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An analysis of linguistic, communicative and creative exercises in English textbooks used in secondary education in Flanders and Wallonia

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List of abbreviations

C Communicative
Cr Creative
CT-3 Contact-T3
CTL Communicative Language Teaching
GTL Grammar-Translation Method
L Linguistic
NIO New Inside Out
1 INTRODUCTION

Language knowledge and language skills are two important elements in foreign language teaching. The former concentrates on grammar and vocabulary knowledge, while the latter focuses more on communication and the actual ability to use a language. Particularly the balance between language knowledge and language skills is an essential aspect in language teaching. Throughout the years, different approaches and methods have been applied in the English teaching classroom. Historically, there was a focus on grammar and vocabulary, which was mainly presented through the Grammar-Translation Method. This model primarily focused on language knowledge, but showed little interest in communicative skills. An increasing need for communication led to the rise of a new approach: the communicative approach or Communicative Language Teaching. This approach aims to enhance language skills. Since both approaches include important language teaching aspects, a certain balance is needed. As Professor Emirita of Applied Linguistics Sandra J. Savignon stated, “communication cannot take place in the absence of structure or grammar” (1997: 7). Richards shares the same opinion, claiming that grammar arises out of a communicative task and creates a need for specific grammar items. “Students might carry out a task and then reflect on some of the linguistic characteristics of their performance” (Richards 2006: 23).

This view of a balance between language knowledge and skills generated the question “What is the balance in Belgium?” and resulted in the main purpose of this study: analysing the balance between linguistic and communicative exercises in secondary school English textbooks in Belgium. In addition, this study also analyses to what extent the exercises in the textbooks require or stimulate a learner’s creativity, as the presence of creativity in the classroom is a topical item in education development today. Especially creativity expert Sir Ken Robinson has tried to make people aware of the need to teach for creativity. “You encourage kids to experiment, to innovate, not giving them all the answers but giving them the tools they need to find out what the answers might be or to explore new avenues” (Robinson 2009). As a result, this study will also analyse exercises that allow a student to think creatively. Finally, this thesis registers the opinions and experiences of secondary school English teachers in Flanders and Wallonia on the use of textbooks in English courses, and links them to the results of the textbook analysis. The choice of textbooks for the analysis are mainly based on the results of the teacher’s survey that was conducted at the beginning of the study.
As described in the literature study of this thesis, different methods and approaches have been applied since the beginning of foreign language teaching. The focus has shifted from a grammar and vocabulary based approach to communicative language teaching. Still, a learner obtains proficiency in the foreign language by sufficiently practising both language knowledge and language skills, without excluding one of the two. This thesis looks into the situation in Belgium, and does so by analysing the balance between language knowledge and language skills in English textbooks in Flanders and Wallonia. It is interesting to compare English teaching in Flanders with that in Wallonia, as both regions are situated in the same country but are divided by a language border. Nevertheless, both regions share the same three official languages, none of which is English. Moreover, there is difference in English context in both regions: English is more common in Flemish than in Walloon culture through the media. Given that division, it is relevant to compare the results of both regions and identify specific differences in focus. The research includes a third aspect, which is that of creativity. Creativity in the classroom is an interesting and new subject which authors such as Torrance and Robinson consider a necessary factor in language teaching. This thesis thus looks into the amount of exercises that encourage the use of creativity.

The balance between language knowledge and skills, and the presence of creativity is measured through an analysis of one textbook for each region. The textbooks were selected on the basis of the responses from the teacher’s survey that was distributed in both Flemish and Walloon secondary schools. The survey showed that Contact-T3 (Geert Claeys & Jef Vanden Borre 2004) is one of the most frequently used textbooks in Flanders and New Inside Out (Sue Kay & Vaughan Jones 2000) is one of the most popular textbooks in Wallonia. By reason of their popularity, these two titles are used in this study to represent the English teaching situation in Flanders and Wallonia. The small set of responses of the survey were written by Flemish and Walloon authors respectively and are not fully representative. However, although the results cannot make clear statements or conclusions, they might give an indication of trends in terms of balance in the two regions. All exercises in the two textbooks are individually analysed and categorised as “linguistic”, “communicative” or “creative”. In case of overlap, exercises are placed in more than one of these categories.

As is mentioned in the literature section of this thesis, the English language is more present in the Flemish communication channels than in Wallonia. English speeches in news programmes and English spoken television programmes and films for example are subtitled in Flanders
and dubbed in Wallonia. Likewise, the responses from the survey show that communicative skills are fundamental to almost all Flemish teachers, and that many even consider language skills more important than language knowledge, while the Walloon teachers try to maintain a balance. Considering this information, no real predictions can be made concerning the outcome of the study. There are too many factors involved which make it difficult to write a steady hypothesis that is based on clear facts. For this reason, it was decided to not have a hypothesis for this study.

In concrete terms, this study looks at the type of exercises in secondary school English textbooks in Belgium, and compares the findings in Flanders with those in Wallonia. More specifically, the balance between linguistic exercises (grammar and vocabulary) and communicative exercises (writing, interaction, speaking) is analysed. Moreover, this thesis explores to what extent the textbooks contain activities that stimulate the student’s creativity. Finally, the opinions and experiences of teachers using the selected textbooks are collected through a survey that was conducted and distributed to teachers in both Flanders and Wallonia.

The main questions for this research consist of three quantitative and one qualitative question:

1. What is the balance between language knowledge and language skills in secondary school English textbooks in Belgium?
2. To what extent do secondary school English textbooks in Belgium contain activities that involve creativity?
3. What are the specific differences between secondary school English textbooks in Flanders and English textbooks in Wallonia regarding linguistic, communicative and creative exercises?
4. What experiences and preferences do English teachers in Belgium have with secondary school English textbooks?

2 LITERATURE STUDY

2.1 Role of a textbook

The main part of this study consists of analysing secondary school English textbooks. The textbook is an important element in language teaching, and the different types of exercises indicate which language aspects are visible in the textbook and more generally, in the
classroom. For this reason, the theoretical part of this study starts with a section that briefly addresses the definitions and the role of a textbook in a foreign language teaching classroom. The following parts of the literature study discuss the different teaching methods, creativity in the classroom and the difference in English education between the Flemish and the Walloon curriculum.

2.1.1 What is a textbook?
The Longman Dictionary defines a textbook as “a book that contains information about a subject that people study, especially at school or college”. However, the purpose of a textbook is not restricted to merely distributing information: it is an implement or ‘tool’ designed to facilitate the learning process. As Ahmed states, a textbook is important because it does not only determine what will be taught, but also the way in which something will be taught (2011: 3). The textbook is thus a key element in the classroom. According to Heyneman, textbooks may even be “the most effective of educational technologies yet invented” and he claims that in a modern education system, textbooks play a central role (2006: 36).

2.1.2 What is the role of a textbook in the classroom?
Many definitions indicate that a textbook is for instructional use. In ‘Importance of a Textbook”, Bax comments that a textbook provides useful guidelines for both the learner and the teacher: the teacher uses the book as a reference for the courses and as a basis for the classroom activities. From the learner’s perspective, the textbook guides the learner through the language courses and is the most accessible reference to prepare the student for assignments and examinations. Additionally, a textbook enables a student to review the lesson materials and to practice at home so that he achieves a better understanding of the study material (2011: 5). Heyneman claims that a textbook may also include and reflect popular professional points of view (2006: 37). This is an interesting aspect to this study, which analyses textbooks to determine the focus of the English language teaching courses. With Heyneman’s statement in mind, the predominance of language knowledge or language skills in a textbook might be attributed to the popular idea of language teaching in the particular culture or region. If, for example, the English teachers in Flanders consider communicative competence and language skills to be more important than language knowledge, this preference might be visible in the number of communicative exercises in the textbook. In that event, this study not only analyses the exercises in English textbooks, but also collects the
opinions of Flemish and Walloon English teachers on the textbook and the attention to creativity and language knowledge and skills in the classrooms.

2.2 Linguistic competence and a grammar focused approach

To study the balance between activities/exercises that are designed to impart language knowledge and activities/exercises that are designed to train language skills, it is important to understand the clear distinction between both. Language knowledge concentrates on concrete linguistic elements such as grammar and vocabulary that are necessary to produce correct sentences. This theoretical basis is also called “linguistic competence”, a term introduced by Noam Chomsky in 1965. The counterpart, communicative competence, is the actual ability to use a language. These language skills include comprehensive and productive activities such as writing, reading, listening and speaking. Although both terms carry a separate definition and are in fact very distinct from each other, in practice the focus goes to both competences. As explained in section 2.4.5, linguistic and communicative approaches are often combined in order to successfully teach a foreign language. In a way, the focus in English language teaching can be illustrated by a continuum having the linguistic approach on one side and the communicative on the other. Instead of exclusively distinguishing both approaches from each other, it is better to visualise a spectrum with the focus shifting from one side to the other. In concrete terms, linguistic and communicative approaches can both be present in textbooks, but with a tendency towards one of the two, resulting the exercise to be considered linguistic, communicative or both.

The following sub-chapters present a general review of both linguistic and communicative competence, providing a clear definition and covering the history of traditional teaching methods and communicative methods. In addition, this section describes the main focus, summarises the advantages and disadvantages of the approaches and briefly discusses the debate on communicative language teaching.

2.2.1 Definitions

In “Aspects of the Theory of Syntax” (1965), Noam Chomsky makes a distinction between linguistic competence and linguistic performance. He describes linguistic competence as the knowledge of grammar and vocabulary that is necessary to use and understand a particular language. In contrast, linguistic performance is the act of communicating in the language and
putting the language knowledge into practice. The term was later elaborated and is now known as “communicative competence”.

Linguistic competence principally focuses on language knowledge, which is taught through traditional language teaching methods. One of the first and best-known methods was the Grammar-Translation Method (GTM). For decades, the GTM was the main method in the classroom. As Richards and Rodgers explain, “Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language” (Richards & Rodgers 2001: 5). Accordingly, the idea of learning a foreign language was minimised to simply memorising rules and facts so that a learner is able to build correct sentences. Vocabulary lists and grammar rules would provide a learner with the necessary knowledge and stimulate the learner’s linguistic competence. Although the GTM in a narrower sense is not practiced anymore, some aspects of this and other grammar focused methods remain visible in today’s classroom. Depending on the teacher’s views, the textbook and situational circumstances, some classrooms show a tendency towards linguistic competence. Particularly translation exercises and vocabulary lists remain attributes in linguistic exercises today. A full list of these attributes are found in section 2.2.3.

2.2.2 Historical background

The Grammar-Translation Method is based on the strict model of teaching Latin throughout the 17th, 18th and 19th century (Richards & Rodgers 2001). Classical Latin was taught through grammar rules, vocabulary lists, translation and sample sentences. In the eighteenth century, modern languages began to make their debut using the same teaching method as that of teaching Latin. Communication was not as important as language knowledge, and consequently the designed textbooks contained abstract grammar rules, vocabulary lists and translation sentences. Oral practice was restricted to a minimum. By the 19th century, this had become the standard method for teaching foreign languages in schools and eventually became known as the Grammar-Translation Method. Later, this method became the foundation for other approaches that specifically or exclusively focus on linguistic competence. In modified form, the Grammar Translation method is still widely used in language teaching in the present, particularly in the study of literary texts. Linguistic competence continues to play an
essential role in language education so various principles of the GTM model and later grammar-based methods remain visible in language teaching today (Richards 2001: 7).

2.2.3 Main focus

Since the Grammar-Translation Method trains a learner’s linguistic competence and acts as a basis for linguistic focused approaches today, it is useful to list the principle characteristics of the GTM model. The list below is adapted from Richards and Rodgers (1986: 3-4) and Larsen-Freeman (2000), and is also used to categorise the exercises in the two textbooks later on in this study.

1. Detailed analysis of the grammar rules of the foreign language

The focus of the GTM is on reading, understanding and writing literature in the foreign language. To achieve this, a thorough overview of the grammar rules in the foreign language is required. Most exercises thus involve sentence structure and verb practice.

2. Translation tasks: translating sentences and texts

After a detailed analysis of the foreign language’s grammar rules, the learner applies this knowledge to translating tasks in which sentences and texts are translated into and out of the target language. In this way, the learner practices grammar through translation exercises.

3. Major focus on reading and writing

Grammar-focused exercises concentrate particularly on reading and writing skills. There are few or no speaking and listening exercises.

4. Vocabulary selection based on reading texts

Vocabulary lists are composed of the words that appear in the presented text. Pupils improve their vocabulary knowledge via bilingual word lists, dictionary study and memorisation. A typical traditional exercise for example includes a presented text with underlined words that are later listed with their translation equivalents, followed by translation exercises.

5. Emphasis on accuracy

Another main characteristic of the GTM (and other approaches that focus on language knowledge) is the importance of accuracy. In order to achieve proficiency in the translation of
the foreign language, the stress is on presenting a correct translation. Accuracy is then tested through evaluation tests and formal written examinations.

6. Instructions are in the student’s native language

The language teaching classes are in the mother tongue, and instructions in the textbook and course book are also in the native language. Students are not encouraged to communicate in the foreign language.

7. The students are passive in the classroom

In a classroom that exclusively concentrates on grammar and vocabulary, the focus is primarily on the texts and the course material which the pupils need to study. Consequentially, the students practice their language knowledge according to the instructions in the textbook. Reading texts and studying vocabulary is an individual task, which is why students are not actively involved in the classroom.

As previously mentioned, not all of these principles are still in use today. More specifically, only some aspects of the Grammar-Translation Method are visible in present English language teaching. These are mainly the study of grammar rules, the importance of reading and writing, vocabulary lists and translation tasks. Still, this list is used for the textbook analysis of this study, as these characteristics indicate if a certain exercise carries linguistic attributes. The final results will show which aspects of this method are still present in English language teaching today.

2.3 Communicative competence and Communicative Language Teaching

2.3.1 Definitions

In 1972, Dell Hymes introduced the term “communicative competence” as a reaction against Chomsky’s distinction between linguistic competence (language knowledge) and linguistic performance (language use in context). Hymes dismisses the separation of competence and performance, and instead proposes the term ‘communicative competence’. He claims that “competence is dependent upon both (tacit) knowledge and (ability for) use” (Hymes 1972: 282). After Hymes, many authors have discussed and redefined the term, but the basic notion stays the same in all interpretations, which is that of communication. The Oxford Learner’s Dictionary provides the following definition:
“Communicative competence is a person's ability to communicate information and ideas in a foreign language”.

The new focus on communicative competence inevitably led to a new and different kind of approach. Linguists began to develop new methods and approaches which ultimately led to Communicative Language Teaching (CLT) or the communicative approach. Like communicative competence, language specialists have defined CLT differently.

Savignon states that “Communicative language teaching (CLT) refers to both processes and goals in classroom learning.” She continues to say that communicative competence is “the central theoretical concept in communicative language teaching” (1997: 1). Richards & Rodgers agree that CLT is an approach which aims to enhance a learner’s communicative competence in a foreign language, and add that the approach “develops procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication” (1986: 66). These two definitions show that this new approach is clearly distinct from the linguistic approach, which covers grammar-focused methods such as the GTM and Audiolingualism that were used before (see historical background). The focus in these methods primarily lies on increasing the language knowledge and linguistic competence of a learner with little attention to communication. CLT, on the contrary, focuses more on communicative competence. Exercises are no longer restricted to grammar, vocabulary and translation, but also include communicative tasks and active student involvement in the classroom. In 2006, Richards provided a new and broader definition of CLT, taking other classroom aspects into account:

“Communicative language teaching can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom.” (Richards 2006:6)

Here, Richards hints that CLT is about more than increasing a learner’s communicative competence, suggesting that it has a number of emphases, such as the way in which learners learn a language and the type of activities which make the learning process easier. The definition also pays attention to the teacher’s and student’s role in the classroom. Before the rise of CLT, these elements had not been brought to attention.
2.3.2 Historical background

In the mid-nineteenth century a shift in language teaching occurred. As Richards and Rodgers explain, “increased opportunities for communication among Europeans created a demand for oral proficiency in foreign languages” (2001: 7). In addition, the role of communicative competence began to increase and new teaching methods were developed in which the spoken word became more important than the written word. Next to theoretical foundations for a principled approach to language teaching, linguists became inspired by naturalistic principles and natural methods. This eventually led to the development of the Direct Method. This method was visibly different from a grammar-focused method as it had oral interaction, pronunciation practice and speaking and listening exercises in its curriculum. However, the method fell short of a theoretical basis and did not acknowledge the practical elements of the classroom. Moreover, the method was highly dependent on the teacher’s proficiency rather than on the textbook. By the 1920s, new methods were introduced such as Audiolingualism and Situational Language teaching. Both methods took communication into account, but remained in favour of structure practice and grammar and vocabulary drill exercises. In the 1950s and 1960s, these methods received criticism and were eventually replaced by Communicative Language Teaching.

2.3.3 Main focus

The purpose of CLT is to develop and stimulate communicative competence. The main focus is thus on the four language skills: reading, listening, writing and speaking. Furthermore, the approach requires classroom interaction and considers the role of the teacher as well as that of the learner (Richards 2006). In what follows, the main characteristics of CLT are discussed based on the works of Richards (2006), Brown (2001) and Savignon (1997).

In ‘Communicative Language Teaching: Linguistic Theory and Classroom Practice’ Savignon presents a summary of the principles of CLT. The first and most important principle states that language is communication (1997: 6). It is through language that people communicate with one another. Affirming this idea, Richards claims that the focus of communicative language teaching is real communication (Richards 2006:13). By implementing communication in the classroom, foreign language learners not only learn to use and understand the language, but they also learn how to communicate and how to express themselves in the foreign language. In line with this idea, another principle of CLT from Richards’ “Communicative Language Today” is that learners should use language for various
purposes and in different situations, e.g. in business or tourism. Communicative exercises in this context are for example activities that centre on a specific topic such as sales and marketing. After identifying and discussing the key topics in this area, students could complete assignments that focus on the four language skills. Typical tasks are for example reading articles on the topic, delivering oral presentations, group discussions, grammar and report writing (Richards 2006: 28).

Another characteristic of CLT is that “learners have the opportunity to experiment with language” (Savignon 1997: 6). As the description of the communicative exercises above imply, the different language skills (speaking, reading, writing and listening) are linked. An understanding and personalisation of different learning styles gives students the opportunity to concentrate on their individual learning process (Richards 2006). It also allows them to develop accuracy as well as fluency. Moreover, experimenting with language allows the learners to think creatively, which is another aspect that is studied in this thesis. The better a student knows the foreign language, the more it enables him or her to be creative with it. As a result, many, if not all creative tasks involve a communicative aspect.

A new and interesting aspect in language teaching was the growing role of the teacher in the classroom. In previous approaches, the teacher was considered an instructor who explained the written rules in the course material. Since the rise of CLT, the role of the teacher converted from informant to guide. In a communicative classroom, it is the teacher’s task to help the students in their language learning process by sufficient revision exercises and useful feedback.

In “Communicative Language Teaching Today” (2006) Richards discusses the main classroom activities in CLT. These are:

- Accuracy Versus Fluency Activities
- Mechanical, Meaningful, and Communicative Practice
- Information-Gap Activities
- Jigsaw activities
- Task-completion activities
- Information-gathering activities
- Opinion-sharing activities
- Information-transfer activities
• Reasoning-gap activities

Saqib and Waheed mention the following specific typical classroom activities in their research article on GTM and CLT (2014): role play, interviews, information gap, games, language exchange, surveys, pair work and learning by teaching.

Some main features of CLT are in obvious contrast with those of the traditional approach. Whereas the methods in the linguistic approach tend to focus on grammar, vocabulary and translation (language knowledge), the focus of CLT lies on communication and the oral aspect. Instead of only concentrating on reading and writing skills, communicative teaching also covers speaking and listening. Moreover, traditional methods teach grammar rules in an instructional and rigid manner, while in a communicative teaching context, students induce and discover grammar rules by interacting in a communicative class (Brown 2001, as cited by Breshneh & Riasati 2014: 443). The communicative approach also uses culture as a tool to stimulate communicative competence: in foreign language teaching courses, a considerable amount of time is spent on the culture of the country in which the language is spoken, in order to learn more about the language in the foreign language itself. In grammar approaches, culture was never taken into account. Another contrast between CLT and the linguistic approach is tolerance versus accuracy: in traditional language teaching, the focus is on accuracy. All mistakes must be instantly eliminated so that a student is able to achieve proficiency. However, in Communicative Language Teaching, errors are tolerated and are even necessary since it encourages learners to communicate. Making mistakes helps a foreign language learner to further progress in the language (Revell 1984). Eventually, “the pragmatic, authentic, functional use of language for meaningful purposes is more important than the aspects of language” (Brown 2001: 43).

In spite of the clear contrasts between both approaches, it are these differences that provoke a language setting reflecting both approaches. Since one approach includes elements which another approach does not, a combination of several approaches completes the foreign language classroom. This creates some sort of balanced way to teach a foreign language covering all necessary aspects.

2.4 Debate: linguistic or communicative approach?

Traditional as well as communicative approaches have been supported and dismissed by many over the last few decades. The following section describes the advantages and
disadvantages of both approaches and offers some interesting thoughts of the critics and advocates of Communicative Language Teaching.

2.4.1 Advantages linguistic approach

One of the main advantages of a linguistic approach is the efficient understanding of the phraseology. In case of the Grammar-Translation Method, for example, students are allowed to understand complicated concepts, expressions and phrases through translation. Since students are taught in their native language they can develop a clear comprehension of the grammar rules of the target language which allows them to write correct sentences and “acquire some sort of accuracy in understanding synonyms in the source language and the target language” (Snow 1992: 3). In addition, a method such as the GTM is particularly beneficial for language teachers: classroom activities are in the mother tongue, so the teacher can easily test the students’ comprehension and learning progress.

2.4.2 Disadvantages linguistic approach

Although the methods following a traditional approach have positive effects on a learner’s competence, critics reject these methods for a number of reasons. The main disadvantages are:

- Students do not participate actively in the classroom.
- No focus on communication.
- Little attention to content.
- The focus is on translation which might be misleading.

(Saqib & Waheed 2014)

In “Principles of Language Learning and Teaching”, Brown even states that GTM “does virtually nothing to enhance a student’s communicative ability in the language” (as cited by Saqib & Waheed 2014: 126). The use of the native language impedes the language learning process. In addition, students are dependent on their syllabus and have to complete demotivating tasks such as memorisation and translation.

2.4.3 Advantages communicative approach

CLT aims at communicative competence which enables learners to use the language in a communicative situation (Richards: 2006). In contrast to traditional teaching such as the GTM or Audio-Lingual Method that focus on form and grammatical or linguistic knowledge,
Finocchiaro and Brumfit (1983) emphasize that the focus in CLT is on meaning, and learning how to communicate effectively.

Another advantage of the communicative approach is the shift from teacher-centeredness to learner-centeredness (Breshneh & Riasati 2014: 442). In a communicative classroom, the role of the teacher is reduced to that of a facilitator aiding the learners in their development of communicative competence. Instead of regarding the teacher as the source of knowledge, learners are now responsible for their own learning process.

Additionally, CLT regards functions and the sequence of the functions in CLT books. The different units are designed along the functions and the communicative needs of the learner. “Most communicative textbooks start for example with a greeting lesson because it is the most basic need of a learner in real life communication” (Beshneh & Riasati 2014: 443). The units of the textbook then become more advanced following the needs of the learner in real life communication (for example a unit on how to book hotels or reserve flight tickets).

2.4.4 Disadvantages communicative approach

The disadvantages of CLT are essentially identified by CLT critics who are in favour of other approaches. In 1983, Hughes argued that concentrating more on fluency than on accuracy might lead to undeveloped learners (as cited by Breshneh & Riasati 2014: 443). He claims that since CLT tolerates errors in order to stimulate a learner’s communicative competence and fluency, learners may achieve fluency, but limited accuracy in the foreign language. Swan shares this opinion in his article “A critical look at the Communicative Approach”(1985). Here, Swan agrees that “theoretical confusion can lead to practical inefficiency” and is opposed to a communicative approach because he believes structure and knowledge should precede communicative activities. Nevertheless, he also acknowledges the advantages of Communicative Language Teaching and admits that “in some ways it has done us a lot of good” (1985: 11).

The communicative approach is strongly criticised by Stephen Bax, who states that the key problem of Communicative Language Teaching is that it pays insufficient attention to context. According to Bax, many teachers assume that CLT is the ultimate way to learn a language properly, and consider a traditional approach “backward”. He disagrees and gives a number of different occasions where students successfully acquired communicative competence without receiving an explicit communicative focus in language teaching, but
where the specific context was taken into account. In “’End of CLT’, Bax is convinced that context is a crucial aspect of language pedagogy and argues that it is time to replace the communicative approach with a context approach. Specifically, this would involve taking notice of situational factors such as national culture, school culture, classroom culture, course books and learners’ individual needs.

2.4.5 Overlap traditional and communicative approach

In conclusion, communicative and traditional approaches are both beneficial for a learner’s competence, but experience some shortcomings. Nevertheless, it is important to realise that both approaches should not be viewed as mutually exclusive categories and that in reality, efficient language teaching often entails achieving a balance between language knowledge and language skills. In other words, a teacher does not have to make a choice between CLT and structural teaching, but instead, a combination of both approaches in the classroom is required. Communicative exercises are important to increase the communicative competence of students, but this competence cannot be achieved without the necessary language knowledge. As a result, it is not uncommon for an English teaching classroom to have a tendency towards a specific approach without disregarding other approaches. In this context, Savignon stated that “no one approach is right for every student” (1975), but that the population of foreign-language learning students is complex, and that the teacher of the classroom is assigned to give individualised instructions. Bax, on the other hand, draws attention to the nature of the specific contextual situation in which the teacher and the students find themselves. Although language and context is not tested in this study, Bax and Savignon both point out that a teacher should develop an approach which is responsive to the students’ needs. Eventually, “no single methodology or fixed set of techniques is prescribed (Savignon 1997: 6).

2.5 Creativity

2.5.1 Definition creativity

Next to the study of grammar/vocabulary-based exercises and communicative exercises in Belgian textbooks, this study also looks at exercises that involve or encourage creativity. The notion of creativity in the classroom is relatively new and is an interesting point of discussion, which is why this research pays attention to the extent to which tasks in English textbooks encourage creativity. First of all, it is important to define the exact meaning of the term. The
Oxford dictionary describes creativity as “the ability to use your imagination to produce new ideas, make things etc”. This explanation is indeed the basic idea of creativity, but it is limited as it covers just one aspect of creativity, namely that of inventiveness. Different sources confirm that there is not one fixed definition for “creativity”, because it can be applied to a variety of fields (education, business, arts, science etc). Reid and Petocz (2004: 45) assert that “a creative product in different domains is measured against the norms of that domain, its own rules, approaches and conceptions of creativity”. This study specifically studies creative exercises in English textbooks, so a suitable definition of creativity would be one that concentrates on creativity in the field of education.

2.5.2 Creativity in education

In “Learning domains and the process of creativity” Reid and Petocz propose using the synonym “innovation” for referring to creativity in education. Feldhausen and Westby (as cited in McDonough 2015: 189) state that in a teaching context, “creativity” mostly refers to the ability of generating ideas, solutions and plans that are new or unique when confronted with a specific problem. Accordingly, a student’s creativity is tested during problem-solving tasks. Since problem solving is a functional quality that returns later in life, and is especially useful in the workplace, it is considered an important aspect in education. The first person to broach the subject of creativity in an educational context was psychologist E. Paul Torrance. He is considered “a pioneer in creativity research and measurement” (McDonough 2015) and by asking whether children can be taught to think creatively, Torrance set the idea of teaching creativity in motion. However, Torrance focuses more on the ability, and less on the need to teach children to think creatively. On the website of the Iowa State University, Erica McWilliam, Professor of Education at Queensland University of Technology, discusses creativity in the classroom and argues that it is certainly feasible to teach creativity and that it is “especially important to foster creativity now, when we urgently need solutions to social, scientific and cultural problems”. Ken Robinson endorses this idea of the need to teach creativity. During a talk for TED in 2006, creativity expert Sir Ken Robinson emphasises the importance of approaching creativity in education. He claims that creativity should be treated with the same status as literacy in the educational field, and gives a number of reasons. In his speech, Robinson questions the existence of creativity in the classroom, and claims that “we get educated out of creativity” (Robinson: 2006). In his opinion, making mistakes or being wrong results in creative thinking and original solutions. However, by the time we become adults, we have lost the capacity of creative thinking due to a fear of being wrong. For this
reason, more attention should be given to creativity in the classroom. One of his main reasons to teach creativity, however, is the fact that teachers are meant to educate students for the future, even though no one knows what the future will look like. He believes that it is extraordinary that students are not sufficiently prepared on the unpredictability that they will face later in life. Creativity might help the students to come to solutions for potential problems in the future, such as the ones that Erica McWilliam (Iowa State University) mentions.

Since this study specifically analyses creative exercises in textbooks, the following section describes what a creative activity may look like, and takes some examples from the textbook analysis of this thesis.

2.5.3 Activities/exercises which enhance creativity in the classroom

Gomez (2007) proposes a number of techniques to enhance a student’s creativity in class. A first important step is to establish a class environment that accepts and reinforces new ideas. In addition, students should be placed in situations where they are forced to seek out the information for themselves (Lancaster 2000: 8). Students will then analyse the problem and experiment with different solutions which increases the student’s creative ability. Another essential factor is for the teacher to allow students to be critical and to offer suggestions, as brainstorming stimulates the creative competence of the student. Finally, Gomez also mentions that adequate planning is necessary to prevent losing creative potential. Due to time pressure, a student can reject emerging ideas or insights and instead heavily relies on established sources.

Most exercises that were categorised “creative” in the textbook analysis later in this study are brainstorming and role playing exercises. Since each unit in both textbooks deals with a specific topic, many units start with a hypothetical question, such as “What would you do if you were famous?” or “Can you think of possible problems of winning such a huge amount of money?”. Such questions challenge the students to use their imagination and stimulates their creative thinking. Role playing, in which students have to form groups of two or three and act out a scene, is also a great example of a creative task. Although role playing is already identified as a communicative task earlier in this study, it also carries a creative aspect. The student takes the role of another person and tries to act from the perspective of that character. For this exercise, students have to use their imagination again in order to appear convinced
and self-assured. Role playing is an excellent exercise to stimulate both communicative and creative competence.

In conclusion, the role of creativity in language teaching is increasing, and in a sense necessary, as it improves the learning process. According to Maley & Peachey (British Council), linguistic creativity motivates students and “tends to improve student self-esteem, confidence and self-awareness”, which leads to committed and effective learning. Teaching creativity not only allows students to practice their communicative and problem solving skills, it is also a means to keep the learners motivated. Hence, examining creativity in English textbooks in Flanders and Wallonia forms an important part of this study.

2.6 Difference in English education Flanders and Wallonia

Since this thesis compares English textbook exercises in Flanders with those in Wallonia, it is useful to review the difference in curriculum. The secondary education system in Flanders consists of four levels: ASO (theoretical), BSO (practical), TSO (both theoretical and practical) and KSO (related to arts). The first two grades of secondary school are an observation grade where all students receive the same general education. From the third grade on, students choose a specific programme in a particular level (e.g. ASO Modern Languages). In the majority of Flemish secondary schools, English courses start in the second grade, covering two hours per week. Depending on the choice of level in the following years, students receive more, less or the same amount of English courses. When a student for example chooses a language-orientated programme such as Latin or Modern Languages (ASO) , he will evidently receive more hours of English per week than a student following a more practical programme such as for example Economics (TSO) or Office (BSO).

In Wallonia, the situation is slightly different. As in the Flemish education system, secondary schools in Wallonia offer four different levels: général (general), technique (technical), artistique (artistic) and professionnel (professional). The first two years are observation years as well, but the second two years are orientation grades and the last two years are determination grades. However, whereas English is not taught in elementary school in Flanders, this option does exist in the majority of the Walloon communities. Wallonia obliges its students to choose a second language in elementary school. In total, English is available as a second language option in more than 250 of the 262 communities in Wallonia. Many Walloon students thus carry a basis of English when they enter secondary school. However, the position of English is also strong in Flanders, as English “penetrates into the domain of
mass media, technology, international trade and political exchanges” (Goethals 1997: 107). Furthermore, Goethals notes the difference in language dubbing and subtitling in Wallonia and Flanders. Wallonia prefers dubbing (English) television programmes and films, while Flanders is in favour of subtitling. This would imply that Flemings already have a basic understanding of English before entering secondary school. In “English in Flanders” Goethals confirms this by informing that ”13-year-old Flemish pupils know about 400 English words before even taking a first formal English class” (Goethals, 1997:107).

In conclusion, both the Flemish and Walloon students acquire elementary English language knowledge and/or skills before attending secondary school. Once in secondary school, the English teaching level depends on the grade and educational programme of the learner. In terms of emphases in English teaching, it is still unclear what the contrasts and similarities are between Flanders and Wallonia. This study aims to compare the textbooks that are used in both regions in order to gain an insight into the teaching methods in both parts of Belgium. The obscurity about the emphases in English teaching makes it difficult to come to a clear hypothesis for this study. Because of the different education systems and language situations in both regions, it is hard to predict the outcome of this study. The textbook analysis and teacher surveys will give an indication to what contrasts can be found between English teaching in Flanders and Wallonia.

3 METHODOLOGY

3.1 Evaluation of the selected textbooks (surveys)

This study analyses all exercises from the titles Contact-T3 (Flanders) and New Inside Out(Wallonia), both designed to teach at an intermediate level. These textbooks were selected on the basis of a survey which was distributed to 150 Flemish schools and 160 Walloon schools. Out of the 160 Walloon schools, 63 teachers responded, which was considerably more than the responses received from the Flemish schools (18). Although the number of responses in both regions is rather limited, these titles were still selected for the research of this thesis, since they ranked high in the survey and also appeared in many secondary school booklists for the school year 2015 – 2016 that were consulted when trying to obtain the textbooks for the research. The survey was drawn up in English and translated into Dutch for the Flemish teachers and into French for the Walloon teachers because the teachers would more likely participate if the survey was in the mother tongue. It includes ten questions about how frequently the textbook is used and to what extent it contains linguistic, communicative
and creative exercises. The final question also approaches the opinion of the teacher on the textbook that is used in the classroom (see Appendix 2). With these means, the survey not only indicates which titles are generally popular in Flanders and Wallonia, but also gives this research a qualitative aspect. The 13 responses of the teachers who use one of the selected textbooks were discussed separately (4 for Contact-T3 and 9 for New Inside Out). In addition, it was decided to use all responses in order to examine the different ideas Walloon and Flemish teachers have on the textbooks they use for their English courses. By collecting the views and experiences of English teachers in Belgium, the survey offers some insight on the teachers’ satisfaction with the use of a textbook in the classroom, and on teaching techniques in general.

3.2 Choice of level

The two textbooks have an intermediate level since this level is expected to produce more significant results than an elementary or advanced level. A pre-intermediate level will primarily focus on language knowledge as students at this level are generally not ready to perform varied communicative tasks yet, and it was felt that an upper-intermediate level will include more communicative tasks. An intermediate level seems to be the fairest and most objective option to examine the balance between language knowledge and language skills in the textbooks.

3.3 General information about the textbooks

3.3.1 Contact-T3

The textbook Contact-T3 for pupils in Flanders contains 134 exercises and consists of 10 units. The textbook is an intermediate level that is designed for students studying English at secondary school for two to four times a week. It was designed by Geert Claeys and Jef vanden Borre, two Flemish teachers with a passion for the English language. The book was published in 2004 by Wolters Plantyn in Mechelen.

Next to the textbook, Contact-T3 also consists of a workbook, a CD for classroom practice and practice at home, online exercises and a teacher’s guide. However, the focus of this study is on textbooks, which is why the exercises in the workbook and the additional materials are not included in this thesis.
The textbook consists of 134 exercises and 10 different units. All units work with a specific topic ranging from cultures and customs around the world to detective stories to time capsule and space. The units include a considerable number of texts and vocabulary lists. At the end of every unit extra (reading) material is available, but it is the choice of the teacher to complete this unit in the classroom. However, to leave nothing out, all the supplementary materials in the textbook have been included in the corpus of this thesis.

The textbook of *Contact-T3* also contains multiple pages with grammar and function explanation, and refers to the exercises in the workbook. At the end of the textbook, a grammar survey is included explaining the basic grammar rules with examples to illustrate.

### 3.3.2 New Inside Out

*New Inside Out* textbook for pupils in Wallonia was designed by Sue Kay and Vaughan Jones for adults and/or young adults that study English at an intermediate level. The authors are both British, but have experience in teaching English to French speaking pupils. *New Inside Out* was first published in 2000 by Macmillan Publishers in Oxford. Other components are the *New Inside Out* workbook, a teacher’s book, a resource pack and class - and workbook audio. For this study, only the textbook was analysed, as it is the basis of the classroom and classroom materials.

The textbook encloses 534 exercises and 16 units, two of which are revision units. The exercises in the units are all related to the central topic of the unit. These topics are fairly general to which the students can easily relate. After the first half of the textbook, a first revision unit is added. By means of similar but new exercises, the students are tested on their knowledge and skills that they gained from the previous chapters. The last unit, Unit 16, is a second and last review.

Besides the wide range of exercises, *New Inside Out* also provides grammar rules, which are titled “Language Reference”. These language references appear repeatedly in the units and are combined with exercises concerning these grammar rules.

### 3.4 Exercise typology

In order to analyse the textbooks, each exercise in the book was individually examined and categorised as “communicative” (C), “linguistic” (L), “communicative and linguistic” (C+L), “communicative and creative” (C+Cr), “linguistic and creative” (L+Cr) or “communicative,
linguistic and creative” (C+L+Cr). Next to communicative and linguistic aspects, the exercises are also analysed on creativity. As opposed to the first two elements, creativity is not a topic of focus, but rather a means of approaching a topic, which is why the label “creativity” is always combined with the communicative and/or linguistic category. The typology of the exercises is based on the theory from the literature study, using the descriptions of the typical linguistic and communicative exercises adopted from the publications of Richards and Rodgers, Savignon and Brown. The first exercise in Contact-T3 for example “How do you normally spend your summer holidays? Continue this conversation with a partner. Use the questions in your workbook” was labelled as a communicative exercise, as it practices speaking skills. All communicative exercises in both textbooks are specifically focused on oral practice. Moreover, many of these activities also concentrate on opinion sharing and information gathering; such as “What qualities do you admire in a person? Who is your hero and why?” (p151, unit 9 Contact-T3). Exercise 2a in New Inside Out asks the students to determine the subject, auxiliary and main verb in the following questions. The exercise is focused on grammar rules and was consequentially categorised as “linguistic”. The instruction on page 12 in Contact-T3 is also an example of a typical linguistic exercise: “Read about the island Sark with the help of the vocabulary list on p15” (unit 1). To determine the exercises that encourage the creative competence of the learners, the study makes use of the techniques explained in the theory section. An example of a creative exercise was found in New Inside Out. Exercise 1 on page 100 unit 11 asks students what sort of things can go wrong on a first date. With no further context, students have to use their imagination and brainstorm to come to multiple answers. Most of the creative exercises are also communicative and ask students to work in groups and complete a specific task in which the students need to be creative, such as the exercises on page 136, unit 8 in New Inside Out: “Work in small groups of three or four pupils. Choose one of these tasks (make audio/video of 1. typical everyday scenes 2. two typical teenagers)”. In this particular tasks, learners have to be creative within the role playing game while effectively creating audio-visual material.

As mentioned in the theory section, the approaches in the classroom are not strictly isolated, but usually overlap each other. This overlap is visible in the exercises: inevitably, some exercises cannot be categorised as exclusively communicative, linguistic or creative. Instead, certain activities in the textbook are a combination of more than one category and are for example not only communicative, but also linguistic and/or creative. To maintain a clear and
structured overview, overlapping exercises are included in the corresponding categories. An example is found in *Contact-T3* on page 47. Exercise 3 on this page asks students to read the following texts and study the information carefully before discussing the answers to the questions with a partner. Such exercises demand both linguistic and communicative competence and are consequently categorised as “communicative” and “linguistic”. Another example of a communicative and linguistic exercise is the instruction “Read these Valentine ads and choose the ones that please you the most” on page 93 in *Contact-T3*, where the student first reads different texts and consults the corresponding vocabulary list for unfamiliar words. The reading in combination with the vocabulary list enhances the student’s language knowledge and linguistic competence. The learner is then asked to orally discuss the texts he or she prefers and to explain which ads he or she likes most and why. This part of the exercise involves oral practice and opinion sharing, two aspects which are typical for a communicative activity. An overview of all exercises and their corresponding categories is shown in Appendix 1.

The first column in the tables contains the title of the textbook, followed by the number of the unit, the title of the exercise, the number of the exercise and the corresponding page in the textbook. The sixth column shows the instruction of the exercise. Finally, the seventh column contains the label(s) or category/categories of the exercise.

After all exercises were individually analysed and categorised, the total number of linguistic, communicative and creative exercises were presented in tables. The first table shows the total of all communicative, linguistic and creative exercises. The second table presents a detailed overview of the exercises, including overlapping categories as well. On the basis of these tables it was decided what the balance is between linguistic and communicative exercises, and to what extent the textbooks contained activities that involved creative thinking.
4 RESULTS

4.1 Textbook analysis

Table 1: General overview exercises in Contact-T3 and New Inside Out

<table>
<thead>
<tr>
<th>Exercise Type</th>
<th>Contact-T3</th>
<th>Percentage</th>
<th>New Inside Out</th>
<th>Inside Out</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicative</td>
<td>86</td>
<td>49%</td>
<td>347</td>
<td>347</td>
<td>48%</td>
</tr>
<tr>
<td>Linguistic</td>
<td>84</td>
<td>47%</td>
<td>302</td>
<td>302</td>
<td>42%</td>
</tr>
<tr>
<td>Creative</td>
<td>7</td>
<td>4%</td>
<td>69</td>
<td>69</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>177</td>
<td>100%</td>
<td>718</td>
<td>718</td>
<td>100%</td>
</tr>
</tbody>
</table>

Table 1 presents the number of communicative, linguistic and creative exercises in Contact-T3 and New Inside Out. The outcome of the textbook analysis shows similar results for both textbooks. Contact-T3 contains only 1% more communicative and 5% more linguistic exercises than New Inside Out. In terms of creative exercises, New Inside out offers more creative thinking than Contact-T3.

The total numbers in this table are the sum of all linguistic, communicative and creative exercises in the textbooks. In this way, these numbers reflect the complete number of exercises that are communicative, linguistic and creative. The actual total numbers of exercises and a more detailed view of the types of exercises in the textbooks are shown in the table below.

Table 2: Detailed overview exercises in Contact-T3 and New Inside Out

<table>
<thead>
<tr>
<th>Exercise Type</th>
<th>Contact-T3</th>
<th>Percentage</th>
<th>New Inside Out</th>
<th>Inside Out</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicative and linguistic</td>
<td>35</td>
<td>26%</td>
<td>94</td>
<td>94</td>
<td>18%</td>
</tr>
<tr>
<td>Communicative and creative</td>
<td>6</td>
<td>4%</td>
<td>39</td>
<td>39</td>
<td>7%</td>
</tr>
<tr>
<td>Linguistic</td>
<td>48</td>
<td>36%</td>
<td>178</td>
<td>178</td>
<td>34%</td>
</tr>
<tr>
<td>Linguistic and creative</td>
<td>0</td>
<td>0%</td>
<td>4</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Communicative, linguistic and creative</td>
<td>1</td>
<td>1%</td>
<td>26</td>
<td>26</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>134*</td>
<td>100%</td>
<td>533*</td>
<td>533*</td>
<td>100%</td>
</tr>
</tbody>
</table>

*actual number of exercises in the textbook
Table 2 shows that Contact-T3 includes 134 exercises, which is four times smaller than the number of exercises in New Inside Out (533). The asterisk in Table 2 indicates that these numbers are the actual total number of exercises in the corresponding textbooks. As mentioned in the theory section of this thesis, it is common to combine different methods in English language courses. Consequently, many exercises in the analysed textbooks could not be labelled as exclusively linguistic, communicative or creative. Instead, as shown above, many exercises belong to more than one category.

Although the total number of communicative exercises is higher in Contact-T3 than in New Inside Out, Table 2 indicates that the latter contains more exercises (35%) that are exclusively regarded as “communicative” than Contact-T3 (33%), and fewer linguistic exercises (34%) than Contact-T3 (36%). A combined version of these categories shows that 26% of exercises in Contact-T3 are both communicative and linguistic, which is 8% more than this number of exercises in New Inside Out.

In terms of creative exercises, both textbooks score rather low. As shown in table 1 and 2, New Inside Out offers more creative exercises than Contact-T3. Most of the creative exercises in both textbooks are also communicative and only 4 exercises in New Inside Out are linguistic as well as creative. Contact-T3 has no exercise that belongs to this subcategory. However, Contact-T3 does include 1 exercise that is creative, as well as communicative and linguistic. In New Inside Out, this number is 26 or 5%. Examples of these types of exercises are given in the methodology section of this thesis.

Table 3: Type of exercises in Contact-T3

<table>
<thead>
<tr>
<th>Type of Exercises</th>
<th>Contact-T3</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicative</td>
<td>44</td>
<td>33%</td>
</tr>
<tr>
<td>Communicative and linguistic</td>
<td>35</td>
<td>26%</td>
</tr>
<tr>
<td>Communicative and creative</td>
<td>6</td>
<td>4%</td>
</tr>
<tr>
<td>Linguistic</td>
<td>48</td>
<td>36%</td>
</tr>
<tr>
<td>Linguistic and creative</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Communicative, linguistic and creative</td>
<td>1</td>
<td>1%</td>
</tr>
<tr>
<td>Total</td>
<td>134</td>
<td>100%</td>
</tr>
</tbody>
</table>

44 out of 134 exercises (33%) in Contact-T3 are labelled as exclusively communicative. The majority of these exercises focus on oral practice and listening skills. The textbook has more linguistic (36%) than communicative exercises and 1/4 of the exercises in Contact-T3 are
labelled both linguistic and communicative. Out of the 7 creative exercises in the textbook, 6 are also communicative and 1 is communicative, linguistic and creative. No exercise belongs to the subcategory “linguistic and creative”.

Table 4: Type of exercises in New Inside Out

<table>
<thead>
<tr>
<th>Type of exercises</th>
<th>New Inside Out</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicative</td>
<td>188</td>
<td>35%</td>
</tr>
<tr>
<td>Communicative and linguistic</td>
<td>94</td>
<td>18%</td>
</tr>
<tr>
<td>Communicative and creative</td>
<td>39</td>
<td>7%</td>
</tr>
<tr>
<td>Linguistic</td>
<td>178</td>
<td>34%</td>
</tr>
<tr>
<td>Linguistic and creative</td>
<td>4</td>
<td>1%</td>
</tr>
<tr>
<td>Communicative, linguistic and creative</td>
<td>26</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>533</td>
<td>100%</td>
</tr>
</tbody>
</table>

In Table 4 we see that New Inside Out contains almost the same number of exercises that are exclusively communicative (35%) or exclusively linguistic (34%). 18% of exercises in the textbook were found to be both communicative and linguistic. The textbook contains only 4 exercises (1%) that are both linguistic and creative, and 26 (5%) that are communicative, linguistic and creative. As is the case in Contact-T3, the majority of creative exercises were also communicative (7%).

The textbooks show similar results regarding the balance between language knowledge and language skills, both textbooks showing a minor tendency towards communicative exercises. In terms of creativity, both titles contain a minimum of creative tasks. The few creative activities in the textbook are also categorised as “communicative”. In spite of the similar results that the textbooks show, the two titles include specific differences that are elaborated in the discussion section below.

5 DISCUSSION

In general, both textbooks show similar results in terms of communicative, linguistic and creative exercises. The majority of exercises in Contact-T3 as well as in New Inside Out are communicative, followed by the linguistic and creative exercises. In both textbooks, the number of creative exercises is low. The textbooks include a large number of linguistic exercises, but there is a visible tendency towards communicative practice.
In what follows, the results of the textbook analysis and related teacher surveys are discussed. This section also answers the research questions of this study, and discusses the main contrasts and similarities between *Contact-T3* and *New Inside Out*.

5.1 **Contact-T3**

*Contact-T3* is one of the most frequently used textbooks in English courses in Flanders, and consists of 49% of communicative and 47% of linguistic exercises. The focus is thus slightly more on communicative competence and language skills, than language knowledge. A more detailed analysis shows that 26% of the exercises in the textbook are considered both communicative and linguistic, and 4% is communicative and creative. Still, the majority of the communicative activities in the textbook are not combined with any other category. All communicative exercises in *Contact-T3* are specifically focused on oral practice. A lot of activities also concentrate on opinion sharing and information gathering. Examples of these are found in the methodology section of this thesis, and in the corpus (Appendix 1).

In terms of linguistic exercises, 36% of the total exercises in the textbook are labelled exclusively linguistic. These exercises particularly involve reading a text and reading/studying the vocabulary that goes with the text. The textbook also contains a number of exercises that focus on correct pronunciation. Although pronunciation practice focuses on enhancing communicative competence, these type of exercises were labelled “linguistic” rather than “communicative”, since all the pronunciation exercises in *Contact-T3* are drill exercises.

This study also examines the presence of tasks that stimulate a student’s creativity and creative thinking. The creative tasks in the *Contact-T3* textbook are very limited: only seven creative exercises are included in the textbook, which equals 4% of all the exercises in the book. Six exercises were categorised communicative and creative and one exercises was labelled communicative, linguistic and creative. This exercise was the following: “Form groups of three: two customers and a waiter/waitress. Act out the restaurant scene” (p70, unit 4). This instruction requires oral practice, as well as reading skills and role playing. For this reason, the activity was put in all three categories.

Finally, the figures on the previous pages show that the number of communicative and linguistic exercises in *Contact-T3* are equally balanced. It seems that this textbook focuses on both language knowledge and language skills, but does not aim much attention at creativity.
The results of Contact-T3 were compared to the ones of New Inside Out to register specific differences.

5.2 New Inside Out

New Inside Out contains considerably more exercises than Contact-T3. Nevertheless, the results of the analysis are similar for both textbooks, since they differ only 2% in the number of communicative activities (Contact-T3 33%, New Inside Out 35%) and in the number of linguistic exercises (Contact-T3 36%, New Inside Out 34%). Almost one fifth of the total exercises in the textbook is labelled both linguistic and communicative (18%). Most of these exercises asks students to read a text and then discuss it orally. Table 2 and 4 show that 35% of the exercises were categorised as “communicative” only and 34% is exclusively categorised as “linguistic”. Just like Contact-T3, most of the communicative exercises typically involve oral practice. Listening exercises were also considered a communicative activity, since next to speaking, listening is an important part of oral communication. In addition, the audio fragment in the textbook is discussed orally afterwards. For these reasons the listening exercises in the analysis were labelled “communicative”. As to the linguistic exercises, the focus is primarily on grammar tasks, reading and writing skills and vocabulary exercises.

The notion of creativity is more visible in New Inside Out than in Contact-T3, although the number of creative exercises are still limited. 10% of the total exercises in the textbook requires creative thinking, which is considerably higher than the creative activities in Contact-T3 (4%). Whereas all the creative tasks in Contact-T3 were also communicative, the creative activities in New Inside Out are more varied, as is shown in Table 2 and 4. Most of the creative exercises are also communicative, but the New Inside Out textbook also contains creative activities that are combined with linguistic exercises (1%), and both linguistic and communicative tasks (5%).

In general, New Inside Out contains 6% more communicative than linguistic exercises, which indicates that this textbook slightly focuses more on language skills than language knowledge. In terms of creativity, New Inside Out includes few creative exercises. Accordingly, it would appear that Contact-T3 and New Inside Out are similar textbooks. Nevertheless, the textbooks are in fact very different from each other. The following sections describe the similarities and differences between Contact-T3 and New Inside Out.
5.3 Main similarities and differences Contact-T3 and New Inside Out

5.3.1 Similarities

As already mentioned, the two textbooks are similar in terms of how the communicative, linguistic and creative exercises are divided. However, Contact-T3 and New Inside Out also share some other aspects. A striking resemblance is how every unit in both textbooks deal with a specific theme. The textbooks include a wide range of topics, so that every student will eventually have some knowledge about the specific topic. Subjects that are present in both textbooks are: sports, love, friends, animals, travel, parties, food and time. The exercises in the textbooks are also applicable to real life situations. Unit 4 “May I take your order?” on page 70 in Contact-T3 for example shows students how to order food and drinks in a restaurant. Likewise, on page 13 in unit 1 “You’ve got mail”, New Inside Out teaches students how to write a basic e-mail. Using topics that are close to students’ real life experiences motivates and prepares them to communicate effectively in these situations.

Teamwork is another aspect that appears in both textbooks. The communicative exercises that require oral practice often ask students to work with a partner. This could be solving a problem together, interviewing each other or completing an exercise together. By means of teamwork, students communicate spontaneously with one another.

A visible linguistic component in Contact-T3 and New Inside Out is the explanation of grammar rules that repeatedly appear in the different units. In Contact-T3, these grammar rules are illustrated by grammar and function boxes. In New Inside Out, these boxes are titled “Language Reference”. The rules in the boxes vary from verb tenses and sentence structure to adjectives and adverbs.

Both textbooks also give attention to cultural references. Contact-T3 contains a unit about detective stories with information and stories about Sherlock Holmes. In unit 4, Contact-T3 discuss the popular song “Meat is murder” by Morrissey. By way of reading and listening exercises, popular songs, books and poems also appear in New Inside Out.

Finally, Contact-T3 and New Inside Out show many pictures and cartoons that are relevant to the exercise or unit. Cartoons have an amusing effect on students, but they also test students on their comprehension of the topic, as most cartoons contain a joke that can only be understood from its context. Pictures and cartoons also help the photographic memory.
5.3.2 Contrasts

The main contrast between the two textbooks is the difference in size. Contact-T3 has 219 pages but only 134 exercises, while New Inside Out has 161 pages and 533 exercises. The reason for these different numbers is a second difference between both textbooks, namely the number of texts in the textbook. Contact-T3 includes a large collection of texts. Half of every unit in the textbook is filled with texts, so there is not much room left for exercises other than reading and vocabulary exercises. Typical exercises in Contact-T3 consist of reading a text, commenting on the content of that text and studying the corresponding vocabulary. New Inside Out also contains texts which are necessary to complete reading exercises. However, the reading exercises in New Inside Out are more varied and are in balance with other types of exercises in the textbook. Page 23, unit 2 for example presents comments by Internet users about a certain film. The next questions then ask the students to express what rating the users gave the film, to write a review of a film they have seen and to complete a grammar exercise with example sentences from the text. In this way, the text rather functions as a starting point, leading the learners to talk about similar topics or completing linguistic exercises that are related to the text.

Another reason why Contact-T3 has a lot of pages but few exercises is the presence of a large grammar survey at the end. The last 55 pages in the textbook are part of a grammar survey, which covers some notes on pronunciation, common errors and main grammar items. Rules that were already discussed in the grammar and function boxes in Contact-T3 recur in this survey in a more detailed way. New Inside Out also contains a small summary of grammar rules at the end of the textbook, but this is only a couple of pages. All the main rules are already explained through the language references in the different units.

A fourth contrast between the two textbooks is the reference to the course book. Both textbooks also have an additional course book in which students can do extra exercises. Nevertheless, Contact-T3 is the only textbook that refers to this course book on a regular basis. Since course books are not a part of this research, the exercises in these books were not analysed.

Although Contact-T3 and New Inside Out have similar results regarding the number of linguistic exercises, Contact-T3 covers almost no exercises that are focused on grammar. The linguistic exercises in this textbook are mainly reading and writing exercises, vocabulary and
drill exercises. In contrast, *New Inside Out* contains clear grammar exercises concerning for example sentence structure, adverbials and spelling.

At the end of every unit, *Contact-T3* offers an extra text with exercises. This text is related to the topic of the unit and presents the same type of exercises that are covered in the unit. In this way, students can further practice their language knowledge and skills. *New Inside Out* does not have these additional texts and exercises, but does contain two revision units: one in the middle of the textbook and one at the end. These are the same type of exercises as the ones in previous units and deal with the same topics. The two revision units not only help students brush up their knowledge, it is also a test to see if the students actually understand the material.

A penultimate difference is the presence of vocabulary lists. After every text in *Contact-T3*, a vocabulary list is available so that the student understands all the words in the text. In *New Inside Out* however, no vocabulary lists appear. The meaning of unknown words are derived from the context.

Finally, the two textbooks focus on the same type of exercises, but take a different approach in doing so. *Contact-T3* is a classic textbook, with a clear system of reading texts, learning vocabulary and pronunciation, and answering questions with the help of a partner. These elements also occur in *New Inside Out*, but in a less predictable way. *New inside Out* also contains gap exercises and playful exercises which are not included in *Contact-T3*. Examples of these playful exercises are games which require linguistic, communicative and creative competence. The game “Definition Auction” on page 45, unit 5 for example asks students to work in teams and listen to a couple of definitions, some of which are false. The aim of the game is for the teams to “buy” the definitions that are true. The team with the highest number of true definitions wins. Other game exercises are role play exercises and activities in which students need to brainstorm and need to be inventive. These type of exercises tend to be creative which might explain why the percentage of creative exercises in *New Inside Out* is 6% higher than in *Contact-T3*.

5.4 **Teacher surveys**

As mentioned in the introduction of this thesis, a teacher survey was conducted in order to register the opinions of teachers in Flanders and Wallonia on the use of textbooks. The outcome of the survey is illustrated in Appendix 2 and 3. In total, 310 e-mails were sent to
Belgian secondary schools: 150 to Flemish schools and 160 to Walloon schools. In order to gain more responses, the survey was translated into Dutch for the Flemish schools and into French for the Walloon schools before it was distributed. The survey contains 10 questions in total (see Appendix 2). The first three questions ask for general information, such as the name of the school, the grade and level of the class in which the textbook is used and the complete title of the textbook. The following questions ask how frequently the teacher uses the classroom and why, and asks to indicate on a scale how language knowledge and language skills are balanced in the textbook. The last questions concern creativity in the textbook and ask for the general opinion of the teacher on the textbook.

The following section describes the results of the responses from teachers who use Contact-T3 and New Inside Out so that their opinions can be linked to the results of the textbook analysis. Section 6.4.2 discusses all responses from the survey and describes how English teachers in Belgium generally feel about using a textbook in their courses.

From the 150 Flemish schools, 18 teachers responded, 4 of whom use Contact-T3. In Wallonia, 63 teachers responded to the survey, 9 of whom use New Inside Out.

5.4.1 Teacher surveys on Contact-T3 and New Inside Out

Table 5: overview responses teacher surveys and the usage of Contact-T3 and New Inside Out

<table>
<thead>
<tr>
<th>Responses Flemish schools</th>
<th>%</th>
<th>Use C-T3</th>
<th>%</th>
<th>Responses Walloon schools</th>
<th>%</th>
<th>Use NIO</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>18</td>
<td>12%</td>
<td>4</td>
<td>22%</td>
<td>63</td>
<td>39%</td>
<td>9</td>
<td>23%</td>
</tr>
</tbody>
</table>

See Appendix 2 for the results of the teacher surveys for Contact-T3 and New Inside Out

Contact-T3

From the 18 responses in Flanders, 4 teachers use Contact-T3. 3 out of 4 teachers always use the textbook because they are satisfied with the content and approach. One teacher frequently uses the textbook because it facilitates the preparation of the lessons. In terms of the balance between language knowledge and language skills, two teachers believe that the focus of Contact-T3 tends to be on grammar and vocabulary, one teacher claims that the focus is more on communicative skills and to the opinion of the fourth teacher, knowledge and skills are equally balanced. To enhance communicative skills, all teachers oblige the pupils to speak English in class and all teachers include role play activities in their lessons, which stimulate
communicative as well as creative competence. In terms of creativity in the textbook, the opinions are divided. Two teachers believe that the textbook concentrates insufficiently on creativity, while one teacher believes there are sufficient creative tasks and one teacher thinks the textbook contains many creative exercises. In general, the teachers are satisfied with the textbook except for one teacher, who believes that the textbook contains too little communicative exercises.

The results of the survey show that the teachers’ opinions on the textbook is divided, and does not completely correspond to the results of the textbook analysis. Table 1 shows that language knowledge and language skills in Contact-T3 are almost equally balanced, with a minor tendency towards communicative competence/language skills of only 1%. However, only one teacher believes that the textbook equally focuses on language knowledge and language skills, and one teacher thinks that Contact-T3 concentrates more on language skills. In the opinion of the two other teachers, Contact-T3 tends to focus more on linguistic exercises/language knowledge. This is odd, since this textbook contains more communicative than linguistic exercises. The opinions remain divided in terms of creativity in Contact-T3. As the results in Table 1 and 3 have shown, there is insufficient room for creativity in Contact-T3. However, to the mind of one teacher, the textbook covers sufficient creative exercises and one teacher even concludes that Contact-T3 contains many creative tasks.

In conclusion, the results of the survey on Contact-T3 are diverse and do not correspond to the results of the textbook analysis. This is normal, regarding the small set of responses. Although the four respondents give an indication on teachers’ views on Contact-T3, it is not sufficient to make real statements. A much larger set of responses would be needed to establish a clearer picture on teachers’ general opinion of Contact-T3.

**New Inside Out**

9 out of the 63 Walloon teachers who responded to the survey use *New Inside Out*. The majority of the teachers frequently consult the textbook because they find it well-balanced and well-structured, because it facilitates the preparation of the lessons and it structures the lessons and because the themes are well-chosen and the activities are varied, practicing the four language skills (reading, writing, listening and speaking). Most teachers also believe that the type of exercises in the textbook are well-balanced. One teacher believes the focus tends to be on language skills and one teacher claims that the textbook focuses on language
knowledge. The other seven believe that language skills and language knowledge are equally balanced. In order to stimulate communicative competence, almost all teachers oblige the students to speak English in class, and most teachers give presentation tasks to encourage oral practice. The opinions concerning creativity in the textbook are divided: four teachers believe the textbook contains sufficient creative activities, while four other teachers think that the number of creative exercises in *New Inside Out* is low. The last teacher believes that the textbook contain a high number of creative tasks. In general, all teachers are sufficiently satisfied with the choice of textbook.

As illustrated in Table 1, *New Inside Out* includes more communicative than linguistic exercises. Yet, The majority of Walloon teachers believe that the exercises in the book are equally balanced. Since the difference between communicative and linguistic exercises in *New Inside Out* is rather small (6%), it would seem that the experiences of the Walloon teachers correspond to the results of the textbook analysis. There is however the exception of one teacher who feels that the textbook focuses more on language knowledge than on language skills. Interesting are the various opinions on creativity in *New Inside Out*. Although this textbook contains more creative exercises than *Contact-T3*, the percentage of creative tasks is still low (10%). However, almost half of the Walloon teachers who use this textbook feel that *New Inside Out* covers sufficient creative activities, while the other half believe the opposite. One teacher thinks that *New Inside Out* includes many creative tasks. The opinions are clearly divided. A reason for this could be that not all teachers have the same idea of what a creative activity looks like.

5.4.2 General results teacher survey in Flanders

See Appendix 4 for the results of the teacher surveys in Flanders

*Chart 1: frequency of the use of textbooks in the English classroom in Flanders*

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<tbody>
<tr>
<td></td>
<td>Allijd</td>
<td>8 44.4%</td>
</tr>
<tr>
<td></td>
<td>Regelmatic</td>
<td>7 38.9%</td>
</tr>
<tr>
<td></td>
<td>Zelden</td>
<td>2 11.1%</td>
</tr>
<tr>
<td></td>
<td>Nooit</td>
<td>1 5.6%</td>
</tr>
</tbody>
</table>

*Hoe vaak gebruikt u het handboek voor uw lessen Engels?*
The chart above shows that the majority of the Flemish teachers always or frequently use the assigned textbook, and that only 11.1% rarely makes use of the textbook. One teacher even claims to never use the textbook, but instead created his/her own syllabus to make sure the syllabus only contains useful and interesting parts. This teacher also thinks it is more creative to use your own syllabus. Although most teachers do include the textbook in their courses, many of them use supplementary materials such as videos, stories, songs, group assignments, and topical items, because they often feel that the textbook alone is not enough and contains a lot of irrelevant parts. It is also remarkable how many teachers use the textbook on a regular basis, but mainly because they were assigned to use it, because the students’ parents paid for it, and because it facilitates the courses and can be used as a backbone for both the teachers and the students. Few teachers seem to use the textbook out of personal preferences.

*Chart 2: Focus of language knowledge/language skills in English textbooks in Flanders*

The second chart displays to what extent the textbook focuses on language knowledge and language skills, according to the teachers in Flanders. 50% believes that knowledge and skills are equally balanced. 16% claims that the focus tends to be on language knowledge. The other 34% considers the focus to be on language skills. Comparing these results to the textbook analysis, language knowledge and language skills in *Contact-T3* are indeed equally balanced, with a minor tendency towards language skills. Accordingly, the answers to the question “In your English teaching, do you focus more on language knowledge (grammar and vocabulary) or more on language skills (writing, interaction and presentation skills)? + why” show that almost all Flemish teachers consider language skills and communication more important than language knowledge. These teachers argue that the students acquire the necessary language knowledge through interaction.
Chart 3: communicative tasks in the English classroom in Flanders

Chart 3 shows that 94.4% of the Flemish teachers who responded to the survey oblige their students to communicate in English in the classroom as a first important step to encourage learners to actively use the foreign language. Many teachers also include role playing games and discussing texts and articles in their courses. 61% assigns students to make presentations to practise their oral skills. 55.6% of the teachers try to enhance communicative competence by organising discussions and watching English television and news programmes.

Chart 4: creativity in English textbooks in Flanders

The last chart addresses creativity in the textbook. Almost 40% of the Flemish respondents think that the textbooks includes sufficient creative tasks, followed by 44.4% of the teachers who think the textbook does not stimulate creativity in the classroom enough. 16.7% claims that the textbook covers a lot of creative activities.

Although the set of responses in Flanders was low (only 18 out of 150 took part in the survey), a visible pattern occurs in the results of the survey. In general, almost all teachers use the textbook, but for a large part because they feel obliged to use it, since the textbook was assigned and the students’ parents paid for it. However, in further questions we see that the Flemish teachers use a lot of additional materials, such as videos, group tasks and extra articles. In this way, the teachers do not want to rely completely on the textbook, but instead also make an effort to use other materials they feel are suitable for their students. In terms of
the balance between language knowledge and skills, most teachers believe that the textbook offers an equal balance between these two language aspects. They also acknowledge that both are important for efficient language learning, yet express that they concentrate more on language skills and communicative exercises in the classroom. Concerning creativity, most teachers agree that the textbook contains creative tasks. 1/3 of the teachers, however, claim that the textbook should include more creative tasks.

In conclusion, the Flemish teachers who responded to the survey are generally satisfied with the textbook, but admit it has some deficits. In that event, the teachers try to complete their courses with additional materials and their own input.

5.4.3 General results teacher survey in Wallonia

See Appendix 4 for the results of the teacher surveys in Wallonia

*Chart 5: frequency of the use of textbooks in the English classroom in Wallonia*

*Combi en de fois utilisez-vous votre manuel?*

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Count</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toujours</td>
<td>28</td>
<td>37.3%</td>
</tr>
<tr>
<td>Souvent</td>
<td>38</td>
<td>50.7%</td>
</tr>
<tr>
<td>Rarement</td>
<td>6</td>
<td>8%</td>
</tr>
<tr>
<td>Jamais</td>
<td>3</td>
<td>4%</td>
</tr>
</tbody>
</table>

Similar to Chart 1, the pie chart above shows that the majority of the Walloon teachers make use of the assigned textbook. However, whereas in Flanders most teachers *always* use the textbook for their courses, this is not the case in Wallonia, since the chart shows that most Walloon teachers often use the textbook, but not always. 8% even hardly ever addresses the textbook and 4% of the teachers never use the textbook for their lessons at all. Reasons are: the articles in the textbook are useless or uninteresting, the textbook’s role is limited as it only covers basic language knowledge, a textbook alone is not sufficient and needs additional sources, the textbook is outdated and lacks topical information.

Nevertheless, many teachers also defend the use of a textbook. According to them, the textbook supports the students and helps to organise their learning process. The textbook also
contains relevant vocabulary and useful grammar exercises. In addition, the textbook covers
the four competences (reading, listening, writing and speaking) equally, and functions as a
guideline for both the students and the teacher.

Chart 6: Focus of language knowledge/language skills in English textbooks in Wallonia

Chart 6 also shows similarities with the chart on this topic in Flanders. More than half of the
Walloon teachers claim that the textbook offers a good balance between language knowledge
and skills. The minority thinks that the textbook focuses more on language knowledge, and
approximately ¼ says that the textbook concentrates on language skills.

Compared to the responses of question 7 in the survey, which asks on what language aspect
the teacher focuses most in their courses, it is clear that almost all teachers affirm that
language knowledge and language skills are equally important, ergo they focus on both.
Repeatedly, the teachers support their choice by stating that through language knowledge,
students can improve their language skills and are able to express themselves in English.

Chart 7: Communicative tasks in the English classroom in Wallonia

Similar to the situation in Flanders, the majority of the Walloon respondents oblige their
students to communicate in English during the courses. Role playing games and presentations
are also popular ways to encourage the students’ communicative competence. 28% uses other
materials such as the BBC news, group assignments, watching English television series and
TPR-exercises (total physical response). This last type of exercises consists of worksheets
with language games and instructions. TPR is something that was not mentioned in the Flemish survey, and it is an interesting indication towards creativity in the classroom in Wallonia, since TPR-exercises are a creative way to teach a foreign language.

Chart 8: Creativity in English textbooks in Wallonia

The question towards the extent of creative tasks in Wallonia shows split results. The majority, 40% of the teachers think that the textbook contains sufficient creative exercises. This number is very similar to the one in Flanders (38.9%). However, 36% of the Walloon teachers believe the textbook contains too little creative tasks, opposed to 24% who concludes the textbook carries a lot of creative exercises. The opinions are thus very divided, as was the case in Flanders as well. An additional question asking the teachers to explain what their idea of a creative exercise is could have given some insight as to why the results in Chart 4 and 8 are so diverse.

In general, it appears that the Walloon teachers are more convinced of the choice of textbooks than the Flemish teachers. Although the Flemish teachers seem to be generally satisfied with the textbook, they mostly use it out of financial and instructive reasons. The Walloon respondents, however, visibly acknowledge that a balance between language knowledge and language skills is essential, and they are content that this balance is found in the textbook. Nevertheless, the Walloon teachers realise that a textbook alone is not sufficient in the English classroom, but instead needs to be backed with other tools such as audio –and video fragments, additional articles, topical items and group assignments. Many Flemish teachers also use these additional materials, but tend to focus more on communicative skills.

In terms of creativity, the opinions in both regions are divided. Still, the results in Wallonia show that 24% of the teachers feel that the textbook has many creative exercises, which is a
higher number than in Flanders (17%). Based on this, it would seem that textbooks in Wallonia show more creativity than in Flanders, as the textbook analysis already indicated. However, regarding the different grade of responses in both regions, and the obscurity of how the teachers define “a creative exercise”, no exact conclusions can come out of this survey. Yet, the results raise interesting questions and might lead to further and more detailed research on this topic.

6 CONCLUSION

This study compared English textbooks in Flanders and Wallonia, looking at the balance between communicative and linguistic exercises, and measuring to what extent these textbooks contain tasks that involve creativity. In addition, the thesis registered the opinions of Flemish and Walloon teachers on these matters and on the use of a textbook in the classroom. Although this study has provided interesting results with valid insights, further research is required to establish a clearer picture of language trends in Flanders and Wallonia.

The thesis analysed two of the most popular textbooks in each region: Contact-T3 for Flanders and New Inside Out for Wallonia. In general, both textbooks showed similar results in terms of communicative, linguistic and creative exercises. Contact-T3 contains just 2% more communicative than linguistic exercises, and New Inside Out presents a minor tendency towards communicative competence as well, since this textbook contains 6% more communicative than linguistic exercises. However, a detailed overview shows that many communicative exercises in the two textbooks are also linguistic. In spite of the small tendency towards communicative skills, language knowledge and language skills are balanced in both textbooks.

Contact-T3 and New Inside Out both contain few activities that involve creative thinking, though the latter includes more creative exercises than the former. Whereas Contact-T3 contains 4% of creative exercises, 10% of the activities in New Inside Out are devoted to creativity and creative thinking. Almost all of these exercises are also communicative in both textbooks. Nevertheless, the number of creative exercises in both textbooks remains low.

Although the textbooks for Flanders and Wallonia have shown similar results, the two titles have some specific differences regarding linguistic, communicative and creative exercises. Contact-T3 contains considerably more texts, vocabulary lists and reading exercises than New Inside Out. As a consequence, Contact-T3 has more pages but fewer exercises than New
Inside Out. It also contains few grammar exercises compared to New Inside Out, although this is presumably compensated by the grammar exercises in the Contact-T3 course book which was not analysed in this study. Finally, New Inside Out covers more playful and creative exercises than Contact-T3, which seems to hold a more classic and systematic design.

To conclude the study, the results of the textbook analysis were compared to the responses from Flemish and Walloon teachers who participated in a survey that was conducted at the beginning of the study. The survey deals with the opinions of teachers using Contact-T3 and New Inside Out, as well as with the opinions of all teachers who participated in the survey. Yet, the set of responses was very small, particularly in Flanders, which is why the results cannot produce convincing conclusions. The opinions are very divided so there is no clear line in the responses concerning the use of the two titles. The general responses, however, show that the majority of Flemish teachers combine the textbook with additional materials for their lessons. The teachers also acknowledge the importance of finding a balance between language knowledge and skills, but admit that they tend to concentrate more on language skills. Only 1/3 believes that the textbook should include more creative activities. In Wallonia, many teachers also use the textbook and confirm that a balance between knowledge and skills is essential. The Walloon teachers are more focused on achieving this balance than the Flemish teachers are, and try to obtain this balance by using additional materials. Concerning the presence of creativity in the textbook, the opinions are too divided. 1/5 feels that the textbook covers sufficient creative exercises, the other answers range from “few exercises” to “enough”.

In conclusion, language knowledge and language skills are balanced in Contact-T3 as well as in New Inside Out, although both textbooks carry a bit more communicative than linguistic exercises. However, the textbooks contain only a handful of creative exercises. Despite some striking similarities, Contact-T3 and New Inside Out have clear contrasts in design and in the type of exercises. Finally, English teachers in Belgium are generally satisfied with the secondary school English textbooks, but admit that there is room for improvement. As mentioned earlier, this thesis is limited in set and responses, but could function as a basis for further research which would lead to more and new insights. This study analysed one textbook for each region, but the survey showed that other textbooks are also used in Flanders and Wallonia. A study with a bigger corpus would gain more results. Moreover, this study
was limited to textbook analysis, and did not take other classroom materials into accounts. A broader study examining other materials as well might lead to more concrete conclusions.
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8 APPENDICES

8.1 Appendix 1: Overview results textbook analysis

8.2 Appendix 2: Survey (English)

8.3 Appendix 3: Survey results Contact-T3 and New Inside Out

8.4 Appendix 4: Survey results Flanders and Wallonia