LINKING EFL TEXTBOOKS TO THE CEFR
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BACKGROUND – AIM OF THE STUDY

Ever since the publication of the CEFR (Council of Europe, 2001), various educational providers such as examination designers, textbook publishers, and curriculum developers have made various claims about the relationship between their products to the CEFR. Such claims have led to the production of enormous amounts of exams, books and curricula in various educational contexts around Europe and beyond. However, there is still little empirical evidence to support claims of linkage to the CEFR.

The present research examined the claims of textbook publishers of a series of new EFL books recently introduced in the Greek State school system for Levels A1 to B1.

METHODS AND MATERIALS

Materials: Eight EFL textbooks ['claimed' levels: A1 to B1]

RESULTS (reading)

Table: Textbook materials

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<th>Textbook materials</th>
<th>Primary 4th A1</th>
<th>Primary 5th A1</th>
<th>Primary 6th A1+</th>
<th>Teen 1 A1</th>
<th>Teen 2 A2</th>
<th>Teen 3 A2+</th>
<th>Teen 4 B1</th>
<th>Teen 5 B1</th>
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</table>

CONCLUSIONS

The results of the study revealed interesting findings about the nature of the textbooks and the ways in which writers chose and designed the textbook materials in their attempt to conceptualize the desired CEFR levels.

How to approach the task of designing textbooks linked to the CEFR:
- Teachers’ perspective and Use of the materials
- Students’ perspective and language products
- Textbook writers and publishers’ perspective
- Policy makers’ perspective

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