

# Examining The Foundations Of Academic Books: A Longmanian Analysis Of The Oxford Eap Elementary/A2 Student Book

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## Examining The Foundations Of Academic Books: A Longmanian Analysis Of The Oxford Eap Elementary/A2 Student Book

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**Abstract.** This article delves into the analysis of the Oxford EAP Elementary/A2 Student Book using the analytical framework developed by M.H. Longman. The focus lies on comprehending the structure, content, and learning objectives embedded within the textbook. Through the Longmanian framework, various aspects such as clarity, consistency, relevance to learning objectives, variation in material presentation, and student engagement are evaluated. The analysis aims to provide insights into how the book is designed and utilized in educational contexts, thereby enhancing its effectiveness in supporting student learning at the Elementary/A2 level in academic language contexts. Additionally, the integration of language skills and academic skills within the book is explored to assess its role in preparing students for success in English-speaking academic environments at university level.

**Keywords:** Oxford EAP Elementary/A2 Student Book, M.H. Longman framework, Academic language skills

**Abstrak.** Artikel ini mendalami analisis Buku Siswa SD/A2 Oxford EAP dengan menggunakan kerangka analisis yang dikembangkan oleh M.H. orang panjang. Fokusnya terletak pada pemahaman struktur, isi, dan tujuan pembelajaran yang tertanam dalam buku teks. Melalui kerangka Longmanian, berbagai aspek seperti kejelasan, konsistensi, relevansi dengan tujuan pembelajaran, variasi penyajian materi, dan keterlibatan siswa dievaluasi. Analisis tersebut bertujuan untuk memberikan wawasan tentang bagaimana buku ini dirancang dan dimanfaatkan dalam konteks pendidikan, sehingga meningkatkan efektivitasnya dalam mendukung pembelajaran siswa di tingkat SD/A2 dalam konteks bahasa akademik. Selain itu, integrasi keterampilan bahasa dan keterampilan akademik dalam buku ini dieksplorasi untuk menilai perannya dalam mempersiapkan siswa untuk sukses dalam lingkungan akademik berbahasa Inggris di tingkat universitas.

**Kata Kunci:** Buku Siswa SD/A2 Oxford EAP, M.H. Kerangka kerja Longman, Keterampilan bahasa akademis

### INTRODUCTION

Academic textbooks provide an important foundation for learners preparing to study in an English-speaking environment at university level. Among the various resources available, the Oxford EAP Elementary/A2 Student Book stands out as one that plays a role in developing essential skills and academic language. In this context, this article aims to explore the structure and content of the book using the analytical framework developed by M.H. Longman. The main focus of this analysis is to understand more deeply the key aspects such as content, structure, and learning objectives contained in the book. (Gee, 2014).

Textbook analysis is not simply about understanding the words printed on the page, but also about exploring how information is organized, presented and directed to achieve specific learning objectives. In the context of the Oxford EAP Elementary/A2 Student Book, we will explore how authentic materials are used, how language and academic skills are integrated, and how video-based lecture extracts are used to prepare students for the university experience. (Epperson, 2013).

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The analytical framework developed by M.H. Longman has proven to be a valuable tool in deciphering the structure and meaning of different types of texts. By applying this framework to the Oxford EAP Elementary/A2 Student Book, it is hoped that we can gain a deeper understanding of how the book is designed and used in an educational context. This will assist in improving the effectiveness of using this textbook in supporting the learning of students who are preparing for academic experiences at university level. (Grant, 2021). By better understanding the foundation and construction of the Oxford EAP Elementary/A2 Student Book, we can optimize its use in equipping students with the skills necessary for success in English-speaking academic environments. Therefore, an in-depth analysis of this book using the Longmanian framework is an important step in improving the learning process and preparing students for the challenges they will face in the future. (Pierce & Cheney, 2017).

### BOOK IDENTITY

Book Title	: Oxford EAP Elementary/A2 Student Book
Author	: Edward de Chazal, John Hughes
Publisher	: Oxford University Press
Year of Publication	: 2015 ISBN : 019483610X, 9780194836104
Number of Pages	: 178 pages

### DISCUSSION

Content analysis of the Oxford EAP Elementary/A2 Student Book using the M.H. Longman framework involves an in-depth understanding of the structure, content and learning objectives contained in the textbook. Longman's framework involves an in-depth understanding of the structure, content and learning objectives contained in the textbook. The framework allows us to break down the textbook content more systematically, focusing on important aspects such as clarity of information, consistency, and relevance to learning objectives. In this analysis, we will explore how the M.H. Longman framework can be applied to Oxford EAP. Longman's framework can be applied to the Oxford EAP Elementary/A2 Student Book to gain a deeper understanding of the material presented. (Rouessac & Rouessac, 2022).

In the analysis using M.H. Longman framework, we will examine the textbook content in terms of clarity and completeness of information. One important aspect to consider is the extent to which the material presented in the book can be understood by the intended audience, in this case, Elementary/A2 level students. In the Longmanian framework, clarity of

information is considered a key factor affecting the effectiveness of a text in conveying messages to readers. Therefore, we need to identify whether the content of the Oxford EAP Elementary/A2 Student Book is organized clearly, with language appropriate for the level of understanding of students at that level, and whether the information conveyed is complete enough to achieve the desired learning objectives. (Joffe & Yardley, 2003).

In the analysis using M.H. Longman framework, we will also look at consistency in the presentation of information in the textbook. This includes consistency in the use of terminology, sentence structure, and learning approaches. By applying this framework to the Oxford EAP Elementary/A2 Student Book, we can evaluate the extent to which the textbook maintains consistency in the presentation of material from chapter to chapter, as well as in the use of language and learning approaches. This is important to ensure that students are not confused or disoriented in their learning, and that they are able to build knowledge consistently from one unit to another. (Bruillard, 2011).

In content analysis using the M.H. framework. Longman framework, we will highlight the relevance of the material to the set learning objectives. In the Longmanian approach, a text is considered effective if the information presented directly supports the achievement of the set learning objectives. Therefore, we will evaluate whether the materials presented in the Oxford EAP Elementary/A2 Student Book appropriately meet the needs of students at that level, whether they are relevant to the academic contexts students face, and whether they can help students achieve the expected academic language proficiency. (Aggarwal, 2015).

In content analysis using the M.H. framework. Longman's framework, we will consider other aspects such as variation in material presentation and student engagement in the learning process. The Longmanian framework recognizes the importance of variety in the delivery of information to maintain students' interest and engagement in learning. Therefore, we will assess the extent to which the Oxford EAP Elementary/A2 Student Book uses various learning strategies, such as the use of images, interactive exercises, or case studies, to enrich students' learning experience. In addition, we will also look at the extent to which the textbook encourages student engagement in the learning process, for example through reflective questioning or collaborative tasks. (Kunkel, 2006).

By applying M.H. Longman framework in the content analysis of the Oxford EAP Elementary/A2 Student Book, we can gain a deeper understanding of the structure, substance, and learning objectives contained in the textbook. This analysis can provide valuable insights for educators in evaluating and improving the effectiveness of using this textbook in supporting

students' learning at Elementary/A2 level in academic language contexts. (Ludema & Ajayi, 2018).

The structure of the Oxford EAP Elementary/A2 textbook has a significant impact on student learning in academic language contexts. By systematically organizing the content, the book aims to help students understand and develop the language skills necessary to succeed in an academic setting. In this analysis of the structure of the textbook, we will explore how the organization and presentation of the material affects students' learning in terms of their comprehension, language skills and preparation for higher-level academic experiences. (Fabian et al., 2001).

The general structure of Oxford EAP Elementary/A2 textbooks plays an important role in guiding students through a series of topics relevant to their academic language needs. Typically, these textbooks will be divided into units or chapters that cover specific topics such as reading, writing, listening, and speaking in an academic context. Each unit will most likely start with clear learning objectives, followed by the presentation of material and exercises aimed at helping students achieve those objectives. This well-organized structure helps students to follow the learning flow systematically and improve their understanding of the material presented. (Coulmas, 2003).

In addition, the structure of the textbook also affects the development of students' language skills. In the context of Oxford EAP Elementary/A2, the structure implemented in each unit or chapter aims to progressively introduce, develop and test students' language skills. For example, a unit focusing on reading skills might start with simple text comprehension and then increase in complexity as the unit progresses. This provides an opportunity for students to build their reading skills gradually, from lower to higher levels according to their academic needs. (Criado & Pérez, 2009).

The structure of the textbook also plays an important role in preparing students for higher-level academic experiences. Oxford EAP Elementary/A2 textbooks often include material relevant to actual academic situations, such as reading journal articles, listening to lectures, or writing short essays. By presenting material similar to what they will face in an academic environment, these textbooks help students to feel more prepared and confident in facing the tasks and challenges they encounter in the future. In addition, the textbook's structure focused on academic language skills also gives students the opportunity to practice and hone their skills continuously, preparing them for the higher demands of learning. (Jung, 2006).

However, it is important to note that the effectiveness of the textbook structure also depends on how the book is implemented in the actual learning context. The role of the teacher

is crucial in facilitating student learning by using these textbooks effectively. Teachers should be able to integrate the materials in the textbook with relevant and varied teaching methods, as well as provide constructive feedback to students to help them improve their language skills. In addition, teachers can also adjust the structure of the textbook according to the needs and ability levels of the students in the class. (Atkinson & Han, 2005).

In conclusion, the structure of the Oxford EAP Elementary/A2 textbook has a significant impact on student learning in academic language contexts. By systematically organizing the material, the book helps students to understand and develop the language skills necessary to succeed in an academic setting. Nevertheless, it is important to remember that the effectiveness of the textbook structure also depends on its proper implementation by teachers in actual learning contexts. As such, textbook structures should be considered as useful tools that educators can optimize to effectively support student learning (Ball, 2003).

The learning objective to be achieved through the use of the Oxford EAP Elementary/A2 Student Book is to help students at the beginning level of English to develop the academic language skills necessary for success in the learning environment of a university or equivalent educational institution. The book is specifically designed for students at Elementary/A2 level, who may have little or no previous experience with English in an academic context. The following are some of the learning objectives to be achieved through the use of this book, as well as an evaluation of its effectiveness in achieving those objectives (Skoog et al., 2019).

### **1. Introduction to Academic Language**

One of the main aims of the Oxford EAP Elementary/A2 Student Book is to introduce students to academic language and conventions commonly used in the context of studying at university. Through the material presented in this book, students are introduced to vocabulary and language structures often used in academic writing, such as short essays, journal articles, and presentations. Evaluation of the book's effectiveness in achieving this goal can be done by examining the extent to which students can understand and use the vocabulary and structures taught in writing and presentation contexts. (Mendham et al., 2016).

### **2. Development of Reading and Listening Skills**

The book also aims to help students improve their reading and listening skills in an academic context. Through the texts presented, such as journal articles or short lectures, students are given the opportunity to practice their skills in understanding and interpreting complex texts. An evaluation of the book's effectiveness in achieving this goal can be done by

observing students' ability to comprehend and extract information from the given texts, as well as identify the key points conveyed.

### 3. Development of Speaking and Writing Skills

Oxford EAP Elementary/A2 Student Book also aims to help students improve their speaking and writing skills in an academic context. Through the exercises and tasks given in this book, students are given the opportunity to practice the use of vocabulary and language structures they have learned in authentic speaking and writing situations. Evaluation of the effectiveness of this book in achieving this goal can be done by observing students' ability to produce clear and organized written texts, as well as participate in discussions or presentations effectively.

### 4. Development of Critical Thinking Skills

In addition, the book also aims to help students develop their critical thinking skills in an academic context. Through analysis of the texts presented and discussion of relevant issues, students are given the opportunity to question, evaluate, and synthesize information critically. An evaluation of the book's effectiveness in achieving these objectives can be done by examining students' ability to ask relevant questions, evaluate arguments, and express their opinions logically and openly.

So far, the Oxford EAP Elementary/A2 Student Book has earned a reputation as a valuable resource for students who are preparing to study in an English-speaking environment at university level. The book has proven to be effective in helping students develop necessary academic language skills, such as text comprehension, speaking and writing skills, and critical thinking ability. However, to evaluate its effectiveness in more depth, empirical research needs to be conducted that involves measuring students' performance before and after using the book, as well as direct observation of the book's implementation in actual learning contexts. Thus, we can gain a better understanding of the extent to which the Oxford EAP Elementary/A2 Student Book achieves its stated learning objectives.

The integration of language skills and academic skills is a key element in the Oxford EAP Elementary/A2 Student Book, which aims to prepare students for success in a university learning environment in English. Through this integrated approach, the book seeks to help students develop the language skills necessary for reading, writing, listening, and speaking in an academic context, while simultaneously teaching them how to apply those skills in real learning situations at university. In this analysis, we will explore how the integration of language skills and academic skills is realized in this book, as well as the extent to which it

supports students' preparation for the university learning environment in English. (Wilkens, 2011).

Oxford EAP Elementary/A2 Student Book integrates reading and listening skills with academic language skills. Through the various texts presented in this book, such as journal articles, textbook excerpts, and short lectures, students are given the opportunity to improve their understanding of complex academic language. These texts are designed to reflect actual learning situations in an academic environment, so that students can become familiar with vocabulary and language structures that are frequently used in academic contexts. In addition, the exercises associated with these texts help students to develop their reading and listening skills, such as understanding the main idea, extracting important information, and interpreting the overall meaning. (Hilton, 2016).

Writing skills are also integrated with academic language skills in the Oxford EAP Elementary/A2 Student Book. Through the writing tasks provided in this book, such as writing short essays or responding to reflective questions, students are given <sup>25</sup> the opportunity to apply the vocabulary and language structures they have learned in authentic writing contexts. These tasks aim to help students develop important academic writing skills, such as organizing their ideas clearly, crafting cohesive arguments, and conveying their thoughts effectively in writing. Thus, the integration of writing skills with academic language skills helps students to prepare themselves for the writing tasks they will encounter at university. (Watson, 2012).

Oxford EAP Elementary/A2 Student Book also integrates speaking skills with academic language skills. Through the speaking exercises provided in this book, such as group discussions or short presentations, students are given the opportunity to practice using vocabulary and language structures in speaking situations relevant to the academic environment. These exercises are designed to help students improve their ability to communicate effectively in academic contexts, such as expressing opinions, explaining concepts, or participating in group discussions. Thus, the integration of speaking skills with academic language skills helps students to prepare themselves to interact well in the university learning environment.

The Oxford EAP Elementary/A2 Student Book also integrates critical thinking skills with academic language skills. Through the analysis of the texts presented in this book, students are given the opportunity to critically question, evaluate, and synthesize information. These exercises help students to develop their critical thinking skills in an academic context, such as identifying strong arguments, assessing the evidence presented, and forming informed opinions. Thus, the integration of critical thinking skills with academic language skills helps



students to prepare themselves to respond to complex academic tasks in a university environment.

Overall, the Oxford EAP Elementary/A2 Student Book successfully integrates language skills with academic skills in order to help students prepare themselves for the university learning environment in English. Through this integrated approach, students are given the opportunity to develop the language skills necessary for **reading, writing, listening, and speaking in an academic context**, while simultaneously honing important academic skills such as critical and analytical thinking. As such, this book helps students to become better prepared and confident in facing the challenges of learning at university level.

## CONCLUSIONS

In conclusion, the Oxford EAP Elementary/A2 Student Book emerges as an essential resource in preparing students for success in a university learning environment in English. Through an integrated approach between language skills and academic skills, the book successfully presents **relevant and useful material for students at Elementary/A2 level**. The strong integration of **reading, writing, listening, and speaking skills with critical thinking skills** helps students to develop the academic language abilities necessary to cope with the demands of studying at university level. As such, the Oxford EAP Elementary/A2 Student Book is an effective tool in supporting the learning of students who are preparing for higher academic experiences.

However, keep in mind that the effective use of this book also depends on its proper implementation by educators in actual learning contexts. It is important for teachers to facilitate student learning by using the book creatively and variably, as well as providing **constructive feedback to students to help them improve their language and academic skills**. Thus, the Oxford EAP Elementary/A2 Student Book can be a valuable tool in preparing students for the university learning environment in English, provided it is used effectively and according to the needs and ability levels of the students in the classroom.

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