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A Comparative Study of Grammar Exercises in PEP and FLTRP Junior High English Textbooks

Xinxin Xu
School of Foreign Languages, Liaocheng University, Liaocheng, Shandong, China

Abstract: Against the background of English curriculum reform, grammar teaching no longer focuses only on the mastery of linguistic forms. Instead, it aims for the integrated development of form, meaning and use. Grammar-practice activities in textbooks act as key carriers of curriculum ideas. They greatly shape students' grammar understanding and overall language competence. This study draws on Larsen-Freeman's three-dimensional grammar framework and Paulston's practice-stratification theory. It compares grammar-practice activities from two widely-used junior high-school English textbook series. The research materials consist of twelve officially-approved 2024 volumes: PEP Go for it! and FLTRP New Standard. This research uses text analysis, comparative analysis and data analysis. A self-developed coding scale classifies grammar-related exercises. SPSS software is applied for statistical analysis and reliability tests. Findings show that both textbook sets include multi-dimensional, multi-level grammar exercises. Still, clear differences exist in their three-dimensional combinations and the distribution of practice types. These differences reflect the textbooks' different design philosophies for fostering students' language ability. This quantitative comparison offers practical references for junior high-school English grammar teaching and future textbook revision.

Keywords: Junior-High-School English Textbooks; Grammar Practice Tasks; Larsen-Freeman's Three-Dimensional Grammar Framework; Grammar Practice Modes; Comparative Textbook Analysis

1. Introduction

Grammar teaching plays an essential role in English instruction. It provides a critical foundation for students to develop systematic language awareness and raise their language proficiency. Traditional English grammar teaching has long emphasized linguistic forms and rules. Today, grammatical knowledge is viewed as having three dimensions: Form, Meaning, and Use. Form represents linguistic structures, Meaning covers the content conveyed by language, and Use refers to language functions in specific contexts. Combined, the three dimensions contribute to students' grammatical competence [1]. Purpura further argues that grammatical competence not only includes knowledge of linguistic forms, but also learners' capacity to identify form-meaning relationships and apply language in context [2].

Furthermore, Paulston classifies grammar exercises into three levels. His classification is built on the intensity of language practice and communicative demands. The three categories are mechanical practice, meaning-based practice and communicative practice. This theory offers a theoretical basis for analyzing grammar exercises in textbooks [3].

Textbooks are important carriers of curriculum ideas. Grammar-practice activities within textbooks directly shape students' grammar-learning experience. Previous studies have found differences in grammar-activity design across different textbook editions. Even so, few studies use systematic coding and quantitative methods to compare grammar exercises in junior-high-school English textbooks. Given this situation, it is necessary to conduct theory-driven, in-depth analyses of grammar practice activities in textbooks.

This study takes grammar practice activities as its research subjects. The materials consist of 12 volumes of Grade 7-9 textbooks officially approved in 2024. They include PEP's English (Go for it!) and FLTRP's English (New Standard). Drawing on Larsen-Freeman's three-dimensional grammar framework and Paulston's practice-stratification theory, this research adopts text analysis, comparative analysis and data analysis. It carries out a

comparison of grammar practice activities in the two sets of textbooks. This study intends to examine the distribution features of grammar practice activities from the perspectives of the three-dimensional grammar framework and practice types. It also explores similarities and differences in grammar-activity design between the two textbook series.

This research expands existing studies on grammar activities in English textbooks. It offers references for textbook optimization and the improvement of junior-high-school English grammar teaching.

2. Literature Review

2.1 Review of International Research

Early grammar instruction was shaped by structuralist linguistics. It mainly emphasized language rules and sentence-pattern drills. Learners acquired language structures via repetitive practice. With the evolution of language-teaching theories, researchers came to realize that grammar instruction should break away from form-oriented teaching alone. Larsen-Freeman put forward the Three-Dimensional Grammar theory. This theory states that grammatical knowledge has three dimensions: Form, Meaning, and Use. Form refers to linguistic structures. Meaning stands for the content conveyed by linguistic forms. Use describes the functions of linguistic forms in specific contexts. These three dimensions jointly develop learners' overall grammatical competence [1]. This theory highlights the dynamic nature of grammatical knowledge. It also offers a theoretical foundation for analyzing grammar activities in textbooks.

Building on these ideas, Celce-Murcia and Larsen-Freeman stress one key point. Grammar teaching should combine linguistic form, meaning and pragmatic function. This integration brings two benefits. First, it helps learners master language rules. Second, it allows them to use language properly in real-world communication [4]. Purpura further explains grammatical competence. It includes learners' mastery of formal linguistic rules. It also covers their ability to understand form-meaning relationships. Learners also need to select suitable linguistic forms according to contextual demands [2].

In addition, international scholarship has paid close attention to types of grammar practice activities. Paulston classified grammar practice into three levels. His classification is grounded in the extent of language control and communicative demands. The three levels include mechanical practice, meaningful practice, and communicative practice. Mechanical practice stresses the consolidation of linguistic forms. Meaning-based practice centers on connections between form and meaning. Communicative practice highlights the application of linguistic knowledge in authentic contexts [3]. Long put forward the concept of "Focus on Form". He maintained that language teaching should draw learners' attention to linguistic forms during meaning-oriented interaction. In this way, formal learning and communicative language use can be combined [5].

Ellis further emphasized that grammar instruction should strike a balance between formal accuracy and communicative functions [6].

In summary, international studies provide important theoretical support for this research. The Three-Dimensional Grammar Theory offers an analytical framework. Researchers can use it to examine grammar-practice activities in textbooks from multiple dimensions. At the same time, the practice-stratification theory sets classification standards for analyzing textbook exercise types.

2.2 Review of Domestic Research

In recent years, domestic research on English grammar teaching in China has gradually changed. It has moved beyond traditional rule-centered teaching. Instead, it advocates integrating language form, meaning and use. Cheng Xiaotang argues that grammar teaching should not only focus on formal linguistic rules. It should also value grammar's role in expressing meaning and performing communicative functions. Only in this way can students use language appropriately in real-life contexts [7]. Liu Wei further points out that three-dimensional grammar teaching highlights the interactions among form, meaning and use. Such teaching contributes to the improvement of students' overall language proficiency [8]. According to Yang Wenping, the integration of the "form-meaning-use" dimensions can remedy the drawback of over-emphasizing rule memorization in conventional grammar teaching. It can also strengthen students' practical ability

to apply grammar knowledge [9].

In terms of research on grammar in textbooks, scholars have increasingly turned their attention to the presentation of grammatical content and the design of practice activities. By comparing the grammar sections in different editions of English textbooks, Lin Xiaolan and He Anping found that textbook grammar design has gradually placed greater emphasis on the integration of form, meaning, and usage; however, differences still exist among different textbook editions in terms of content organization and activity design [10].

Research on junior high school English textbooks has further enriched the body of knowledge in this field. Hu Pingping and Liu Huan point out that grammar exercise activities in textbooks not only serve to reinforce knowledge but should also promote students' understanding of grammatical meaning and improve their language proficiency [11]. Zhang Wen compared the design of grammar exercises in the People's Education Press (PEP) and Foreign Language Teaching and Research Press (FLTRP) junior high school English textbooks and found that while both editions reflect modern grammar teaching philosophies, they differ in terms of activity design and training priorities [12]. Li Xiaocui observes that grammar exercises in the new-edition PEP textbooks attach greater importance to contextualized design. Even so, certain activities still feature a high level of language control [13].

Moreover, the Compulsory Education English Curriculum Standards (2022 Edition) stresses that students should understand and apply linguistic knowledge in context. It aims to realize the integration of linguistic form, meaning and use [14]. Wang Qiang notes that English instruction should combine linguistic knowledge learning with practical language activities. This method can help students develop their overall language proficiency [15].

In summary, existing research provides a theoretical foundation for the analysis of grammar activities in textbooks; however, current studies still have limitations: some studies primarily employ qualitative analysis methods, while there are few studies that systematically code and quantitatively compare grammar exercise activities in textbooks. Therefore, based on the aforementioned theories, this study employs a textbook coding scale and data analysis methods to conduct a comparative study of grammar exercise activities in the People's Education Press and Foreign Language Teaching and Research Press junior high school English textbooks.

3. Research Design

3.1 Research Questions

Based on Larsen and Freeman's three-dimensional grammar framework and Paulston's theory of practice hierarchy, this study conducts a comparative analysis of the grammar practice activities in the People's Education Press and Foreign Language Teaching and Research Press junior high school English textbooks. The study primarily addresses the following two questions:

1. Within the "form–meaning–use" framework of the three-dimensional view of grammar, what similarities and differences exist in the three-dimensional distribution characteristics of grammar practice activities in the People's Education Press and Foreign Language Teaching and Research Press junior high school English textbooks?
2. Based on the classification criteria of mechanical practice, meaning-based practice, and communicative practice, what similarities and differences exist in the distribution characteristics of grammar practice activity types in the People's Education Press and Foreign Language Teaching and Research Press junior high school English textbooks?

3.2 Research Subjects

This study selected the junior high school English textbooks *English (Go for it!)* (People's Education Press) and *English (New Standard)*(Foreign Language Teaching and Research Press), both approved in 2024, as the research subjects.

Specifically, the research subjects include

(1) People's Education Press's *English (Go for it!)*: Grade 7, Volume 1; Grade 7, Volume 2; Grade 8, Volume 1; Grade 8, Volume 2; Grade 9, Volume 1; and Grade 9, Volume 2—a total of 6 volumes;

(2) The English (New Standard) series is published by Foreign Language Teaching and Research Press. It includes six volumes: Grade 7 Book 1, Grade 7 Book 2, Grade 8 Book 1, Grade 8 Book 2, Grade 9 Book 1 and Grade 9 Book 2. When combined with the PEP textbooks, the research sample totals 12 volumes.

Grammar-practice activities in these textbooks are the basic unit of analysis in this study. First, the researcher screened all grammar-related exercises from the textbooks. Only activities with clear grammar-training goals were chosen for coding. For each selected activity, the researcher recorded its textbook version, grade, unit and coding category.

3.3 Research Methods

(1) Text Analysis Method

This study adopted text analysis to sort and code grammar-practice activities in the two sets of textbooks. The researcher carefully reviewed all textbook content. The researcher screened and extracted qualified grammar training activities. Based on the established theoretical framework, the researcher further analyzed these activities. The analysis focused on two core aspects: grammatical dimensions and exercise types.

(2) Comparative Analysis

This study adopted comparative analysis. It explored the similarities and differences in grammar-practice activities between PEP and FLTRP textbooks. The comparison mainly focused on two aspects. First, the study uses Larsen-Freeman's three-dimensional grammar framework. It compares three activity types in both textbook sets. The types are A form, AB form + meaning, and ABC form + meaning + use. Second, this study applies Paulston's practice-hierarchy theory. It compares three kinds of practice activities from the two textbook editions. They are D mechanical, E meaning-based, and F communicative practice. Comparative analysis also reveals features of each textbook series. These features show their respective design philosophies for grammar activities.

(3) Data Analysis Method

This study adopted data analysis to analyze coded grammar activity data from the two textbooks. First, it classified and tabulated all grammar exercises from the two textbook series with a self-developed coding scale. SPSS was applied to conduct descriptive statistical analysis. The frequency and percentage data quantified the distribution of various grammar-practice activities. In addition, Excel was used to create corresponding bar charts. These visual graphics clearly and intuitively presented the distribution differences of grammar activities between the two textbook editions.

3.4 Research Framework

Table 1. Analytical Framework for Grammar Practice Activities

Theoretical Basis	Analytical Dimension	Coding Category	Analytical Content
Larsen-Freeman Three-Dimensional Grammar Framework	Form	A	Analyze whether the exercise focuses on grammatical structures, formal rules, and formal linguistic features
	Meaning	B	Analyze whether the exercise focuses on the meaning of grammatical items and the relationship between form and meaning
	Use	C	Analyze whether exercises provide contexts and foster the practical use of language
Paulston's Drill Classification Theory	Paulston's Drill Classification Theory	D	Analyze whether exercises reinforce grammatical rules through imitation, substitution, repetition and other forms.
	meaningful drill	E	Analyze whether exercises require students to complete linguistic production by integrating meaning.
	communicative drills	F	Analyze whether exercises require students to use language for communication in authentic situations.

This study builds an analytical framework for textbook grammar-practice activities. It is based on Larsen-Freeman's Three-Dimensional Grammar Framework and Paulston's Hierarchy of Drill Theory. The Three-Dimensional Grammar Framework directs the content analysis of grammar exercises. It includes three core dimensions: Form, Meaning, and Use. Paulston's Hierarchy of Drill Theory is used to categorize different exercise types. It divides grammar practice into three levels: mechanical drill, meaningful drill, and communicative drill. Based on the above theoretical foundations, this study develops a complete coding system. This system is applied to categorize and comparatively analyze grammar practice

activities in the two textbook editions. The detailed analytical framework for grammar exercise activities is presented in Table 1.

3.5 Research Process

This study comprises three core procedures. They include data collection, coding and analysis, and reliability testing.

(1) Data Collection

The researcher first reviewed all 12 Grade 7-9 textbooks published by the People's Education Press and Foreign Language Teaching and Research Press. The researcher screened out exercises targeting grammar training. Grammar exercises were treated as coding units. The researcher recorded information for each exercise, including textbook edition, grade, unit, and exercise content. These records laid the data foundation for subsequent coding and analysis.

(2) Data Coding

This study developed a textbook coding scale based on the two theoretical frameworks. For three-dimensional grammar coding, this study adopted Larsen-Freeman's three-dimensional grammar framework. Grammar practice activities were classified into three categories.

1) A: Form-based activities. These mainly focus on language structures and grammatical rules.

2) AB: Form-and-meaning-integrated activities. They highlight students' comprehension of meanings conveyed by linguistic forms.

3) ABC: Activities integrating form, meaning, and use. They stress students' application of grammatical knowledge within specific contexts.

Regarding practice type coding, this study drew upon Paulston's theory of practice hierarchy to classify activities as follows:

D: Mechanical practice; E: Meaning-based practice; F: Communicative practice.

(3) Reliability Test of Coding

To ensure the reliability of the coding results for the grammar exercise activities in the textbooks, this study used Fleiss's Kappa coefficient to test the reliability of the coding results. Three coders were invited to independently code a selection of grammar exercise activities from the textbooks based on the coding scale for these activities. SPSS software was then used to calculate Fleiss's Kappa coefficient to assess the reliability of the coding system.

First, this study conducted a reliability test on the coding results of the three-dimensional grammar activities. As shown in Table 2 of the SPSS analysis results, the Fleiss's Kappa value for the three-dimensional grammar coding was 0.878, with a standard error of 0.032, an asymptotic significance of 0.000, and a 95% confidence interval of [0.814, 0.942]. Fleiss's Kappa provides standards for evaluating inter-coder agreement. According to these standards, the three-dimensional grammar coding achieved a high level of agreement. This finding shows that the coding system derived from Larsen-Freeman's three-dimensional grammar framework enjoys good stability.

Table 2. Coding Consistency Test Results of Three-Dimensional Grammar Activities

Test Item	Kappa Value	Standard Error	Significance	95% Confidence Interval
Three-dimensional Grammar Coding	0.878	0.032	0	0.814-0.942

Second, this study carried out a reliability test on the coding results of exercise types. The related SPSS outputs are shown in Table 3.

The Fleiss's Kappa value for exercise-type coding was 0.950. Its standard error stood at 0.037, and the asymptotic significance was 0.000. The 95 % confidence interval was between 0.876 and 1.023. These results prove that the practice-type coding has high inter-coder consistency. It proves that the classification criteria for mechanical, meaningful, and communicative practice have strong reliability. The criteria were formulated based on Paulston's hierarchical theory of practice.

Table 3. Reliability Test Results of Drill Type Coding

Test Item	Kappa Value	Standard Error	Significance	95% Confidence Interval
Three-dimensional Grammar Coding	0.95	0.037	0	0.876-1.023

4. Results and Discussion

4.1 Three-Dimensional Distribution Analysis of Grammar Practice Activities in the Two Textbook Editions

This study carried out coding analysis on grammar practice activities in PEP and FLTRP junior high school English textbooks. The analysis was guided by Larsen-Freeman's three-dimensional grammar framework. Grammar practice activities were sorted into three categories: A (form), AB (form and meaning), and ABC (form, meaning, and use). This classification aimed to explore how the two textbook series emphasize language form,

meaning comprehension and language use in grammar-activity design.

This study calculated statistics concerning the three-dimensional distribution of grammar activities from the coding data. The statistical results are displayed in t 4.

Table 4. Statistics of Three-Dimensional Distribution of Grammar Activities in the Two Editions of Textbooks

Textbook Version	A (Form)	AB (Form & Meaning)	ABC (Form, Meaning & Use)	Total
PEP	43	81	38	162
FLTRP	36	59	43	138

This study drew on the data presented in Table 4. It further calculated corresponding percentage values. Bar charts were generated to illustrate the distribution of three-dimensional grammar activities in the two textbook editions.

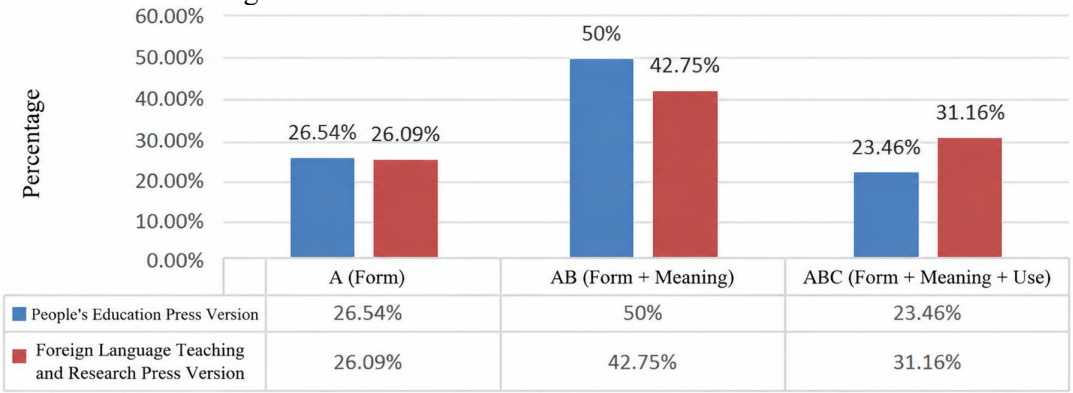


Figure 1. Bar Chart of Proportions for Three-Dimensional Distribution of Grammar Activities in the Two Textbooks

As shown in Table 4 and Figure 1, both textbook series contain three categories of grammar practice activities. These categories include form-focused activities, form-and-meaning integrated activities, and form-meaning-use integrated activities. This finding shows that both textbooks embody the idea of combining form, meaning and use in grammar teaching.

In terms of the total number of activities, the PEP edition contains 162 grammar-practice activities. This figure is higher than the 138 activities in the FLTRP edition. In the PEP edition, there are 43 form-focused activities, 81 form-and-meaning integrated activities, and 38 form-meaning-use integrated activities. In the FLTRP edition, there are 36 form-focused activities, 59 form-and-meaning integrated activities, and 43 form-meaning-use integrated activities. When looking at proportions, form-and-meaning integrated activities take the largest share in both textbooks. They account for 50.00 % of all grammar activities in the PEP edition and 42.75 % in the FLTRP edition. This finding shows that both textbooks emphasize the connection between linguistic form and meaning in grammar exercise design.

If we only look at form-focused activities, the PEP edition has 43 of them. The FLTRP edition has 36. These activities mainly focus on grammatical structures, rule changes and sentence-pattern transformations. They help students gain basic grammatical knowledge. However, form-based training alone is insufficient to foster the development of students' practical language proficiency. Research findings show that in both editions, the number of activities that integrate form and meaning—as well as those that integrate form, meaning, and usage—exceeds the number of form-based activities. This indicates that while retaining form-based training, both sets of textbooks have gradually placed greater emphasis on the comprehension of grammatical meaning and contextual application.

From the perspective of form-meaning integration, activities of this type account for the highest proportion in both editions. The People's Education Press edition contains 81 activities that integrate form and meaning, accounting for 50.00%; the Foreign Language Teaching and Research Press edition contains 59, accounting for 42.75%. The prevalence of activities integrating form and meaning reflects the emphasis both editions place on cultivating students' grammatical comprehension. Among them, the People's Education Press edition has a slightly higher proportion, indicating that it places greater emphasis on the integration of

form and meaning in the design of grammar exercises.

From the perspective of form-meaning-use integration, the PEP edition includes 38 corresponding activities. The FLTRP edition has 43 such activities. The FLTRP edition has fewer total grammar activities. Even so, it contains more form-meaning-use integrated activities than the PEP edition. This suggests that the FLTRP edition attaches greater importance to context construction and practical language application in part of its activity design.

4.2 Analysis of Grammar Exercise Types in the Two Textbook Editions

Based on Paulston's theory of practice hierarchy, this study conducted a classificatory analysis of the grammar exercise activities in the two textbook editions, categorizing them into three types: D (mechanical practice), E (meaning-based practice), and F (communicative practice), to explore the characteristics of different textbook editions in terms of grammar training levels.

This study performed statistical analysis on the distribution of grammar exercise types for the two textbook editions. The analysis was built upon the coding data. The relevant outcomes are presented in Table 5.

Table 5. Statistics of Drill-Type Distribution of Grammar Activities in the Two Textbooks

Textbook Version	D (Mechanical Drills)	E (Meaningful Drills)	F (Communicative Drills)	Total
PEP	53	90	20	163
FLTRP	46	55	36	137

This study used the data from Table 5. It further calculated percentage values. Bar charts were produced to display the distribution of exercise types in the two textbook editions.

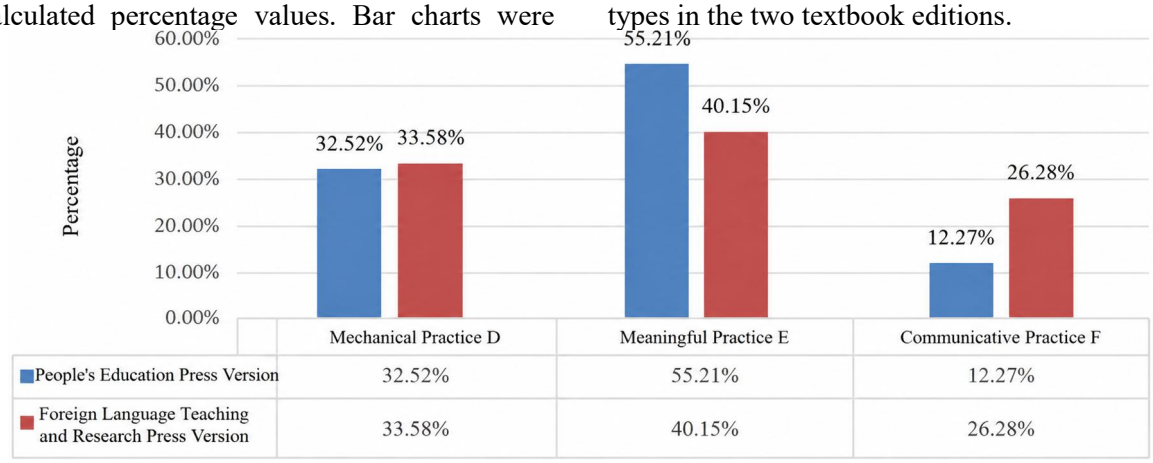


Figure 2. Bar Chart of Proportions for Drill-Type Distribution of Grammar Activities in the Two Textbooks

As shown in Table 5 and Figure 2, both textbook series cover three kinds of practice activities. They are mechanical, meaning-based, and communicative practice. Still, differences exist in their distribution across the two editions. Overall, meaning-based practice takes the leading position in both textbooks. To be specific, the PEP edition has 81 meaning-based practice items. They account for 50.94% of its total activities. The FLTRP edition has 55 meaning-based activities, which make up 39.86%. This finding shows both textbooks attach importance to students' understanding of grammatical meaning. They do not rely only on mechanical repetition to reinforce linguistic forms.

Mechanical exercises mainly help students consolidate linguistic structures. Typical types are repetition, substitution and sentence-pattern transformation. Statistics show the PEP edition has 59 mechanical exercises, and the FLTRP edition has 47. Both textbooks reserve a certain proportion of mechanical exercises. This proves formal training remains an important foundation for junior high school grammar learning. However, these activities mostly focus on formal accuracy. They offer little space for students' linguistic creativity and practical language use. Therefore, they need to be combined with other activity types to improve students' overall language proficiency.

Meaning-based exercises hold an important position in both textbooks. Statistics show the PEP edition has 90 meaning-based exercises. They account for 55.21% of its total exercises. The FLTRP edition has 55 such exercises. They

take up 40.15%. The high proportion of these exercises shows a trend in current junior high school English grammar exercise design. Textbook design breaks away from traditional rote memorization. It focuses on students' ability to understand grammatical forms. It also helps students convey meaning in specific contexts. It highlights the organic integration of form and meaning. By comparison, the PEP edition contains more meaning-based exercises. This feature shows its design orientation. It helps students internalize grammatical knowledge through contextualized grammar tasks.

Communicative exercises require students to use language comprehensively for communication. These tasks take place in real-life or simulated real-life situations. The data show the PEP edition has 20 communicative exercises. They account for 12.27%. The FLTRP edition has 36 communicative exercises, making up 26.28%. The FLTRP edition exceeds the PEP edition in both quantity and percentage of communicative exercises. This shows FLTRP puts more emphasis on practical language use in its activity design. It aims to develop students' communicative competence. This gap also reveals different grammar teaching orientations between the two textbook series. The PEP edition prefers cognitive-comprehension tasks. In contrast, the FLTRP edition prioritizes pragmatic output and interactive practice.

5. Conclusions and Recommendations

5.1 Summary of the Study

This study selects 12 Grade 7–9 junior-high-school English textbooks as research objects. The materials include PEP English (Go for it!) and FLTRP English (New Standard). This study draws on two theories. They are Larsen-Freeman's form-meaning-use three-dimensional grammar framework and Paulston's hierarchical practice theory. Three research methods are adopted in this study. They are text analysis, comparative analysis, and data analysis. This paper compares grammar-practice activities in the two textbook series. It examines their three-dimensional distribution features and practice types.

This study obtains several key findings. The first finding concerns the three-dimensional distribution of grammar activities. Both textbook editions contain three types of grammar activities. These types are form-only, form-and-meaning, and form-meaning-use integrated activities. This finding reveals a major trend in modern English grammar teaching. Grammar teaching no longer focuses merely on form training. Instead, it aims to develop learners' multi-dimensional grammatical competence. Form-and-meaning activities take up the largest share in both textbooks. This shows textbook designers attach great importance to one goal. The goal is to help students understand connections between linguistic form and meaning. Meanwhile, both editions include a proper number of form-meaning-use integrated activities. It proves that the textbooks value grammar use in context. They also aim to develop students' comprehensive language ability. Even so, the two textbooks differ in design priorities. The PEP edition has more grammar-practice activities in total. It has clear advantages in the integration of form and meaning. The FLTRP edition has a relatively higher proportion of form-meaning-use integrated activities. It pays more attention to students' ability to apply grammar knowledge in specific contexts.

This study also examines different exercise types. Both textbooks contain mechanical, meaning-based and communicative exercises. Meaning-based exercises account for the largest proportion.

This finding reveals a shared feature of the two textbook series. They attach importance to students' understanding of grammatical meaning. They also highlight the connection between linguistic form and meaning. The textbooks do not simply depend on mechanical repetition. At the same time, there are differences between the two editions in the design of communicative exercises: the Foreign Language Teaching and Research Press edition features a higher proportion of communicative exercises than the People's Education Press edition, placing greater emphasis on language practice and the development of communicative skills; the People's Education Press edition, on the other hand, places a stronger emphasis on the consolidation of linguistic forms and the understanding of meaning.

Overall, both editions reflect the current direction of grammar instruction under the context of English curriculum reform—namely, a gradual shift from knowledge transmission to the development of language proficiency. However, differences exist between the two

editions in terms of how grammar activities are organized and the areas of focus, providing a reference for teachers conducting textbook analysis and implementing grammar instruction.

5.2 Research Recommendations

Based on the above findings, this study offers the following recommendations.

First, textbook authors should further strengthen the overall integration of three-dimensional grammar activities. Although both editions of the textbooks embody the concept of combining form, meaning, and usage, there is still room for further development in these three-dimensional integrated activities. Future textbook development could include more comprehensive tasks based on real-life contexts to guide students in transforming grammatical knowledge into language proficiency, building on their understanding of grammatical forms and the expression of meaning.

Second, teachers should optimize the structure of grammar practice activities. In terms of textbook design, there should be an appropriate increase in communicative practice activities to provide students with more opportunities for language output and practical communication; in teaching practice, teachers should reasonably integrate mechanical, meaning-based, and communicative practice activities according to instructional objectives, avoid limiting grammar instruction to rule explanations and formal drills, and promote the development of students' comprehensive grammatical competence.

In summary, both PEP and FLTRP junior-high-school English textbooks reflect modern ideas for English grammar teaching. However, they differ in the priorities of activity design. Future textbook compilation and classroom teaching need to further optimize grammar activities. Designers and teachers should pay more attention to comprehensiveness, contextual relevance and communicative features. These changes seek to promote the all-round development of students' English language proficiency.

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