

Projekttitle	Teachers' Use of a Textbook for English at Primary School
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Abstract	<p>To fulfil the Language Strategy initiated by the Swiss Conference of Cantonal Ministers of Education (EDK) in 2004, two foreign languages had to be introduced and implemented in all Swiss primary schools by 2015. A joint venture, later named Passepartout, between six cantons (BS, BL, SO, BE, FR, VS) decided to begin with French as the first foreign language and English as the second foreign language. To implement the language strategy and the educational reform, which the six cantonal ministries of education planned at the same time, a new curriculum and textbooks had to be designed. A local publisher, Klett and Balmer, obtained the contract to develop materials for English as a second foreign language. The textbook was named New World (Arnet-Clark et al., 2013). External evaluations (Singh & Elmiger, 2017) with the focus on teachers' satisfaction with the materials were conducted with the pilot versions of the new textbook. Although textbooks play an important role in foreign language teaching as they are prescribed by the cantonal ministries of education, no further research was planned. Little is known how the textbooks align with the curriculum and how teachers actually use the textbooks in class. To fill a small part of the gap in research on English language teaching (ELT) textbook consumption, this research project had the focus on how primary school teachers use the textbook New World.</p> <p>Qualitative research methods were employed to gain insights into the main research question of how primary school teachers use the mandated textbook New World, and the three subquestions of how teachers perceive their role using a mandated textbook, the extent teachers adhere to the textbook, and the methods of ELT textbook adaptations teachers use and why they add, delete, modify, or reorder the textbook. Data were collected from classroom observations, interviews with teachers and with document analyses. Although a total of 10 teachers were observed and interviewed, the focus of the data analyses was on six teachers who taught exactly the same unit of the textbook New World. Unsurprisingly, there was a wide range of how teachers used and adapted the activities contained in the textbook. The analyses of the interviews and the observations revealed that teachers perceived their roles in different ways. Applying an adaptation of Shaver's categories, one teacher was classified as a textbook-transmitter, while four teachers showed a mix between the use of textbook-developer and a few textbook-transmitter strategies. One teacher did not fit any of Shaver's categories, therefore, a new category that of textbook-deviator was created. One finding that contradicts previous research namely that experienced teachers adapt more than inexperienced teachers needs to be highlighted. The teacher with the least experience adapted and exploited the textbook most, whereas the teacher with the most experience was categorized as textbook-transmitter.</p> <p>The findings have implications for teacher education, namely including more aspects of materials evaluation and development as well as emphasising</p>

	differentiating instruction. The findings also provide further insights into ELT research and offer impulses for the further linking-up of theory and practice.
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