CHAPTER IV

RESEARCH RESULTS

This chapter shows the results of the study. The first section will present the result of what sections of the coursebook the teachers used and did not use in their classrooms. This will be followed by the task analysis to find out how the tasks were modified, replaced or supplemented in the classroom. Finally, the factors contributing to the decisions to select, modify, replace, and supplement material will be presented.

The Parts of the Coursebook Used

Classroom observation of six teachers was carried out to find out how the teachers used *American Headway 2* when teaching Unit 6. The focus of the observation was whether the teachers followed the lesson plans in the book.

Appendix G shows the number of teachers who used the activities in this unit from the class observation. The data shows that teachers did not follow the plans in the coursebook but they selected and omitted some activities in the coursebook.

The data presented in Appendix G can be discussed in more detail under the subheadings of sections.

Grammar

Some sections of grammar parts were used as a priority, with some grammar activities selected for use frequently in the classroom. However, other activities were omitted. The grammar spot presenting the comparatives and superlatives (activity 15-17), for example, was used by none from six teachers observed.

The short reading passage about a tennis player intending to present the grammar (activity 3) and the follow-up listening passage (activity 5) were used by around half of the teachers from the observation. Therefore the grammar presentation was presented through alternative contexts for some teachers. However, from the observation, the gap fill about comparatives and superlatives (activity 13) was used by all teachers. Also, the gap fill "What... like?" (activity 9) was used by all six teachers observed.

Oral practice activities such as repetition, controlled practice and freer, or personalized practice were mostly omitted in this study. For example, activity 11 that required students to practice a given conversation was used by one out of six teachers observed. Also the controlled practice activity asking and answering questions about the places visited by the coursebook character (activity 8) was used by none from the observation. Furthermore, none of the teachers used a controlled personalized practice in activity 12 requiring learners to ask and answer given questions about their own town.

The short pronunciation section focusing on weak forms and linking was also omitted in this study. Activity 18 asking learners to listen to and repeat given sentences was omitted by all teachers from the observation.

None used the follow–up activity (activity 19) that required learners to pronounce given sentences.

Reading and Speaking

For Reading and Speaking, although the reading passages were used by all teachers from the observation they did not use them in the way suggested by the book. Meanwhile pre-reading activities (activity 30 and 31) were used by four out of six teachers, but the post-reading discussion (activity 35) was not used by any of them, so learners had little opportunity to speak in the class. None out of the six teachers used the skimming activities (activity 32 and 33). The teachers used the reading text but the students did not have to read quickly according to the instructions from the book.

Vocabulary and Pronunciation

For the Vocabulary and Pronunciation, gap-fill activities were used by some of the teachers, but practice activities were not used in the classrooms. There were three out of six teachers who used the gap-fill exercise by completing conversations by using given synonyms (activity 36). Matching antonyms (activity 39) was also used in this section from three teachers. However, there was little use of the pronunciation activities, and language practice activities. None used the oral practice of the conversations (activities 38 and 42). No teachers used activities 37 or 41 to listen in order to notice stress and intonation (activities 37 and 41). So for this section, vocabulary

gap-fill and matching exercises were the most frequently used, and pronunciation and practice were omitted.

Listening and Speaking

For the Listening and Speaking section (activity 27-29) the data in this study shows that this part was omitted by the teachers. There was no use of these listening and speaking activities requiring discussion about Sweden.

Everyday English

There was no use of the Everyday English section on giving directions. None out of six teachers from the observation used this section.

Thus these results show that grammar, reading and vocabulary were emphasized in the classroom but there was little use of the pronunciation and oral practice. The following part discusses the tasks that the teachers used in their class to see how they modified, replaced and supplemented tasks.

Modified, Replacement, and Supplementary Tasks

The results above show that teachers did not follow the script from the coursebook but they used the coursebook as a resource, using some activities and omitting others. In addition the teachers observed modified coursebook tasks, and introduced other tasks not found in the coursebook. The full

analysis of classroom tasks for each of the teachers is given in appendix F.

From this data, it is possible to number tasks, to summarize task aspects and

to make comparisons with coursebook tasks.

Table 4 below shows the numbers of unmodified, modified,

replacement and supplementary tasks from the six teachers observed,

teachers A-F. (The definitions of these tasks have already been given in

Chapter 3.)

Table 4: Numbers of unmodified, modified, replacement and supplementary

tasks observed in the classes of teachers A-F

Teacher /Tasks	U	M	R	S	Total
A	3	7	3	8	21
B	1	4	5	4	14
C	4	8	2	4	18
D	3	3	3	9	18
E	3	4	3	5	15
F	3	5	2	4	14
Total	17	31	18	34	100

Note: U= unmodified tasks, M= modified tasks, R= replacement tasks, S=

supplementary tasks

From the table, only a small proportion of classroom tasks followed the

coursebook without modification. Many more coursebook tasks are modified

(31%). Also over half of the classroom tasks are the tasks are either

replacement tasks (18%) or supplementary tasks (34%). Teacher A, for

example, used unmodified tasks only three times from a total of twenty-one

tasks. Teacher B used an unmodified task only one time from the total of

fourteen. Some tasks, for example gap-fill activities, were frequently

unmodified (the tasks in subsections 3, 4, 13, 14, 26 and 30). The observation

that few tasks are used unmodified, and that many tasks are modified,

replacement or supplementary tasks shows the role of the coursebook very

clearly, that it is used as a resource rather than a script that has already been

set.

Task Aspects

This part discusses the task aspects and focuses on modified, replacement and supplementary tasks following the categories in the task analysis framework adapted from Littlejohn (1998) (Appendix C). This framework asks what learners do, what patterns of interaction are required, and what content the learners work with.

Modified Tasks

Each modified task was analyzed and compared with the equivalent coursebook task. The table below summarizes how the six teachers modified tasks from the coursebook, *American Headway 2,* in the classroom. It shows the most frequent differences in task aspects between modified tasks and coursebook tasks.

Table 5: Summary of differences in task aspects between modified tasks and coursebook tasks.

Task aspect	No.	Most frequent differences in task aspects between coursebook tasks and modified classroom tasks		No.
		Coursebook tasks	Classroom tasks	No.
1a: Turn take	2	Respond, initiate	Respond	2/2
1b: Focus	4	Both meaning and meaning-system relationship	Meaning system-relationship	2/4
		Meaning	Both meaning and system	2/4
1c: Mental operation	17	No repetition	Repeat with transformation and/or insertion	5/17

		Select information and/or retrieve from memory	Attend to explanation	4/17
		Retrieve from short term memory	No retrieval from short term memory	3/17
		Application of language rule	No application of language rule	2/17
		Repeat with insertion and expansion	No repetition	2/17
2: Interaction	25	Learners in pairs simultaneously	Teacher and learner (s), whole class observing	8/25
		Learners in pairs simultaneously	Learners individually simultaneously	5/25
		Learners individually simultaneously	Teacher and learner(s), whole class observing	4/25
		Learners individually simultaneously, learners in pairs simultaneously and teacher and learner(s), whole class observing	Learners individually simultaneously and teacher and learner(s), whole class observing	4/25
3a: Input	8	Written words, phrases or sentences	Written words, phrases or sentences and oral extended discourse	4/8
		Oral extended discourse	Written extended discourse or written extended discourse and oral extended discourse	3/8
3b: Output	14	Written words, phrases or sentences	Written and oral words, phrases and sentences	8/14
		Written and oral words, phrases, and sentences	Oral words, phrases or sentences	4/14
		Oral and written extended discourse	Oral and written words, phrases or sentences	2/14
3c: Source of content	3	Material and learners	Material	2/3
		Learners	Teacher	1/3
3d: Nature of content	1	Personal opinion/information and non-fiction	Non-fiction	1/1

Note: Numbers of tasks modified in the particular aspects are shown in Column 2. Thus, for example, 2 of the 31 modifed tasks differed from the coursebook tasks in terms of turn-taking. Of these two, both involved a change in which coursebook tasks requiring initiating and responding were modified so that the tasks only required responding.

From the table above, modification of coursebook tasks frequently involves changes in the pattern of interaction in the classroom, the mental operation, and the output expected from learners. Considering the pattern of interaction in the classroom compared with the coursebook, a large proportion of the modifications were removal of pair work or learners working individually simultaneously in favor of teacher-fronted whole class work (12/25), with teachers central in the classroom. For the aspect of mental operation, there was an introduction of repetition into tasks (5/17) (often to check the students' responses in the classroom rather than use tape recordings). Also, explanations were given in the classroom rather than students retrieving or discovering information themselves (4/17). With the aspect of output, written words, phrases, sentences were modified to written and oral words, phrases, sentences as teachers frequently gave feedback on gap-fill exercises through having learners repeat sentences rather than listen to the tape. The modification of coursebook tasks less frequently involved a change in turn-taking, the source of the content, or the nature of the content.

<u>Replacement Tasks</u>

The replacement tasks observed were analyzed using the same checklist and compared with coursebook tasks. Table 6 summarizes the results.

Table 6: Summary of differences in task aspects between replacement tasks and coursebook tasks.

Task aspect	No.	Most frequent differences in task aspects between coursebook tasks and replacement classroom tasks		
		Coursebook tasks	Classroom tasks	No.
1a: Turn take	2	Learners respond	No turn taking	2/2
1b: Focus	3	Focus on language system	Focus on meaning-system relationship	2/3
1c: Mental operation	14	Hypothesizing or formulating language rule	Attend to explanation	12/14
		No repetition	Repetition	4/14
2: Interactio n	13	Pair work	Teacher, learner(s), whole class observing	11/13
3a: Input	6	No oral extended discourse	Oral extended discourse	2/6
		Oral extended discourse	No oral extended discourse	2/6
3b: Output	7	No graphic output	Graphic output	2/7
		Written and oral words, phrases and sentences	Oral words, phrases and sentences	2/7
		Written and/or oral words, phrases and sentences	No output	2/7
3c: Source of content	10	Material	Teacher and learners	3/10
		Material	Teacher	3/10
3d: Nature of content	8	No personal information/opinion	Personal information/opinion	5/8

Note: Number of differences in the particular aspects between coursebook and replacement tasks are shown in column 2. Thus, for example, 14 of the 18 replacement tasks differed from the coursebook tasks in terms of mental operation. Of these 14, 12 involved a change in which coursebook tasks requiring hypothesizing or formulating language rule were replaced so that the tasks required attending to explanation.

It was found that replacement tasks frequently involved changes in patterns of classroom interaction, for example, pair work was replaced with teacher-fronted whole class interaction (11/13). Replacement tasks also frequently involved changes in mental process required. Hypothesizing or formulating language rules were often replaced by attending to explanations (12/14). For example, students listened to explanations rather than being asked to think about language themselves. Moreover, replacement tasks frequently involved a change in the source of the content, with the source in material replaced by the source from teacher or teacher and learner (6/10). For the aspect of nature of content, personal information/opinion was frequently introduced (5/8). In conclusion to this part, teachers frequently replaced the tasks where students have to think about the rules of language by themselves, to the teacher's explanation, with teachers having the central role in the classroom instead of students working in pairs.

Supplementary Tasks

This part discusses the supplementary tasks that the teachers used in the classroom, analyzed using the same task analysis checklist. The results are summarized in Table 7.

Table 7: Summary of characteristics of supplementary tasks (indicating the most frequently occurring task aspects)

Aspect	Most frequent task characteristics
1a: Turntake	25/34 respond
	7/34 initiate
1b: Focus	12/34 meaning
	12/34 meaning-system relationship
	5/34 meaning and system
	4/34 system
1c: Mental operation	13/34 include applying language rule
	10/34 include attend to explanation
	9/34 include identical repetition or repetition with transformation
2: Interaction	15/34 teacher and learner(s), whole class observing only
	6/34 learners individually, simultaneously (also an element of a further 5 tasks – e.g. in combination with learners individually with whole class observing)
	3/34 include some pairwork
3a: Input	13/34 Input in the form of written words, phrases or sentences
	8/34 Input in the form of written words, phrases and sentences and oral extended discourse
	4/34 Input in the form of written extended discourse
	4/34 Input in graphic form (e.g. maps or graphic organization)
3b: Output	11/34 Output of written words, phrases or sentences
	10/34 Output of written words, phrases or sentences and oral words. phrases or sentences
	9/34 Output of oral words, phrases or sentences
3c: Source of content	17/34 Teacher
	8/34 Learners
	7/34 Material
3d: Nature of content	16/34 Linguistic items alone
	7/34 Metalinguistic comment on linguistic items
	6/34 Non-fiction

The table above shows the summary of aspects of supplementary tasks. The results are discussed under each aspect below.

Turn take

For the aspect of turn take, most of the tasks require learners to respond rather than initiate (25/34). There were many tasks where the students responded rather than initiated, for example a task where the teacher provided a gap-fill grammar pretest on sheets and the students filled the answers in the blanks.

Focus

Meaning and meaning-system relationship were focussed on equally frequently for this aspect (12/34). Supplementary tasks included a gap-fill pretest (focus on the meaning-system relationship) and also the teacher providing supplementary reading questions for the students (focus on meaning).

Mental Operations

Applying language rules and attending to explanations were the most frequent mental operations (13 and 10 from 34 supplementary tasks). For example, the students applied grammar rules that they have learned in the classroom by working on grammar gap-fill activities. Attending to

explanation was also found in the grammar activities. For example, one teacher used information on cities given in the material as a prompt for writing sentences with comparatives and superlatives and in another class learners attended to a teacher presentation of superlatives using the context of her fingers.

Interaction

Teacher to learner (s) with the whole class observing and learners working individually simultaneously were most frequently observed (15 and six tasks from 34). However, pair or group work was rarely found in the supplementary tasks, with learners working in pairs or groups simultaneously only found in three tasks.

Input

Written words, phrases, sentences were frequently observed as an input (13/34). Many supplementary tasks included written words, phrases or sentences. For example, in one supplementary task, the teacher wrote questions to elicit synonyms and antonyms on the board and also wrote the answers from the students on the board.

Output

Written words, phrases, sentences and / or oral words, phrases, sentences were the most frequently observed output. There was no requirement for either written or oral extended discourse output in these tasks, output in most tasks was oral or written words and phrases and also some short sentences.

Source of Content

The teacher was the main source of content for the supplementary tasks (17/34). For example, one teacher used additional questions to practice "What...like?" and also let students provide questions for given answers and answers for questions.

Nature of Content

Linguistic items as content was most frequently observed (16/34). The types of supplementary tasks that teachers introduced were mainly grammar and vocabulary activities such as lists of adjectives which students responded to by giving synonyms and antonyms. Also, metalinguistic comment was frequently observed (7/34). For example, a teacher explained the meaning of words on a vocabulary list.

The Factors Contributing to the Decisions to Select, Modify, Replace, and

Supplement Material

The results above show that teachers did not follow the coursebook but

they modified, replaced and supplemented the tasks in the coursebook in

many ways. Teacher interviews were done after the class observation to get

information about the decisions behind their coursebook usage. There were

many factors that the teachers mentioned about how they used the

coursebook. The information is discussed under the following headings:

<u>The Coursebook as a Resource</u>

Most of the teachers viewed the coursebook as a resource in helping

them to plan their lessons rather than lesson plans to follow. Teacher B

mentioned that "Actually I will take the textbook as a tool, not everything, I

will select some parts of the textbook in order to cover the objectives, and

sometimes I prepare my own exercises outside...exercises that will be easy for

them to understand." Also, Teacher F gave the similar idea that "... you must

do extra stuff outside the coursebook. It's not just enough to follow page by

page because the students will become bored and you will become bored."

Although some teachers viewed that the teacher's book was a great

help as guidance to plan the lesson, some preferred to plan the lesson by

themselves in order to suit their students. Teacher A described that "I think I

didn't [use the teacher's guide] because I think I have to pay attention more on

my students first to look at their skills, their background knowledge because sometimes we cannot rely on the guidebook."

The Priority of Reading and Grammar

The teachers saw that reading and grammar were very important for the students so they spent a lot of time on them. Teacher E said most of the vocabulary was set down in the reading passage, and that it is good for the students to learn vocabulary from the sentences in the reading as this could link to the students' speaking skill. Teacher B mentioned that teaching reading integrates all skills in that the students can read, listen to the teacher's explanation, and answer questions. Teacher F stated that "I felt the grammar was most important, just because through the grammar lesson, they are able to apply the vocabulary and also able to use grammar in answering the questions from the reading." Also, grammar was important in order to write correct sentences as Teacher E mentioned, "Whenever I start the new unit, I start with the grammar because grammar is important in order to write the correct sentence."

The Omission of Speaking and Listening

There are five main reasons why speaking and listening activities, oral grammar practice and the Everyday English section were omitted by all the teachers observed.

Time Limitation

The teachers preferred omitting Everyday English and practice activities because of time limits. Teacher B said, "Sometimes we cannot cover in the coursebook that we plan to finish Unit 6 but we could not make it because of the time. So, I pick up only some activities to make sure that I cover the syllabus and to meet the requirement of the objectives." Teacher F also mentioned the same reason, "Actually there was a time constraint issue more than anything else." However, although four and a half to six hours was spent on one unit intended to occupy (by the publisher's estimate) up to eight hours a unit, teachers used a lot of time to pay attention on grammar and reading so they had little time to do practice activities and the Everyday English section.

In addition, some teachers saw that the Everyday English section is an additional part and it is not necessary to use it in every unit if there is no time. Teacher F said, "Everyday English, I felt that many times in this chapter it was just an extra bonus and I didn't feel that it added to the overall lesson of the unit or took away from it. I really felt that this part was just put in there as a filler."

The Influence of the Language Laboratory

Another reason for omitting practice activities, listening, speaking, and Everyday English section was the influence of language laboratory. This university has a language laboratory which is used for listening practice. The

students needed to study in the laboratory five times per semester. The activities that were done in the laboratory were some parts from the coursebook. The content was divided into five parts, Lab 1-Lab 5, covering the activities in Chapter 2- Chapter 5. So, the students did not have chance to study practice some activities about listening and speaking from Chapter 6. However, due to this influence, the teachers did not focus these sections in the classroom much because they thought that students could practice this skill in the laboratory. Teacher A mentioned that "Sometimes students can learn about this part [speaking and listening] in the laboratory, so I think that it's not necessary for them in class". There was also the same mention from Teacher E that "The students have enough practice [of speaking and listening] in the laboratory and I practice more on the reading, I let them read and we read together. If they hear their own voice, I think that they can remember more." Other teachers also gave similar opinions to Teachers A and E.

The Influence of the Examination

The teachers omitted the speaking, listening, and Everyday English sections because they were not in the examination. From the interviews, there were three out of six observed teachers who mentioned about the influence of the examination. Teacher C mentioned that, "I don't want to repeat it [oral practice activities] and the most important thing is it's not included in the examination so that's why I omit it." Teacher D explained, "I more concern about final exams and they are not in the exams so I omit it." She also mentioned that, "So it's my job just to help them to understand the vocabulary

and how to put them into sentences in order to pass the examination."

Teacher F said that, "I also found that it's more important to focus on

grammar, vocabulary, and reading which are what they are going to test..."

The Influence of Class Size

Class size was another reasons why teachers omitted oral practice

activities. Some teachers mentioned that there are too many students in their

class so it was impossible to do the oral practice activities in the classroom.

Teacher F, for example mentioned "Many times I found engaging them in any

kind of conversation was extremely difficult, like pulling teeth...the class size

is not conducive to practice activities."

Teacher's Skill in Setting Up and Managing Activities

Chapter six provides a jigsaw activity about four capital cities in order

to improve speaking skill of the students. All teachers observed omitted this

activity. Teacher B for example mentioned that she is not good at doing

activities in the classroom. She did not know how to set up the jigsaw activity

so she just omitted it.

The limited educational value of the coursebook

There were only a few teachers who mentioned learning from the

coursebook. Teacher C claimed that, "I've learned something new like new

expressions and some new information that I never read before and I've learned how to pick up something that is useful for my students by adapting or deleting for my class." Teacher C also mentioned, "I've learned a lot from this book. The first thing is the organization of the activity in each unit. I've learned that this activity should follow which activity. I've learned the sequence, the format of the activity and then I can use it in my teaching."

<u>Dissatisfaction with the Coursebook</u>

Some teachers mentioned that this coursebook needed to be improved in some parts such as content, organization, and instructions for activities to suit the needs of the teachers and students. Teacher B, for example mentioned about the content in the coursebook, "I think there is too much content for me to teach and students to learn that's why I have to choose only some and omit some." Teacher D also mentioned that "The content in this book is not relevant and lots of detail in one chapter, like chapter 6 they have about weather, directions, synonyms and antonyms, also adjectives and reading. The focus is jumping around that no one main focus that we can concentrate on."

Teacher F complained about the outline and content of coursebook that "For the grammar spot, they ask the students to refer to the back of the book for further explanations. I don't think the students really refer to the back of the book. I also feel that even in the back of the book, they gave very few examples of how to utilize their grammar point. Also, this book does not give opportunity for vocabulary practice."

Summary of the Chapter

This chapter has presented the results of the study. The first part presented the data on the sections of the coursebook that teachers used from class observations. The findings showed that teachers do not follow the script from the coursebook but they used it as a resource to adapt to suit their classrooms. The second part showed the number of modified, unmodified, replacement, and supplementary tasks in the classrooms observed. There was little use of unmodified coursebook tasks (less than 20%). Teachers modified tasks rather than followed the coursebook. Over half of observed tasks were replacement and supplementary tasks in this study. The third part presented the task aspects using a checklist adapted from Littlejohn (1998). Modification of coursebook tasks most frequently involved changes in the pattern of interaction in the classroom, the mental operation, and the output expected from learners. However, modification of coursebook tasks less frequently involved a change in turn-taking, the source of the content, and in nature of the content.

For replacement tasks, they frequently involved changes in patterns of classroom interaction, changes in mental process, and source of content. For supplementary tasks, they typically required learners to respond rather than initiate, often involved the teacher interacting with the class as a whole, and often required the students to attend to explanations. The teacher was the main source of content. For the last part, there were many factors that contributed to the decisions of the teachers to select, modify, replace, and supplement tasks such as time limitations, influence of the language

laboratory, and class size which were reasons for omission of speaking and

listening activities.