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*Research Paper*

## Evaluating Global EFL Coursebooks in the Iranian Context: A Multiliteracies Approach

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### Abstract

Global EFL coursebooks are used in numerous educational contexts throughout the world based on the assumption that they are the optimal source of English educational input. Their widespread use calls for a systematic analysis of these coursebooks using a framework that can reveal their defining characteristics. One such framework is the *knowledge process framework*, which is based on the multiliteracies pedagogy. The present study deployed this framework in an attempt to analyze seven widely taught coursebooks in the Iranian context. The findings revealed that knowledge processes of "analyzing functionally" and "applying appropriately" were more frequent in the analyzed coursebooks and the other knowledge processes were present in lower numbers. Based on the findings of the study, EFL teachers in the Iranian context are encouraged to include more activities with the knowledge processes of "analyzing critically" and "applying creatively" to address the absence of these knowledge processes while teaching the global coursebooks.

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Today's world demands people to communicate with each other using English (Celce-Murcia, 2014) as the principal language of science and commerce (Crystal, 2003). Learning English in different contexts mainly occurs through global coursebooks published by international publishers. Due to their complex nature and widespread use in various educational settings, such coursebooks need to be analyzed and evaluated. The process of coursebook evaluation involves anticipating or measuring different effects instructional materials have on learners' linguistic, social, and cognitive development in other contexts (Tomlinson & Masuhara, 2018).

By analyzing instructional materials in global coursebooks, it is possible to reveal what their authors value. Like other contexts worldwide, Iranian researchers have conducted materials evaluation studies using different checklists and frameworks. These studies focused on issues of gender representation (e.g., Amini & Birjandi, 2012; Ansary & Babaii, 2003; Ebadi & Seidi, 2015), the impact of testing systems on how teachers use the coursebooks (e.g., Ghorbani, 2009), or evaluating the effectiveness of instructional materials (e.g., Jahangard, 2007; Sahragard et al., 2009). In order to shed more light on other aspects of global coursebooks, analyzing them through a new lens seems needed. Analyzing such coursebooks requires a framework that pays attention to the nature of international English and the fact that learning in the 21st century has its particular meaning. Although a well-designed evaluation framework may not eliminate subjectivity in the decision-making process in its entirety, its use is recommended over evaluation checklists since a framework utilizes other instruments besides a

list to triangulate data effectively (Mukundan & Ahour, 2010). Such a framework can facilitate the decision-making process for choosing coursebooks and utilizing them in educational systems by highlighting the key differences between textbook options (Kato, 2014). One such framework for materials analysis is the *knowledge process* (KP) framework (Kalantzis et al., 2016). It can be used for analyzing literacy teaching materials to evaluate the meaning-making actions students are encouraged to take, i.e., *experiencing*, *conceptualizing*, *analyzing*, and *applying*. This framework, rooted in the multiliteracies pedagogy, treats the texts and students' interpretations of the text as acts that are socioculturally shaped and situated (Kern, 2008). The KP framework might help ELT researchers and educators in the Iranian context uncover how students are encouraged to make meanings while using global coursebooks.

### Literature Review

#### Multiliteracies pedagogy and KP framework

Multiliteracies pedagogy, which stemmed from the work of the New London Group (1996, 2000), was a reaction to the idea that traditional pedagogies only focus on written forms of language as opposed to varied modalities and varied ways of gaining knowledge (New London Group, 1996). As a result, multiliteracies pedagogy was introduced with two main goals to include the context of culturally and linguistically diverse and increasingly global societies in the curriculum and to argue for the inclusion of various text forms and multimedia technologies. Kalantzis and Cope (2000), as advocates of multiliteracies, argued that in multiliteracies pedagogy, literacies are viewed as being socially situated, and they are more expansive than traditional literacies that consider learning as a discrete set of

generic skills (Kalantzis et al., 2016). Kalantzis, Cope, and The Learning by Design Group (2005) introduced *Learning by Design* as a practical approach toward multiliteracies. As Rowland et al. (2014) contended, *Learning by Design* is using the KP framework as a tool for both designing and analyzing instructional materials.

Cope and Kalantzis (2009) associated the pedagogical orientations in multiliteracies pedagogy and *Learning by Design* to a set of KPs. Figure 1 below illustrates the KPs in the form of four processes toward literacies teaching and learning. These processes include *experiencing*, *conceptualizing*, *analyzing*, and *applying*. They mentioned that each of these four processes can be divided into two subprocesses. *Experiencing* consists of *experiencing the known* and *experiencing the new*. *Conceptualizing* can take the forms of *conceptualizing by naming* or *conceptualizing with Theory*. *Analyzing* is divided into *analyzing functionally* and *analyzing critically*. Finally, *applying* KP takes the forms of *applying appropriately* and *applying creatively* (Kalantzis & Cope, 2012). As it can be seen in Figure 1, each process with its two subprocesses form points on a continuum. It means each pair of subprocesses share epistemic moves, things a learner is able to do in the outside world to gain knowledge. As a result, to determine which subprocess in each orientation is being targeted, the degree to which the epistemic moves match the definition of a certain KP will act as the determining factor (Cope & Kalantzis, 2015). The KPs are capable of capturing different types of activities that students can do as part of their language learning process. They do not occur in a particular sequence. The selection of activities with particular KPs should be made based on the learning objectives for the learners (Kalantzis et al., 2016).

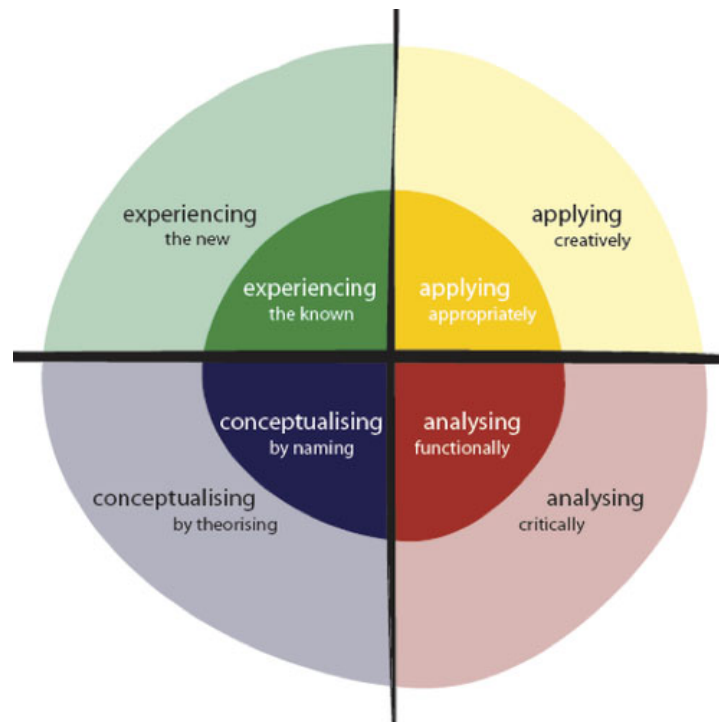


Figure 1. The KPs in multiliteracies pedagogy

*Note.* The graph illustrates how KPs are related to each other. Reprinted from "Literacies (2nd ed., p.162)," by M. Kalantzis, B. Cope, E. Chan, and L. Dalley-Trim, 2016, Cambridge University Press. Copyright 2016 Cambridge University Press.

As Cope and Kalantzis (2009) maintained, *Experiencing the Known* entails reflecting on one's personal experiences, interests, and ways of expressing themselves. By using this KP, learners' different experiences,

interests, and knowledge will be brought to the learning situation. Examples of this KP can be observed in activities focusing on the learner's opinion before reading a text about a familiar topic. On the other hand, *Experiencing the New* involves exposure to unfamiliar but intelligible situations and texts or gathering data about unknown concepts. In providing such exposure, the teacher attempts to make the text meaningful for the learners by weaving the known and the new (Kalantzis & Cope, 2005). Listening to a dialog about an unfamiliar ceremony in another culture in order to discuss its appeal to the learners could be considered an example of this KP.

*Conceptualizing by Naming* is about determining similarities and differences, categorizing, and naming. In this KP, learners developmental concepts and give abstract names to things (Vygotsky, 1962). An activity instructing learners to identify countable and uncountable nouns could be an instance of this KP in educational activities. *Conceptualizing with Theory* involves hypothesizing, generalizing, and putting the key terms together into interpretative frameworks. Through using this KP, learners create cognitive models and abstract disciplinary schemas. Examples of activities targeting this KP are reassembling jumbled texts and unscrambling sentences.

*Analyzing Functionally* "includes processes of reasoning, drawing inferential and deductive conclusions, establishing functional relations such as between cause and effect, and analyzing logical connections" (Cope & Kalantzis, 2015, p. 20). An example of this KP in activity is finding lexicogrammatical features indicating summarization of what an interlocutor says in a conversation. In the KP of *Analyzing Critically*, learners evaluate their own viewpoints, interests, and motives and compare them with those of other people. Moreover, this KP involves interrogating the agenda behind meanings

and actions (Kalantzis & Cope, 2005). This critical interrogation functions in both directions between known and new experiences and between prior and new conceptualizations (Cazden, 2006). Evaluating a course introduced in a text or justifying a businessman's decision by putting themselves in their shoes are examples of this KP.

*Applying Appropriately* involves applying the gained knowledge to the real world with its complex diversity of situations to test its validity (Kalantzis et al., 2016). Following this KP, learners engage in an activity that predictably simulates the real world. Writing a letter to ask for more information about a job opportunity is an example of this KP. *Applying Creatively*, on the other hand, requires learners to make innovative and creative interventions in the world in a way that shows their interests, experiences, and aspirations. In this process, learners apply their knowledge in a new setting or change the world around them using their conceptual or critical knowledge. Rewriting a fairy tale as a detective story can be considered as an example of this KP.

Kalantzis and Cope (2012) attempted to map each KP onto lasting and widely accepted schemas of educational goals and standards, such as Bloom's Taxonomy of Educational Objectives (Bloom et al., 1956). They explained that *analyzing* process has its root in critical literacy education (e.g., Pandya & Avila, 2014), and *applying* can be traced back to functional literacy approaches (e.g., Halliday & Matthiessen, 2004). Moreover, they assigned each particular subprocess to specific pedagogies. They maintained that *experiencing the new*, *conceptualizing with Theory*, and *conceptualizing by Naming* are KPs associated with didactic pedagogy, which aims at teaching abstract concepts such as phonics rules, moving through grammar, and later examining canonical literacy devices and styles. In this pedagogy, these concepts are taught so that they can be applied in general contexts.

*Experiencing the known* is the sole KP in authentic pedagogy. Authentic pedagogy relies on learners' own interests, experiences, and motivations. Whole language and process writing can be considered good examples of this approach. In addition to *analyzing critically* and *applying creatively*, *experiencing the known* KP is also associated with critical pedagogy. Critical pedagogy is very much concerned with interrogating the motivations behind communicated meanings, creating texts that engage with the world in a critically reflective way, and expressing personal and social identities. Finally, *analyzing functionally* and *applying appropriately* are the main KPs in functional pedagogy. Functional pedagogy places a strong emphasis on how literacy texts are structured to serve different purposes and the ways through which you can produce efficacious meanings. Table 1 below summarizes the points related to different literacy pedagogies and their related KPs.

Table 1.

*A summary of Different Literacy Pedagogies in Multiliteracies Pedagogy*

Literacy pedagogies	Main focuses	Main KP emphases
<b>Didactic</b>	teaching abstract concepts phonics rules moving through grammar examining canonical literacy devices and styles.	<i>Experiencing the new</i> : reading literary texts of high cultural value <i>Conceptualizing by naming</i> : learning grammatical terms, literary concepts, lexical items <i>Conceptualizing with Theory</i> : learning the rules of phonics, spelling, grammar, literature appreciation
<b>Authentic</b>	learner's own interests, experiences and motivations whole language process writing student self-expression in writing	<i>Experiencing the known</i> : exploring personal voice in writing, following interests in reading



Literacy pedagogies	Main focuses	Main KP emphases
	meaningful enjoyment of reading	
<b>Functional</b>	analyzing how literacy texts are structured to serve different purposes learning how to create meanings that will be powerfully efficacious.	<i>Analyzing functionally</i> : a focus on how different kinds of texts serve different social purposes <i>Applying appropriately</i> : mastery of socially powerful genres of writing
<b>Critical</b>	interrogating the motivations behind communicated meanings creating texts that engage with the world in a critically reflective way expression of personal and social identities making innovative and new media texts	<i>Experiencing the known</i> : developing personal identity and voice <i>Analyzing critically</i> : working out the social agendas and biases of texts <i>Applying creatively</i> : designing texts, including innovative new media texts, that express students' identities, interests and perspectives

*Note.* Adapted from "Literacies (2nd ed., p.184)," by M. Kalantzis, B. Cope, E. Chan, and L. Dalley-Trim, 2016, Cambridge University Press. Copyright 2016 Cambridge University Press.

Rowland et al. (2014) believe that using KPs as a framework for materials analysis can help language programs move toward a multiliteracies approach to language pedagogy. They maintained that this framework has the potential to assist teachers and educators in anticipating the underlying KPs in different activities in instructional materials. Moreover, it can help them identify the meaning-making opportunities they offer to students. Consequently, a teacher who is equipped with the insight derived from such a framework can compensate for deficiencies in the course with appropriate modifications (see e.g., Morgan, 2010). It can also aid course designers and teachers in

preventing disproportionate reliance on one literacy tradition and the consequent KP within their courses.

### **Evaluation of programs and materials using a multiliteracies framework**

Studies documenting the effectiveness of multiliteracies pedagogy for second language learning are increasing in number (e.g., Paesani, 2016; Paesani et al., 2016), focusing on different aspects of this approach. This section will review the studies focusing on the role of multiliteracies pedagogy and KPs in classroom practices. The evaluation of materials based on the multiliteracies approaches to pedagogy ensue.

Studies concentrating on the practice of multiliteracies pedagogy were conducted in French, Spanish, and English language teaching classes. For example, Michelson and Dupuy (2014) argued in favor of using global simulation in multiliteracies pedagogy and implemented this in a pilot section of a fourth-semester French course in which the genre-based approach was adopted. This study was conducted at a public university in the United States. The researchers presented themes such as personal relations, family life, work-life, etc., in texts from different genres. They attempted to examine the contribution of the multiliteracies pedagogy to the awareness of the interrelationship between language use and social identities. Analysis of the questionnaire data and the observations revealed students' awareness of relationships between the identity of their global simulation character and choices about register and tone. However, they were not always aware of the relationships between character identity and choices about specific language forms. As a result, the authors argued that *experiencing* tasks focusing on the "what and how of texts" is not sufficient. Consequently, they recommended the implementation of activities promoting the KP of *analyzing* to enable

students in situating "textual practices and literacy events in terms of author, speaker, and audience" (Michelson & Dupuy, 2014, pp. 43–44).

In another empirical study in Yemen, where ELT is dominated by a form-focused traditional teaching methodology, Bhooth et al. (2015) collected data from 45 EFL students by administering questionnaires and conducting interviews. Their findings showed that KP of *analyzing* is the least practiced one. Furthermore, the KPs of *experiencing*, *conceptualizing*, and *applying* are underdeveloped in their context. They concluded that learners are engaged with fairly traditional practices and that such practices will not enable them to function in the multimodal world of today's literacy.

Contrary to Bhooth et al.'s (2015) approach, instead of concentrating on students, Menke (2018) researched collegiate Spanish instructors' understandings of literacy and literacy-based instruction by analyzing transcripts of their discussions of readings and sample lesson plans related to multiliteracies pedagogy. She found that instructors viewed language and content in competition with each other, and as a result, by focusing on content, they ignored the KP of *conceptualizing* contrary to the integrated language-content philosophy of multiliteracies approach.

The second group of studies reviewed here have focused on the evaluation of instructional materials using the multiliteracies approach. Fterniati (2010), for instance, examined the exercises in language arts textbooks in Greek elementary schools by using the Design framework, a predecessor of the KP framework in the multiliteracies approach. Her findings revealed that coursebooks unevenly provided instances of *experiencing*, *conceptualizing* and *applying* activities while *analyzing* activities were scarce. In corroboration with Kalantzis and Cope (2012), she argued that KPs are not supposed to be equally present in all the coursebooks, but their lack of

existence in materials may cause L1 literacy learners to be deprived of opportunities to "exercise the skills necessary to realize the texts' sociocultural impact" (p. 348).

In another study, Rowland et al. (2014) used the KP framework to identify the KPs in teacher-developed literacy materials in a Japanese university. Their findings indicated that most of the developed materials target the KP of *experiencing*, while few materials required students to conceptualize or analyze information. Despite the insights taken from their study, Rowland et al. did not study the effect of these materials and their underlying KPs on teachers' practice and students' performance. Drawing on Harwood (2010), Rowland et al. themselves argued that similar materials analysis projects should be conducted and their results should be combined with the in-use evaluation of the materials, which is an issue that is not tackled thoroughly and properly in the literature (Garton & Graves, 2014; Guerrettaz & Johnston, 2013; Tomlinson, 2012).

Menke and Paesani (2019), drawing on the abovementioned body of research on multiliteracies pedagogy, stated that the KP of *experiencing* is the predominant KP used in learning materials and practices. In line with Kalantzis and her colleagues' (2016) claim on the matter, Menke and Paesani (2018) mentioned that a fair distribution of KPs and using *analyzing* and *conceptualizing* KPs is necessary and relying heavily on *experiencing* cannot benefit learners in developing their advanced literacy. In their study, Menke and Paesani (2018) conducted a materials analysis of multiliteracies lesson plans in a collegiate Spanish curriculum. Using Rowland et al.'s (2014) KP frameworks, 25 lessons from two different courses were examined. In consonance with the previous studies (Bhooth et al., 2015; Rowland et al., 2014), their findings revealed that the KP of *experiencing* was used more

frequently compared to other KPs. They argued that KPs of *conceptualizing* and *analyzing* are beneficial for learners, but the use of traditional literacy practices is still prevalent.

Overall, the existing body of research on multiliteracies reviewed here indicates uneven attention directed toward some KPs at the expense of other KPs in the evaluated materials. Such an imbalanced distribution of KPs calls for attention from teachers and administrators in any educational system. As a result, based on the studies reviewed and the arguments provided in the introduction section of this paper, this study addresses the following questions:

1. Are there any significant differences in KPs of the activities in international EFL coursebooks used in the Iranian context?
2. Are the KPs of the activities in different global EFL coursebooks used in the Iranian context realized in classroom practices?

## Method

### Context of the Study

Findings reported in this paper are part of a more extensive study about the underlying KPs and cultural contents in activities embedded in different global coursebook series commonly taught in universities in Iran. Notably, the purpose of the more extensive study was to observe the effect of KPs and cultural content on teachers' questioning practices and the way teachers adapt these materials in their classes. The data for this study were collected in 2016-2017 and 2017-2018 academic years in Tehran, Iran, in two universities. English major students studying TEFL, English translation, and English literature in these universities had taken four-credit courses in English speaking and listening and two credit courses in English topical conversation

in previous years of their studies. In all of these courses, global coursebooks under evaluation in this study were being used as teaching materials. Materials selected from these coursebooks were taught to these students in the form of English language brush-up sessions.

### Participants

Initially, 568 Iranian adult EFL learners were approached for participating in the study. These learners, selected through convenience sampling, included 143 males and 425 females between the ages of 19 and 51 ( $M = 22.8$ ,  $SD = 5.8$ ). All of these EFL learners were undergraduate university students of a teacher training university ( $N = 143$  male, 123 female) and an institute of higher education ( $N = 302$ , all females). Two hundred and three students were approached in the 2016-2017 academic year, and 365 of the students were approached in the 2017-2018 academic year. Through the administration of a standardized placement test, the researchers selected 238 (male 70 and female 168) intermediate-level students as the participants of the study. The decision to choose the intermediate-level students was based on two arguments. First, they constituted the majority of the initial sample, thus providing a larger amount of data. Second, in both universities, the intermediate-level coursebooks corresponding to the level of these participants were being instructed to all the students, which would facilitate the data collection process. They were all final-year students of English majors (Literature  $N = 21$ , Translation  $N = 85$ , and TEFL  $N = 132$ ). They attended sessions of a brush-up course taught by one of the researchers as part of the practice phase of the study to report the KPs they thought they were going through.

### Global adult EFL Coursebooks

The coursebooks corresponding to B1 or intermediate level of seven different series of global adult ELT coursebooks were chosen. These coursebook series are considered as global coursebooks since they are written for no particular context, and their intended learners may come from different countries or cultures from anywhere in the world (Tomlinson, 2012). Although these series may not have been written with multiliteracies pedagogy in mind, their analysis through the lens of the KP framework could provide educators with insight on how to supplement them in EFL classes. These coursebooks were deployed in the two universities mentioned in the Context of the Study. Due to the larger number of students at this level, the intermediate level coursebooks were chosen to ensure that comparisons were feasible and of acceptable quality (Masuhara et al., 2008). The coursebooks taught in the two universities were Top Notch 3: Second edition (Saslow & Ascher, 2012), Touchstone 4: Second edition (McCarthy et al., 2014), English Result: Intermediate (Hancock & McDonald, 2010), Interchange 3: Fourth edition (Richards, 2012), American English File 3: Second edition (Latham-Koenig & Oxenden, 2013), New Headway Plus: Intermediate (Soars & Soars, 2012), and Four Corners 4 (Richards & Bohlke, 2011). Each of these coursebooks consists of 10 to 16 units, and all the units in each of these coursebooks were analyzed in this study.

### Instrumentation

**Oxford Placement Test.** The Oxford Placement Test consists of two parts: "use of English" and "listening". Both sections of the test implicitly measure students' understanding of what is being communicated. The test is a reliable source for determining participants' level of proficiency by referring

to the Common European Framework of Reference (CEFR levels) (A1 to C2). Two hundred and thirty-eight students obtained a score in B1 level ( $M = 121.4$ ) so that they could participate in this study.

**Uptake sheets.** Uptake sheets were used as a means of eliciting learners' perspectives on the classroom events. First, 238 of the participants, the ones with an intermediate level of proficiency based on the results of the placement test, received a briefing on the KPs in the form of a workshop entitled "An Introduction to Multiliteracies" and how they should fill out the sheets. Then, the sheets were distributed among the participants, who were asked to anonymously mark the subprocesses they believed they were using in each activity. The results of learners' reports on the KPs were analyzed by running a chi-square goodness-of-fit test.

**Stimulated recall Interview.** Thirty-four participants, two participants from each class, were selected through convenience sampling and were shown the video-recorded sessions of teaching practices in which they attended as learners doing activities with specific KPs. Each of these participants was interviewed immediately at the end of each session. Each interview lasted about 15 to 20 minutes. To strengthen the stimuli for the recall interviews, learners were presented with the activities used in the video-recorded teaching session. Learners were asked to watch the video and the activities and explain why they chose a particular KP for each activity in their uptake sheets. These interviews were transcribed, and one of the researchers coded the data to classify learners' comments as instances of one of the KPs. During this process, no instance of contradiction between learners' reports on their uptake sheets and their comments in interviews was witnessed.



### Data Collection Procedure

This study had three phases. In the first phase, the researchers classified the materials from the selected global coursebooks using the KP framework. The inter-rater reliability is reported below. The materials formed eight categories responding to each KP in the framework. In the second phase, a workshop as an introduction to multiliteracies was held for the participants of the study to prepare them for the last phase. Finally, the materials were taught to a group of adult Iranian EFL learners to observe the realization of KPs. The abovementioned phases are described in detail below.

#### Phase 1: Analysis of the materials using the KP framework.

Following Littlejohn (2011) and Silverman (2011), several steps were taken for this phase of the process of coursebook analysis. Similar to Menke and Paesani (2018), stages or tasks were defined as "any proposal contained within the materials for action to be undertaken by the learners, which has the direct aim of bringing about the learning of the foreign language" (Littlejohn, 2011, p. 188). Next, based on the KP framework, a coding frame was developed, and the codes were tested using materials from lessons from another global coursebook, "Speak now 4" (Vargo, 2013), to ensure its accuracy and efficiency. In the next step, one of the researchers, with the help of a trained coder, analyzed all the coursebooks using the KP framework. For instance, an activity in Touchstone 4 demanded students to read an article about a man whose concept of art was destroying his earthly possessions. This activity was marked as *experiencing the new*. The very next activity asked students to read someone's comments on the article to find out what fact the writer had not got right. This activity was marked as *analyzing critically* since it encouraged learners to look at the issue from another person's perspective. As it was

reported above, the inter-rater reliability of all results from the analyses was checked using Cohen's (1960) Kappa ( $\kappa = .929$ ,  $p < .0005$ ).

**Phase 2: Holding a workshop on the multiliteracies approach for learner participants.** To prepare the participants for the practice phase of the study, a one-hour workshop entitled "An Introduction to Multiliteracies" was held. In this workshop, one of the researchers explained each KP to the learner participants and provided some examples of activities with that KP from different coursebooks analyzed in the study. Next, an example of each KP was given to participants to match them with their respective KPs. The researchers believed that by explaining each KP and providing examples, they could familiarize the participants with the KPs to the extent that they can recognize activities with similar KP. The researchers hoped that this workshop could result in higher reliability of learners' judgment of the KPs they report. Participants attended this course so that they fulfill the requirements of the next phase, which was reporting the KPs they would go through when they were exposed to different instructional materials.

**Phase 3: Teaching practices.** Materials with different KPs were taught to learner participants in two one-hour English brush-up sessions by one of the researchers without any form of adaptation or change so that the results would not be affected. Materials taught in these sessions included eight activities with each one of the KPs. Activities were taken from the Interchange 3 coursebook since instances of all eight KPs existed in it. In these sessions, 238 students, who formed 17 separate classes, received an uptake sheet for the activities done in the class. The reason behind choosing learners for reporting KPs in practice was that the researchers had already determined the KPs in different exercises; however, learners' judgment could bring new information to the researchers. Learner participants announced on the uptake sheets what

KPs they used. With the consent of both heads of English departments in the two universities, the classes were video-recorded and the recordings were used as a stimulus for recall interviews. Then, the interviews were transcribed, and instances of KPs described by learners in interviews were coded and compared with their responses on their uptake sheets. As it was mentioned earlier, no difference between learners' reports on their uptake sheets and their comments in the interviews was observed.

### Data Analysis

**Knowledge process (KP) framework.** The KP framework is founded on the concept of multiliteracies pedagogy (Kalantzis & Cope, 2012; Kalantzis et al., 2016). Similar to Rowland et al. (2014) and Menke and Paesani (2018), a coding scheme was prepared and used to determine the core meaning-making activity of an item of teaching material that mainly encourages students to go through one of the eight KPs mentioned in the framework. A coding scheme was chosen instead of a checklist since schemes are primarily based on the evaluation principles of the framework; as a result, they are more adaptable to different contexts. The eight KPs are *experiencing the known*, *experiencing the new*, *conceptualizing by naming*, *conceptualizing with Theory*, *analyzing functionally*, *analyzing critically*, *applying appropriately*, and *applying creatively*. The coding scheme, prepared by one of the researchers, focused on the activities and the keywords in the instructions given for these activities provided in selected coursebooks. Adapted from Menke and Paesani (2018), verbs that described the core meaning making of an activity were chosen as the basis for the coding. Instructions for activities that encouraged learners to *describe*, *examine*, *explore*, *imagine*, *immerse*, *observe*, *record*, *respond*, and *survey* were assumed to activate KPs of

*experiencing the known* and *experiencing the new*. Any of these activities that drew upon familiar concepts and ideas to learners was considered an example of *experiencing the known*. However, a situation or an idea unfamiliar and new to students was coded as an instance of *experiencing the new*. Any instruction suggesting that learners should *clarify, deduce, define, extrapolate, generalize, identify, recognize, solve, and sort* was considered as an instance of *conceptualizing by naming* and *conceptualizing with Theory*. An activity that defined a term and classified the components of a design was coded as *conceptualizing by naming*. Conversely, activities in which the schematic relationship between elements was outlined were considered as examples of *conceptualizing with Theory*. In a similar fashion to the abovementioned examples, activities that lead learners to *assess, conclude, connect, critique, evaluate, interpret, judge, and justify* were coded as *analyzing functionally* and *analyzing critically*. On the other hand, activities that urged learners to *compose, create, demonstrate, design, personalize, plan, produce, synthesize, and use* were considered as examples of *applying appropriately* and *applying creatively*. As the basis for multiliteracies, the KPs in each dichotomy are points on a continuum and codes are shared between each pair. The distinguishing feature for each one is the degree to which the activity complies with the provided definition of a particular KP. The whole process of analyzing the selected global coursebooks was carried out by two coders, one of the researchers and a research assistant, an M.A. student of TEFL who had attended an 8-hour workshop on the "multiliteracies approach and KP framework". In order to test the efficiency of the coding frame, some activities from "Speak now 4" (Vargo, 2013), another global coursebook, were used. All the activities in the selected coursebooks were analyzed by both coders.

The inter-rater reliability of all results from the analyses was checked using Cohen's (1960) Kappa ( $\kappa = .929$ ,  $p < .0005$ ).

### Results

This study intended to investigate the distribution of KPs in seven different global EFL coursebooks extensively used in Iranian English language institutes. Table 2 below shows the distribution of KPs in the chosen coursebooks.

Table 2.

*The percentage of each KP in different global EFL coursebooks*

	Interchange 3	American English File 3	Touchstone 4	Top Notch 3	Four Corners 4	English Results	New Headway Plus Intermediate	ALL
Experiencing the known	20.13	17.14	31.62	17.88	19.16	10.73	24.34	18.82
Experiencing the new	16.11	15.01	05.47	10.46	13.45	10.89	05.57	11.17
conceptualizing by naming	04.70	10.06	07.36	09.61	07.34	09.76	07.82	08.33
conceptualizing with theory	07.55	04.96	07.52	04.72	04.48	08.46	02.96	06.09
Analyzing functionally	19.46	27.34	21.54	17.20	21.06	31.22	28.35	24.68
Analyzing critically	07.72	03.11	05.13	05.73	05.44	04.63	00.87	04.66
Applying appropriately	23.49	22.38	21.36	34.40	28.67	23.41	30.09	25.87
Applying creatively	00.84	00.00	00.00	00.00	00.40	00.90	00.00	00.38

As Table 2 shows, the overall distribution of the KPs in different coursebooks shows that, on average, the KPs with the highest frequency are "*applying appropriately*" and "*analyzing functionally*". The third highly frequent KP has been "*experiencing the known*". The results also show that KP of "*applying creatively*" is almost neglected in all the analyzed coursebooks. This KP next to "*analyzing critically*" is the lowest frequent KP in all the coursebooks. In the case of each coursebook, the distribution of KPs follows the same pattern as the overall distribution. However, due to the specific methodological and pedagogical views of their writers, there are some minor differences that are going to be reported below.

In three out of seven of the analyzed coursebooks, Interchange 3, Touchstone 4 and Top Notch 3, the frequency of "*experiencing the known*" is higher than "*analyzing functionally*". Nevertheless, "*applying appropriately*" is still the most frequent KP in these three coursebooks. "*Applying creatively*" is non-existent in four of the coursebooks, and the number of activities with this KP in three other coursebooks, Interchange 3, Four Corners 4, and English Result intermediate, is very scanty. "*Analyzing critically*", the second least frequent KP, is almost non-existent in New Headway Plus: Intermediate book. Moreover, the other three KPs in the middle, "*experiencing the new*", "*conceptualizing with theory*", and "*conceptualizing by naming*" are far less than average in this coursebook.

Table 3.

*Pearson Chi-square Test Result of KPs in Different Global EFL Coursebooks*

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	358.160	42	.000
Likelihood Ratio	377.018	42	.000
Linear-by-Linear Association	20.629	1	.000
N of Valid Cases	5021		

To statistically answer the first question as to whether there were differences in KPs activated by practices in these seven global EFL coursebooks, the researchers ran the chi-square test for independence. As Table 3 indicates, the Pearson chi-square statistics is  $X^2(42, n= 5021) = 358.160$ ,  $p < .001$ , signifying the statistically significant difference in the distribution of KPs in different global EFL coursebooks.

To probe the realization of KPs in actual classroom practice, we asked students to complete uptake sheets reporting the KP they were going through while doing each chosen activity. The participants' reports were analyzed, and Table 4 below shows the KPs they reported in different activities.

Table 4.

*The Result of Uptake Sheets Reported by Learner Participants Doing Activities With Different KPs*

Activity code/KP	Researchers' choice	Experiencing the known	Experiencing the new	conceptualizing by naming	conceptualizing with Theory	Analyzing functionally	Analyzing critically	Applying appropriately	Applying creatively
TSU2LAP3EB	<b>Experiencing the known</b>	<b>115</b>	14	9	8	25	14	32	21
TSU2LBP1EA	<b>Experiencing the new</b>	41	<b>78</b>	28	7	42	19	23	0
TSU2LBP2gr	<b>conceptualizing by naming</b>	22	19	<b>170</b>	3	11	0	13	0
TSU1LAP2gr	<b>conceptualizing with theory</b>	22	24	52	<b>92</b>	35	2	7	4
TSU2LBP1EB	<b>Analyzing functionally</b>	6	40	14	0	<b>123</b>	9	26	20
TSU2LAP2EB	<b>Analyzing critically</b>	0	6	3	8	42	<b>102</b>	66	11
TSU1LAP2EB	<b>Applying appropriately</b>	8	17	49	13	41	0	<b>108</b>	2
ERU3LCPAT	<b>Applying creatively</b>	7	6	0	0	18	4	22	<b>181</b>

As Table 4 depicts, in all activities, the predicted KP for each activity is the highest reported KP. Thirty four stimulated recall interviews with learner participants, selected through convenience sampling, also corroborated with reported results in Table 4. Moreover, to reject the null hypothesis related to question 2, chi-square goodness-of-fit test was run. Table 5 displays chi-square test results for each reported KP. As it can be seen in Table 5, all the KPs are realized in the classes, and significant deviation from the null



hypotheses was found ( $X^2$  (7, n= 238) =294.840,  $p < .001$ ;  $X^2$  (6, n= 238) =92.941,  $p < .001$ ;  $X^2$  (5, n= 238) =519.412,  $p < .001$ ;  $X^2$  (7, n= 238) =216.521,  $p < .001$ ;  $X^2$  (6, n= 238) =294.882,  $p < .001$ ;  $X^2$  (6, n= 238) =254.765,  $p < .001$ ;  $X^2$  (7, n= 238) =213.465,  $p < .001$ ;  $X^2$  (5, n= 238) =608.105,  $p < .001$ ).

Table 5.

*Chi-square Test Result of Learner Participants' Reported KPs in Different Activities*

KP	Observed N	Expected N	Residual	Test statistics
Experiencing the known	115	29.8	85.3	Chi-Square 294.840
				df 7
				Asymp. Sig. .001
Experiencing the new	78	34.0	44.0	Chi-Square 92.941
				df 6
				Asymp. Sig. .001
Conceptualizing by naming	170	39.7	130.3	Chi-Square 519.412
				df 5
				Asymp. Sig. .001
Conceptualizing with Theory	92	29.8	62.3	Chi-Square 216.521
				df 7
				Asymp. Sig. .001
Analyzing functionally	123	34.0	89.0	Chi-Square 294.882
				df 6
				Asymp. Sig. .001
Analyzing critically	102	34.0	68.0	Chi-Square 254.765
				df 6
				Asymp. Sig. .001
Applying appropriately	108	37.1	70.9	Chi-Square 213.465
				df 7
				Asymp. Sig. .001
Applying creatively	181	39.8	141.2	Chi-Square 608.105
				df 5
				Asymp. Sig. .001

### Discussion

The findings of the study demonstrated how different KPs are distributed in different global coursebooks and whether these KPs are realized in classroom practice or not. As mentioned in the previous section, KP of conceptualizing was counted to have a far fewer instance of presence in the analyzed coursebooks than other KPs. This finding corroborates the findings of similar studies. For instance, Rowland et al. (2014) reported the relative absence of *conceptualizing* KP in the teacher-developed materials under analysis. They attributed this absence to the nature of this KP as "anathema to popular contemporary understandings and practices of ELT" (p. 147). The same interpretation could be offered in the contexts in which these global coursebooks are written. The publishers of these series claim that their coursebooks are based on the communicative approach to language teaching, which is mainly based on authentic pedagogy and functional pedagogy. As a result, the presence of KPs related to *conceptualizing* is not emphasized in these series. To substantiate this claim, their writers tend to avoid including activities that manifest this KP. This anachronistic view toward the KP of *conceptualizing* may have led these materials developers to try to compensate for the exclusion of this KP by including more *experiencing* activities causing alienation of learners toward structures and functions of texts or the motivations and intentions of text producers.

Bhooth et al.'s (2015) findings also indicated the underdevelopment of *conceptualizing* KP in the Yemeni context. Although they considered learners responsible for using meaning-making processes and pointed out their limited use of these processes, they called for more emphasis on the explicit instruction by teachers to enhance learners' awareness of the grammar, and the structural conventions of texts develop vocabulary. This emphasis could be

applied in the Iranian context too since the majority of language schools use the analyzed global coursebooks in this study, and this insufficient number of *conceptualizing* activities in these coursebooks could be regarded as one of the reasons for which learners fail to interpret the grammatical features of the text. Bhooth and his colleagues believe that such an inability would hinder text creation by students. If this hindrance is not addressed, learners may face a multitude of challenges in expressing themselves properly. As a result, activities with KP of *applying creatively*, the KP that represents such activities, would prove extremely difficult for learners to tackle. This chain of reasons could account for the scant presence of activities with the KP of *applying creatively* in these coursebooks too. Since the writers of these books did not write their instructional materials with multiliteracies pedagogy in mind, they have probably neglected the use of *conceptualizing* activities in their own practices; therefore, they may have caused learners to be unprepared for tackling activities with the KP of *applying creatively*. They seemingly reflected their practical experience in this regard in the activities they included in coursebooks they have written (Masuhara et al., 2008).

Menke (2018) also argued that teachers in their report on their teaching practices overlooked the KP of *conceptualizing* even though the integration of language and content is an indispensable part of the multiliteracies approach. She warned against excessive reliance on *experiencing* at the expense of ignoring *conceptualizing*. This uneven distribution of KPs may reduce learners' capabilities in identifying form-meaning relationships or author intent by subverting their level of textual interpretation and problem solving (Michelson & Dupuy, 2014). Such findings highlight the lack of incorporation of didactic pedagogy as an aspect of the multiliteracies approach (Kalantzis et al., 2016) from the educational plan of the analyzed global coursebooks and

the teaching practices in different contexts. Didactic pedagogy, with its emphasis on explicit instruction, ties today's pedagogical practices with older traditions of education such as direct instruction. This pedagogy mainly focuses on how concepts are formed and what stands as the realization of those concepts. Kalantzis et al. (2016) maintain that such pedagogical practices lead to the creation of knowledge-centered learning environments; nevertheless, embedding such practices in learning environments will not necessarily cause an imbalance in focus on learners. Therefore, the presence of didactic pedagogy in developing pedagogical plans for effective language teaching is imperative.

The other point worth mentioning in this regard is that KP of *experiencing the new* as the third component of didactic pedagogy is also applied fewer times compared to the other KPs representing other pedagogies. Unfortunately, there is no specific ground for comparison with other studies because other studies (e.g. Menke & Paesani, 2018; Rowland et al., 2014) tended to ignore the fact that subprocesses of *experiencing* have roots in different pedagogical traditions. Still, based on the findings of the study, it can be argued that didactic pedagogy is applied in global coursebooks and it is practiced, but it is overshadowed by other more dominant pedagogical traditions.

KP of *experiencing the known* as the other subprocess of *experiencing* has its roots in two different pedagogies, i.e., authentic and critical (Kalantzis et al., 2016). The relative absence of the other two KPs related to critical pedagogy, i.e. *applying creatively* and *analyzing critically* indicates that the presence of *experiencing the known* as a KP is more related to the more traditional authentic pedagogy rather than the modern critical pedagogy. Menke and Paesani's (2018) findings support the prevalence of the authentic

pedagogy aspect of multiliteracies in learning materials and practices. Other studies also argue in favor of the inclusion of more *analyzing* and *conceptualizing* practices besides *experiencing* ones, indicating the insignificant presence of critical and didactic pedagogies (Fterniati, 2010; Michelson & Dupuy, 2014). As previously stated, this could be attributed to teachers' beliefs about the difficulty of *analyzing* and *applying* activities for students in lower levels of proficiency. The persistence on viewing KPs as hierarchical and sequential has led to the omission of these KPs. Admittedly, viewing KPs as epistemic moves that guide learners in their learning could encourage a more equitable distribution of them in ELT coursebooks. However, this requires a move away from the now traditional authentic pedagogy and Communicative Language Teaching (CLT), which does not adequately enable learners to connect form-meaning relationships or interpret meaning more critically. As Bigelow (2010) argued, teachers and materials developers trained based on the principles of CLT lack theoretical and experiential knowledge to attend to form and meaning simultaneously.

Another point that can be mentioned about the lack of systematic inclusion of critical pedagogy and its related KPs is that critical literacy pedagogy acknowledges that people are different, and as a result, their identities and the interconnected literacy to them are different. Critical pedagogy aids educators in mitigating the negative effects of presenting English as a superior language. Moreover, global coursebooks with their wide target cannot engage different identities; as a result, they cannot apply such pedagogy in their practices. Similar conclusions are made by Razmjoo and Kazempourfard (2012), who analyzed the Interchange series using Bloom's taxonomy and found out that the series is incapable of making learners think critically. Their finding also showed that with an increase in proficiency levels

of students, the focus on higher-order thinking skills increases. This finding could support the previously-mentioned argument that teachers and materials writers tend not to include KPs related to critical pedagogy because they believe such activities are demanding for their learners. Despite the reported increase of these thinking skills that could be rough equivalents of *applying creatively* and *analyzing critically*, this issue still exists that the number of these KPs is still lower than *experiencing* KP. Razmjoo and Kazempourfard (2012) also drew upon local studies in the context of Iran to point out that a similar problem is noticed in domestic coursebooks and pedagogical programs other than the series presented by international publishers (e.g., Amin, 2004; Gordani, 2008; Mosallanejad, 2008).

The findings from the analysis phase of the study also showed that *applying appropriately* and *analyzing functionally* had the highest instances of occurrence in different global coursebooks. These two KPs have their roots in functional literacy pedagogy, which is based on Michael Halliday's systemic-functional linguistics (Halliday & Matthiessen, 2004). The prevalence of this pedagogy, among other competing pedagogies applied in different coursebooks, can be attributed to the educational tradition of today's ELT, which is mostly based on the CLT approach. CLT is mainly based on functional pedagogy; therefore, it is not unexpected that global coursebooks following this tradition applied its principles in their activities. As a result, they may focus only on discrete strategies of reading for the gist or identifying cognates. Consequently, learners under the tutelage in this pedagogy may not be equipped with all the literacy skills needed based on the multiliteracies approach.

The results from the practice phase of the study revealed that KPs predicted in the analysis phase were actually realized. Some degree of

inconsistency in answers by learners in their uptake sheets could be attributed to the fact learners may have had difficulty grasping the idea of multiliteracies. Another factor that could count for inconsistency in learners' choices could be the fact that some learners, as they reported in their stimulated recall interviews, approached the activities using their preferred personal styles, and as a result, went through a different KP. For instance, during an activity in which participants were supposed to find examples of a communication strategy in a piece of a conversation, some of them read the explicit explanation of the strategy on the next page. As a result, instead of going through the KP of *analyzing functionally*, they experienced the KP of *conceptualizing with Theory*. Similar examples suggest that regardless of what coursebooks dictate, learners can experience a pedagogical activity in their own unique way. Such findings indicate that KPs of *conceptualizing* are more needed in educational activities embedded in coursebooks in the Iranian context since learners' culture of learning encourages the inclusion of more such activities. Nevertheless, the findings of this phase of the study addressed the gap in the literature mentioned by Rowland et al. (2014).

Since these global coursebooks are systematically taught in courses for improving English major students' speaking skills in the Iranian context, the abovementioned points can hold true in this context and affect educational practices. University students in this context are exposed to these coursebooks in both universities and private language institutes. These coursebooks' unanimous approach in emphasizing authentic pedagogy at the expense of other educational traditions could influence learners' approach toward learning and life by promoting native speaker's learning styles and communication patterns (Kumaravadivelu, 2012). Moreover, if instructors of these coursebooks do not attempt to adapt these instructional materials to suit

the needs of their learners in the Iranian context, moving learners toward critical literacy will be relatively unachievable for English-major students. This situation will be exacerbated by the fact that these students will eventually become English language teachers themselves. If these students experience the dominance of only one pedagogy, i.e. authentic pedagogy, in their classes, they might form the belief that this pedagogy is the sole educational path they can take (Clark & Peterson, 1986). Consequently, this belief could lead to the perpetuation of the situation in which authentic pedagogy remains the dominant educational practice.

### Conclusion

This study was an attempt to further our understanding of how global coursebooks function by analyzing their content through the lens of the multiliteracies approach and KP framework. The intermediate-level coursebooks of seven popular international coursebook series used in universities in the Iranian context were analyzed. The findings suggested the dominance of functional pedagogy and ignoring other pedagogies, specifically critical pedagogy, which is wholly missing from many of these coursebooks. To triangulate the findings and to reach deeper insights, the realization of these approaches and their related KPs were investigated, and it was revealed that predicted KPs were realized in the context of the classroom.

The findings of the study suggest that the writers of the analyzed global coursebooks did not incorporate a relatively equal number of activities with each KP in their coursebooks. Specifically, the KPs rooted in critical pedagogy are very scanty. As a result, these coursebooks cannot be successful in recognizing learners' voices in the classroom, a prerequisite of critical literacy pedagogy. In this regard, Aronowitz and Giroux (1991), by naming



critical literacy "border pedagogy", maintained that educational activities should engage the knowledge and experience of learners in critical ways so that they can construct their social identities. Moreover, by focusing on functional pedagogy, the basis of CLT, these coursebooks tried to avoid focusing on other educational traditions of authentic and didactic pedagogy.

The implication of these findings could be that teachers should try to include more activities with KPs of *analyzing critically* and *applying creatively* to accompany the activities with *experiencing the known* KP while teaching these global coursebooks. Including these KPs could lead to a stronger presence of critical literacy in classrooms in the Iranian context. One way for doing that is the systematic adaptation of these materials to the local situations and the mindsets and identities involved in them by local publishers, material developers, and institute administrations. Teachers also need to be trained to be able to supplement their lesson plans with more activities that address other KPs in different pedagogical traditions as other KPs like *conceptualizing* and *analyzing* could be helpful for learners.

To further our understanding of the nature of global coursebooks through the lens of multiliteracies pedagogy, these ideas should be considered for future research. The seven global coursebook series chosen for analysis and evaluation offer their books for different proficiency levels, but this study only focused on intermediate-level books. Conducting similar studies focusing on books in other proficiency levels could either challenge or confirm the findings of this study and shed more light on the issue. Additionally, the analysis of these coursebooks will be worthwhile due to the insight they provide to the teachers who practice these books in their classes.

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