# A Comparative Analysis of Communicative Language Teaching and Learning Opportunities in two Spanish Language Textbooks

***Jaclyn Sparks***
***Catherine Restrepo-Widney***
***Sabrina F. Sembiante***
***Florida Atlantic University***

## Abstract

Among a wide range of applications for communicative language teaching (CLT) is its popular use as a framework for commercial world language education materials. Despite the prevalence of CLT-informed Spanish language textbooks and their impactful role on teachers' practices and students' learning, few studies to date have explored the implementation of CLT to inform Spanish language textbook design. Thus, the authors engage in a descriptive inquiry to examine (a) the ways in which two commonly used beginner Spanish language textbooks are informed by a CLT approach and (b) how they compare in their support of a CLT approach to language teaching and learning. Using CLT as a theoretical framing, the authors conducted a content analysis of the initial chapters of two high-school level Spanish I textbooks: *¡Exprésate!* and *Senderos*. Findings indicate that both texts include a higher ratio of drills than tasks and prioritize discourse competence above other communicative competencies. *Senderos* may offer more student accessibility and encourage more opportunities for oral communication in the target language; however, *¡Exprésate!* incorporates more diverse interaction types and styles. Practical implications for the several areas of CLT missing from both textbooks are discussed alongside suggestions for teacher supplementation and textbook revision.

**Keywords:** Spanish language textbooks, world language education, communicative language teaching, content analysis

## Introduction

Our objective in this study is to analyze how two contemporary Spanish language textbooks reinforce communicative language teaching (CLT) in their curricular design and to compare across their methods. The purpose for the analysis emerges from the professional experience of the first author, a secondary Spanish teacher, who utilizes the public-school-district-adopted Spanish textbooks as a foundational resource for the structured grammar and vocabulary lists they provide. On the basis of her own personal experience learning Spanish as a second language and her professional experience teaching Spanish, she knows well the importance of incorporating communicative tasks alongside grammar and vocabulary afforded by textbooks to heighten student learning. She felt that the initial Spanish language textbook adopted by the district was rich with communicative language teaching-based activities in which students could engage to practice speaking in relevant ways with one another. When the district replaced the textbook with another, albeit seemingly still informed by communicative language teaching methods, she began to observe that opportunities for communicative interaction were not as thorough, varied, or meaningful as in the previous text. Since students highly benefit from activities where they are able to work with peers, be creative, and integrate their textbook learning into relevant conversations, it became important to understand what might be altering students' opportunities to do so between the two texts. As such, the authors

embarked on a textual analysis to understand the variations of adherence and/or implementation of CLT across two Spanish language textbooks.

Since its emergence in 1970, CLT has oriented language teachers and researchers away from a focus on grammatical competence (e.g., in the grammar-translation method or audiolingualism) and toward communicative competence (Richards, 2006). In prioritizing language learners' ability to convey messages, CLT has foregrounded the communicative events, purposes, settings, interlocutor social roles, language functions, and discourse skills of language situations. Rather than treating grammar as the starting point for language learning as designed in previous methodologies (Bax, 2003), CLT-informed approaches prioritize the contextual parameters of the language learning situation and then integrate the necessary grammar to carry out these language tasks (Brown, 2014; van Ek & Alexander, 1980). At its onset in the 1970s and 1980s, CLT was met with great enthusiasm and has since matured from classic CLT traditions (1970s to 1990s) to current CLT approaches (1990s to the present). Although still evolving in its usage today, the paradigm shift toward communicative competence incited by CLT has proffered contemporary world language education (WLE) with a set of assumptions that continues to inform CLT-inspired pedagogical approaches (Richards, 2006). These include ideas around learner autonomy, integrated language skills, the social nature of learning, a focus on meaning, learner differences, and authentic or real-world texts (Jacobs & Farrell, 2003; Larsen-Freeman & Anderson, 2011). Because CLT-based approaches frame language teaching for specific occupational or communicative settings, purposes, and roles, CLT continues to be a popular and effective teaching approach in WLE contexts where language is learned for pragmatic or instrumental purposes (e.g., Ho, 2020; Richards, 2006; Savignon, 2018). Moreover, CLT is proposed as one of the more relevant and direct teaching methods to develop language learners' communicative competence because of the focus on fluency and meaning rather than grammar and accuracy (Larsen-Freeman & Anderson, 2011).

CLT or CLT-informed approaches continue to be highly visible in WLE teaching in a vast array of countries (e.g., Bax, 2003; Savignon, 1991) and particularly in Asian countries (Kwon, 2017; Savignon, 2001). A number of recent studies, the majority featured within Asian contexts and English as a foreign language (EFL) classrooms, examine the relevance and progress made by the use of CLT in place of other more traditional but less functional language teaching approaches such as the grammar-translation method (GTM; e.g., Lesiana et al., 2024; Al Nahar et al., 2024; Nisha, 2024; Obenza & Mendoza, 2024). In Bangladesh, the advent of CLT prompted the country's National Curriculum and Textbook Board to align all English as a foreign language (EFL) textbooks, syllabi, and instructional practices to CLT methods (Ansarey, 2012; Paul, 2022). CLT is well-regarded by Thai EFL teachers (Chang, 2011) and is a popular choice for teaching English to personnel planning to support business and hospitality industries in Thailand (Komol & Suwanphathama, 2020), Taiwan (Ho, 2020), and Cuba (Valdes & Jhones, 1991). Despite the continued prevalence of CLT in EFL contexts, CLT is not without its critics who consider the language teaching approach in need of updating or replacement (Bax, 2003; Whitley, 1993). Counter to Bax's accusations that CLT does not account for the context in which the language teaching takes place, Richards (2006) underscores that current implementations of CLT have extended to content- and task-based instructional methodologies where responsiveness to context is devised after the selection of content (i.e., subject matter) to be studied.

Among a wide range of applications for content-based CLT instruction is its popular use as a framework for commercial WLE materials. CLT informs a number of EFL textbooks (e.g., *Cambridge English for Schools* [Littlejohn & Hicks, 1996]; *Springboard* [Richards, 1998]), Spanish language textbooks (e.g., *Dos Mundos* [Terrell et al., 1994]; *¿Como se dice…?* [Jarvis et al., 2015]; *Gente* [Peris et al., 2003]; *Portales* [Blanco, 2016]) and those of many other languages (see Padilla & Vana [2022] and Rubio et al. [2004] for other examples of CLT-informed textbooks). Given the key role of textbooks in world language classes, often supplying the bulk of students' exposure to written

language, grammatical guidance, and cultural knowledge (e.g., Stein et al., 2001), the design, scope, and sequence of language information in the textbook is impactful on both teachers' practices and students' learning (Dow, 1992; Woodward & Elliott, 1990). Commercial textbooks have been found to offer a dominant, authoritative influence over content and instruction in ways that can direct and/or compete with the teacher's practices (e.g., Altbach et al., 1991; Elliott & Woodward, 1990). In this sense, a world language textbook designed around CLT might enhance a language learner's productive language abilities in ways that are functional for real-world situations and communicative events (e.g., Celce-Murcia et al., 1995; Savignon, 1972).

### *Prior Studies on Spanish Language Textbooks*

Of the research documenting analysis of Spanish language textbooks, their central focus has been to examine issues of Latinx representation, historical depiction, geographical coverage, and sociopolitical content (e.g., Arizpe & Aguirre, 1987; Elissondo, 2001; Herman, 2007; Holley-Kline, 2013; Padilla & Vana, 2022; Ramirez & Hall, 1990). To date, only one study has focused on the intersection of CLT and its usage in Spanish language textbooks. In her dissertation work, Martinez (2010) evaluated the extent to which a series of Spanish language textbooks incorporated four tenets of communicative language learning on the scales of understanding (i.e., the extent to which students need to understand the language used in order to complete the activity), purpose (i.e., the extent to which activities focused on communicating meaning in ways transferable to real life), opportunities to share information (i.e., activities inviting of communication or sharing with peers), and spontaneity (i.e., the absence of prompting that encourages natural interaction). A quantitative analysis of these categories revealed that the majority of all activities in the textbooks were drills, including in the textbook *¡Exprésate!* (of focus in this study). Moreover, only one-quarter of activities in each textbook encouraged communication, and many of these activities fulfilled a purpose that was not relevant to authentic Spanish language situations. Martinez's (2010) findings shed initial insight into the extent of communicative language learning across Spanish language textbooks and serve as a foundation for the goals of this study. We engage in a descriptive inquiry of two Spanish world language education curricular texts, one previously used and one currently used in a U.S. school district, to investigate (a) in what ways the curricula provide tasks that align with a CLT approach and (b) how the curricula compare in providing a CLT approach to language teaching and learning.

## Theoretical Framework

We apply the theoretical framework of CLT (Hymes, 1966) to explore how two introductory-level Spanish textbooks navigate the tension between WLE textbooks' general focus on grammar and the benefits of holistic language learning. The CLT approach broadens the interpretation of language competence from a traditional perspective that centers prescriptive proficiency toward a comprehensive approach that supports pragmatic aspects of language usage (e.g., purpose and language function in specific contexts). With the theoretical premise that language learning occurs best through the act of communicating (Celce-Murcia, 2001), the main objective of CLT is to support students' development of communicative competence (Hymes, 1971) or their ability to convey ideas effectively in particular social contexts or situations (Celce-Murcia et al., 1995; Savignon, 2018). Communicative competence highlights the development of practical language knowledge through meaning-focused activities that create moments for students to interpret, negotiate, and express the target language (Savignon, 2018). By centering communication and interaction in language learning, CLT prioritizes the development of fluency (e.g., negotiating meaning and avoiding communication disruptions) rather than accuracy. To facilitate responsive and meaningful engagement in language teaching and learning, eight widely agreed-upon principles (e.g., Doughty & Long, 2003) are implemented within WLE contexts. These proposed principles can be divided into four underlying competencies: (1) linguistic, (2) sociolinguistic, (3) discourse, and (4) strategic (Savignon, 2018).

The principles underlying linguistic competence refer to students' knowledge of prescriptive grammar and their accurate use of grammar and vocabulary. These principles call for a focus on form and suggest corrective feedback to support students' attention to prescriptive linguistic accuracy. Departing from a rigid, grammar-focused approach to phonology, morphology, syntax, and semantics, the principles that encourage sociolinguistic competence promote the ability to deploy certain language skills responsively in specific contexts (e.g., formal vs. informal usage). Textbooks effectively support students' mastery of communication in Spanish sociocultural contexts by presenting and assessing real-world tasks within authentic language environments. Similar to strengthening a language learner's deployment of appropriate language skills in specific moments, discourse competence particularly focuses on the interlocutor's capability of beginning, joining, contributing to, and ending a conversation. To ensure the development of discourse competence, Spanish textbooks scaffold communication strategies for students and promote cooperative and collaborative learning through the inclusion of meaningful partner and group tasks. Within discourse-focused skills, CLT also promotes the need for strategic competency, which highlights students' capability to effectively recuperate conversations following any issues or drawbacks within the exchange. Textbooks aid the development of strategic skills through activities that help students recall what a speaker has said and identify strategies that repair and prevent any communication breakdowns (Celce-Murcia et al., 1995). These founding communicative competence principles of CLT inform the framework that we apply to our analysis of how two Spanish language textbooks reinforce CLT in their curricular design and how these methods compare across the two texts.

# Methodology

## *Textbook Selection*

This study features an analysis of student activities and teacher guidance provided within two high-school Spanish I textbooks: *¡Exprésate!* and *Senderos*, to determine (a) in what ways the curricula provide tasks that align with a CLT approach and (b) how the curricula compare in providing a CLT approach to language teaching and learning. *¡Exprésate!* was published by Holt McDougal in 2007 and contains ten chapters. This textbook was one of four commercially-produced Spanish language textbooks widely used in Spanish high school classrooms in the 2000s and 2010s (e.g., Herman, 2007). *Senderos* was published by Vista Higher Learning in 2020 and contains six chapters. This textbook was adopted by Broward County Public Schools, the second-largest school district in Florida and the sixth-largest in the United States, in 2020 and is still in use at the time of this publication (Broward County Public Schools, 2023). Both curricula are aligned with the Florida State World Language Standards and have been previously approved for use in Florida. The first author is a high school Spanish teacher at a K–12 charter school in Broward County, Florida. She has used *¡Exprésate!* previously (from 2011–2019) and has been using *Senderos* since 2020 to teach four high-school level mixed-grade (8th–12th grade) Spanish I courses with a total of 73 students. Both the first and second authors are doctoral students with a shared interest in language education who are completing their doctoral degrees in curriculum and instruction at a public university in southeast Florida. The third author is a professor within the department and institution whose area of expertise is language education and who serves as both students' doctoral advisor.

## Textbook Sampling

The authors selected to analyze the tasks that fit the realms of (1) greetings, introductions, and good-byes, (2) describing nouns, and (3) talking about likes, dislikes, and pastime activities to determine which textbook best supports the CLT approach. Authors selected these objectives to analyze because they were found in both textbooks and allow authors to compare how textbooks address CLT through similar objectives. The activities in the student textbook were analyzed because these are available to

all students as opposed to extension activities offered in teacher editions only. Table 1 maps the chapter outcomes of the analyzed sections for each textbook.

**Table 1**. *Chapter Outcomes for* ¡Exprésate! *and* Senderos

| Chapter | *Senderos* | | *¡Exprésate!* | |
|---|---|---|---|---|
| | **Pages** | **Chapter outcomes** | **Pages** | **Chapter outcomes** |
| 1 | 1–38 | • Greet someone in Spanish.<br>• Say goodbye.<br>• Identify yourself and others.<br>• Talk about the time of day. | 4–37 | • Ask someone's name and how someone is doing.<br>• Introduce someone.<br>• Say where you and others are from.<br>• Give phone numbers for the time, date, and day.<br>• Spell words and give email addresses. |
| 2 | 39–76 | • Talk about your classes and school life.<br>• Discuss everyday activities.<br>• Ask questions in Spanish.<br>• Describe the location of people and things. | 2–72 | • Describe people.<br>• Ask someone's age and birthday.<br>• Talk about what you and others like.<br>• Describe things. |
| 3 | 77–114 | • Talk about your family and friends.<br>• Describe people and things.<br>• Express possessions. | 80–110 | • Talk about what you and others like to do.<br>• Talk about what you want to do.<br>• Talk about everyday activities.<br>• Say how often you do things. |
| 4 | 115–150 | • Talk about pastimes, weekend activities, and sports.<br>• Make plans and invitations. | | |

*Note.* The objectives of the selected chapters in each textbook.

## Data Preparation

To prepare for data coding, authors collaboratively agreed upon definitions for the terms "drill" and "task" to guide subsequent coding of textbook activities. Drills were defined as activities that focused on form and encouraged memorization through repetition or question-and-answer activities (e.g., fill-in-the-blanks, multiple-choice activities, and independent exercises). On the other hand, tasks represent activities that focus on meaning, the need to convey information, the reliance on linguistic and non-linguistic resources to complete the activity, and one that has a clearly defined outcome (Ellis, 2009).

## Data Coding

The authors used an a priori coding framework derived from Doughty and Long's (2003) tenets of CLT (see Table 2). Labeling all tasks related to the objectives from both curricula, authors identified the percentage of student-accessible CLT activities in the student edition of each textbook as 17.29% of 97 tasks in *¡Exprésate!* and 22.37% of 76 tasks in *Senderos*. Authors divided the coding by textbook and objective (i.e., [1] greetings, introductions, and goodbyes, [2] describing nouns, and [3] talking about likes, dislikes, and pastime activities). The flowchart in Figure 1 guided the authors' coding of each task. Authors completed coding over six weeks and met multiple times to review and

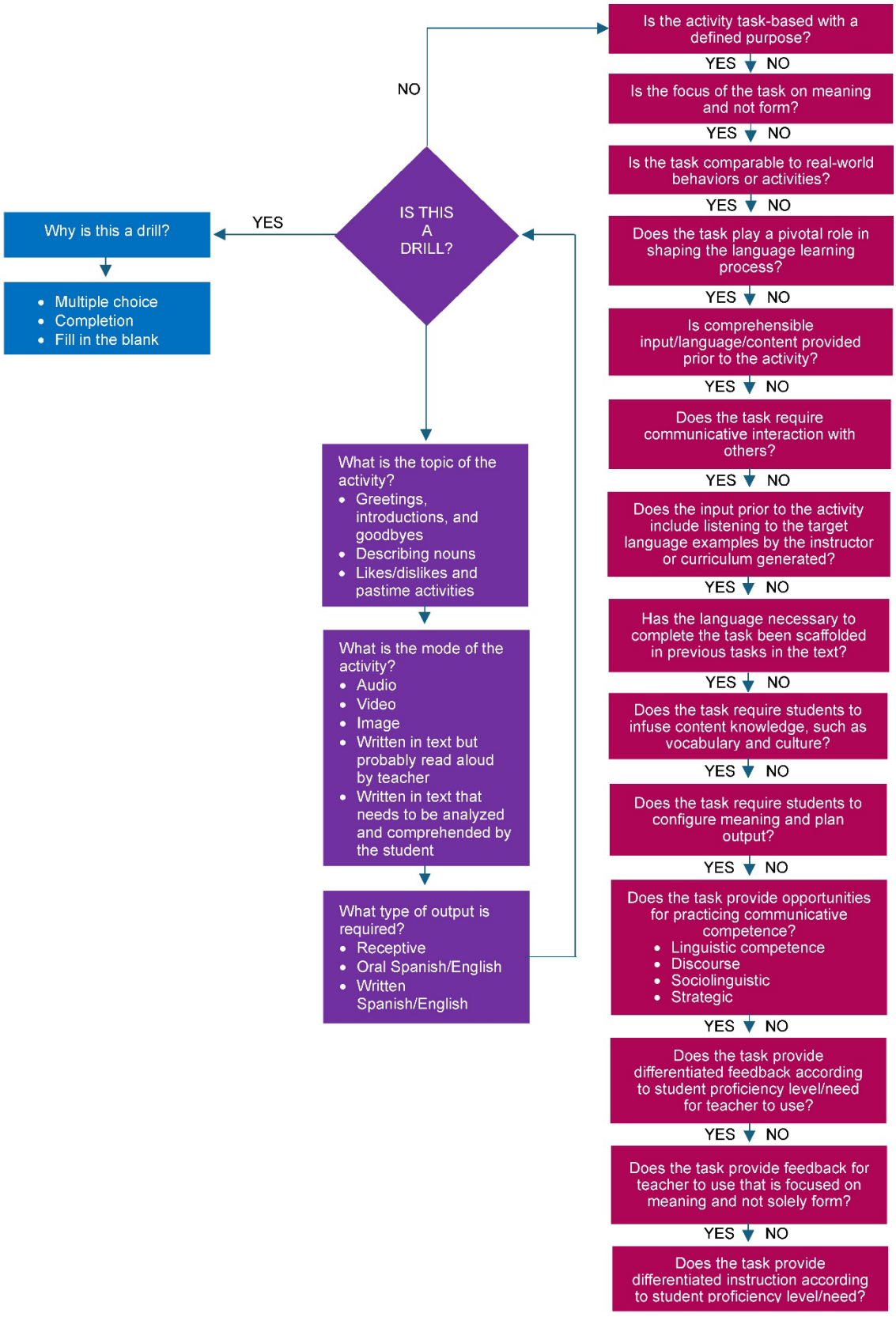
discuss coding decisions. To increase the credibility of the codes, the first author acted as a "critical friend" (Schuck & Russell, 2005) by asking for clarification and suggesting alternative interpretations of the data from co-authors. The codes were discussed until agreement across authors was reached.

**Table 2.** *Principles of CLT*

| Principles | Scholars supporting principle | Meaning | Codes |
|---|---|---|---|
| 1: Use tasks as an organizational principle | Brandl (2006); Breen (1987); Brumfit (1984); Long (1985); Nunan (1989); Prabhu (1987); Skehan (1998) | The provided tasks must allow the student to use the learned grammar in a meaningful context. | D, E, F, G, H, J, K, L, M |
| 2: Promote learning by doing | Brandl (2006); Brumfit (1984); Swain (1985, 1995); Van Ek (1975); Willis (1996) | Students need varied contexts to practice speech acts in realistic contexts. | N, S |
| 3: Input needs to be rich | Bern (1990); Brandl (2006); Mehisto et al. (2008); Krashen (1981) | Students need to hear the target language from the teacher, other students, and/or multimedia resources. | O, N |
| 4: Input needs to be meaningful, comprehensible, and elaborated | Brandl (2006); Brandl & Bauer (2002); Clarke & Silberstein (1977); Lee & van Patten (1995); Savignon (1972); Widdowson (1987); Willis (1996) | Input must be comprehensible and able to be analyzed by the listener.<br>Examples: comprehension checks, confirmation checks, teacher accessibility, non-linguistic input through body language, modified language use through repetition, slower speech rate, enhanced enunciation, simplified language, use of cognates, and limited use of English | D, E, F, G, H, O, P, Q |
| 5: Promote cooperative and collaborative learning | Brandl (2006); Kagan (1989); Wesche & Skehan (2002) | There is social interaction between groups or pairs of students and the teacher. | T, U, V, W |
| 6: Focus on form | Brandl (2006); Krashen (1981); Long (1991); Norris & Ortega (2000) | Grammar is taught through context and communicative tasks that "emphasize a form-meaning connection" (Brandl, 2021, p. 19).<br>The focus of activities is placed on communication rather than grammatical accomplishment. | K, N, S, T |
| 7: Provide error corrective feedback | Brandl (2006);Chaudron (1988); Doughty & Williams (1998); Lyster & Ranta (1997); Schmidt (1990, 2001) | Feedback can be positive feedback: confirming correctness and agreeing, praising, or showing understanding, or negative feedback, also referred to as error correction, which is used to facilitate language learning through metalinguistic cues. | X, Y |

*Note.* CLT Principles According to Doughty and Long (2003)

**Figure 1.** *Flowchart for Coding Tasks*



## *Data Analysis*

To examine how textbooks support a CLT approach, authors analyzed the mode of activities, type of communicative competence, the number of opportunities for partner and group work collaboration, the caliber of real-world activities offered, the availability of student-directed activities, and the nature of teacher guidance (see Table 3). Frequencies of each activity were compared to determine each textbook's CLT approach. To compare the frequencies across textbooks, authors created percentages by tallying up each type of code and dividing these by the total number of CLT activities available in the student edition. Comparing the data via percentages enabled authors to determine the degree to which each textbook supported a CLT approach based on the tenets per Doughty & Long (2003).

**Table 3**. *Coding Framework with Descriptions*

| Code | Description |
|---|---|
| D | Comprehensible input—The text provides differentiated instruction according to student proficiency level/need |
| E | Mode of activity—Video |
| F | Mode of activity—Image |
| G | Mode of activity—Written (text that needs to be read and analyzed/comprehended by students) |
| H | Mode of activity—Written in the textbook but probably read out loud by the teacher (verbal) |
| I | Output required of student by activity (receptive/expressive, oral/written, Spanish/English) |
| J | Purpose—The activity is task-based with a defined purpose for the interaction |
| K | Meaning—Focus of task on meaning (i.e., communicative competence) not form |
| L | Task—The task is comparable to real-world behaviors or activities |
| M | Meaning—The task plays an imperative role in shaping the language learning process |
| N | Communicative interaction—The task requires communicative interaction with others |
| O | Text/instructor comprehensible input—Language/content input is provided prior to activity |
| P | Comprehensible input—Language/content input prior to activity includes listening to target language examples (either instructor or curriculum generated) |
| Q | Comprehensible input—Language necessary to complete the task has been scaffolded in previous tasks in the text |
| R | Content knowledge—The task requires students to infuse content knowledge (e.g., vocabulary, culture) |
| S | Meaning—The task requires students to configure meaning and plan output |
| T | Meaning—The task provides opportunities for practicing communicative competence: linguistic competence |
| U | Meaning—The task provides opportunities for practicing communicative competence: linguistic discourse |
| V | Meaning—The task provides opportunities for practicing communicative competence: linguistic sociolinguistic |
| W | Meaning—The task provides opportunities for practicing communicative competence: strategic |
| X | Feedback—The text provides differentiated feedback according to student proficiency level/need for teacher to use |
| Y | Meaning—The teacher's focus of feedback is on meaning, not solely on form |
| Z | Comprehensible input—The text provides differentiated instruction according to student proficiency level/need |

*Note.* Coding framework that guided the research.

# Findings

Based on our analysis of the CLT tenets reflected in two introductory Spanish world language textbooks and their comparison, we found similarities with regard to the availability of rich textual support, a focus on linguistic and discourse competence, the presence of real-world tasks, and the inclusion of suggestions for differentiated instruction. Differences in CLT across texts were found in the (a) types of student-accessible input, (b) support for sociolinguistic competence, (c) diversity of cooperative learning opportunities, and (d) authentic social uses of language. In the sections below, we describe these similarities, present examples of these four areas of difference, and highlight strengths and room for improvement in CLT text integration.

## *Variations in Types of Student-Accessible Input*

CLT prioritizes tasks that present student-accessible input as a way to support autonomous learner engagement. Textbook activities that include rich textual support, with thorough directions and prompts written in a language familiar to beginner students, provide students with access to the content and enable them to complete the task independently with less teacher assistance. These student-accessible tasks were presented similarly across both textbooks, showcasing guidelines, examples, and sentence starters that could support students' ability to accomplish the task independently of the need for teachers to provide further scaffolding. The primary difference between these activities across *¡Exprésate!* and *Senderos* was that they appeared more frequently in *Senderos* (58.85% vs. 26.09%). Below, we discuss two examples showcasing these textbook characteristics.

*Senderos* provided more instances of student-accessible input than *¡Exprésate!* for students to manipulate meaning in order to craft output. One example from Chapter 2 of *Senderos*, titled "En la clase," directs students to create a conversation using the provided vocabulary. The textbook includes information on how to discuss school life and everyday activities and asks students to create authentic conversations with the new vocabulary and grammar rules (e.g., tense forms for words ending in -ar). In the activity (see Figure 2), students are prompted to take turns asking whether their partner partakes in or likes the listed activities. The example in the task offers a model, serving as supplemental support for students to complete the activity with limited teacher scaffolding. The model includes an unconjugated phrase (i.e., *tomar el autobús*) mirroring the phrases provided in the activity (verbs ending in -ar). The utilization of the same verb ending directly signals how students might conjugate the other nine verbs within the activity. This example increases accessibility by deconstructing the tasks and demonstrating possible student responses.

While *Senderos* provided more opportunities for students to engage with rich and student-accessible input independently, *¡Exprésate!* included more instances of images to support Spanish language development (21.74% and 5.88%). *¡Exprésate!* employed images to provide students with meaningful task details; students needed to evaluate the provided pictures to develop output according to different real-life situations or discussions of people, places, or things. In Figure 3**,** *¡Exprésate!* provides four images to students and asks them to greet the presented person based on their age, name, and time of day. Together with the written information about each character beneath the images, *¡Exprésate!* integrates more ways of understanding the target vocabulary and phrases through the pictures. To illustrate, the inclusion of the character, *el señor Garza*, presents students with an opportunity to analyze features of an older person (e.g., hair, facial features) and apply the formal greeting necessary for adults. In addition to images, this activity includes the time of day, prompting students to consider the most effective greetings during specific times of the day (e.g., *buenos días* vs. *buenas noches*). This task portrays an authentic application of CLT through another format (i.e., images) related to the knowledge students possess (i.e., formal and informal greetings; time of day greetings) to support students' Spanish language development.

**Figure 2.** *Example of Student-Accessible Input Found in* Senderos

Actividades: Get together with a classmate and take turns asking each other if you do these activities. What activities does your classmate like? Which do you both like?

| | | |
|---|---|---|
| Bailar merengue | Escuchar música rock | Practicar el español |
| Cantar en público | Estudiar física | Hablar italiano |
| Dibujar bien | Mirar la televisión | Viajar a Europa |

*Note*. Task providing vocabulary as supplemental support.

**Figure 3.** *Example of Student-Accessible Input Found in* ¡Exprésate!

Hablamos: Work with a partner. Decide how you would greet these people and ask how they are. How would they respond? Base your answers on the cues given by the pictures and times. Take turns asking and answering the questions.


8:00 a.m.
El señor Garza


11:00 a.m.
Teresa


2:00 p.m.
Santi


9:00 p.m.
Maribel

*Note*. Task providing images as supplemental support.

## *Differential Support and Attention to Sociolinguistic Competence*

When analyzing communicative competence as one way in which textbooks can support a CLT approach, our analysis revealed that both *Senderos* and *¡Exprésate!* prioritize a focus on linguistic competence (100% and 95.65%, respectively) and discourse competence (94.12% and 73.91%, respectively) in comparison to sociolinguistic competence (23% and 2%, respectively) or strategic competence (5.8% and 3.55% respectively). In particular, the discrepancy in representation of sociolinguistic competence-related tasks was noticeable between the two textbooks such that *Senderos* provided more opportunities for students to navigate specific situations responsively when communicating with different people. For example, in *Senderos*, Chapter 1, titled "Hola, qué tal?" students have been learning how to greet people and say goodbye, and have completed several tasks on creating realistic dialogues using new vocabulary. In one role-play activity, students are asked to practice an element of sociolinguistic competence (see Figure 4) in four parts. In parts one and two, students practice informal greetings, gestures, and tone in different contexts. First, two friends meet outside the library, and second, the same friends meet inside the library. Both situations provide the opportunity for the students to practice with the informal register of the target language, gestures, and different voice levels (outside vs. inside library). Part three shifts to incorporate the use of formal language when one peer introduces the other to their father. This section of the activity requires students to greet the parent using the "usted" form of the language (como esta? vs. cómo estás/qué tal?) to demonstrate how to speak with an adult vs. someone of the same age level. The final part of the activity allows students full autonomy to create a role play in a real situation using formal and/or informal language based on the context of choice. This type of task is representative of the ways that *Senderos* encourages students to practice their sociolinguistic competence and how *Senderos* was found to be more supportive of sociolinguistic competence, and of communicative competence as a whole, as compared to *¡Exprésate!*

**Figure 4.** *Example of Sociolinguistic Competence Found in* Senderos

Situaciones: With a partner, role-play these situations.

1. On your way to the library, you strike up a conversation with another student. You find out the student's name and where he or she is from before you say goodbye.
2. At the library, you meet up with a friend and find out how he or she is doing.
3. As you're leaving the library, you see your friend's father, Mr. Sánchez. You say hello and send greetings to Mrs. Sánchez.
4. Make up a real-life situation that you and your partner can role-play with the language you've learned.

*Note*. Students must utilize knowledge about formal and informal speech practices to create conversations.

## *Contrasting Diversity of Cooperative Learning Opportunities*

Textbooks can also support a CLT approach through encouraging peer interaction. Interaction provides meaningful input and output opportunities with the target language because the student has to pay attention to the context of the situation, analyze the language, and produce meaningful output. Whereas every task in *Senderos* requires partner interaction, approximately half of those in *¡Exprésate!* offer the same opportunity (100% and 52.17% respectively). However, *¡Exprésate!* includes opportunities for group work and *Senderos* does not ( 43.47% and 0%). Therefore, *¡Exprésate!* offers an expanded range of interaction types and styles for students to practice communicative group work resulting in the target language being utilized more across varying situations with different people.

The richness of group work is exemplified by a typical activity in which students interview four classmates to practice new vocabulary and grammar. For example, in *¡Exprésate!* Chapter 2, titled "A conocernos," students have been focusing on learning how to ask people about their likes and dislikes using the verb "gustar." Students have just completed several tasks using the verb gustar in sentences with new vocabulary to discuss foods and activities (see Figure 5). The premise of this asks students to pretend they are throwing a party and want to find out what their guests like. The students are instructed to ask four classmates if they like the listed foods or activities and report their findings to the class. Throughout the task, students have to incorporate the correct usage of the verb gustar (gusta vs. gustan) and terminology in the target language, interact with multiple students, and present findings to the class. This type of task is representative of the ways that *¡Exprésate!* encourages student interaction in CLT-aligned ways that incorporate opportunities for productive language practice. As a whole, *¡Exprésate!* was found to be more supportive of student interaction as compared to *Senderos*. This is because when working in a group rather than working with only one partner, students may experience interaction with others from different linguistic backgrounds and target language abilities. Such engagement evokes more opportunities to ask questions, negotiate meaning, and defend opinions. Students who are able to practice speaking and listening with multiple people as opposed to only one partner can also reflect on their communicative skills based on the group members' understanding of their utterances as well as their understanding of multiple speakers.

**Figure 5.** *Example of Group Activities Found in* ¡Exprésate!

La fiesta

Hablemos: You're throwing a party, and you want to find out what your guests like. Ask four classmates if they like each of these things. Report your findings to the class.

1. Ice cream
2. Italian food
3. Fruit
4. Videogames
5. Hamburgers
6. Music by…

*Note*. Students interact with multiple linguistic perspectives.

## *More and Less Authentic Social Uses of Language*

Real-world tasks ensure students are prepared to use their language productively in real-world situations. Findings show that although both *Senderos* and *¡Exprésate!* provide opportunities for real-world tasks (100% and 78.26%, respectively), *Senderos* encourages students to use the target language to navigate specific situations responsively when communicating with different people in realistic situations. An example of the way *¡Exprésate!* veered from using as many real-world tasks as *Senderos* is in a Chapter 2 activity titled "A conocernos." Students have been practicing using the verb "ser" (to be) with adjectives to describe themselves and others. For this task, students work with a partner where one has to think about another classmate and the other asks questions to guess the identity of the peer (see Figure 6). Throughout the task, students have to ask questions and incorporate the correct conjugation of the verb ser (es), ensuring the adjective properly modifies the noun (feminine vs. masculine). The task may not represent authentic CLT pedagogy since generic questions such as these may not be common or functional in real-life situations and may not encourage students to employ language realistically. Overall, *¡Exprésate!* was found to be less supportive of real-world tasks as compared to *Senderos*.

**Figure 6.** *Example of Real-World Tasks in* ¡Exprésate!

Hablemos: Ask your partner to think of a classmate. Guess who he or she is by asking questions that can be answered with sí or no. Switch roles.

*Note.* The figure represents how *¡Exprésate!* invites students to engage in realistic communication.

Teacher input needs to be "direct and understandable" in the CLT approach for students to analyze and process the information and create quality output (Doughty & Long, 2003). Our analysis revealed that both *Senderos* and *¡Exprésate!* provided direct input for students in the form of teacher-modeled examples and pronunciation, use of images, videos, and note-taking strategies. Both curricula also offer the teacher examples of differentiated instruction for slower-paced and faster-paced learners (41.18% and 52.17%, respectively). The presence of differentiated instructional suggestions is not substantially different between the two curricula. However, *¡Exprésate!* provides more examples for the teacher to offer differentiated input for the student. Evidence of this is found in activities in which students work with peers to create conversations. For example, in Chapter 1 of ¡*Exprésate*!, students have been learning how to greet people and say goodbye and have completed several tasks on asking for and giving names in Spanish. This task has students ask three classmates their names in Spanish and then report their names to the class. Differentiated input provided by the text suggests allowing slower-paced learners to write their questions and answers prior to use as a guide or to perform the conversation in front of the class in a group instead of individually (see Figure 7). This task represents

authentic CLT pedagogy because it provides suggested differentiated input based on student need. Based on this example and others, *¡Exprésate!* was found to be more inclusive of "direct and understandable" input as compared to *Senderos*.

**Figure 7.** *Example of Differentiated Instruction Found in* ¡Exprésate!

Differentiated Instruction
Slower Pace Learners

Since this is the first Comunicación activity of the book, you might allow students to write down their questions and answers to use as notes when working in pairs. They can refer to their written conversation when they report to the rest of the class. As a variation, you might have each group perform their conversation in front of the class.

*Note*. Suggested differentiated input to the teacher based on student need.

## *Cross-Curricular Comparison: Strengths and Room for Improvement*

The strengths of both *¡Exprésate!* and *Senderos* in their implementation of CLT methods are that they each promote cooperative and collaborative tasks. To different degrees, both curricula designed a majority of task-based activities to reflect real-world uses of language and included attention to a range of communicative competence skills, with an express focus on linguistic and discourse competence (see Table 4). Although *¡Exprésate!* and *Senderos* have aligned with many of the principles of CLT methods through these avenues, there are several areas of CLT that are missing from both textbooks. The first of these is that neither *¡Exprésate!* nor *Senderos* present written directions, suggestions, or examples of how teachers should approach feedback and error correction with students. Although *¡Exprésate!* incorporated a substantial teacher section of the text with additional activities and teaching suggestions for instructors, none of the content provided guidance on error corrective feedback. Similarly, neither curriculum provided a means for differentiated feedback based on student errors, which could have been integrated at the task or unit level to provide scaffolding for students with different proficiency profiles. Lastly, an important principle of CLT is recognizing and respecting affective factors of learning, such as students' language attitudes, motivation, performance anxiety, and overall language achievement. To this end, neither *¡Exprésate!* nor *Senderos* incorporated explicit guidelines, check-ins, or other aspects for creating or supporting positive affective status for students.

**Table 4.** *Principles Across* ¡Exprésate! *and* Senderos

| **Principles** | ***¡Exprésate!*** | ***Senderos*** |
|---|---|---|
| Guidelines, examples, and sentence starters for students' independence in task completion | | + |
| Activities with images | + | |
| Rich, comprehensible input in tasks in support of student output | | + |
| Different modes incorporated within activities | + | |
| Opportunities to develop linguistic and discourse competence | + | |
| Opportunities to develop sociolinguistic competence | | + |
| Tasks requiring a range of partner and group interaction types | + | |
| Tasks requiring interaction with a partner | | + |
| Tasks requiring interaction with a group | + | |
| Encouragement to use the target language in real-world tasks | | + |

*Note.* + = Which textbook addresses each *CLT Principl*e more frequently

# Discussion

The findings provide insight into the degree to which two Spanish I textbooks (a) address and align with a CLT approach to language teaching and learning, and (b) compare in their support of a CLT approach to language teaching and learning. We found a higher ratio of drills compared to communicative tasks in both textbooks, with *Senderos* featuring a higher percentage of drills than *¡Exprésate!* Given that drills are not as beneficial to the language learning process as tasks because students tend to ignore content and focus on form, these and other texts prioritizing activities with standardized, known-answer responses may prohibit authentic discourse since they do not immerse the students into an interactive and meaningful interaction in the target language (Aski, 2003). Moreover, there were more student-accessible tasks in *Senderos*, such as comprehensible directions and examples, than in ¡*Exprésate*!, which provided more activities with images to support student analysis. Whereas the detailed and explicit directions and examples of *Senderos* may bolster comprehensible input and permit student independence (e.g., Rubio et al., 2004), the images in *¡Exprésate!* may better assist the development of output and access for students. The practice of heightening contextualization through images is informed by Doughty and Long's (2003) first CLT principle, which encourages the use of tasks to practice the application of grammar to meaningful contexts. Furthermore, supportive of Doughty and Long's third principle of CLT, the use of images enhances the richness of the information presented as compared to the sole use of text, such as in Tórrez (2021) who found that representational images assist learners in comprehending the text materials, support new vocabulary acquisition, reflect on concepts they are already familiar with, and "provide an organizational frame and aid the comprehension of content" (p. 17). This finding adds to the field of previous studies investigating CLT approaches in textbooks to extend that analysis to recognize the affordances of images and support of student WLE through a representational function that elaborates and contextualizes images or through an organizational role that organizes information that contributes to facilitating the learner's comprehension (Tórrez, 2021).

Despite the priority placed on discourse competence in both texts, *Senderos* encouraged sociolinguistic competence tasks through pairwork, promoting oral language communication that may have presented more authentic practice with the new vocabulary and grammar. For example, with a partner, students create a dialogue in an airport, greeting someone they meet for the first time. Such practice provides more moments of functionality and pragmatic use of language. Principle 5 of CLT supports this idea and calls for teaching grammar through a collaborative context and communicative tasks that "emphasize a form-meaning connection" (Brandl, 2021, p. 19). For this reason, Spanish textbooks should scaffold communication strategies and promote cooperative and collaborative learning through the inclusion of meaningful partner and group practice in which the focus is on communication rather than grammatical accomplishment (Richards, 2006). Therefore, *Senderos* could be construed as more effective than *¡Exprésate!* in supporting sociolinguistic competence, given its attention to including diverse opportunities for interaction. On the other hand, *¡Exprésate!* offers more diversity of interaction types and styles for students to practice communicative tasks in groups, which allows the students to practice with the target language through different perspectives since they are communicating with multiple people rather than one partner (Harmer, 2001). Such interactions in the world language classroom promote meaningful interpersonal communication, develop cognitive strategies, and provide "opportunities to enhance linguistic proficiency" (Pyun, 2004, p. 170) in the target language. According to Richards (2006), both functional use and pragmatic use within a diversity of interaction styles are needed to promote cooperation and learning by doing.

Additionally, *Senderos* provides more opportunities to use the target language in realistic contexts through a CLT approach. For example, students participate in partner activities that require them to role-play greetings in specific locations, such as an airport or a library. Such tasks provide students with an opportunity to engage in situations that mimic realistic social behavior, such as following norms and behaviors in each location, using formal and informal language, and asking and answering

common questions when meeting a new person (i.e. predominant in *Senderos*; Brandl, 2021). This finding supports both Principle 1, which requires the student to use the learned grammar in a meaningful context, and Principle 2, which calls for students to experience varied contexts in which to practice realistic communication (Brandl, 2021).

# Concluding Implications

CLT-informed world language instructional texts may help to enhance learners' language acquisition given that CLT prioritizes learners' communicative competence, autonomy, integration of language skills, instrumental purposes of language learning, and the use of authentic or real-world texts (Jacobs & Farrell, 2003; Larsen-Freeman & Anderson, 2011). Our analysis suggests that although the design of each of the textbooks aligned to some degree with many of the CLT tenets, there is still opportunity for improvement in both texts related to student-accessible input, authentic social uses of language, differentiated feedback, error correction, and affective factors impacting language learning. Our findings point to several implications regarding the development of world language texts for beginner world language learners and instructional practices that could accompany these types of texts.

With regard to CLT-informed world language text development, texts can be more supportive of students' comprehensible input when they more readily incorporate multimodal means of support (i.e., images, videos, audio resources). Companion websites to texts can suggest additional online video and audio resources, which can be made accessible with the purchase of a text and updated as needed. When these resources are not built into the text, instructors should integrate these experiences for students from outside sources (e.g., YouTube, podcasts, social media), which can work to increase the textual support and comprehensible input offered to students (e.g., incorporation of YouTube and video-podcasts yielded positive increases in student comprehension, participation, team spirit, interest, and listening comprehension skills in WLE; Yaacob et al., 2021).

In order to increase communicative competence, students need support in developing their skills across the four language competencies. Since the textbooks were found to significantly prioritize linguistic and discourse competence, we recommend heightened attention to the inclusion of tasks that support students' developing sociolinguistic and strategic competence. These could include tasks that position learners to select and apply appropriate levels of formality, social conventions, and dialect or register varieties according to communicative situations that extend across a continuum of informal to formal settings (e.g., Zhang, 2023). The inclusion of sociolinguistic tasks can also heighten the sociocultural representation within texts and increase transparency around authentic uses of oral and written language across social groups (e.g., Harmer, 2003). When unavailable in texts, teachers can support this type of practice for students by exposing them to artifacts of pop culture (e.g., current TV shows, popular music, podcasts, radio shows, secured internet chat rooms with speakers of the language) where students can gain exposure to different social conventions and variations of language (e.g., Werner & Tegge, 2021).

Teachers rely on commercial textbooks as an important means of transmitting linguistic and cultural knowledge, and in this way, textbook content can influence instructional practice. Without eclipsing teachers' agency to inform instruction, commercial textbooks' dominant, authoritative influence over content and instruction can be wielded in ways that can support teachers' practices (e.g., Altbach et al., 1991; Elliott & Woodward, 1990). That is, textbooks can be designed to include examples and suggestions for differentiated feedback, error correction, and affective support in ways that increase the visibility of these important language teaching components for teachers and, thus, their inclusion in instruction. To strengthen the benefits provided by textbooks, textbook developers should consult with teachers in their design process, as they have first-hand experience with the nuanced needs of students and effective differentiated learning materials. In an effort to achieve the lofty goals of CLT, these suggestions for language textbook revision might enhance language learners' productive

language abilities for use in real-world contexts and enhance language teaching in support of world-readiness standards for learning languages (e.g., American Council on the Teaching of Foreign Languages, 2024).

# References

Corresponding Author: Jaclyn Sparks
Author Contact Information: jsparks3@fau.edu

Altbach, P. G., Kelly, G. P., Petrie, H. G., & Weis, L. (Eds.) (1991). *Textbooks in American society: Politics, policy, and pedagogy.* State University of New York Press.

American Council on the Teaching of Foreign Languages. *World readiness standards for learning languages: The roadmap to language competence*. https://www.actfl.org/educator-resources/world-readiness-standards-for-learning-languages.

Ansarey, D. (2012). Communicative language teaching in EFL contexts: Teachers' attitude and perception in Bangladesh. *ASA University Review, 6*(1), 61–78.

Arizpe, V., & Aguirre, B. E. (1987). Mexican, Puerto Rican, and Cuban ethnic groups in first-year college-level Spanish textbooks. *The Modern Language Journal, 71*, 125–137.

Aski, J. M. (2003). Foreign language textbook activities: Keeping pace with second language acquisition research. *Foreign Language Annals,* 36(1), 57–65.

Bax, S. (2003). The end of CLT: A context approach to language teaching. *ELT Journal, 57*(3), 278–287. https://doi.org/10.1093/ELT/57.3.278

Blanco, J. (2016). *Portales* (1st ed.). Vista Higher Learning.

Brandl, K. (2021). *Communicative language teaching in action: Putting principles to work.* Cognella.

Brito et al. (2018). *Senderos: Spanish for a connected world, level 1*. Vista Higher Learning.

Broward County Public Schools. (2023). *Instructional and digital materials*. Retrieved from https://www.browardschools.com/page/39457

Brown, A. (2014). *Pronunciation and phonetics: A practical guide for English language teachers*. Routledge.

Celce-Murcia, M. (2001). Language teaching approaches: An overview. *Teaching English as a second or foreign language*, *2*(1), 3–10.

Celce-Murcia, M., Dörnyei, Z., & Thurrell, S. (1995). Communicative competence: A pedagogically motivated model with content specifications. *Applied linguistics, 6*(2), 5–35.

Chang, M. (2011). EFL teachers' attitudes toward communicative language teaching in Taiwanese College. *Asian EFL Journal Professional Teaching Articles, 53*(1), 17–34.

Doughty, C. J., & Long, M. H. (2003). *A handbook of second language acquisition.* Malden: Blackwell. https://doi.org/10.1002/9780470756492

Dow, P. B. (1992). Taming the textbook tyranny: Reflections of a would-be school reformer. In J. G. Herlihy & M. T. Herlihy (Eds.), *The Textbook Controversy: Issues, Aspects, and Perspectives* (pp. 33–42). Ablex.

Elissondo, G. (2001). *Representing Latino/a culture in introductory Spanish textbooks.* (ERIC Document Reproduction Service No. ED478020.)

Elliott, D. L., & Woodward, A. (1990). Textbooks, curriculum, and school improvement. *Teachers College Record*, *91*(5), 222–232. https://doi.org/10.1177/016146819009100516

Ellis, R. (2009). Task-based language teaching: Sorting out the misunderstandings. *International journal of applied linguistics*, *19*(3), 221–246. https://doi.org/10.1111/j.1473-4192.2009.00231.x

Harmer, J. (2001). *The practice of English language teaching* (3rd ed.). Longman.

Harmer, J. (2003). Popular culture, methods, and context. *ELT Journal, 57*(3), 288–294.

Herman, D. M. (2007). It's a small world after all: From stereotypes to invented worlds in secondary school Spanish textbooks. *Critical Inquiry in Language Studies*, *4*(2–3), 117-150. DOI: 10.1080/15427580701389417

Ho, Y. C. (2020). Communicative language teaching and English as a foreign language undergraduates' communicative competence in Tourism English. *Journal of Hospitality, Leisure, Sport & Tourism Education, 27*(1), 100271. https://doi.org/10.1016/j.jhlste.2020.100271

Holley-Kline, S. (2013). History through first-year secondary school Spanish textbooks: A content analysis. *Berkeley Review of Education*, *4*(2), 221–240.

Humbach, N., Velasco, S. M., Chiquito, A. B., Smith, S., & McMinn, J. (2008). *¡Exprésate!*. Holt, Rinehart, and Winston.

Hymes, D. (1966). On "anthropological linguistics" and congeners. *American Anthropologist*, *68*(1), 143–153.

Hymes, D. (1971). The contribution of folklore to sociolinguistic research. *The Journal of American Folklore*, *84*(331), 42–50.

Jacobs, G. M, & Farrell, T. S. C. (2003). Understanding and implementing the CLT (Communicative Language Teaching) paradigm. *RELC Journal, 34*(1), 5–30

Jarvis, A., Lebredo, R., & Mena-Ayllón, F. (2015). *¿Cómo se dice?* (10th ed.). Cengage

Komol, T., & Suwanphathama, S. (2020). Students' Perceptions and attitudes toward the use of communicative language teaching (CLT) to improve English listening and speaking skills. *English Language and Literature Studies, 10*(4), 40–46. https://doi.org/10.5539/ells.v10n4p40

Kwon, Y. (2017). A study of Thai teachers' perceptions toward the implementation of communicative language teaching. *HRD Journal, 8*(1).

Larsen-Freeman, D., & Anderson, M. (2011). *Techniques and principles in language teaching.* Oxford: OUP.

Lesiana, N., Mulyadi, Aswadi, J., & Pratiwi, E. (2024). Classroom interaction in communicative language teaching of secondary school. *ESTEEM: Journal of English Study Programme, 7*(1), 61–71. https://doi.org/10.31851/esteem.v7i1.12661

Littlejohn, A. & Hicks, D. (1996). *Cambridge English for schools.* Cambridge University Press.

Martinez, M. C. (2010). *An evaluation of communicative activities in first-year high school Spanish textbooks.* Unpublished dissertation manuscript. https://scholarsarchive.byu.edu/etd/2397

Al Nahar, A., Hira, F. K., & Milon, M. R. K. (2024). From policy to practice: Evaluating the implementation of communicative language teaching (CLT) in Bangladeshi primary schools. *ICRRD Journal, 5*(3), 125–138. https://doi.org/10.53272/icrrd.v5i3.3

Nisha, P. R. (2024). Comparing grammar translation method (GTM) and communicative language teaching (CLT) in EFL context: A qualitative literature review. *FOSTER: Journal of English Language Teaching, 5*(1), 40–48. https://doi.org/10.24256/foster-jelt.v5i1.159

Obenza, B., & Mendoza, R. (February 21, 2024). Effectiveness of communicative language learning activities on students' communicative competence. *Asia Pacific Journal of Social and Behavioral Sciences, 19*(1), 11–22, 2021. https://ssrn.com/abstract=4733781

Padilla, L., & Vana, R. (2022). The "other" Latinx: The (non)existent representation of Afro-Latinx in Spanish language textbooks. *Journal of Language, Identity & Education,* DOI: 10.1080/15348458.2021.2014845

Paul, P. (2022). Communicative language teaching: Expectation vs reality in the Bangladeshi context. *Journal of Research in Humanities and Social Science*, *10*(4), 64–69.

Peris, E. M., Baulenas, N. S., & Martín, J. C. (2003). *Gente*. Prentice Hall.

Pyun, O. (2004). The role of group work in the second language classroom. *The Korean Language in America*, *9*, 169–191. http://www.jstor.org/stable/42922866

Ramirez, A. G., & Hall, J. K. (1990). Language and culture in secondary level Spanish textbooks. *The Modern Language Journal, 74*(1), 48–65.

Richards, J. C. (2006). *Communicative language teaching today.* Cambridge University Press.

Richards, J. C. (1998). *Beyond training: Perspectives on language teacher education*. Cambridge University Press.

Richards, J. C., & Rodgers, T. (1986). *Approaches and methods in language teaching.* Cambridge University Press.

Rubio, F., Passey, A., & Campbell, S. (2004). Grammar in disguise: The hidden agenda of communicative language teaching textbooks. *Rael Revista Electronica de Linguistica Aplicada, 3*, 158–176.

Savignon, S. J. (2018). Communicative competence. *The TESOL encyclopedia of English language teaching*, 1–7. https://doi.org/10.1002/9781118784235.eelt0047

Savignon, S. J. (2001). Communicative language teaching for the twenty-first century. *Teaching English as a second or foreign language. Boston: Heinle & Heinle*.

Savignon, S. J. (1991). Communicative language teaching: State of the art. *TESOL Quarterly*, *25*(2), 261–278. https://doi.org/10.2307/3587463

Savignon, S. J. (1972). *Communicative competence: An experiment in foreign-language teaching.* Philadelphia: Center for Curriculum Development.

Schuck, S. & Russell, T. (2005). Self-study, critical friendship, and the complexities of teacher education. *Studying Teacher Education, 1*(2), 107–112. https://doi.org/10.1080/17425960500288291

Stein, M., Stuen, C., Carnine, D., & Long, R. (2001). Textbook evaluations and adoption practice. *Reading and Writing Quarterly, 17*, 5–23.

Terrell, T., Andrade M., Egasse J., & Muñoz, E. M. (1994). *Dos Mundos* (3rd ed.). McGraw-Hill.

Tórrez, N. M. (2021). Picture perfect: ELT textbook images and communicative competence development. *IARTEM e-Journal, 12*(2), 1–20.

Valdes, A. I., & Jhones, A. C. (1991). Introduction of communicative language teaching in tourism in Cuba. *TESL Canada Journal*, 57–63. https://doi.org/10.18806/tesl.v8i2.588

Van Ek, J., & Alexander, L. G. (1980). *Threshold level English in a European unit/credit system for modern language learning by adults*. Pergamon Press Inc.

Werner, V., & Tegge, F. (2021). *Pop culture in language education: Theory, research, and practice.* Routledge.

Whitley, M. S. (1993). Communicative language teaching: An incomplete revolution. *Foreign Language Annals*, *26*(2), 137–154. https://doi.org/10.1111/j.1944-9720.1993.tb01162.x

Woodward, A., & Elliott, D. L. (1990). Textbook use and teacher professionalism. *Teachers College Record*, *91*(5), 178–193. https://doi.org/10.1177/016146819009100514

Yaacob, A., Asraf, R. M., Maznah, R., & Noor, S. (2021). Empowering learners' reflective thinking through collaborative reflective learning. *International Journal of Instruction, 14*(1), 709–726. DOI:10.29333/iji.2021.14143a

Zhang, C. (2023). The adaptability of CLT in China and teaching suggestions. *International Journal of Education and Humanities, 9*(1), 175–178.