



ETAS 2019

IS THE COURSEBOOK YOUR SCRIPT OR YOUR RESOURCE?

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OVERVIEW

How textbook aware are you

Some background information and some theory (literature review) first

Some food for thought and

McGrath's principled approach to adaptation
(plus my adaptation of his principled approach: evaluating worksheets)

CONTEXT

I am a teacher educator

I am training pre-service primary school teachers to teach EFL

I am a practitioner working on establishing links between practice and research

I am a researcher conducting a project to address teacher textbook awareness

- Little textbook awareness (pre-service and in-service teachers)
- Fill the gap (a little!) «between what the textbook intends and what actually happens in lessons» (Harwood 2014, p. 11)



HOW TEXTBOOK AWARE ARE YOU?

Pre-Concept?



Your pre-concept of teacher textbook awareness

Do you select your own textbook?
Which criteria do you use for your selection?

SWITZERLAND STATE SCHOOLS

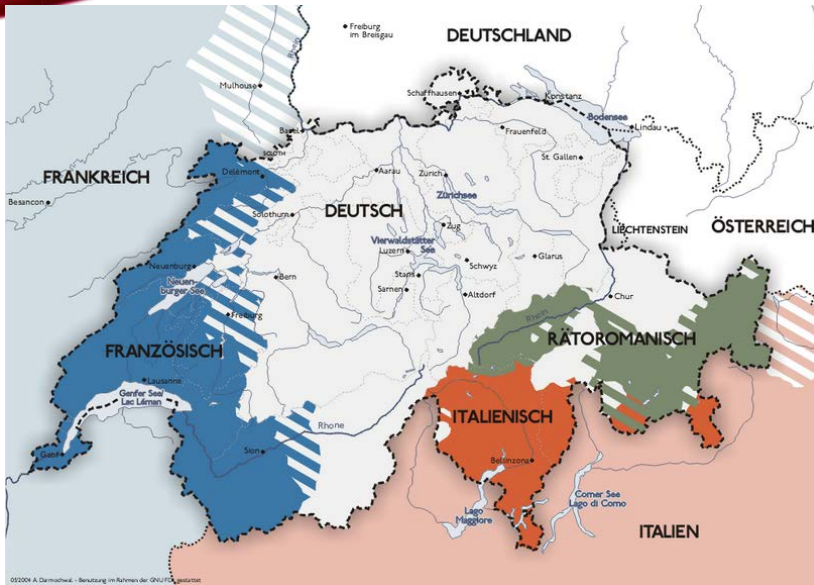
Primary School (e.g. Bern)

Foreign languages:

Compulsory coursebooks

Subject	Compulsory	Recommended	Free (list)
German		2-3	
Music			Free
Math		2	
Science			Long list
French	1		
Sport			Free
English	1		
Art			Free
Technology			Free (App!)
Media & Inf		?	?

SWITZERLAND



Languages: The language of instruction is either German, French, Italian or Romansh, depending on the language region, though Romansh-language municipalities represent a special case. Traditionally, language learning has an important role in Switzerland. Students learn a second official language of Switzerland as well as English during their compulsory school years.

Population: 8.3 mio
Languages: 4 official
(G = 63%, F = 22%, It = 8%, Romansh = 0.6%)

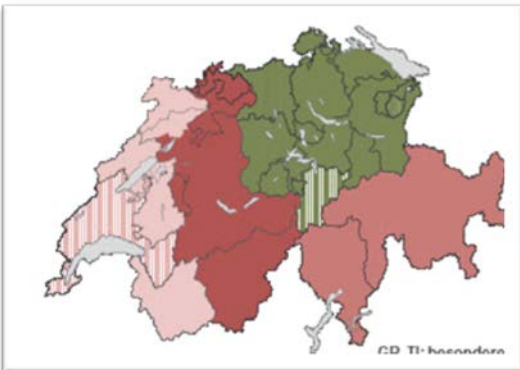


26 cantons: 22 «monolingual»,
3 bilingual, 1 trilingual

<http://www.edk.ch/dyn/16342.php>

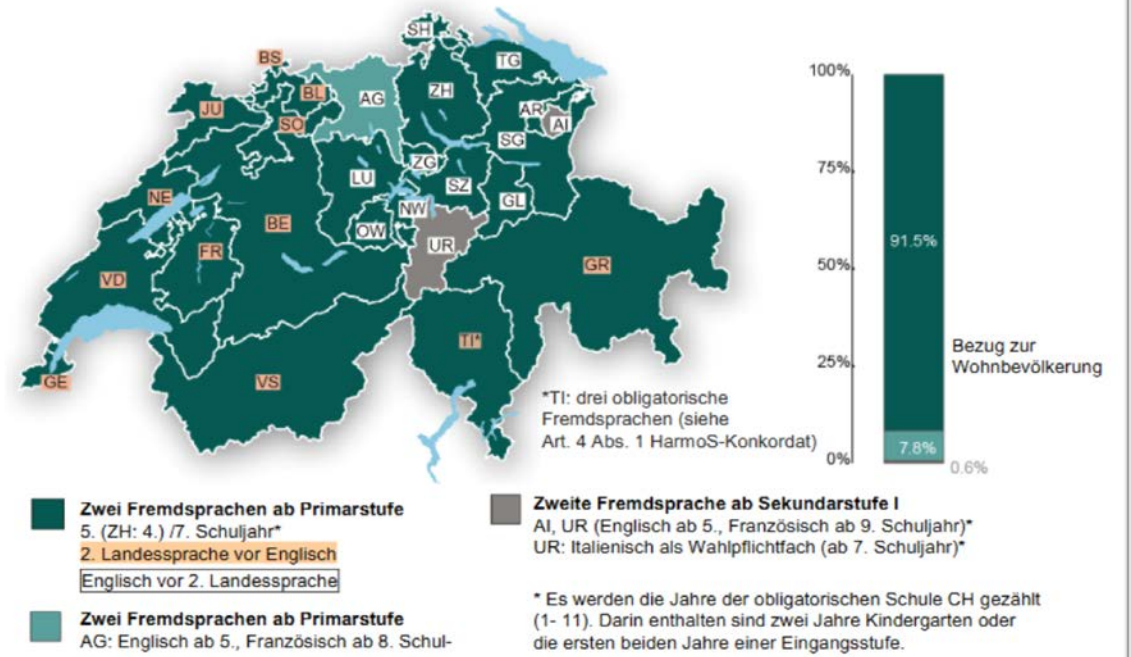
FOREIGN LANGUAGE LEARNING AND TEACHING IN SWITZERLAND

National Language Strategy 2004 :
 2 foreign languages at Primary School
 Compromise: one language = a national language, the other = English



Intercantonal agreement:
 language border cantons
 BS; BL; SO; BE; FR; VS
Passepartout Project

Abb.1 Sprachenunterricht in der obligatorischen Schule im Schuljahr 2017/2018
 (entspricht der Situation seit Schuljahr 2015/2016)



PASSEPARTOUT PROJECT

Passepartout Project 2008 - 2018

Educational reform

develop PDP for preservice and inservice teachers (of F & E)

1 design a didactics/ methodology concept



Passepartout 2008
6 major objectives

2 develop a new curriculum for foreign languages Grades 3-9 (age 9 - 16)

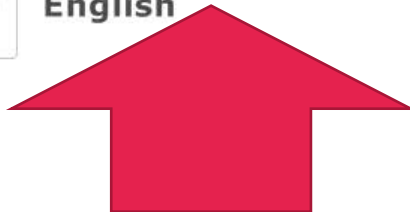
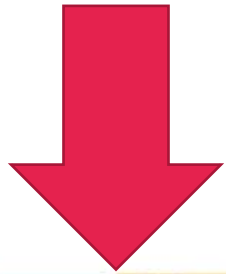


design new textbooks for French and English

3 create and develop assessment tools

4 define language teacher profiles
language competence

C1* primary
C2* lower secondary



NEW TEXTBOOKS FRENCH AND ENGLISH

First foreign language

French: Mille feuilles (Schulverlag Bern)



Grade 3 - 6

Second foreign language

English: New World (Klett und Balmer)

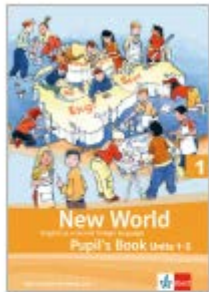


Grade 5 and 6

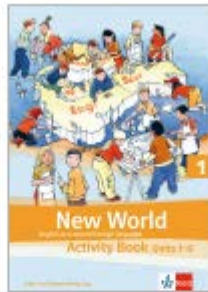
THE TEXTBOOK NEW WORLD

Compulsory – (mandatory) all Pässepartout cantons

Grade 5: English as a **second** foreign language



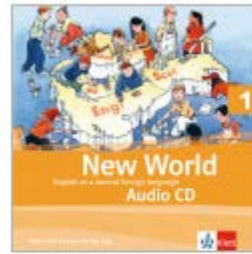
New World 1
English as a second
foreign language
Pupil's Book
5. Schuljahr



New World 1
English as a second
foreign language
Activity Book (inkl.
Pupil's eBook Plus auf
CD-ROM)
5. Schuljahr



New World 1
Teacher's Pack
Teacher's Book und
Audio-CD
5. Schuljahr



New World 1
English as a second
foreign language
Audio-CD
5. Schuljahr



New World 1
English as a second
foreign language
Word Cards
5. Schuljahr



**Wörterbox – Word
box – Boîte à mots.**
Einzelexemplar
Karteikartenbox leer.
Passend zu den Word
Cards



New World 1
English as a second
foreign language
Poster
5. Schuljahr



**New World 1/2: Plakat
Lernstrategien**
Tips and tricks, Learning
strategies from «New
World 1/2», Plakat
(kostenlos)
5./6. Klasse

https://www.klett.ch/de/hauptlehrwerke/new_world/

SCHOOL SUBJECTS VS. COURSE MATERIALS

Zeit	Montag	Dienstag	Mittwoch	Donnerstag	Freitag
07.20 - 08.05		Sport		Franz	TTG 2
08.10 - 09.40	Deutsch	Deutsch	Englisch	NMM	Math 1 TTG 2
	Musik	Deutsch	Deutsch	NMM	Deutsch 1 TTG 2
10.10 - 11.40	Math	Englisch	Math	Sport	NMM
	NMM	Math	NMM	Sport	Musik
13.20 - 14.05	Franz 1	BG		TTG 1 Math 2	
14.10 - 14.55	NMM	BG		TTG 1 Deutsch 2	
15.10 - 15.55				TTG 1	
16.00 - 16.45					

Green (7 subjects):

German (6)
 Music (2)
 Maths (5)
 Science (3)
 Sport (1)
 English (2)
 Art (2)

Teacher: 28 lessons / week = full time
 39 weeks = 1 school year

Subject	Compulsory	Recommended	Free (list)
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Sport			Free
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Technology			Free (App!)
Media & Inf		?	?

MANDATED TEXTBOOKS IN SWITZERLAND

- In Switzerland foreign language teaching = all cantons usually ONE compulsory textbook (Zurich: compulsory and **Alternativ-Obligatorium im Englischunterricht**)

An der Volksschule des Kantons Zürich sind heute drei obligatorische Englischlehrmittel des Lehrmittelverlages Zürich eingeführt: «[First Choice](#)» (3. Primar), «[Explorers](#)» (4. bis 6. Primar) und «[Voices](#)» (1. bis 3. Sek.).

Alternativ dazu können seit Schuljahr 2013/14 auch folgende Lehrmittel unterrichtsleitend eingesetzt werden: In der Primarschule «[Young World](#)» und der Sekundarschule «New Inspiration» oder «[English Plus](#)».

- **Content** to be covered over 1 school year = prescribed ministry of education
Bern: New World 1 = Grade 5, New World 2 = Grade 6 (no exams!)
- Some discussions (Passepartout cantons: but mainly for the French materials)

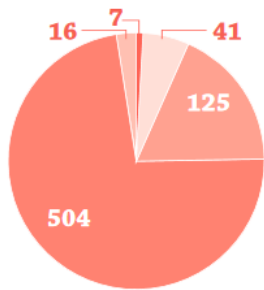
SURVEY MARCH 2018 TEACHERS' UNION

Resultate der Umfrage Passepartout

In Ausgabe 3 / 2018 der «Berner Schule» sind Resultate der Umfrage Passepartout publiziert worden. Bei den Grafikern hat sich dabei ein Fehler eingeschlichen: Sie sind ohne Legende erschienen. Deshalb werden sie hier noch einmal in kompletter Form veröffentlicht.

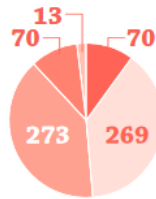
- gar nicht
- eher nicht
- eher ja
- ja
- nicht beantwortet

Would you need more time for practice?

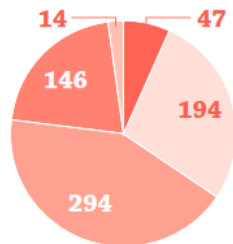


- 7 Not at all
- 41 Not really
- 125 Probably yes
- 504 YES, much
- 16 Cannot say

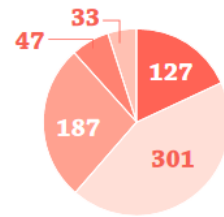
Können die Schülerinnen und Schüler die im Lehrmittel vermittelten und angewendeten Lernstrategien gewinnbringend einsetzen?



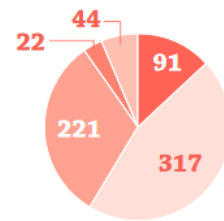
Sind die digitalisierten Lehrmaterialien (App, Evaluationen, Arbeitsmaterialien) im Unterricht in der Regel hilfreich?



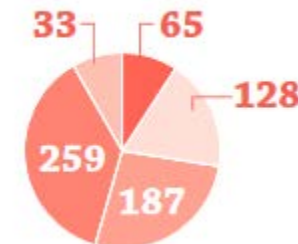
Bietet das Lehrmittel genügend Möglichkeiten zur Binnendifferenzierung?



Erreichen die Schülerinnen und Schüler mit dem Lehrmittel die Sprachlernziele gemäss Passepartout?



Have you had above-average 'work/effort' to create additional practice materials compared to other French coursebooks?



- Not at all
- Not really
- Probably yes
- Very much so
- Cannot say

- 65 not at all
- 128 not really
- 187 probably yes
- 259 YES, much
- 33 Cannot say

PROJECT WEBSITE

- <https://www.phbern.ch/teachers-use-of-a-textbook-for-english-at-primary-school/projekt.html>
- Financed by the Bern University of Teacher Education = PHBern



Main Research Question

How do primary school teachers use the mandated textbook *New World*?

Sub-questions:

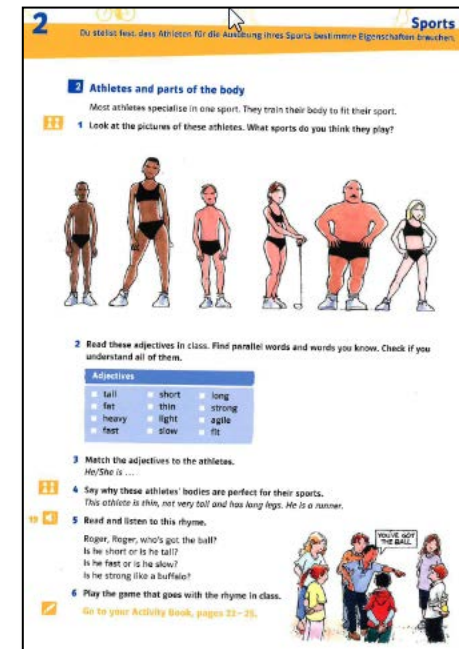
- How do teachers perceive their role using a mandated textbook?
- To what extent do teachers adhere to the textbook *New World*?
- Which methods of ELT textbook adaptations (adding, deleting, modifying, reordering, simplifying) do teachers employ? Why?

FIRST INSIGHTS

My biggest *New World* fan:

Adheres to the textbook *New World* but without following the sequences/order, lots of reordering, deleting, modifying, shortening;

- Teacher doesn't seem «to reflect upon the reasoning behind the materials and upon [their] own practice» (Tomlinson and Masuhara, 2018, p 105)



Redesigning teacher training programme(slightly!)

- Coursebook-based teaching (see e.g. McGrath 2016; Tomlinson & Masuhara 2018); making adaptations principled!

TEXTBOOK – HIDDEN CURRICULUM

„ [i]n no other school subject do coursebooks exert a similiar influence as in language teaching ... The book is in fact often treated as the syllabus”

Appel (2011, p. 50-51).



OVER TO YOU

Advantages

.....

.....

.....

.....

Disadvantages

.....

.....

.....

COMPARE WITH

Advantages

- Provide structure a syllabus for program
- Help standardize instruction
- Maintain quality
- Provide variety of learning resources
- Are efficient
- provide effective language models and input
- Are visually appealing
- Can train teachers (Richards 2001)

Disadvantages

- may contain inauthentic language
- may distort content
- may not reflect students' needs
- are expensive
- can **deskill** teachers (Richards 2001)
- Textbooks do not cater for the whole person & ignore learning preferences
- Textbooks do not reflect the findings of research into language (limited culture)
- Textbooks «**marginalize**» teachers (McGrath, 2013, p. 12)
- Teachers becoming «mere technicians» (McGrath, 2013, p. 13)

SWAN 1992

Absolve teachers of responsibility?

« ... secure in the belief that the wise and virtuous people who produced the textbook knew what was good ...

«
(Swan 1992, p. 33)



2018 (OUP)

TEXTBOOK AS CHANGE AGENT

- Richards 2001: textbooks can train teachers
- Hyland and Wong (2013) maintained that «it is the EFL teacher who decides what innovations find their way into the classroom» (p. 2)
- Swiss research project (Zürich), new English textbook (Criblez & Nägeli, 2011, p. 2) concluded that «to implement the required paradigm shift in contemporary language didactics, teachers not only have to understand the new philosophy but also accept it and adapt it to their own teaching « (translated Schwab)
- Schaer (2007) Source books rather than course books ... (mere technician, deskill teachers, hidden curriculum): textbooks should support and not dominate teaching and learning... can be agent of change

TEACHER ROLES

Shawer (2010) investigated 10 ESL college teachers, his findings indicated

3 roles:

- Curriculum developers = textbook developers?
- Curriculum makers = textbook makers?
- Curriculum transmitters = textbook transmitters?

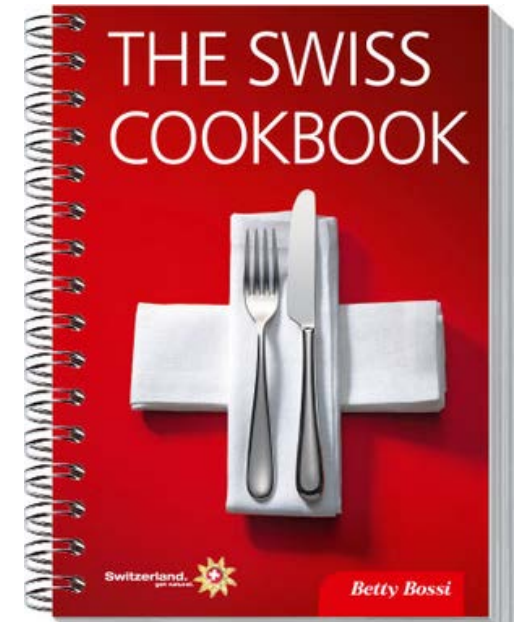
Food for thought

- What is the difference between coursebook teaching and coursebook-based teaching? Do we teach the book or do we teach students?

METAPHORS

McGrath's Metaphors (adapted): Textbook as

- 1) Compass
- 2) Supermarket
- 3) Crutches
- 4) Bible
- 5) Cookbook
- 6) Springboard
- 7) Straightjacket



How to defreeze your textbook



TOMLINSON CREATIVITY

How Can the Teacher Use the Coursebook Creatively?

1 By subtracting or modifying a number of closed and monotonous activities.

2 By replacing or modifying them with open activities which encourage:

- personal response to meaning
- language discovery
- authentic communication
- the taking of risks
- affective engagement
- cognitive engagement

3 By making use of procedures which involve creativity.
e.g.

- Problem solving
- Task completion
- Connecting a text to previous experience
- Evaluating an argument in a text
- Interviewing characters from a text
- Writing a response to a text (e.g. letter; article)
- Making discoveries about the use of a language feature
- Writing fiction
- Writing persuasive texts

TOMLINSON CONT'D

2 articles:



Tomlinson, B. (2015). Using the coursebook creatively. In Maley, A, & Peachey, N. (Eds.). *Creativity in the English Language classroom*, pp. 24-28. London, UK: British Council. Retrieved from https://englishagenda.britishcouncil.org/sites/default/files/attachments/pub_f004_elt_creativity_final_v2_web-1.pdf

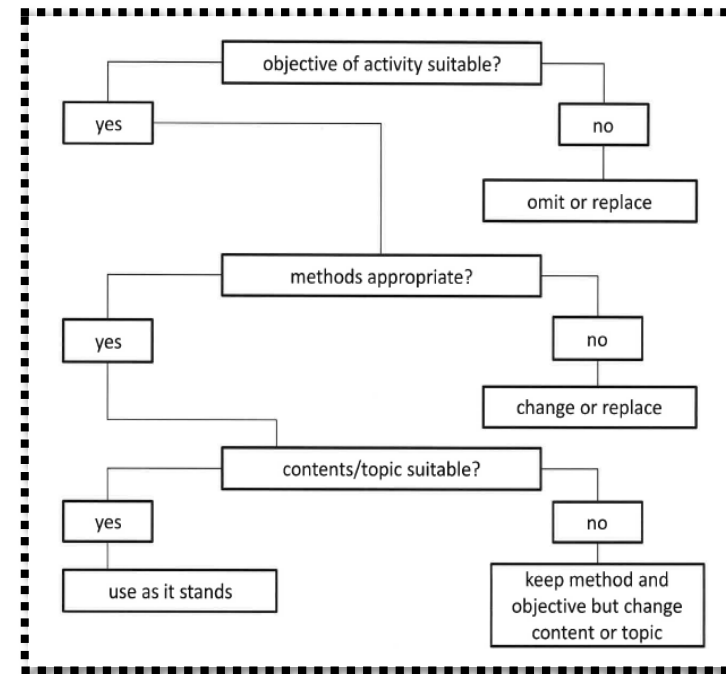
Tomlinson, B. (2018). Making typical coursebook activities more beneficial for the learner. In Bao, D. (Ed.). *Creativity and innovations in ELT materials development*. Bristol, UK: Multilingual Matters.



LESSON PLANNING

When you plan your lessons, where do you begin your planning, do you begin with reflecting on the suitability of the objective of the activity offered by the textbook?
followed by the method?

etc.



Cunningsworth (1995, p. 137 /adapted)

PRINCIPLED APPROACH TO ADAPTATION

Instead of relying on intuition and/or instinct, teachers should take decisions based on principles. A principled approach to adaptation could be based on the following questions:

- What is the objective of the activity?
- Which competences are in the focus?
- What should learners be able to do afterwards?
- What does the activity get the learners to do?
- What do I want the learners to do?
- How can I get the activity to do what I want it to do for the learners?



TECHNIQUES USING TEXTBOOKS

Framework McDonough, Shaw, and Masuhara (2013):

5 Techniques:

Adding

Deleting

Modifying

Simplifying

Reordering

ACTIVITY -WORKSHEETS

While McGrath (2013) referred to principles of adaptation, Mishan and Timmis (2015) used **reasons** for adaptation.

The principles mentioned are:

- Localisation (materials should be perceived as relevant by learners)
- Individualisation (cater for different learning and learner profiles)
- Personalisation / Humanising (encourage learners to talk/write about themselves and their experiences)
- Simplification/Complexification (appropriate level of challenge, cognitive dimension)
- Variety (offer variety, process, product, etc.)

WORKSHEET EVALUATION CHECKLIST

	Does the worksheet	No = red	? = yellow	Yes = green
Localisation				
	provide a relevant topic / activity for our learners			
	provide a context that learners are familiar with			
Individualisation				
	cater for different learner profiles and learning styles			
	include language learning strategies and lead to learner autonomy			
Personalisation / Humanising				
	encourage learners to talk/write about themselves and their experiences			
	make language input more engaging			
Simplification / Complexification				
	encourage higher level thinking skills			
	help make language input more accessible (scaffolding)			
Variety				
	allow learners to choose different paths (process)			
	allow for a variety of outcomes (products)			
Overall	How will completing the worksheet benefit learners?		

CREATIVITY AND PRINCIPLED APPROACH

- (again)
Tomlinson (2018) «Making typical coursebook activities more beneficial for the learner»
- and many others (e.g. Dina Blanco (IATEFL conference); Alan Maley and Tamas Kiss (2018) «Creativity and English language teaching: From inspiration to implementation», etc.)
wonderful presentations on encouraging more creativity in language teaching and learning.



«marry» creativity with a principled approach to adaptation

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