



Linnæus University

Sweden

BA Thesis

Grammar in English as a Foreign Language Workbooks

*A Mixed Methods Analysis of Grammar Tasks in
Year 8 Workbooks published in Sweden*



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Abstract

This study investigates how grammar is presented in some commonly used EFL workbooks aimed at teachers teaching year 8 students in Swedish comprehensive school. Six workbooks are examined: the Awesome 8 Activity Book, the Good Stuff Gold C Workbook Year 8, the Wings 8 Workbook, the Happy Year 8 Workbook, and the Sparks 8 Workbook.

Using a mixed methods approach, this study examines what types of grammar tasks are found in the workbooks, how grammar rules are presented, and what language (English or Swedish) is used to give explanations and instructions. Workbooks are a commonly used resource for foreign language teaching. A special focus is laid on how far the approach to teaching grammar suggested by the workbooks is compatible with the requirements of the Swedish curriculum (Lgr 11) and the Swedish national syllabus.

This study is important as it provides useful insight into how grammar is treated in commonly used workbooks, and as it can provide some guidance to teachers as to how they can adapt the grammar tasks proposed by the workbooks.

Keywords

EFL teaching, grammatical competence, communicative language teaching, EFL workbooks

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Table of contents

1	Introduction	1
1.1	<i>Aim of Study and Research Questions</i>	2
2	Theoretical Background	3
2.1	<i>What Is Grammar</i>	3
2.2	<i>Grammar in the Steering Documents and the CEFR</i>	4
2.2.1	Grammar in the Swedish Curriculum Lgr 11 and the Syllabus for English	4
2.2.2	Grammar in the CEFR and the Core Inventory for General English	5
2.2.3	Communicative Competence and Grammatical Competence	6
2.3	<i>Grammar Teaching and Learning: Different Approaches</i>	7
2.3.1	The Grammar-Translation Method	7
2.3.2	The Natural Approach	8
2.3.3	Grammar and Communicative Language Teaching in the EFL Classroom	9
3	Material and Method	10
3.1	<i>Material</i>	10
3.1.1	Choice of Material	10
3.1.2	Description of Material	10
3.2	<i>Method of Data Analysis</i>	11
3.2.1	Workbook Analysis	11
3.2.2	Method	12
3.2.3	Evaluation Framework	12
3.3	<i>Limitations</i>	16
4	Results	16
4.1	<i>Grammar in the Workbooks: Number of tasks, Presentation of Tasks, and Language of Instruction</i>	17
4.2	<i>Type of tasks</i>	22
5	Discussion and Conclusion	30
6	References	33
6.1	<i>Primary Sources</i>	33
6.2	<i>Secondary Sources</i>	33

Appendices

Appendix 1 – Core Inventory for General English Grammar Teaching Recommendations Levels A1 to B1



1 Introduction

The place of grammar teaching in the foreign language classroom has been a much-debated issue (Rama and Agulló, 2012: 179). According to Thornbury, the grammar debate has absorbed theorists as well as practitioners for a long time. He claims further that the history of language teaching is fundamentally the history of claims and counterclaims for and against the teaching of grammar (Thornbury, 1999: 14). While grammar teaching may have lost its central place with the upcoming of the communicative approaches in the 1970s, it has regained part of its former status. There is now a common consensus that grammar is important and should be taught (Richards and Renandya, 2005: 145).

The Swedish curriculum for compulsory school, preschool class and school-age educare, abbreviated Lgr 11, as well as the English syllabus for years 7 to 9, define the central goal of teaching and learning English as a communicative one. Thus a student graduating from year 9 should have gained the ability to communicate in the English language via speech or writing (Lgr 11: 11). By doing so, Lgr 11 clearly favours communicative teaching methods. These methods usually attach a less or no importance at all to grammar teaching (Ellis, 2002: 17). This is reflected in the English syllabus for years 7-9 where grammar is merely mentioned in two places: once under “Listening and reading – reception” and once under “Speaking, writing and discussing – production and interaction” (Lgr 11: 37). It can thus be argued that although grammar teaching and learning are given a minor role, both are included and therefore part of the central content of the English syllabus.

While it is unquestionable that students studying English in a Swedish comprehensive school should acquire some knowledge about English grammar, the ‘when’, ‘what’ and ‘how’ are subject to much confusion and many questions. The main reason for this may be the role that teaching and learning grammar is given in Lgr 11 and the English syllabus for Swedish compulsory school. Because of the clear stance for a communicative approach to teaching English in the steering documents, there seems to be an underlying implication that grammar should not be taught in the traditional way by learning grammar rules and practising grammar with the help of isolated exercises. Instead, Lgr 11 and the English syllabus seem to suggest an approach to teaching English, and hence English grammar, in a way that is similar to the acquisition of a first language (L1) or at least similar to a second language (L2). This is supported by the claim made by the Swedish Schools Inspectorate in a report published in 2011 where they stated that Swedish students learn fifty per cent of their English in school, while the rest of the language is acquired outside of school through the media (Skolinspektionen, 2011: 8). The English syllabus for the Swedish compulsory school reflects this by stating that the English language surrounds us in our everyday lives (Lgr 11: 34).

In the EFL-classroom teachers’ beliefs about and attitude towards grammar are of great importance. According to Borg, teachers’ theories on how language should be taught and learned often consist of their implicit understanding of how teaching and



learning take place (Borg, 1999: 157). These theories are acquired through professional and educational experiences in their lives (Borg, 1999: 157). It could thus be said that what a teacher experienced as a learner and as a teacher influences the choices about grammar teaching a teacher makes in his or her classroom. Hence, what teachers believe about grammar teaching is influenced by many factors such as their own practical experiences in the classroom and the official documents that regulate what students attending a Swedish comprehensive school should learn when studying English.

Coursebooks used for teaching purposes in the classroom are also likely to have an influence on the teacher's choices concerning what to teach and how to teach. When choosing a particular set of coursebooks to work with, choices concerning what to teach are, to a certain extent, dictated by the coursebooks (Thornbury, 1999: 8). According to Skolverket coursebooks are still widely used in the EFL classroom (Skolverket, 2006: 10). There is some if little, research on EFL textbooks. However, not much research on workbooks, which commonly supplement textbooks, has been done. Workbooks can constitute a convenient resource for different types of exercises, for example, grammar tasks. Therefore an investigation of how grammar is treated in workbooks could yield relevant information about which grammar teaching choices these materials suggest and in how far the requirements made by the curriculum and the syllabus are met as concerns grammar teaching. This study hopes to supply teachers with relevant information when having to make choices about which workbooks to use.

1.1 Aim of Study and Research Questions

This study focuses on the theoretical analysis of the grammar components found in workbooks available to year eight teachers and students in Sweden. As this is a small scale study certain choices had to be made. Due to the very limited time frame and resources available for this study, I have chosen to base this study on theoretical findings from the workbook analysis and to ground the interpretation of the subsequent results in already existing research on grammar teaching in the EFL classroom. The following aspects will be examined:

1. Which method of grammar teaching do the workbooks suggest?
2. To what extent and how do the workbooks available to students and teachers match the requirements made by the Swedish national curriculum and the English syllabus?



2 Theoretical Background

Before examining how grammar is presented in workbooks available to EFL teachers in Sweden, we need to define some important terms and explain some of the concepts underlying this study. This section will examine different definitions of the term grammar relevant to this study. This will be followed by an overview on how grammar is treated in the Swedish steering documents Lgr 11 and the syllabus for English. Moreover, two relevant documents underlying the steering documents will be investigated: the Common European Framework of Reference for Languages (henceforth CEFR) and the Core Inventory for General English.

2.1 What Is Grammar

How the term 'grammar' is defined is highly dependent on the 'who' and the 'when'. Common dictionaries usually define grammar as "a system of rules that defines the grammatical structure of a language" (Merriam-Webster, 2019) or "the study or use of the rules about how words change their form and combine with other words to express meaning." (Dictionary.cambridge.org, 2019). However, researchers and teachers alike will define grammar according to their beliefs about grammar. Hence the resulting definitions always reflect the researchers' or teachers' attitude towards grammar. So what is grammar?

W. Nelson Francis, an American linguist, coined three definitions of grammar. According to him, one of the things we mean when talking about grammar is a "set of formal patterns in which the words of a language are arranged in order to convey larger meanings." (Francis, cited in Hartwell 1985: 109). However, the word grammar can also designate a "branch of linguistic science which is concerned with the description, analysis, and formalization of formal language patterns." (Francis, cited in Hartwell 1985: 109). The last definition of grammar he offers is that of "linguistic etiquette." (Francis, cited in Hartwell 1985: 109).

However, in regard to the communicative approach to language teaching, the definitions of grammar mentioned above are not wholly satisfying. When the ultimate goal of learning a language is to communicate, i.e. to understand and be understood, grammar needs to be defined as a tool for producing meaning. From a communicative perspective, meaning is produced in speech and in writing. If grammar is to be taught, it is thus to be taught as a tool to enhance communication. Therefore the grammar items taught in the communicative classroom must satisfy the learner's needs for both written and oral communication. One possible definition of grammar in this respect could be that grammar is a means to describe how people use linguistic resources to achieve their communicative purposes (C. Pennington, 2002: 81). Another suitable definition could be that grammar is the knowledge about when to use certain forms to transmit and present meaning that matches our intentions in a particular context (Larsen-Freeman, 2002: 105).



For this study, the more traditional definition of grammar as set of rules as well as the two definitions describing grammar as a tool to produce meaning will be relevant.

2.2 Grammar in the Steering Documents and the CEFR

This section is concerned with how grammar is represented in Lgr 11, the syllabus for English, and the CEFR, as well as how these documents are connected to each other. The terms communicative competence and grammatical competence will be investigated.

2.2.1 Grammar in the Swedish Curriculum Lgr 11 and the Syllabus for English

According to the Swedish curriculum for the compulsory school, preschool class and school-age educare Lgr 11, every compulsory school has to make sure that the students who graduate from compulsory school are able to “communicate in English, both in the spoken and written language.” English is thus not a language that students choose to learn, but it is compulsory. According to the English syllabus for Swedish compulsory school, the aim of teaching English should be to provide students with the opportunity to develop “all-round communicative skills.” (Lgr 11: 34) Lgr 11 defines “all-round communicative skills” in terms of the students’ ability to communicate confidently and appropriately in writing and in speech (Lgr 11: 34). Grammar is not directly mentioned in the definition. However, it is implied that students need to acquire some knowledge about how to use the language they are learning. Grammar can be understood as an underlying skill in this context. One reason for this is that the commentary to the syllabus does not mention grammar in the explanation given for what is meant by “all-round communicative skills.” (Skolverket, 2017: 7). In the syllabus, it is explained further that the teacher should provide students with the opportunity to communicate in speech and in writing, as well as teach them how to “adapt language for different purposes, recipients and contexts.” (Lgr 11: 34-35). Again, the term grammar is not mentioned but can be seen as an underlying skill needed in order to adapt language to different contexts. For example, saying “I ain’t coming to the party on Saturday.” might be an alright thing to say when speaking to your best friend, but when addressing your boss in an e-mail you may want to write “I would like to inform you that I will not be able to attend the party on Saturday.” Thus, in order for the students to decide how they should express themselves in a certain situation, they need to have some kind of grammatical understanding whether it be conscious or unconscious. In the core content of the two aspects “listening and reading – reception” and “speaking, writing, and discussing – production and interaction” the terms “grammatical structures”, “sentence structures” and “register” are mentioned, all of which can be considered to be aspects of grammar (Lgr 11: 37).



In summary, we can establish that Lgr 11 defines the central goal of learning English as a communicative one by stating that students should be able to “communicate in English, both in the spoken and written language” (Lgr 11: 11). Thus it can be deduced that the underlying approach to language teaching in Lgr 11 and the English syllabus is a communicative approach. It is also important to note that Lgr 11 and the English syllabus have a clear connection to the CEFR (Skolverket, 2017: 5). It can thus be deduced that the definition of communicative competence, the suggested core content, as well as the proposed skills progression given in Lgr 11 and the English syllabus, are in line with the definition, suggested core competencies and proposed skills progression found in the CEFR.

2.2.2 Grammar in the CEFR and the Core Inventory for General English

While neither the Lgr 11 nor the English syllabus excludes grammar, they do not seem to take a clear stance on the ‘when’, ‘what’ and ‘how’. However, some guidance as to the ‘when’ and ‘what’ can be found in the CEFR. According to the commentary to the English syllabus, year 7 to 9 students should be at a skill level between A 1.2 and B 1.1. (Skolverket 2017: 5). According to the CEFR, a language learner at the level A1 should be able to use and understand familiar everyday expressions and very basic phrases needed to satisfy the language learner’s communicative needs. Such needs can be the ability to introduce oneself and to ask and answer questions about people and things known to the language user. At this level the language learner should be able to interact with others in the target language provided the communication partner speaks slowly, clearly, and simply (Goullier, 2006: 37). At level A 2 the language learner should be able to understand and use frequently used expressions and sentences relevant to the language learner’s everyday life and everyday needs. Such needs can be to communicate about family, shopping, or local geography (Goullier, 2006: 37). A language learner who has reached level B 1 should be able to understand and express the main points of clear standard communication about known matters such as family, work, leisure, and school. The language learner should be able to communicate in most situations where spoken language is used, such as travel. S/he should also be able to write simple connected texts about familiar topics and topics of personal interest. The language learner should also be able to communicate more abstract matters such as experiences, dreams, hopes, and ambitions, as well as provide short reasons and explanations for opinions and plans (Goullier, 2006: 37).

As far as grammatical competence is concerned a language learner, at skill level A1, should be able to use a few simple grammatical structures and sentence patterns in a learnt repertoire. At skill level A 2, the learner should be able to use some simple grammatical structures correctly. Though s/he might still make mistakes, this should not compromise what s/he is trying to communicate. At the B 1 skill level, the learner can be expected to use the grammatical structures needed when communicating about everyday life, dreams, plans, experiences, and so on



(Goullier, 2006: 99). This can be considered to partly answer the questions ‘what’ and ‘when’.

The Core Inventory for General English published by the British Council in 2015 provides a very clear definition of what grammatical items and structures a learner should learn at a certain skill level (British Council, 2015: 11; see appendix 1). Some recommendations for suitable grammar points to teach at levels A1 and A2 include adverbs of frequency, the present simple, adverbial phrases of time and future time (British Council, 2015: 11).

None of the grammatical items listed in the Core Inventory for General English are mandatory at the given skill level, but the items listed can provide teachers with an idea of which grammatical items would be suitable to include at a certain skill level.

2.2.3 Communicative Competence and Grammatical Competence

According to Canale and Swales ‘communicative competence’ is a term that describes a set of three interactive competences. One of these three competences is the knowledge of the rules of grammar or grammatical competence. The other is the knowledge of the rules of language rules or sociolinguistic competence (Canale and Swain, 1980: 6, 27). The third one is called strategic competence or knowledge of communication strategies (Canale and Swain, 1980: 27). The interpretation of the term ‘communicative competence’ could thus be that all three competences are needed to gain communicative competence. Subsequently, a person who has communicative competence would need to have knowledge of underlying grammatical principles, knowledge of how to use language in a social context in order to fulfil communicative functions and knowledge of how to combine utterances and communicative functions with respect to discourse principles.

The definition of communicative competence given in the CEFR mirrors the definition provided by Canale and Swales. Thus, according to the CEFR, communicative competence consists of three components: a linguistic, a sociolinguistic, and a pragmatic component (Goullier, 2006: 15-17). The linguistic component comprises grammatical competence, phonological and orthographic competence, and lexical competence (Goullier 2006, 2006: 15-16). The sociolinguistic component comprises the knowledge and skills required to be able to adapt language to different situations and context. This means that language users have to have an understanding of social relations and conventions, language conventions such as idioms, differences of register, and knowledge about dialects and accents (Goullier, 2006: 16). The pragmatic component is mainly concerned with coherence and cohesion (Goullier 2006: 16-17).

But what are all-round communicative skills according to Lgr 11 and the syllabus for English? The syllabus provides the following definition:

“These skills involve understanding spoken and written English, being able to formulate one’s thinking and interact with others in the spoken and written language,



and the ability to adapt use of language to different situations, purposes, and recipients. Communication skills also cover confidence in using the language and the ability to use different strategies to support communication and solve problems when language skills by themselves are not sufficient.” (Lgr 11, p. 34)

It should be safe to state that the definition of communicative competence given in Lgr 11 to some extent mirrors that given by the CEFR and that this definition includes grammatical competence by stating that students should be able to adapt their language to situational and social conventions. Grammatical competence can be defined as a partial competence of communicative competence. However, for this study, a more specific definition of grammatical competence is needed.

A definition of grammatical competence relevant in the context of foreign language learning in a school environment is that grammatical competence consists of having theoretical knowledge about grammar rules, and knowledge on how to transform this theoretical knowledge into practical language skills (Millrood, 2014: 260). These practical language skills comprise the students being able to construct and understand sentences that are grammatically and socially acceptable, to judge grammatical correctness and correct errors they make, and to perform testing tasks (Millrood, 2014: 260).

2.3 Grammar Teaching and Learning: Different Approaches

In this section the two most relevant methods as concerns grammar teaching in relation to my study will be presented: the Grammar-Translation Method and the Natural Approach. Furthermore, the implications a communicative approach entails for grammar teaching in the EFL classroom will be discussed.

2.3.1 The Grammar-Translation Method

The Grammar-Translation Method is an approach to foreign language teaching that, as the name implies, focuses on grammar and translation. The main goal of this approach is to enable students to read and understand texts in the foreign language (Richards and Rogers, 2001: 5). The language of instruction is the students' mother tongue (Richards and Rodgers, 2001: 5). This method entails a clear focus on written language. Students spend large amounts of time reading and translating (Nunan, 2015: 8). When it comes to grammar teaching, the focus lies on the explicit teaching of grammar rules (Nunan, 2015: 8). The grammar rules are then practised through translation tasks (Richards and Rodgers, 2001: 6). The Grammar-Translation Method can be said to have been the dominating method in foreign language teaching throughout Europe since the 19th century, and it still is the most widely used method in some parts of the world (Richards and Rodgers, 2001: 6).



From a communicative perspective, the downsides of this method are that students do not learn to master spoken language and that this method can be difficult to use in multilingual classrooms (Nunan, 2015: 8). However, it has to be kept in mind that the Grammar-Translation Method was meant to transform students into competent readers and writers of a foreign language (Richards and Rodgers, 2001: 5). Thus, this method does entail advantages when trying to develop students' writing and reading skills. The Grammar-Translation Method clearly has the advantage of being less time consuming for teachers as less preparation time is needed (Richards and Rodgers, 2001: 6). It also allows for the extensive use of the dominant L1 in the EFL classroom, as students compare the dominant L1 with the foreign language they are learning via translation (Richards and Rodgers, 2001: 6).

2.3.2 The Natural Approach

The Natural Approach, as described by Krashen and Terrell, constitutes a way of teaching a second or a foreign language based on mainly two assumptions. The first assumption is that language should not be learned but acquired. According to the Natural Approach, acquisition is the natural way of becoming competent in a foreign or second language (Richards and Rodgers, 2001: 181). The second assumption is that language is acquired through comprehensible input only (Krashen and Terrell, 1995: 1). In order for learners to acquire English as a foreign language, only English is to be used in all classroom communication (Krashen and Terrell, 1995: 2). The underlying theory of language is that the primary function of language is communication (Richards and Rodgers, 2001: 179). Thus the Natural Approach is an example of a communicative approach. According to Krashen and Terrell, a foreign language is acquired by practising to communicate in the new language in authentic situations (Krashen and Terrell, 1995: 7). Language is thus acquired through an unconscious process, in a similar way to how a native language is acquired. Krashen and Terrell state that the Natural Approach is best suited for beginners (Krashen and Terrell, 1995: 1). This would make the Natural Approach suitable for English language year 7 to year 9 learners in Swedish comprehensive schools who usually are somewhere between the skill levels basic user and intermediate (independent user) (Skolverket, 2017: 5).

Grammar teaching does not have a place in the Natural Approach. According to Krashen and Terrell, explicit grammar instruction is to be avoided and if a teacher should feel the need to explain grammar in the classroom the explanation given should be short, simple, and in English (Krashen and Terrell, 1995: 7, 144).

The Natural Approach can be said to have its merits, especially for younger learners who have not come into contact with formal language teaching, i.e. language with an explicit focus on rules about language, or have experienced very little formal language teaching. Children in lower elementary school, especially in grades 0-3, may profit from this approach as the focus lies on natural and playful communication rather than on accuracy (Nunan, 2016: 68-81). The approach is well suited for beginners (Richards and Rodgers, 2001: 184). One of the



downsides of this approach, with regard to the requirement made by the syllabus for English as concerns the students' ability to communicate in both speech and writing (see Lgr 11: 34, 37), is that it primarily focuses on the speaker's ability to communicate fluently in a foreign or second language without paying much attention to accuracy (Richards and Rodgers, 2001: 184). Another downside is that this approach is built on research in second language acquisition, and not foreign language acquisition (Richards and Rodgers, 2001: 183). As concerns grammatical accuracy, this particular approach bears the risk of rewarding successful communication for its own sake, thus rewarding incorrect language at the same time (Higgs and Clifford, 1982: 78).

2.3.3 Grammar and Communicative Language Teaching in the EFL Classroom

There are, of course, other approaches to communicative language teaching than the Natural Approach, for example, approaches with a focus on meaning (de Oliveira and Schleppegrell 2015: 25, focus on form and function (see Richards, 2002: 35-50; de Oliveira and Schleppegrell, 2015: 19, 25, 41-42; and Pennington, 2002: 77-98), or the Principled Communicative Approach (Arnold, Dörnyei and Pugliese, 2015: 5-10). These other approaches may be more adapted to an EFL environment and hence allow for more flexibility as far as grammar teaching and the use of the L1 in the classroom are concerned.

When it comes to grammar teaching in the communicative classroom Fotos suggests a combination of "structural and functional instruction with communicative activities" (Fotos, 1998: 302; Hinkel and Fotos, 2002: 5). There are, in fact, several good reasons why structural or formal grammar instruction should be combined with functional instruction (focus on meaning). One such reason is that students in an EFL classroom might not notice and negotiate grammar points on their own, even if sufficient, relevant input is supplied by the teacher (compare with Foster, 1998: 1, 18). Another reason is that opportunities to communicatively use target structures are usually lacking in an EFL setting inside the classroom, as well as outside the classroom (Fotos, 1998: 304). Yet another reason is that students may not know what they should be noticing when they are only provided with comprehensible input without having received formal instruction about what they should be noticing as concerns grammatical form and function. According to Ellis, learners display strategic competence in avoiding a grammatical focus while performing a communicative task, unless the teacher has made the grammatical focus very clear prior to the communicative task (Ellis, 2002: 25). This suggests that focus on form tasks as proposed by Fotos may profit EFL learners' development of grammatical competence (see Fotos, 1998: 306). One could argue that this teaching strategy results in a weak communicative approach (Howatt, 1984: 279) or shallow-end approach (Thornbury, 1999: 22). The Principled Communicative Approach also advocates that there should be a focus on accuracy within the communicative approach by focusing on form (Arnold, Dörnyei and Pugliese, 2015: 7, 10).



3 Material and Method

This section provides brief information on the materials chosen for this study and on why these were chosen. Furthermore, information on the choice of methods will be given. Lastly, the limitations of this study will be briefly discussed.

3.1 Material

3.1.1 Choice of Material

This study examines workbooks that are currently available to year 8 teachers in Sweden. My own investigation showed that grammar rules and grammar tasks are not present in EFL textbooks. Consequentially the decision to focus on workbooks only was made. I have chosen to focus on workbooks available in print. This choice was made for reasons of economy and accessibility. I am well aware of the fact that digital coursebooks, usually comprising textbook and workbook in one, exist and that these are, according to my own experience, widely used in Swedish comprehensive schools. However, during my work-based teacher training, I noticed that a lot of schools still use printed coursebooks parallel to the digital materials. The selection of workbooks used for this study is based on the workbooks I have encountered at schools during my work-based teacher training. All the workbooks chosen for this study claim, according to the information given on the respective publisher's website, to be based on the requirements made by Lgr 11.

3.1.2 Description of Material

The books chosen for this study are:

- Childs-Cutler, A. and Gentili Cronholm, A. (2017). *Awesome 8 Activity Book*. Stockholm: Sanoma utbildning.
- Coombs, A., Bayard, A., Hagvörn, R. and Johansson, K. (2013). *Good Stuff Gold C Workbook Year 8*. 6th ed. Stockholm: Liber.
- Frato, K., Cederwall, A., Rinnesjö, S., Davison Blad, G., Glover, M., Hedberg, B. and Malmberg, P. (2016). *Wings 8 Workbook*. Stockholm: Natur & Kultur.
- Peterson, L., Sutcliffe, C., Johansson, K. and Bergman, K. (2013). *Happy Year 8 Workbook*. Malmö: Gleerups.
- Taylor, J. (2017). *Sparks 8 Workbook*. Malmö: Gleerups.



All of these books are teaching materials aimed at year 8 students in Swedish comprehensive school, that are part of different series of basic teaching materials for the EFL classroom.

3.2 Method of Data Analysis

This section provides information on the research method used for this study, followed by a short outline of the evaluation framework used to categorize data.

3.2.1 Workbook Analysis

Workbooks are widely used in today's classrooms. Workbooks provide teachers and students with a clear framework and a range of methodological options (Summer, 2011: 87). They also present different approaches to teaching grammar. This study will focus on how grammar is presented in EFL workbooks, and which type of tasks workbooks offer to practice grammar. Thus only those parts of the workbooks that deal with grammar will be examined and analysed.

In order to gain comprehensive and relevant data, a theoretical workbook analysis was employed. A theoretical analysis uses a specific evaluative framework to conduct the analysis of the different coursebooks (Summer, 2011: 87). This framework consists of a descriptive analysis by means of quantitative data and a critical evaluation by means of qualitative analysis (Summer, 2011: 90). The theoretical analysis of the different teaching materials will result in an evaluation of the materials examined. This particular method was chosen, because it may yield interesting and useful information on how well the workbooks chosen for this study function as a guide for teachers when having to choose which grammar aspects to teach, as well as how to teach them. The theoretical analysis can also provide information on how well the teaching materials examined are in line with the Swedish national curriculum Lgr 11 and the syllabus for English. This is particularly interesting as Lgr 11 and the syllabus for English are the steering documents that teachers need to comply with. Another important reason for this choice of method is the premise that a theoretical analysis of the materials is not limited to a particular situation and group (Summer, 2011: 87).

The intention of this study is not to criticize the authors and publishers of the books examined, but to provide teachers with useful information when having to choose which material should be used when teaching grammar. Hopefully, this study will also help teachers to adopt a critical perspective when working with different teaching materials, encouraging them to supplement grammar tasks as they are found in different workbooks.



3.2.2 Method

For this study, a mixed methods approach was chosen. The reason for this lies in the nature of this study. This study strives to provide a qualitative evaluation of workbooks used to teach English to year eight students, based on quantitative data.

To collect relevant data quantitative research was used, resulting in numerical data that can be represented in charts and graphs. One of the advantages of quantitative research is that the research process is systematic, focused and controlled (Dörnyei, 2007: 34). Another advantage is that data produced via quantitative research is usually perceived to be precise and reliable (Dörnyei, 2007: 34). However, as quantitative research is primarily concerned with collecting data that will result in empirical data that can be used for various statistics (Dörnyei, 2007: 24), the exclusive use of quantitative research would not have been sufficient on its own to produce the results this study aims to produce. Therefore, I have chosen to complement the empirical data of my findings with qualitative analysis. Although qualitative research has some weaknesses, for example concerning generalizability, sample size and researcher bias (Dörnyei, 2007: 41), it does have advantages. Employing a qualitative method when analysing and interpreting the data I have found, ensures that more complex questions, such as to what extent and how the materials chosen for this study match the requirements of the Swedish national curriculum and the English syllabus, can be answered in more depth. One of the great strengths of qualitative research is that it allows the researcher to explore complex phenomena due to its more explorative nature (see Dörnyei, 2007: 39). In choosing a mixed methods approach, this study aims to combine the strengths of both methods.

3.2.3 Evaluation Framework

In order to conduct the proposed study, and in order to collect comparable data, a descriptive framework was devised. The framework for this study was inspired by Summer's study on grammar in textbooks (see Summer, 2011: 203-290). The categories used for data collection have been modelled after the categories proposed by Askelad in her Master's thesis on grammar tasks in textbooks (Askelad, 2013: 75). However, as my research questions, and thus the categories needed to guide my research, differ from Askelad's, the categories have been adapted to the needs of this study.

The categories chosen to present the results of this study are dictated by the materials used. The categories used to provide a general description of the workbooks are: grammar tasks total, other tasks total, integrated grammar section, separate grammar section, language of instruction (language used to give task instructions and provide explanations of grammar rules).

The categories chosen to describe the type of grammar tasks featured in the workbooks are: translation (TL), fill in the gap (FG), transformation (TF),



Composition (Comp), oral production (OP), discovery/noticing (Dis/Note), and other (O).

In a typical translation task, students are asked to translate sentences or single words from Swedish into English or English into Swedish (see Figure 1).

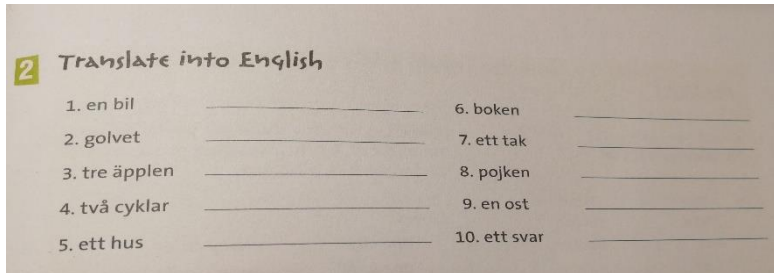


Figure 1: Translation (Peterson et al., 2013: 109)

The number of translation tasks in each of the workbooks varied. 41,55 % of the grammar tasks found in the Good Stuff Gold C workbook were translation tasks. In the case of the Wings 8 workbook, 40,7 % of all grammar tasks were translation tasks. 35,7 % of the grammar tasks contained in the Happy Year 8 workbook were translation tasks. The Awesome 8 Activity Book featured the lowest percentage of translation tasks with only 3,75 %. Only the Sparks 8 workbook contained no translation tasks.

In a typical ‘fill in the gap’ task students are required to fill in missing words in the correct grammatical form (see Figure 2).

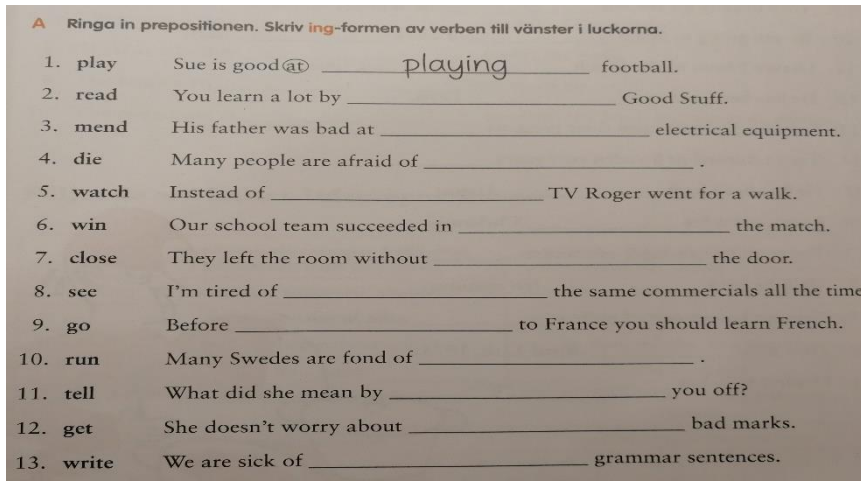


Figure 2: Fill in the gap (Coombs et al., 2013: 154)

52,9 % of the grammar tasks featured in the Sparks 8 workbook are ‘fill in the gap’ tasks. In the case of the Good Stuff Gold C workbook, 36,36 % of all grammar tasks



are 'fill in the gap' tasks. 30,35 % of the grammar tasks in the Happy Year 8 workbook, 28,7 % of the grammar tasks in the Awesome 8 Activity Book, and 16,6 % of the grammar tasks in the Wings 8 workbook are of this task type.

A transformation task asks students to transform or change the grammatical form of a single word or a whole sentence (see Figure 3).

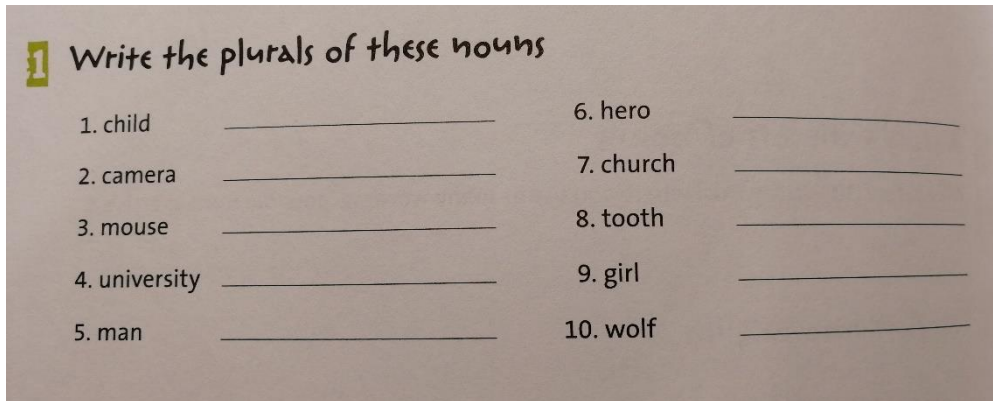


Figure 3: Transformation (Peterson et al., 2013: 112)

28,7% of the grammar tasks contained in the Awesome 8 Activity Book were transformation tasks. 12,98 % of the grammar tasks in the Good Stuff Gold C workbook, 10,7 % in the Happy Year 8 workbook, 8,33 % of the grammar tasks in the Wings 8 workbook, and 0 % of the grammar tasks in the Sparks 8 workbook are transformation tasks.

Composition tasks require students to formulate a text or sentences (see Figure 4).

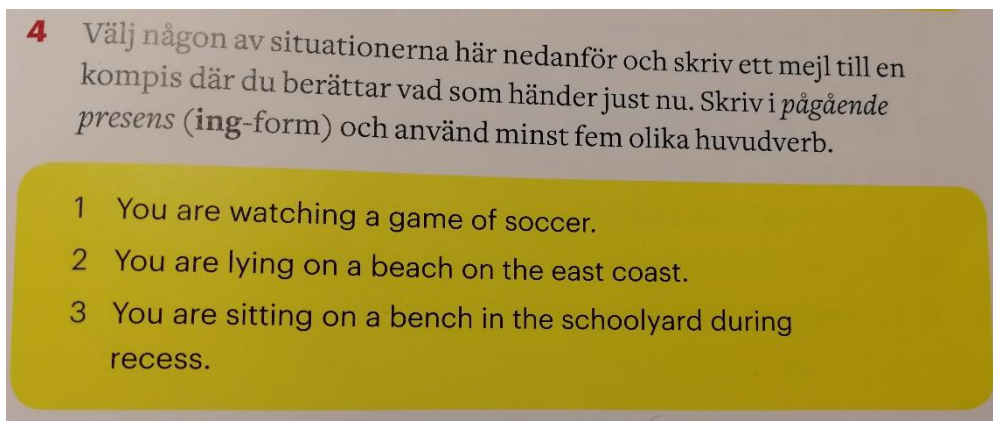


Figure 4: Composition (Frato et al., 2016: 29)



Of all the grammar tasks contained in the Happy Year 8 workbook, 19,6 % are composition tasks. 15,7 % of the grammar tasks in the Wings 8 workbook, 10,7 % of the grammar tasks in the Awesome 8 Activity Book, 5,88 % of the grammar tasks in the Sparks 8 workbook, and 2,59 % of the grammar tasks in the Good Stuff Gold C workbook are also composition tasks.

An oral production task asks students to talk about a certain topic using a specific grammatical feature (see Figure 5).

C What are your plans?
Use will or going to and answer the questions. What are your plans for ...

this afternoon? _____

this evening? _____

tomorrow? _____

this weekend? _____

next summer? _____

D Tell a friend about your plans in exercise C.

Figure 5: Oral production (Childs-Cutler and Gentili Cronholm, 2017: 165)

3,75 % of all the grammar tasks in the Awesome 8 Activity Book are oral production tasks. All the other workbooks examined contained no such tasks, i.e. 0 % in all cases.

A discovery or noticing task requires students to notice or discover certain grammar points and to discuss them (see Figure 6).

13 Läs igenom exemplen här nedanför tillsammans med en kompis och försök formulera en regel.

1 cold, colder, the coldest

2 interesting, more interesting, the most interesting

3 bad, worse, the worst

Figure 6: Discovery/Noticing (Frato et al., 2016: 33)



15,7 % of all the grammar tasks in the Wings 8 workbook, 14,28 % of all the grammar tasks in the Awesome 8 Activity Book, 11,76% of all the grammar tasks in the Sparks 8 workbook, and 1,29 % of all the grammar tasks in the Good Stuff Gold C workbook are discovery/noticing tasks. The Happy Year 8 workbook featured no such tasks.

All tasks that do not fit any of the above-mentioned categories have been included in the category other. The tasks included in this category are very different from each other. The attempt to categorize the tasks included in this category into separate categories would have resulted in categories with very small sample sizes. Thus I have chosen to neglect this category in my analysis.

3.3 Limitations

This study is a small scale study, relying on the theoretical workbook analysis of a selection of five workbooks available on the Swedish market. As a researcher, I am aware of the fact that a selection of different books might have yielded different results. Furthermore, it should be acknowledged that some Swedish comprehensive schools may use digital coursebooks which combine both, textbook and workbook. However, the workbooks chosen for this study were selected because I have encountered these during my practical teacher training in classrooms. This should result in data and a subsequent analysis that yields useful information for teachers faced with the question of how to use workbooks when teaching grammar. I chose not to conduct interviews with teachers or classroom observations, which might have led to relevant information on how teachers actually use workbooks to teach grammar in their classrooms. The process of collecting data via interviews and classroom observation is rather time-consuming and would have exceeded the time frame set for this study. The claims made in this study as to how the workbooks may be used by teachers to teach grammar and as to what style of grammar teaching they encourage are based on the researchers' own interpretation of the results of this study and the experiences gathered during her practical teacher training. This may lead to a biased interpretation of the results. However, I believe that this study, despite its limitations, may still lead to useful information to be used by teachers. I also hope that this study might inspire further investigations on grammar teaching in Swedish EFL classrooms.

4 Results

In this section, the results of my analysis will be presented and discussed. Although workbooks are a supplement to textbooks, they merit further investigation in the context of grammar teaching. All of the workbooks used in this study deal with grammar in some way and all of them offer various grammar tasks.



The following sections investigate different sets of aspects linked to the presentation of grammar points and the type of exercises devoted to grammar in the workbooks. The results for each set of aspects will be presented.

The first section investigates how many of the exercises or tasks in the workbooks are devoted to grammar, whether grammar rules and grammar tasks are presented as integrated content or in a separate grammar section, and which language is used to present grammar rules and give grammar task instructions. These aspects were chosen because I believe they can yield information about which status is ascribed to grammar in the workbook, and about which language, in the case of this study Swedish or English, is preferred as a medium for instruction. Information on whether grammar is seen as separate from other aspects of English can also be derived. The information gathered may then be used to discuss whether the way grammar is treated in the workbooks is in line with the communicative approach as endorsed by Lgr 11 and the syllabus.

4.1 Grammar in the Workbooks: Number of tasks, Presentation of Tasks, and Language of Instruction

The first aspect examined was the number of tasks dedicated to grammar in relation to the total number of tasks in the workbooks (see Figure 7. A task is any kind of activity resulting in learners producing a clear outcome (Ur, 2009: 11). The function of the tasks examined is to activate students in such a way that they engage in learning and consolidating their grammar skills (compare with Ur, 2009: 11).

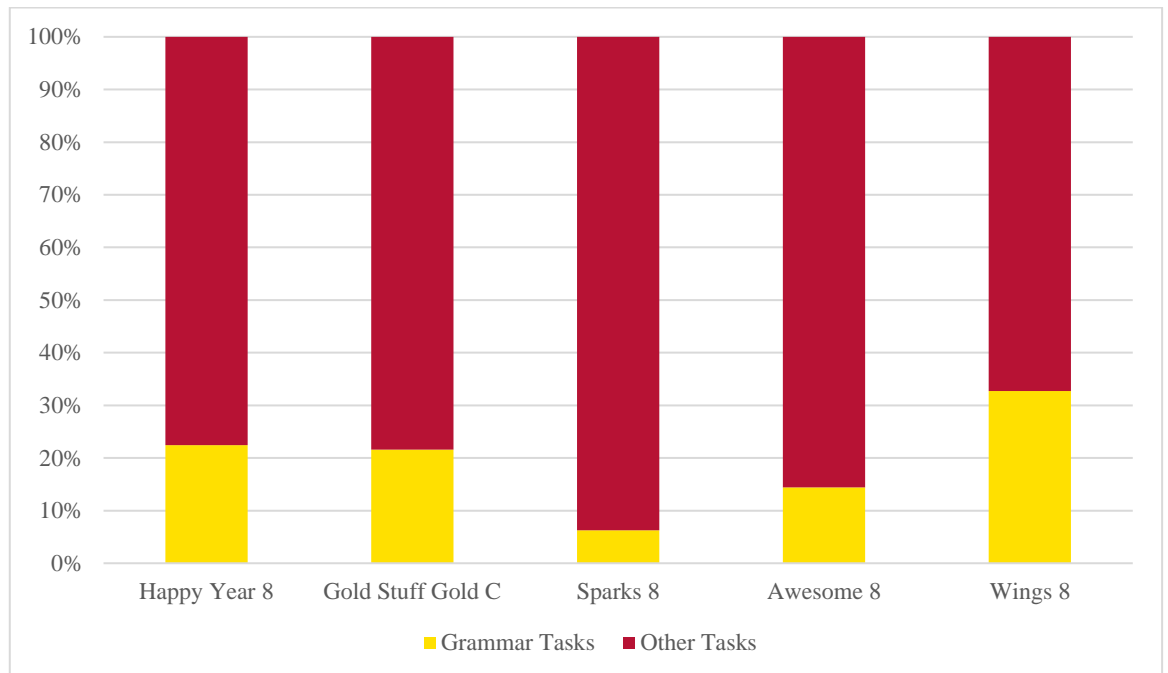


Figure 7: Distribution of grammar tasks and other (non-grammar) tasks

The investigation showed that although grammar was an integral part of all the workbooks examined, grammar did not take on a dominant role in any of the books (see Figure 7). In all cases, non-grammar tasks (represented in red) outnumbered grammar tasks (represented in yellow). 22,44 % out of a total of 294 tasks found in Happy Year 8 are grammar tasks. 21,56 % out of a total of 357 tasks featured in Gold Stuff gold C are grammar tasks. In the Sparks 8 Workbook, 6,25 % of a total of 272 tasks are grammar tasks. In the Awesome 8 Activity Book, 14,43 % out of a total of 194 tasks are grammar tasks. 32,7 % out of a total of 318 tasks in Wings 8 are grammar tasks. The mean value of all the grammar tasks in relation to the total number of tasks is 19,467 %. These results seem to be in line with Lgr 11 and the syllabus for English, as both require students to acquire some knowledge of grammar and grammar usage (see Lgr 11: 37), although the main emphasis is on spoken and written communication skills (see Lgr 11: 11, 34).

The next aspect of interest was whether grammar rules and grammar tasks were an integrated part of the chapters/units/sections contained in the workbooks, or whether grammar rules and tasks constituted a chapter/unit/section of their own.

As Lgr 11, as well as the syllabus, adopt a communicative approach to language teaching and, hence, to grammar teaching, my expectation was that grammar rules and grammar tasks would be presented as an integrated part of the workbooks in order to emphasize the link between grammar and its function in communication. However, the results showed a different picture altogether.

In the case of Happy 8, Good Stuff Gold C and Awesome 8 grammar rules and grammar tasks were presented in a chapter or section of their own. These grammar



chapters or sections were always found at the very end of the workbooks. The Wings 8 Workbook featured semi-integrated grammar sections. The grammar points and grammar tasks were presented at the end of each section. Wings 8 also featured a separate grammar rules lookup section at the end of the book. Sparks 8 featured fully integrated grammar tasks and rules. In this case, grammar rules and tasks were included in all units (see Figure 8).

The workbooks that featured grammar in a separate chapter or section, presented grammar rules in a separate highlighted area prior to the tasks meant to train a particular grammar point (see Figures 9-11). Wings 8 had a similar approach to presenting grammar points followed by different grammar tasks (see Figure 12).

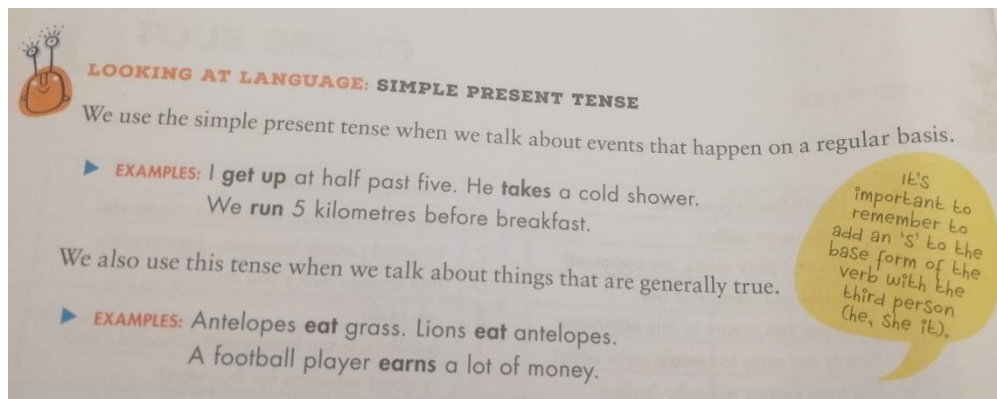


Figure 8: Sparks 8 (Taylor, 2017: 8)

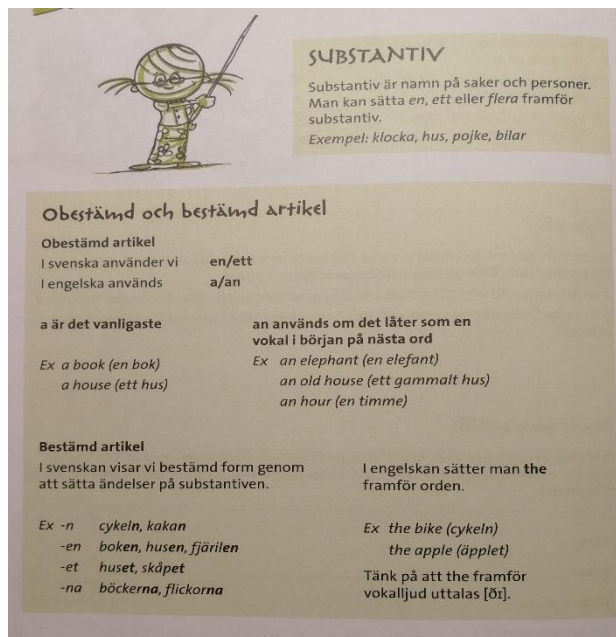




Figure 9: Happy 8 (Peterson, L. et al, 2013: 108)

2 Genitiv

Genitivformen av ett substantiv talar om vem som äger eller har något:

John's bike.	Johns cykel.
The roof of the house.	Husets tak.

I svenskan används en särskild genitivform som slutar på *s*.
I engelskan bildas genitiv på två sätt:

- med hjälp av en apostrof (') + *s*
- med hjälp av ordet *of*

Apostrofgentiv

Apostrof + *s* används när ägaren är en levande varelse, i tidsuttryck och ibland vid namn på länder och städer.

Peter's book	Peters bok
the dog's tail	hundens svans
a week's holiday	en veckas semester
London's best restaurant	Londons bästa restaurang

Om substantivet slutar på *-s* i plural sätts apostrofen efter *-s* (*'s*)

the dogs' tails	hundarnas svansar
two weeks' holiday	två veckors semester

Om substantivet har oregelbunden plural sätts apostrofen före *-s* (*'s*)

the children's toys	barnens leksaker
---------------------	------------------

114 GOOD STUFF GOLD

Figure 10: Good Stuff Gold C (Coombs, A. et al, 2013: 114-115)

Nekande satser i presens

För att tala om vad man *inte* gör eller vad som *inte* händer använder man på engelska ofta **don't** (do not) eller **doesn't** (does not) + **infinitiv** (grundform) av huvud verbet.

Man använder **don't** (do not) vid *I, you, we, they* och **doesn't** (does not) vid *he/she/it*.

I don't eat octopus.	Jag äter inte bläckfisk.
My aunt doesn't live here anymore.	Min moster bor inte här längre.
I don't understand what you mean.	Jag förstår inte vad du menar.
Don't you want some more tea?	Vill du inte ha lite mer te?
Why doesn't Clara phone me?	Värför ringer inte Clara till mig?
My dad doesn't drink coffee.	Min pappa dricker inte kaffe.
Your cat doesn't like me.	Din katt gillar inte mig.
We don't watch TV very often.	Vi tittar inte så ofta på tv.
Don't you like it?	Tycker ni inte om den?
Why don't they listen to me?	Värför lyssnar de inte på mig?

Figure 11: Awesome 8 (Childs-Cutler and Gentili Cronholm, 2017: 168)



GRAMMAR

Some och any – obestämda pronomen

6 Obestämda pronomen syftar *inte* på någon bestämd person eller sak. Både **some** och **any** betyder *någon, något, några* eller *lite*. Läs igenom meningarna här nedanför tillsammans med en kompis och fundera över varför det står **some** i den första meningen och **any** i den andra och tredje.

- 1 **Some** of my classmates belong to the photo club.
- 2 Do **any** of the girls in your class play soccer?
- 3 I don't have **any** homework this week.

Some används i *jakande* satser och *artiga frågor* när man ber om något eller erbjuder något.
Any används i *frågor* och *nekande* satser.

Figure 12: Wings 8 (Frato et al., 2016: 96)

If we consider both aspects together, the subsequent interpretation could be that grammar has a marginal place in the EFL classroom. The fact that grammar tasks constitute but a rather small portion of the workbooks (19,467 %), and that the grammar portion contained in the workbooks is usually found at the very end, underline this aspect of marginality. The results of the two aspects taken together also clearly show that little to no effort was made to present grammar in a more relevant and communicative way.

Another interesting aspect as relates to the presentation of grammar rules and the instructions given for the grammar tasks is the language used either to explain or to provide instructions (see Figure 13).

Workbook	Language	
	Presentation of rules	Task instructions
Happy Year 8	Swedish	English
Good Stuff Gold C	Swedish	Swedish
Sparks 8	English	English
Awesome 8	Swedish	English
Wings 8	Swedish	Swedish

Figure 13 Language use in the Workbooks

As the results show, the language of choice when explaining grammar points is, in most cases, Swedish. This result is unexpected because a communicative approach to language teaching is usually linked to the exclusive use of English in the classroom (Wu, 2008: 51). This emphasis on English being used, if possible, as the



exclusive language of instruction resonates in the Swedish School Inspectorate's report on English in Swedish comprehensive schools (Skolinspektionen, 2011: 13-14). This position is also endorsed by Hult who argues that an 'English only' policy is advocated by Swedish educational policy (Hult, 2017: 276).

Out of the examined workbooks, only the Sparks 8 Workbook employs an 'English only' approach when it comes to teaching grammar. All the other workbooks seem to advocate a bilingual Swedish-English policy. Lundahl noted that the same phenomenon was true for textbooks (Lundahl, 2012: 93). This is interesting because current research provides support for "the strategic use of students' L1 to help students expand their L2 vocabulary and to learn difficult grammar" (Källkvist et al., 2017: 29).

Even if the results of my inquiry are not in line with a CLT ideal, they are in line with classroom reality as, according to the Swedish School Inspectorate, most teachers adopt a bilingual Swedish-English approach (Skolinspektionen, 2011: 7).

There are three assumptions that can be made on the basis of the findings of this study: grammar is seen as an entity that is separate from other skills. Grammar is difficult. Grammar is taught best via the students' native language.

4.2 Type of tasks

Having looked at how grammar is generally presented in the workbooks, the next aspect to be investigated is the type of grammar tasks the workbooks offer to teach and practice grammar. The word task is used to denote any type of activity that produces a clear outcome (Ur, 2009:11). The results painted a picture that was more in line with traditional methods like the Grammar-Translation Method than with Communicative Language Teaching (see Figure 14).

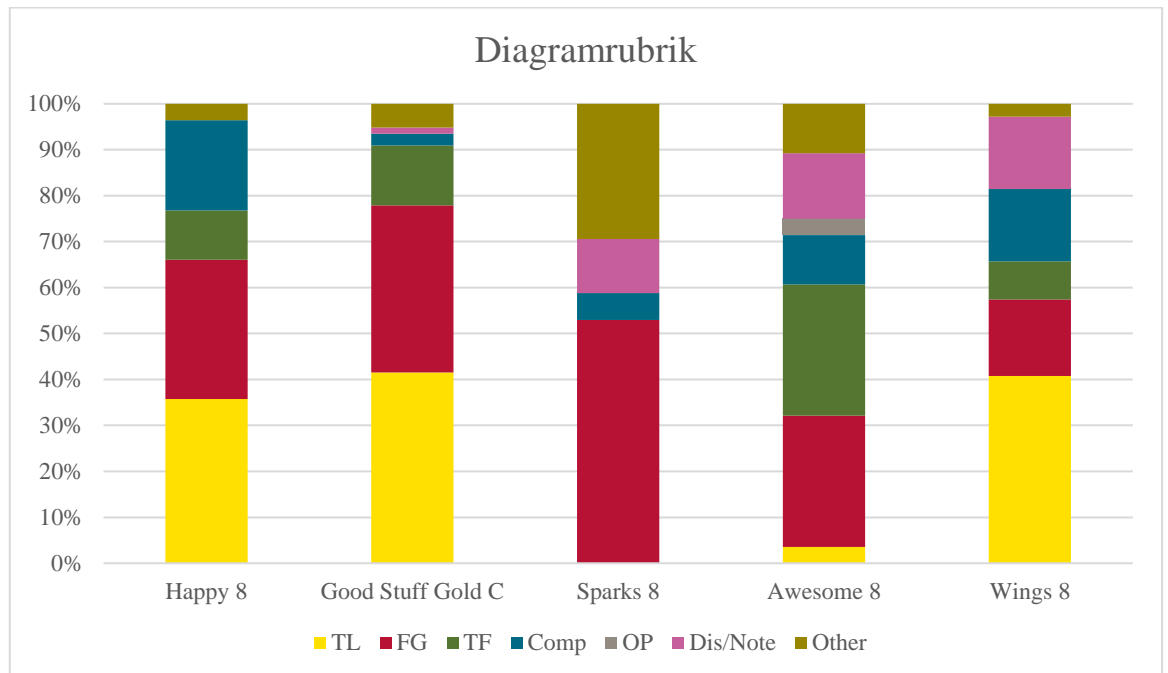


Figure 14: Task types in the workbooks

The results clearly show that the most prominent category, with respect to the number of tasks belonging to this category in each of the workbooks taken separately, turned out to be translation tasks (TL). When counting the translation tasks all exercises requiring students to translate words, sentences or texts from Swedish into English or English into Swedish were included in this category. Four workbooks out of the five workbooks chosen for this study featured translation tasks. Three out of those four workbooks included a large amount of translation tasks (see Figures 15-16). The Good Stuff Gold C workbook featured the largest number of TL tasks. 41,55 % (32 tasks out of 77 grammar tasks total) of the grammar tasks found in this workbook are TL tasks. In the case of the Wings 8 workbook 40,7 % of all grammar tasks (44 tasks out of 108 grammar tasks total) in the Wings 8 workbook, and 35,7 % (20 tasks out of 56 grammar tasks total) of the grammar tasks in the Happy Year 8 workbook are TL tasks. Only 3,75 % of all the grammar tasks in the Awesome 8 Activity Book are TL tasks. Merely the Sparks 8 workbook contained no TL tasks. When considering all of the workbooks together the mean value of the TL tasks found amounts to 24,34 %, making it the second-largest category of tasks found in the workbooks. However, the correlation factor is, in this case, rather disadvantageous (see actual number of tasks provided in brackets).

The high occurrence of translation tasks in the workbooks is interesting and correlates with the aspect of language for grammar instruction. The two workbooks with the highest percentage of grammar tasks, i.e. Gold Stuff Gold C and Wings 8, use Swedish when explaining grammar rules and giving task instructions. Generally



speaking, all of the workbooks, apart from Sparks 8, use Swedish when explaining grammar rules and providing examples for specific grammar points (see Figures 9-13). All of the workbooks also usually provide the students with a Swedish translation of difficult words (see Figure 17 and 24).

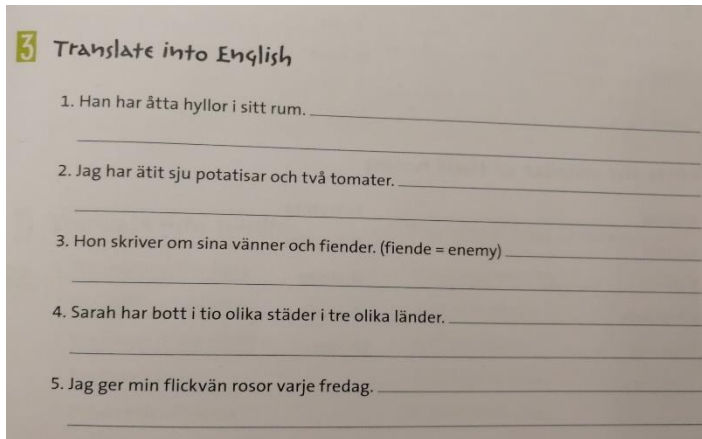


Figure 15: *Happy 8* (Peterson, L. et al, 2013: 111)

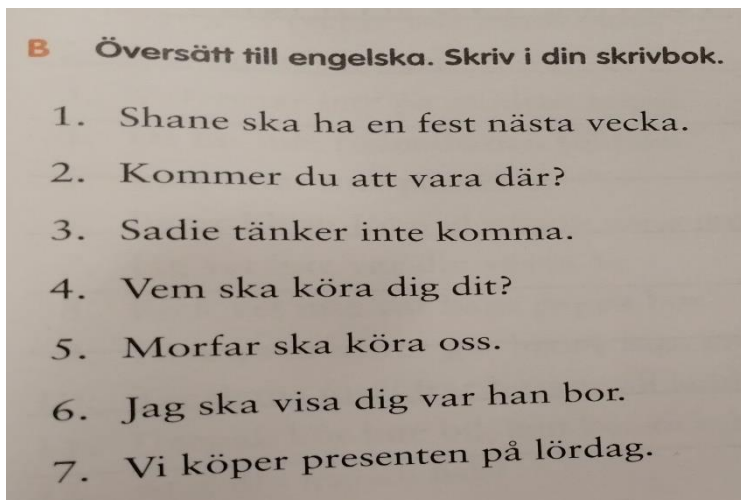


Figure 16: *Good Stuff Gold C* (Coombs, A. et al, 2013: 143)

The fact that translation tasks were such a prominent category in the workbooks is very interesting because this choice of task is not in line with the Swedish national syllabus for English. In the commentary to the syllabus, the Swedish National Agency for Education states that translation and interpreting skills were excluded from the syllabus to open up the possibility to use English only in the classroom



(Skolverket, 2017: 10). However, this is in line with the CEFR, as the CEFR includes translation and interpreting skills in the recommended framework for language teaching (Language Policy Unit: 14).

'Fill in the gap' tasks (FG) also feature prominently in the workbooks. 31,302% of all the grammar tasks found in the workbooks are FG tasks, making this the largest category according to the mean value. A fill in the gap tasks usually requires students to supply missing words in the correct grammatical form as to complete sentences or a whole text. This type of grammar task was a popular task type in all of the workbooks (see Figures 17-18). The Sparks 8 workbook featured the highest percentage of such tasks amounting to 52,9% (9 tasks out of 17 grammar tasks total). 36,36 % (28 out of 77 grammar tasks total) in the Good Stuff Gold C workbook are 'fill in the gap' tasks. 30, 35 %, i.e. 17 tasks out of 56 grammar tasks total, of the grammar tasks in the Happy Year 8 workbook are FG tasks. 28,7 % (8 tasks out of 28 grammar tasks total) of the grammar tasks in the Awesome 8 Activity Book and 16,6 % (18 tasks out of 108 grammar tasks total) of the grammar tasks in the Wings 8 workbook are of this task type.

F Fill in the gaps
Fill in the missing verbs. They should all be in the past tense.

Preteritum

approach carry climb reach feel check follow
be decide cat rescue try sleep help stop
start rescue try sleep help stop

1 Some years ago, we _____ (försökte) to climb Mount Everest.

2 First, all of us _____ (följde) the West Ridge.

3 Then we _____ (närmade oss) the mountain in two teams.

4 My team _____ (klättrade) another 150 metres from our base camp.

5 The other team _____ (bar) heavier loads.

6 We _____ (hjälpste) them unpack.

7 Then we all _____ (sov) through the night.

8 In the morning, the weather _____ (var) perfect.

9 We _____ (ät) power bars and _____ (kollade) our equipment.

10 Our best climber, Sam McKinley, _____ (nådde) the summit.

11 We all _____ (kände oss) proud.

12 That's when a gale _____ (började) blowing.

13 We _____ (bestämde) that we had to wait until it was over.

14 When it had _____ (slutat) blowing, we _____ (räddade) Sam.

ridge bergs
base camp basläg
loads börj
equipment utrus
summit berg
gale storm

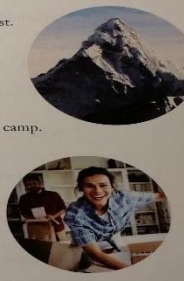


Figure 17: Awesome 8(Childs-Cutler and Gentili Cronholm, 2017: 155)

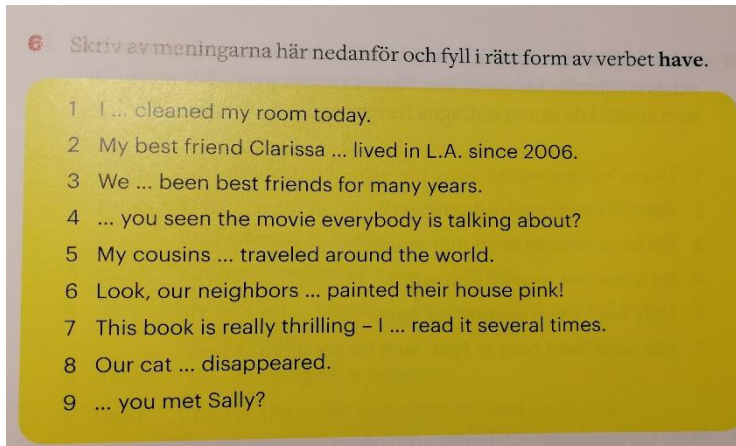


Figure 18: Wings 8 (Frato et al., 2016: 63)

Another task type that was featured in four of the workbooks is the transformation task (TF). 12,116% of the grammar tasks found in the workbooks are TF tasks. This task type asks students to transform words or texts. Students may, for example, be asked to change nouns from singular to plural (see Figure 19) or to change an active verb construction into a passive verb construction (see Figure 20).

In the Awesome 8 Activity Book, 28,7% of the grammar tasks contained are transformation tasks. 12,98 % of the grammar tasks found in the Good Stuff Gold C workbook and 10,7 % of all the grammar tasks featured in the Happy Year 8 workbook are TF tasks. 8,33 % of the grammar tasks in the Wings 8 workbook are TF tasks. The Sparks 8 workbook does not feature any transformation tasks.

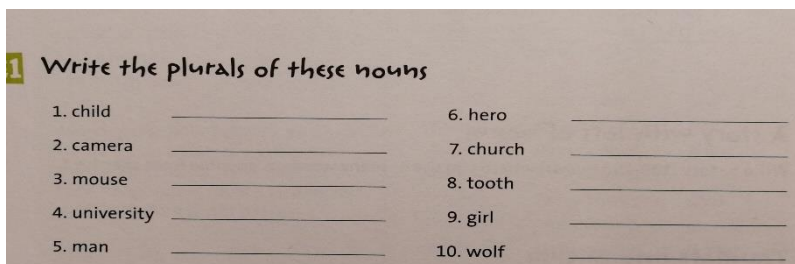


Figure 19: Happy 8 (Peterson, L. et al, 2013: 112)



25 Skriv om meningarna här nedanför till *passiv form* i olika tempus.

1 (<i>presens</i>)	Abbie writes a letter.	A letter ...
2 (<i>preteritum</i>)	Abbie wrote a letter.	
3 (<i>perfekt</i>)	Abbie has written a letter.	
4 (<i>futurum</i>)	Abbie will write a letter.	

Figure 20: Wings 8 (Frato et al., 2016: 104)

Two other task types featured in the workbooks were composition (Comp) and discovery/noticing tasks (Dis/Note). A composition task requires students to produce a text (see illustration 21). A discovery/noticing task requires students to become aware of a certain grammar point and sometimes to discover an underlying grammar rule (see Figures 22-23). 10,894% of all the grammar tasks found in the workbooks are Comp tasks. 8,6% of all the grammar tasks found in the workbooks are Dis/Note tasks.

The Happy Year 8 Workbook contained the highest percentage of Comp tasks with 19,6 % (11 tasks out of 56 grammar tasks total). In Wings 8 15,7 % (17 tasks out of 108 grammar tasks total) of the grammar tasks are Comp tasks. In the case of the Awesome 8 Activity Book, 10,7 % (3 tasks out of 28 grammar tasks total) of the grammar tasks are Comp tasks. 5,88 % (1 task out of 17 grammar tasks total) of the grammar tasks in Sparks 8 are Comp tasks. 2,59 % (2 tasks out of 77 grammar tasks total) of the grammar tasks in the Good Stuff Gold C workbook are Comp tasks.

Dis/Note tasks were most prominent in Wings 8 (15,7 %; 17 tasks out of 108 grammar tasks total), and Awesome 8 (14,28 %; 4 tasks out of 28 grammar tasks total). 11,76% (2 tasks out of 17 grammar tasks total) of all the grammar tasks featured in the Sparks 8 workbook are Dis/Note tasks. 1,29 % (1 task out of 77 grammar tasks total) of all the grammar tasks in the Good Stuff Gold C workbook are Dis/Note tasks. The Happy Year 8 workbook featured no such tasks.



4 Välj någon av situationerna här nedanför och skriv ett mejl till en kompis där du berättar vad som händer just nu. Skriv i *pågående presens* (**ing**-form) och använd minst fem olika huvudverb.

- 1 You are watching a game of soccer.
- 2 You are lying on a beach on the east coast.
- 3 You are sitting on a bench in the schoolyard during recess.

Figure 21: Wings 8 (Frato et al., 2016: 4)

D Do you see the pattern?
Try to explain the difference in the sentences. Why is it “eats” in one of them and “is eating” in the other one?

He **eats** an egg every morning.

What’s he doing? He **is eating** an egg.

pattern mönster

Figure 22: Awesome 8 (Childs-Cutler and Gentili Cronholm, 2017: 151)

13 Läs igenom exemplen här nedanför tillsammans med en kompis och försök formulera en regel.

- 1 cold, colder, the coldest
- 2 interesting, more interesting, the most interesting
- 3 bad, worse, the worst

Figure 23: Wings 8 (Frato et al., 2016: 33)

Some composition tasks included an oral production moment (see Figure 24). However, no clear instructions as to what grammatical aspects students should focus on is given in the instructions. This kind of task is also prone to eliciting a minimal amount of oral activity, or to eliciting oral activity in Swedish or Swenglish. A reason for this could be that the Swedish translation ‘byt’ of the English word ‘swap’ might lead students to switch codes during the completion of the exercise. However, there is no verifiable evidence that this will happen.

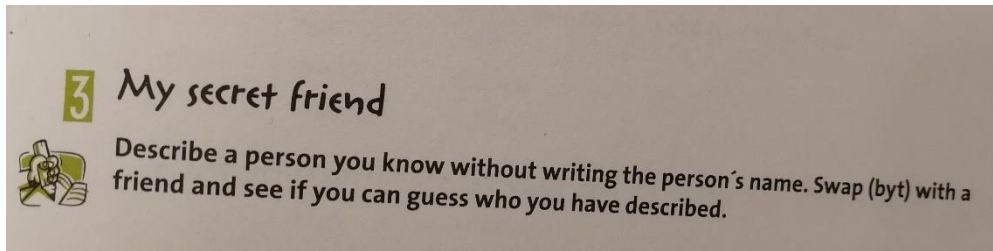


Figure 24: Happy 8 (Peterson, L. et al, 2013: 115)

Though composition tasks were featured in all of the workbooks, the Happy 8 Workbook notably featured the largest amount of such tasks. 19,6 % of the grammar tasks found in Happy 8 are composition tasks. Discovery/noticing tasks were most prominent in the Wings 8 Workbook. 15,7 % of all the grammar tasks in Wings 8 belong to this task type. This is interesting because the Wings 8 Workbook was the workbook with the strongest adherence to a bilingual Swedish-English policy. It could be argued that learning grammar involves comparing the students' native tongue to English. This becomes evident when considering that all (100 %) grammar explanations provided in the Wings 8 Workbook contrast English with Swedish (as an example see Figure 25).

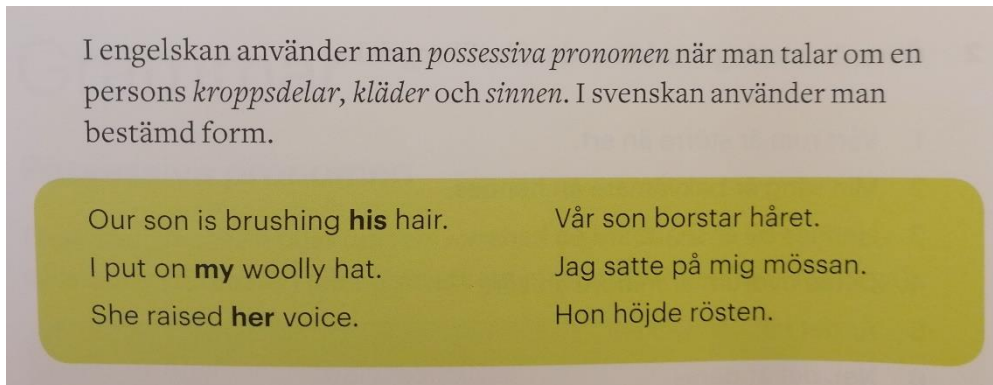


Figure 25: Wings 8 (Frato et al., 2016: 62)

The least popular category of task types seems to be oral production, i.e. tasks asking students to talk about a certain subject using a certain grammar point. Only 0,714 % of all grammar tasks in all the workbooks examined are oral production tasks. In fact, the Awesome 8 Activity Book was the only workbook featuring one such task. The percentage of oral production tasks found in Awesome 8 equals 3,57 %. (see Figure 26).

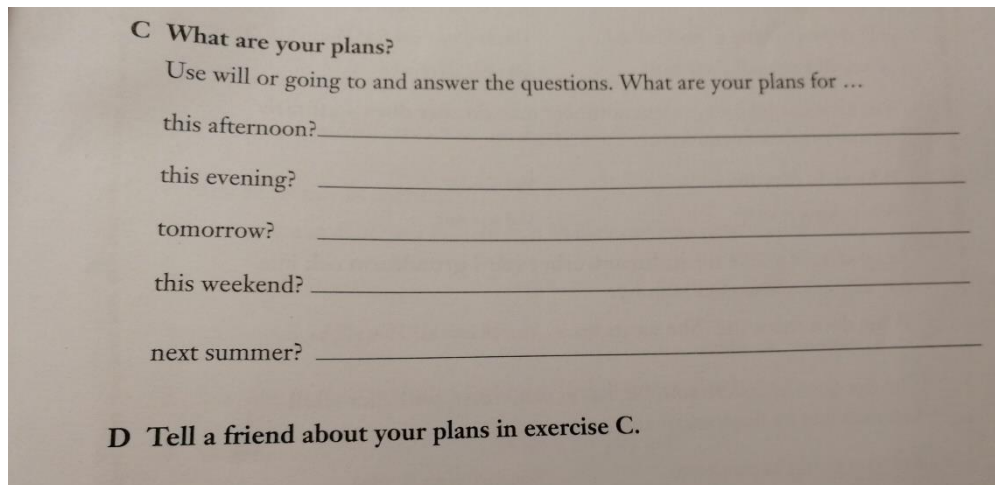


Figure 26: Awesome 8 (Childs-Cutler and Gentili Cronholm, 2017: 165).

This result came as a surprise because of the explicit communicative stance to teaching English taken by Lgr 11 and the syllabus for English. One reason for this result could be that the construction of oral production tasks with a clear focus on form and function are difficult to devise and difficult to control in classrooms with a large number of students. However, no conclusive research on this aspect could be found.

5 Discussion and Conclusion

The investigation of the grammar tasks featured in the examined workbooks strikingly shows that, if teachers use those tasks without alterations, most workbooks do not endorse a communicative approach to teaching grammar. Instead, most workbooks seem to endorse a Grammar-Translation-Approach when it comes to teaching grammar. This is shown by the fact that the most frequent grammar task types were translation and fill in the gap tasks. Both task types lack a focus on how grammar is used to communicate. This clashes with the requirements found in Lgr 11 and the syllabus as both endorse a communicative approach (Lgr 11: 11, 34; Hult, 2017: 266). This does, however, not clash with the CEFR (Council of Europe, 2018: 32, 97, 113; Goullier, 2006: 18).

The most striking result of the investigation was that oral production tasks with a grammar focus were extremely rare in all of the workbooks (see Figure 14). In fact, in most workbooks this type of grammar task was absent. This is especially interesting as there is enough material to be found proposing ways to teach grammar communicatively (see for example Arnold et al., 2015; de Oliveira and Schleppegrell, 2015; Fotos, 2002).



One such proposition is the Principled Communicative Approach. According to this approach, communicative practice should always have a specific functional or formal focus (Arnold et al., 2015: 10). An oral production task based on this approach would begin with a review of useful language or useful grammar before starting up the actual task. Such a task may include some writing to support the oral communication. Here is an example of such a task:

1.9 A conditional weekend

Focus First conditional
Level Lower intermediate and above
Time 40-50 minutes
Preparation Make three copies of the weekend timetable for each pair of students

in class

- 1 Review the first conditional, including examples such as the following:
If we go to the park, we can take our lunch.
If we go to the park, we will have time to relax, but we can't study.
If we take our books, we can study in the park.
- 2 Ask students to work in pairs and give each pair three copies of the timetable. Each student writes down individually things they would like to do in some of the spaces, using the infinitive of the verbs: *go to the cinema, visit a friend...* You can specify how many activities to include perhaps five or six, and tell them that some activities may need more than one space so they can write these in two spaces.
- 3 Ask students to compare their timetables with their partner and plan to do things together. They will discuss this using the first conditional. Give them some examples: *If we go to the cinema on Friday evening, we can't go to the party. If we don't go to the concert on Sunday evening, we'll have time to study for our exam.*
- 4 Ask students to prepare a short dialogue about their weekend plans using the conditionals. Tell them to try to make it sound as natural as possible. An example to show them:
A *If we go to the cinema on Friday, we can't go to the party.*
B *Yes, but if we don't go to the cinema, we won't have time to see the new French film this week.*
A *You're right. But if we go to the cinema, we'll have to tell Alice we won't be at the party.*

Figure 27: Oral production task (Arnold et al., 2015: 25)

Although the workbooks do not include many oral production tasks, some of the other grammar tasks can be supplemented in ways to turn them into oral production tasks following the Principled Communicative Approach. To provide an example, let us re-examine the task “My secret friend” (see Figure 24). In this task, students are asked to write down the description of a person omitting the person’s name. Then students are to swap their written description with a classmate who is supposed to guess who the person described is. According to the Principled Communicative Approach, this task could be made more effective and communicative by providing the students with prior information about the grammatical aspect in focus. In this case, the focus could be on adjectives (tall, short, slim, fat, dark, light, etc.) and verbs (to have, to be, to wear, to like). The students could then just write down keywords about the person they wish to



describe. The next step would be to present the person orally to a classmate allowing the classmate to ask questions about more information. The final step would be to guess which person has been described.

Even though it can be argued that the Principled Communicative Approach constitutes a variation of a weak communicative approach, it should be considered as a valuable tool for adapting tasks found in common workbooks. By applying the focused interaction principle (see Arnold et al., 2015: 10) non-communicative tasks can be, as the example above illustrates, transformed into communicative tasks. It is important that teachers who use workbooks in their classrooms make the grammar tasks their own by transforming and adapting them, as this ensures that the requirements of Lgr 11 and the syllabus are followed more closely.

Another important observation was that all the workbooks examined in this study, with the exception of the Sparks 8 Workbook, placed a strong value on the usage of Swedish, which is the official language spoken in Sweden and supposedly the native tongue of most students. This seems to suggest that the workbooks are clearly in favour of a bilingual approach when it comes to teaching grammar, meaning that they encourage code-switching when it comes to studying grammar. Even though the use of Swedish in the EFL classroom is discouraged by Swedish educational policy (Hult, 2017: 276), neither Lgr 11 nor the syllabus for English explicitly mention an English only policy. According to Källkvist and colleagues, code-switching can have positive effects in the classroom, for example when explaining new vocabulary or when trying to learn difficult grammar (Källkvist et al., 2017: 28, 29). Garcia and Wei suggest that there is evidence that communication in the foreign language increases when students' prior languages, for example their native tongue, are used as a resource (García & Wei, 2014: 73). It can thus be argued that a bilingual Swedish-English approach may well be beneficial to EFL students in Sweden under the condition that the student composition is homogeneous. A bilingual or trilingual approach modersmål-English or modersmål-Swedish-English can benefit all students as it promotes their meta-linguistic awareness and communicative competence (Sundgren, 2017: 67).

In summary, we can establish that all of the workbooks examined are based on the requirements in the national Swedish steering documents as concerns teaching EFL. All of the workbooks provide a good basis for teaching grammar. Teachers should, however, be aware of the fact that they do not need to follow all the suggestions found in the workbooks blindly. What to teach, when to teach it and how to teach it is still the teacher's choice.

As this study was limited to assessing what workbooks theoretically have to offer as regards grammar teaching and learning, further studies exploring how workbooks are used by teachers and students in the Swedish EFL classroom could offer more valuable data on grammar teaching and learning.



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Appendix 1 – Core Inventory for General English Grammar Teaching Recommendations Levels A1 to B1

A1	A2	B1
Adverbs of frequency Comparatives and superlatives Going to How much/how many and very common uncountable nouns I'd like Imperatives (+/-) Intensifiers - very basic Modals: can/can't/could/couldn't Past simple of "to be" Past Simple Possessive adjectives Possessive s Prepositions, common Prepositions of place Prepositions of time, including in/on/at Present continuous Present simple Pronouns: simple, personal Questions There is/are To be, including question+negatives Verb + ing: like/hate/love	Adjectives – comparative, – use of than and definite article Adjectives – superlative – use of definite article Adverbial phrases of time, place and frequency – including word order Adverbs of frequency Articles – with countable and uncountable nouns Countables and Uncountables: much/many Future Time (will and going to) Gerunds Going to Imperatives Modals – can/could Modals – have to Modals – should Past continuous Past simple Phrasal verbs – common Possessives – use of 's, s' Prepositional phrases (place, time and movement) Prepositions of time: on/in/at Present continuous Present continuous for future Present perfect Questions Verb + ing/infinitive: like/ want-would like Wh-questions in past Zero and 1st conditional	Adverbs Broader range of intensifiers such as too, enough Comparatives and superlatives Complex question tags Conditionals, 2nd and 3rd Connecting words expressing Cause and effect, contrast etc. Future continuous Modals - must/can't deduction Modals – might, may, will, probably Modals – should have/might have/etc Modals: must/have to Past continuous Past perfect Past simple Past tense responses Phrasal verbs, extended Present perfect continuous Present perfect/past simple Reported speech (range of tenses) Simple passive Wh- questions in the past Will and going to, for prediction