WRITING OUTCOME	TYPES OF TASKS IN WRITING SECTION	GRAMMAR AND VOCABULARY
UNIT ONE	- Analyse the qualities that make a person a hero and provide examples of the accomplishments of heroes.	- Develop a paragraph: topic sentence, supporting sentences and concluding sentence.	- Training writing; planning writing; making an outline; revision; edition; rewriting; give feedback to a peer and self-assess.	- Restrictive relative clauses; - Use the dictionary; match definitions; define new terms; Learn selected words.
UNIT TWO	- Describe aspects of a product or service to make someone want to purchase or use	- Write a descriptive essay.	- Use adjectives; Training writing; planning writing; making an outline; revision; edition;	- Definite and indefinite articles; - Collocations; match definitions; define new terms; learn selected words.

	it.		rewriting; give feedback to a peer and self-assess.	
UNIT THREE	- Relate a personal memory of someone or something that influenced you when you were younger.	- Write a narrative essay with introduction, body and conclusion.	Training writing; planning writing; making an outline; revision; edition; rewriting; give feedback to a peer and self-assess.	- Past Perfect; - Build vocabulary using prefixes and suffixes; match definitions; define new terms; learn selected words.
UNIT FOUR	- Identify and describe a harmful environmental issue and propose a possible solution to the problem.	- Write a five paragraph problems and solution essay.	Training writing; planning writing; making an outline; revision; edition; rewriting; give feedback to a peer and self-assess.	- Real conditionals; - Learn synonyms to expand vocabulary; match definitions; define new terms; learn selected words.
UNIT FIVE	- Compare and contrast two artists, performers, or works of art that share an interesting relationship.	- Write a five-paragraph compare and contrast essay.	Training writing; planning writing; making an outline; revision; edition; rewriting; give feedback to a peer and self-assess.	- Subordinators and transitions to compare and contrast; - homonyms; match definitions; define new terms; learn selected words.
UNIT SIX	- Express your opinions about the positive or negative effects of science in the food we eat.	- Write a five-paragraph cause and effect essay.	Training writing; planning writing; making an outline; revision; edition; rewriting; give feedback to a peer and self-assess.	- Agents with passive voice; - collocations; match definitions; define new terms; learn selected words.
UNIT SEVEN	- Summarize important points of a text by paraphrasing the	- Write a summary.	Training writing; planning writing; making an outline;	- Reported speech; word forms; - Agents with passive voice; match

			revision; edition; rewriting; give feedback to a peer and self-assess.	definitions; define new terms; learn selected words.
UNIT EIGHT	- State and defend your opinion about whether a specific discovery or type of exploration is a good or bad thing.	- Write a five paragraph opinion essay.	Training writing; planning writing; making an outline; revision; edition; rewriting; give feedback to a peer and self-assess.	- Adverb phrases of reason; - word roots; match definitions; define new terms; learn selected words.
UNIT NINE	- Relate a story about how people connect with nature in a positive or negative way.	- Write a five paragraph narrative essay	Training writing; planning writing; making an outline; revision; edition; rewriting; give feedback to a peer and self-assess.	- Parallel structure; - recognize metaphoric language; match definitions; define new terms; learn selected words.
UNIT TEN	- Make arguments to persuade readers that video games are helpful or harmful to children.	- Write a five paragraph persuasive essay.	Training writing; planning writing; making an outline; revision; edition; rewriting; give feedback to a peer and self-assess.	- Adverb clauses of concession; - Collocations; match definitions; define new terms; learn selected words.

Source: adapted from (DAISE et al., 2011, p. xiv-xix)

As we can infer from Table 3, the only discursive genre covered by the book is Essays, more specifically, descriptive essay, narrative essay, problem and solution essay, compare and contrast essay, cause and effect essay, opinion essay and persuasive essay. Although the LwB has an Essay writing course, our aim is not to focus only on this course while analysing the book, but in the writing courses as a broader category and in the Teacher's Manual (TM).

4. 2 Outline of the Analysis

As mentioned before, concerning the students' book we focused the analysis on the writing sections of each unit. We found 112 tasks[11] organized into three different subsections. From the 112 tasks, 20 were in the writing skill subsection, 22 in the grammar subsection and 60 in the unit assignment subsection. Below, in Figure 2, we present an example of each subsection:

Figure 2: Subsections of the books

Source: (DAISE et al., 2011, p. 46-50)

---

[11] The 112 tasks are listed on Appendix 2

As seen in Figure 2, the writing skill subsection starts by exploring a writing skill tip, later on, the subsection brings a text in which the skill is very evident and tasks that help students understand, analyse, and sometimes, use the skill, in the grammar subsection the grammar skill is presented followed by grammar tasks, usually not related with any text and in the unit assignment subsection students have the opportunity to follow a step-by-step process that help them plan their texts, produce and rewrite.

The tasks in the writing section were divided in two different categories we designed: 1) *invitation to analyse a language usage or language skill*, which were tasks that asked students to analyse either the writing skills from the writing skills subsections or the grammar skills from the grammar skills subsections, and 2) *invitations to use a language skill*, which were tasks that asked students to use a previously presented skill, e.g, rewrite these sentences using subordinators of contrast. The totality of tasks categorized as *invitation to analyse a language usage or language skill* were 53 (Figure 3), and the totality of tasks categorized as *invitations to use a language skill* were 59 (Figure 4). The above is illustrated by the Figures 3 and 4.

Figure 3: Example of Task 1

Source: (DAISE et al., 2011, p. 47)

In the task above, students needed to find two types of information in the text. First they had to underline the thesis statement and the concluding sentence of the text, which are related to the parts of paragraphs. Building a paragraph was the writing skill from the previous unit. The second directed students to find two sensory details. This was the writing skill for the present unit. By asking students to find these informations, the tasks were requiring students to analyse the language skill.

Figure 4: Example of task 2

Source: (DAISE et al., 2011, p. 48)

Figure 4 is an example of a task that invited students to use a language skill. As it is asking students to produce sentences by making an outline of the text they will have to write in the Unit Assignment subsection.

As seen in the Figures above, the tasks categorized as *invitation to analyse a language usage or language skill* (Figure 3) aimed at developing in the student a sense of analyst while requiring the student to find those informations by inferring informations from the text. While the tasks categorized as *invitations to use a language skill* (Figure 4) aimed at inviting the

student to put in practice what the student had learned with the writing skill exposed previously in the same subsection. We highlight the following patterns found during the analysis:

- The writing skills were related to the final writing task in every unit analysed, in fact, usually there were a reminder in the task for the student to use it while producing the final product (Figure 5).
- The Unit Assignment subsection has a question for planning, with clear instructions and directions, usually with a template for students to plan their writing (Figure 2).

Below, in Chart 1, we present a summary of the analysis, by counting the number of tasks categorized as *invitation to analyse a language usage or language skill*, 53 tasks and *invitations to use a language skill,* 59 tasks:

Chart 1: What kind of tasks prepare students to the writing production task?
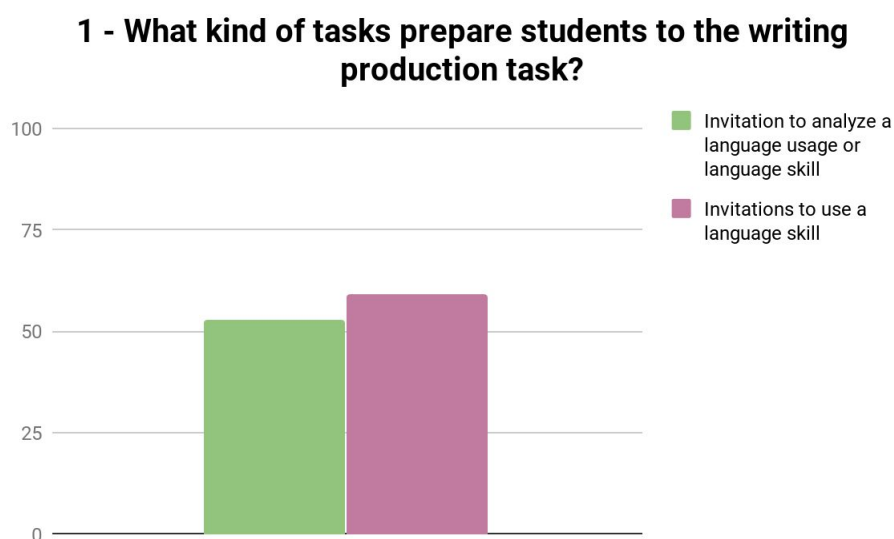
Source: developed by the author

Concerning category *1.1 - What are the aims of each subtask?*, we present, in table 4, the actions students had to do in order to complete the analysed tasks, as well the number of occurrences of each type. We analysed each task and created each category based on the questions of the subtasks.

Table 4: What are the aims of each subtask?

1.1 - What are the aims of each subtask?	Number of occurrences
Find the use of a skill (or information) in the text (or sentence)	18
Infer something from the text	11
Brainstorm	10
Plan the writing	10
Write using the learned skill	10
Review a classmate's text	10
Rewrite using a classmates feedback	10
Complete a self-assessment checklist	10
Transform sentences	6
Give opinion	4
Produce sentences	4
Complete Sentences	4
Combine sentences	4
Compare different uses	3
Complete a chart	2
Unscramble the text	1
Fill the blanks	1
Correct errors in a sentence	1

Source: developed by the author

As seen in the table above, the actions that students most needed to do in order to complete the tasks were *Find the use of a skill (or information) in the text (or sentence)* (Figure 3) with eighteen occurrences, followed by *infer something from the text* (Figure 5) with eleven occurrences. We highlight the fact that most of this two actions were in the Writing Skill subsection, and due to the fact that some tasks had more than one action to be executed in order to be completed, they were counted in different actions.

Figure 5: Example of task 3

A. Read the cause and effect essay. Then answer the questions below.

Why Do Weight-Loss Diets Fail?

The popularity of diet crazes over the last 30 years shows that many of us think we are overweight. It also suggests that we want to do something about it. Diet books with the latest scientific advice become best sellers, and yet we continue to gain weight. Who's responsible? It's easy to blame scientific experts, but in my view, the problem is often with us, the dieters. We can't lose weight because of the way we think about food.

If we cannot follow a plan every day, no diet book can help. Many dieters change from one type of diet to another, so they never allow their bodies to get into a healthy rhythm. Others start out strongly on a program and lose a few pounds. Then, when their weight stays the same for a few weeks, they become discouraged and lose their self-control. If the weight doesn't go away quickly, they give up.

But the number on the scale is not our only challenge. Modern life is so fast and stressful that many diets are ruined by "comfort eating." When we feel down, we want a slice of cheesecake or a chocolate brownie with ice cream to make us feel better. We use food as an escape. On the other hand, some of us use food as a reward. If we've done something well, we think we "deserve it."

We also need to pay attention to the food we eat. We should read food labels carefully and remember that we are often misled by them. Although a food package may say "low fat," manufacturers sometimes replace the fat with carbohydrates, sugar, and other fattening substances. In addition, they may not take out much of the fat. Low-fat ice cream can have 70% of the fat of regular ice cream, so a scoop and a half of low-fat ice cream is more fattening than one scoop of regular.

These are just a few of the reasons why our diets fail, but they all arise from our state of mind and our ability to pay attention. The next time you reach for the cookie jar, remember: control your mind and you can control your body! The most important factor in losing weight is in our heads.

1. Does the essay focus on the causes of an issue or the effects of an issue?

_____

2. What kind of information is used to support the thesis statement?

_____

3. Why does the author think weight-loss diets fail?

_____

Source: (DAISE et al., 2011, p. 149)

The integrity of grammar tasks were related to either, the writing skill presented, and the writing production outcome. Below, in Figure 7, we present examples of tasks in which the grammar topic was valuable to the writing process:

Figure 6: Grammar Skill Subsection Unit 5

Source: (DAISE et al., 2011, p. 124)

In Figure 6 above the Grammar subsection presents a chart explaining subordinators to contrast and subordinator to compare.

Figure 7: Example of task 4

> **B.** Circle the best phrase to complete each sentence.
>
> 1. Although Frieda and Julio both play the piano, Frieda (is a good pianist / plays better than Julio).
>
> 2. While Julio plays every day, Frieda (only plays on weekends / plays as often as Julio).
>
> 3. Frieda's work is all original while Julio (writes his own songs / plays songs by other artists).
>
> 4. Though Julio says painting is easy, he doesn't enjoy (Julia's paintings / it as much as the piano).
>
> 5. Frieda will work for months on the same painting, whereas Julio (is always working on something new / spends a long time on the same piece).
>
> 6. Though Frieda and Julio both enjoy art, (only Frieda wants to do it professionally / they both hope to become professional artists).
>
> **C.** Complete these sentences using your own ideas. Make sure you use correct punctuation.
>
> 1. I don't like jazz music very much. Nevertheless , I enjoy Norah Jones's music.
>
> 2. Although many people enjoy art _____
>
> _____
>
> 3. Not many people become professional artists. Likewise _____
>
> _____

Source: (DAISE et al, 2011, p. 125)

Next, in Figure 7, the same subsection invites students to: In task B, circle the best sentence. In this exercise students are expected to choose the sentences that have a subordinator to support the comparison being made, and in Task C students are required to complete the sentences with their own ideas, the sentences already have a subordinator, so students need to come up with ideas that can give meaning to the contrastive sentences.

Figure 8: Unit Assignment Subsection Unit 5
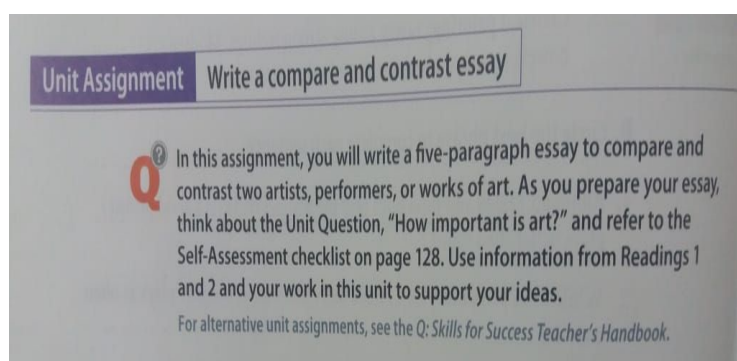
Source: (DAISE et al., 2011, p. 126)

Finally, students in order to complete the Unit Assignment tasks, need to write a text that will require that they compare and contrast two artists, or works of art, or performers. Therefore, we intend that tasks in Figure 7 are related to the writing assignment as they teach students how to compare and contrast based on the Grammar skill presented in the unit.

Concerning category 3 - *Is there a relationship between the reading tasks and the writing tasks?*, we could only find two tasks in the writing section that had a relationship with the reading section (Figure 9; Figure 10), neither the tasks helped the understanding of the text, but asked the student to either, read the text again in order to summarize the ideas, or find a language skill and circulate. However, each writing skill subsection began with a text and a reading task that required students to read in order to do the subtasks. Among the twenty tasks of this subsection eighteen tasks (Figure 11) demanded the student to read the text in order to complete the task, and two tasks (Figure 12) did not require the reading in order to complete the task. Examples:

Figure 9: Example of task 5

Source: (DAISE et al., 2011, p. 99)

As we can see in Figure 9, the above task required students to go back to the Reading 2 subsection of the Reading Section to find conditional sentences, circle each of them and then underline the conditional clause. However, the relationship between the two sections is obvious, the task does not require students to understand the role of the conditional clause for the meaning of sentences. We consider this a wasted opportunity, but we highlight that teacher's could adapt the task.

Figure 10: Example of task 6

PLAN AND WRITE

A. **BRAINSTORM** Follow these steps as you prepare to write your summary.

1. Reread Reading 1 on pages 160–162. Look at any notes that you highlighted or annotated. Cross out the less important details or any information that expresses your own opinion.

2. Review the outline you created on page 164. Decide if you need to add anything or change anything to make it more accurate.

Source: (DAISE et al., 2011, p. 179)

As we can observe in Figure 10, on task A Brainstorm, students are required to reread Reading 1 in order to look to previous notes that they might have taken, but again, the task has nothing to do with understanding the meaning of the text.

Figure 11: Example of task 7

1. Underline the thesis statement and the concluding sentence.

2. Find at least two sensory details for each sense.

    a. **sight:** _gleaming tables_

    b. **sound:** _____

    c. **taste:** _____

    d. **smell:** _____

    e. **touch:** _____

Source: (DAISE et al., 2011, p. 47)

In Figure 11, we can observe that subtask 1 and subtask 2 require students to read the text, as they ask to: underline the thesis statement and the concluding sentence and find at least two sensory details for each sense. Therefore, students need to read the text in order to find these informations.

Figure 12: Example of task 9

B. Read the sentences. Rewrite them to make them more descriptive. Add adjectives and adverbs, details and specific language, and sensory language. Be creative.

1. The man lived in a house far from the village.

   The strange man lived quietly in an old drafty house far from the busy village.

2. The room was filled with roses, daisies, and lilacs.

   _____

3. The chicken and potatoes were good.

   _____

4. We went on a hike through the forest.

   _____

5. His aunt entered the room.

   _____

6. I didn't get to watch the soccer game on TV.

   _____

Source: (DAISE et al, 2011, p. 48)

The task above is an example of a task that students did not have to read the text in order to complete the task, even though it is in the writing skill subsection, the task does not require students to read the task, as it states: Read the sentences, Rewrite them to make them more descriptive.

This data is summarized in Chart 3:

Chart 3: Criteria 3

3 - Is there a relationship between the reading tasks and the writing tasks?
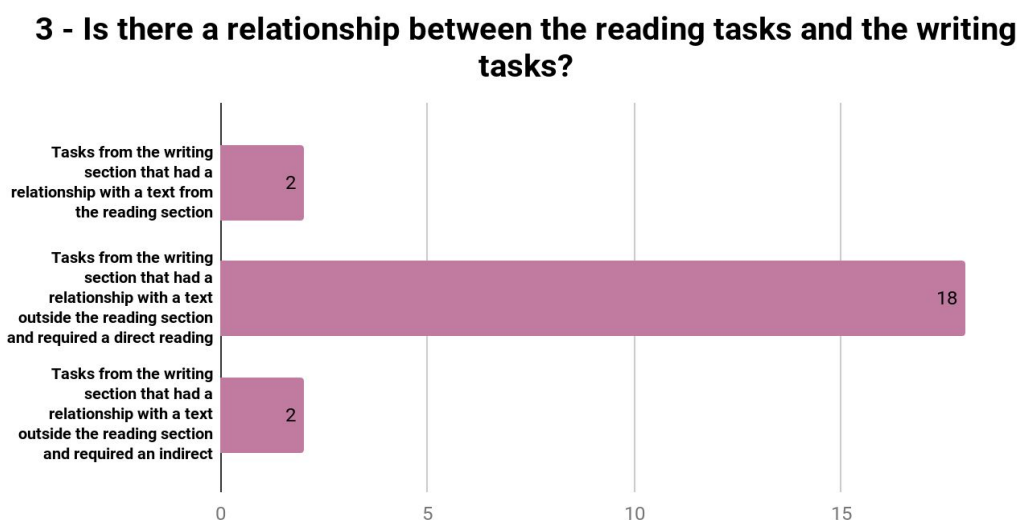
Source: developed by the author

We are now going to present the analysis concerning the second half of the categories, the questions related to teacher's development.

Regarding the category 4 - *Does the teacher's manual offer classroom management tips?* the answer according to the analysis is that the teacher's manual gives classroom management tips while giving instructions to teachers of what they can do to explain or conduct the activities (Figure 13). Moreover, regarding - *If yes, how are they presented, like suggestions or steps to be followed?*, we found that the writing section always had clear instructions for teachers with a pattern of steps to be followed, as you can see in Figure 13.

Figure 13: Example from teacher's manual 1

▶ *Reading and Writing 4, page 47*
A (15 minutes)

1. Direct students to read the essay and complete the activity. Then have them compare answers with a partner.
2. Elicit answers from the class. For number 2, you may want to list students' answers in a chart on the board with each sense as a column head.
3. Explain *head over* in the last paragraph.

Source: (HAMILTON, 2011, p. 19)

As we can see in (Figure 13), the book presents the timing of the activity establishing 15 minutes for it to be completed; it sets steps to be followed by the teacher, direct students to…, elicit answers…, explain…. It also gives suggestions:

2. ... For number 2, you may want to list students' answers in a chart on the board with each sense as a column head. (HAMILTON, 2011)

Does the teacher's manual provide extra materials? The manual does not provide extra

materials to be used in the classroom. Although, we could find at the end of each chapter a rubric (Figure 14) that the book indicated for teachers to correct students' texts. A rubric is a guide to analyse and grade student's texts based on a criteria that fits the learning outcomes expected in the constructed answers, we believe it is fundamental that any material developed aiming a product from students provide an instrument for teacher's to evaluate student's productions.

If yes, do the materials have a connection with the activities presented in the students' book? Although, we could not consider a Rubric as Extra classroom material, we consider it an extra material for the teacher, a complementary tool for teachers. In Figure 14 we can see the Rubric and the criteria to analyse student's texts:

Figure 14: Example from teacher's manual 2

Unit Assignment Rubric

Student name: _____

Date: _____

Unit Assignment: *Write a descriptive essay.*

20 points = Essay element was completely successful (at least 90% of the time).
15 points = Essay element was mostly successful (at least 70% of the time).
10 points = Essay element was partially successful (at least 50% of the time).
 0 points = Essay element was not successful.

Write a Descriptive Essay	20 points	15 points	10 points	0 points
Essay clearly describes the product, business, or service.				
Introduction catches the reader's interest and expresses a clear opinion.				
Each body paragraph includes a topic sentence and descriptive language.				
Articles are used correctly.				
Collocations with nouns are used correctly.				

Total points: _____
Comments:

Source: (HAMILTON, 2011, p. 23)

Above we can see the Rubric for student's responses to Unit 2 writing assignment. The assignment required students to write a five-paragraph essay to compare products or services. Additionally, in the same unit students were exposed to the writing skill "descriptive essay" and the grammar skill of the unit was "articles" what justifies the above rubric to list "clearly describes…" and "Articles are used correctly" as criterias for grading student's production in this unit.

5.2 - If yes, does the book explain how to use them? The book does not give any sort of explanation or tips on how the teacher should use the rubric, although the criteria is well explained as well as the grading system, that being: 20 points, 15 points, 10 points and 0 points for each category.

Does the teacher's manual provide additional references (online material, books, videos, movies, etc.) that support the activities and tasks from the students' book? Two subsections were found in the TM as shown in Figures 15 and 16 below:

Figure 15: Example from teacher's manual 3

Skill Note

Many students have first languages that do not use articles (Russian, Japanese, etc.), so learning to use articles correctly can be a great challenge. In order to have success with nouns, students must understand the difference between count and non-count nouns. Generally, count nouns are things that can be counted, such as desks, chairs, walls, books, etc. Non-count nouns are usually certain categories of nouns, such as materials (wood, cotton, plastic) and foods (rice, meat, milk, water). Other categories include: sports, languages, fields of study, and natural events. You may want to review count and non-count nouns before discussing articles.

Source: (HAMILTON, 2011, p. 20)

As we can see in Figure 15, Skill Note is a section in the Teacher's Manual that gives a general overview of a language skill and indicates topics that the teacher should learn or give a second look in order to be more prepared for student's possible questions.

Figure 16: Example from teacher's manual 4

Alternative Unit Assignments

Assign or have students choose one of these assignments to do instead of, or in addition to, the Unit Assignment.

1. Write an essay describing an advertisement, store window, or Web page you've seen. State who the intended customer is, how the advertisement, window, or Web page tries to attract customers, and whether or not it is effective.

2. Write a paragraph describing a room that you like. Include information about light, color, furniture placement, shape, and overall feel.

Source: (HAMILTON, 2011, p. 21)

The above Figure shows a very interesting section present in the teacher's manual. All units have it, the purpose of this section is to give alternatives for the teacher to choose from concerning the final writing assignment of the unit. In this example the original writing assignment of the Unit would be: "Write a descriptive essay to review a product…". The teacher then, needs to make a decision, based on what he or she thinks students need to improve more, the manual also indicates that these other assignments might be supplementary, not excluding the original assignment.

Besides that, an Online platform is available, which, due to time constraints, we could not analyse. In the next section the main findings of the analysis will be summarized and final conclusions will be drawn.

5. CONCLUSION

As already mentioned, the aim of this paper was to describe the writing tasks of an EAP textbook and discuss its adequacy for the LwB context, the program's configuration counts with mainly novice teachers. Our *corpus* of research was the writing sections of an EAP book and its instructions of use in the teacher's manual.

Firstly, in the analysis of the student's book we identified that a larger part of tasks invited students to use a language skill, rather than to analyse it. From the 112 analysed tasks, 59 required students to use a language skill, that being a grammar or a writing skill, and 53 of the tasks asked students to analyse a language skill, or language use. Analysing the tasks from a student's perspective was important to understand if the TM provided appropriate guidance for the EAP teacher which, in the context of LwB, are mostly novice teachers. Thus, regarding the research question

Is the analysed book appropriate for the LwB context, baring in mind that most part of the staff is still learning how to teach?

The analysys have enabled us to realize that the TM helps at different occasions novice teachers, it offers guidance as to how to work with tasks, as shown in Figure 13. There are clear instructions for the teacher and for students (Figure 7, Figure 13) It gives a rubric for teachers to grade their students' texts at the end of each unit and it offers a section for teachers to think about their own learning and remember some language skills concepts and functions themselves.

This study aimed at analysing the adequacy of an EAP book to a very specific context, the LwB. However, in the study, only the book itself was analysed. It would be important to see how teachers actually handled the material in class. Thus, as a suggestion for future studies, the way teachers use the book should be explored, following Lamberts (2015) who analysed the use of textbook in the Languages without Borders by observing classes, interviewing teachers and analysing textbooks.

As previously mentioned, EAP in Brazil is still in its baby steps. The LwB is probably the first major Program which has brought the field to the spotlight. Much is still to be done in terms of understanding the Brazilian context through research so that appropriate teacher

development plans can be designed. Hopefully, this study has served as a small contribution in this direction.

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APPENDIX 1

Produção Escrita: anotações	16 horas	A2-B1-B2-C1	Estudo das características do gênero anotações a partir de textos orais e escritos. Identificação dos movimentos discursivos do gênero. Estudo de estratégias de síntese. Produção de anotações .	Ao final deste curso o aluno estará apto a:1) reconhecer as características do gênero anotações; 2) identificar as características discursivas e lexico-sistêmicas do gênero;3) aplicar estratégias e conhecimento construído na produção de anotações; 4) fazer anotações a partir de textos orais e escritos.
Produção Escrita: pôsteres	16 horas	B1-B2-C1	Estudo das características do gênero pôster. Identificação de elementos multimodais e avaliação de seus efeitos comunicativos. Identificação dos movimentos discursivos do gênero. Produção de pôsteres. Análise de templates e exploração de ferramentas que auxiliem na sua produção.	Ao final deste curso o aluno estará apto a:1) reconhecer as características do gênero pôster; 2) identificar as características discursivas e lexico-sistêmicas do gênero; 3) criar um pôster a partir de ferramentas e templates.
Produção Escrita: cartas	16 horas 32 horas	A2-B1-B2-C1	Estudo das características do gênero carta para os contextos pessoal, acadêmico, profissional e correspondências oficiais. Identificação de elementos dos movimentos discursivos do gênero. Estudo dos elementos discursivos e lexico-sistêmicos desses gêneros. Produção de cartas para contextos distintos.	Ao final deste curso o aluno estará apto a:1) reconhecer as características do gênero carta; 2) identificar as características discursivas e lexico-sistêmicas do gênero;3) redigir cartas para diferentes contextos.
Produção Escrita: e-mails	16 horas	A2-B1-B2-C1	Estudo das características do gênero e-mail para os contextos pessoal, acadêmico e profissional. Identificação dos movimentos discursivos do gênero. Estudo da estrutura lexo-sistêmica do gênero. Produção de e-mails para contextos distintos.	Ao final deste curso o aluno estará apto a:1) reconhecer as características do gênero email. 2) identificar as características discursivas e lexico-sistêmicas do gênero;3) escrever e-mails para diferentes contextos.
Produção Escrita: cartas de apresentação	16 horas	B1-B2-C1	Estudo das características do gênero carta de apresentação para os contextos acadêmico e profissional. Identificação dos movimentos discursivos do gênero. Estudo da estrutura lexo-sistêmica do gênero. Produção de cartas de apresentação.	Ao final deste curso o aluno estará apto a:1) reconhecer as características do gênero carta de apresentação; 2) identificar as características discursivas e lexico-sistêmicas do gênero; 3) produzir cartas de apresentação para os contextos acadêmico e profissional.
Produção Escrita: parágrafos	16 horas 32 horas	A2-B1-B2-C1	Estudo das características de tipos de parágrafos recorrentes na escrita acadêmica. Reconhecimento dos movimentos discursivos do gênero dos diversos tipos de parágrafos. Aspectos lexico-sistêmicos. Produção de parágrafos.	Ao final deste curso o aluno estará apto a:1) reconhecer diferentes tipos de parágrafos; 2) identificar as características discursivas e lexico-sistêmicas de diferentes tipos de parágrafos; 3) produzir parágrafos voltados para a escrita acadêmica.
Produção Escrita: currículo	16 horas	A2-B1-B2-C1	Estudo das características do gênero currículo. Estudo de diferentes formatos de currículo. Produção de currículo. Análise de templates e exploração de ferramentas que auxiliem na sua produção.	Ao final deste curso o aluno estará apto a:1) reconhecer as características do gênero currículo; 2) identificar diferentes formatos de currículo ;3) redigir currículos considerando templates e ferramentas para auxílio.
Produção Escrita: abstracts	16 horas 32 horas	B1-B2-C1	Estudo das características do gênero abstract. Identificação dos movimentos discursivos do gênero. Estudo da estrutura lexico-sistêmica do gênero. Contraste entre diferenças na produção de abstracts português/inglês e nas diferentes áreas do conhecimento. Produção de abstract.	Ao final deste curso o aluno estará apto a:1) reconhecer as características do gênero abstract; 2) identificar as cracterísticas discursivas e lexico-sistêmicas do gênero; 3) contrastar tipos de abstract considerando língua e área de conhecimento; 4) produzir abstracts.
Produção Escrita: essay	16 horas 32 horas	B1-B2-C1	Estudo das características do gênero essay. Identificação dos movimentos discursivos do gênero. Estudo da estrutura lexico-sistêmica do gênero. Argumentação, coesão e coerência. Produção de essays.	Ao final deste curso o aluno estará apto a:1) reconhecer as características do gênero essay 2) identificar as cracterísticas discursivas e lexico-sistêmicas do gênero; 3) aplicar estratégias de argumentação, coesão e coerência na produção textual; 4) produzir essays.
TOEFL IbT: Produção Escrita	16 horas	B1-B2-C1	Desenvolvimento da habilidade de produção escrita em língua inglesa para comunicação em contextos formais acadêmicos com vistas aos exames de proficiência. Produção de gêneros escritos mais recorrentes nos exames do TOEFL IbT. Estudo de vocabulário e estruturas gramaticais para melhor desempenho na produção escrita individual.	Ao final deste curso o aluno estará apto a:1) utilizar estratégias de produção escrita; 2) produzir textos escritos cujos gêneros são utilizados no exame; 3) esquematizar e analisar erros recorrentes para melhor desempenho escrito.
IELTS: Produção Escrita	16 horas	B1-B2-C1	Desenvolvimento da habilidade de produção escrita em língua inglesa para comunicação em contextos formais acadêmicos com vistas aos exames de proficiência. Produção de gêneros escritos mais recorrentes nos exames do IELTS. Estudo de vocabulário e estruturas gramaticais para melhor desempenho na produção escrita individual.	Ao final deste curso o aluno estará apto a:1) utilizar estratégias de produção escrita; 2) produzir textos escritos cujos gêneros são utilizados no exame; 3) esquematizar e analisar erros recorrentes para melhor desempenho escrito.

APPENDIX 2

Unit	Pages of tasks
Unit 1	p. 20-27
Unit 2	p. 46-52
Unit 3	p. 72-78
Unit 4	p. 97-102
Unit 5	p. 121-128
Unit 6	p. 148-154
Unit 7	p. 173-180
Unit 8	198-204
Unit 9	p. 222-228
Unit 10	p. 245-252