Chapter 3 | Applying the model

3.1 Introduction

In applying the synthesized model for a description of teaching materials
outlined in Chapter 2, we are presented with two alternatives. The first is that,
prior to using the model, we attempt to set out those features which may,
hypothetically, be found under each of the areas specified in the schedules for
recording the explicit nature of the materials and for the analysis of tasks. The
resulting listings could then be used as check-lists to set against the materials.
An alternative approach is to identify features within each area of the schedules
through an examination of the materials, development of the model then being
data driven. The advantage of using this second method is that, whereas the first
alternative would lead to the inclusion of numerous redundant features (a listing
under *operation* in the schedule for the analysis of tasks could alone run to
several pages), a data driven approach will involve only those features which are
actually identified in the materials. This also has the advantage that the resulting
analysis may be viewed as more appropriate to each set of materials, in the sense
that the features listed have emerged from the materials themselves, albeit as

perceived by the analyst. For these reasons, in applying the two schedules, I have recorded only those features which I was able to identify in each of the five coursebooks analysed.

The main body of this chapter begins in the next section with the application of the schedule for recording the explicit nature of the materials and a description of the materials at level 1, 'what is there' (section 3.2.1). The schedule for the analysis of tasks will then follow, permitting a description of the materials at level 2, 'what is required of users' (section 3.2.2). Drawing on the findings at levels 1 and 2, I will then set out a description of the materials at level 3, 'what is implied' (section 3.2.3). The final section of the chapter (section 3.3) will draw together a description of the materials and set out, by way of a summary, the key features which emerge under the proposed categories of *design* and *realisation*. (Appendix I contains the extracts from each of the five coursebooks analysed and shows how the materials have been divided into tasks for the purposes of analysis. Definitions and examples of each activity and task type are given here).

3.2 Applying the model
3.2.1 Level 1: 'What is there'
3.2.1.1 Schedule for recording the explicit nature of the materials
As may be recalled from the discussion in Chapter 2, the schedule for recording the explicit nature of the materials consists of two parts. Part A records the physical aspects of the materials whilst part B sets out the main sequence of activity within an extract taken from the learner's materials. The items set out under Part A have already been described in Chapter 2 (section 2.3.2.1). For Part B and the subsequent analysis of tasks (see 3.2.2.1 below), I extracted between 12% and 15% of each book (the precise amount depending on the fall of

boundaries within the materials) and chose to limit myself to work which is (a) contained within the learner's durable material, (b) intended for all users of the materials (i.e. I did not include activities which are labelled 'optional' or 'extra'), and (c) intended for in-class use (i.e. I did not include 'homework' activities). I felt that some selection was essential in order to make the analysis of the materials manageable and that these criteria would not lead to the materials being misrepresented. I reasoned that the fundamental nature of the materials would be represented in a selection of the 'core', in-class work proposed by the materials and since work proposed within the learner's consumable materials is usually intended for either optional in-class use or as follow-up work to be done at home which forms a relatively small part of the total course envisaged, I felt justified in examining in depth only those tasks proposed by the learner's durable materials and accompanying teacher's notes.

3.2.1.2 Findings

Table 3.1A below shows the results of applying Part A of the schedule to the materials whilst Table 3.1B shows the results of Part B of the schedule. The second section of Part B of the schedule sets out the main sequence of activity within each of the extracts. In order to summarise the nature of each extract and to allow comparison of the books, I grouped activity types in general categories. The distribution of these activity types and their definitions are shown in Table 3.2.[1]***Error! Bookmark not defined.***

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[1] As mentioned in Chapter 2, I am using the term 'activity' here to refer to the general type of work involved (for example, 'text plus questions' or 'game'). This is distinct from my use of the term 'task' which operates at a much more detailed level of analysis. An activity may comprise numerous tasks, as will become clear later.

A. BOOK AS A WHOLE	Book A	Book B	Book C	Book D	Book E	Totals
Year of publication	1982	1983	1985	1986	1987	
1 Type	'General', 'main course', monolingual:2nd year	'General','main course' monolingual:2nd year	'General', 'main course', monolingual: 1st year	'General', 'main course' monolingual: 1st year	'General', 'main course' monolingual:3rd year	
2 Intended audience						
age range:	12-16	8-11	12-14	11-15	11-15	
schools:	secondary	primary/secondary	secondary	secondary	sec	
location:	global	global	global	global	global	
3 Extent						
a *Components*						
consumable Learner materials	X	X	X	X		4
durable Learner materials	X	X	X	X	X	5
tests				X		1
cassettes	X	X	X	X	X	5
b *Total est. time*	1 year, 90-120hrs	1 year, 80hrs	1 year, 100hrs	1 year, 90hrs	1 year, hrs not stated	
4 Design and layout						
a *Students's book* (durable)	4 colours, 112pp	4 colours, 80pp	4 colours, 112pp	4 colours, 96pp	4 colours, 128pp	
b *Teacher's book* (or edition)	2 colours, 160pp	2 colours, 112pp	2 colours, 122pp	2 colours, 144pp	2 colours, 80pp	
5 Distribution (**T**eacher,**L**earner)						
a *Materials*						
cassette(s)	T	T	T	T	T	5
tests				T		1
rationale	T	T	T	T	T	5
answer key	T		T	T	T	4
guidance on use	T	T	T	T	T	5
tape transcript	T,L	T	T	T	T	5T,1L
appendix: irreg verbs	T,L		T,L	T		3T,2L
gram. overview	T,L		T,L			1T,1L
vocabulary list	T		T,L	T,L	T,L	4T,3L
b *Access*						
contents list: section name	T,L	T,L	T,L	T,L	T,L	5T,5L
section objective	T	T	T	T,L	T	5T,1L
vocabulary list	T					1T
6 Route through material						
specified	X	X	X	X	X	5
7 Subdivision	24 `units' each with 7 sections over 4pp, 3 lessons; odd units form a story; even units are factual; every 6th unit revises previous 5 units; units have a pattern: text - questions - substitution - dialogues - text - pattern practice - writing - games/songs; grammatical syllabus for unit sequence	24 `units`each with 4 `lessons' over 4pp; units are based on imaginary TV characters; units have similar pattern: text - look and listen - read and say - look and listen - text - questions - about you; every other unit concludes with `write'; grammatical syllabus for unit sequence	8 'projects'each 4-6 sections over 12-14 'lessons', 10-12pp; each project begins with a discussion of the topic; most sections start with a dialogue followed by exercises and learner's own project work; grammatical syllabus for section sequence	50 'lessons', each 2pp; every 5th lesson revises previous 4 and contains a grammatical summary; most lessons start with a dialogue (recurring fictional characters) followed by pair practice; fuctional-grammatical syllabus for lesson sequence.	15 'units' each 2 'lessons' over 8pp, in 3 blocks of 5 units; units have similar pattern: text - questions - practice - grammatical/use comment - text - questions - practice - (alternately) and extended activity or a song and joke; topic-grammatical syllabus for lesson sequence	

Table 3.1B: The Explicit Nature of the Materials: Extract Overview
B OVERVIEW OF EXTRACT

	1 Extract length	2 Sequence of activity
BOOK A	3 units 13% of book	**Unit 11**: text+qs - lang anal - prac - text+qs - prac - writing - game **Unit 12**: text+ qs - prac - text+qs - prac - writing - game **Unit 13**: text+qs - lang anal - prac - text+qs - prac - writing - game
BOOK B	3 units 15% of book	**Unit 6:** intro/rev(L1) - text+qs - oral rep - prac - rev (L2) - text+qs - oral rep - prac - intro/rev (L3) - text+qs - writing - song - game (L4) - song **Unit 7**: intro/rev (L1) - text+qs - oral rep - prac - intro/rev (L2) - prac - text+qs - intro (L3) - text+qs - writing - game - game (L4) - song **Unit 8**: intro/rev (L1) - text+qs - prac - intro - text+qs - oral rep - prac - intro/rev (L2) - text+qs - oral rep - prac - intro/rev (L3) - text+qs - prac (L4) - game - song
BOOK C	1 project (5 sections) 13% of book	**Project 4,intro:** discuss (L1) **Project 4,1**: oral rep - prac - game (L2) - oral rep - prac - oral rep **Project 4,2**: text+qs (L3) - oral rep - prac - prac (L4) - lang anal - prac - writing - oral rep - gp discuss - gp writing **Project 4,3**: intro (L5) - text+qs - oral rep - prac - lang anal (L6) - prac - lang anal - prac - gp discuss - gp writing **Project 4,4**: text+qs (L8) - lang anal - oral rep - prac - prac (L9) - lang anal - writing - text+qs (L10) - lang anal - gp discuss - gp writing **Project 4,5**: teacher pres (L11) - text+qs - oral rep - prac - lang anal - prac (L12) - lang anal - prac - game - gp discuss (L13) - gp writing
BOOK D	6 lessons 12% of book	**Lesson 22:** teacher pres - text+qs - oral rep - prac - game - (prac) **Lesson 23**: teacher pres - text+qs - oral rep - prac - rhyme - (prac) **Lesson 24**: teacher pres - text+qs - oral rep - prac - rhyme - (prac) **Lesson 25** (R): text+qs - writing - prac - game - lang anal - (prac) **Lesson 26**: teacher pres - text+qs - oral rep - prac - joke - (prac) **Lesson 27**: teacher pres - oral rep - prac - text+qs - oral rep - writing - joke - (prac)
BOOK E	2 units (4 lessons) 13% of book	**Unit 8, lesson 1**: text+qs - lang anal - prac - text+qs - prac - text+qs - prac - lang anal - oral rep - lang anal **Unit 8, lesson 2**: text+qs - text+qs - text+qs - prac - text+qs - prac - questionnaire **Unit 9, lesson 1**: text+qs - text+qs - prac - prac - reading aloud - oral rep - lang anal **Unit 9, lesson 2**: intro - text+qs - text+qs - prac - text+qs - text+qs - text+qs - text+qs - writing - song - joke

CATEGORIES OF ACTIVITY

discussion	Learners and teacher discuss a topic without any specified language having to be used.
game	An activity labelled as such in the materials, involving competition between learners.
gp discussion	(group discussion). As discussion, but between groups of learners.
gp writing	(group writing). Learners work together to produce a piece of writing.
intro	(introduction). A verbal introduction to a topic by the teacher.
joke	As identified in the materials, for learners to read.
lang anal	(language analysis). Aspects of an analysis of the language system, topicalised by the materials either in the form of an explicit comment on the language or as a problem for learners to solve.
oral rep	(oral repetition). An activity in which learners are required to repeat orally a text presented by the teacher or by a tape recorder.
prac	(practice) An activity where learners are required to use a specified aspect of the language system (eg a particular tense) with the aim of developing their ability to use that aspect accurately.
questionnaire	A series of questions which focus on learners' personal information/opinions.
reading aloud	A text to be read aloud by learners
revision	Identified as such and involving a return to aspects of the language previously introduced in the materials.
rhyme	As identified in the materials, for learners to recite together.
song	As identified in the materials, for learners to sing together.
teacher pre	(teacher presentation). The teacher explains an aspect of the language to the class as a whole.
text+qs	(text and questions). A listening or reading text followed by task(s) which require the learners to work upon the text, principally for comprehension. The tasks need not be questions, as such. Gap fill, sentence completion, reordering, etc are all possible task types.
writing	Writing will normally constitute a type of practice, but where shown separately, this refers to classroom work specifically labelled 'writing', indicating that the emphasis is on writing rather than general language practice.
( )	As identified in the materials, activities in parentheses are to be done when teachers have the opportunity/time (eg in a language laboratory). An activity in parentheses does not therefore form part of the main sequence.
(L1)	(Lesson 1). Lesson numbers are indicated where shown in the materials. Lessons in these cases are held to be 40-50 minutes in length. (R) signifies a revision unit.

The first table, Table 3.1A,0 allows us to draw out some general observations about the materials analysed. As we can see, all the materials are monolingual texts, intended to aid in the teaching/learning of 'general' English, principally in secondary schools, throughout the world. They are variously intended for an age range between 8 and 15 years (thus covering my interest in the 9-13 age range), in the first to third years of study (areas 1-2 in the table). The materials all come as sets which include teacher's material, cassettes, durable and, in all but one case (Book E, area 3), consumable material for the learners. Tests are only provided in one set (Book D, area 3a). Each set aims to provide enough material for a complete academic year, variously interpreted as between 72 and 120 teaching hours (area 3b). All of the materials offer 4 colour printing for the learner's durable materials and 2 colour printing for the teacher's materials. There appears, however, to be no definite pattern in the ratio of pages offered for teachers and pages offered for learners (area 4). As area 5 in the table shows, a fairly consistent feature is the distribution of the materials between the teacher and the learner. Cassettes, a rationale for the material, answer keys (where provided), guidance on the use of the material, and, with the exception of Book A, a tape transcript are provided exclusively for the teacher. The single instance in which tests are provided is consistent with the predominant pattern, in that they are intended for teacher use.

Appendices covering verb/word lists and grammatical overviews are variously offered to both teachers and learners. Access into the material is facilitated solely by a contents list, with the exception of one set of materials where an additional vocabulary index is provided (Book A, area 5b). For learners, in all but one case (Book D, area 5b), the contents list gives only the name of a section (unit/lesson) whereas, for teachers, teaching/learning objectives are further supplied. All of the sets of materials specify a route through the material, usually by numbering of units/lessons (area 6). The limited means of access into

materials would seem to be consistent with this pre-specification of route. A high degree of standardisation in the subdivision within the materials is evident with all of the sets. Unit/lesson page lengths are normally consistent throughout a set of material, as is a pattern of activities and unit/lesson types (area 7).
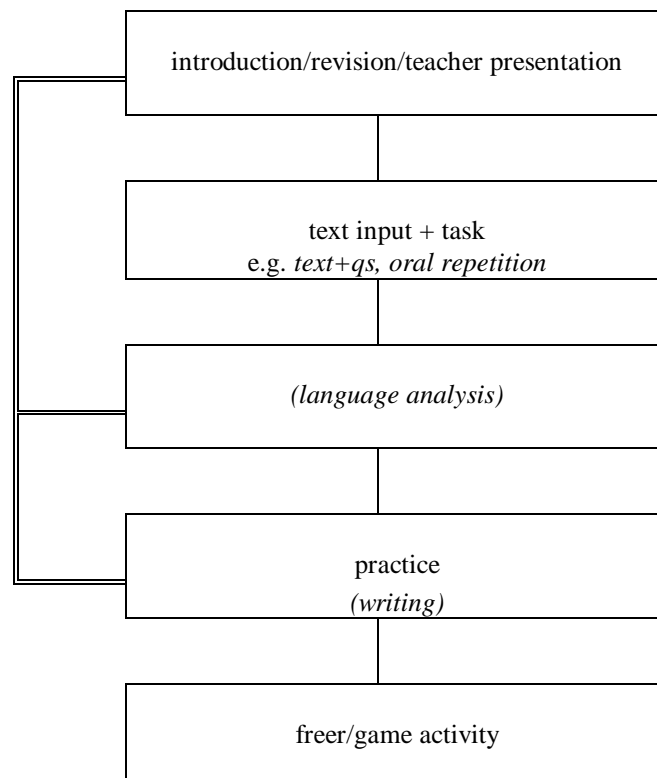
Table 3.1B offers a more detailed look at the extracts taken from the course-books whilst Table 3.2 summarises data from Table 3.1B in terms of a rank order of the subtotals for the 191 general activities identified in the extracts and the percentage each type of activity contributes. (Definitions of the terms used in Tables 3.1B and 3.2 are also included.)

The predominance (in Table 3.2) of the general activity-types of *practice* (24.08%)*, text + questions* (21.99%), *oral repetition* (10.99%), and the 'lighter' activity-types of *game*, *joke*, *rhyme*, *song* and *questionnaire*, which together account for a further 11.52%, is evident in these breakdowns. Taken together, these activity-types account for almost 70% of all the general activities identified. At the other end of the scale, the relatively low incidence of individual *writing* (5.24%), *group discussion* (2.09%), *group writing* (2.09%), *reading aloud* (.52%) and whole class *discussion* (.52%) is notable.

Table 3.2 rank order distribution of main activity-types

ACTIVITY-TYPE	N	% of total
practice (incl. (practice)	46	24.08%
text + questions	42	21.99%
oral repetition	21	10.99%
language analysis	15	7.85%
game	11	5.76%
introduction by teacher	11	5.76%
writing	10	5.24%
revision	8	4.19%
teacher presentation	6	3.14%
song	5	2.62%
group discussion	4	2.09%
group writing	4	2.09%
joke	3	1.57%
rhyme	2	1.05%
discussion	1	0.52%
questionnaire	1	0.52%
reading aloud	1	0.52%
TOTAL	191	100.00%

Closer inspection of the sequence of main activity types reveals that many of the units/lessons consist of similar patterns of work. This pattern is as set out in Figure 3.10 below. Units/lessons may begin with an *introduction*, *revision,* or a *teacher presentation*. This is followed by an input of some kind together with an activity (eg *text+qs* or *oral repetition*) and possibly some form of *language analysis*. *Practice* activities then follow, often with a repeated cycle of work through either *introduction/revision/teacher presentation* or *language analysis* before the unit/lesson concludes with either an activity which allows some degree of learner independence (eg group discussion) or a 'lighter' type of activity (*game*/*joke*/*rhyme*/*song*/ *questionnaire*).

```
          ┌─────────────────────────────────────────────────┐
          │   introduction/revision/teacher presentation    │
          └─────────────────────────────────────────────────┘
                                │
          ┌─────────────────────────────────────────────────┐
          │                text input + task                │
          │         e.g. *text+qs, oral repetition*         │
          └─────────────────────────────────────────────────┘
                                │
          ┌─────────────────────────────────────────────────┐
          │               *(language analysis)*             │
          └─────────────────────────────────────────────────┘
                                │
          ┌─────────────────────────────────────────────────┐
          │                    practice                     │
          │                   *(writing)*                   │
          └─────────────────────────────────────────────────┘
                                │
          ┌─────────────────────────────────────────────────┐
          │                freer/game activity              │
          └─────────────────────────────────────────────────┘
```

( ) optional activities
___ optional loop-back

Figure 3.1 Pattern of main activity types found in the extracts

Some comments which we may make in relation to this pattern are:

- there is a movement from teacher-centred introduction/ revision/presentation, through language-focussed practice work by the learners, to a freer type of activity which allows learners some degree of personal involvement or expression;.

- 'game' and 'self-expression' types of activity are found at the end of a unit/lesson;

- *language analysis* is not always present and may come either before or after *practice;*

- *writing*, where evident, is placed immediately before the freer/game activity at the end of the unit/lesson.

All of the units extracted from Book A (as shown in Table 3.1B) fit this pattern as do all the units from Book B. Taken together as one unit of work, Project 4,1 and Project 4,2 from Book C fit the pattern as do Projects 4,3 and 4,5. Project 4,4 is an exception to the pattern although it does begin as usual with some form of input and concludes with a freer activity. The lessons extracted from Book D all fit the pattern with the exception of the atypical Lesson 25, identified as a 'Round Up' (revision) unit. If the lessons in Book E unit 8 and unit 9 are taken together they broadly follow the pattern, although a *practice* phase is missing between each lesson.

3.2.1.3 A description of the materials at level 1

Figure 2.9 set out the relationship between the process and product of description and it is to this which we may now turn in order to assemble the first elements of a description of the analysed materials. The relevant section of Figure 2.9 is reproduced below for reference.

Levels of inference	Related aspects of the material	Source of data (schedule)
Level 1:	Place of learner's materials in set	*EN/A3 Extent, A5 Distribution*
'What is there'	Published form of learner's materials	*EN/A3 Extent, A4 Design and layout*
	Subdivision of learner's materials	*EN/A7 Subdivision,B2 Sequ.. of Act.*
	Subdivision of sections into sub-sections	*EN/A7 Subdivision,B2 Sequ.. of Act*
	Continuity	*EN/A7 Subdivision,B2 Sequ.. of Act*
	Route	*EN/A6 Route*
	Access	*EN/A5b Access*

EN= schedule for recording the explicit nature; A2, B4, etc = sections within schedule

Place of learner's materials in the set

It is clear from the schedule that the learner's materials are not intended for use on their own but rather form an integral part of a larger, 'complete' package. This package aims to provide enough classroom work for a year of study, usually specified in terms of a particular number of 40-50 minute classroom lessons, and includes not only the learner's durable and (if any) consumable materials, but also teacher's materials and cassettes. Access into the learner's materials as well

as ancillary 'support' facilities such as answer keys, guidance on using the materials and tape transcript, are provided only via the materials intended for the teacher. This places the learner's materials in a dependent role vis à vis the teacher's materials. At the same time, it is noticeable that the materials for the teacher are intended to facilitate more efficient use of the learner's materials. Within the materials as a whole, the learner's materials are thus placed in a focal position as a basis for classroom work.

Published form of learner's materials

All of the sets of analysed materials, with the exception of Book E, comprise both durable and consumable materials for the learners and are monolingual (English) throughout. It is evident, however, that the focal position occupied by the learner's materials (noted above), is, in particular, occupied by the learner's durable materials since work proposed within the consumable materials is frequently identified as 'extra' or 'optional'. The choice of 4 colour printing for the learner's durable material in contrast with two colour printing for other components in the package, underlines this focal position.

Subdivision of learner's materials

It is a feature common to all of the analysed coursebooks that they are subdivided into 'units' or 'lessons', each normally covering a standardised number of pages within the learner's durable materials and each intended to provide sufficient classroom work for standardised amounts of time. These units or lessons are frequently patterned in some way. One device for patterning, followed in three of the five coursebooks (Books A, B and E), is to alternate unit/lesson types so that, for example, factual unit topics follow fictional ones or written work only occurs in every other unit. Another device is to present the units in blocks, either around a topic (as in Books C and E) or around aspects of

a linguistic syllabus which are drawn together in a concluding revision unit (as in Book D).

Subdivision of sections into sub-sections

A high degree of patterning is also evident within units/lessons. Typically, units/lessons follow a sequence of activities, such as that outlined in Figure 3.1, which is constant throughout each set of materials and which is fairly consistent across all of the sets of materials analysed. As was noted, this pattern of work begins with a teacher focussed activity, moves on to language practice by the learners, often preceded or followed by some form of language analysis, before concluding with a freer type of activity which allows learners some degree of personal involvement or self-expression. Writing, where it occurs, normally comes towards the end of this cycle of work.

Continuity, Route, Access

Continuity through the materials is provided by the patterning described above, with the frequent use of a story or topic which carries over several units. An incremental syllabus, usually grammatical, also provides continuity.   In terms of route, all of the sets analysed propose and explicitly support (via content lists or indexes) only one path through the material. This consists of the use of the material in the order in which it is presented in the learner's/teacher's books. Consistent with their 'one route' character, only limited means of access into the materials are provided. These usually consist of a listing of unit/lesson names and, additionally for teachers, a listing of unit/lesson objectives. More detailed forms of index, allowing the materials to be accessed in various ways, are not provided.

3.2.2 Level 2: 'What is required of learners'

3.2.2.1 Schedule for the analysis of tasks

The next level in the description of the materials moves from a consideration of 'what is there' to 'what is required of users'. This stage involves more detailed consideration than is provided at level 1, and takes us beyond a listing of 'activities' into a description of the 'tasks' involved, where the specific nature of the process, classroom participation, content and the location of decision-making is set out.

As the discussion in Chapter 2 made clear, this stage in the description involves careful examination to first divide the materials into their constituent tasks and then to undertake their analysis.   In order to check the reliability of my own analysis, two other readers with backgrounds in English language teaching were asked to carry out their own analyses. This was done first through informal discussion to determine whether there was agreement on my subdivision into constituent tasks and on the features which I had identified within the areas listed on the analysis schedule. (Given the amount of time required to subdivide the materials into tasks and then to identify discrete features, I felt it was impractical to request the independent readers to devise their own framework for analysis). This discussion produced broad agreement on both the subdivision into tasks and the identification of task features.   A second check, however, was carried out in which the two readers were asked to code approximately 10% of the tasks extracted from each book using my analysis schedule, referring to the definitions of task features that I had set out (see below). This second check revealed that the two readers recorded 93.70% and 89.35%, respectively, of the features I had recorded for those tasks (that is to say, 93.70% and 89.35% of the features in my analysis were found in the two readers' analyses). I took this to indicate a fair degree of reliability in my own analyses.

3.2.2.2 Findings

The first step in the analysis of tasks was the division of each extract into its constituent tasks, employing the four criteria for the definition of 'task' set out in Chapter 2, section 2.3.3.2.1. (See Appendix I for the extracts and the division into tasks). This produced a total of 667 tasks, of which 48 were unanalysable due to an insufficient description of those tasks in the learner's and/or teacher's material (for example, 'Revise the last lesson' which gives no indication of precisely what is to be done or how). As Table 3.30 shows, this left a total of 619 tasks for analysis.

	Book A	Book B	Book C	Book D	Book E	All books
Tasks identified	122	107	168	149	121	667
unanalysable tasks	- 14	- 10	- 13	- 8	- 3	- 48
Total number of analysable tasks	108	97	155	141	118	619

Table 3.3 numbers of tasks identified for analysis

Task features were then listed under the relevant areas of the schedule as they were identified during the analysis. This produced a total of 55 features spread over the four main areas. Tables 3.4A0 to 3.4D below show the incidence of each of these features across the five coursebooks, together with an average for all of the books and definitions and examples of each feature. In order to avoid a bias in favour of extracts which contained a relatively large number of tasks, this average was calculated from the mean of the five percentage scores for each feature. Percentage scores within each of the sections total to one hundred with the exception of section IC (Table 3.4A), where more than one operation may be involved simultaneously, and section IIIAb (Table 3.4C) where tasks which do not require learner output will not be represented. (The score for the latter will, however, give a total of 100% when added to the total for feature 3 'not required'). To enable further investigation of the incidence of each feature, co-

occurrence grids were drawn up (see Appendix II). These grids show the extent to which each feature co-occurs with each of the other features, enabling a fuller picture of the relationship involved. (Thus, for example, a co-occurrence score of, say, 67% for feature 1 with feature 17 would indicate that in 67% of the instances where feature 1 occurs, feature 17 is also evident.) An average co-occurrence grid was computed from the co-occurrence scores for each of the five books (see Appendix II).

Section 1: What is the learner expected to do?

Inspection of the results reveals some interesting findings. Section I of the schedule, set out in Table 3.4A0, considers what the learner is expected to do. Under *A Turn-take*, the predominance of tasks which place learners in a 'respond' position is very evident (feature 2, average 77.41%), as is the correspondingly low score for tasks which involve learner initiation (feature 1, av.7.32%). The average co-occurrence grids in Appendix II show, furthermore, that almost all (av. 99%) of the tasks where feature 1, *initiate*, does occur require learners to focus on meaning rather than the language system. Content for those same tasks is spread fairly evenly across features 49 *linguistic items,* 50 *non-fiction,* 51 *fiction, and* 52 *personal information/opinion* with the form of the expected output heavily in favour of *words/phrases/sentences* (co-occurrence of feature 1 with features 41 and 42; total av. 69%) and of oral production (co-occurrence of feature 1 with features 42 and 44, total av. 82%). In relation to the tasks as a whole, Table 3.4A 0 shows under *B Focus* that the learner's attention is fairly evenly required between system and meaning (av.49.24% and 50.30%, respectively), with less than half of one percent for meaning/system relationship (av. .46%). A focus on system, however, is very likely to involve the learner in repetition of some kind (total of co-occurrence of feature 4 with features 7 to 11: 76%) with little chance of any of the other operations listed being called upon.

A wider spread of operations is evident with a focus on meaning (feature 5), but here too we find one particular kind of operation predominating: 16 *decode meaning: semantic/ propositional* with a co-occurrence average of 55%. Tasks which specifically require learners to attend to the meaning/system relationship (for example identifying the subject of 'their', 'his', etc) were only found in one course-book.

Table 3.4A: Percentage of tasks having identified features: 'What is the learner expected to do?

	Book A	Book B	Book C	Book D	Book E	Average
I WHAT IS THE LEARNER EXPECTED TO DO?						
A.TURN-TAKE						
1 initiate	11.11	5.15	11.61	1.42	8.47	7.32
2 respond	74.07	85.57	67.74	82.27	72.03	77.41
3 not required	14.81	9.28	20.65	16.31	19.49	15.26
B.FOCUS on						
4 language system (rules or form)	40.74	46.39	50.97	58.87	27.97	49.24
5 meaning	57.41	53.61	49.03	41.13	72.03	50.30
6 meaning/system relationship	1.85	.00	.00	.00	.00	.46
C.OPERATION						
7 repeat input identically	10.19	25.77	23.23	29.08	10.17	22.07
8 repeat input selectively	.00	3.09	3.23	4.96	1.69	2.82
9 repeat input with substitution	30.56	25.77	10.32	16.31	1.69	20.74
10 repeat input with transformation	.00	2.06	6.45	1.42	2.54	2.48
11 repeat input with expansion	3.70	.00	.65	4.26	5.08	2.15
12 retrieve items from STM	11.11	6.19	12.90	21.99	2.54	13.05
13 retrieve items from ITM	15.74	7.22	9.68	10.64	4.24	10.82
14 retrieve items from LTM	15.74	14.43	18.71	7.80	13.56	14.17
15 formulate retrieved items into larger unit	11.11	5.15	10.32	8.51	11.86	8.77
16 decode meaning: semantic/propositional	39.81	31.96	15.48	19.86	50.85	26.78
17 select information from given text	20.37	9.28	4.52	9.93	30.51	11.02
18 calculate	.00	.00	.00	.00	6.78	.00
19 categorise selected information	1.85	.00	.00	.71	1.69	.64
20 hypothesize	2.78	.00	1.29	.71	.85	1.19
21 compare samples of language	.00	.00	7.74	.00	4.24	1.94
22 analyse language form	.00	.00	6.45	2.13	5.08	2.14
23 formulate language rule	.00	.00	3.87	.00	.00	.97
24 apply stated language rule	.00	.00	6.45	.00	3.39	1.61
25 apply general knowledge	.93	.00	.65	.71	2.54	.57
26 negotiate	.00	.00	3.87	.71	6.78	1.15
27 review own FL output	.00	.00	7.10	.71	.85	1.95
28 attend to explanation/example	3.70	.00	2.58	13.48	9.32	4.94

I WHAT IS THE LEARNER EXPECTED TO DO?

FEATURE	DEFINITION	EXAMPLE
A. TURN-TAKE	the learner's discourse role and discourse control	
1. Initiate	the learner is expected to express what he/she wishes to say without a script of any kind.	free discussion
2. Respond	the learner is expected to express him/herself through language which has been narrowly defined	guided writing
3. Not required	the learner is not expected to initiate or respond	listen to explanation
B. FOCUS	where the learner is to concentrate his/her attention	
4. language system	a focus on rules or patterns	substitution tables
5. meaning	a focus on the message of the language being used.	comprehension questions
6. meaning-system relationship	a focus on the relationship between form and meaning	tracing anaphora
C. OPERATION	what the mental process involves	
7. repeat identically	the learner is to reproduce exactly what is presented	oral repetition
8. repeat selectively	learner is to choose before repeating given language.	dialogue frames
9. repeat with substitution	the learner is to repeat the basic pattern of given lang. but replace certain items with other given items .	substitution drills
10. repeat with transformation	the learner is to apply a (conscious or unconscious) rule to given language and to transform it accordingly	change statements into questions
11. repeat with expansion	the learner is given an outline and is to use that outline as a frame within which to produce further language	composition outlines
12. retrieve from STM	the learner is to recall items of language from short term memory, that is, within a matter of seconds.	oral repetition
13. retrieve from ITM	the learner is to recall items from intermediate term memory, that is, within a matter of minutes. Here taken up to the length of the lesson (apprx.50 mins.)	recall vocabulary within lesson
14. retrieve from LTM	the learner is to recall items from prior to the present lesson.	recall vocabulary from last lesson discussion
15. formulate items into larger unit	the learner is to combine recalled items into, e.g., complete sentences, necessitating the application of consciously or unconsciously held language rules	
16. decode semantic/ propositional meaning	the learner is to decode the 'surface' meaning of given language.	read a text for its meaning
17. select information	the learner is to extract information from a given text.	answers questions by reading a text
18. calculate	the learner is to perform mathematical operations	solve math problem
19. categorise selected information	the learner is to analyze and classify information selected through operation 17.	sort information into groups
20. hypothesize	the learner is to hypothesize an explanation, description or meaning of something	deduce meanings from context
21. compare samples of language	the learner is to compare two or more sets of language data on the basis of meaning or form	compare accounts of the same event
22. analyse language form	the learner is to examine the component parts of a piece of language	find the stressed syllable in a word
23. formulate lang.rule	As 20, but learner is to hypothesize a language rule.	devise gramm. rule
24. apply stated language rule	the learner is to use a given language rule in order to transform or produce language	change direct to reported speech
25. apply general knowledge	the learner is to draw on knowledge of 'general facts' about the world	answer questions on other countries
26. negotiate	the learner is to discuss and decide with others in order to accomplish something	in groups, write a set of instructions
27. review own FL output	the learner is to check his/her own foreign language production for its intended meaning or form	check own written work

| 28. attend to example/ explanation | the learner is to 'take notice of' something | listen to a grammar explanation |

The third area in this section, *C Operation*, shows that repetition as a general feature of tasks is found very strongly throughout the extracts (total of averages for features 7 to 11 = 50.26%). Most of this repetition is either identical repetition or repetition with substitution, the substitution elements being supplied by the materials (averages 22.07% and 20.74% respectively). Identical repetition is primarily carried out with the class in chorus (average co-occurrence of feature 7 with feature 31: 60%) whilst a significant proportion of repetition with substitution appears to take place with the learners in pairs (average co-occurrence of feature 9 with feature 34: 44%). Individually, four of the five books are close to the averages for the occurrence of repetition (the below average score for Book A feature 7, *repeat input identically,* is offset by the above average score for feature 8, *repeat input with substitution*). Book E, however, deviates markedly for both features 7 and 9, having well below average scores (10.17% and 1.69% respectively, compared with averages of 22.07% and 20.74% respectively). These scores would appear to be counterbalanced by the well above average score for *16 decode meaning: semantic/propositional* (50.85% against an average of 26.78%). An explanation for this may lie in the fact that the book is aimed at the third year of study as opposed to the first or second year for the other books.

The spread of scores for the occurrence of features 7 to 17 in Table 3.4A (predominantly forms of item repetition, retrieval and decoding meaning)0 stands in sharp contrast to the consistently low scores for the remaining features listed under operation. What one may term the 'deeper' mental operations, such as those of analysing, hypothesizing, and so on, represented in features 19 to 24, 26 and 27 appear relatively infrequently as aspects of tasks. Of the five books, Book C is notable as showing evidence of the involvement of these operations,

but here too the scores are consistently low, ranging from 1.29% for feature 20 to 7.74% for feature 21.

Section II: Who With?

Section II of the schedule concerns the learner's mode of participation in classroom work and is set out in Table 3.4B 0 below. An even spread is evident across four of the six features listed (+/- 20%), whilst features *30 learner(s) to whole class*, and *33 learners in pairs/groups, class observing*, have much lower scores (3.04% and 7.56% respectively). It is interesting to note that both these low scoring features involve learners addressing the class as a whole. Higher scores are evident for features which involve learners in concert with the entire class or alone/in groups simultaneously. Where learners are called upon to work in pairs/groups simultaneously, then the likelihood is that this work will involve learners in repetition of some kind (total of average co-occurrence of feature 34 with features 7-11: 68%). Only an average of 10% of pair/group-work involves learners in negotiation (average of co-occurrence of feature 34 with feature 26), with two books (A and B) requiring no negotiation whatsoever.

Table 3.4B: Percentage of tasks having identified features: 'Who with?'

	Book A	Book B	Book C	Book D	Book E	Average
II WHO WITH?						
29 Teacher and lnr(s), whole class observing	31.48	25.77	12.26	13.48	3.39	20.75
30 Learner(s) to whole	7.41	4.12	.65	.00	4.24	3.04
31 Learners with whole class simultaneously	13.89	27.84	17.42	27.66	5.93	21.70
32 Learners individually simultaneously	26.85	15.46	23.23	27.66	66.95	23.30
33 Learners in pairs/groups, class observing	7.41	10.31	9.68	2.84	.85	7.56
34 Learners in pairs/groups simultaneously	12.96	16.49	36.77	28.37	18.64	23.65

II WHO WITH?

FEATURE	DEFINITION	EXAMPLE
29. teacher and learner(s), whole class observing	the teacher and selected learner(s) are to interact	a learner answers a question; other learners listen.
30. learner(s) to the whole class	selected learner(s) are to interact with the whole class, including the teacher.	learner(s) feed back on group work.
31. learners with the whole class simultaneously	learners are to perform an operation in concert with the whole class	choral repetition
32. learners individually simultaneously	learners are to perform an operation in the company of others but without immediate regard to the manner/pace with which others perform the same operation	learners individually do a written exercise
33. learners in pairs/groups; class observing	learners in pairs or small groups are to interact with each other while the rest of the class listens.	a group 'acts out' a conversation
34. learners in pairs/groups, simultaneously	learners are to interact with each other in pairs/groups in the company of other pairs/groups	learners discuss in groups

Section III: With what content?

The third section of the schedule considers the content involved in tasks, the results of which are set out in Table 3.4C0 below. For all of the books, input content occurs in the vast majority of cases as *words, phrases or sentences* (totals for features 36 and 37 ranging from 61.86% for Book E to 95.04% for Book D, giving an average total of 82.66%). The distribution of this type of content between written and oral forms varies across the books from an approximately equal split in the cases of Books C and D to a much heavier emphasis on written input in the case of Book E, making the averages unrepresentative. The inclusion of feature 39, *Extended discourse: oral*, appears to be consistently low across four of the five books, averaging at 2.71%, whereas no pattern seems to be evident for feature 38, *Extended discourse: written*.

Table 3.4C: Percentage of tasks having identified features: 'With what content?'

	Book A	Book B	Book C	Book D	Book E	Average
III WITH WHAT CONTENT?						
A.FORM						
a. input to learners						
35 graphic	4.63	2.06	10.97	.71	5.93	4.59
36 words/phrases/sentences: written	41.67	60.82	43.23	49.65	49.15	48.84
37 words/phrases/sentences:oral	21.30	24.74	43.87	45.39	12.71	33.82
38 extended discourse: written	25.00	12.37	.65	2.13	18.64	10.04
39 extended discourse: oral	7.41	.00	1.29	2.13	13.56	2.71
b. expected output from learners						
40 graphic	.00	4.12	.65	.00	8.47	1.19
41 words/phrases/sentences: written	6.48	2.06	12.90	7.80	24.58	7.31
42 words/phrases/sentences: oral	73.15	84.54	61.94	74.47	44.07	73.52
43 extended discourse: written	.00	.00	1.94	.71	.00	.66
44 extended discourse: oral	5.56	.00	1.94	.71	3.39	2.05
B SOURCE:						
45 materials	89.81	93.81	78.06	96.45	85.59	89.54
46 teacher	.93	.00	1.29	.71	.00	.73
47 learner(s)	9.26	6.19	20.65	2.84	14.41	9.73
C NATURE						
48 metalinguistic comment	1.85	.00	4.52	7.09	11.02	3.37
49 linguistic items	50.93	58.76	65.81	58.87	28.81	58.59
50 non fiction ('other facts')	22.22	5.15	2.58	5.67	33.05	8.91
51 fiction	18.52	25.77	18.06	9.93	16.95	18.07
52 personal information/opinion	6.48	10.31	9.03	18.44	10.17	11.07

III WITH WHAT CONTENT ?   .

FEATURE	DEFINITION	EXAMPLE
a. input to learners	form of content offered to learners	
35. graphic	pictures, illustrations, photographs. diagrams, etc.	a world map
36. word/phrases/ sentences: written	individual written words/phrases/sentences	a list of vocabulary items
37. word/phrases/ sentences: oral	individual spoken words/phrases/sentences	prompts for a drill
38. extended discourse: written	texts of more than 50 written words which cohere, containing supra-sentential features	a written story
39. extended discourse: oral	texts of more than 50 spoken words which cohere, containing supra-sentential features	a dialogue on tape
b. expected output	form of content to be produced by learner	
40. graphic	pictures, illustrations, photographs, diagrams, etc.	a plan of one's house
41. word/phrases/ sentences	individual written words/phrases/sentences	write sentences using a specified word
42. word/phrases/ sentences: oral	individual spoken words/phrases/sentences	response to a drill
43. extended discourse: written	texts of more than 50 written words which cohere, containing supra-sentential features.	a story in writing
44. extended discourse: oral	texts of more than 50 written words which cohere, containing supra-sentential features. where the content comes from.	an oral account of an event

B. SOURCE

45. materials	content (or narrowly specified topic) supplied by the materials	dialogue/text in the coursebook
46. teacher	content (or narrowly specified topic) supplied by the teacher	teacher recounts own experiences
47. learner(s)	content (or narrowly specified topic) supplied by the learner(s)	learner recounts own experiences
	type of content as required in the operation (sec. Ic)	

C. NATURE

48. metalinguistic comment	comments on language use, structure, form or meaning.	a grammatical rule
49. linguistic items	words/phrases/sentences carrying no specific message	a vocabulary list
50. non-fiction	factual texts ('other facts')	a text about a foreign culture
51. fiction	fictional texts	dialogue between imaginary characters
52. personal information/opinion	learner(s) own personal information or opinion	details of learner's interests

In terms of output, learners are called upon to produce *42 word/phrases/ sentences: oral* in the majority of tasks (average score 73.52%), although this appears to be more strongly the case for Books A, B, C and D which are aimed at the first or second years of English than for the third year coursebook, Book E. Very low scores for any form of extended discourse (features 43 and 44) are, however, apparent across all of the books.

Consideration of the source of the content places feature 45, *materials*, overwhelmingly dominant (average 89.54%) for all five books. Content originating from the teacher is proposed, on average, in less than one percent of tasks (feature 46) and where it does occur, it will be as either linguistic items or as 'other facts' (co-occurrence of feature 46 with features 49 and 50, Appendix II). Learners fare somewhat better as a source of content with an average of 9.73% of tasks drawing upon learner-contributed content (feature 47). Of this, however, 35% will be personal information/opinion and a further 26% 'other facts' (average co-occurrence of feature 47 with features 52 and 50). On average, the nature of the content across the five books appears to be largely non-message bearing *linguistic items* (feature 49; average total 58.59%), although Book E has a well below average score for this (28.81%) and well above average scores for *48 metalinguistic comment* and *50 non fiction* (11.02% and 33.05% compared with averages of 3.37% and 9.97% respectively). Book A similarly has an above average score for *50 non fiction* (22.22%) which may be related to the fact that both Books A and E are aimed at learners beyond their first year of English.

Section IV: Who decides?

The final section of the analysis draws together areas I to III and considers who decides upon the nature of the task, participation and content. The results of this section are set out in Table 3.4D0 below. In the vast majority of cases, it is the materials which specify at least two of the areas listed (av. 90.19%). This is true

for all of the five books. Explicit decision-making to be required of both teachers and learners is very much lower in all books, averaging at 6.21% and 3.6% respectively. Books A and C, however, both have scores which deviate from the average, in favour of the teacher in the case of Book A (score 13.89%) and in favour of the learners in Book C (score 10.32%).

Table 3.4D Percentage of tasks having identified features: 'Who decides?

	Book A	Book B	Book C	Book D	Book E	Average
IV WHO DECIDES?						
53 materials	85.19	96.91	86.45	92.20	96.61	90.19
54 teacher	13.89	2.06	3.23	5.67	.85	6.21
55 learner(s)	.93	1.03	10.32	2.13	2.54	3.60

IV WHO DECIDES?

FEATURE	DEFINITION	EXAMPLE
53. materials	materials determine two or more of areas I-III	a materials supplied teacher-learner drill
54. teacher	teacher determines two or more of areas I-III	teacher-produced information gap task
55. learner(s)	learner(s) determine two or more of areas I-III	learners in groups plan and write an account of something

3.2.2.3 A description of the materials at level 2

Having considered the findings of the analysis of tasks, we are now in a position to move to the next level of description set out in Figure 2.9. As before, the relevant section of the figure is reproduced below for reference.

Level of inference	Related aspects of the material	Source of data (schedule)
Level 2:	Subject matter and focus	*AoT/III With what content?*
'What is required	Types of teaching/learning activities	*AoT/I What is the Lr expected to do*
of users'	Participation: who does what with whom	*AoT/II Who with?*

AoT = Schedule for the Analysis of Tasks; I,II, etc = section within the schedule

Subject matter and focus of subject matter

The above analysis shows that, in the main, both the content supplied as input to learners and the content expected as output consist of individual words, phrases or sentences. Extended discourse features much less, particularly as expected output. The emphasis is clearly on oral as opposed to written production on the part of the learners. The source of content is overwhelmingly the materials themselves with less than 1% of tasks requiring teacher-contributed content and less that 10% requiring learner-contributed content. Content is largely non-message bearing linguistic items, accounting on average for 58.59% of tasks. Of the remaining message bearing content, almost half is fictional in nature. Information or opinion personal to the learner accounts for a further quarter whilst non-fiction accounts for only a fifth or so of message bearing content. Metalinguistic comment occurs, perhaps surprisingly, relatively little throughout the materials.

Types of teaching/learning activities

One of the most striking points to emerge from the analysis of tasks is the degree to which the materials attempt to script classroom interaction by placing learners in a predominantly respond position in terms of discourse role and discourse control. The vast majority of tasks, it appears, attempt to define not only what the learner is to talk/write about but also how they are to do this, reproduction of the language supplied by the materials being the main characteristic feature. This reproduction may occur either as identical repetition of text, repetition with the substitution of elements supplied by the materials or through 'question and answer' type tasks. The net effect of this is that scripting occurs not only for the learners, but also for the teacher, as classroom work centres on 'closed' task types, where only a limited set of answers are possible and where contributions from either the teacher or learners play only a small part. Indeed, as an

examination of the accompanying teacher's notes for each extract shows (see appendix I), the materials often set out the precise words which teachers and learners are to say to each other. The assumption behind this appears to be that it is possible to design a sequence of tasks which will result in identical lessons, irrespective of who the various participants are, their culture, background, interests and so on.

The 'closed' nature of the classroom discourse proposed by the majority of tasks is also reflected in the limited range of operations which are called for. If one takes the various forms of *repeat* and *retrieve* together, five basic operation types (*repeat, retrieve, formulate, decode meaning: propositional/ semantic,* and *select information*) account for 89% of the operations required of learners.[1] What one may term "deeper" or more cognitively demanding operations such as analysing and hypothesizing, account for relatively little of the work proposed by the materials (7.63% of operations required of learners).[2] It is also notable that none of the materials include tasks which call upon the learners' mother tongue to, for example, translate or compare syntactic patterns and lexis.

It is also useful to consider the types of teaching/learning tasks which the materials provide in terms of the demands which they make on the learner's process competence (see Chapter 2, section 2). Breen and Candlin (1982, 1987) suggest aspects as 'process competence': the learner's *knowledge systems* relating to ideas and concepts, interpersonal behaviour and the structure of text; the *affects*, attitudes and values which are aroused; the *abilities* of expression, interpretation and negotiation which are called upon; and the manner in which the *skills* of reading, writing, speaking and listening are exploited. In terms of

[1] Calculated by expressing the total of the averages for features 7 to 17 as a percentage of the total for features seven to 28.

[2] Calculated by expressing the total of the averages for features 19-24 and 26-27 as a percentage of the total for features seven to 28.

knowledge systems, the emphasis throughout four of the five books (A, B, C and E) is most clearly in relation to text, focussing as we have seen, on the semantic meanings of particular lexical items and patterns or rules of syntax. Ideational and interpersonal knowledge are involved in these books only in so far as they 'carry' the textual knowledge. Book D, however, differs in this respect, offering a functional syllabus which presents realisations of selected speech acts that combine aspects of textual, interpersonal and ideational knowledge. A 'carrier' function is also true of the involvement of learner affects through the tasks which the materials propose. As Table 3.4C0 showed, an average of 11.07% of tasks call upon learners to supply personal information or opinions but in all cases this is done in order to provide content for opportunities to practice aspects of the language system which have been presented earlier in the relevant unit. It is of course true that the materials will inevitably evoke particular attitudes, values and affective responses in the learners but none of the analysed tasks focus upon these matters nor raise them for discussion.

With respect to the learner's abilities of expression, Table 3.4A0 showed that an average of 15.26% of tasks do not, in fact, require any form of learner response (feature 3) and that the vast majority of the remaining tasks require learners to express themselves within a given framework (e.g. guided writing) or using language which has been prespecified (e.g. substitution drills). Learner initiation, involving language expression without the use of any kind of 'script', is evident in only an average of 7.32% of tasks, with Book D having a much lower than average score of 1.42%.

As one would consequently expect, negotiation also figures relatively seldom as a feature of tasks. Only three of the five analysed books offer any opportunities for learners to negotiate but in all cases, the score is relatively low (average of feature 26, Table 3.4A across the three books = 3.78%). As an examination of

the relevant tasks shows, however, those tasks which do require learners to negotiate principally do so in relation to the distribution of work within a small group (see, for example, the 'project' sections in Book C, Appendix I). That is to say, the overall topic and nature of any language product that the learners are to produce is decided by the materials. It is also noteworthy that the majority of tasks which are to be done in pairs or groups, where one would expect the opportunity to negotiate, do not in fact provide this opportunity. Sixty-eight percent of pair/group tasks, it will be recalled, involve learners in repetition of some kind (average co-occurrence of feature 32 with features 7-11). A similar limitation is also evident in relation to the demands placed on learners to interpret language. Although as Table 3.4A0 showed, an average of 26.78% of tasks require learners to deduce meaning, this is only in relation to semantic or propositional meaning rather than speculating upon speaker/writer purpose, identity, attitudes and so on.

In terms of 'the four skills', in particular the 'productive' skills of speaking and writing, the materials most commonly call upon the former with an average of over 75% of tasks requiring learners to produce orally (see Table 3.4C0)[3]. As has been noted, however, this oral output is most commonly 'words/ phrases/sentences' with little requirement for learners to deal with extended discourse (defined as 50 or more words containing supra-sentential features). With regard to the 'receptive' skills of listening and reading, the figures show that it is reading which is most required of the learners but here again the emphasis is most heavily in favour of 'words/phrases/sentences'. The low score for feature 16, *decode meaning*, in comparison with the total scores involving repetition or

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[3] I use the term 'skills' here in its widest sense to denote the main mode of language expression/ reception with which the learners are engaged. This may or may not include abilities which are held to be special for one particular skill. (Thus both writing an answer to a grammar exercise and composing a business letter would be seen as involving `the skill of writing'.) I do, of course, recognise that the terms `productive' and `receptive' are problematic for any in-depth consideration of `skills'.

retrieval, shows, however, that the main emphasis in the materials is put on learner production rather than reception. The order of skills in terms of emphasis in the materials, therefore, would appear to be: 1 speaking, 2 reading, 3 listening, 4 writing.

Participation: who does what with whom

Four basic modes of classroom participation, it appears, account for most of what is proposed by the materials. These are the teacher and learner(s) interacting while the whole class observes, learners in concert with the rest of the class, learner individually simultaneously, and learners in pairs/groups simultaneously. Together, these modes account for 89.40% of tasks. As the average co-occurrence grid shows (see Appendix II), teacher-learner interaction is generally characterised by a focus on meaning in which learners are required orally to decode words/phrases/sentences or retrieve them from memory. A similar focus on decoding meaning is principally required by tasks where learners are to work individually simultaneously, although over half of those tasks do not require any response whatsoever. In contrast, when learners are required to perform an operation together with the whole class, their focus is required on form, as it is in the majority of pair/group tasks, mainly through the identical repetition of linguistic items.   For all four main modes of classroom participation, learners are mainly required to work with content supplied by the materials.

3.2.3 Level 3: 'What is implied'

3.2.3.1 A description of the materials at level 3

At this final level of description, I will attempt to draw together the various aspects of the materials as have been noted at levels 1 and 2 and suggest the aims and principles of selection and sequencing which underlie the materials and the

implications the materials may have for learner and teacher roles. As before, the relevant section of Figure 2.9 is reproduced for reference.

Level of inference	Aspects of the material	Source of data (schedule)
Level 3:	Aims	*syllabus, Sequ. of Act. (EN/B2),*
'What is implied'	Principles of selection	*nature of tasks (AoT/I-IV),*
	Principles of sequencing	*sequence of tasks*
	Teacher roles	*distribution (EN/A5), turn-take (AoT/IA),*
	Learner roles (classroom)	*source (AoT/IIIB)*
	" " (in learning)	*demands on process competence (AoT/I-IV)*
	Role of materials as a whole	*deductions from levels 1 - 3*

EN=schedule for recording the explicit nature of the materials; AoT=Schedule for analysis of tasks; B2,A5,IIB, etc = section within relevant schedule

Aims

From the analyses set out in levels 1 and 2 above, it would seem clear that the main and probably exclusive aim of the materials is the development of the learner's linguistic competence in English. There appears to be little overt evidence of aims which go 'beyond' language learning, for example in the development of problem-solving abilities, knowledge about the world and particular values and attitudes (see Littlejohn and Windeatt, 1989, for a discussion of some broader aims which language teaching materials may address). As the analysis in section 3.2.2.2 shows, however, language development is primarily viewed in terms of oral abilities since the vast majority of tasks require oral output on the part of the learners (total 75.57% of tasks[4]), with written output by the learners receiving a consistently lower score (total 7.97% of tasks[5]). As Table 3.4C showed, however, this is, more strongly the case with the books aimed at the first and second years of English (Books A to

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[4] calculated by adding the averages in Table 3.0 for features 42 (*expected output: words/phrases/sentences: oral*) and 44 (*expected output: extended discourse: oral*)

[5] Calculated by adding the averages in Table 3.0 for features 41 (*expected output: words/phrases/sentences: writ*ten) and 43 (*expected output: extended discourse: written*)

D) since the third year coursebook, Book E, includes a significant proportion of tasks which require written output on the part of the learners (24.58%[6]).

It would also appear that a conscious knowledge of rules of the language system (e.g. grammatical or phonological rules) has a relatively low priority as an aim in the materials, with only an average of 3.37% of tasks containing metalinguistic comment (feature 48, Table 3.4C0)

Principles of selection

One can identify at least 3 main areas in which principles of selection will operate: the types of tasks which are chosen; the content upon which those tasks will operate; and the aspects of the language system which will be presented. As I have already noted, the emphasis in terms of task types is on tasks which require oral output on the part of the learner. It is, however, also evident from the analysis of *operation* in Table 3.4A, that there is a further emphasis on tasks which place a relatively low cognitive load upon the learner and which require only one operation at a time. In terms of content, it has already been noted that it is mainly non-message bearing linguistic items (e.g. individual items of vocabulary or example sentences) which form the largest proportion of content (average 58.59% of tasks) and that, of the remaining message-bearing content in the extracts, almost half is fictional in nature, a quarter consists of information or opinions personal to the learner, with non-fiction content accounting for approximately a fifth. The main principle of selection relating to content, therefore, appears to be that linguistic items, presumably held to be useful to the learner, are to be presented. Beyond that, fiction and content personal to the learners are selected in preference to non-fiction.

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[6] Calculated by adding the scores in Table 3.0 for Book E, features 41 (*expected output: words/phrases/sentences: writ*ten) and 43 (*expected output: extended discourse: written*)

The high proportion of non-message bearing linguistic items also gives an indication of the principles of selection which operate in relation to language. It would appear that language is largely conceived of as consisting of items of vocabulary and grammatical forms which occur in common patterns, with language meanings being viewed as a matter of semantic or propositional content. It is only these 'surface' aspects of the language which are selected for presentation to the learners, with no attention to the possibility of varying speaker intention or hearer interpretation. This is most clearly the case with Book D which utilises a functional syllabus and which sets out one-to-one relationships between particular sequences of words and their meaning and pragmatic value.

Principles of sequencing

Similar to the principles of selection, principles of sequence may operate in relation to methodology, content and language presentation. As we have already seen, the methodology of the analysed materials is characterised by a high degree of patterning and standardisation. Tasks are sequenced in order to provide a flow of activity which moves from an initial presentation of text, through practice activities towards a freer task-type, often game-like in nature. There would appear to be no clear principles sequencing the content of tasks, since the main purpose of the content is to act as a carrier for the development of linguistic competence. In terms of language presentation, however, an underlying principle of moving from simple to complex in terms of surface structure is evident. All of the books open, for example, with 'simple' forms of the present tense (variously indicated as 'revision'), before moving on to more complex grammatical aspects such as the present progressive, past tenses and conditional sentences, depending on the year of study envisaged.

Classroom roles of teachers and learners

In the description of the materials at level 1, I noted an unequal distribution of materials and means of access into them for teachers and learners. Answer keys, rationales, guidance on use of the materials, specification of teaching/learning objectives and so on were provided, it will be remembered, almost exclusively for the teacher. It seems reasonable to conclude, therefore, that the net effect of this will be an unequal distribution of power within the classroom, with the learners placed in a dependent position in relation to the teacher. Given the high incidence of tasks with clear right or wrong responses (e.g.. tasks requiring identical repetition or the decoding of the semantic/propositional content of text), the teacher's controlling role is even further strengthened. From the perspective of level 1 of the description, therefore, we can say that the learners are placed in a disadvantaged position in relation to classroom power, having little control over and responsibility for their own learning.

Consideration of the findings at level 2, however, presents a rather different picture. One of the strongest impressions to emerge from the analyses of tasks was the extent of detail in the plans for classroom work. As a very crude measure, one can get a picture of the scale of this planning by calculating the number of tasks in relation to the allotted time: on average, the materials provide a separate task for every 5.14 minutes[7]. I have already noted the high incidence of tasks requiring repetition or reproduction (e.g. through 'question-and-answer' type tasks) of text supplied by the materials, the provision of teacher's notes which set out the precise words to be exchanged between teachers and learners, the specification of a route through the materials and the existence of higher levels of organisation involving repetitive unit structures. Through these aspects of the materials, the materials writer has already taken important curriculum

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[7] Calculated from the data in Tables 3.10 to 3.3 as follows: extent in hours of whole book * % of extract * 50 minutes (lesson) / number of tasks in extract

decisions about precisely what learners and teachers are to do, the content with which they will be engaged, their mode of classroom participation (e.g.. in groups or individually), and the overall sequence and timing of classroom work. The materials, then, represent "curriculum packages" of predetermined combinations of methodology and content which the teachers and learners are to act out together. In using the materials in the manner indicated, it is, therefore, both the teacher and the learners who are in dependent positions in relation to the materials writer.

These subordinate roles are, however, different in character for teachers and learners. For teachers, the precise instructions which the materials give reduces the teacher's role to one of managing or overseeing a preplanned classroom event. This can be seen very clearly by the emphasis in the teacher's notes on 'how to use the materials' and the absence of curriculum decisions requiring the teacher's consideration. (In fact, it is *only* by stepping outside the materials that teachers can engage in curriculum decisions). It would also seem to be the intention of the materials writers to make this management task for the teacher as straight-forward as possible. The high degree of scripting of classroom action reduces the risk of unpredictability, which from a management point of view, can be disruptive. It was noted, for example, that learners are rarely called upon to initiate and when they are so called upon it is in the relatively safe area of hypothesizing about semantic meaning rather than making suggestions about classroom procedures. I also noted that learners are only in a relatively small number of instances required to address the class as a whole, thus further limiting the risk of unpredictability.

Whereas the teacher is given the role of manager of a classroom event, it is the learners who are placed in the role of 'managed'. As I mentioned above, this is clearly the case from the high incidence of tasks which are 'closed' in nature,

requiring most often simple repetition or reproduction of a text (e.g. through comprehension questions) where there are clear right or wrong responses. Few, if any, decisions on classroom procedure are left for the learners and the provision of limited means of access into the materials (e.g. indexes, contents lists, etc.) would seem to indicate that the learners are only expected to use the materials as directed. The materials do, however, include a significant amount of small group or pair work where one would expect learners to be able to make decisions about how they will work and upon what. Closer examination of the kinds of tasks proposed for small group or pair work shows, however, that here too the main requirement is repetition of some kind. As we have seen, it is true that the materials do, in a number of instances, call upon the learners for personal information or opinion but this is only as carrier content for tasks rather than relating to decisions about classroom procedure. Indeed, one might suggest that the 'individual' as such is given relatively little recognition in the materials, evidenced perhaps by the frequent inclusion of choral repetition.

Learner roles in learning

The discussion above concerning the 'managed' role for learners also gives some indication of their role in relation to learning. From the point of the materials, 'learning' is clearly a matter of being taught, with the materials, via the teacher, setting out what the learner needs to do. The materials, it will be remembered, most frequently place learners in a 'respond' position in terms of discourse role and discourse control and offer few decisions about classroom or learning procedures for the learners' consideration. It is also evident from the emphasis on tasks which focus on language at an item level (i.e. as identified in Table 3.4C0 as *word/phrases/sentences*) that learning is conceived of as the gradual accumulation and synthesis of components of linguistic knowledge, such as rules or patterns of linguistic form or individual items of vocabulary. This accumulation and synthesis is to be accomplished primarily by repetition or

reproduction (via e.g. question and answer tasks) of texts supplied in the materials. Language, then, is seen as comprising a fixed body of knowledge which can be subdivided into various components and which can be sequenced for classroom presentation, and learning is mainly seen as 'filling' the learners with this new knowledge (cf.Freire,1972). The suggestion that learning is mainly a matter of 'filling' is also confirmed, it could be argued, by the monolingual nature of the materials - both in terms of the language of the materials (only English) and in terms of the types of tasks provided which never call upon the learners' mother tongue in any way. The already existing linguistic abilities of the learners are thus not explicitly engaged by the materials in the process of learning a new language.

If the learners role in learning is largely one of being 'filled', it is also evident that this filling is regarded as 'work'. I noted earlier that units typically have a repetitive structure which move from the presentation of text, through possible language analysis to practice activities before concluding with a freer activity of some kind. This concluding activity, as we have seen, often has a game-like, 'lighter' nature which may be interpreted as being a 'reward' for accomplishing the 'work' of the preceding activities. This interpretation is also supported by the fact that tasks within the activities are in the main short, and thereby make only limited demands on the learners' span of attention i.e. 'work' is required in only short doses to reduce, perhaps, boredom and to make it less tiring. (The three examples in Book C of in-class 'projects' which last an entire lesson, are a notable exception).

Role of materials as a whole
As we have already seen, the principal role of the materials as a whole is to structure the teaching and learning of English. This structuring encompasses both the methodological and content aspects, providing what I have termed "a

curriculum package", in which most of the necessary decisions regarding the what, when, and how of language teaching and learning have already been made. As I have commented on a number of occasions, these decisions are made to a high degree of detail, setting out precisely the ways in which the teacher and learners are to interact. Little, it seems, is left to chance.

3.3 Summary and Conclusions

The major concern of this chapter has been to describe the materials in terms of the areas identified in Chapter 2. In an attempt to make explicit the processes of inference through which an analyst must go in order to arrive at such a description, I divided the analysis into three levels. The first level, Level 1, examined 'what is there' in the materials and enabled me to describe the materials in terms of the place given to the learners' materials, their form, the manner in which they are divided and subdivided, the ways employed for sustaining continuity, the route prescribed and means provided for access into the materials. The next level, level 2, considered 'what is required of users' of the materials and, drawing on an analysis of tasks, permitted me to determine the nature of the materials in terms of their subject matter, the types of teaching/learning activities provided and the modes of classroom participation proposed. My final level of analysis, level 3, then considered 'what is implied' if the materials are used as indicated and enabled me to complete the description by outlining the nature of the materials in terms of their overall aims, the underlying principles of selection and sequencing on which they appear to be based and the roles their use would appear to suggest for teachers and learners.

Drawing on the findings at each of these three levels, therefore, we are now in a position to return to the initial classification of a product of a description proposed in Chapter 2, Figure 2.5. As may be recalled, this classification involved two main categories: *design*, which concerned the underlying principles

and approach of the materials, and *realisation*, which concerned the physical aspects of how the materials are realised as a complete book or set. Table 3.5A summarises the findings in relation to design, whilst Table 3.5B summarises the findings in relation to realisation.

In terms of design, it became clear through the analysis that the primary, if not exclusive, aim of the materials is the development of the learner's linguistic, chiefly oral, competence in English, with very little attempt to address broader 'educational' or 'non-language learning' aims. Activities and the tasks within them, generally posing a low cognitive load, are therefore selected to lead to oral output on the part of the learner. Content is mainly non-message bearing linguistic items, presumably selected on the basis of usefulness to the learner. Sequencing of tasks in the materials is characterised by a movement from teacher/materials presentation, through practice activities, towards freer, often game-like, tasks. No clear principles of sequence, however, are evident in relation to content, other than language content where the concern is to move from simple to complex in terms of surface structure.

Table 3.51A: Summary of the description of the materials: Design

1 Design

  1. Aims and Objectives
- main and probably exclusive aim: develop learner's linguistic competence
- emphasis on developing oral skills
- metalinguistic knowledge has a low priority

  2. Principles of selection
- types of tasks: oral output, low cognitive load, one mental operation at a time;
- content: mainly non-message bearing linguistic items (held to be useful to the learner), fiction, learner's personal information/opinion (in that order)
- language: common language patterns and their semantic meanings

  3. Principles of sequencing
- tasks: movement from presentation through practice activities towards freer,game-like tasks
- content: unclear (content mainly carries the linguistic syllabus)
- language: simple to complex in terms of surface structure

  4. Subject matter and focus of subject matter
- input and output content mainly non-message bearing individual words, phrases or sentences
- half of the message bearing content is fictional, approximately fifth is factual
- source of content predominantly the materials themselves
- little metalinguistic comment

  5. Types of teaching/learning activities
- learners in a predominantly respond position
- classroom interaction heavily scripted for both teachers and learners
- 15% of tasks require no learner response whatsoever
- reproduction or repetition characterises the majority of the remaining tasks
- limited range of operations required: repeat, retrieve, formulate, decode semantic meaning, select information
- little demand for "deeper" operations such as analysing, hypothesizing, etc.
- mother tongue not called upon
- emphasis on textual knowledge; ideational/interpersonal knowledge 'carry' textual knowledge
- little requirement for negotiation
- group/pair work also characterised by repetition
- emphasis on learner production rather than reception; speaking rather than writing and reading rather than listening. In all cases, most commonly words, phrases or sentences

  6. Participation: who does what with whom
- four basic modes of classroom participation evident: teacher-learner(s) interacting while the class observes, learners in concert together, learners individually simultaneously, and learners in pairs/groups simultaneously
- focus on meaning for 'teacher-learner' and 'learners individually simultaneously' tasks; focus on form for 'learners in concert together' and 'learners in pairs/groups simultaneously'
- content mainly supplied by the materials

  7. Classroom roles of teachers and learners
- unequal distribution of power between teachers and learners, in favour of the former
- both teachers and learners in subordinate position in relation to the materials writer: curriculum decisions taken by the materials writer; materials are 'curriculum packages'
- teacher's role: to manage a preplanned classroom event; not required to consider curriculum issues; scripting attempts to reduce the risk of unpredictability
- Learners' role: to be managed, not required to consider learning or classroom issues, little recognition of the individuality of the learner

  8. Learner roles in learning
- to be taught, undertaking tasks as directed by the materials, via the teacher
- not required to consider learning or classroom decisions
- learning as the gradual accumulation of items accomplished mainly by repetition or reproduction of texts supplied by the materials
- learning as 'work' leading to game-like 'rewards'

  9. Role of the materials as a whole
- to structure the teaching and learning of English, classroom time and classroom interaction
- to provide packages of predetermined curriculum decisions

In terms of the subject matter of tasks, it was found that both their input and output content is largely non-message bearing individual words, phrases or sentences, with half of the remaining message bearing content being fictional, a quarter concerned with information or opinion personal to the learner and a further fifth consisting of 'other facts' (general knowledge, etc). Metalinguistic comment, it appeared, occurred relatively infrequently as the content of tasks. As far as teaching-learning activities are concerned, the overwhelming majority of tasks place learners in a respond position, allowing them little or no control over what they are to say or how they are to say it. Characteristic of many tasks is a requirement on learners to repeat or reproduce content supplied by the materials, with little demand for "deeper" mental operations such as analysing, hypothesizing and so on. This is also true of the majority of tasks in which learners are to work in pairs/groups. The emphasis throughout the materials was found to be on learner production rather than reception, speaking rather than listening, reading rather than writing.

In respect of the proposed classroom roles for teachers and learners, I argued that the overall effect of the materials (if used as indicated) is to place the learners in a dependent position where they are to be managed by the teacher. I noted, however, that both teachers and learners are subordinate to the materials due to the extent of detailed scripting set out in the materials and the fact that no curriculum issues or decisions are raised for consideration. Learning, it appeared, is viewed as a process of the gradual accumulation of linguistic items accomplished mainly through repetition or reproduction - a process which is seen as 'work' deserving the 'reward' of game-like or freer activities. As a whole, I noted, the materials set out to structure the teaching/learning of English, the division and organisation of classroom time and the nature of classroom action. They represented, I argued, attempts to provide complete 'curriculum packages'.

As the second part of the summary shows (Table 3.5B), in terms of the realisation of the materials it was found that they come in 'complete' sets in which the learner's materials have a dependent role vis à vis the teacher's materials. They are monolingual throughout and are highly standardised in terms of numbers of pages and the estimated time for completion. Standardisation also exists across units and between units, with patterning evident in the sequence of classroom work. This patterning, together with the use of an incremental syllabus, helps to sustain continuity in the materials. Only one route through the materials is proposed and explicitly supported (that is, their use in the order in which they presented) with, as one would then expect, only limited means of access into the materials being provided (principally a listing of unit/lesson names and, for teachers, unit/lesson objectives).

Table 3.5B: Summary of the description of the materials: Realisation
2 Realisation
  1. *Place of learner's materials in the set*
    - part of a 'complete' package
    - access into the materials and support facilities (answer keys, transcript etc) provided for the teacher
    - learner's materials in a dependent role vis à vis the teacher's materials
    - learner's materials form focal point for classroom work
  2. *Published form of the learner's materials*
    - monolingual throughout
    - durable and consumable materials for the learners
    - focal point for classroom work provided by learner's durable materials
    - 4 colour for learner's durable materials; 2 colour for other components of set
  3. *Subdivision of the learner's materials*
    - subdivided into 'units' or 'lessons', with standardised no. of pages and estimated time to complete
    - patterning across units or lessons (eg alternating unit type, fiction/fact)
  4. *Subdivision of sections into sub-sections*
    - patterning within units, beginning with a teacher focussed activity, then to language practice (often proceeded/followed by language analysis), concluding with a freer task involving personal involvement/self-expression
    - writing towards the end of a cycle of work
  5. *Continuity*
    - provided by patterning across and within units
    - story or topic overall several units
    - an incremental syllabus
  6. *Route*
    - only one route through material proposed and supported: to use the material in the order presented
  7. *Access*
    - limited means of access into the materials: a listing of unit/lesson names and (for teachers) a listing of unit/lesson objectives.

As I have been at pains to point out, the process of describing the coursebooks has involved a movement through increasing levels of inference, proceeding from physical description through to interpretation of the materials. The task which confronts me now, therefore, is to endeavour to identify factors or influences which may account for the nature of the materials as I have described them, that is, to consider the materials at the level of explanation. As I explained in Chapter 1, in order to do this, I propose to examine them from the perspective of a number of 'windows'. The first of these, taken up in Chapter 4, is a perspective conventionally adopted in the discussion of language teaching, that is, to consider the relationship between the materials and contemporary thought in Applied Linguistics. The three chapters which follow that chapter, however, will view the materials rather differently. Chapter 5 will endeavour to see the materials as products of social action on the part of individual authors and consider the extent to which the materials appear to reflect the authors' personal perceptions and views. The next chapter, Chapter 6, will then consider materials as organisational outputs, shaped by the goals and premises adopted within the organisation of the publishing house. The final explanatory window which I will adopt will take a much broader perspective, focussing on a consideration of macro-sociological forces, such as the maintenance of relations of power and authority, and the extent to which these forces may account for the nature of the materials as described.

In adopting these various windows onto the materials, however, it is important to realise that, in common with any explanatory or descriptive tool, each will provide only a partial account. I do not, therefore, see these windows so much as competing but rather as complementary perspectives, each adding to an understanding of the factors which may underlie the nature of the materials. Nor do I view these windows as exhaustive; there are doubtless many other possible

perspectives which could be taken on the materials.[8] As I will argue later, the four windows which I have chosen, however, would seem to be logical ones to utilise in attempting to account for the materials. As the review of descriptive models in Chapter 2 showed, the impact of applied linguistic thought on materials is considered significant by many writers and therefore demands attention. Similarly, the contributions of authors and publishing houses in the production of materials seem, of necessity, to be important and therefore worthy of closer examination. Considering the role of academic thought, the views and perceptions of individual authors and the collective goals of publishing houses, however, prompts consideration of a wider context which may embrace each of these three perspectives, and it is therefore for this reason that my fourth window will examine the extent to which the materials I have analysed reflect macro-sociological forces.

At this point, therefore, I would now like to turn to my first window on the materials and consider the extent to which they may be accounted for in terms of the impact of applied linguistic thought.

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[8] To take a few examples from a range of other fields of enquiry, Toynbee (1957);, finds an explanation for historical events in climate and geographical location; Ohsawa (1965) sees human action as reflecting diet; Berne (1964) sees a parent-child relationship as accounting for much of what we do; whilst, closer to home, Stevick (1980:8-10) points to "the denial of death" as a unifying principle behind what people do in classrooms. Each of these would appear to be possible, though perhaps unconventional, perspectives to take on materials design.