

CHAPTER IV

RESULTS

This chapter presents the findings gained from the investigation. First, the sections in the coursebook which the teachers used are shown. After that the characteristics of the modified, unmodified and supplementary tasks are presented. Then, the factors which contribute to the way the coursebook was used are introduced. The last section, the findings about metaphors for the coursebook, is then given as the teachers' views of the coursebook may influence the way they used the coursebook. It is hoped that this can help lead to a better understanding of the reasons tasks were neglected, modified and supplemented, as well as the role of the coursebook in this context.

Sections of the Units Used by the Teachers

There are ten main sections in each unit. Not all sections were used, some sections were neglected or sometimes modified by the teachers. Table 4 below shows the sections of the units that were used and not used by the four teachers.

Table 4: Summary of the coursebook sections used

SECTIONS	UNIT 3 T-A	UNIT 4 T-B	UNIT 10 T-C	UNIT 11 T-D	TOTAL
Snapshot: A warm up activity aiming to activate learners' schemata				√	1
Conversation (1): Listen and practice a scripted dialogue then answer some questions	√	√	√	√	4
Conversation (2): Listen and practice a scripted dialogue then answer some questions	√	√	√		3
Grammar (1): Some explanation of grammar points drawn from conversation section followed by gap fill activities	√	√	√	√	4
Grammar (2): Some explanation of grammar points drawn from conversation section followed by gap fill activities	√	√	√	√	4
Listening: Listen to the taped conversation then complete a chart	√		√	√	3
Speaking / Roleplay: Recycle the language points presented and learned to produce meaningful sentences with partners orally					0
Pronunciation: Listen and practice the sounds, stress and intonation then use the scripted conversation to practice	√				1
Interchange Activity: A situation aiming to recycle and practice the grammar points learned such as language patterns for buying and selling things	√				1
Vocabulary / Word Power: Match the vocabulary to an appropriate picture, opposites and collocations.	√	√	√	√	4
Writing: A situation such as writing a short article for a magazine, a letter					0
Reading: Read a short article then answer the questions	√		√		2

Note: The order of the sections above is arranged differently from what is found in the coursebook. This is to make the findings more easily read. T-A to T-D refer to teacher A, teacher B, teacher C and teacher D.

There seems to be a high degree of similarity between the teachers in terms of what sections of the coursebook unit were used. There also seems to be a degree of similarity in sections omitted, notably the speaking/role play and writing which were used by no teachers. From the table it can also be seen that there was infrequent use of snapshot, pronunciation, and interchange activity whereas the sections that were more frequently used were conversation, grammar, and listening. To explain this, it can be noted that writing was probably rejected as this is a speaking class. However, it is interesting to note that speaking/role play and interchange activity were also largely omitted despite the fact that this is a speaking class. Moreover, the use of grammar is notable. This certainly suggests that even in a conversation course, grammar focus is regarded as central. The detailed reasons behind these facts will be discussed in the section dealing with the factors influencing coursebook use.

Unmodified, Modified and Supplementary Tasks

What was presented above was grouped into “section” because each unit of the coursebook was divided into sections such as snapshot, conversation, listening, reading, vocabulary, speaking, etc. However, there are tasks which have a direct aim of learning (Littlejohn, 1998) within each section. Each section may contain more than one task. What will be presented next are the characteristics of unmodified, modified and supplementary tasks as it is believed that this may give detailed insight into the role of the coursebook. Understanding the characteristics of each task used by the teachers will provide more detail than considering sections.

Before going into detail on the characteristics of each task, the table below shows the number of unmodified, modified and supplementary tasks used by the teachers in this study.

Table 5: Number of unmodified, modified and supplementary tasks

Teachers/ Units	Number of Tasks			Total number of tasks for each teacher
	Unmodified	Modified	Supplementary	
A/ Unit 3	19	5	23	47
B/ Unit 4	2	7	10	19
C/ Unit 11	13	3	5	21
D/ Unit 10	4	6	16	26
Total	38	21	54	113

From the table, in the section of modified and supplementary tasks, it was notable that teacher A, B and D showed a high degree of similarity. For example, the number of modified tasks from teacher A, B and D was 5, 7 and 6 respectively. And the number of supplementary tasks of teacher A, B and D was 23, 10 and 16 tasks respectively. Only teacher C had fewer modified and supplementary tasks (3 and 5 tasks respectively). It can also be seen that Teacher A had many more tasks than the other three teachers.

When looking at the total numbers of each task, it was revealed that modified tasks were used the least (21/113 tasks) whereas there were a lot of unmodified and supplementary tasks (38/113 tasks and 54/113 tasks). It seems that the coursebook is making a large contribution to the content of lessons (there were 38 unmodified tasks and 21 modified tasks) but the large number of supplementary tasks (54 tasks) suggests that the teachers are not constrained by the coursebook.

Next is the presentation of task characteristics of unmodified, modified and supplementary tasks. (The complete task analysis for each teacher is given in Appendix D.)

Characteristics of Unmodified Tasks

Unmodified tasks refer to the tasks under each section in the coursebook that the teachers used according to the instruction in the coursebook Table 6 below presents the characteristics of unmodified tasks of the four teachers.

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Table 6: Characteristics of unmodified tasks.

Characteristics of unmodified tasks	T-A (N 19)	T-B (N 2)	T-C (N 13)	T-D (N 4)	Total (N 38)
I. What are the learners expected to do?					
A. DISCOURSE CONTROL					
1. Little control	-	-	-	-	-
2. Tight control	19	2	11	3	35
3. Not required	-	-	2	1	3
B. FOCUS					
4. Language system	5	-	-	-	5
5. Meaning	12	1	10	2	25
6. Meaning system relationship	2	1	3	2	8
C. OPERATION					
7. Decode meanings	5	1	12	2	20
8. Select information	11	-	8	2	21
9. Apply stated language rules	2	1	1	1	5
10. Attend to example explanation	1	-	2	-	3
II. PARTICIPATION (WHO WITH?)					
11. Teacher and learners, whole class observing	6	-	2	1	9
13. Learners with whole class simultaneously	4	-	1	-	5
14. Learners individually, simultaneously	10	1	9	3	23
15. Learners in pairs group, class observing	1	1	-	-	2
16. Learners pairs groups simultaneously	2	-	1	-	3
III. With what content?					
A. INPUT TO LEARNERS					
17. Written words, phrases, sentences	7	-	4	2	13
18. Written Discourse	3	1	-	-	4
29. Written extended discourse	2	1	3	-	6
20. Oral Discourse	2	-	-	-	2
21. Oral extended discourse	5	-	7	3	15
22. Oral words, phrases, sentences	3	-	-	-	3
B. EXPECTED OUTPUTS					
23. Written words, phrases, sentences	9	-	10	3	22
24. Written Discourse	-	1	-	-	1
25. Oral Discourse	1	-	-	1	2
26. Oral extended discourse	2	1	-	-	3
27. Oral words, phrases, sentences	9	-	4	-	13
C. SOURCE					
28. Materials	17	2	10	4	33
39. Teacher	2	-	3	-	5
30. Learners	-	-	-	-	1
D. NATURE					
31. Meta-linguistic comment	4	-	1	1	6
32. Linguistic items	4	1	2	1	8
33. Non-fiction	1	1	6	-	8
34. Fiction	11	-	5	2	18

Note: T-A to T-D refer to teacher A, teacher B, teacher C and Teacher D. N refers to number of tasks.

The data reveals that “tight control” (35 tasks) was the outstanding task characteristic of unmodified tasks in terms of discourse control. The most frequent focus of the unmodified tasks was “meaning” (25 tasks). Tasks frequently involved learners in decoding meaning (20 tasks) and select information (21 tasks). In the feature of participation, it was found that individual work (23 tasks) was outstanding.

For content, the input to learners was often characterized by “written words, phrases and sentences” (13 tasks) and “oral extended discourse” (15 tasks). For expected output, “written words, phrases and sentences” (22 tasks) was most frequent. It was found that there was no written extend discourse for output. The source of content was from “materials” (33 tasks). Finally, in the task feature of nature, “fiction” (18 tasks) was the outstanding task characteristic.

Characteristics of Modified Tasks

Modified tasks refer to the tasks in which the teachers did not follow the coursebook instructions. The data on the characteristics of modified tasks is shown in tables 7 and 8. Table 7 shows the characteristics of the tasks including both modified and unmodified task aspects. Table 8 shows the comparison between modified tasks and the equivalent coursebook tasks.

Table 7: Characteristics of modified tasks

Characteristics of modified tasks	T-A (N5)	T-B (N7)	T-C (N3)	T-D (N6)	Total (21)
I. What are the learners expected to do?					
A. DISCOURSE CONTROL					
1. Little control	-	-	-	1	1
2. Tight control	5	7	3	3	18
3. Not required	-	-	-	2	2
B. FOCUS					
4. Language system	-	-	-	2	2
5. Meaning	2	4	3	1	10
6. Meaning system relationship	3	3	-	3	9
C. OPERATION					
10. Retrieve from ITM	1	1	-	-	2
11. Retrieve from LTM	1	1	-	1	3
12. Decode meanings	3	4	3	2	12
13. Repeat selectively	2	-	-	-	2
14. Apply stated language rules	2	1	-	2	5
15. Attend to example explanation	-	2	1	2	5
II. PARTICIPATION (WHO WITH?)					
16. Teacher and learners, whole class observing	2	2	2	3	9
17. Learners with whole class simultaneously	1	-	-	-	1
18. Learners individually, simultaneously	2	5	2	2	11
19. Learners in pairs group, class observing	1	-	1	2	4
20. Learners pairs groups simultaneously	3	-	-	2	5
III. With what content?					
A. INPUT TO LEARNERS					
21. Written words, phrases, sentences	2	2	-	5	9
22. Written extended discourse	1	-	-	2	3
23. Written discourse	1	-	-	-	1
24. Oral Discourse	1	-	-	1	2
25. Oral extended discourse	1	5	3	2	11
26. Oral words, phrases, sentences	1	1	-	1	3
B. EXPECTED OUTPUTS					
27. Written words, phrases, sentences	2	5	1	1	9
28. Oral Discourse	1	-	-	2	3
29. Oral extended discourse	2	-	-	1	3
30. Oral words, phrases, sentences	-	6	3	-	9
C. SOURCE					
31. Materials	5	6	3	5	19
32. Teacher	3	4	3	2	12
33. Learners	-	1	-	2	3
D. NATURE					
34. Meta-linguistic comment	1	1	-	2	4
35. Linguistic items	2	2	-	3	7
36. Non-fiction	-	2	1	-	3
37. Fiction	4	3	2	1	10
38. Personal information	-	1	-	3	4

Note: T-A- T-D and N refer to teacher A to Teacher D and number of tasks respectively.

From the table, it was found that the outstanding features of modified tasks were found similar to those of unmodified tasks. To illustrate, “tight control” (18 tasks) was the outstanding task characteristic of unmodified tasks in terms of discourse control. The most frequent focus of the unmodified tasks was “meaning” (10 tasks), and tasks involved learners in “decoding meaning” (12 tasks). In the feature of participation, it was found “individual work” (11 tasks) and “teacher fronting” (9 tasks) were outstanding.

For content, the input to learners was characterized by “written words, phrases and sentences” (9 tasks) and “oral extended discourse” (11 tasks). For expected output, “written words, phrases and sentences” (9 tasks) and “oral words, phrases and sentences (9 tasks)” were frequent. It was found that there was no written discourse and written extended discourse for output. The source of content was from “materials” (19 tasks). Finally, in the task feature of nature, “fiction” (10 tasks) was the outstanding task characteristic.

For the further understanding of characteristics of modified tasks, table 8 shows the comparison of modified tasks from the classroom with the coursebook tasks to gain an understanding of how the tasks in the coursebook were modified when used in the classroom. This table combines data from all four teachers and summarizes the comparison between coursebook tasks and classroom tasks. From the table, it can be seen, for example, that a table of 5 modified tasks were modified in the aspect of participation. Of these, two involved a modification from individual work (in the coursebook) to group/pair work (in the classroom).

Table 8: Modified tasks: Comparison between coursebook and classroom.

Modified task aspect	Coursebook task characteristics	Classroom task characteristics	Number of tasks
Modified Operation	- repeat selectively - decode meaning - apply stated language rule	- repeat selectively - decode meaning - apply stated language rule - attend to explanation	1
	- attend to an explanation	- attend to explanation - repeat identically - retrieve long term memory - retrieve intermediate term memory	1
	- decode meaning - attend explanation	- repeat identically - retrieve from short term memory - decode meaning - hypothesize	1
Modified Participation	- individual work	- group/ pair work	2
	- teacher fronting	- group/pair work	1
	- group/pair work	- individual work	3
Modified output	- written	- written, oral	2
Modified source	- material	- material, teacher	10
	- material	- material, teacher, learner	1
	- material	- learner	1
Total			23

It was found that the teachers of this study modified coursebook tasks in aspects of operation, participation, output and source. However, the outstanding modified task characteristic is in the task feature of source. All four teachers modified the source of task content from “material” to “material” and “teacher” (10 tasks). To a lesser extent the source of content was modified from “materials” to “teacher” and “learners” (1 task) and material to learner (1 task). Another modified feature was participation. It was found that individual work was modified to “group/pair work” (2

tasks). And teacher fronting was modified to “group/pair work” (1 task) and group/pair work to individual work (3 tasks). Finally, it was found that the output was modified from written work to written and oral.

Characteristics of Supplementary Tasks

Supplementary tasks refer to the additional tasks the teachers bring into the classroom. They are not provided in the coursebook and teacher’s manual. Understanding the characteristics of supplementary tasks can lead to a deeper understanding of the role the coursebook plays in an institution because the identification of the characteristics of such tasks can help us understand what teachers are looking for in going beyond the coursebook tasks. Below are the characteristics of supplementary tasks.

Table 9: Characteristics of supplementary tasks of the four teachers.

Characteristics of supplementary tasks	T-A (N23)	T-B (N10)	T-C (N5)	T-D (N16)	Total (54)
I. What are the learners expected to do?					
A. DISCOURSE CONTROL					
1. Little control	3	3	2	4	12
2. Tight control	17	6	2	11	36
3. Not required	2	1	1	1	5
B. FOCUS					
4. Language system	3	1	-	6	10
5. Meaning	8	8	5	1	22
6. Meaning system relationship	11	1	-	9	21
C. OPERATION					
10. Retrieve from ITM	6	1	-	3	10
11. Retrieve from LTM	4	2	2	7	15
12. Decode meanings	14	4	3	9	30
13. Select information	1	1	-	-	2
14. Apply stated language rules	7	5	-	14	26
15. Attend to example explanation	1	4	2	-	7
II. PARTICIPATION (WHO WITH?)					
16. Teacher and learners, whole class observing	13	4	3	5	25
17. Learners with whole class simultaneously	1	1	2	2	6
18. Learners individually, simultaneously	1	3	2	4	10
19. Learners in pairs group, class observing	1	1	-	3	5
20. Learners pairs groups simultaneously	5	6	1	7	19
III. With what content?					
A. INPUT TO LEARNERS					
21. Written words, phrases, sentences	10	4	3	9	26
22. Written extended discourse	1	2	-	-	3
23. Oral Discourse	6	-	-	2	8
24. Oral extended discourse	1	5	3	1	10
25. Oral words, phrases, sentences	10	2	1	4	17
B. EXPECTED OUTPUT					
26. Written words, phrases, sentences	4	2	2	5	13
27. Oral Discourse	7	1	-	6	14
28. Oral extended discourse	-	2	-	-	2
29. Oral words, phrases, sentences	11	5	5	5	26
C. SOURCE					
30. Materials	3	-	1	-	4
31. Teacher	14	8	3	13	38
32. Learners	13	4	1	6	24
D. NATURE					
33. Meta-linguistic comment	2	1	-	1	4
34. Linguistic items	16	3	3	5	27
35. Non-fiction	-	2	1	1	4
36. Fiction	6	-	2	3	11
37. Personal information	7	6	-	6	19

Note: 1. T-A- T-D and N refer to teacher A to teacher D and number of tasks respectively.

2. For 1a and 1b, it was found that there were no discourse control and focus that fit in the adapted checklist of Littlejohn (1992). See appendix A, p. 111.

It was found that some task characteristics of supplementary tasks were different from those of unmodified and modified tasks. The following paragraphs give detailed information on characteristics of supplementary tasks.

1A. Discourse Control: learners' discourse role and discourse control

"Tight control" defined as "the learner is expected to express him/ herself through language which has been narrowly defined" was the most frequent task characteristic in terms of discourse control, accounting for 36 of the 54. It seems from this that the teachers are not primarily introducing supplementary tasks to allow a freer use of language. Additionally, it can be noted that there are more supplementary tasks than unmodified tasks allowing freer use of language.

1B. Focus: where the learner is to concentrate his/her attention

The focus is on "meaning system relationship (21 tasks)" and "meaning (22 tasks)". However, when looked at individually, the focus of teachers B and C was "meaning" (8/10 and 5/5 task respectively).

1C. Operation: what the mental process involves

"Decode meaning" and "apply stated language rules" were task characteristics of most supplementary tasks, counted at 30 and 26 respectively. Decode meaning is the most frequent characteristics as many of supplementary tasks required the learners to listen and respond to their partners orally. And the fact that "apply stated language rules" is also frequent is because teachers supplemented communicative tasks which give learners practice applying the grammatical points taught so that the learners can internalize the language rules and be able to communicate effectively.

2. Participation (Who with?)

The frequent task characteristic for participation is teacher fronting, counted at 25 tasks. The other frequent characteristic in terms of participation was pair/group work, counted at 24 tasks. Although the institutional syllabus aims to improve speaking skills to the learners so group and pair work were often implemented, it can be seen that teacher fronting was still most frequent. Perhaps it can be said that this is important because without teachers as a conductor in an orchestra, the learners of the band may fail to perform.

3A. Input to learners: forms of content offered to learners

Input to learners was mostly in the form of “written words, phrases and sentences,” counted at 26 tasks.

3B. Expected output: forms of content to be produced by learners

Most of the supplementary tasks from the four teachers required oral output in the form of “oral words, phrases or sentences” counted at 26 tasks. The fact that “oral words, phrase or sentences” is the most notable is maybe because the institutional syllabus aims to improve speaking skills. However, “oral extended discourse” (texts of more than 50 spoken words which cohere, containing supra sentential features) was required in only 2 tasks. Oral discourse was counted at 14 tasks. It was found that there were no written discourse and written extend discourse.

3C. Source: where the content comes from

The content of the supplementary tasks largely came from the teacher, counted at 38 tasks. This content was characteristic of all the four teachers in this study. Also there were quite a large number of tasks which have a learner input (24 tasks).

3D. Nature: type of contents as required in the operation (1c.)

Considered as a whole, the nature of the content was mostly “linguistic items”, counted at 27 tasks, but this number was largely drawn from teacher A (16/23 tasks). This is related to operation (1C) where “applying stated language rules” was common. Additionally, “personal information”, counted at 19 tasks is also frequent as teachers A, B and D aim to make the input more engaging to their learners. However, it is surprising to see teacher C had no personal information tasks.

Summary of Modified, Unmodified and Supplementary tasks

The summary of all the characteristics of the three tasks is summarized in table below showing only the totals for the four teachers, rather than each teacher individually. The task characteristics of “oral words/phrases/sentences”, “oral discourse”, “oral extended discourse”, for input and output are collapsed into “oral input” and “oral output” respectively, and “learners in pairs/group, class observing” and “pairs/groups simultaneously” are grouped to numbers of each task type to “pair/group work” in order for the table to be more easily understood. This table also expresses tasks characteristics as percentages of the table numbers of each task type to enable comparison between the task types.

Table 10: Summary of modified, unmodified and supplementary tasks.

Task Features/Characteristics	TOTAL (%)		
	Unmodified (N 38)	Modified (N 21)	Supplementary (N 54)
I. What are the learners expected to do?			
1A. Discourse Control			
- Tight control	92.10	85.71	66.66
- Little control	-	4.76	22.22
- Not required	7.89	9.52	9.25
1B. Focus			
- Meaning	65.78	47.61	40.74
- Meaning system relationship	21.05	42.85	38.88
- Language system	13.15	9.52	18.51
1C. Operation			
- Decode meaning	52.63	57.14	55.55
- Apply stated language rule	13.15	23.80	48.14
- Attend to explanation	7.89	23.80	12.96
II. Participation			
- Individual work	60.52	52.38	18.51
- Group/ Pair work	13.15	42.85	44.44
- Teacher fronting	23.68	42.85	46.29
III. With what contents?			
3A. Input to learners			
- Written	60.52	61.90	53.70
- Oral	52.63	76.19	64.81
3B. Expected output			
- Written	60.52	42.85	24.07
- Oral	47.36	71.42	77.77
3C. Source			
- Material	86.84	90.47	7.40
- Teacher	13.15	57.14	70.37
- Learner	2.63	14.28	44.44
3D. Nature			
- Linguistic items	21.05	33.33	50.00
- Personal Information	-	19.04	35.18
- Fiction	47.36	47.61	20.37

Note: N refers to number of tasks.

To sum up, there are more tasks imposing “little control” (22.22%) in supplementary tasks than in unmodified and modified tasks. In other words, supplementary tasks give learners freer speech practice. There is more focus on “meaning” (65.78%) in unmodified tasks than both modified and supplementary tasks. So, form may not be the main focus of unmodified tasks. For operation, it was found that there are a large number of “apply stated language rules” (48.14%) in

supplementary tasks. So it can be said that supplementary tasks were primarily created to give learners practice on language rules.

For participation, supplementary tasks require “group/pair work” and teacher fronting (44.44% and 46.29%, respectively) to a greater extent. Supplementary tasks more frequently require oral output (77.77%). To this, supplementary tasks seem to let the learners practice the language points communicatively through speaking and group/pair work.

The source of content in supplementary tasks is more frequently teacher and learner (70.37% and 44.44%, respectively). This can prove that the source of contents does not necessarily come from the coursebook materials, but teacher and learner can provide the contents for the given class. For the nature of content, it was found that supplementary tasks involve more “linguistic items” and “personal information” (50% and 35.18%, respectively). That supplementary tasks involve linguistic items is correspondent to the tasks feature of operation (apply stated language rules) which aims to give learners practice on language rules. And the task characteristic of personal information may aim to make the input more engaging to the learners. But it was found that there are no “personal information” tasks in the unmodified tasks.

From the task characteristics of unmodified, modified and supplementary tasks, it can be concluded that the coursebook was used selectively as a resource or support in language teaching. To understand better why the coursebook was used that way and what factors determine and influence the role of the coursebook use in this context, the data gained from the retrospective interview from the four teachers is presented next.

Factors Influencing Coursebook Use

After exploring the sections the teachers used and did not use and the task characteristics of modified, unmodified and supplementary tasks, it is also necessary to understand the factors or the reasons why the teachers used the coursebook in that way in order to understand the role of the coursebook better. This section gives detailed information of the factors, including teachers' beliefs that influence the way the coursebook was used by the four teachers. All of the information was obtained from the retrospective interviews. The factors influencing coursebook use that emerged in the interviews are arranged under the following headings

Raise Learners' Interest

The majority of the teachers thought of how to make the lessons interesting to the learners when they decided to neglect, modify and supplement the tasks. For example, the writing section of unit 3, which involves a comparison of prices in different countries, did not look interesting to teacher A because it seems to him that almost everything in the US costs more than Thailand; thus it would not be interesting to let the learners follow the coursebook. For this reason he decided to neglect this task and supplement it with another task which he believed would interest his learners.

Teacher B also admitted that if he finds the reading uninteresting, he finds something else on the internet to supplement it.

Teacher C gave an interesting view point about increasing learners' motivation and interest. He prefers what is called an 'Inquiry Based Approach' to teach language. With this approach, he sets up a context or a situation then tries to

elicit not answers but interest. This could make the lesson very entertaining as the learners are curious, making them want to learn more about the subject. This can be seen from a task in which he tried to teach antonyms to his learners. First he spoke an adjective softly to make his learners pay interest to the word he said, not give answers, then he drew their interest to the lesson on antonyms.

For teacher D, he thinks group work can be interesting to his learners therefore he implemented group work in his class.

“Well, it kind of depends on the class. For this class, I feel that they are very active and stuff. So if I give them stuff to do together, they are usually more into it than if they have to sit quietly and work in a book.”

Learner's Schemata (Experience)

Some of the teachers in this study assumed that the students are not familiar with the topics provided in the coursebook. Therefore they tried to compensate for this by supplementing or modifying these tasks or neglecting them. It seems that a general issue is that the book seems to assume a particular lifestyle where global travel and participation in exotic (and expensive) leisure activities are normal. This contrasts with the lives of the learners. It is obvious that the teachers neglected snapshot, the warm-up activity because they judged that most of the learners are unfamiliar with the items or places referred to in these sections, and so they are unable to do the activity as described in the book. To illustrate, in unit 4, the snapshot asks the learners to number musical styles from 1-8. One of the items that the 15-17 year old learners in Chiang Mai, Thailand would fail to understand or even have heard of is 'Gospel.' To this respect, teacher B who taught this unit commented that

snapshot is an important activity but if the learners have never heard of the topic or situation, it should be adapted or neglected and supplemented with something else.

“The snapshot is quite important because it’s the topic that you can use in 3-4 classes, like music, but there is no point talking about some of these types of music in the book, for example gospel... because for the students no one even heard of gospel, no one likes gospel, no one likes jazz, no one likes classical. So why not talk about Thai music? And then when you talk about Thai music then the students really want to talk about it. You can start using the grammar.”

Teacher C also neglected *snapshot* by giving the same reason that most of his learners have not heard of the example given. The snapshot in his unit asked the learners to check the places, Carnaval, Rio de Janerio, Ginza Shopping District, Tokyo Japan, etc. they would like to visit. However it was perceived by teacher C that none of his students were familiar with these places.

“Well, how many students have been to Rio De Janero, Tokyo or Los Angeles? So the international experience in a group in this class of a 16 year old student usually isn’t too high. I could have changed it to so I could have asked them, like what do you know about Chiang Rai and Chiang Mai? But to be honest with you, I would have got the whole class the same answers. Chiang Mai has more temples. Chiang Mai has Doi- Suthep. Chiang Rai doesn’t and erm...from my experience, it’s better to do different activities.”

Snapshot in unit ten, which asks the learners to tell the class the activities they have tried by using the pictures in the coursebook, was modified. Teacher D who taught this unit did not use the pictures of activities with his class because his learners may not have experienced seeing a live concert (one of the activities shown). And another section he neglected was reading (the topic for this reading section is risky sport). This was neglected by teacher D because of learners’ schemata and experience. Teacher D recounted that this section did not work with his learners, thus he had to try something else for this section.

“Yeah, I tried this one a long time ago when I first did level 3 and stuff. And I think most of them had never done, almost any of them so I try to give them more activities that they, you know, are better for 15-16 year old Thai students.”

For reading section, he commented that, “The topic could be interesting but I don’t think they can relate to it too well, things like scuba diving, rock climbing. I don’t think anybody does that.

One of the teachers also modified the section, Interchange 3, flea market, changing it to walking street. Once again the teacher commented that he needed something that the learners could relate to. He thought that the situation, flea market, is not common in Chiang Mai. However the situations he gave the learners, walking street, and JJ market for instance, are considered more familiar to them as they can be associated with their own experience and this can help learners personalize as well as internalize the content. Teacher B also agrees that what is taught to the learners should be something that they can relate to, for instance, in teaching grammar, he suggested that to remember grammar is not just remembering formulas but it should be something that they can connect to their lives. Once they can relate it to their lives then they can internalize it; therefore when teaching grammar, he always thinks of the topic first and decides how he will approach it in order to connect it to learners’ lives and experiences.

Relevant Topics

When the teachers decided to modify, neglect, or supplement the tasks, most of them agreed that they needed to decide whether the topics presented in the coursebook are relevant and can be related to other sections within the unit. For example, teacher C said that the criteria in implementing the coursebook for him is the relevant topics as sometimes one needs to think of why this task is there. Teacher A also reflected on the reason he rejected the snapshot and supplemented it with

another task: the snapshot provided is about the positive and negative meaning of the colors and teacher A thought that there is no use talking about colors as other sections focus more about presents, buying and selling; therefore he decided to supplement it with 'finding a present.'

"...that's because that lesson we're going to have more focus on buying, selling and thinking about what you buy and I thought although colors would be useful, I thought it was kind of slightly beside the point. I thought it was more important to find a present for someone."

In other words, the issue of coherent topics relevant to the content of the units is another factor that determines how the coursebook was used.

Grammar as an Important Element in Learning

Most of the supplementary tasks introduced have a focus on grammar and the 'grammar focus' in each unit in the coursebook was a section that the teachers never rejected. This is because they see grammar as an important element in language learning.

Teacher A for example reported that he and his learners always do the grammar section as the learners tend to need a base for free speech. To clarify this, grammar to him can serve as a base in producing unlimited sentences. He believes that if his learners are equipped to a certain extent with some grammar rules and how and when to use them appropriately in various situations, they will be able to communicate successfully.

Teacher B also sees the significance of grammar by saying that grammar gives learners good practice in generating other meaningful sentences. He usually uses the gap fill sections.

Teacher C also sees grammar as the structure behind which the language is used so the learners should understand the proper usage of grammar. With a good understanding of grammar, the learners can use it to fit in with appropriate contexts and situations. In contrast, without good understanding of grammatical rules, the language learners may fail to generate meaningful sentences in other situations. To him, it is advisable for the teachers to introduce grammatical rules into their classes from time to time.

Lastly, teacher D also sees the grammar sections as vital to learners. This can be seen through his supplementary tasks that gave the learners free practice on the use of 'present perfect' and 'past simple.' To him, it seems that a lot of his learners know a lot of grammatical rules but they fail to use them in conversation. Thus teaching grammar would make his learners feel safer in speaking English. He also feels that the coursebook lacks guidance in free practice of grammar. He would like to give his learners different ways of learning grammar because what is in the coursebook is something they can study at home.

"Well, usually, they need more practice than just what's here so it's really good to give them materials which they can have more of a free practice. Just different ways to use the language than they have in the book because they have this and they can study at home."

Not only were teacher D's supplementary tasks giving learners practice on grammar, this was also the concern of other teachers. Teacher A for instance, after introducing a grammar point to his learners, gave his learners more practice by using two sets of pictures and asking which they prefer and why, believing this could help them apply the rules and understand better how to use comparative adjectives to describe preferences.

To summarize this point, it seems that the teachers' belief in the centrality of grammar means that they all include the grammar focus, in addition they all include the controlled practice and gap fill activities and supplement them with freer practice activities.

Institutional Syllabus

The institution syllabus is also another factor that influences the role of the coursebook and the way the teachers modify, neglect and adapt the coursebook. It seems that all the teachers emphasize the tasks which give their learners practice for speaking and conversation. That was why conversation and speaking were commonly used. This can also be seen from the expected output either from supplementary tasks or modified tasks that they usually require output of oral words or oral discourse.

Moreover, writing is always neglected as a result of the institutional syllabus. Teacher C accounted for this by saying that language center focuses on speaking. The center aims to teach learners speaking skills. It is not the center's policy to educate the learners to be writers. Although it was not written explicitly, every teacher agreed that their aim was to equip their learners with speaking skills.

Since the syllabus focuses on speaking skills, the teachers often implemented pair work for his class. One of the teachers believes that at lower levels learners need more practice for speaking. He said that group work for him may not promote much speaking as when there are five people in a group, only one person is talking and four people are not talking whereas when it is pair work, then each of them are spending half of the time speaking and the other half listening.

Classroom Management

Another factor leading to writing sections being neglected is because of time management. Teacher C illustrated that writing requires that teachers work in a one to one basis with each learner. If it is not managed well, the teacher may have one learner he is working with and another 19 learners are left out. Thus in order to implement a writing task, the teacher needs to manage and plan the class carefully and wisely while he goes around with each learner and in that case it is time consuming because there are other communicative tasks waiting to be accomplished.

Next, the reason some sections were modified to role plays, performed in front of class, was due to the management of the class. Teacher B reported that the good thing about the role play is that learners are put in front of other learners and that they have to perform. If a teacher leaves them to do the survey in pairs, they just sit there talking about last night or they don't do the task or they even use Thai in the class meaning that they learn nothing. But if a teacher assigns the task they can perform later, they can do it quite well.

Time Constraints

As the setting which this study was conducted is a language center where there is limited time to complete each level (30 hours), time is a factor influencing what is neglected, modified and supplemented. Teacher B reported that another reason he neglected the reading section was because he ran out of time to do the reading section. However, he admitted that if he had enough time, he would have

considered it because for him reading the biography of Christina Aguilera would interest his students as she is considered well known among Thai teenagers.

Preparation for Real Life

Teacher B reported that he used pair work in the speaking task with his learners because in real life, speaking usually involves two people. The pair work was to get them used to what they have to face when they use English for communication outside the classroom.

Skepticism about Teaching Pronunciation

From the investigation, only one teacher used the pronunciation section. Teacher B neglected pronunciation section in unit 4 (rising intonation for yes-no question and falling intonation for wh-question) because he does not agree with it. He believes that there is no one correct way to pronounce questions. In addition, in real life when they get to meet English speaking people, he believes that native speakers do not speak in the way the book tries to teach; thus to him it is not a good idea to let students practice this section as what the coursebook tries to teach is not realistic to his learners.

“...because farangs don’t walk about and say, “Do you like pop music?” [rising intonation] There’s no correct way. I believe the book tries to tell you there’s a correct way. If you meet anyone at this school, we have many accents from all over the world. There’re no correct ways. I think it’s a kind of waste of time to tell the students this is how they really should do it. I’ve spent a lot of time on that if I see that the students mispronounce something and you can’t understand them then I’ll tell them. If they say like badminton [stress falls on the last syllable] or /bon/ [instead of ball] I’ll tell them it’s badminton, and ball not /bon/ I don’t believe there should be a lot of time spend on this because I think the students sound quite stupid when they

walk around saying, “Do you like pop music” [rising intonation]. It doesn’t sound right, you know? It sounds forced.”

Teachers’ Metaphors for the Coursebook

The previous section gave detailed information of the reasons and factors that influence the way the coursebook was used in order to understand the role of the coursebook. This part presents the metaphors for the coursebook given by the teachers. Based on McGrath (2006), teachers’ images are categorized into four themes: Guidance, Support, Resource and Constraint. The category of Guidance refers to the apparent acceptance by teachers of at least some degree of control by the coursebook, at the level of Resource and support—a willingness by the teacher to take control of the coursebook. While these first three categories express, to different degrees, a relatively positive attitude towards coursebooks, the final theme reflects a range of negative reactions to the constraints imposed by coursebooks.

It was found that the four teachers had rather positive but different images towards the coursebook. These have been categorized by using the themes of McGrath (2006) and are shown in table 11.

Table 11: A thematic classification of teacher images for the coursebook, *Interchange third edition*.

Themes	Teacher A	Teacher B	Teacher C	Teacher D
Guidance		A guideline	A ship of sail	A guide
Support	A liver	A facilitator		
Resource				A tool box
Constraints	-	-	-	-

Below are the descriptions and some discussion of the metaphors used by each teacher.

Teacher A: Liver

Teacher A thinks the coursebook is very important in language learning. To a certain extent he thinks it is good to have a coursebook because it focuses on the students and it gives them a sense of progress so to that extent the coursebook is used as a source material. He recounted that when he first used the coursebook, he tried to find something interesting and all the time when he got to know the book better he tried out different parts of the book. Activities that he thinks the students, mainly 16-year-olds in Chiang Mai, are interested in and find fun. His image of the coursebook is an organ, a liver, a resource to language learning.

“Like an organ, the coursebook is an important part of education and learning, but relies on equal measures on other aspects of learning, just as no single organ can sustain life on its own. **The liver** is the biggest organ, and Interchange is still the biggest selling TEFL textbook. The liver filters the blood of toxins, and Interchange filters our schools of bad teaching -i.e. it is 'teacher proof' (in theory anyway)! The liver can be damaged, the damaged parts can be removed, and fresh new liver cells will literally re-grow. Similarly, bad sections of Interchange can be cut out without damaging the whole text. Liver, as a food, (e.g. pork liver!) is either loved or hated, just as Interchange is amongst the TEFL teaching profession. Liver as an organ is homogenous - i.e. any small part looks like any other part, just like Interchange.”

It seems that teacher A believes in the good design of Interchange as it is sold in many countries. However, he is not influenced by the fact that Interchange is sold in many countries and it has to be the best coursebook for the users, as he thinks some sections within the coursebook may be irrelevant to some groups of learners and that should be cut out, modified or supplemented. This metaphor, the liver, can reflect the way he used the coursebook in that he did not heavily rely on the instructions of

the coursebook but used it as a support. Before using each section, he needs to think critically whether it is relevant to his learners and matches the objectives of the language center.

Teacher B: A guideline and a facilitator

Teacher B also agreed that the coursebook is important because it provides a reference for the students and also provides an outline, the base and the groundwork from which the teachers can teach. However teachers should not rely heavily on it. The coursebook is just a facilitator or a support for him.

“The coursebook is important. I think as teachers we shouldn’t rely on it. The textbook is a just a **facilitator** or a **guideline**... of course facilitator and also a textbook should give ideas rather than follow this part, follow this part, follow this part. It should give a bunch of ideas that lead to one place and at the end of teaching, it always leads to free practice so that the students can use the grammar and the new words freely without a book so in the end your object is not to use the book. That’s what a book should be, just to help you get to the point where you don’t need it anymore. I hate it when you go in the class, all you want to do is to look in the book. It shouldn’t be that. It should just help.”

His metaphor reflects the way he used the coursebook as a resource and support which gives the teachers some ideas so that the teacher can send them to the learners or sometimes as a guideline which leads the learners to language practice. He had been using this coursebook for 5 years. It seems that he knew quite well what worked and did not work for his learners. That is why it could be seen that he neglected a lot of sections such as reading, pronunciation, listening, speaking, etc. and modified and supplemented other tasks which he thinks are good for his learners without destroying the theme of the unit. Getting some ideas from the coursebook, he tried to take control of the coursebook by adding something fun, interesting and relevant to his learners. For example, section 7, 8 and 9 in unit 4 aims to lead the

learners to how to ask someone out politely by giving the learners the situation about 'first date.' Using these sections as a resource and guideline, he supplemented a new task by having the learners perform a role play in pairs, pretending to ask each other out politely by using 'Would you like to.....?'

Teacher C: A ship of sail

Teacher C did not state explicitly whether the coursebook is important to him when he gave this metaphor but he sees the coursebook as a ship of sail which can be categorized as the most positive image towards the coursebook use, which fits in nicely with the observation that he made more use of the book than the others.

"The coursebooks in my classes are **ships of sail** with which my students voyage to uncover distant horizons of perception and thought while exploring the wide and dimensionless seas of the English language. I, as their instructor, am the **sails** on that ship, the stronger and more advanced the sails, the more efficiently and competently my students can discover the many wonders and intricacies of the English language. Those sails are filled with the winds of both mine and my students' motivation and enthusiasm, which propel me and my students ever onwards."

The coursebook to teacher C can be categorized as a guidance which directs his learners to language learning. From the observation, it looks like teacher C did not modify the coursebook much, especially in the main sections such as reading, listening, and conversation, although some sections were rejected because they do not fit in the syllabus such as writing. He also did not introduce as many supplementary tasks as the other teachers.

Teacher D: A tool box

Teacher D also agreed that the coursebook is vital in teaching by indirecting that the coursebook is a tool box and a guide in teaching.

“Yes, it is important but I think there, I thought of one. It’s more like I think maybe a **tool box**. There’re a lot of different things which can be used to help students for writing, listening and speaking. It’s up to the teacher to know what the students need. It’s important but it’s more like a **guide**.”

To him, he used the word, ‘tool’ which implies something useful which can be applied when needing something to work right. A tool here is a resource in language teaching when the teacher needs to shape the learners practice in using the language in real life communication. From the investigation, teacher C tended to get the ideas or the themes provided in the coursebook as a resource and supplemented new tasks when he felt that the tasks offered in the coursebook failed to give his learners practice in using the language. For instance, the grammar point of unit 10 is the use of present perfect. To this, he introduced a lot of supplementary tasks to give his learners some more practice.

Summary of the Chapter

To conclude, it was found that the coursebook was used selectively as a resource or support rather as plan or script; therefore there are many supplementary tasks seen in the classroom because most of the teachers only need the contents in the coursebook as to give ideas from which to generate other coherent additional tasks. Moreover, it is notable that the source of content for supplementary tasks comes from the teachers and learners whereas the source of content of unmodified and modified

tasks were largely from the materials. As a consequence, it can be said that the role of the coursebook is determined by the teachers. In addition to the teachers, there are other factors that influence the use of the coursebook, including motivating the learners', the learners' experience, relevance of topics, grammar as an important element in language learning, the institutional syllabus, classroom management issues, time constraints, preparation for real life and skepticism about pronunciation teaching. Additionally, the metaphors towards the coursebook given by the teachers were found to be rather positive and reflect the way the coursebook was used in the program quite clearly. Finally, the teachers seemed to be satisfied with this coursebook.

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