INTED 2022

16th **International Technology, Education** and **Development Conference**

7-8 March, 2022

CONFERENCE PROCEEDINGS

Sharing the Passion for Learning

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ANALYSIS OF GRAMMAR VOCABULARY IN FOREIGN LANGUAGE TEXTBOOKS: ITALIAN, GERMAN, ENGLISH, AND MACEDONIAN

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Abstract

This paper analyzes grammar vocabulary in foreign language textbooks. It describes how metalinguistic terminology is presented in textbooks of Italian, German, English and Macedonian as a foreign language intended for students at level A1.1.

First it analyzes how grammatical terms and expressions are presented, which strategies are used to explain their meaning, whether attention is paid to the problems that may arise in mastering their meaning, and how much attention is given to these terms. The analysis includes terms and expressions that lexically identify the grammatical aspects of the foreign language in question. It is a very specific terminology (e.g., verb, article, singular, personal pronouns, etc.), but also a lexicon that does not have grammatical value, but in a metalinguistic context it acquires it (regular, irregular), as well as words used in grammatical explanations (sentence, word, syllable, etc.).

The analysis is divided according to the foreign language, and then a comparison is made between different textbooks for a foreign language.

The subject of our analysis is the grammatical terminology of foreign language textbooks that are most often used in the educational institutions in the Republic of North Macedonia and the Macedonian language textbook that is used in the Macedonian language courses for foreigners in the Republic of North Macedonia:

- Italian language textbooks: Nuovo Progetto Italiano 1, Corso multimediale di lingua e civiltà italiana, livello elementare A1-A2, T. Marin & S. Magnelli, Edilingua; Nuovo Espresso, Corso di italiano A1, L. Ziglio & G. Rizzo, Alma Edizioni;

- German language textbooks: Planet 1, Deutsch für Jugendliche, A1, G. Koop & S. Büttner Hueber Verlang; Paul, Lisa & Co, Deutsch für Kinder, A1.1, Bovermann M., Georgiakaki, M. & Zschärlich, R., Hueber Verlang;

- English language textbooks: Upstream Beginner A1+ Student's Book, V. Evans & J. Dooley, Express Publishing; Solutions Elementary Student's Book A1-A2, T. Falla & P. A. Davies, Oxford University Press.

- Macedonian language textbooks: Зборувате ли македонски?, почетен курс, М. Кусевска и Л. Митковска, Скопје: Просветно дело. (Do you speak Macedonian?, Elementary course, M. Kusevska & L. Mitkovska, Skopje: Prosvetno delo).

As authors and, above all, as foreign language teachers with many years of work experience, we give our own insight into how understandable and clear metalinguistic terminology can be understandable and clear for beginners.

Keywords: grammatical terms, foreign language, metalinguistic terminology, grammatical explanations.

1 INTRODUCTION

Before we start the analysis of grammar vocabulary in foreign language textbooks, we will briefly present several studies conducted in the past regarding metalanguage in foreign language didactics. In Faerch (1985, 1986), the lack of interest in the subject is emphasized, but from the 1990s onwards metalanguage started to be considered as a means of helping to better understand how a foreign language works. Berry's (1997) research aims to clarify how much teachers are aware of their students' metalinguistic knowledge. Berry explores how well students who learn English as a foreign language know metalinguistic terminology and whether they can use it. The research shows that the level of knowledge of grammatical terminology among students is different, and Berry explains the result with the fact that students attended different foreign language courses. Research also shows that teachers

are aware that students do not know metalanguage terminology well and that, if they intend to use that terminology, they must use certain strategies to introduce it. Research has also shown that teachers do use terminology that their students do not know, which causes problems. The research emphasizes the fact that when learning a foreign language, the knowledge of metalanguage terminology must be taken into account and that there is a need to deepen this aspect of the didactics of foreign languages. Borg (1998) conducted a different study, that is, he analyzed how two teachers of different ages talk about grammar during foreign language classes. Borg explores how metalanguage terminology is presented, analyzes the results of metalanguage activities, and interprets the differences between the approaches they use. The different uses of grammatical terminology depend on how they perceive this terminology based on their experience as teachers.

A large number of studies have been carried out to explore teachers' beliefs in grammar teaching. Some examples are Borg (1998, 1999), Borg and Burns (2008), Andrews (2003), Burgess and Etherington (2002), Schulz (2001).

Research conducted by Basturkmen, Loewen & Ellis (2002) aims to determine which metalanguage terminology is used in communication-focused foreign language classes and how it affects the understanding of rules. It was concluded that students use metalanguage terminology when asking questions to clarify a particular rule. Researchers have concluded that metalanguage terminology encourages attention and understanding. Researchers have concluded that metalanguage terminology encourages attention and understanding.

Villarini (2008) created a corpus of the metalanguage lexicon used in the seven most widely used Italian textbooks L2. The purpose of L.A.I.C.O. (Lessico per Apprendere l'Italiano - Corpus di Occorrenze) is to contribute to determining the words most commonly used in textbooks, i.e., what vocabulary is used to describe the use of language.

2   METHODOLOGY

In order to understand the meaning of a term, you need to understand its function. For example, to understand what the term *article* means, it is not enough just to know the declension and the different forms of the article, but to understand the function the article has.

There are expressions that are composed of a grammatical term and an adjective that specifies it, i.e., that indicates a specific or different grammatical meaning, for example the expression *definite article* in relation to the term *article* or a *possessive adjective* in relation to the term *adjective*.

The subject of our analysis are terms and expressions that lexically identify grammatical aspects in the language. It is mostly about very specific terminology (for example, *verb, singular, adjective, preposition*, etc.) but it is also about a lexicon that has no grammatical value but gets it only in a metalanguage context (for example*, regular, irregular, definite*).

We will also consider terms that are not used in a grammatical sense but are very common when there are grammatical descriptions and they affect comprehension, for example terms such as a *sentence* or *word* and terms that refer to the phonological aspect of a language (e.g., *vowel, consonant, syllable, sound*).

2.1   Analysis of grammar vocabulary in Italian language textbooks

In the Republic of North Macedonia, the most commonly used Italian language textbooks for beginners are: Nuovo Progetto Italiano 1, Corso multimediale di lingua e civiltà italiana, livello elementare A1-A2, T. Marin & S. Magnelli, Edilingua, and Nuovo Espresso, Corso di italiano A1, L. Ziglio & G. Rizzo, Alma Edizioni.

Nuovo Progetto Italiano 1 is a course of Italian as a foreign or second language, designed for self-study or classroom use, intended for teenage or adult students, beginners, or false beginners, to achieve a level of linguistic competence A1-A2 (according to the indications provided in the CEFR) providing about 90-100 hours of classroom lesson. The course includes a book, workbook, and an CD-ROM. This book consists of 1 introductory unit and 11 full units.

Nuovo Espresso is an Italian language course for foreigners divided into three levels (A1, A2 and B1). Nuovo Espresso 1 is the first volume of the course and is intended for beginner students. It offers educational material for about 90 hours of course (plus video course activities and workbook for work at home.) The course consists of a book, a multimedia DVD and a guide for the teacher.

The Nuovo Espresso 1 class book opens with an index in which the contents of the 10 didactic units into which the book is divided are summarized; each distinguishes between communicative content and grammar and vocabulary. The index is followed by an introduction that explains the theoretical assumptions and structuring.

In the textbook Nuovo Espresso 1 the metalinguistic language adopted in the index to describe the grammatical contents of each didactic unit is specific and, in many cases, it is accompanied by examples.

We will analyze only the first lesson which contains the following parts: Primi contatti, Videocorso 1, Caffè culturale. The first page of the first lesson lists the same grammatical terms that are summarized in the *Indice* section, but we do not take these terms into account, as they are listed only in a list of examples.

The first metalanguage term found in the first lesson Primi contatti is **parole** (words), on page 8, in the indications of an exercise, whose meaning is taken for granted. The words that are required to be listened to and repeated are words with different pronunciations of the consonants *c* and *g*. In the same exercise, the task is to sort the words (parole) according to the given sounds (suoni).

On page 10, the word **frasi** (sentences) is encountered for the first time in an exercise where student need to supplement dialogues with an appropriate choice of sentences. The word **numeri** (numbers) appears on the next page in an exercise that requires that students listen to numbers and repeat them.

In the first lesson, in the section dedicated to grammar <u>comunicazione e grammatica</u>, on page 13, in the title we find the following terms **presente** (it is about *presente indicativo*) and **singolare** (singular) with examples of the verbs *essere, avere* and *chiamarsi* with their forms in the present tense, singular. This is followed by a definition of the use of personal pronouns, and here students first encounter the terms **pronomi personali, soggetto, verbo, maschile** and **femminile** (personal pronouns, subject, verb, masculine and feminine gender). The forms of the above verbs are given only in the first and second person singular, and in the third person singular the polite form of the pronoun is stated. Then, in the title follows the expression **aggettivi di nazionalità** (adjectives indicating nationality) and examples are given in masculine and feminine gender. For masculine gender there are two adjectives ending in -o and -e, and for female gender there are also two adjectives ending in -*a* and -*e*. We find these examples on the previous pages too, but the term *aggettivi di nazionalità* is not mentioned there, but the task is to write the nationality that corresponds to the name of the country. These examples on page 10 are listed in columns, divided into masculine and feminine gender, in order to introduce students to the declension of adjectives in singular. The meaning of the term **aggettivo** (adjective) is explained explicitly in the definition in which the terms *maschile, femminile* and *singolare* are mentioned again, and the term **desinenza** (suffix) is mentioned, specifying the declension of the adjectives ending in -a, -o и –e. It is clear that the term *desinenza* refers to the letters in which the mentioned adjectives end. The expression **nomi propri** (proper nouns) is found later, but there is no explanation as to what it means. Only one example of a proper noun is given, although the term nome is mentioned earlier, but only with the meaning a *name*, not a *noun*.

In the following title the term **preposizione** (preposition) is found, but in the explanation of the use of the preposition *di*, the term *preposizione* is not used at all, but the use is presented inductively, only through one example. The usage of the preposition *di* is practiced on previous pages without using metalanguage terminology. Students will probably understand the meaning of the term *preposizione* after finding other prepositions with different meanings. In the next title the term **interrogativi** (question words) is found and three examples are given, i.e. three questions with *come?, di dove ?, qual ?*. The examples implicitly show the grammatical function, while the given definition explicitly explains the function of *interrogativi* through the usage of both the term *verbo* (verb) and preposizione (preposition). There is no explanation as to what the term *verbo* means, nor is there any example of a verb. The following title contains the expression **articoli determinativi** (definite articles) and one example of masculine (*il*) and one of feminine gender (*la*) are given. There are no exercises at all for the definite article on the previous pages, nor is its usage mentioned. The definite article *la* occurs for the first time in the example and in the definition.

In the *Videocorso* section the term *frasi* is found in an exercise in which the sentences are to be matched with the corresponding situations shown in the pictures.

In the textbook *Nuovo Progetto Italiano* 1, the section *Indice* is located at the end and in it each lesson is divided into subheadings, communicative and lexical elements, and grammatical elements. The subject of our analysis will be the introductory lesson "*Benvenuti*!". The first term we come across is

parole (words), on page 5, i.e., in the instructions for the first exercise, on the first page of the introductory lesson. Pictures are given and students should match them with the appropriate words. The term *parole* is also found in the instructions in the following five exercises, in which students are asked to pronounce words, letter by letter, to listen to and repeat words, to listen to and write down words, to observe pictures accompanied by an appropriate word and to match a picture with an appropriate word. It can be said that the term is implicitly presented through several examples. On page 7, in a table, the terms ***desinenza, singolare, plurale, sostantivi, maschile, femminile*** (suffix, singular, plural, nouns, masculine and feminine gender) are presented. For the term *desinenza* there is an explanation in parentheses *ultima lettera* (last letter) and the last letter is written in color, while for the other terms there are two examples in singular and plural for masculine and feminine gender. The meaning of the term *sostantivi* is not explicitly explained. In the same table, the term *sostantivi* is accompanied by the adjective ***irregolari*** (irregular) for the second time, and the meaning of any of these terms is not explained at all. Further on, on page 8, the term *sostantivi* is found together with the term *plurale*, in an exercise in which only one object is shown in the picture and there is only one word below the picture, so students would probably intuitively understand the meaning of these terms. In the next exercise, the term *sostantivi* is related to the terms ***aggettivi*** (adjectives) and ***regole*** (rules) in an explicit definition with four examples with the same noun and adjective with clearly emphasized suffixes for masculine and feminine gender, singular and plural. The meaning of the term *regole* remains unclear. On the next page, we come across the term ***verbo*** (verb) for the first time, the meaning of which is not explained but the example given is the verb *essere* and its conjugation. In the next exercise, the term ***frasi*** (sentences) is used in the instruction. In the exercise, one sentence is given as an example, and students are asked to form sentences with the given words in accordance with the given picture. The meaning of the term *frasi* is not explained, but in the next exercise it is found for the second time, i.e., the students need to connect the sentences they hear with the given pictures. This sequence of exercises and repetition of the same term help in easier mastering of grammatical terminology. On page 11, in the title of the table there is the expression ***articolo determinativo*** (definite article). Examples are given in the singular and plural, for masculine and feminine gender, clearly classified and highlighted in color. Although their function is not explained, the table clearly concludes what the forms of the definite article are. This is followed by an exercise, in the instruction of which only the term ***articolo*** (article) is found, and in which several articles are written in a column, and they need to be connected with the corresponding nouns that are also shown with pictures. On page 12, we find the term ***numeri*** (numbers). Students should fill in the table with the three numbers given in the list of numbers up to 10. It can be assumed that students will easily understand the meaning of this term. On the next page, the term *verbo* is found for the second time, without explaining its meaning, but the verb *avere* and its conjugation are given as an example. The forms of the verb *avere* are found earlier, in sentences, within dialogues, and here students need to insert the two forms in the third person singular and plural. The last metalinguistic term in the introductory lesson is the term ***consonanti*** (consonants). The meaning of the term can be understood implicitly, because in the exercise student are asked to listen to and repeat words with double consonants, and in the table the double consonants are clearly marked in bold in front of the given words / examples they contain them.

2.2   Analysis of grammar vocabulary in Macedonian language textbooks

The textbook Do you speak Macedonian by the authors Marija Kusevska and Liljana Mitkovska is a textbook of Macedonian language for foreign learners intended for those who study Macedonian as a foreign language, and previously and have no or very little knowledge of it. The textbook contains 25 lessons as well as exercises necessary for easier communication in the environment in which the language is spoken. The aim of the textbook that covers levels A1, A2 and B1 of the Common European Framework of Reference for Languages (CEFR), is to bring learners to the level of knowledge of the Macedonian language that will enable them to communicate independently and cope in the environment where Macedonian is spoken. The textbook contains material that covers three areas: topics, functions, and grammar, processed through the prism of the communicative methodological approach. The topics encourage the acquisition of the vocabulary which includes about 1500-word units; the functions determine the expressions specific to a given situation in the very process of communication, and the grammar implies the adoption of the rules for the functioning of the language. Each of the 25 lessons is organized on two pages, after each lesson there are appropriate exercises for further enriching of the vocabulary and practicing grammar. After every fifth lesson there is a test for checking the knowledge and one Macedonian folk song, in order to get the students acquainted with the Macedonian oral folklore. In addition, the textbook contains the transcription of the listening material, a CD with texts and exercises, grammar explanations (in both Macedonian and English), a Macedonian-English dictionary, as well as a solution to the exercises.

The subject of our analysis are the first two lessons in the textbook. At the very beginning, the Macedonian alphabet, its voice system, and an insight into the Macedonian accent are given. This approach allows learners of the Macedonian language to first gain a visual impression of the shape of the letters, and then of their function in the formation of words. The topic of the first lesson covers names, numbers from 1-10, and greetings that are given in the communication section. Language functions are recognized through the act of *getting acquainted*: Ex. Како се викаш/викате? Јас се викам ... Јас сум ...; *Greetings:* Здраво! Добар ден! and saying thank you: Благодарам! Фала. The topic of the second lesson is *Where are you from?* and it covers countries and cities, presenting and identifying objects. The grammatical part presents the verb *сум* (to be) in the present tense, the *demonstrative pronouns* (Што е тоа? Ова е ... / What is that? This is ...), the gender of nouns and the category of definiteness, i.e., the article.

The title of the first lesson is *Здраво* (Hello) and it is divided into 3 segments: 1. *Како се викате* (What is your name?); 2. *Како си?* (How are you?); 3. *Броеви 1-10* (Numbers 1-10). On page 16 there is the term: *име, имиња* (name, names): *Кои од овие имиња се машки, а кои женски,* (Which of the names below are male, and which are female). The terminology refers to nouns of masculine and feminine gender, but is not used as such, nor is a definition of nouns and their categorization given. In the exercises on p. 18 in the second task, the term *имиња* is also found: *Дополнете ги имињата* (Complete the names). Page 17 contains the term **броеви** (numbers), which refers to numbers as a variable words in the morphological classification. However, here numbers are indicated without giving their definition, classification or grammatical categories. The same term is found in exercises on p. 19: *Допишете ги броевите 1-10 (*Write the missing numbers 1-10); *Напишете ги телефонските броеви (*Write the telephone numbers in figures); *Напишете ги броевите со букви во крстозборот (*Write the numbers with letters in the crossword puzzle). On the second page of the second lesson (p. 21) entitled *Географија; Од каде сте?* (Geography; Where are you from?) for the first time the category gender is mentioned: **машки род** (masculine gender) ТОЈ, **женски род** (feminine gender) ТАА, **среден род** (neuter gender) ТОА, with the table showing examples of nouns of the given gender. In the first exercise of lesson 2 that begins on page 22, there is the term **реченица** (sentence): *Дополнете ги речениците (*Complete the sentences); it is used in the fifth exercise (page 22): *Напишете реченици како во примерот* (Write sentences as in the example) and in the eighth exercise (p.23): *Средете ги измешаните зборови во* (Sort out the words into correct sentences). The sentence/*реченица* is not defined as a term, but it is only used as a grammatical category. In the third exercise (page 22) the term **глагол** *сум* (the verb to be) is mentioned for the first time: *Пополнете со форми од глаголот сум* (Write the correct forms of the verb to be) and a table of the forms of the verb *сум* (to be) by person and number is given: *јас сум, ти си, тој/таа/тоа е* (I am , you are, he / she / it is - singular forms) and *ние сме, вие сте, тие се* (we are, you are, they are - plural forms).

This exhausts the contents of the first two lessons with exercises from the textbook "Do you speak Macedonian".

2.3   Analysis of grammar vocabulary in German language textbooks

In the Republic of North Macedonia, the most commonly used German language textbooks for beginners are Planet 1, Deutsch für Jugendliche, A1, G. Koop & S. Büttner Hueber Verlang; Paul, Lisa & Co, Deutsch für Kinder, A1.1, Bovermann M., Georgiakaki, M. & Zschärlich, R., Hueber Verlag

Planet 1 is a course of German as a foreign or second language, designed for self-study or for classroom use, intended for teenage or adult students, beginners or false beginners, to achieve a level of linguistic competence A1. The manual includes a book, workbook and an CD-ROM. This book consists of 1 introductory unit and 16 full units. Planet 1 class book opens with an index in which the contents of the 16 didactic units into which the book is divided are summarized; each distinguishes between communicative content grammar and vocabulary. The index is followed by an introduction that explains the theoretical assumptions of the course and its structure.

Deutsch für Kinder is a German language book in the first volume of the course and is aimed at beginner students. It offers educational material for about 90 hours of the course (plus video course activities and workbook for work at home.) It consists of a book, workbook, and an CD-ROM. This book consists of 1 introductory unit and 10 full units.

In the textbook Planet 1 the metalinguistic language adopted in the index to describe the grammatical contents of each didactic unit is specific and, in many case,s it is accompanied by examples.

We will analyze only the first lesson of the first topic entitled *Ich und du* (me and you) with the title *Rockkonzert* (rock concert) containing the following parts: *Kommunikation* (communication), *Wortschatz*

(vocabulary) and *Grammatik* (grammar). The first page of the first lesson lists the same grammatical terms that are summarized in the index section, but we do not take these terms into account, as they are listed only in the list of examples.

On page 6 there is a poster for a concert through which students should become interested in starting a conversation using words related to this topic; the question is asked about what they understood from the poster and they should write sentences related to that vocabulary; however, the term *sentence* is not mentioned at all, only that they are required to write them, so there are no explicit examples or explanations, it is left to the students to assume that sentences should be written and thus old and new vocabulary be provoked. On page 7 there is an introductory dialogue which should be listened to on a CD, read, and then acted out with the given new names. The first metalanguage term found in the first lesson is **Laute** (sounds), on page 8. The words that are to be listened to and repeated are words with the consonant *h*, and the vocabulary is related to the topic of introducing oneself. This is followed by listening, repeating, and acquisition of vocabulary related to the basic greeting words *Guten Morgen, Guten Tag, Guten Abend* (good morning, good afternoon, good evening). So, the term *Verb* (verb) is not mentioned at all, only the two basic verbs for introducing oneself *heißen* (my name is) and *sein* (to be) are given in the 1st and second person, present tense. So, there is no explanation or conjugation of the verbs, only their ready forms used in the sentence. The authors probably emphasized the vocabulary wanting through it to come to the grammatical form of the verbs in the present tense, i.e., to the suffixes for the present tense and their usage in other verbs as well.

On page 9 there are **Zahlen** (numbers) up to 20 and exercises for listening, recognizing, and repeating them. Page 10 shows linking vocabulary, representation of counting, and here the term **Wörter** (words) is first found in an exercise asking students to role play the given dialogues with an appropriate choice of words. The last page of the first lesson is actually listening to a given situation on a CD and recognizing the already studied material, i.e., verbs and numbers.

In the Deutsch für Kinder textbook each lesson is divided into subheadings, communicative and lexical elements and grammatical elements. The subject of our analysis will be the introductory lesson Sportarten (sports) Freizeitaktivitäten (leisure activity). The first term we come across is **Wort** (word) on page 6 used in a recognition exercise when listening to given words from the first lesson. Pictures are given and students should match them with the appropriate words. The term *Wort* is also found in the instructions in the following five exercises, which require words to be pronounced, letter by letter, students listen to words and repeat them, listen to and write them, they look at pictures accompanied by an appropriate word, and associate a picture with an appropriate word. It can be said that the term is implicitly presented through several examples. On page 7, the alphabet is given in a table and there are exercises for listening, repeating, and reading. In the context of repeating the letters of the alphabet, a game is given for pairs where one student spells a word for the other student to write it correctly and thus the letters are practiced. Down the same page there are exercises for learning and practicing the German vowels *ä, ö, ü* and *ß*; they consist of listening, recognizing the vowels in given words, and adding already known words that contain these vowels. On page 8 we have games for and writing words, as well as with rhyming for younger students to master the letters of the German alphabet in an interesting way. On the same page, in the mentioned exercises, the numbers up to 10 are mentioned for the first time. The vocabulary related to the topic of introduction is on page 9 where students encounter simple interrogative sentences with a question word - *W-Frage* and affirmative sentences, i.e., the two basic verbs for introducing oneself *heißen* (my name is) and *sein* (to be) in the first and second person, present tense. There is no explanation or conjugation of the verbs, only their ready forms used in the sentence. On pages 10 and 11 we have more exercises for listening, recognizing and practicing the mentioned verbs. On page 11 for the first time an example is given for making a question without a question word *Ja/Nein Frage* (yes/no questions). A table of the conjugation of the verbs *heißen*, *sein* and *spielen* (play) in 1st and 2nd person singular is given at the end of page 12 where the authors clearly indicate that students should recognize these forms of verbs in sentences while being careful which suffixes to use for proper expression in the present tense. On page 13 students can see other regular verbs such as *machen* (make) *fotografieren* (take a photograph), *schreiben* (write) and use them following the example of the already learned suffixes for 1st and 2nd person singular present tense in affirmative and in interrogative sentences. We have practice exercises on pages 14 and 15 - determining the correct order of words in affirmative and interrogative sentences and in questions without a question word, arranging a text with pictures, making word cards, and playing word games in pairs. This sequence of exercises and the repetition of same terms helps in easier mastering of grammatical terminology.

2.4   Analysis of grammar vocabulary in English language textbooks

English textbooks that are most often used in the educational institutions in the Republic of North Macedonia for beginners are:

Solutions is a 5-level course written for secondary-school students who need everyday English and exam preparation from elementary to advanced level. Solutions Elementary Student's Book is a textbook of English designed for self-study or for classroom use, intended for beginners or false beginners, to achieve a level of linguistic competence A1-A2 (according to the CEFR). Beside the Student's Book, there is a Workbook, Class Audio CDs, etc.

Upstream series is specially designed for students from absolute beginner to intermediate level. Each book consists of five modules and provides systematic preparation in all four language skills - listening, speaking, reading and writing - required at these levels. Upstream Beginner A1+ is a modular secondary-level course for learners of the English language at CEF A1+ level. The series combines active English learning with a variety of lively topics presented in themed units. It has the following components: Student's Book, Workbook, Class Audio CDs, and Student's Audio CD.

Solutions Elementary Student's Book consists of 1 introductory unit and 10 full units; each unit consists of eight lessons, all of which focus on a particular skill, including vocabulary, grammar, reading, speaking, and writing. We will analyze the Introduction Unit that consists of four parts A, B, C and D. Part A begins with saying hello where the term *name* is found in the dialogue. The term *alphabet* appears in the instruction to the exercise to listen and repeat the alphabet. It can be assumed that students will easily understand the meaning of this term and the term **spell** in the exercise where students spell names of famous persons and other students guess the person. Next follow exercises with numbers from 1 to 20; again, the term **numbers** is introduced without explanation, assuming that students implicitly understand it. In the exercise students listen to and repeat the numbers, and then say them from 1 to 20 and in reverse. To practice introduction phrases and numbers there is a matching exercise with parts of sentences and students are required to write a dialogue of their own. Part B introduces the **verb** *to be* with its affirmative and negative forms in all persons and numbers where student need to complete the table with the missing forms. The forms can be found in the short text that precedes the exercise. There is no definition of the term *verb* and students are referred to the grammar section at the end of the book. The term **possessive adjectives** also appears in part B without explicit explanation or definition; students should find three possessive adjectives in the mentioned text and complete the table. In addition, in this part we also find the term **demonstrative pronouns** with all four pronouns: *this, these, that,* and *those*; the term itself is not explained but their usage is explicitly pointed out (this and these for things that are close to us -"here", and that and those for things that are further away -"there"). Part C opens with the phrase *have got* illustrated in a dialogue. Students need to underline the forms *have/has got* in the dialogue and then complete the table with affirmative, negative, interrogative forms and short answers; then they practice using the phrase in the exercise about describing people in pictures and people in the classroom. The last part of this introduction unit starts with vocabulary - time, days, months and seasons. There are exercises that practice telling what time it is and using the names of days, months and seasons.

This Introduction unit Solutions Elementary is rather packed with vocabulary and grammar terms without explicit explanations so it is obvious that this is actually a *revision unit* – practicing the material students are supposed to be familiar with.

The Upstream Beginner A1+ Student's Book opens with an index of the summarized contents of the starter unit and 10 didactic units (topics, vocabulary, reading, grammar, listening, speaking, and writing). Similarly, as in Solutions Elementary, there is a starter unit Let's Start that mentions the terms *alphabet,* **numbers,** *colors, this/that (*only in singular), and *a/an.* None of the terms is explicitly explained or defined, there is an exercise with *spelling* but the word itself is not mentioned, in exercises we see numbers from 1 to 20 (listen and repeat) and from 20 to 100 where students need to read and match numbers written in figures and words. Colors are presented with illustrations and students should put their names in alphabetical order. No explanation is offered. *This/That – A/An,* they are presented also with illustrations assuming that students will implicitly understand their usage. It does not seem clear why this material is in the introductory unit as this is a course for beginners, so we suppose that students do not have significant previous knowledge of English and revision is not expected.

In the description of Unit 1 of Module 1, the terms **verb** *'to be',* **possessives, question words, verb** *'have got',* and **verb** *'can'* are listed saying that they will be practiced in the unit. This is followed by the grammar part, introducing the term **verb,** more specifically *'to be'* in the present tense for all persons and numbers. No explicit explanation or definition of the term *verb* is offered nor are the terms *singular*

plural mentioned. The term **question words** is also found here and students are referred to the grammar section for further explanation. There is just one exercise where students need to underline the correct question word by choosing one of the two that are given. In the next part, 1c, the term **sentences** is used for the first time in the instruction. We also encounter the terms **word stress** and **syllable** here practiced in two exercises (listen and repeat and read and underline the stressed syllable). No definition or explicit explanation of these terms is given. Part 1c also contains the term *verb* (*'to be'* in its *negative/ interrogative forms and short answers)* in two gap filling exercises and an exercise where students should put the words in the correct order to form questions and then answer them. Students are referred to the grammar section for explanations. The unit ends with one page of revision exercises.

3   CONCLUSION

The analysis of foreign language textbooks has shown us that there are differences in the use of metalanguage terms; the difference is both quantitative and also in the choice of terms. The first/ introductory lesson in Italian textbooks has a larger number of grammatical terms, unlike the Macedonian language textbook and the German and English textbooks. In the analyzed lessons in the Italian language textbooks the following terms are found: words, sentences, personal pronouns, subject, verb, masculine and feminine gender, adjective, suffix, proper nouns, preposition, question words, definite articles, irregular, rules, numbers, consonants, while in the textbook in Macedonian for foreigners we noticed the following terms: masculine gender, feminine gender, neuter gender and sentence. In German textbooks we have noticed the use of: sounds, numbers, word, and in English textbooks, beginner students encounter the terms: numbers, verb, possessive adjectives, demonstrative pronouns, possessives, question words, sentences, word stress and syllable.

From the analysis we can conclude that some grammatical terms are introduced without any explicit explanation, others are introduced first through examples and then explained, others are first introduced with an explicit explanation followed by examples, or their meanings result intuitively though it is not explained. The way grammatical terms are presented depends on the analyzed textbook. In most of the analyzed examples, the authors of foreign language textbooks present the grammatical terminology in an implicit way, assuming that students will intuitively understand the meaning, or through explicit explanations that follow after presenting a few examples. This may be the best way because these are textbooks intended for beginners. It would be more difficult to explain, for example, first the meaning of the definite article, and it is easier to present it in an implicit way with a few examples in which the definite article is used, and to focus attention on the forms, and to discuss its function later.

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