Latin American Journal of Education
www.lajoe.org

COMMUNICATIVE IN PRINCIPLE, STRUCTURAL IN PRACTICE: MEANING IN KEY PASSAGES OF THE UZBEKISTAN EDITIONS OF *GUESS WHAT!* AND *PREPARE!* (GRADES 5–11)

https://doi.org/10.5281/zenodo.24297293

Ibragimov Shamsiddin Sayfullo ugli
Master Student, Study Program Linguistik (S2), Universitas Pendidikan Indonesia
Email: shamsiddinibragimov.01@upi.edu
ORCID: https://orcid.org/0009-0009-6944-9184
Supervisor: Professor **Dadang Sudana**
Universitas Pendidikan Indonesia
Supervisor's email: dsudana@upi.edu

Abstract: *From the 2022–2023 school year, Uzbekistan introduced customised editions of two Cambridge series in all state schools, and the Teacher's Books that accompany them present the series as communicative materials that build learners' overall language ability and not only their knowledge of grammar rules and vocabulary definitions. This article examines how far the learners' books translate that principle into practice. The study is based on the Tripartite Model of Meaning, according to which meaning has structural, cognitive, and pragmatic dimensions. It compares the view of language stated in the Teacher's Books with 12 key passages, reading texts and dialogues, drawn from the seven Student's Books of Guess What! (Grades 5–6) and Prepare! (Grades 7–11). Each passage was analysed at two levels, the meaning potential of the passage itself and the treatment its tasks give it. Structural and pragmatic resources appear in all 12 passages, and a clear metaphor, spatial image, or construal appears in 11. Much less is taken up by the tasks. They treat pragmatics in 11 passages, though implicitly in 10; structure in 6, explicitly in 4; and the cognitive dimension in one. Implicature is found in seven passages and treated in none. None of the passages is treated in a way that integrates the three dimensions; six are coded Separation, five Absence, and one No dimension. The books are therefore communicative in their stated principle and in the quantity of practice they provide, yet what they explain is mostly form, and they leave the conceptual and social meaning carried by the passages without comment. The article offers evaluative questions with which teachers and reviewers can narrow this gap.*

Keywords: *communicative language teaching; ELT textbooks; meaning; content analysis; Teacher's Books; Uzbekistan; secondary school*

Latin American Journal of Education
www.lajoe.org

1. INTRODUCTION

A language policy often finds its most direct expression in textbooks. A ministry may decree a communicative approach, but it is on the pages of their everyday books that learners encounter that approach, or fail to. When teachers have little time and few other resources, the coursebook turns into the working curriculum and decides what is taught, in what order, and through which examples (McGrath, 2002; Tomlinson, 2012). It also conveys a view of what language is, which usually remains unstated (Harwood, 2014).

For over a decade, English teaching in Uzbekistan has been under reform. Presidential Resolution PP-1875 made English a subject from Grade 1 (President of the Republic of Uzbekistan, 2012). Cabinet of Ministers Resolution No. 124 then introduced a CEFR-linked state standard for foreign languages (Cabinet of Ministers of the Republic of Uzbekistan, 2013), and Presidential Resolution PQ-5117 set up a national agency to promote foreign languages and coordinate textbooks (President of the Republic of Uzbekistan, 2021). For schools, the most visible result came in the 2022–2023 school year, when customised editions of two Cambridge series were introduced nationwide: *Guess What!* for Grades 1–6 and *Prepare!* for Grades 7–11 (RTI International, 2023). The reforms were meant to move teaching away from the grammar-translation tradition inherited from the Soviet period, which had given learners strong formal knowledge but little communicative practice (Hasanova, 2007).

The Teacher's Books that accompany the new series state this aim plainly. Under the heading *Communicative Language Teaching (CLT)*, the Grade 5 Teacher's Book presents communication as the purpose of learning English and describes communicative textbooks as developing learners' overall language ability rather than only their knowledge of grammar rules and vocabulary definitions (see Section 4.1). The Teacher's Books for later grades repeat the same passage. According to a national survey, most teachers felt that the new books had changed their teaching (RTI International, 2023; Iannuzzi & Vyortkina, 2024). Nobody has yet examined whether the books themselves do what their introductions claim.

This article takes up that question. It compares the view of language stated in the Teacher's Books with the view implied by the learners' books, and it makes the comparison through the books' key passages. Every lesson in both series is organised around a connected text, such as a story, a dialogue, an article, or a post, and the grammar and vocabulary of the lesson are often drawn from it. A single passage thus shows both the language the book presents and what the book does with it. To make the comparison precise, the article applies the Tripartite Model of Meaning (TMM), which separates the structural, cognitive, and pragmatic dimensions of meaning and asks whether materials connect them. A communicative approach in the full sense described in the

Latin American Journal of Education
www.lajoe.org

Teacher's Books would go further than grammar rules and vocabulary definitions; it would explain what forms mean, how they are used, and why a speaker would choose one form over another. Three questions guide the study:

RQ1. What view of language and learning do the Teacher's Books of the Uzbekistan editions of *Guess What!* and *Prepare!* state?

RQ2. How are the structural, cognitive, and pragmatic dimensions of meaning represented in key passages of the Student's Books for Grades 5–11, and how explicitly do the tasks built on these passages treat them?

RQ3. To what extent do the tasks realise the stated principle by connecting form, concept, and use, and how does this differ across the books?

2. Literature Review

2.1 Communicative competence and the content of materials

The central claim of communicative language teaching is that knowing a language involves more than knowing its grammar. Canale and Swain (1980) included grammatical, sociolinguistic, and strategic knowledge in communicative competence, and subsequent work has shown that learners must know what forms mean and when they are appropriate, not only which forms exist. Larsen-Freeman (2003) expressed the same idea in pedagogical terms: each grammatical structure has a form, a meaning, and a use, and all three require teaching. From this perspective, a communicative textbook is one that helps learners link the forms they learn with the meanings these forms express and the situations in which they occur. A large number of speaking activities does not, by itself, make a book communicative in this sense.

Research on ELT materials indicates that this link is frequently absent. Studies of pragmatic content report that textbooks include many dialogues and functional phrases but rarely explain the pragmatic choices behind them (Vellenga, 2004; Ren & Han, 2016; Diepenbroek & Derwing, 2013). The same gap appears in national school series. In Vietnam's national upper-secondary series, Ton Nu and Murray (2020) found explicit pragmatic content on only about 5.5% of the student book pages, while Nguyen (2011) asked whether that country's textbooks provide enough contextual and metapragmatic information. Government-approved textbooks in Japan offer little information about how speech acts are used in context (Takahashi, 2026), and national series in Libya and Thailand distribute speech acts unevenly across levels and series (Alhadi Ali Ahmed et al., 2022; Phaisarnsitthikarn, 2025). This gap matters because pragmatic features respond to explicit teaching (Cohen, 2008; Rueda, 2006; Taguchi, 2015). A distinction drawn by Thomas (1983) is helpful here. Learners need both the pragmalinguistic means of performing an act and the sociopragmatic knowledge to choose among those means, and a dialogue that models the former does not provide the latter.

Between research and materials, the cognitive side of meaning shows a

Latin American Journal of Education
www.lajoe.org

comparable gap. Learners have benefited from explanations based on spatial images and metaphor when learning prepositions (Wong et al., 2018; Tyler et al., 2011; Zhao et al., 2020; Mohammed et al., 2024), the metaphorical meanings of phrasal-verb particles (Yasuda, 2010), and tense and aspect taught through cognitive grammar (Bielak & Pawlak, 2011). Reviews find that this type of instruction generally works but seldom appears in published materials (Boers, 2013; Tyler, 2012; Qin et al., 2024). Kövecses (2005) further notes that the details of metaphorical mappings differ between cultures, which means learners cannot always carry their first-language understanding over to an English expression. With respect to grammar, Larsen-Freeman (2003) argued that coursebooks often supply forms and rules of use but not the reasons that would help learners choose between forms, and she later remarked that little of the research on grammar teaching has made its way into classrooms (Larsen-Freeman, 2015). Garton and Graves (2014) have outlined a research agenda for language teaching materials. Materials labelled communicative may thus still show a gap between principle and content.

Most of this research examines one dimension at a time and counts the frequency of a feature. Few studies ask whether the dimensions are connected, and the author has found none that takes a reading text or dialogue and asks how much of the meaning it carries is actually made visible by the book's tasks.

2.2 Stated principles and the analysis of materials

In materials analysis, what a textbook says it does is kept apart from what it actually does. Littlejohn (2011) distinguished three levels of analysis: what the materials explicitly contain, what learners are required to do, and what can be inferred about the principles underlying them. He argued that analysis should begin at the first level rather than with the publisher's description, since stated aims and activity design do not always match. Cunningsworth (1995) similarly recommended that evaluators compare a coursebook's stated aims with its content. Taking a critical perspective, Fairclough (2003) showed that texts contain assumptions about the world which readers may accept without examination, and Gray (2010) applied this perspective to global coursebooks, demonstrating how they construct particular images of English and its users.

From these approaches a simple procedure follows for the present study. The stated principle of the Teacher's Books is taken at its word, what the learners' books actually present is described, and the two are compared. Agreement between them means the materials can be said to realise their principle. Divergence indicates to teachers and reviewers where the materials need support or revision.

2.3 Communicative teaching in Uzbekistan

This comparison has particular relevance for Uzbekistan. Hasanova and

Latin American Journal of Education
www.lajoe.org

Shadieva (2008) documented the difficulties of implementing communicative teaching in the country after independence, among them large classes, grammar-centred teacher training, and textbooks offering little support for interaction. According to Hasanova and Vokhidova (2025), teachers' beliefs and practices have changed under the recent reforms. If the new textbooks are to support this change, supplying speaking tasks will not be sufficient; they must also show teachers and learners how form, meaning, and use are connected. Uzbek learners have a particular need for this. Uzbek, a Turkic language, expresses spatial relations through case suffixes and postpositions and encodes social distance through pronoun choice and verb forms (Bodrogligeti, 2003), so many English forms cannot be grasped through simple translation.

2.4 Analytical framework

The analytical framework is the Tripartite Model of Meaning (TMM), in which meaning has three interdependent dimensions. The structural dimension concerns the organisation of language as a system and comprises sense relations, collocation and patterns, and grammatical choice (Lyons, 1977; Halliday & Matthiessen, 2014). The cognitive dimension concerns the conceptual grounding of meaning in conceptual metaphor, image schemas, and construal (Lakoff & Johnson, 1980; Langacker, 2008). The pragmatic dimension concerns meaning in use, that is, speech acts, implicature, and register, politeness, and genre (Austin, 1962; Grice, 1975; Brown & Levinson, 1987). The model holds that the dimensions depend on one another and that materials help learners most when they make the connections between the dimensions visible.

The analysis of each passage operates at two levels. At the first level lies its *meaning potential*, the language in the passage that realises each dimension; at the second lies its *treatment*, what the tasks built on the passage make of that language. An interaction code is then assigned to the treatment of each passage. *Integration* applies when all three dimensions are treated and explicitly linked, *Separation* when two or three are treated but not all are linked, and *Absence* when only one is treated. When a passage's tasks explicitly link two dimensions, it is recorded as Separation with a *partial link*. A dimension is counted as dominant if it accounts for more than 60% of the category codes in a passage's tasks. In this way the framework turns the stated communicative principle into something measurable. A book that aims to develop learners' overall language ability, and not only their command of grammar rules and vocabulary definitions, ought to treat cognitive and pragmatic meaning alongside structure and ought to link them at least some of the time.

3. Method

3.1 Research design

The analysis followed the directed variant of qualitative content analysis (Schreier, 2012; Krippendorff, 2019), which starts from categories supplied by

Latin American Journal of Education
www.lajoe.org

an existing theory (Hsieh & Shannon, 2005); where the data did not fit, these categories were revised inductively (Elo & Kyngäs, 2008). In line with Littlejohn (2011), the analysis began with what the learners' books present and require learners to do, and only afterwards set these findings against the principles stated in the Teacher's Books. Rather than coding every page, the study examined a small number of key passages in depth. Whether a book connects form, concept, and use can be seen only by reading a stretch of language closely alongside what the book asks learners to do with it (Patton, 2015).

3.2 Materials and passages

The materials comprised the Uzbekistan editions of *Guess What!* for Grades 5 and 6 and of *Prepare!* for Grades 7 to 11. Grades 1–4 were left out because their books rely mainly on songs, chants, and picture-based oral work. The passages came from the Student's Books. The Teacher's Books were read for their stated approach and for their notes on the units containing the passages, but they were not coded.

Selection of the passages took place in two steps. In the first, a simple rule fixed a pool of candidate units, namely the first, middle, and last regular unit of each grade, which produced 21 units across the seven Student's Books; starter, review, and culture units were not included. In the second, 12 passages were chosen from this pool by criterion sampling (Patton, 2015). To be eligible, a passage had to be a connected reading text or dialogue of at least about 40 words, serve as the main input of its lesson, contain enough language to offer material for all three dimensions, and come with tasks that work with it. The selection then made sure that both series and all seven grades were represented and that dialogues as well as reading texts, across a range of genres, were included. Each of the two *Guess What!* books contributed two passages, and the five *Prepare!* books contributed eight between them. The passages, listed in Table 1, amount to about 2,300 words of running text.

Table 1. The 12 selected passages

No.	Book	Unit	Page	Passage	Type	Words
P1	Grade 5 (*GW*)	1: Family and pets	18	Who's taller? (classroom conversation)	Dialogue	~40
P2	Grade 5 (*GW*)	4: Gadgets	53	Max's movies (interview)	Reading	~140
P3	Grade 6 (*GW*)	1: Camping	19	Finding Emoclew (story episode)	Dialogue (story)	~110
P4	Grade 6 (*GW*)	4: Music	51	The yeti and the ocarina (story episode)	Dialogue (story)	~100

Latin American Journal of Education
www.lajoe.org

No.	Book	Unit	Page	Passage	Type	Words
P5	Grade 7 (*PR*)	5: Moments in history	38	The Great Fire (history article)	Reading	~270
P6	Grade 7 (*PR*)	10: Buying things	64	Two young to watch (profiles)	Reading	~290
P7	Grade 8 (*PR*)	11: Eating out	71	At the street food festival (service encounter)	Dialogue	~80
P8	Grade 8 (*PR*)	15: Mysteries in nature	92	Loch Ness (magazine article)	Reading	~270
P9	Grade 9 (*PR*)	10: Useful websites	58	Teen Troubles (problem page)	Reading	~170
P10	Grade 9 (*PR*)	20: Life changes	112	Joe's post (personal narrative)	Reading	~260
P11	Grade 10 (*PR*)	20: Seeing is believing	113	Illusions everywhere (popular science article)	Reading	~400
P12	Grade 11 (*PR*)	10: Animals in danger	61	Taking part in a discussion (advice and phrases)	Dialogue (functional language)	~150

GW = Guess What!; *PR = Prepare!*. Page numbers are those printed in the Student's Books. Word counts are approximate and exclude task rubrics.

The tasks of a passage were all the numbered tasks on the same lesson page that work with the passage, pre-reading and *Talking points* prompts included. Tasks elsewhere in the unit that quote the passage, for example a grammar rule built on example sentences taken from it, were also counted. As each book is represented by one or two passages, comparisons between books describe tendencies in the selected passages, not frequencies for whole books.

3.3 Coding

At the first level, each passage was read line by line, and the analyst listed the language that realises each of nine categories, three for each dimension: sense relations, collocation and patterns, and grammatical choice; conceptual metaphor, image schemas, and construal; and speech acts, implicature and inference, and register, politeness, and genre. At the second level, every category was coded for the passage's tasks as Explicit (E) if the book stated the point in words, Implicit (I) if the book modelled or practised it without explanation, and otherwise Not present (N). All three dimensions were coded for every passage, regardless of section heading. One interaction code was then assigned to the treatment. A fourth code, *No dimension*, was added during the pilot for tasks that engage no dimension of meaning, such as content comprehension or a personal writing prompt. The mere possibility of an explanation was never

Latin American Journal of Education
www.lajoe.org

coded as treatment, ambiguous cases were given the more conservative code, and each code was recorded with its grade, unit, page, and task number.

3.4 Procedure and trustworthiness

The coding instrument was piloted on two units from the pool, Grade 5 Unit 1 and Grade 7 Unit 1, and its decision rules were refined before the main analysis began. An AI tool, working from the text of the passages and the written coding manual, assisted in producing the first-pass codes, and the author then checked every code against the textbook pages and images. The coding of each passage was also compared with what the Teacher's Books say about the same items. A second coder, an experienced English teacher trained in the coding manual, is coding the treatment of all 12 passages independently, and agreement will be reported as percentage agreement for each category and for the interaction code. Since a kappa statistic would be unstable with only 12 passages, the check is intended to sharpen the coding through discussion of disagreements (O'Connor & Joffe, 2020). The check had not been completed at the time of writing, so the results presented below are based on a single coder's analysis.

4. Results

4.1 The stated principle

Across the grades, the introductions to the Teacher's Books describe the series in identical terms. Under the heading *Communicative Language Teaching (CLT)*, they state that "this approach to learning English emphasizes communication and language as the tool for communicating" and that communicative textbooks give students opportunities to develop "their overall language ability, not just their ability to know grammar rules or vocabulary definitions". They add that, although the books do contain grammar and vocabulary activities, they also give students many chances to use that grammar and vocabulary to communicate with each other, for instance in speaking activities and projects (Teacher's Book, Grade 5, Introduction; the same text appears in the Grade 7, 9, and 11 Teacher's Books). The *Guess What!* Teacher's Book further notes that the series was written for an international audience and advises teachers to personalise and localise the content wherever possible.

Two parts can therefore be distinguished in the stated principle. The first is practice, in which learners use grammar and vocabulary to communicate. The second, implied by the contrast with "grammar rules or vocabulary definitions", is a broader view of language ability that extends beyond form. The results that follow show that the books largely realise the first part and largely fail to realise the second.

4.2 What the passages offer and what the tasks take up

The two levels are placed side by side in Table 2. At the first level, all three dimensions are available in the passages. Structural and pragmatic resources occur in every passage, and at least one clear cognitive resource, a metaphor, a spatial

Latin American Journal of Education
www.lajoe.org

image, or a construal, occurs in 11 of the 12. At the second level, the tasks make use of far less (Figure 1). Pragmatics is treated in 11 passages, but only through practice in 10 of them. Structure is treated in 6, explicitly in 4, and all four are in *Prepare!*. A single passage treats the cognitive dimension, and does so implicitly. Implicature occurs in seven passages and is treated in none.

Latin American Journal of Education
www.lajoe.org

Table 2. Dimensions present in the passages and treated in their tasks

No.	Book	S in text	C in text	P in text	S treated	C treated	P treated
P1	Grade 5	Yes	Yes	Yes	Implicit	–	Implicit
P2	Grade 5	Yes	(weak)	Yes	–	–	–
P3	Grade 6	Yes	Yes	Yes	–	–	Implicit
P4	Grade 6	Yes	Yes	Yes	–	–	Implicit
P5	Grade 7	Yes	Yes	Yes	–	–	Implicit
P6	Grade 7	Yes	Yes	Yes	Explicit	–	Implicit
P7	Grade 8	Yes	Yes	Yes	–	–	Implicit
P8	Grade 8	Yes	Yes	Yes	–	–	Implicit
P9	Grade 9	Yes	Yes	Yes	Explicit	–	Implicit
P10	Grade 9	Yes	Yes	Yes	Explicit	Implicit	Implicit
P11	Grade 10	Yes	Yes	Yes	Explicit	–	Implicit
P12	Grade 11	Yes	Yes	Yes	Implicit	–	Explicit
Total		**12**	**11**	**12**	**6 (4 explicit)**	**1**	**11 (1 explicit)**

S = structural, C = cognitive, P = pragmatic. "In text": the dimension is realised in the language of the passage (meaning potential). "Treated": the highest level of treatment in the passage's tasks. In P2 the only cognitive resource is the particle in *act out*, which was not counted.

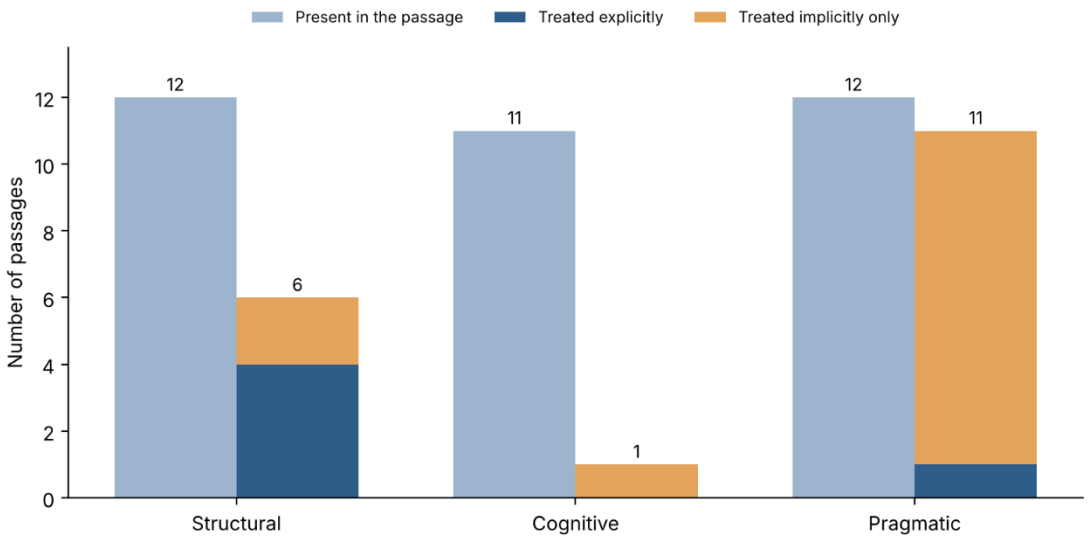


Figure 1. Number of passages in which each dimension is present in the text and treated in the tasks (N = 12)

Latin American Journal of Education
www.lajoe.org

The interaction codes indicate how the dimensions relate in the treatment. No passage at all is treated in a way that integrates the three. Six passages are coded Separation, five Absence, and one No dimension, and an explicit link between two dimensions appears in only two passages: a structural–cognitive link in Grade 9 and a structural–pragmatic link in Grade 11. The five Absence codes share a pattern in which the tasks treat the pragmatic dimension implicitly and nothing else. No conflict was found. Pragmatics dominated the treatment of six passages, and in five of these it was the only dimension treated. Structure dominated three, all from *Prepare!*, two passages were balanced, and one had no codes.

4.3 Exemplars: what the learners' books present

In Table 3, statements from the Teacher's Books are placed beside exemplar passages from the learners' books. These exemplars were selected because they are typical of their series or because their treatment comes nearest to the stated principle.

Table 3. Stated principle and exemplar passages from the learners' books

Statement in the Teacher's Books	Exemplar passage (series, grade, unit)	What the tasks do	Code
"opportunities for students to practice using this grammar and vocabulary to communicate with each other"	P1, *Guess What!* 5, U1: classroom dialogue built on comparatives (*Who's taller ...?*)	Comparatives practised and used to compare two children; meaning and use of comparison not stated	Separation
As above	P7, *Prepare!* 8, U11: service encounter at a food festival	Dialogue completed and role-played; no comment on forms or politeness	Absence (pragmatic)
"not just their ability to know grammar rules"	P9, *Prepare!* 9, U10: problem page; gerund and infinitive rules built on its sentences	Form rules taken from the passage; the advice task is separate	Separation
As above	P10, *Prepare!* 9, U20: Joe's post; passive rule and "Why isn't it always necessary to say who did the action?"	Invites reflection on construal; answer only in the Teacher's Book; Joe's purpose not addressed	Separation, partial link (structural–cognitive)
"not just … vocabulary definitions"	P6, *Prepare!* 7, U10: profiles; uses of *for* sorted into five meanings	Senses listed separately; no core meaning	Separation
As above	P11, *Prepare!* 10, U20: article on illusions; *pay attention* defined	Metaphorical expression given a literal definition; *trick our brains* not mentioned	Separation

Latin American Journal of Education
www.lajoe.org

Statement in the Teacher's Books	Exemplar passage (series, grade, unit)	What the tasks do	Code
"language as the tool for communicating"	P12, *Prepare!* 11, U10: advice and phrases for taking part in a discussion	Phrases matched to functions; politeness stated as advice; image behind *Going back to* ... not mentioned	Separation, partial link (structural–pragmatic)
As above	P5, *Prepare!* 7, U5: *The Great Fire*	Metaphor of the moving fire and the dates left without comment; *in*/*on* rule built on a quiz	Absence (pragmatic)
"personalize and localize the content"	P3, *Guess What!* 6, U1: story episode built on clues	Suggestions modelled; inference (*a paper to show you the way* = a map) not asked about	Absence (pragmatic)

Note. Teacher's Book statements are quoted from the introduction to the Grade 5 Teacher's Book; the communicative passage also appears in the Grade 7, 9, and 11 Teacher's Books. Passage numbers follow Table 1.

Grammar as form and rule. In *Prepare!*, from Grade 9 onwards, the reading passage provides the grammar rule of its unit. In Grade 9, Unit 10, three sentences from the problem page (P9), *I'm worried about moving to a new class*, *My best friend won't stop copying me*, and *They often forget to invite me when they go out*, are the examples for the rules on the gerund and the infinitive. The past simple passive in Grade 9, Unit 20 is built on *Everything was done for us* and *Mum and I were flown everywhere in a private plane* from Joe's post (P10), and in Grade 10, Unit 20, passive forms are matched to sentences from an article on optical illusions (P11). These rules state form, namely which verbs take which pattern and how the passive is constructed. They do not go back to the passage to show what the form does there. The clearest case is Joe's post, because the passage itself shows why a writer might choose the passive: in the closing lines, every action is done to Joe and his mother, and none is done by them. Expressed in the terms of Systemic Functional Linguistics (Halliday & Matthiessen, 2014), the books present the options of the grammar but seldom the system of choices that relates them. *Guess What!* provides no rules at all. Its Grade 5 classroom dialogue (P1) is built on comparatives (*Who's taller, Carla – you or Emma?*), which learners practise and then use to compare two children, yet nothing is said about what comparison means or when it is used.

Vocabulary as lists and separate meanings. The books handle polysemous words from the passages by listing their senses. In Grade 7, Unit 10, the sentence *Cory sells his cookies for just over a dollar each* (P6) introduces a task in which uses of *for* are sorted into "time", "occasion", "the meaning of", "payment", and "reason", and in Grade 9, Unit 20, learners

Latin American Journal of Education
www.lajoe.org

match eight uses of *change* with eight meanings. In both cases the senses are set side by side and nothing shows what connects them, even though these are precisely the items for which cognitive linguistics offers a core-sense explanation (Tyler, 2012; Boers, 2013). In the illusions article (P11), *pay attention* is taught as vocabulary and defined as "watch, listen to or think about something carefully", a literal definition for an expression that treats attention as something spent.

Communication practised but not explained. Of the parts of the stated principle, communicative practice is the one the books realise most fully. Suggestions, instructions, and thanks are modelled in the *Guess What!* stories (*We should camp here tonight*, P3; *Listen carefully to the yeti*, P4). In Grade 8, Unit 11, the food festival dialogue (P7) models an entire service encounter: *Excuse me, what are you selling? … Would you like to try some? … I'll have a small plate, please*. Learners complete the conversation, practise it in pairs, and role-play ordering other dishes, but nothing explains why the seller says *Would you like …?* or why the girl says *I'll have …, please*. Just one passage is treated explicitly for pragmatics. In the Grade 11 lesson on taking part in a discussion (P12), learners choose true pieces of advice such as *Apologise if you interrupt someone, and allow them time to speak*, and then match phrases such as *Sorry, what were you going to say?* and *Going back to …* with their functions. The books come closest here to linking form and use, although even in this lesson nothing is said about which phrases are more or less polite.

Concept left out. The passages contain a great deal of conceptual material that the tasks never mention. In the Grade 7 history article (P5), the Great Fire *moved first to the houses and shops on each side of the bread shop, jumping from roof to roof*, and then *travelled quickly from house to house, from shop to shop and from street to street*. On the facing page is the unit's rule for *on* with days and dates and *in* with months, years, and centuries, but the rule is based on a quiz rather than on the article, and it offers no spatial picture of time. According to the illusions article (P11), optical illusions *trick our brains*, and the problem page (P9) describes a move to *a higher-level group*. Joe's post supplies the sample's only cognitive code, through a grammar task that asks, "Why isn't it always necessary to say who did the action?" The question invites learners to reflect on what a passive puts in focus, but the Student's Book does not answer it, and it does not ask why Joe tells the end of his own story in the passive.

Meaning beyond what is said. In seven passages, meaning goes beyond what is said. When asked *who's smarter?*, Carla answers *Oh, I don't know. We're both smart!* and thereby avoids ranking herself above her friend (P1). In the Grade 6 story, the children must work out that *a paper to show you the way* is a map (P3). The headline of the Grade 7 profiles, *TWO YOUNG TO WATCH*, is a play on *too young* (P6). Joe closes his post with a concession that reverses the story: *I know*

Latin American Journal of Education
www.lajoe.org

it sounds amazing and it is, but actually I'd like to go back to my old life in London (P10). None of the tasks asks what anyone means.

4.4 Comparing the books

Both *Guess What!* books use their passages as models to be read, listened to, and acted out, and neither book treats any passage explicitly. The Grade 6 passages, episodes of a story built around riddles and clues, involve more inference than those in Grade 5, but they are not treated more fully. In *Prepare!*, comprehension and role-play mainly follow the passages in Grades 7 and 8. From Grade 9, each selected reading passage also provides the grammar rule of its unit, the two explicit links occur in Grades 9 and 11, and explicit pragmatic treatment occurs only in Grade 11. The transition from *Guess What!* to *Prepare!* consequently alters how passages are treated, from modelling to rule-making. The relation between the dimensions stays the same, however, since both series take up one or two dimensions of a passage and treat them separately.

4.5 What the Teacher's Books add

For the most part, the unit notes in the Teacher's Books are procedural. They describe how to set up activities, when to play recordings, how to check answers, and how to adapt tasks for stronger or weaker students. At one point they add an explanation that the learners' pages lack, namely the answer to the passive question on Joe's post in Grade 9, Unit 20. The note tells teachers that the doer of an action need not always be named, because sometimes nobody knows who it was, and that it is mentioned only when that information is considered important (Teacher's Book, Grade 9, Unit 20). This note makes the link between form and construal explicit for the teacher, although it also stays general and does not refer to Joe. No note for the units of the selected passages explains implicature, politeness, or register, or mentions conceptual metaphor or the spatial meaning of prepositions. The Teacher's Books therefore state the communicative principle in their introductions, but their unit notes do not systematically provide the connections that would realise it.

5. Discussion

The main finding is that the Uzbekistan editions of *Guess What!* and *Prepare!* are communicative in principle and in the quantity of practice they offer, but structural in what they explain. Learners have many opportunities to use the language of the passages, which meets the first part of the aim stated in the Teacher's Books. What the books explain, however, is nearly all form, presented as rules and lists of meanings. Use is practised without being explained, and the conceptual meaning of forms is omitted. The Teacher's Books contrast a broader view of language ability with "grammar rules or vocabulary definitions", but this view is stated rather than built into the tasks.

The two-level analysis makes this conclusion sharper. Meaningful language is not what the books lack. Their passages are varied and engaging, and like all language in use they integrate meaning:

Latin American Journal of Education
www.lajoe.org

within a few sentences, Joe's post brings together a grammatical choice, a construal of the writer as acted upon, and a rhetorical turn addressed to the reader. The tasks split this whole into parts and treat each part, if they treat it at all, in a separate section. Had the analysis counted only tasks, it would have concluded that the books lack conceptual meaning. Reading the passages as well reveals that the meaning is present in the texts and absent from the teaching.

This finding refines the positive picture drawn by the teacher survey but does not contradict it (RTI International, 2023). In comparison with the earlier grammar-translation materials (Hasanova, 2007; Hasanova & Shadieva, 2008), the new books provide much more communicative practice, so teachers' impression that the books changed their teaching is plausible. The analysis indicates where that change ends: there is more practice, but the explanation of meaning has not gone beyond structure. Put in Larsen-Freeman's (2003) terms, the books teach form and offer occasions for use, but they seldom teach the meaning and use of forms as such, and seldom the choices between them. Put in Thomas's (1983) terms, they provide pragmalinguistic models without the sociopragmatic knowledge required to choose among them, which matters for Uzbek learners accustomed to marking respect through pronouns and verb forms (Bodrogligeti, 2003).

Every book shows the same pattern. The two series treat the dimensions separately, and the transition from *Guess What!* to *Prepare!* changes the treatment of passages while leaving the relation between the dimensions unchanged. A likely reason lies in the design of the global series on which the national editions are based. Since reading, grammar, vocabulary, and speaking occupy separate sections, the comprehension questions on a passage and the rule derived from it appear in different sections with different aims, and the tasks follow the sections.

The gap is narrow in places, and it could be closed by modest changes. The passive question on Joe's post already invites reflection on construal; a further question asking who performs the actions at the end of the post, and how this helps the reader understand Joe's feelings, would connect form, concept, and purpose. The lists of meanings for *for* and *change* could be reorganised around a core sense. The dates in the Great Fire article could serve for the *in*/*on* rule, accompanied by a simple picture of a day as a surface and a year as a container (Lakoff & Johnson, 1980; Tyler, 2012). The food festival dialogue, finally, could be followed by a task in which learners rank *I want a small plate*, *I'll have a small plate, please*, and *Could I have a small plate, please?* from most to least direct. Each of these changes would retain the passage and its practice and add one short question that makes a connection visible.

Teachers and textbook reviewers can turn the stated principle into a set of evaluative questions for any passage. Is a grammar point taken from the passage

Latin American Journal of Education
www.lajoe.org

presented as a choice, and is the meaning of that choice stated? If a word has several meanings, does the book show what links them? If the passage contains a figurative or spatial expression, does any task draw attention to it? Do the tasks ask what a speaker or writer means without saying it? If functional phrases are provided, does the book say who would use them, with whom, and with what effect? For the selected passages, the answer to the first and last questions is occasionally yes, and the answer to the others is almost always no.

6. CONCLUSION

The study set the communicative principle stated in the Teacher's Books of the Uzbekistan editions of *Guess What!* and *Prepare!* against 12 key passages from the learners' books for Grades 5–11. Structural and pragmatic meaning is offered by all 12 passages, and cognitive meaning by 11. The tasks treat pragmatics in 11 passages but explain it in one, treat structure in six and explain it in four, and treat the cognitive dimension in one. Implicature is present in seven passages and treated in none, and no passage receives a treatment that integrates the three dimensions. The books realise the stated principle through the quantity of communicative practice they provide, not through the broader view of language ability that the principle describes. The exemplar passages indicate where the gap lies and how it might be narrowed.

Several limitations apply. The study analysed 12 passages, one or two from each book, chosen for their richness; it therefore shows what the books do with some of their richest material, other passages may be treated differently, and the comparison of the books describes tendencies, not frequencies. Identifying the meaning potential of a passage involves interpretive judgement, and the first-pass coding was AI-assisted, which the second-coder check described in Section 3.4 is intended to address; until the check is complete, the results depend on a single coder. As the materials were analysed as texts, the study cannot show how teachers use them, and teachers may supply explanations the books lack. The Uzbekistan editions were also not compared with the international editions of the same series. Future research could observe how teachers deal with these passages, analyse a larger and randomly drawn set of passages, and test whether small additions like those proposed here help Uzbek learners connect form, meaning, and use.

REFERENCES:

Alhadi Ali Ahmed, F., Mohammadzadeh, B., & Mazlum, F. (2022). An in-depth analysis of the representation of speech acts and language functions in Libyan public high school English textbooks. *Frontiers in Psychology, 13*, Article 1056745. https://doi.org/10.3389/fpsyg.2022.1056745

Latin American Journal of Education
www.lajoe.org

Austin, J. L. (1962). *How to do things with words*. Oxford University Press.

Bielak, J., & Pawlak, M. (2011). Teaching English tense and aspect with the help of cognitive grammar: An empirical study. *Studies in Second Language Learning and Teaching, 1*(3), 365–400. http://hdl.handle.net/10593/2309

Bodrogligeti, A. J. E. (2003). *An academic reference grammar of modern literary Uzbek* (Vols. 1–2). LINCOM Europa.

Boers, F. (2013). Cognitive linguistic approaches to teaching vocabulary: Assessment and integration. *Language Teaching, 46*(2), 208–224. https://doi.org/10.1017/S0261444811000450

Brown, P., & Levinson, S. C. (1987). *Politeness: Some universals in language usage*. Cambridge University Press.

Cabinet of Ministers of the Republic of Uzbekistan. (2013). *Resolution No. 124 on the approval of the state educational standard for foreign languages in the system of continuous education* [Ob utverzhdenii gosudarstvennogo obrazovatel'nogo standarta po inostrannym yazykam sistemy nepreryvnogo obrazovaniya]. https://lex.uz/docs/2165724

Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. *Applied Linguistics, 1*(1), 1–47. https://doi.org/10.1093/applin/1.1.1

Cohen, A. D. (2008). Teaching and assessing L2 pragmatics: What can we expect from learners? *Language Teaching, 41*(2), 213–235. https://doi.org/10.1017/S0261444807004880

Cunningsworth, A. (1995). *Choosing your coursebook*. Macmillan Heinemann.

Diepenbroek, L. G., & Derwing, T. M. (2013). To what extent do popular ESL textbooks incorporate oral fluency and pragmatic development? *TESL Canada Journal, 30*(7). https://doi.org/10.18806/tesl.v30i7.1149

Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of Advanced Nursing, 62*(1), 107–115. https://doi.org/10.1111/j.1365-2648.2007.04569.x

Fairclough, N. (2003). *Analysing discourse: Textual analysis for social research*. Routledge.

Garton, S., & Graves, K. (2014). Identifying a research agenda for language teaching materials. *The Modern Language Journal, 98*(2), 654–657. https://doi.org/10.1111/modl.12094

Gray, J. (2010). *The construction of English: Culture, consumerism and promotion in the ELT global coursebook*. Palgrave Macmillan.

Grice, H. P. (1975). Logic and conversation. In P. Cole & J. L. Morgan (Eds.), *Syntax and semantics 3: Speech acts* (pp. 41–58). Academic Press.

Halliday, M. A. K., & Matthiessen, C. M. I. M. (2014). *Halliday's introduction to functional grammar* (4th ed.). Routledge.

Latin American Journal of Education
www.lajoe.org

Harwood, N. (Ed.). (2014). *English language teaching textbooks: Content, consumption, production*. Palgrave Macmillan.

Hasanova, D. (2007). Teaching and learning English in Uzbekistan. *English Today, 23*(1), 3–9. https://doi.org/10.1017/S0266078407001022

Hasanova, D., & Shadieva, T. (2008). Implementing communicative language teaching in Uzbekistan. *TESOL Quarterly, 42*(1), 138–143. https://doi.org/10.1002/j.1545-7249.2008.tb00215.x

Hasanova, D., & Vokhidova, N. (2025). English in Uzbekistan: Language ideologies and teaching practices. *International Journal of the Sociology of Language, 2025*(294), 11–30. https://doi.org/10.1515/ijsl-2024-0117

Hsieh, H.-F., & Shannon, S. E. (2005). Three approaches to qualitative content analysis. *Qualitative Health Research, 15*(9), 1277–1288. https://doi.org/10.1177/1049732305276687

Iannuzzi, S., & Vyortkina, D. (2024, March). *Evaluating the adoption of new instructional materials by English teachers in all public schools in the Republic of Uzbekistan* [Conference presentation]. Comparative and International Education Society (CIES) Annual Conference. RTI International. https://shared.rti.org/content/evaluating-adoption-new-instructional-materials-english-teachers-all-public-schools-republic

Kövecses, Z. (2005). *Metaphor in culture: Universality and variation*. Cambridge University Press.

Krippendorff, K. (2019). *Content analysis: An introduction to its methodology* (4th ed.). SAGE.

Lakoff, G., & Johnson, M. (1980). *Metaphors we live by*. University of Chicago Press.

Langacker, R. W. (2008). *Cognitive grammar: A basic introduction*. Oxford University Press.

Larsen-Freeman, D. (2003). *Teaching language: From grammar to grammaring*. Thomson Heinle.

Larsen-Freeman, D. (2015). Research into practice: Grammar learning and teaching. *Language Teaching, 48*(2), 263–280. https://doi.org/10.1017/S0261444814000408

Littlejohn, A. (2011). The analysis of language teaching materials: Inside the Trojan Horse. In B. Tomlinson (Ed.), *Materials development in language teaching* (2nd ed., pp. 179–211). Cambridge University Press.

Lyons, J. (1977). *Semantics* (Vols. 1–2). Cambridge University Press.

McGrath, I. (2002). *Materials evaluation and design for language teaching*. Edinburgh University Press.

Mohammed, A. A., Mirzapour, F., & Nabifar, N. (2024). A comparison between the effects of image-schema and data-driven teaching on learning English prepositions by intermediate Kurdish EFL learners. *Qalaai Zanist Scientific Journal, 9*(4), 1116–1139. https://doi.org/10.25212/lfu.qzj.9.4.40

Latin American Journal of Education
www.lajoe.org

Nguyen, T. T. M. (2011). Learning to communicate in a globalized world: To what extent do school textbooks facilitate the development of intercultural pragmatic competence? *RELC Journal, 42*(1), 17–30. https://doi.org/10.1177/0033688210390265

O'Connor, C., & Joffe, H. (2020). Intercoder reliability in qualitative research: Debates and practical guidelines. *International Journal of Qualitative Methods, 19*, 1–13. https://doi.org/10.1177/1609406919899220

Patton, M. Q. (2015). *Qualitative research and evaluation methods* (4th ed.). SAGE.

Phaisarnsitthikarn, J. (2025). The presentation of speech acts in EFL textbooks used in primary and secondary schools in Thailand. *rEFLections, 32*(2), 1076–1098. https://doi.org/10.61508/refl.v32i2.283154

President of the Republic of Uzbekistan. (2012). *Resolution PP-1875 on measures to further improve the system of learning foreign languages*. Tashkent.

President of the Republic of Uzbekistan. (2021). *Resolution PQ-5117 on measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level*. https://lex.uz/docs/-5426736

Qin, J., Liu, D., & Lei, L. (2024). Cognitive linguistics-inspired language instruction. *Language Teaching, 57*(4), 478–500. https://doi.org/10.1017/S0261444824000119

Ren, W., & Han, Z. (2016). The representation of pragmatic knowledge in recent ELT textbooks. *ELT Journal, 70*(4), 424–434. https://doi.org/10.1093/elt/ccw010

RTI International. (2023). *Evaluating the implementation and adoption of new English language teaching textbooks: A study of English teachers in Grades 1–11 in Uzbekistan's public schools* [Uzbekistan Education for Excellence Program report]. https://shared.rti.org/node/1266

Rueda, Y. T. (2006). Developing pragmatic competence in a foreign language. *Colombian Applied Linguistics Journal, 8*, 169–182. https://doi.org/10.14483/22487085.177

Schreier, M. (2012). *Qualitative content analysis in practice*. SAGE.

Taguchi, N. (2015). Instructed pragmatics at a glance: Where instructional studies were, are, and should be going. *Language Teaching, 48*(1), 1–50. https://doi.org/10.1017/S0261444814000263

Takahashi, S. (2026). Pragmatics in Japanese EFL education: Textbook and teacher insights. *ELT Journal, 80*(1), 37–48. https://doi.org/10.1093/elt/ccaf051

Thomas, J. (1983). Cross-cultural pragmatic failure. *Applied Linguistics, 4*(2), 91–112. https://doi.org/10.1093/applin/4.2.91

Tomlinson, B. (2012). Materials development for language learning and teaching. *Language Teaching, 45*(2), 143–179. https://doi.org/10.1017/S0261444811000528

Ton Nu, A. T., & Murray, J. (2020). Pragmatic content in EFL textbooks: An investigation into Vietnamese national teaching materials. *TESL-EJ, 24*(3), 1–28. http://www.tesl-ej.org/wordpress/issues/volume24/ej95/ej95a8/

Latin American Journal of Education
www.lajoe.org

Tyler, A. (2012). *Cognitive linguistics and second language learning: Theoretical basics and experimental evidence*. Routledge.

Tyler, A., Mueller, C., & Ho, V. (2011). Applying cognitive linguistics to learning the semantics of English *to*, *for* and *at*: An experimental investigation. *Vigo International Journal of Applied Linguistics, 8*, 180–205.

Vellenga, H. (2004). Learning pragmatics from ESL & EFL textbooks: How likely? *TESL-EJ, 8*(2). https://tesl-ej.org/ej30/a3.html

Wong, M. H. I., Zhao, H., & MacWhinney, B. (2018). A cognitive linguistics application for second language pedagogy: The English preposition tutor. *Language Learning, 68*(2), 438–468. https://doi.org/10.1111/lang.12278

Yasuda, S. (2010). Learning phrasal verbs through conceptual metaphors: A case of Japanese EFL learners. *TESOL Quarterly, 44*(2), 250–273.

Zhao, H., Huang, S., Zhou, Y., & Wang, R. (2020). Schematic diagrams in second language learning of English prepositions: A behavioral and event-related potential study. *Studies in Second Language Acquisition, 42*(4), 721–748. https://doi.org/10.1017/S027226311900069X

Materials Analysed

The passages were selected from the Student's Books listed below; the Teacher's Books were read for their stated approach and unit notes. In the text, passages are cited by series, grade, and unit (for example, *Prepare!* Grade 8, Unit 11).

Frino, L. (2021). *Guess What! Grade 6: Teacher's Book* (Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

Heyderman, E. (2021). *Prepare! Grade 7: Teacher's Book* (Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

Heyderman, E. (2021). *Prepare! Grade 8: Teacher's Book* (Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

Joseph, N., & Chilton, H. (2021). *Prepare! Grade 11: Student's Book* (Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

Kosta, J., & Williams, M. (2021). *Prepare! Grade 7: Student's Book* (Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

Kosta, J., & Williams, M. (2021). *Prepare! Grade 8: Student's Book* (Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

Kosta, J., & Williams, M. (2021). *Prepare! Grade 9: Student's Book* (Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

McDonald, A. (2021). *Prepare! Grade 11: Teacher's Book* (Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

Plass, H. (2021). *Prepare! Grade 10: Teacher's Book* (Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

Latin American Journal of Education
www.lajoe.org

Reed, S. (2021). *Guess What! Grade 5: Teacher's Book* (Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

Reed, S., & Bentley, K. (2021). *Guess What! Grade 5: Student's Book* (L. Koustaff, Series Ed.; Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

Reed, S., & Bentley, K. (2021). *Guess What! Grade 6: Student's Book* (L. Koustaff, Series Ed.; Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

Rimmer, W. (2021). *Prepare! Grade 9: Teacher's Book* (Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.

Styring, J., & Tims, N. (2021). *Prepare! Grade 10: Student's Book* (Uzbekistan ed.). Cambridge University Press; Ministry of Public Education of the Republic of Uzbekistan.