

Supporting the Development of Learner Autonomy through Textbooks

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Abstract

Developing Learner Autonomy (LA) has become one of the curriculum objectives in many educational settings, including in Indonesia's newest national curriculum, the K13. Course textbooks are crucial parts of the English as a Foreign Language (EFL) curriculum and serve to enact the curriculum aspiration at the classroom levels. Even though textbooks are sometimes seen as imposing one particular approach to learning, many EFL teachers rely on textbooks. At the same time, textbooks frequently incorporate and reflect changes in the curriculum. This study adopts a predictive evaluation approach to evaluate English Language Teaching (ELT) course textbooks used in Indonesian schools of their potential values to support the development of LA. Five ELT textbooks are selected, one is the prescribed textbook published by the Ministry of Education and Culture (MoEC), two textbooks published by local publishers, and two by international publishers. Reinders' (2010) stages of self-directed learning are used to investigate the evidence of LA support at different stages of learning. Additionally, Nunan's (1996) levels of implementing learner autonomy are employed to examine the degree of supports that each task has for developing LA. The evaluation of the five textbooks shows that the current ELT textbooks have not provided enough tasks that support LA. Course textbooks that are designed specifically to enact the new curriculum are constrained by the imposed learning structure. The findings suggest that textbook writers need to include learning tasks that cater to different stages of self-directed learning to actualize the curricular goal of cultivating autonomous learners.

Keywords: learner autonomy, materials evaluation, self-directed learning, level of implementing LA, EFL textbooks

Statement of Originality

This work has not previously been submitted for a degree or diploma in any university. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made in the thesis itself.

Teguh Khaerudin

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Chapter One: Introduction

1.1 Overview

This study investigates the use of course textbooks to foster learner autonomy (LA). This chapter provides a general outline of the current study. A brief introduction to the research topic is first provided, followed by the identification of the gap in existing literature. The identified gap serves as the research problem. A list of definitions of key terms used in this study is presented before the chapter specifies the research questions. The chapter ends with an explanation of the subsequent chapters.

1.2 Introduction

Learner autonomy (LA) has been widely accepted as an important capacity that English as a Foreign Language (EFL) learners need to develop. Present-day foreign language education has, directly and indirectly, placed the development of LA as one of its primary goals. Fostering autonomy is a desired goal stated in language education policies in many countries in Europe (Miliander & Trebbi, 2011). In turn, despite early criticism of LA as an ethnographic concept derived from Western culture (Riley, 1988), the concept is now well accepted and pursued as a goal in language education policies in countries throughout East Asia (Maruoka, 2013; Shao & Wu, 2007), Southeast Asia (Akaranihi & Panlay, 2007; Lengkanawati, 2017), and in the Arab world (Al-Mahrooqi & Denman, 2015). According to Vázquez (2016), the development of LA is relevant for at least four reasons: it equips students with the capacity to become lifelong learners, it encourages a sense of agency and self-fulfilment, it accords with the spirit of democratic education, and empirical studies report positive results related to learning for autonomy.

Since its origin in the 1970s, the concept of LA has continued to gain attention. The idea has become more appealing in recent years because it reflects the spirit of contemporary socio-political views characterised by higher respect for the individual in society. It resonates an imperative for teaching and learning to shift the focus from teacher-centred to student-centred instruction. Throughout the 1990s, the term ‘learner autonomy’ was regarded as one of the emerging ‘buzz-words’ in the field of English language teaching along with ‘communicative’ and ‘authentic’ language teaching (Little, 1991). Presently, the appeal of LA as an outcome is increasingly associated with learning language using new forms of technology

(Chik, 2018; Reinders & White, 2016), learning beyond the classroom (Benson & Reinders, 2011; Nunan & Richards, 2015), and the educational goals of the postmodern era (Alan, 2018; O'Leary, 2018). Benson (2011) records that there has been substantial growth in the amount of literature written about LA and that this has influenced language education theory and practice since the beginning of the 21st century.

Literature on the early teaching practices to foster language LA focused on the facilitation of materials and counselling in self-access language learning centres. Language learning was regarded as an intensely personal venture which should be encouraged via Self-Directed Learning (SDL) in self-access centres (Mynard, 2019; Sheerin, 1991). Moreover, it encouraged training to help learners understand more about learning (Wenden, 1986), and to manage, monitor, and assess their own learning (Dickinson & Carver, 1980). Many studies have reported various positive effects on LA from using self-access language centres such as improved awareness of the target language and of the language learning process (Castellano, Mynard, & Rubesch, 2011), metacognition and imagination (Murray, 2011), confidence, motivation, and interaction with others (Law, 2011), and persistence in SDL (Mynard, Curry, Junko, & Watkins, 2016).

More recent attempts to foster autonomy include the use of new technologies such as the Internet (Chik & Breidbach, 2014; Liang, Chang, Shu, Tseng, & Lin, 2015) and mobile devices (Kondo et al., 2012; Pemberton, Fallahkhair, & Masthoff, 2005). According to Benson (2011), digital technology provides affordances for learners to take more control of the learning process and to gain broader access to authentic materials and interactions using the target language. With greater access to the Internet and digital technologies, it is understandable that there are increased expectations for language education institutions to utilise them to develop LA.

While self-access language centres and continuous advancement in technology promise better opportunities to foster language LA, for most EFL learners, language lessons at schools remain the most likely context to get exposure to the idea of LA. Even more so, for many EFL learners, language lessons at schools may be the only opportunity for intentional language learning. On the other hand, many foreign language instructions demonstrate practices that are in contrast with the idea of LA, such as an over-reliance on textbooks, high-stakes language assessments, and teacher-centred instruction (Smith, Kuchah, & Lamb, 2018). Undoubtedly, these characteristics pose real challenges to any attempt to develop LA in the school context. The challenge is not to eradicate the use of textbooks or fully strip control from the teacher, but rather to manage them for the benefits of LA.

Fully autonomous language learners can manage their learning in the absence of the classroom, teacher or textbooks. According to Nunan (1997), however, such learners only live in an ideal world. Many language learners commence learning without the willingness and capacity for autonomous learning (Nunan, 1997). Dam's (1995) much-cited work suggests that teachers have an essential role in guiding learners in how to foster their capacity for autonomous learning. Many current studies have investigated the roles of the teacher in helping learners to develop LA capacity. The common themes in current literature on this issue include the interrelatedness of teacher autonomy and LA (Gao, 2018; Little, 1995), teacher beliefs about, and practices to foster, LA (Agustina, 2017; Borg & Al-Busaidi, 2012; Nguyen, 2014; Reeve et al., 2014), and teacher readiness to promote LA (La Ganza, 2008; Nakata, 2011). Most studies agree that LA is not synonymous with learning without teachers, and that teachers actually have important roles in the context of formal education. While the number of research studies of teachers in relation to LA is increasing, how learning materials may support or hinder the intent to foster of LA has not received adequate attention.

Textbooks have a special role in classroom-based foreign language learning. Even so, they have received much criticism for being not only negligible but also detrimental to the broader learning agenda (Canagarajah, 1999; Thornbury, 2013). However, for teachers, textbooks still serve as important sources of information about teaching, learning, and classroom interaction (Nguyen, 2015). Further, textbooks are often used by teachers as a guide on how to organise their lessons, allow more time for creating effective classroom activities (Tomlinson, 2014), and provide teachers and learners with the route to reach the goals of the course (McGrath, 2002). For these reasons, textbooks remain useful tools for bringing and implementing new ideas in the classroom. Assuming that most foreign language learners are not autonomous learners at the beginning of their learning journeys, Nunan (1997) believes that textbooks can support LA by developing gradually the learner's skills and knowledge for LA. Fenner (2000) asserts that textbooks are useful tools for promoting certain aspects of LA, mainly by providing freedom of choice. Finally, Reinders and Balçikanli (2011) believe that LA can be promoted with the use of textbooks by focusing on learning skills and explicit strategy training.

As a teacher educator for the last ten years, I have long been interested in learner autonomy and its potentials for the Indonesian context. I was thrilled to see that the aspiration of the 2013 Curriculum includes LA as a key concept. However, over the years, I have also met many Indonesian English school teachers who have expressed their struggle in implementing the current curriculum. The government textbooks were designed to help

teachers to enact the aspiration of the curriculum but teachers' frustration seems to suggest otherwise. This has been the main motivation for conducting the current research project.

1.3 Research Questions

Having identified the gap in current literature and specified the context, the researcher formulates one main research question as, "How do English Language Teaching (ELT) textbooks support the development of learner autonomy?" This study aims to see the potential values of ELT textbooks for bringing about self-directed learning behaviours as the representations of learner autonomy capacity. Two more specific research questions are formulated as follow:

1. How do current ELT textbooks support the development of language learner autonomy?
2. What levels of learner autonomy are supported by ELT textbooks used in Indonesia?

1.4 Definitions of Key Terms

In order to gain a better understanding of the current study, the followings are the definitions of some of the key terms. They are defined and used in the way that best suits the research context.

Learner Autonomy is defined as "the capacity to take control over one's own learning" (Benson, 2011, p. 2). An assumption regarding LA underlying this study is that the capacity can be developed and manifested in a gradual manner (Nunan, 1997).

Self-Directed Learning is defined as a mode of learning behaviour that manifests the tacit capacity of LA (Reinders, 2010). It is a mode of learning that effective learners are able to practice (Benson, 2010).

Task instruction refers to the sentence or prompt used in a textbook to introduce or describe a learning task. Use of the term 'task' in this study refers to "any proposal contained within the materials for action to be undertaken by the learners, which has the direct aim of bringing about the learning of the foreign language" (Littlejohn, 2011, p. 188).

1.5 Organisation of the Thesis

Following this introduction chapter, the remaining chapters are organised as follows:

Chapter two establishes the foundation of this study and the critical review of related literature. Two fundamental concepts related to this study are elaborated; namely, LA and materials evaluation. Elaboration of the context of this study is also presented in this chapter.

Chapter three presents the methodology of this research. It includes detailed explanations of the research design, materials selection, and data analysis procedure. The evaluation frameworks used in this study are also elaborated.

Chapter four presents the findings from the evaluation. The findings are organised into two categories for each textbook: the occurrence of support for LA and the level of the support.

Chapter five discusses the findings using the lens of the frameworks of this study. A summary of the key findings is presented and further discussed with the orientation towards answering the two research questions.

Chapter six concludes the study by highlighting how it has addressed the research questions. Additionally, the implications of the findings and limitations of this study are discussed. Finally, the chapter ends with some recommendations for further research.

Chapter Two: Literature Review

2.1 Overview

This chapter presents a literature review of the theories that serve as the frameworks of this study. A background discussion on the topic of learner autonomy (LA) is presented, transitioning from more general details to establish the background to a more specific discussion on the use of course textbooks to foster LA. The context of the study is then presented, followed by a review of previous related literature on the topic.

2.2 Learner Autonomy

The concept of LA is now prevalent in the field of language learning even though it is not native to the field. It stemmed from the concept of personal autonomy in the disciplines of politics and moral philosophy (Smith, 2008). According to Raz (1988), personal autonomy can be conceptualised as “the vision of people controlling, to some degree, their own destiny, fashioning it through successive decisions throughout their lives” (p. 369). It represents the idea of individuals demonstrating self-reliance in living their lives free from the control of external factors. Personal autonomy is a right inherent to all human beings (Raz, 1988), and is both the means to achieve welfare and an aspect of individual welfare that needs to be safeguarded (Benson, 2011). The socio-political condition in Europe during the 1970s set the way for the concept of autonomy to influence other disciplines as is evident today.

The emergence of autonomy in the field of language education in the 1970s was a response to the social changes in that era. Its initial emergence in the discourse on language education is frequently referred to in Henri Holec’s (1981) report to the Council of Europe’s Modern Languages Project (i.e., Autonomy and Foreign Language Learning). The report briefly describes the socio-political changes in post-industrial society in Europe as the background for the need to develop a more socially liberating adult education system. According to Holec (1981), educational innovation in that era aspired to nurture individual freedom by “developing those abilities which will enable him to act more responsibly in running the affairs of the society in which he lives” (p. 1). This conception of education for autonomy connects the ideas of the basic right to personal autonomy and the capacity for acting as responsible members of society. In this sense, autonomy is seen as relevant to Immanuel Kant and John Stuart Mill’s conceptions of an ideal society consisting of individuals capable of self-governing their lives and showing respect for individual freedom (Benson, 2011).

In today's social context, the concept of students exercising autonomy in learning is even more appealing. The learning philosophy of the 21st century emphasises the student's ability to take ownership of their learning; to self-manage and self-monitor their learning; and to extend learning to informal, non-institutional, and everyday settings (Tan, Divaharan, Tan, & Mun, 2011). These abilities are closely related to the notion of lifelong learning, the focus of educational policies in many countries since the turn of the century (Lüftenegger et al., 2012). In addition, education for LA aims to enable students to participate actively and fully in the learning process. It encourages individual responsibility and contribution as a fully functioning member of society. In this sense, education for LA is deemed compatible with the idea of preparing individuals for a more democratic society (Little, 2004).

2.2.1 Defining language learner autonomy

Learner autonomy is a multidimensional concept which can manifest in multiple ways. One essential feature of LA is the encouragement of emancipation. Among the earliest and most cited definitions of LA is that offered by Holec (1981); that is, "the ability to take charge of one's own learning" (p. 3). LA entails that students participate actively in the decision making on aspects of learning traditionally considered to be the exclusive domain of teachers such as defining the goals, content, and progression of learning, as well as monitoring and evaluating the learning outcomes. In the past, the capacity for LA would naturally develop as a consequence of exercising self-directed learning (SDL) (Benson, 2011). Holec's definition of LA, indeed, focuses on the exercise of control over the learning process. The promotion of LA in the past was, therefore, associated with the provision of a technology-rich environment in self-access language learning centres (Riley, 1985) and learner training that encouraged learners to intentionally focus on how they learn (Dickinson, 1988; Holec, 1980). This definition, however, does not cover the cognitive capacities of learners which are crucial to the successful management of learning.

Little (1991) offers a different definition of LA from a psychological perspective:

Essentially, autonomy is a *capacity* – for detachment, critical reflection, decision-making, and independent action. It presupposes, but also entails, that the learner will develop a particular kind of psychological relation to the process and content of his learning. The capacity for autonomy will be displayed both in the way the learner learns and in the way he or she transfers what has been learned to wider contexts. (p. 4)

The emphasis in the psychological dimension of autonomy is on control over the cognitive processes of regulating learning. From a psychological viewpoint, awareness of what one is doing and thinking, the metacognitive knowledge, is essential for effective SDL (Cotterall & Murray, 2008; A. L. Wenden, 1986). Furthermore, SDL entails that learners are “metacognitively, motivationally, and behaviourally” active in their own learning (Zimmerman, 1986, p. 308). Little’s definition, in this sense, does not negate Holec’s but can be seen as complementary to help us view the learner from a different angle.

In addition to control over the management and cognitive aspects of learning, Benson (2011) argues that LA should be defined in terms of control over the social aspects of learning. He maintains that language learning is largely a socially enhanced activity that requires collective decision making on control over the learning goals, process, and resources. Furthermore, Benson (2011) highlights that any attempt to define and operationalise the concept of LA should at least recognise the interdependent nature of these three dimensions of control.

2.2.2 Approaches to fostering learner autonomy

As the notion of LA increasingly gains popularity, there have been many attempts to support its development by providing evidence of best practice. Many attempts, however, are situated outside the classroom setting (Benson & Reinders, 2011; Knight & Mynard, 2018; Long & Huang, 2015; Mynard, 2019; Nunan & Richards, 2015). Currently, research on the development of autonomy has explored the affordances of new technologies. The rise of digital technology and the penetration of the Internet has alleviated the problems of learning resource scarcity and shifted the focus of research on LA towards the issue of locus of control among digital natives (Benson, 2013; Chik, 2018b; Reinders & Benson, 2017). Other approaches to LA concern the challenges and opportunities for developing its capacity in developing countries, or more specifically, in the situations that are considered as ‘difficult circumstances’ (Kuchah, 2016; Kuchah & Smith, 2011; Smith et al., 2018; West, 1960).

In general, Benson (2011) categorised approaches to the development of LA into six topics based on different areas of practice; namely, resource-based, technology-based, learner-based, classroom-based, curriculum-based, and teacher-based. Resource-based approaches emphasise the provision of opportunities for learners to interact and experiment independently with different learning resources. Such approaches to learning include the use of self-access language learning centres (Fitzgerald, Morrall, & Morrison, 1996; Gardner & Garcia, 1996;

Gardner & Miller, 1999; Jones, 1995), tandem learning (Brammerts, 1996; Lewis & Walker, 2003), distance learning (White, 1995, 2003), self-instruction (Dunkel, Brill, & Kohl, 2002; Fernandez-Toro, 1999), and out-of-class learning (Bayat, 2011; Chan, 2016; Gao, 2008; Hyland, 2004). Studies on the effectiveness of resource-based approaches tend to report that the approaches only work for a small number of learners who already possess some degrees of autonomy (Benson, 2011).

Use of technology-based approaches to develop LA typically focus on facilitating learners to interact independently with new mainly digital technologies. Computer-Assisted Language Learning (CALL) (Bax, 2003; Beatty, 2010; Blin, 2004; Reinders & Hubbard, 2013; Thomas, Reinders, & Warschauer, 2013) and the Internet (Lamy & Hampel, 2007; O'Rourke & Schwienhorst, 2003) are the two new technologies explored in these approaches. The assertion that technology-based approaches are effective for the development of LA is premature and inconclusive given it has not been extensively confirmed in research (Felix, 2005). However, Benson (2011) is certain that new technology has the potential to support autonomy in that it gives learners control over key aspects of learning and offers wider access to authentic language learning materials and interactive uses of the target language.

Learner-based approaches to the development of LA attend to modifications of learner behaviour and psychological state. In these approaches, autonomy is facilitated by developing learner awareness of their second language (L2) self and by improving their motivation and capacity to manage their own learning (Benson, 2011; Sheerin, 1997). Benson (2011) further identified six categories of learner-based approaches: learning advising on language learning strategies and techniques (Fernandez-Toro & Jones, 2001; Hurd & Murphy, 2005), learner training based on studies of learning strategies and cognitive psychology (Griffiths, 2008), learner training for learning strategies and discovery (Ellis & Sinclair, 1989), combining learner training approaches from different theoretical sources (Dickinson, 1992), an integrated approach to learner training and language learning (Legutke, Thomas, & Candlin, 2014), and self-directed approaches that encourage reflection (Holec, 1987). Learner-based approaches complement the resource-based and technology-based approaches in that the latter two approaches focus on providing opportunities for SDL and the former aims at teaching the skills to take advantage of the opportunities (Benson, 2011). Furthermore, Benson (2011) reports that giving explicit instruction on learning strategies can improve learning performance, even though it does not necessarily develop autonomy.

Classroom-based approaches to the development of LA encourage restructuring traditional classroom practices. The aim is to provide a supportive environment in which

learners can exercise control in making decisions about their learning (Benson, 2011). In classroom settings, teachers can involve students in making decisions regarding some aspects of learning which have traditionally been their prerogatives (Candy, 1991). Planning learning activities, for instance, is one aspect in which students can be involved (Lamb, 2003; Littlejohn, 1983). Involving students in making learning plans is reported to result in a greater sense of responsibility, more active participation, improved engagement with course materials and a willingness to experiment with supplementary resources (Littlejohn, 1983). Another aspect in which learners can have more control is classroom learning evaluation (Oscarson, 1997; Wiśniewska, 2017). Many studies on the use of self-assessment in language learning have reported some benefits for learners. Among them are improved awareness of the learning process, of a variety of possible learning directions (Oscarson, 1997) and increased motivation (Blanche, 1988). In general, student-directed learning stages will benefit the development of LA (Reinders, 2010). Within this classroom-based approaches, course textbooks can serve as tools to inspire teachers to provide tasks with more choices and opportunities for student involvement (Fenner, 2000). The fact that many EFL teachers rely on the use of course textbooks (Allwright & Hanks, 2009; Richards, 2014), designing textbooks for bringing the concepts of LA into classroom practice is better than contradicting them with the concept.

An extension exercise to support learners to have more control over learning management is to have them collaborate with teachers on major decisions regarding the learning content and procedures in the syllabus. This is one of the curriculum-based approaches to the development of LA. Similar to the previous approaches, these approaches necessitate a great deal of flexibility on the part of the curriculum. Two examples of these approaches are the ALMS (Autonomous Learning Modules) initiative at the Helsinki University Language Centre (Karlsson, Kjisik, & Nordlund, 1997), and RICH (Research-based learning, Integrated Curriculum, Cooperative learning, Humanistic outcomes) at Zhejiang Normal University in Southern China (Shao & Wu, 2007). Classroom-based approaches are deemed effective as claimed by the organisers and based on the continuation of the programs (Benson, 2011).

Lastly, teacher-based approaches focus on the teacher's role and teacher education in fostering autonomy among language learners. These approaches assume that the development of LA necessitates the possession of autonomy on the part of the teacher (Little, 1995; Smith & Vieira, 2009). The idea of teacher autonomy originates from discussions on the shifting roles of the teacher in SDL (Breen & Mann, 1997; Sheerin, 1997; Sturtridge, 1997; Voller, 1997) and on the idea of teacher autonomy itself (Little, 1995). In terms of its application, teacher-based approaches manifest in the provision of language advice or counselling (Gremmo &

Castillo, 2006) and teacher education to develop teacher autonomy (Little, 1995, 2009). Teacher-based approaches presume that developing teacher autonomy precedes any attempt to develop LA.

2.2.3 Textbooks for learner autonomy

In many cases, foreign language learners know that in order to have learning success they should exercise some control over their learning. Successful foreign language learners are by nature autonomous learners who have the motivation and capacity to regulate their learning. However, not all students start their learning journey with developed autonomy. Students should be made aware of the value of being autonomous learners and be trained to develop the capacity gradually (Nunan, 1997). In this sense, textbooks can play a crucial role in the pedagogical procedure to foster LA. Fenner and Newby (2000) believe that textbooks have the potential to promote LA by providing texts and tasks which allow personal interpretation and exercise of freedom in learning. The provision of choices and the opportunity to reflect on learning is crucial in textbooks for LA. Regrettably, such provision is often absent or limited in many ELT textbooks.

Teachers now have more options to use textbooks from local or international publishers as they become increasingly accessible. Accepting the important role of textbooks in ELT for LA means that selecting and evaluating textbooks to be used in the classroom are equally vital procedures. Evaluating learning materials for LA, however, is challenging as there are few studies to use as references.

To date, the only published materials evaluation study of LA is by Reinders and Balçikanli (2011) which investigated supports for LA development in five internationally popular ELT textbooks. In this study, Reinders and Balçikanli (2011) defined LA as that which is represented by SDL behaviours. A framework of SDL stages (Reinders, 2010) is used to locate the provision of information or activity to support SDL. The findings show that the promotion of SDL behaviours is extremely rare in the selected textbooks (Reinders & Balçikanli, 2011). The findings seem to corroborate that textbooks are often not written according to current evidence of best practices in teaching and learning (Klymkowsky, 2007). However, in many EFL classrooms course textbooks remain a crucial driver of the teaching and learning activities (Richards, 2014). For that reason, any attempt to bring changes to EFL classrooms, including shifting control from the teachers to the students, should incorporate modifications to the learning materials being used.

Regrettably, though, many current initiatives for the development of LA have not given attention to how the principles of LA are represented in course textbooks. A Master's thesis by Kong (2014), for example, reports the adoption of independent and lifelong learning – which are closely related to the concept of LA – as a goal in Hong Kong's English Language Curriculum Guide. However, this is not supported by textbooks that adequately incorporate the principles of LA into their learning activities. Kong's (2014) evaluation on 12 different textbooks for upper primary school students (Grade 4-6) suggests that textbooks authors have not put enough emphasis on promoting LA in the textbooks. Additionally, Kong (2014) believes that official guidelines would encourage textbook writers to incorporate more principles of LA in the learning activities.

A study by Kışsacık (2016) conducted in Turkey utilises similar principles of LA as those used in Kong's evaluation (2014). They include self-setting goals, self-selecting learning strategies, self-selecting materials and classroom activities, self-assessment, and self-reflection. Having identified the incorporation of LA as the goal of the national language education curriculum, Kışsacık (2016) investigated nine government-published textbooks that are used in both state and private high schools in Turkey. Upon discussing the findings, Kışsacık (2016) concluded that the prescribed textbooks do not support LA because they do not provide “the power to choose to the learners” (p. 62).

In general, the above three studies show a similar pattern regarding the condition of the existing ELT textbooks. Authors and publishers of both commercial and government-published textbooks do not seem to have translated the adoption of LA as a goal of second or foreign language programs into the design of learning material to promote the development of LA. If LA is the goal, teachers cannot rely solely on course textbooks (Reinders & Balçikanlı, 2011) and must often adapt the materials so that they are more supportive of learners to gradually exercise of control over their learning (Kong, 2014) and to have the freedom to choose (Kışsacık, 2016). Furthermore, policymaker interest in LA should be accompanied by the issuance of comprehensive guidelines for textbook writers on how to incorporate the principles of LA into the textbook contents (Kong, 2014).

2.3 Materials Evaluation

Materials evaluation is an essential task for ensuring the quality of a language learning program. For this reason, knowing how to conduct an effective materials evaluation is an important skill that every English language teacher should have (McDonough, Shaw, & Masuhara, 2013). Indeed, conducting a materials evaluation is regarded as a component of

teacher professional development because it helps teachers to hone their analytical thinking skills, decision making (Reinders & Lewis, 2008) and reflective practices (Ellis, 1997a). For language learning administrators and developers, doing a materials evaluation is one of the responsibilities they should undertake in the name of quality assurance (McGrath, 2002). With so many language learning materials available in the market, teachers and administrators can benefit from materials evaluation when selecting, adapting, or even developing their own materials.

Materials evaluation is defined as “a procedure that involves attempting to predict or measure the value or the effects of language-learning materials on their users” (Tomlinson & Masuhara, 2018, p. 52). The definition entails that materials evaluation is performed to achieve one of two objectives: to predict or to measure effects. Regarding these two purposes, Ellis (1997a) differentiates between predictive and retrospective materials evaluations. The predictive evaluation considers various aspects of the design of the learning materials (i.e., whether or not it facilitates learning in a given context); whereas, the retrospective evaluation assesses the actual effects of the materials on the users (Ellis, 1997a). Predictive materials evaluation can be performed to help teachers and schools select learning materials considered compatible with the pre-determined objectives or to help researchers predict the potential outcomes from the use of the textbooks. The prediction can be confirmed by a retrospective evaluation, which also can inform the areas of improvement for future use.

In terms of the time of the evaluation, a materials evaluation study would fall into one of three categories: pre-use, in-use, and post-use. Concerning a materials development process, Tomlinson and Masuhara (2018) described seven different occasions in which a materials evaluation can be performed; namely, when developing materials, reviewing materials, trialling materials, selecting materials, adapting materials, using materials, and after using materials.

A predictive materials evaluation is an impressionistic valuation that attempts to predict if the learning materials will do what they are designed to do. Predictive materials evaluations are criticised by many for being too vague and for their reliance on subjectivity. Ellis (1997a) recommended that more systematic retrospective evaluations be performed to inform the actual values or effects of the materials. In the same vein, other authors have recently asserted that materials evaluations should be performed in an objective and analytical manner (Littlejohn, 2011; McDonough et al., 2013; McGrath, 2002). This proposed materials evaluation research attempts to offer an analytical predictive evaluation of language learning materials while trying to reduce its vagueness using systematic, rigorous, criterion-referenced, and analytical

procedures. This evaluation will, however, acknowledge the influence of the researcher's subjectivity in interpreting the data.

The next section discusses the two evaluation frameworks used in this study. The first framework is the levels of implementing LA developed by Nunan (1997). The second framework is the SDL stages developed by Reinders (2010).

2.3.1 Levels of implementing learner autonomy

The general agreement in the current relevant literature is that LA is not an absolute concept and that learners may show different degrees of autonomy (Nunan, 1997; Sheerin, 1997). The five levels of LA development proposed by Nunan offers a breakthrough in the understanding of the complexity of the concept (Blidi, 2017). In this framework (Table 2-1), LA progresses by degrees through the levels of awareness, involvement, intervention, creation, and finally transcendence as the ultimate level of autonomy.

Table 2 - 1 Autonomy: Levels of Implementation (Nunan, 1997)

Level	Learner Action	Content	Process
1	Awareness	Learners are made aware of the pedagogical goals and content of the materials they are using.	Learners identify strategy implications of pedagogical tasks and identify their own preferred learning styles/ strategies.
2	Involvement	Learners are involved in selecting their own goals from a range of alternatives on offer.	Learners make choices among a range of options.
3	Intervention	Learners are involved in modifying and adapting the goals and content of the learning programme.	Learners modify/ adapt tasks.
4	Creation	Learners create their own goals and objectives.	Learners create their own tasks.
5	Transcendence	Learners go beyond the classroom and make links between the content of classroom learning and the world beyond.	Learners become teachers and researchers.

Surface level LA within Nunan's (1997) framework is termed 'awareness'. It entails that students are made aware of the objectives and contents of their learning, which should translate into an ability to identify learning strategies suitable to complete the tasks at hand. The next level is 'involvement', which includes the provision of choices related to learning

goals, materials, and tasks. Students are involved in making the choices rather than remaining passive receivers of what their teachers have determined for them. The ‘intervention’ level is one step higher in the framework and allows the students to modify and adapt learning goals, materials, and tasks. Implemented in a classroom context, this level requires a higher level of flexibility in terms of the curriculum. The penultimate level is ‘creation’ at which point the students generate their own learning goals, materials, and tasks. The final level is ‘transcendence’ which represents the capacity for fully autonomous learning. At this level, learners can transcend what they learn in the classroom into larger contexts beyond the classroom. Nunan suggests that this framework can be used for designing and adapting ELT course textbooks. To this date, however, to the best of my knowledge, there has not been any published materials evaluation study that uses this framework.

2.3.2 Self-directed learning cycle

That LA is an important capacity to develop in language education is generally accepted. However, implementing and operationalising the concept into pedagogical procedures are difficult tasks (Lin & Reinders, 2017). In an attempt to conceptualise the practical operationalisation of LA in the language classroom, Reinders (2010) expands the five-step model of SDL from Knowles (1975) into a cycle of eight SDL stages. Benson (2011) differentiates between LA and SDL with the former attributable to effective learners and the latter a mode of learning that effective learners can perform. In Reinders’ (2010) framework, observable SDL behaviours are defined as the manifestation of LA:

The above framework expands the concept of SDL by Knowles (1975):

In its broadest meaning, ‘self-directed learning’ describes a process in which individuals take the initiative, with or without the help of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, choosing and implementing appropriate learning strategies, and evaluating learning outcomes. (p. 18).

The learning stages for autonomous learning theorised by Reinders (2010) include identifying learning needs, setting goals, planning learning, selecting resources, selecting strategies, practice, monitoring progress, and assessment and revision (Figure 2-1). In a traditional foreign language classroom, all stages of the cycle tend to be directed by the teachers. On the other hand, it is crucial in the process to develop LA that students are

encouraged to adopt more control in each stage of the learning cycle. Furthermore, Reinders (2010) emphasised the importance of reflection, motivation, and interaction as the cognitive, affective, and social foundations of the learning stages.

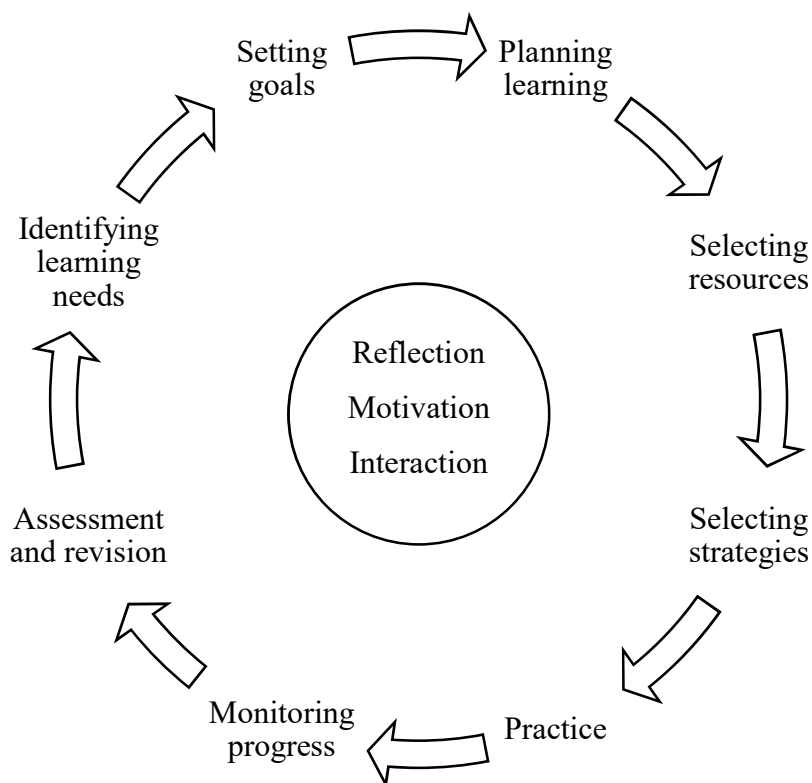


Figure 2 - 1 Cyclical nature of the autonomous learning process (Reinders, 2010)

Logically, identifying needs and setting goals are the first stages of the learning process. In a supportive SDL environment, learning needs should be identified based on the difficulties the learners experience in using the target language (Reinders, 2010). However, language learners are often not aware of their strengths and weaknesses as language learners, and, therefore, do not know their language learning needs (Barcelos, 2008; cited in Reinders, 2010). As such, it is crucial in the development of autonomy to analyse the learners' needs at the beginning of the language program and to direct the learning activities to address the identified needs.

While a needs analysis in this context is defined as the process to understand learner strengths and weaknesses in learning the target language, setting goals is a formulation of specific learning outcomes contextually determined according to the learners' needs and learning progression (Reinders, 2010). Learning needs and goals encompass other stages of SDL. Learning goals are the translation of identified needs which are "clear, feasible, at appropriate levels of specificity or generality, personally meaningful, and measurable"

(Knowles, 1975, p. 36). However, on many occasions, decisions about learning needs and goals are not made in collaboration with the students (Boon, 2011). Supporting LA should include preparing and encouraging students to define their learning goals and to create opportunities for learning (Nunan, 1999). When students share the control to determine goals and contents, learning becomes more authentic in the sense that learners take ownership of the learning process and its outcomes (Benson, 2011).

Planning learning is the process to determine the best route to achieve the set learning goals. In SDL, planning should be made explicit to learners and flexible enough to accommodate dynamic learning context (Reinders, 2010). Planning learning is an important metacognitive strategy (O'Malley & Chamot, 1990) that can be a difference between developing effective and less effective language learners (Anderson, 2008). Classrooms that support LA should view students as “developing practitioners of learning” (Allwright & Hanks, 2009, p. 49) by gradually involving them the decision making on how classroom learning activities are implemented and evaluated (Benson, 2011). Reinders (2010) exemplified this involvement by offering the students choices as to their approach to completing certain learning tasks.

Resources for classroom learning are often pre-determined by the teachers, leaving students with little opportunity to use resources that may be more meaningful to them. In SDL, learners are encouraged to select and prepare learning resources (Reinders, 2010). Pre-determined resources such as the texts found in textbooks may not be of interest to the students or even suitable for their proficiency levels. Encouraging students to contribute authentic materials for classroom learning is an activity for LA development exemplified by Dam (1995).

Early approaches to LA placed great emphasis on learning strategies and strategy training (Benson, 2011). Teachers usually decide how learning tasks are to be completed. Pedagogy for LA requires that this decision is shared with the students (Reinders, 2010). Expert learners can understand what the tasks demand of them and how to design the best approach to complete the tasks at hand (Wenden, 1995). Reinders (2010) suggested using the Strategy Inventory for Language Learning (Oxford, 1990) as a starting point to develop metacognitive awareness and skills.

The subsequent learning stage to orient the students towards SDL is ‘practice’ (Reinders, 2010). Language practice in the classroom usually takes the form of exercises and activities prepared by the teacher. Orienting language practice towards student-directed practice includes the provision of opportunity for language use in the students’ contexts and to encourage experimentation with the language according to their preferences (Reinders, 2010).

Encouraging active experimentation, together with reflection, may lead to more personally meaningful learning (Kohonen, 2003).

Crucial to the SDL framework by Reinders (2010) is reflective learning. In this framework, reflective learning encompasses all the learning stages, but more importantly, it serves as the foundation for self-monitoring of progress and self-assessment and revision. In teacher-directed learning, monitoring progress is usually accomplished via regular classroom feedback on student assignments. Conversely, in student-directed learning, student self-monitoring of progress and feedback from peers are preferred. O'Malley and Chamot (1990) asserted that monitoring one's own progress is an important metacognitive strategy used by autonomous learners which entails checking, verifying, or correcting comprehension or performance during a language task.

Self-assessment has long been positively correlated with the concept of LA (Benson, 2011). In teacher-directed learning, student learning is assessed against external measures such as tests and examinations (Reinders, 2010). In student-directed learning, internal assessment is considered more beneficial for the development of autonomy (Oscarson, 1997). While self-monitoring involves ongoing reflection on the learning process during the completion of the task, self-assessment is usually done at the end of a lesson or program to measure one's learning outcomes against internal measures of completeness and accuracy (O'Malley & Chamot, 1990). Self-assessment may take the form of learning journals for students to reflect on the learning goals and learning activities (Benson, 2011).

2.4 English Language Teaching in Indonesia

2.4.1 Formal English language teaching instruction in Indonesian schools

English is a compulsory foreign language subject for Indonesian students at the secondary school level. It is the only foreign language that is a part of the national curriculum and is tested in the national examination. English lessons are also conducted in some primary schools, but it is now positioned as an extra-curricular activity since its removal from the national curriculum in 2013 (Menteri Pendidikan dan Kebudayaan, 2013; Zein, 2017). In addition to Indonesian and English, Indonesian student may also study vernacular language(s) (there are more than 500 Indigenous languages in this archipelago) as an optional 'local content' subject. The subject can, in turn, be included in the school curriculum to teach students about the local potentials and wisdom (Menteri Pendidikan dan Kebudayaan, 2014). Within this multicultural

and multilingual setting, English language teaching is often regarded as in competition with the national and the heritage or Indigenous languages (Hamied, 2012; Zein & Stroupe, 2017).

The status of EFL entails that, in general, students have limited exposure and opportunity to use the target language outside the classroom. The ability to use English for intelligible communication is rare among Indonesian school leavers (Lie, 2007). Marcellino (2008) observed that the student participants in his study had poor mastery of vocabulary, language expressions and knowledge of English grammar, which resulted in limited classroom interactions in English. The English Proficiency Index developed and administered by a global private English education institution (i.e., English First) currently ranks Indonesia number 51 out of 88 countries (English First, 2019). The position is significantly lower than it was two years ago when Indonesia sat in 39th position out of the 80 countries included (Renandya et al., 2018). While there has not been any official report suggesting a national-wide assessment of Indonesian students' English proficiency, the two reports outline the challenges that ELT in Indonesia needs to overcome.

In many Indonesian schools, especially those located in provincial areas, the ELT practice resembles the typical conditions of ELT in developing countries; that is, large class sizes, limited resources, and teachers who lack target language proficiency (Lamb, 2013). Hamied (2012) calculated that, on average, there are no more than two English teachers in each Indonesian schools, and each teacher must manage more than 150 students distributed in large classes (about 30-40 students per classroom). In terms of the teachers' English proficiency levels, most teachers are at 'novice' proficiency level as measured by Test of English for International Communication® (TOEIC) (Coleman, 2009; cited in Renandya et al., 2018). Furthermore, Lamb (2002) observed that English teachers at Indonesian schools have limited capacity in terms of language skills and methodological knowledge. Hamied (2012) also reported that more than 30% of English teachers do not hold the required academic qualification; namely, a four-year university degree. This low level of general competence among teachers often leads them to rely on course textbooks.

2.4.2 Curriculum changes

The practice of English language teaching in Indonesian schools is currently regulated by a national curriculum enacted in 2013, called *K/13*. The curriculum is not exclusively governing the teaching of English but rather a national guideline for all mandatory subjects taught in Indonesian schools. Regarding the English subject, the recent curriculum places English as a compulsory subject taught to Indonesian students in Grade 7 to Grade 12. *K/13* curriculum

replaces the previous School-based Curriculum put into effect from 2006 to 2013. Table 2-2 illustrates the changes in curriculum for ELT in Indonesia's schools.

Table 2 - 2 English Curriculum Changes (adapted from Lie, 2007)

Starting Year	Name of Curriculum	Approach
1945	Unknown	Grammar Translation
1968	Oral Approach	Audio Lingual
1975	Oral Approach	Audio Lingual
1984	Communicative Approach	Communicative
1994	Meaning-Based Curriculum	Communicative
2004	Competency-Based Curriculum	Communicative
2006	School-Based Curriculum	Communicative/ Genre-Based
2013	K13 or National Curriculum	Genre-Based and Scientific

Since its introduction, there have been mixed reactions to the new curriculum. Among the most profound criticism is the ministerial decision to impose the use of a “Scientific Approach” (SA) across all subjects. K13 adopts a Genre-Based Approach (GBA) to build communicative competence. This is as it has been since the 2004 curriculum (Emilia & Hamied, 2015), but the imposition to design the lesson using SA presented English teachers with a dilemma. First, the curriculum documents from the Ministry of Education and Culture (MoEC) never explicitly mention the theoretical foundation of the so-called SA causing confusion among both teachers and ELT scholars. Agustien (2014), for example, when comparing the learning approach in GBA to that of the MoEC's version of SA, (i.e., Observing, Questioning, Experimenting, Associating, and Communicating) referred to the scientific methods from Gerde, Schachter, and Wasik (2013). In another study, Wahyudin and Sukyadi (2015) referred to “The Innovator's DNA” from Dyer, Gregersen, and Christensen (2011) when explaining the SA. Furthermore, Agustien (2014) explained how the use of SA in language teaching is problematic in two ways. First, the SA and GBA differ in the domains they target to develop; one is targeting science skills; whereas, the other is the skills to use the target language for communication. Second, SA is not a familiar term in the field of language teaching. English teachers are confused about the new approach they have not heard about. Regardless, English teachers using the prescribed English course textbook for Grade 7 find that the tasks in the textbook are already sequenced based on the learning cycle in SA.

In the current curriculum, English in primary schools serves as an extra-curricular subject, which is a downgraded status from the previous curriculum that placed it as a local content subject. The change in status means English is not taught to primary students within school hours and has been removed from the school's final year evaluation (Zein, 2016). This removal of English from the primary school curriculum also means that Indonesian students will have delayed and reduced time of exposure to English in a formal education setting. It is understood then that the English learning materials in the prescribed course textbook for junior secondary school tend to be very simple and basic, presumably, in anticipation of accommodating beginner learners.

2.4.3 Language learner autonomy in Indonesia

Dardjowidjojo (2001) suggested that problems may arise when trying to implement a Western concept of education in Indonesia. LA and its compatibility in non-Western cultures was indeed a topic of extended discussion (Littlewood, 1999; Palfreyman & Smith, 2003; Pierson, 1996; Schmenk, 2005). LA was viewed as representing how Western people value individualism and thus would be incompatible with the Eastern value of collectivism. Dardjowidjojo (2006) asserted that adopting LA principles in Indonesia's education culture was philosophically problematic and practically very difficult. This is because it required not only a change in teaching practice but also a revisiting of culturally bound aspects of teaching such as the roles of teachers and students in the classroom.

While promoting LA as incompatible in Indonesian schools according to early literature, Lamb (2002) was convinced that successful Indonesian students of English displayed a willingness to do more for their own learning and demonstrated some degree of autonomy. In fact, successful language learners in difficult circumstances are almost always autonomous learners (Smith et al., 2018). The lack of exposure to English materials and scarce opportunity to practise the language at schools would not stop successful students from independently finding ways to achieve their learning goals.

Current studies in Indonesia show that there are increasing attempts to foster LA, mostly focusing on different strategies to develop the capacity in the learners. Ardi (2017) used a mobile social networking learning management system for blended learning in an EAP class of 21 tertiary students. Yuliani and Lengkanawati (2017) implemented project-based learning in an EFL classroom to develop LA. Another topic in Indonesia-based LA research examines the roles of teachers (Agustina, 2017a; Lengkanawati, 2017). Lengkanawati (2017) found that

while most teachers agree with the importance of fostering autonomy in students, they also believe that some LA principles are impractical in the context of Indonesian education. Doctoral research by Agustina (2017a) found the incongruency between what teachers believe about LA and their teaching practices.

Regarding the concept of LA, the current curriculum identified LA as one of its desired goals. The general objectives of K13 can be summarised as “to prepare Indonesians for becoming citizens who are religious, productive, innovative, and passionate as well as who can contribute to societal, nation’s, and world’s civilisations” (Widodo, 2016, pp. 136-137). In order to achieve the educational objectives, The Ministry of Education and Culture (2004) mandated that teaching and learning processes must be conducted based on active learning principles. Among other listed characteristics, these principles include the provision of enough opportunities for learners to develop initiatives, creativity, and autonomy (Minister of Education and Culture, 2014).

Furthermore, the official guidelines for implementing teaching and learning based on K13 mentions the term LA more than once. For example, in the guideline on how to end a lesson, it is suggested that the teacher, together with the students, should: (a) create a summary of the lesson; (b) do reflection on the lesson; and (c) provide feedback on the process and outcomes of the learning activities (Minister of Education and Culture, 2014, p. 10). The incorporation of reflection at the end of a learning session can help students to understand how they learn and what they need to do to learn effectively. It is an essential metacognitive strategy that many experts believe is a critical component in the development of LA (Benson, 2001; Cotterall, 2000; Dam & Legenhausen, 2011; Richards & Lockhart, 1994). It is clear that K13 expects that teaching and learning activities in the classroom provide more spaces for the learners to exercise greater control over their learning. Again, as K13 regulates all subjects in primary and secondary schools, English language teaching and learning in secondary schools should also comply with this new regulation.

2.5 Conclusion

The purpose of this literature review chapter is to review the trends in the implementation of LA in the foreign language classroom. It is generally accepted that LA is an important capability that has been adopted as an objective in many language education institutions. Recent studies have discussed different approaches to develop LA, both in the context of formal language education in classrooms and informally beyond the classrooms. Within the context

of classroom-approaches to LA, existing literature generally agrees that more involvement of learners in making decisions over different stages of learning is beneficial to the development of LA.

Furthermore, LA has been widely accepted as an important educational goal and incorporated into the current language education curriculum. Current language education policies in many countries have adopted LA as one of their educational goals. The adoption can be seen as an initiative to introduce changes into the classroom from traditional teacher-centred instruction to student-centred instruction. One of the important instruments for enacting curriculum aspiration in the classroom level is course textbooks. However, studies on how course textbooks have supported the implementation of LA are still considered lacking. This study aims to contribute to the discussion on course textbooks for LA, which is currently an under-researched area.

Chapter Three: Methodology

3.1 Overview

This chapter aims at explaining the underlying methodology and method of this research. It begins by clarifying the assumptions underlying the choices of the research design (Section 3.2). The subsequent section provides a detailed description and justification of the materials selected for this evaluation. Section 3.4 explains the procedure by which the data is analysed. Finally, the chapter ends with Section 3.5 which specifies the limitation of the study.

3.2 Research Design

This current study follows the materials evaluation tradition of research. More specifically, it is categorised as the predictive type of materials evaluation as opposed to a retrospective evaluation (Ellis, 1997a). A predictive materials evaluation is an impressionistic valuation that attempts to predict if the learning materials can do what they are designed to do. Predictive materials evaluations are challenged by many for its vagueness and subjectivity. Ellis (1997a) urges for the implementation of more systematic retrospective evaluations in order to inform the actual values or effects of the materials. In the same vein, other authors have recently argued that materials evaluation should be performed in an objective and analytical manner (Littlejohn, 2011; McDonough et al., 2013; McGrath, 2002). This study attempts to offer an analytical predictive evaluation of language learning materials while trying to reduce its vagueness using systematic, rigorous, and analytical procedures. This evaluation, however, acknowledges the influence of the researcher's subjectivity in interpreting the data.

Figure 3-1 illustrates the whole procedure of this materials evaluation and is described as follows. First, it begins with selecting the textbooks for evaluation. Three types of textbooks were selected for this study: the prescribed government textbook, supplementary textbooks from local publishers, and supplementary textbooks from international publishers. This materials selection process included determining the chapters of the textbooks for evaluation. More detailed explanation and rationale about the selection procedure is presented in the next subsection.

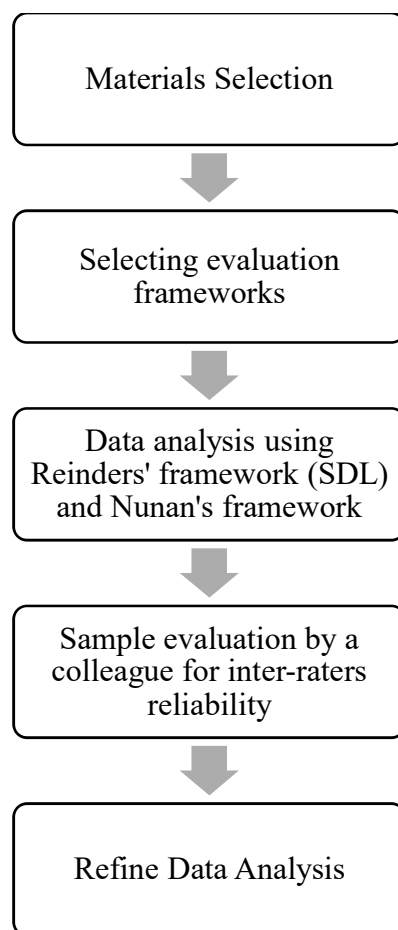


Figure 3 - 1 Research Design

The second step is choosing the frameworks that are suitable for addressing the questions of this research. The frameworks from Reinders (2010) and Nunan (1997) are selected because of their alignment with the purpose of this research. Detailed theoretical explanations about the frameworks have been presented in Chapter two: literature review. A Table has been designed to organise the evaluation as further explained in the following subsection: 3.4 Evaluation Frameworks.

The third step was the evaluation itself by recording all the tasks instructions into the evaluation Table and examining them against the two selected frameworks. The Table also allows a space for commentaries from the researcher, which proved useful for further discussion about the tasks. In the fourth step, a colleague was asked to conduct a sample evaluation so as to establish inter-rater reliability of the evaluation. The evaluation proceeded with further data analysis discussing the findings in order to more comprehensively orient them to address the research questions. This discussion led to the drawing of conclusions of the research as well as the implications and recommendations of the research. At the end of the evaluation, a final report was written in accordance with the standards of a thesis writing.

3.3 Materials Selection

Five different EFL textbooks have been selected for the study. The selected textbooks consist of the one published by Indonesia's Ministry of Education and Culture (GB), two textbooks from local publishers (LB1 and LB2), and two textbooks from international publishers (IB1 and IB2). All textbooks selected for this study are for use in teaching English to Grade 7 students. The selection was intentional because, for most Indonesian students, they start studying English in Grade 7 in accordance with the national curriculum. Some students may, however, start to learn English earlier as an extracurricular subject in their primary school years.

The first textbook selected is the government-published ELT course textbook (GB) entitled "*Bahasa Inggris: When English Rings a Bell*". It is the 'prescribed' textbook from the Ministry of Education and Culture (MoEC) for implementation in all Indonesian schools. The textbook has gone through a peer-review process by assigned editors consisting of university lecturers (Setyono & Widodo, 2019). The texts and tasks in the textbook are organised according to the SA, the method imposed by the new curriculum (Agustien, 2014).

In addition to the government-published textbooks, schools may use other textbooks published by local and international publishers. All local textbooks must be screened for approval by the Indonesian Board of National Education Standards (Menteri Pendidikan dan Kebudayaan, 2016). From an informal survey among Grade 7 teachers, two English textbooks from local publishers and two from international publishers were selected. The selection was based on the popularity of the textbooks as indicated by the informal survey responses.

Two textbooks from international publishers were selected for this study. Even though both textbooks are quite dated and have not been screened by the government, they remain quite popular in use by schools around Jakarta as revealed from the informal survey. Table 3-1 below shows brief information about the selected textbooks.

Table 3 - 1 Materials Selection

Publisher	Title	Year	Code
MoEC	<i>Bahasa Inggris, When English Rings a Bell</i> (SMP/ MTs Kelas VII)	2017	GB
Quadra	<i>English Way 1: English coursebook for junior</i> <i>high school grade VII</i>	2017	LB1

Yudhistira		<i>Interactive English 1: Junior High School Year VII</i>	2017	LB2
Pearson Education Ltd.		<i>Next Move 1 Students' Book with MYENGLISHLAB</i>	2013	IB1
Oxford University Press		<i>Aim High Level 1 Student's Book</i>	2010	IB2

Two chapters from each textbook, one of the early chapters and another one of the later chapters, are selected making up ten chapters in total for the evaluation. As shown in Table 3-2 below, the selection of chapters across different textbooks is based on the similarity of the contents. Selecting two chapters from each textbook is also made in order to investigate if there is any evidence of progression in terms of the degree of autonomy in each textbook.

Table 3 - 2 Selection of Units for Evaluation

Textbooks	Selected Chapters	Chapter's topic of discussion	Number of Tasks
GB	Chapter 2: This is me!	Introducing self and others	12
	Chapter 7: I am proud of Indonesia	Descriptive text	21
LB1	Chapter 2: My Name is Melisa	Introducing self and others	34
	Chapter 7: Describe Your School	Descriptive text	32
LB2	Chapter 2: Getting to Know Others	Introducing self and others	41
	Chapter 7: What Do They Look Like?	Descriptive text	39
IB1	Chapter 1: My World	Personal profile	52
	Chapter 2: Around Town	Describing a town	53
IB2	Chapter 1: My Network	Talking about family and friends	48
	Chapter 3: School Life	Describing about school	46

The unit of the evaluation was the prompt or instruction sentences of each task. In addition, at the beginning of each textbook, there is always a section describing the contents or

the goals of the chapter. In this study, the introductory section was included as a task for evaluation. The number of unit of evaluation in each Chapter ranged between 12 and 53. In sum, there were 379 units of evaluation included in this study.

3.4 Evaluation Frameworks

Two frameworks were used to evaluate the task instructions in the selected textbooks. The first evaluation framework is Self-Directed Learning (SDL) developed by Reinders (2010), and the second is the Levels of Implementing Learner Autonomy designed by Nunan (1997). Reinders (2010) describes the stages in which SDL progresses with the emphasis on students having more control over the stages than they usually have in a more traditional classroom. The supports for LA in the textbooks were identified by means of examining whether the task instructions incorporated any information or opportunity for the students to make decisions over any stages of learning. The second framework, from Nunan (1997), was used to examine the degree of autonomy in the supports identified by the first framework.

Table 3-3 was created to combine the two frameworks for evaluating all the tasks identified in the selected chapters. Each task instruction was recorded and examined against the two frameworks. An additional column for the researcher's comments was provided for a more elaborated evaluation.

Table 3 - 3 Materials Evaluation Table

GB.Ch.2

Tasks		Task Prompt	Reinders	Nunan	Comments
Section	No				

Following the evaluation by the researcher, a colleague was invited to conduct a sample evaluation to establish an inter-rater reliability score for the findings. Inter-rater reliability is defined as “the degree to which different raters or judges make consistent estimates of the same phenomenon” (Multon & Coleman, 2018, p. 3). For this study, a percent agreement between raters is pursued. Three chapters, GB.Ch2, LB2.Ch7, and IB2.Ch1, are selected as samples for the second rater to evaluate using the same evaluation table. In total, 100 task instructions are evaluated by the second rater resulted in 90% agreement shared between the raters.

3.5 Conclusion

The data of this materials evaluation are task instructions from five textbooks used in Indonesian secondary schools. Data are evaluated using two different frameworks. The first framework is from Reinders (2010) to examine the occurrence of support for the development of SDL skills. The second framework is from Nunan (1997) to examine the level of autonomy of the supports. A colleague conducted a sample evaluation of the chapters to establish the inter-rater reliability of the evaluation. The findings of the evaluation are reported in detail in the following chapter.

Chapter Four: Findings

4.1 Overview

This chapter presents the findings from the selected textbook following this sequence: GB, LB1, LB2, IB1, and IB2. The presentation of findings from each textbook evaluation is divided into four subsections. The first subsection provides an overview of each textbook, and the next two subsections present the findings from the evaluation using Reinders' and Nunan's frameworks, respectively. The fourth subsection presents a summary of the findings.

4.2 Prescribed Course Textbook from MoEC

4.2.1 Reinders' evaluation of self-directed learning in GB

The prescribed textbook from the government consists of eight chapters which cover all the materials required for the academic year. In the foreword by the authors, it is specified that the textbook is written to support the implementation of the newest curriculum, K13, and that it endorses a text-based approach to language learning. The authors highlight that the textbook indicates the minimum effort that students need to make to achieve the competency standard and that students need to look for learning materials from different sources available in their surroundings (Wachidah, Gunawan, Diyantari, & Khatimah, 2017, p. iii).

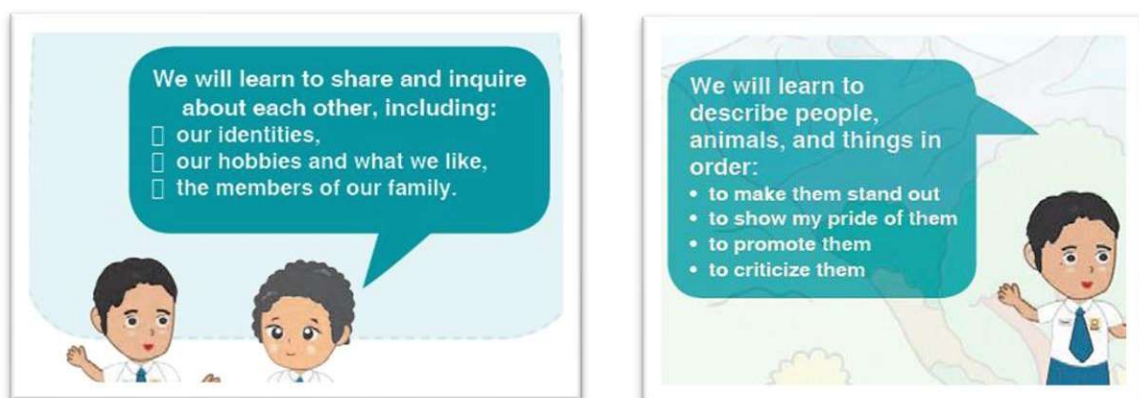


Figure 4 - 1 Introductory Page in GB.Ch.2 and GB.Ch.7

At the beginning of every chapter of the textbook, there is a section about the contents of the chapter (Figure 4-1). The section is brief and explicit in informing the students what they will learn from completing the chapter. This provision of information about the goals of the chapter can be classified as a setting goals stage within the Self-Directed Learning (SDL) framework. However, in this instance, the goals are entirely pre-determined, and the students,

therefore, have no control over them. In his framework, Reinders (2010) emphasises the continuum of control over different stages of learning between teacher-directed instruction at one end and learner-directed instruction at the other. LA is developed when the pendulum of control shifts towards the learner. Employing this view to evaluate the information in figure 4-1, one would rule out the information as a support for LA. However, following Nunan's (1997) level of implementing LA, this information is valuable as it makes explicit the pedagogical goals of the chapter and students are deliberately made aware of this. Employing the two views, this study classifies this information as a support for setting goals (B) at a level of awareness-raising (1). Table 4-1 shows how the task is evaluated against Reinders' and Nunan's frameworks.

Table 4 - 1 Information on Learning Goals in GB.Ch.7

Task Instruction	Reinders	Nunan	Commentary
<i>We will learn to describe people, animals, and things in order:</i>	B	1	Information is given about the pedagogical goals of the chapter and students are reminded of them.
- <i>to make them stand out</i>			
- <i>to show my pride of them</i>			
- <i>to promote them</i>			
- <i>to criticize them</i>			

On the subsequent pages, tasks and texts are presented following the learning cycle mandated by the curriculum; that is, the SA. The pages are labelled according to the learning cycle; for example, "observing and asking questions", "collecting information", "associating", and "communicating". Figure 4-2 shows how a task is labelled.

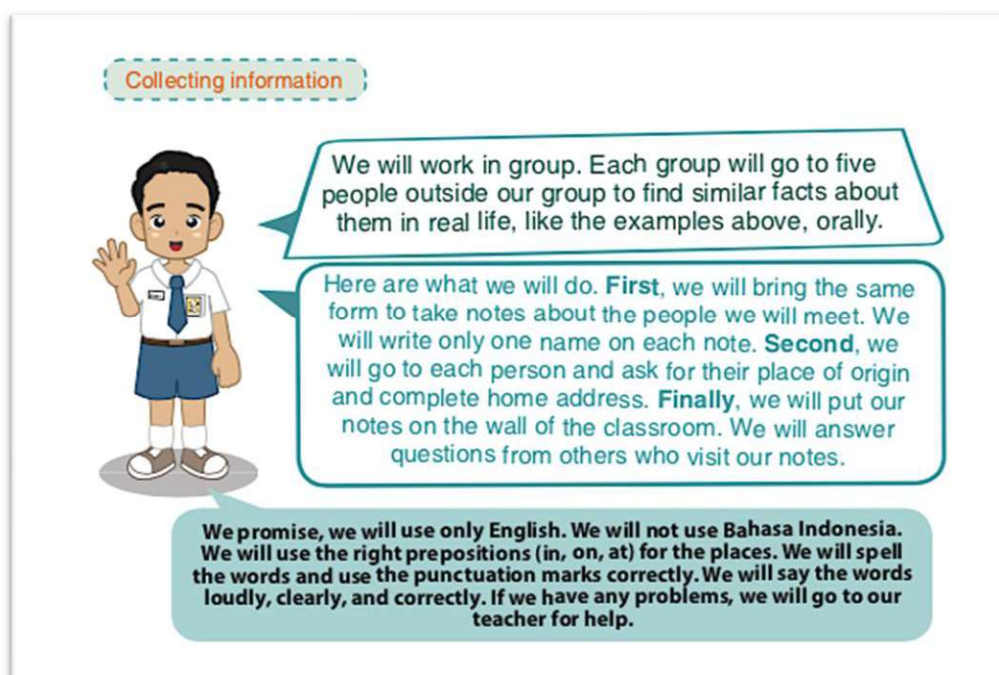


Figure 4 - 2 Task Instruction in GB.Ch.2 (p. 26)

A total of 33 tasks in chapter 2 and chapter 7 were analysed to find evidence of supports for SDL. Table 4-2 below summarises the number of occurrence of supports in GB.Ch.2 and GB.Ch.7. The table shows that almost all of the task instructions in both chapters include information about planning learning and monitoring progress.

Table 4 - 2 Reinders' Self-Directed Learning in GB

Learning Stages	Occurrences	
	GB.Ch2	GB.Ch7
A Identifying needs	0	0
B Setting goals	1	1
C Planning learning	11	19
D Selecting resources	0	1
E Selecting learning Strategies	0	0
F Practice	0	0
G Monitoring progress	11	19
H Assessment and revision	0	0

One noticeable observation about the task prompts or instructions in GB is that they tend to provide very detailed instructions specifying every step that students need to take. Each task instruction consists of three parts. The first part is the general planning of what students

will do in the task. The second part is the step-by-step procedure of how the task is going to be completed. The last part is the instruction regarding the attitude that students need to have to approach the task. Students are asked to focus on accuracy and to go to the teacher for help when problems arise.

Furthermore, the first and second parts of the instruction contain information about the planning required to complete the task. However, the planning ideas are provided entirely by the authors of the textbook, and the students are not given the opportunity for deciding how they want to approach the task. Similarly, the instruction to self-monitor is almost always included in every task instruction but supports for enabling students to do self-monitoring is hardly given. In general, planning learning and monitoring progress are two SDL steps included in the tasks, but they are either pre-determined or not clear.

Table 4 - 3 Evaluation of Task Instruction of GB.Ch.2 p. 26

Task Instruction	Reinders	Nunan	Commentary
<i>We will work in group. Each group will go to five people outside our group to find similar facts about them in real life, like the examples above, orally.</i>	C	1	The first and second parts of this instruction function to inform students what they are going to do in the task, i.e. planning learning. But the plan is predetermined. In the evaluation, <u>they count as one unit</u> .
<i>Here are what we will do. <u>First</u>, we will bring the same form <u>to take notes about the people we will meet</u>. We will write only one name on each note. <u>Second</u>, we will go to each person and ask for their place of origin and complete home address. <u>Finally</u>, we will put our notes on the wall of the classroom. We will answer questions from others who visit our notes.</i>			This instruction consists of several complex sentences. It also contains a phrase ‘to take notes’ that belongs to a C1 level in CEFR according to Cambridge dictionary. Complex sentences are found in many parts of the instructions in this textbook.
<i>We promise, we will use only English. We will not use Bahasa Indonesia. We will use the right prepositions (in, on, at) for the places. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</i>	G	1	All instruction in this textbook include instruction for students to be accurate in practicing the language. In this example, the students are required to be careful in using the proposition in, on, at. However, the textbook does not give explicit

As a consequence of being very detailed, the task instructions usually consist of long and complex sentences. Unlike in other textbooks for beginner level students, GB does not appear to avoid complex sentences by adopting a short and simple sentence construction. For example, in Table 4-3, a task instruction found in chapter 2 of the government textbook contains many long sentences, some of which are complex sentences that beginner level students may not be able to comprehend. The restriction is also absent in terms of word choices as we can find many words or phrases in the instructions that are more appropriate for intermediate level students or above according to the CEFR levels. From the same example, we can find several complex sentences and advanced words/ phrases such as ‘to take notes’ and ‘place of origin’. According to the online Cambridge Dictionary (<https://dictionary.cambridge.org/>), the word ‘origin’ belongs to B2 level, which is an upper-intermediate level. While we cannot find direct reference to the phrase ‘place of origin’ in the Cambridge Dictionary, a phrase similar in meaning, ‘country of origin’, is listed as an advanced level C1 phrase. Similarly, the phrase ‘to take notes’ is an idiomatic expression classified as a C1 level. It is clear that the language used in this textbook for beginner level students is of a high level of complexity.

Throughout the textbook, students are told precisely what and how to learn in the classroom. There is almost no space for students to modify the task to better suit their learning needs or personal interests. For teachers, assuming that many teachers would rely on this government-published textbook as their main source of inspiration for teaching, these remarkably detailed step-by-step instructions leave very little space to exercise their professional judgement to modify the tasks.

In addition to planning learning and monitoring progress, one task can be classified into the ‘selecting resources’ stage. The task is a class project found at the end of chapter 7. The task requires students to contribute sentences that describe their school. The sentences are discussed and then combined to make a larger descriptive text. In this sense, students are not only given information about using their own authentic ideas, they are also given the opportunity to contribute their ideas as resources for classroom learning. Table 4-4 illustrates how the task is examined against the two frameworks of this study.

Table 4 - 4 Task Instruction from GB.Ch.7, p. 174

Task Instruction	Reinders	Nunan	Commentary
We will work on a class project to write about our school to show our pride, to promote it, and to criticise it, too. The title is "This is our Lovely School." Each group will contribute at least five sentences.	C	1	The task allows students to choose the kinds of information they want to look for and to write about their school. There is also a discussion activity to decide how they want to order different pieces of information.
Here are what we will do. First, <u>all groups will go around and observe our school and collect useful information about it.</u> Second, each group will make five statements about the school and write them on a piece of paper. Third, we will put all the statements from every group on the classroom wall. Fourth, one member of each group will read out their sentences to the class. We will then discuss to put the ideas from all the groups together in a good order. Fifth, we will add a picture or some decoration to make it look interesting. We will write down our identity at the bottom, on the right hand corner. Then, we will put it on the classroom wall. Finally, we will take turn reading out the text to the class.	D	2	To search for information from other sources and to use it in the class as learning materials means that the students are given the freedom to select learning resources. This activity is the involvement of students in self-directed learning.
We will use a dictionary. <u>We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too.</u> If we have any problems, we will go to our teacher for help.	G	1	This part instructs students to monitor their spelling and punctuation marks, as well as the clarity and accuracy of their pronunciation. In the textbook, no explanation is given about how to use punctuation correctly or how to pronounce accurately. The textbook is not supplemented with an audio file for listening or pronunciation activity.

4.2.2 Nunan's levels of implementing learner autonomy in GB

The second step of evaluation is examining the level of autonomy each task supports. Table 4-5 below shows that almost all the supports fall into the first level of autonomy; that is, awareness-raising. As discussed in the previous subsection, every chapter of this textbook begins with information about the learning goals of the chapter, which is categorised by this study in the awareness level. Furthermore, almost all the task instructions provide information to students about planning their learning and monitoring production by being accurate. However, the planning is pre-determined, and students are not invited to create their own learning plans.

Table 4 - 5 Nunan's Levels of Implementing Learner Autonomy in GB

Levels of Implementing LA		Occurrences	
		GB.Ch2	GB.Ch7
1	Awareness	11	20
2	Involvement	0	1
3	Intervention	0	0
4	Creation	0	0
5	Transcendence	0	0

Similarly, the instructions for students to be accurate only serves as information regarding self-monitoring because there is no explanation regarding how it is to be accomplished. In Table 4-6 below, the third part of the instruction requires students to monitor their spelling and use of punctuation marks. However, there is no explicit explanation regarding spelling or use of correct punctuation in the textbook. Self-monitoring could be extremely difficult when students do not have the knowledge to effectively monitor their language production. For this reason, such task instructions are classified as awareness-raising, which is, according to Nunan (1997), "at the most superficial level" (p. 196).

Table 4 - 6 Task Instruction from GB.Ch.7, p. 159

Task Instruction	Reinders	Nunan	Commentary
We will put the right punctuation marks to the descriptions of Simon, Sofia and Mrs. Herlina to make the texts meaningful.	C	1	The first and second parts contain very detailed and prescriptive 'planning learning'. These count as one unit.

<p>Here are what we will do. We will work in groups. <u>First, we will read each text carefully in order to identify the sentences in the texts.</u> We will do it orally. <u>Third, we will rewrite and punctuate the text.</u> This is the first draft. Fourth, we will read the sentences in the text to each other to check if they are meaningful. Then, we will write the final form of the texts. Finally, we will read the whole text to the class.</p>	<p>The learning plan is predetermined. The students are not involved in making the learning plan. For this reason, this task only classified as raising students' awareness.</p>		
<p>We will use a dictionary. <u>We will spell the words and use the punctuation marks correctly.</u> We will <u>say the sentences loudly, clearly, and correctly</u>, too. If we have any problems, we will go to our teacher for help.</p>	G	1	<p>This part instructs students to monitor their spelling and punctuation marks, as well as the clarity and accuracy of their pronunciation. In the textbook, no explanation is given about how to use punctuation correctly or how to pronounce accurately. The textbook is not supplemented with an audio file for listening or pronunciation activity.</p>

There is only one task at the end of Chapter 7 which encourages higher level LA. The task is presented in Table 4-4 in the previous subsection. The second part of the task involves students in providing authentic materials, their ideas about the school, to serve as learning resources. Students are given the freedom to choose and contribute learning resources. Therefore, the support for LA is higher than raising 'awareness'. It can be categorised as 'involvement' but cannot qualify as an 'intervention' because students cannot modify the goals, contents, or tasks to better suit their needs and interests.

4.2.3 Summary of findings in GB

The evaluation of the prescribed textbook found that supports for students to practise SDL, which will lead to the development of autonomy, are essentially limited to the provision of information about setting goals, planning learning and monitoring progress. However, this information is not accompanied by adequate opportunities for putting the actions into practice. In other words, the language learning activities following this textbook are very much pre-determined. Students are given very little freedom to decide what is best for them. Furthermore,

the level of supports for fostering LA is largely limited to raising student awareness, which is only the first step in the development of learner autonomy.

4.3 Course Textbooks from Local Publishers

Schools may use course textbooks from local publishers as supplementary to the prescribed textbooks from the government. In addition, it is regulated that only textbooks that have passed an evaluation by *Badan Standar Nasional Pendidikan (BSNP)* or the Indonesian Board of National Education Standards can be used in schools (Menteri Pendidikan dan Kebudayaan, 2016). In general, the textbook evaluation in BSNP assesses the compatibility of the textbooks with the aspiration of the curriculum. For this reason, there are criteria in the evaluation rubric that concern the principles LA in a section called “*Penyajian Pembelajaran*” or task presentation.

4.3.1 Reinders’ evaluation of self-directed learning in LB1

The first textbook from local publishers being evaluated in this study is *English Way 1: English coursebook for junior high school grade VII*. The textbook materials are grouped into five segments: observe the model, build your knowledge, do the project, explore the text, and communicate your idea. These segments resemble the Teaching-Learning Cycle (TLC) of the Genre-Based Approach (GBA). The TLC comprises: building the context or field, modelling the text, guided practice, independent instruction (Derewianka & Jones, 2012). In turn, provides gradual scaffolding for students to become more independent in using the language. Furthermore, unlike in the prescribed textbook, the sentences used in the textbook are simple and brief, which offers comprehensibility for beginner level students.

Table 4 - 7 Reinders’ Self-Directed Learning in LB1

Learning Stages		Occurrences	
		LB1.Ch2	LB1.Ch7
A	Identifying needs	0	0
B	Setting goals	1	1
C	Planning learning	0	0
D	Selecting resources	1	1
E	Selecting learning Strategies	0	0
F	Practice	0	0
G	Monitoring progress	0	0
H	Assessment and revision	1	1

Table 4-7 above shows the occurrences of supports for SDL in LB1. In each chapter, only three tasks were categorised as providing some types of support for LA. In both chapters, the learning stages supported are setting goals, selecting resources, and assessment and revision. Setting goals in this textbook, as in all the textbooks evaluated in this study, is the learning stage represented at the beginning of every chapter. Similar to other textbooks, the goals in this textbook are pre-determined (Table 4-8).

Table 4 - 8 Learning Materials and Objectives LB1.Ch.2

Task Instruction	SDL	Level	Commentary
Learning Materials: <ul style="list-style-type: none"> - Personal identity - Introducing oneself and others - the alphabet - family members - personal pronouns - possessive adjectives and possessive pronouns - to be is, am, are - simple present tense 	B	1	This information reminds the students of the pedagogical goals of the chapter. As in the other textbooks, these learning contents and objectives are determined by other than the students.
Learning Objectives Students are able: <ul style="list-style-type: none"> - to tell personal identity - to introduce oneself and others - to spell using the alphabet - to mention and describe family members - to use pronouns in sentences and expressions - to use “be”: is, am, are - to use simple present tense 			

Table 4-9 below captures one of the supportive tasks for selecting resources found in Chapter 7. In this task, students are invited to contribute learning resources from their genuine ideas. In addition, the opportunity to present the ideas to a peer opens up the opportunity to receive peer feedback and to self-assess one’s work.

Table 4 - 9 Support for Selecting Resources in LB1.Ch.7, p. 167

Task Instruction	SDL	Level	Commentary
<u>Write a descriptive text based on the school map you made</u> in the Part C, Task 4. Read it aloud to a friend.	D	2	Students are invited to contribute ideas and use them as resources of their own learning. This also means an

involvement for students to make choices regarding the content domain.

One self-assessment task is provided at the end of each chapter. The assessment and revision stage of learning directs students to perform self-evaluation using a learning journal which is designed rather too general (Table 4-10). The evaluation points are the same across the chapters and are not directly related to the points described as learning materials and objectives at the beginning of the chapter. This learning journal invites students to reflect on their learning and to assess what went well and what did not go so well in the learning. This also brings explicitness to the learning process that can help students to build metacognitive strategies in learning.

Table 4 - 10 Learning Journal in LB1

Task Instruction	SDL	Level	Commentary
Learning Journal: Write in the blank and check (✓) the correct information that describes how well you understand the lessons. 1. In this unit I have learned about ... 2. I understand ... the materials in this unit. () a little of () some of () most of () all of 3. The materials that I don't understand well in this unit are ... 4. I felt ... while studying the materials in this unit. () interested () uninterested 5. My impression after learning the materials in this unit is ...	B	1	A learning journal is given at the end of every chapter for students to fill in. The evaluation points are the same across the chapters and very general.

However, the limitation of the provided learning journal is that it does not directly address how the students perform against the learning objectives described at the beginning of the chapter. Moreover, some questions are open-ended, and this may present difficulties for beginner level students when trying to express their reflection. For instance, reflection number 5 requiring students to give their 'impression' of the learning requires a deep level of reflection.

4.3.2 Nunan's levels of implementing learner autonomy in LB1

The supports for LA in LB1 are distributed evenly between the levels of 'awareness' and 'involvement'. The number of tasks supportive of LA in each chapter is limited. The two tasks supportive of setting goals and self-assessment are placed at the beginning and end of each chapter, respectively. However, the degree of autonomy supported by these tasks lies in the level of awareness-raising (Table 4-11).

Table 4 - 11 Nunan's Levels of Implementing LA in LB1

Levels of Implementing LA		Occurrences	
		LB1.Ch2	LB1.Ch7
1	Awareness	2	2
2	Involvement	1	1
3	Intervention	0	0
4	Creation	0	0
5	Transcendence	0	0

On the other hand, two tasks were identified in the two chapters of LB1 that can be classified as supporting autonomy to the level of involvement. Table 4-12 below shows a task that invites students to use information about themselves to practise the language they are learning. The task can be categorised as involving students in choosing the learning resources.

Table 4 - 12 Support for Selecting Resources in LB1.Ch.2, p. 42

Task Instruction	SDL	Level	Commentary
Describe <u>your father, your mother, and your brother(s) or sister(s) in front of the class</u> . First, write it below.	D	2	The students are given the freedom to use the language in their terms. This task involves students to provide resources for classroom learning.

4.3.3 Summary of findings from LB1

The evaluation of two selected chapters of LB1 revealed only a limited number of tasks supported student-directed learning. Furthermore, the degree of LA supported by the identified tasks is mostly at the level of awareness-raising and only one that may involve student decision-making. Furthermore, this textbook is more suitable for beginner level students than the prescribed textbook in terms of the complexity of its language. Designed for beginner level users, LB1 constructs mostly short and simple sentences, even though there may occasionally be complex words used such as 'impression' in the learning journal. As the consequence of

adopting GBA's TLC, tasks for working in a pair and in a group are frequent. The tasks entail cooperative learning among peers, which can build the students' sense of interdependence (Murphey & Jacobs, 2000).

4.3.4 Reinders' evaluation of self-directed learning in LB2

The second local textbook is entitled '*Interactive English 1: Junior High School Year VII*' (Indriastuty, 2017) contains 41 tasks in Chapter 2 and 39 tasks in Chapter 7. Like the other local textbook, the texts and tasks in the textbook are sequenced following GBA's TLC. It seems that GBA from the previous curriculum remains very much influential regardless of the requirement in the new curriculum to use the SA. The presentation order provides scaffoldings necessary for students to become more independent users of the language. As the textbook follows GBA, there are many tasks that require students to work in pairs or in a group, which encourages collaborative learning. Guided practice or joint construction is an integral part of GBA's TLC. Collaborative learning is considered helpful to foster students' interdependence; that is, a social dimension of LA (Little, 2000).

Table 4 - 13 Reinders' Self-Directed Learning in LB2

Learning Stages		Occurrences	
		LB2.Ch2	LB2.Ch7
A	Identifying needs	0	0
B	Setting goals	1	1
C	Planning learning	0	0
D	Selecting resources	5	5
E	Selecting learning Strategies	0	0
F	Practice	0	0
G	Monitoring progress	0	1
H	Assessment and revision	1	1

Compared to the first local textbook (LB1), LB2 has more tasks that support SDL (see Table 4-13). Information about learning materials and objectives at the beginning of every chapter appears to be the template applied in current ELT textbooks. In LB2, too, the information is provided and, similar to the other textbooks, the learning contents and goals are pre-determined by the authors.

Table 4 - 14 Task Instruction in LB2.Ch.7, p. 138

Task Instruction	SDL	Level	Commentary
Work in groups. <u>Go to the library or browse the Internet to find detailed information about descriptive texts.</u> Discuss what you have found with the class.	D	2	The resources for learning in this task will be from resources students bring to the class. In other words, students are involved in providing the materials for class discussion.

Unlike in GB and LB1, the evaluation in LB2 shows that the textbook has more tasks that support student self-selection of learning resources. The task example above (Table 4-14) requires students to browse the Internet to find information or samples of descriptive texts. Such practice is in line with Reinders' (2010) selecting resources stage in which students are given the opportunity to produce and share authentic materials found outside the classroom.

Table 4 - 15 Task Instruction in LB2.Ch.7

Task Instruction	SDL	Level	Commentary
Write sentences identifying and describing things, animals, persons, and places using the pictures and words provided. Number 1 is the example. After you have finished writing your sentences, <u>compare them with your friends' sentences.</u>	G	1	This is a sentence composition exercise. The last part of the instruction requires students to do peer-evaluation and provide peer-feedback, i.e. self-monitoring.

Furthermore, in Chapter 7 of this textbook, we find one task that encourages students to monitor their production of the target learning (Table 4-15). In the task, students are not only encouraged to do self-assessment but also to seek feedback from their peers. In addition, the learning journal at the end of each chapter addresses student progress related to the learning objectives of the chapters. The journal is presented as a number of 'can-do' statements by which students can self-assess their learning completion. In this textbook, grammatical explanations are given explicitly such as the rules around singular and plural nouns and the outline of a descriptive text. Provision of such explanations can build student knowledge and enable them to self-monitor their learning more effectively.

4.3.5 Nunan's levels of implementing learner autonomy in LB2

Regarding the level of autonomy, the evaluations of Chapter 2 and Chapter 7 show that the textbook includes more tasks that afford the students the opportunity to be involved in making decisions about their own learning. The involvements are, however, limited to bringing other resources from out of the classroom as alternatives to the textbook or those prepared by the

teacher, which may not be to the students' interests. As shown in Table 4-16, the number of tasks in this textbook to encourage this involvement is significantly higher than in GB and LB1.

Table 4 - 16 Level of Learner Autonomy in LB2

Levels of Implementing LA		Occurrences	
		LB2.Ch2	LB2.Ch7
1	Awareness	2	3
2	Involvement	5	6
3	Intervention	0	0
4	Creation	0	0
5	Transcendence	0	0

Table 4-17 below describes a task in Chapter 7 that incorporates student involvement into the selection of learning content. The task is an independent construction type which follows up on a series of instructions to develop students' writing skills gradually following the GBA learning cycle.

Table 4 - 17 Task Instruction in LB2.Ch.7

Task Instruction	SDL	Level	Commentary
Now, work in groups. <u>Take some photos to promote a beautiful place where you live. Make a brochure about the place.</u> First collect as much information as possible from several sources. See the example below.	D	2	Students are asked to practice the language and contribute resources for learning.

In the example, students are asked to use the language to describe something relevant to them; namely, the place where they live. The text is then communicated to other students in the form of a brochure. In this task, the contents of the learning shift from text provided in the textbook to the student-developed text.

4.3.6 Summary of findings from LB2

In general, LB2 has more tasks supportive to SDL than both GB and LB1. Regarding the level of the supports, there are more tasks at the involvement level of support. The involvements are restricted to providing learning contents, but students can nonetheless offer alternatives to textbook or the learning materials prepared by the teacher. The sequencing of the materials, which follows the GBA learning cycle, also helps to gradually develop student independence in completing the tasks. However, considering the proficiency level of the target users, the

language used in this textbook is rather formal. There are complex sentence structures and difficult words found in the instructions which may cause comprehensibility problems for the students.

4.4 Course Textbooks from International Publishers

Designed for the global market, the textbooks from international publishers (IB1 and IB2) do not specifically conform to the materials and objectives of the curriculum. The textbooks usually serve as an additional resource for the teachers from which they can select materials to suit their classroom needs.

4.4.1 Reinders' evaluation of self-directed learning in IB1

The first textbook from the international publishers evaluated in this study is entitled '*Next Move 1*' from Pearson. A total of 105 tasks are evaluated from the two chapters. Table 4-18 summarises the occurrences of tasks that potentially support the development of LA. The textbook is rich with text models written in a level of vocabulary complexity and sentence structures appropriate for beginner level students. Additionally, the textbook is supplemented with student workbooks and a teacher's book. Some activities in IB1 refer to materials in the supplementary workbook.

Table 4 - 18 Reinders' Self-Directed Learning in IB1

Learning Stages		Occurrences	
		IB1.Ch1	IB1.Ch2
A	Identifying needs	0	0
B	Setting goals	1	1
C	Planning learning	0	0
D	Selecting resources	1	1
E	Selecting learning Strategies	0	0
F	Practice	0	0
G	Monitoring progress	1	1
H	Assessment and revision	1	1

In terms of the tasks supportive of SDL, the findings of the evaluation resemble those of LB2 in that they emerge in four learning stages: setting goals, selecting resources, monitoring progress, and assessment and revision. On limited occasions, students are given the

opportunity to accomplish the learning activities using self-selected content; for example, the task in Table 4-19 below:

Table 4 - 19 Task Instruction in IB1.Ch.2, p. 17

Task Instruction	SDL	Level	Commentary
Write <u>a description about you and your favourite things</u> . Use 'My favourite things' and your answers from Exercise 5. Remember!	D	2	This task allows students to use their own ideas. It involves students in providing alternative learning resources.
<ul style="list-style-type: none"> • Use capital letters, apostrophes and full stops in the correct places. • Use the vocabulary in this unit. • Check your grammar and spelling. 	G	1	The task is supplemented with a writing note that can help students self-monitor their writing.

In the task above, students are given the opportunity to write about themselves. However, it is not a complete writing task because the students are only required to arrange the information they have written in the previous task. There is a box containing notes that the students can refer to in order to self-monitor their writing for accuracy. Furthermore, self-assessment is encouraged, but students need to use the supplementary workbook to complete the 'My assessment profile'. The assessment comprises a checklist with 'can-do' statements that address all language skills, as well as a brief journal of what they have learned and how they can practise their newly learned words and expressions.

4.4.2 Nunan's levels of implementing learner in IB1

In general, only a limited number of tasks in Chapter 1 and Chapter 2 of IB1 can be categorised as supporting LA. In total, there are just four tasks in each chapter identified as having the potentials to raise student awareness of LA or involve the students in exercising autonomy in learning (Table 4-20).

Table 4 - 20 Level of Learner Autonomy in IB1

Levels of Implementing LA		Occurrences	
		IB1.Ch1	IB1.Ch2
1	Awareness	2	3
2	Involvement	2	1
3	Intervention	0	0
4	Creation	0	0
5	Transcendence	0	0

The task in Table 4-21 below requires students to locate information from resources other than the textbook. In this task, students are encouraged to make choices regarding the learning contents. The subsequent activity requires the students to use the information to create a poster which they will present to their peers. In this sense, students are involved in selecting the learning content.

Table 4 - 21 Task Instruction in IB1.Ch.1, p. 19

Task Instruction	SDL	Level	Commentary
<p>"My Art File"</p> <p>In pairs, find about another famous 20th century painting. Think about:</p> <ul style="list-style-type: none"> - The artist - The style of painting - Other artists in the same style - The objects/ people in the painting - Why you like it <p>Design a poster about your painting. Use your notes from Exercise 3 (the above exercise) to help you. Then present your poster to your class.</p>	D	2	Students are given chance to contribute to their own learning by providing the contents for a classroom presentation.

4.4.3 Summary of findings from IB1

Comparing the number of supports for LA with the total number of tasks in the chapter, it is evident that the supports in IB1 are limited. Indeed, most of the tasks do not afford students the freedom to choose the contents and the strategy for their own learning. There are many tasks of guided practice type which provide useful scaffoldings for students and help to ensure the gradual development of student language proficiency. However, most tasks tend to be too prescriptive for the students.

4.4.4 Reinders' evaluation of self-directed learning in IB2

The last textbook in this evaluation is entitled '*Aim High*' published by Oxford University Press (Falla, Davies, Kelly, & McCallum, 2010). Modelling of the texts are presented in great number and at the appropriate level in terms of the complexity of vocabulary and sentence structure. A total of 94 tasks were evaluated from two chapters of this textbook. Table 4-22 below shows the occurrences of supports for SDL:

Table 4 - 22 Reinders' Self-Directed Learning in IB2

Learning Stages	Occurrences	
	IB2.1	IB2.Ch3
A Identifying needs	0	0
B Setting goals	1	1
C Planning learning	0	0
D Selecting resources	6	6
E Selecting learning Strategies	1	2
F Practice	0	0
G Monitoring progress	1	2
H Assessment and revision	1	0

The textbook repeatedly draws the students' attention to the learning strategies on how to accomplish the tasks by providing 'tip' boxes (e.g., "Listening Tip", "Reading Tip", and "Writing Tip"). These boxes can raise student awareness of the different learning strategies they can choose from when attempting the related language tasks. In this study, the provision of tips is considered as a form of support for students to select learning strategies at the level of raising awareness. As such, it may lead to the development of the students' ability to self-select strategies most suitable for their learning styles and the tasks at hand. Training students on how to identify a useful learning strategy can enhance learning efficiency and effectiveness (Cotterall & Reinders, 2004).

3 say what his name is? —
 4 talk about his family? —
 5 say where he's from? —
 6 say which school he goes to? —

2 Read the *Writing tip* and find words and phrases for beginning and ending letters in Robbie's letter.

Writing tip: beginning and ending letters

- We start an informal letter with *Dear* and the person's first name.
- We finish the letter with *Best wishes* and our first name. (We can use *Love* if we know the person very well.)

Check your work

Have you

- ☐ followed the writing plan?
- ☐ written 70–100 words?
- ☐ checked your spelling and grammar?

●●●●● Workbook: page 9

Figure 4 - 3 Writing Tips and Self-Check in IB2

In addition, a writing self-check is provided as a student reference when completing the writing task. These affordances are useful for the development of student metacognitive awareness of the learning process, which is an important characteristic of autonomous learners (Wenden, 1998). Provision of this self-check option can also help students to develop their ability to monitor their language production. Figure 4-3 above shows how the learning strategy and self-check option are presented in the textbook:

Table 4 - 23 Task Instruction in IB2.Ch.1, p. 8

Task Instruction	SDL	Level	Commentary
Work in pairs. Give your partner the names of six people from your network. Ask and answer about the people on your lists.	D	2	Students have the opportunity to personalize the contents

The task in Table 4-23 above is one example of the tasks in IB2 to encourage students to contribute authentic ideas or materials of interest to use as learning resources. This type of task can improve student engagement in the classroom activity because they can relate the tasks to their lives.

4.4.5 Nunan's Levels of implementing learner autonomy in IB2

In terms of the level of autonomy, IB2 has a high number of tasks that fall into the involvement level in Nunan's framework. Table 4-24 below shows the six and seven tasks identified as involving students in making decisions about learning contents in Chapter 1 and Chapter 3, respectively. The number of such tasks is higher than in any other chapter evaluated in this current study.

Table 4 - 24 Nunan's Levels of Learner Autonomy in IB2

Levels of Implementing LA		Occurrences	
		IB2.Ch1	IB2.Ch3
1	Awareness	4	4
2	Involvement	6	7
3	Intervention	0	0
4	Creation	0	0
5	Transcendence	0	0

Table 4-25 shows one example of the type of tasks that invite students to write down information about their school for new students. The task provides the students with the opportunity to personalise the text and thus make it relevant to their context. In this evaluation, the task is categorised as involvement as students select the learning content.

Table 4 - 25 Task Instruction in IB2.Ch3

Task Instruction	SDL	Level	Commentary
Prepare a note for a new student to your school. Write down information about your school.	D	2	Students have the opportunity to personalize the contents

Awareness of learning objectives, contents, and strategies are also developed through the provision of a self-assessment checklist at the end of each chapter. As seen in Figure 4-4, the checklist is in the form of ‘can-do’ statements, which are useful for students to assess their learning progress in regard to the learning objectives stated at the beginning of the chapter.

I CAN ...		Read the statements. Think about your progress and tick (✓) one of the boxes.		
	* I need more practice.	** I sometimes find this difficult.	*** No problem!	
	*	**	***	
I can understand an article and talk about everyday activities.				
I can talk about my family and friends.				
I can talk about people I meet regularly.				
I can say what someone does and doesn't do.				
I can write an informal letter to a penfriend.				

Figure 4 - 4 Self-Assessment in IB2

4.4.6 Summary of findings from IB2

Even though IB2 does not include supports for SDL at all learning stages, it has by far provided the highest number of supports for SDL compared to the other textbooks in this evaluation. As a commercial textbook, the design of which is not restricted by a certain curriculum, IB2 could have been more flexible in its allowances for students to modify and adapt the learning resources and learning goals and tasks. However, such student intervention is not supported in this textbook. Therefore, the involvement level remains the highest level of autonomy supported by all the textbooks in this evaluation.

4.5 Conclusion

This materials evaluation study has evaluated 10 chapters of five selected ELT textbooks used in Indonesia. In total, 379 task instructions were investigated. This evaluation focuses on two things. Table 4-26 below shows the distribution of tasks supportive of students to exercise SDL in all textbooks:

Table 4 - 26 Reinders' SDL in all Selected Textbooks

Reinders' Stages		GB		LB1		LB2		IB1		IB2	
		Ch2	Ch7	Ch2	Ch7	Ch2	Ch7	Ch1	Ch2	Ch1	Ch3
1	Identifying needs	0	0	0	0	0	0	0	0	0	0
2	Setting goals	1	1	1	1	1	1	1	1	1	1
3	Planning learning	11	19	0	0	0	0	0	0	0	0

4	Selecting resources	0	1	1	1	5	5	1	1	6	6
5	Selecting learning Strategies	0	0	0	0	0	0	0	0	1	2
6	Practice	0	0	0	0	0	0	0	0	0	0
7	Monitoring progress	11	19	0	0	0	1	1	1	1	2
8	Assessment and revision	0	0	1	1	1	1	1	1	1	0

Table 4-26 above shows that the textbooks have a number of tasks that either give information about or encourage practise of student-directed learning in six out of eight Reinders' learning stages: setting goals, planning learning, selecting resources, selecting learning strategies, monitoring progress, and assessment and revision. Tasks to support the planning learning stage are only found in the government textbook; whereas, tasks to support students self-select learning strategies are only found in IB2.

Table 4 - 27 Nunan's Levels of implementing Learner Autonomy in all Textbooks

Nunan's Levels		GB		LB1		LB2		IB1		IB2	
		Ch2	Ch7	Ch2	Ch7	Ch2	Ch7	Ch1	Ch2	Ch1	Ch3
1	Awareness	11	20	2	2	2	3	2	3	4	4
2	Involvement	0	1	1	1	5	6	2	1	6	7
3	Intervention	0	0	0	0	0	0	0	0	0	0
4	Creation	0	0	0	0	0	0	0	0	0	0
5	Transcendence	0	0	0	0	0	0	0	0	0	0

Table 4-27 shows that most supports are classified at the surface levels; namely, awareness-raising and involvement. In the prescribed textbook published by the government, almost all the tasks are highly prescriptive and leave very little freedom for students, or teachers, to modify the learning tasks. For this reason, almost all the tasks are categorised as awareness-raising. Two of the supplementary textbooks, LB2 and IB2, include a number of tasks that involve students in making decisions regarding the learning contents, but the remaining three textbooks have very few similar types of tasks. In general, the supplementary textbooks, from both the local and international publishers, have similar levels of support for LA. These findings are explored in more in-depth in the following Chapter.

Chapter Five: Discussion

5.1 Overview

This chapter focuses on interpreting the findings described in the previous chapter in relation to the research problems. It aims to not only answer the research questions but also to offer new insights into conducting materials evaluations. This chapter starts by discussing the summary of key findings as described in the previous chapter (5.2). It then proceeds to discuss the findings related to the supports for learner autonomy (LA) in terms of the provision of information and opportunity for SDL (5.3). The following subsection (5.4) discusses the degree of autonomy supported by the textbooks according to Nunan's frameworks. The chapter concludes with a summation of the discussion (5.4).

5.2 Summary of Key Findings

This study conducted a materials evaluation of ELT course textbooks used in Indonesian schools with the aim to predict their potential value for supporting the development of LA as mandated by Indonesia's newest national curriculum, K13. One prescribed textbook published by the government, two supplementary textbooks from local publishers and two from international publishers were selected for the evaluation. The evaluation focused on two things. First, to identify the occurrences of support for student-directed learning activities using the framework developed by Reinders (2010). Second, to evaluate the degree of support for the development of LA of each task using Nunan's (1997) Levels of Implementing Learner Autonomy. The findings show that course textbooks have partially incorporated supports for students to practise SDL at a relatively low degree.

This study found that, in general, course textbooks a limited number of tasks that provide information about, and encourage practise of, SDL. The results align with previous studies on this topic (Kıssacık, 2016; Kong, 2014; Reinders & Balçikanlı, 2011) which also reported less than adequate support for LA in ELT textbooks. A study by Reinders and Balçikanlı (2011) on five globally-marketed ELT textbooks found little to no provision of information about, and opportunities to practise SDL. Similarly, in a Masters' thesis on ELT textbooks used by primary students in Hong Kong, Kong (2014) found that existing textbooks do not provide enough attention to the promotion of LA, even though the curriculum desires it. Moreover, the author found that teachers needed to proactively adapt course textbooks if they were to foster autonomy in learners. A more recent study conducted in Turkey by Kıssacık

(2016) also reported that textbooks do not provide students enough freedom to choose aspects of the learning process. It may be concluded that even though many language learning policies pay increasing attention to LA, coursebook authors and publishers need to do more to accommodate the development of LA.

Furthermore, the findings of this study agree with those of the previous studies in that they reflect similar outcomes for local and international textbooks in terms of the limited supports they provided for autonomy. In this study, however, it seems that the provision of the supports in locally published textbooks is stimulated by the textbook screening process run by the BSNP. Stated explicitly in the rubric for the screening process is that the tasks in textbooks should (1) focus on students, (2) focus on Scientific Approach, discovery learning, and project-based learning, (3) develop initiatives, creativity, and critical thinking, (4) develop learner autonomy, and (5) encourage reflection/ self-evaluation (BSNP, 2011). While many of these focus areas are not represented in the textbooks, our findings confirm that reflection and self-evaluation are evidently encouraged.

5.3 Supports for Learner Autonomy in Course Textbooks

The first research question of this study is formulated as ‘How do current ELT textbooks support the development of language learner autonomy?’ This study found that, in general, the selected ELT textbooks partially supported LA in that they provided tasks with the potential to provide students with choices in six out of eight learning stages: setting goals, planning learning, selecting resources, selecting learning strategies, monitoring progress, and assessment and revision. However, in terms of the levels of implementing LA referred to in Nunan’s (1997) framework, this study categorised most of the identified supportive tasks at the surface levels; that is, awareness-raising and involvement. Fenner (2000) believes that textbooks for LA should be designed to provide students with freedom of choice to direct their own learning. ‘Identifying needs’ and ‘Practice’ were two learning stages that were not represented. The government and local textbooks were designed to address fixed curricular goals, and these goals were not individually-tailored. Though international textbooks were not bounded by local curricular goals, they did not encourage students to identify their own learning needs. In terms of practice, the exercises provided by all the selected textbooks were very prescriptive and did not give students the space to be creative in their language use.

Previous studies by Reinders and Balçıkanlı (2011) found only two stages that were represented in the five internationally marketed textbooks they evaluated; that is, selecting learning strategies and monitoring progress. Other studies by Kong (2014) and Kışsacık (2016)

conclude that textbook authors and publishers, both in Hong Kong and in Turkey, do not incorporate the principles of LA into their textbooks, even though they design the textbooks to meet national curriculum objectives which include enhancing LA. The findings of this current study are, in general, in agreement with the findings of previous studies in that the existing textbooks need to include more tasks to students that afford them the opportunity to exercise their capacity for autonomy.

The subsequent sections divide the discussion of the findings related to the support for SDL into six subsections according to the stages of SDL represented in the textbooks; namely, setting goals, planning learning, selecting resources, selecting learning strategies, monitoring progress, and assessment and revision.

5.3.1 Setting goals

As reported in the previous chapter, all the textbooks include information regarding the task that the students are required to complete throughout the chapter. This information can raise student awareness of the goals and contents of the upcoming learning phases. Awareness of the objectives of own learning is the first step towards the development of autonomy (Nunan, 1997). However, as is commonly the case when using course textbooks, this study found that students have little or no say in determining the goals and contents of learning.

The provision of information about prearranged content or learning goals can only be considered as the imposition of an external agenda onto the students. As such, it cannot be considered as promoting autonomy because the students are not made aware of their own learning goals and needs. On the other hand, learning goals and learning content are two aspects of learning over which autonomous learners are expected to take more control (Holec, 1981). Littlewood (1999) labels the involvement of learners in deciding the learning contents as proactive autonomy, as opposes to reactive autonomy in which students take part in deciding the methods or strategies to achieve the learning objectives set by others. Greater involvement may lead to students having a greater sense of authenticity in what they are doing in the learning phases (Benson, 2011). However, as suggested by Littlewood (1999), involving students in the decision making about learning objectives and contents may, in certain contexts, not be amenable and can place students in conflict with teachers and institutions. Fenner (2000) also anticipated the difficulty of involving students in the process to determine learning goals in school settings. It is understandable that textbooks designed to enact the curriculum with its predetermined learning goals and contents have limited flexibility in providing students with opportunities for proactive involvement.

5.3.2 Planning learning

The only textbook in this evaluation to incorporate raising student awareness of planning learning is the one published by the government. However, this is done with highly prescriptive step-by-step instructions that limit the opportunity for students, or even teachers, to modify the tasks according to the students' learning needs and interests. Planning one's own learning is one of the metacognitive strategies displayed by effective language learners (Anderson, 2008; O'Malley & Chamot, 1990; Wenden, 1998). Possession and activation of metacognitive strategies in learning can make a great difference in language learning (Anderson, 2008). Unfortunately, this strategy is not cultivated in the existing textbook. Rather than encouraging students to create their own learning plan, the government-published textbook dictates every step the students need to take to complete the task. In this sense, the too prescriptive instruction is counterproductive to the attempts to facilitate student control over their learning.

5.3.3 Selecting resources

Textbooks that are suitable for the development of LA emphasise the use of authentic texts selected by learners based on their needs and interests (Fenner, 2000). This suggests that textbooks for LA should include a range of text choices for the students. On the other hand, textbooks can also encourage students to contribute self-selected texts of interest as classroom learning resources. Dam (1995) exemplifies how encouraging students to contribute authentic materials can develop LA. In this evaluation, all textbooks were found to incorporate such choices, both by providing several text options and by encouraging students to contribute self-selected texts for learning. However, in some textbooks (i.e., GB, LB1, and IB1) the number of tasks to afford students the freedom to choose learning resources is limited; only one per chapter on average.

5.3.4 Selecting learning strategies

In this evaluation, IB2 emerged as the only textbook to provide information about the different learning strategies the students may employ when attempting the tasks at hand. The information is given in the form of 'tips' on how to complete the different language tasks. Effective language learners strategize how they approach language tasks (Cohen, 2011; Hurd & Lewis, 2008). Employing strategy in learning has long been associated with better learning performance and LA (Benson, 2011). Dörnyei (2005) believes that the capacity to use learning strategies can be explicitly trained in language instructions. Furthermore, explicit and repeated modelling of learning strategies are important for and beneficial to effective language learning

(Macaro, 2001). Course textbooks perform the role of training provision on learning strategies by providing information about different strategies for learning to students and by encouraging them to select the strategy best suited to their learning style and the task at hand. This role is, however, not covered by most current textbooks as evidenced in the findings of this evaluation.

5.3.5 Monitoring progress

Crucial to LA is the ability to reflect on the learning experience. Reinders (2010) asserts that reflection at the core of his SDL cycle is what ‘glues’ all the aspects of SDL. Reflection is a conscious process upon which total self-regulation in learning develops (Little, 1991). In this study, support for learner reflection was most often demonstrated in the monitoring progress and assessment and revision stages. Almost all the textbooks included tasks representing these two metacognitive strategies, which may imply an awareness among the authors of the importance of these strategies for effective learning.

In GB, information about monitoring can be found in the third part of every task instruction. Two things are always emphasised in the instruction; first, students should aim for accuracy when practising the language; and second, students should go to the teacher for help. Encouraging self-monitoring should, however, be done with caution for at least two reasons. First, asking students to self-monitor their language production means that we ask them to pay more attention to the accuracy of their language productions. In communicative language teaching, however, teachers need to be able to manage the shifting orientations of classroom activities between a focus on accuracy and fluency. Accuracy and fluency, along with complexity, are dimensions of L2 performance in which the development of one may occur at the expense of the other (Ellis, 1994; Skehan & Foster, 1999). Emphasis on accuracy by means of repetitive instruction to self-monitor language output may be detrimental to the student’s language production fluency. Second, the ability to self-monitor L2 production necessitates that students have developed explicit awareness of the language (Ellis, 1997b). Explicit awareness of L2 rules requires a focus on instruction that can take the form of grammar explanations or practices. In GB, while self-monitoring is always emphasised in the instruction, the textbook does not give focus to form activities that may otherwise help to develop student self-monitoring capacity. In this sense, the level of support for monitoring own progress in GB is restricted to awareness-raising.

Textbooks have the potential to make self-monitoring the target intervention. In this study, the textbooks other than GB used different techniques to develop the self-monitoring capacity of students. In IB1, for example, a writing self-checkbox is provided for students to

reference when completing a writing task. In LB2, students are asked to provide feedback on each other's writing. Training in self-monitoring is beneficial to increase learner awareness of their language competence and to improve self-regulation in learning (Schmidt & Ford, 2003; Zimmerman, 1986). It also can serve as an affordance for the development of student metacognitive strategies, which is an important characteristic of autonomous learners.

5.3.6 Assessment and revision

While self-monitoring relates to checking one's comprehension and performance while completing the language task, self-assessment or evaluation focuses on checking performance against the learning objectives. A psychological view of LA suggests that the ability to evaluate own progress is a crucial cognitive capacity that enables students to deliberately regulate their learning, a defining character of effective learners (Little, 1991; Zimmerman & Schunk, 1989). It also represents one of the seven metacognitive strategies that underlie learning self-management theorised by O'Malley and Chamot (1990). Almost all the selected textbooks, excepting GB, provide opportunities for students to practise this metacognitive strategy through different forms of reflective practices that relate progress to learning objectives. More importantly, the textbooks provide information about self-assessment and the opportunity to practise this metacognitive strategy in learning.

5.4 Degree of Supports for Learner Autonomy

The second question of this research is 'What levels of learner autonomy are supported by ELT textbooks used in Indonesia?' Scaling the supports using Nunan's level of implementing LA, this study found that most supports were at the surface-level; namely, raising awareness of aspects of LA. Nunan (1997) asserts that raising awareness is, however, an important first step towards the development of LA. Tasks identified to have some form of support for LA often only provide information about certain aspects of LA without providing an opportunity to put the information into practice. In GB, for example, almost all tasks include information that resembles a plan of learning. However, far from involving students in the planning process, the information presents detailed instruction that leaves little to no space for students, including for the teacher, to modify the course of learning. In this sense, the too prescriptive instruction is counterproductive to attempts to facilitate student control over their learning.

Looking at the other textbooks, this study found that some tasks incorporated student involvement. Involving students in the decision making around aspects of learning leads to improved attitudes toward self-direction and autonomy (Nunan, 1997). Dickinson (1995)

believes that students' active involvement in the decision-making process can lead to effective learning. In LB1 and LB2, the number of tasks to encourage student participation gradually increased in number toward the latter chapters.

Furthermore, this study did not find evidence of tasks designed to implement higher levels of autonomy. It can be assumed that higher-level autonomy may be gradually encouraged upon the readiness of the students to assume more control. Moreover, it is reliant on the teacher's preparedness to share authority in the classroom, and of the education programme to be flexible enough to allow modification of the content and course of learning to better suit the needs and interests of students.

5.5 Conclusion

The discussion of findings in this chapter shows that ELT textbooks used in Indonesian secondary schools include some tasks that support the development of autonomy in students. Some tasks provide information about SDL along with opportunities for students to put the information into practice. However, the level of support is limited to three stages in SDL; namely, selecting resources, monitoring progress, and assessment and revision. Furthermore, in evaluating the level of support, no task surpasses the level of involving students in making choices regarding aspects of learning. Considering the ability levels of the target users, it can be concluded that the authors of the textbooks may restrict the level of student involvement until later stages and presume that beginner learners are not ready.

Chapter Six: Conclusion

6.1 Overview

This chapter first revisits how this study has answered the research questions. This includes a summary of key findings and a reflection on the research process. Subsequent subsections present and discuss recommendations for further research, and include a reiteration of what this study contributes to existing literature on the topic and how it relates to current theory or assumptions regarding the use of course textbooks for LA.

6.2 Addressing the Research Questions

This study aimed to evaluate the potential value of ELT course textbooks used in Indonesian secondary schools for supporting the development of LA. Following a materials evaluation tradition of research using two frameworks, this study evaluated five ELT textbooks and found some evidence of encouragement for SDL at varying degrees. This study concluded that ELT course textbooks include some information about, and practices for, SDL; namely, selecting resources, self-monitoring and self-assessment. However, the information and practices are limited, and the implementation level is at the lower level; that is, mainly restricted to awareness-raising and limited involvement in decision making.

Addressing the first research question pertaining to how current ELT textbooks support the development of language LA, the results indicate that existing ELT course textbooks need to do more to serve as guides for teachers to bring change to conventional classroom practices. Hereof, this study emphasises the position that course textbooks should not be considered as standalone resources with which students independently interact, but rather as tools for teachers to use to encourage students to take more responsibility for their learning. Course textbooks should be designed to inspire teachers to re-examine how they exercise their control in the classroom. Control is traditionally the domain of teachers and, based on the findings reported, this study encourages teachers to take deliberate action to share control over the course of learning with the students.

In terms of the level to which the textbooks support LA (i.e., the second research question), the findings show that most of the support for SDL in the prescribed textbooks fall into the category of raising student awareness. Providing information without actually affording students the opportunity to put the information into practice is barely enough to facilitate the development of SDL skills. Indeed, it is at the very first level of the development

of LA according to Nunan's (1997) framework. The official textbook designed to enact the national curriculum in Indonesia appears too prescriptive overall and does not include enough tasks allowing students to exercise more control over their learning. On the other hand, some tasks in the supplementary textbooks, especially in LB1, LB2 and IB2, support student involvement in the decision making around learning activities, which is one level higher than awareness-raising. However, the involvement is often restricted to inviting students to contribute resources for classroom learning. Tasks supporting higher-level involvement such as participation in decision making around how to approach a task are not explored by the textbooks.

The effectiveness of textbooks to encourage LA depends on how they structure the tasks to facilitate SDL and how teachers execute the learning plans. This predictive evaluation provides insight into the extent to which current ELT textbooks reflect the principles of LA. The results of this study do not reflect the actual use of textbooks in the classroom. Considering that the principles of LA feature in many contemporary language curricula, this study contributes to the academic understanding of LA in the language classroom by clearly illustrating which principles of LA have been represented in current textbooks and which need more enactment.

Reflecting on the use of SDL framework from Reinders (2010), it should be noted that the original design was to support the evaluation of materials in self-access language learning centres. Consequently, some SDL stages may not be fully compatible with foreign language learning in the school context. For example, the first two stages in the SDL framework identify the needs and setting goals. In the context of EFL learning at school, the two outcomes are difficult to facilitate because needs and goals are usually decided by the curriculum. As a result, this study does not find support for the two stages to occur in the classroom. Even in the international textbooks, learning goals and contents are pre-determined by the authors.

Regarding the evaluation scale from Nunan (1997), it is important to keep in mind that the scale assumed the development of the capacity to its fullest; namely, transcendence. This implies the capacity for learners to make links between what they learn in the classroom and the wider context beyond the classroom. In the context of this study, at least three things may inhibit it. First, this study deals with materials for beginner level students, which may be purposefully designed with greater teacher guidance than SDL. Second, fostering LA through textbook use may epitomise how much flexibility the curriculum actually allows for teachers and students to author their own teaching and learning. It is, therefore, contradictory for a curriculum that aims to promote LA to be supplemented by prescribed textbooks that provide

very little freedom for both the teachers and students to alter the learning programme. Lastly, the degree to which LA can be implemented also depends largely on teacher readiness.

6.3 Implications and Limitations

6.3.1 Implications

The results of this materials evaluation study provide important information regarding how course textbooks support the development of LA. Corroborating other studies on course textbooks evaluation for LA (Kıssacık, 2016; Kong, 2014; Reinders & Balçıkanlı, 2011), the findings have clearly shown that regardless of the increasing interest in the development of LA in classroom contexts since the 1990s (Benson, 2011), course textbook authors and developers have not translated this interest into the provision of enough tasks to develop SDL skills. On the other hand, amidst the development of various more sophisticated materials for language learning, course textbooks remain key components in the EFL classroom (Tomlinson, 2015). Therefore, any attempt to bring changes into the EFL classroom should consider incorporating changes in the textbooks. A logical implication of the findings of this study is the need for further research on the materials evaluation and design concerning the development of SDL skills leading to LA.

The findings of this study also identified an example of an initiative by policymakers to support the development of LA through the use of textbooks. The supplementary textbooks screening by BNSP appears to have prompted authors and publishers to include tasks that relate to aspects of SDL. This initiative is promising and should be optimised by adopting more principles of LA as the screening criteria. One caveat of the current practice is that it only screens textbooks from local publishers and excludes textbooks from international publishers.

6.3.2 Limitations

The fact that materials evaluation focusing on LA has not been frequently explored leaves this study with a very limited choice of readily available evaluation framework. The scope of this master's thesis research does not allow comprehensive evaluation of principles of LA that is theoretically grounded and contextually appropriate. While the choices of evaluation framework in this study do not reduce the validity of the study in entirety, a more classroom-based framework would be more preferred. In other words, the methodological choices were constrained by the limited evaluation frameworks specific to LA.

This study is also limited in that it only focuses on English textbooks for Grade 7, which, for most Indonesian students, is their first encounter with the subject. Most learners would not be autonomous learners at the beginning of their learning journey, and instructions or tasks that can foster the capacity may be deliberately limited. Therefore, the generalisability of the findings of this study is limited by the selection of the textbooks. Furthermore, this study only focuses on possible evidence of support for LA development in the textbooks, which means it does not consider many other important aspects that a good English textbook needs to have.

As is the case with predictive materials evaluation, the results of this study are the approximation of how the textbooks may be of value for the development of LA. A follow-up retrospective evaluation may do more justice to see if the textbooks have actually worked to support LA. Furthermore, this study does not intend to predict what may actually happen in the classroom, as teachers may not follow every step suggested by the textbooks or adapt the materials to better suit their teaching needs.

6.4 Recommendations for Further Research

Based on the conclusions discussed above, future research is needed to establish more classroom-based evaluation criteria for evaluating learning materials used in the school context in Indonesia. The criteria should account for the restrictive nature of the EFL curriculum and student language proficiency levels as they might influence their willingness to assume control over their learning. Considering the relevance of this type of study in EFL settings, more established criteria for use by researchers and teachers for evaluating textbooks is of utmost importance.

In addition, future studies should consider undertaking a retrospective materials evaluation to examine how the textbooks are used in the classroom. In addition to predictive evaluations to examine the extent to which the textbooks conform to the principles of LA and assist teachers in selecting better textbooks, retrospective evaluations can inform policymakers, authors and publishers on how to improve materials for more effective learning. More importantly, retrospective materials evaluation can examine the actual effects of the textbooks on the development of LA. In this view, future retrospective evaluation should also examine what teachers and students have to say about the materials being evaluated.

Further study may also look at how the textbook screening conducted by the government may influence the quality of the textbooks. As this study found, the rubric for textbook screening has incorporated some principles of LA and has potentially oriented

textbook authors and publishers towards developing materials that are more supportive of LA. Future research can focus on the efficacy of the screening process.

6.5 Conclusion

This study was motivated by the inclusion of LA as an educational goal in Indonesia's newest curriculum, the K13. It has presented findings that demonstrate how the aspiration of the curriculum is enacted in both the prescribed and the supplementary textbooks. Considering the vital role of textbooks in curriculum implementation and EFL classrooms, this study has exposed the challenges and opportunities associated with the use of existing English textbooks.

Existing literature on LA has not yet fully explored the potential value of textbooks as a classroom-based approach to the development of LA. As a result, materials evaluation studies on LA have remained an under-researched space. To date, the number of published literature on this topic is limited (Nunan, 1997; Reinders & Balçıkanlı, 2011). Most current studies on this topic remain unpublished dissertations available only from university repositories (Kıssacık, 2016; Kong, 2014). It is then not surprising that a materials evaluation checklist designed specifically for LA or SDL is not widely available for both researchers and teachers.

Furthermore, the current study is optimistic about the potential accommodation of LA in textbooks. Promoting LA on a national scale using textbooks is presumably a feasible practice considering the existing support from the government that provides access to free textbooks. In the context of a geographically vast country like Indonesia, textbooks may be the only sources of support for teachers in rural areas of from less supportive environment to cultivate LA in their students. This, however, should not be seen as positioning textbooks as the main resources of learning, but rather as a tool for inspiring changes in the classroom. Therefore, promoting autonomy through textbooks should be accompanied by enhancement in other aspects of classroom-based approaches to LA such as developing more accommodative curriculum (Cotterall, 2000) and enhancing teacher readiness to foster LA (Nakata, 2011).

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Appendices

Appendix 1: GB. Ch. 2

Tasks No		Task Prompt	Reinders	Nunan	Comments
0	0	A list of what will be learned in the chapter.	B	1	Explicit information is provided regarding the learning materials (contents) and objectives of the unit on the first page of each unit. The level of awareness is superficial (Nunan, 1996). It does not encourage to identify the learning strategies implicit in the tasks. Students can read the lists but there is no instruction for students to do anything regarding the information provided. Learning goals and materials are prescribed for students who do not have a say in modifying them.
Obs	1	<p>We will learn to tell other people about our names, our origins, and our home address.</p> <p>Here are what we will do. First, we will listen carefully to our teacher present the facts about the six speakers, one by one. Second, we will repeat the presentation after the teacher, one by one.</p> <p>We will say the sentences loudly, clearly, and correctly.</p>	C	1	[Each task is introduced by long sentences, often complex sentences, explaining what students will learn and what they need to do precisely step-by-step.]
	2	<p>We will work in group. We will present, not read, the facts about each person to each other, orally.</p> <p>Here are what we will do. First, we will study</p>	C	1	[One short form containing personal information of a character is provided as an example. All sample languages are in phrases, some show the use of prepositions (in, on, at) but no explanation or sample is included for how to spell and to use 'the correct punctuation marks']

Tasks No	Task Prompt	Reinders	Nunan	Comments
	<p>the example carefully. Second, with the given form below, we will take notes of the facts about each person. We will handwrite it. Then, we will learn how to present, not read, the information to each other, orally.</p> <p>We will use the right prepositions (at, in, on) for the places. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p>	G	1	<p>At the end of each task instruction, there is a sentence that requires students to monitor the accuracy of their language production. In a way, this accommodates one of the self-directed learning cycle, i.e. self-monitoring. However, the textbook does not provide explicit guidance regarding the expected standard of accuracy. For, example, there is little if any explicit explanation about grammar in this textbook which otherwise can serve as the language knowledge students can use to monitor their own production.</p> <p>Following Reinders and Balcanli's method of analysis, this study qualifies this instruction as only providing the information about self-directed learning without giving opportunity for students to put it into practice.</p> <p>Assessing it using Nunan's framework, this task instruction raises students' awareness of the content of the learning materials.</p>
Coll. 1	<p>We will work in group. Each of us will present, not read, similar facts about ourselves in real life, orally.</p> <p>Here are what we will do. First, <u>with the same form</u>, each one of us will take notes of our own facts in real life. We will handwrite it. Then, we will present, not read, it to each other, orally.</p> <p><u>We will use the right prepositions (at, on, in) for the places. We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly.</u></p>	C	1	<p>[Repeatedly the students are asked to make a presentation instead of reading. But, no explanation is provided for students to distinguish the two. Teacher's explanation is presumably expected.]</p> <p>In "each one of us will take notes of our own facts in real life", this part of the task seems to encourage students to create materials. However, the task is actually an information-gap activity in which students are required to supply simple information to a provided form. For that reason, the researcher does not qualify it as a 'creation' activity as in Nunan's framework.</p> <p>Prepositions (at, on, in) are the grammar focus of the unit. No explicit explanation on how to use the prepositions correctly are presented, and samples of use are very briefly provided.</p>

Tasks No	Task Prompt	Reinders	Nunan	Comments
	If we have any problems, we will go to our teacher for help.			More explanation from the teacher is seemingly expected by the author.
Obs	3 We will ask and answer questions about our names, origins, and home address. Here are what we will do. First, we will listen carefully to our teacher read the question-and-answer interactions, one by one. Second, we will repeat the questions and the answers after the teacher. Then, in group, we will play the roles of the speakers. <u>We will say the sentences loudly, clearly, and correctly.</u>	C	1	All task is presented in a very prescriptive manner in which both students and teachers have very little, if any, freedom to choose the what and how to learn in every task. Expected learning outcomes are explicitly stated in a very detail manner leaving little space for the teacher and students to decide the content they want or need to learn.
Coll.	2 We will work in group. Each group will go to five people outside our group to find similar facts about them in real life, like the examples above, orally. Here are what we will do. First, we will bring the same form to take notes about the people we will meet. We will write only one name on each note. Second, we will go to each person and ask for their <u>place of origin</u> and complete home address. Finally, we will put our notes on the wall of the classroom. We will answer questions from others who visit our notes. <u>We promise, we will use only English. We</u>	C	1	Throughout the textbook, students, also the teacher, though implicitly addressed by the instructions, are told exactly what and how to learn (and to teach) in the classroom. Assuming that many teachers would rely on this government-published textbook as their main source of inspiration for teaching, these very detailed step-by-step instructions leave very little space, if any, for teachers to exercise their professional judgement as what and how to teach and learn. In this sense, teacher autonomy as one key prerequisite for the development of LA according to David Little (1995) is overlooked. The word 'origin' as used in the underlined phrase 'place of origin' is a C1 word according to Cambridge Dictionary. The repeated instruction to monitor or ensure the accuracy of students' language production may lead to two things: First, being too repetitive is redundant. The users of this book may

Tasks No	Task Prompt	Reinders	Nunan	Comments
	<p>examples. then, we will learn to present, not read, the information to each other, orally.</p> <p>We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p>	G	1	
Coll.	<p>We will tell each other the members of our family in real life.</p> <p>Here are what we will do. We will work in groups. <u>First, with the given form above</u>, we will take notes of the people in the speaker's family. We will handwrite it. Then, we will learn to present, not read, the information to each other, orally, like the examples above.</p> <p>We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p>	C	1	The task and the 'given' form dictate what kinds of information the learners need to acquire from their peers using the language learned in the unit. Interestingly the 'given form' requires that the students inquire information about someone's occupation, but the unit, or the previous unit, has not given the students any sample of question sentence they could use to extract such information, e.g. "what does your mother/ father do?"
Obs	<p>We will make a "This is me!" project.</p> <p>Here are what we will do. We will work in groups. <u>First, with the given form</u>, we will take notes of the people in the speaker's family. We will handwrite it. Then, we will learn to present, not read, the information to each other.</p>	C	1	The form that the students need to fill in limits the possibility of different information that could be included by the students.

Tasks No		Task Prompt	Reinders	Nunan	Comments
		We will spell the words and use the punctuation marks correctly. We will say the words loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.	G	1	
Assoc	1	No prompt is presented in this section named 'Associating', but a diagram is provided for students to complete with their personal information.	x	x	

Appendix 2: GB. Ch. 7

Tasks No		Task Prompt	Reinders	Nunan	Comments
0	0	<i>A list of what will be learned in the chapter.</i>	B	1	<i>Explicit information is provided regarding the learning materials (contents) and objectives of the unit on the first page of each unit. The level of awareness is superficial (Nunan, 1996). It does not encourage to identify the learning strategies implicit in the tasks. Students can read the lists but there is no instruction for students to do anything regarding the information provided. Learning goals and materials are prescribed for students who do not have a say in modifying them.</i>
Obs	1	<p>We will play the roles of the speakers in the conversations about Edo's notebook.</p> <p>Here are what we will do. We will work in groups. First, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. <u>Second, in our group we will play the roles of the speakers in the conversation.</u></p> <p>We will say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p>	C	1	<i>As in any other task in this textbook, this task explain very detail what the students need to do and how they should do it, i.e. saying the sentences loudly, clearly, and accurately.</i>
	2	<p>We will play the roles of the speakers in the conversations about a pair of shoes.</p> <p>Here are what we will do. We will work in groups. First, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. <u>Second, in our group we will play the roles of the speakers in the</u></p>	C	1	

Tasks No	Task Prompt	Reinders	Nunan	Comments
	<u>conversation.</u> We will say the sentences loudly, clearly, and correctly.	G	1	
3	We will play the roles of the speakers in the conversations about Lina's house. Here are what we will do. We will work in groups. First, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. <u>Second, in our group we will play the roles of the speakers in the conversation.</u> We will say the sentences loudly, clearly, and correctly.	C	1	
4	We will play the roles of the speakers in the conversations about a T-shirt. Here are what we will do. We will work in groups. First, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. <u>Second, in our group we will play the roles of the speakers in the conversation.</u> We will say the sentences loudly, clearly, and correctly.	G	1	Similar to the tasks in Chapter 2, a lot of tasks in this textbook are designed for group work, which supposedly opens up opportunity for students to use language to communicate with other group members. However, many of the group activities assigned by the textbook are of 'pseudo-communicative activities' in which students use the language in groups to repeat pre-formulated language. In this type of task, students are not given chance to select or modify the language or the kind of information that they could use in their practice.
Coll	1 We will complete the descriptions of Edo's notebook, Lina's house, the shoes in the big shoe shop, and the T-shirt Mr. Gani wants	C	1	In this task, students are made aware of another possible sources of help in language learning, a dictionary.

Tasks No	Task Prompt	Reinders	Nunan	Comments
	<p>Mr. Hidayat to buy him.</p> <p>Here are what we will do. We will work in group. First, we will study the example carefully. We will copy and handwrite it in our notebooks. Second, we will discuss to fill in the blank spaces with the right words from the conversations. Third, every one of us will handwrite the complete descriptions on a piece of paper. Finally, in each group, we will read all the descriptions to each other, orally.</p> <p><u>We will use a dictionary.</u> We will spell the words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. If we have any problems, we will go to our teacher for help.</p>	G	1	
2	<p>We will look closely at the descriptions of the four objects. We will analyse the states and the activities related to each object. We will use a table to do it.</p> <p>Here are what we will do. We will work in groups. First, we will study the example carefully. We will copy and handwrite it in our notebooks. Second, to analyze each description, we will use the same table. Every one of us will handwrite the analysis in the notebook or type it with a computer. Finally, we will discuss to fill in the table</p>	C	1	

Tasks No	Task Prompt	Reinders	Nunan	Comments
	<p>with the right words related to each object.</p> <p><u>We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems we will go to our teacher for help.</u></p>	G	1	
Obs 5	<p>We will play the roles of the speakers in the conversation about Simon to make him stand out.</p> <p>Here are what we will do. We will work in groups. First, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. Second, in our group we will play the roles of the speakers in the conversation.</p> <p>We will say the sentences loudly, clearly, and correctly.</p>	C	1	
	<p>We will play the roles of the speakers in the conversation about Sofia to make her stand out.</p> <p>Here are what we will do. We will work in groups. First, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. Second, in our group we will play the roles of the speakers in the conversation.</p>	G	1	
6		C	1	The phrasal verb 'stand out' is a B2 class.

Tasks No	Task Prompt	Reinders	Nunan	Comments
	We will say the sentences loudly, clearly, and correctly.	G	1	
7	<p>We will play the roles of the speakers in the conversation about Mrs. Herlina to make her stand out.</p> <p>Here are what we will do. We will work in groups. First, we will carefully listen to and repeat the conversation after the teacher, sentence by sentence. Second, in our group we will play the roles of the speakers in the conversation.</p> <p>We will say the sentences loudly, clearly, and correctly.</p>	C	1	
Coll	<p>We will put the right punctuation marks to the descriptions of Simon, Sofia and Mrs. Herlina to make the texts <u>meaningful</u>.</p> <p>Here are what we will do. We will work in groups. First, we will read each text carefully in order to identify the sentences in the texts. We will do it orally. Third, we will rewrite and punctuate the text. This is the first draft. Fourth, we will read the sentences in the text to each other to check if they are <u>meaningful</u>. Then, we will write the final form of the texts. Finally, we will read the whole text to the class.</p> <p>We will use a dictionary. We will spell the</p>	G	1	<p>The task introduces a very interesting term to the students, i.e. "meaningful". However, there is no explanation on what constitutes a meaningful text/ sentence.</p> <p>The task requires that students pay attention to the punctuations of the text which gives an impression that the adjective "meaningful" in this task refers to the grammatical accuracy of each sentence in conveying a complete idea.</p> <p>'Identify', 'meaningful', 'orally', 'rewrite', 'draft' --> C2 words</p>

Tasks No	Task Prompt	Reinders	Nunan	Comments
	words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.			
Asso	<p>We say good things about <u>our objects</u>* because we are proud of them or love them.</p> <p>Here are what we will do. We will work in group. First, we will carefully listen and repeat the descriptions after the teacher, sentence by sentence. Second, in our group we will play the roles of the speakers in the conversation.</p> <p>We will say the sentences loudly, clearly, and correctly.</p>	C	1	
Coll	<p>We will list the states and activities of a person/ thing stated by each speaker to make a good description about him/ her/ it.</p> <p>Here are what we will do. We will work in group. First, we will study the example carefully. We will copy and handwrite it in our notebooks. Second, we will discuss to list the states and activities of a person/ thing stated by each speaker to make a good description about him/ her/ it. We will do the task in our notebooks. Finally, we will read our work to the class.</p> <p>We will use a dictionary. we will spell the</p>	G	1	<p>Considering that this textbook is used by students in a beginner level (Grade 7 is the official point of departure for Indonesian students to learn English at school), the task prompts are written in rather too long sentences and often in complex sentences.</p>

Tasks No	Task Prompt	Reinders	Nunan	Comments
	words and use the punctuation marks correctly. We will also say the sentences loudly, clearly, and correctly. if we have any problems we will go to our teacher for help.			
Asso	<p>We will learn to read to each other the description of a person/ thing stated by each speaker.</p> <p>Here are what we will do. First, we will carefully listen and repeat each description after the teacher sentence by sentence. Second, in our groups, we will learn <u>to read the description meaningfully</u> to each other.</p> <p>We will say the sentences loudly, clearly, and correctly.</p>	C	1	<p>The term <i>meaningful</i> is used again in a, presumably, different meaning without clear explanation as to what it means by "reading things meaningfully". The teacher's book does not explain this term either.</p> <p>'Meaningful' is a B2 word.</p>
Coll	<p>We will list the states and activities of a person/ thing that each speaker likes or does not like. We will use a table to do it.</p> <p>Here are what we will do. We will work in groups. First, we will study the examples carefully. We will copy and handwrite it in our notebooks. Second, we will discuss to list the states and activities of a person/ thing that each speaker likes or does not like. Each one of us will * the task in our notebooks or type it with a computer. Finally, we will read our work to the class.</p> <p>We will use a dictionary. We will spell the</p>	G	1	<p>The textbook is supposedly written for 7th graders who are, in most Indonesian context, new to English and in a very beginner level. However, the many sentences in this textbook, i.e. the sample sentences and the prompts, are written in grammatically complex structures. Complex sentences in this stage of learning might not provide the "comprehensible inputs" we want the students to learn from.</p>

Tasks No	Task Prompt	Reinders	Nunan	Comments
	words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.			
Obs	<p>8 We will learn to read to each other the description of Indonesia stated by each speaker.</p> <p>Here are what we will do. First, we will carefully listen to and repeat each description after the teacher, sentence by sentence. Second, in our groups, we will learn to read the description <u>meaningfully</u> to each other.</p> <p>We will say the sentences loudly, clearly, and correctly.</p>	C	1	
Asso	<p>3 We will identify what the speakers say about (1) the location, (2) the size, (3) the archipelago, (4) the population, (5) the islands, (6) the waters, (7) the mountains and volcanoes, and (8) the climate. We will use a table to do it.</p> <p>Here are what we will do. We will work in groups. First, we will carefully study the example and copy it in our notebooks. Second, we will discuss to find the details about each feature, like the example, "the location". We will use the table to do it. Third, every one of us will handwrite the work in the notebook. Finally, we will read</p>	C	1	

Tasks No	Task Prompt	Reinders	Nunan	Comments
	<p>our work to the class.</p> <p>We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.</p>	G	1	
4	<p>We will learn to read to each other more descriptions about Indonesia stated by each speaker.</p> <p>Here are what we will do. First, we will carefully listen to and repeat each description after the teacher, sentence by sentence. Second, in our groups, we will learn to read <u>the description meaningfully to each other.</u></p> <p>We will say the sentences loudly, clearly, and correctly. if we have any problems we will go to our teacher for help.</p>	C	1	
5	<p>We will copy each description to complete each task and handwrite it in our notebooks.</p> <p>Here are what we will do. First, we will carefully study the example and copy it in our notebooks. Then, every one of us will complete the task in the notebook, like the example.</p> <p>We will use a dictionary. We will spell the words and use the punctuation marks</p>	G	1	

Tasks No	Task Prompt	Reinders	Nunan	Comments
	correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.			
6	<p>We will publish the long text entitled "I'm Proud of Indonesia," which puts together all the descriptions about Indonesia on the classroom wall.</p> <p>Here are what we will do. First, each one of us will prepare a <u>good piece of paper</u>. Second, we will <u>handwrite to copy the text on the paper</u>. Third, we will add a picture or some decoration to make it look interesting. We will write down our identity at the bottom, on the right hand corner. Then, we will put it on the classroom wall.</p> <p>We will spell the words and use the punctuation marks correctly.</p>	C	1	<p><i>It is not clear if the students are given the freedom to write their own ideas for the text or just asked to copy the texts provided in the previous task. Again, all task prompts are written in a very descriptive and prescriptive manner leaving little space for students and the teacher to modify them.</i></p>
7	<p>We will work on a class project to write about our school to show our pride, to promote it, and to criticise it, too. The title is "This is our Lovely School." Each group will contribute at least five sentences.</p> <p>Here are what we will do. First, all groups will go around and observe our school and collect useful information about it. Second, each group will make five statements about the school and write them on a piece of paper. Third, we will put all the statements</p>	D	2	<p><i>The task allows students to choose the kinds of information they want to look for and to write about their school. There is also a discussion activity to decide how they want to order the different pieces of information.</i></p> <p><i>To search for information from other sources and to use it in the class as learning materials means that the students are given freedom to select learning resources (Reinders). Gratifying it using Nunan's lens, this activity is an involvement of students in self-directed learning.</i></p>

Tasks No	Task Prompt	Reinders	Nunan	Comments
	<p>from every group on the classroom wall.</p> <p>Fourth, one member of each group will read out their sentences to the class. We will then discuss to put the ideas from all the groups together in a good order. Fifth, we will add a picture or some decoration to make it look interesting. We will write down our identity at the bottom, on the right hand corner. Then, we will put it on the classroom wall. Finally, we will take turn reading out the text to the class.</p> <p>We will use a dictionary. We will spell the words and use the punctuation marks correctly. We will say the sentences loudly, clearly, and correctly, too. If we have any problems, we will go to our teacher for help.</p>			

Appendix 3: LB1. Ch2

Tasks No	Task Prompt	Reinders	Nunan	Comments
0	<i>Lists of the unit's Learning Materials and Learning Objectives are provided</i>	B	1	<i>Explicit information is provided regarding the learning materials (contents) and objectives of the unit on the first page of each unit. The level of awareness is superficial (Nunan, 1996). It does not encourage to identify the learning strategies implicit in the tasks. Students can read the lists but there is no instruction for students to do anything regarding the information provided. Learning goals and materials are prescribed for students who do not have a say in modifying them.</i>
LGS	1 Read and study the dialog below. Discuss with your teacher. <i>[samples of greeting expressions]</i>	x	x	
	2 Choose the right option based on your situation. <i>[A set of MCQs about students' familiarity with classmates.]</i>	x	x	<i>Students are made aware of the learning materials and goals of the unit. There is an opportunity for teachers to explore different approaches to achieve the learning objectives with the students. No teacher's book is provided as to inform if the author suggests teachers to make use of this opportunity.</i>
A	1 Read and study the introduction below. Repeat after your teacher.	x	x	<i>Teacher-led activity</i>
	2 Label the dialogs in accordance with what you hear from the teacher. Then, practice with a friend.	x	x	<i>Study and Practice scripts</i>
	3 Listen to and repeat after your teacher.	x	x	<i>Teacher-led activity</i>
B	1 Listen to and repeat after your teacher. <i>[teacher pronounce English spelling]</i>	x	x	<i>Teacher-led</i>

Tasks No	Task Prompt	Reinders	Nunan	Comments
2	How do you spell these names? [a list of English names]	x	x	Spelling practice
3	Sing this song together with your class. Your teacher will guide you. [alphabet song]	x	x	
4	Study the family tree below. Find the meaning of the words in the boxes. [a family tree diagram]	x	x	Students guess the meanings of words for family members.
5	Read and study the words below. Match them with the right translation in Indonesian.	x	x	Translation activity
6	Study the following family tree. Write 10 sentences that describe the relationship among the family members. Follow the example.	x	x	Study and exercise Tasks 4, 5 and 6 are sequenced nicely. Tasks 4 and 5 provide the students with the new vocabularies that they need for making sentences in task 6. Task 6 gives students different ways to describe relationships in a family tree.
7	Read the sentences below. Discuss them with your teacher. [a list of sentences exemplifying the use of personal pronouns and 'be']	x	x	
8	Use your own name in No. 1 and your friend in No. 2. Complete the following tables below based on (what) you have learned from the sentences in task 7. This section is followed by 5 pages of grammar explanations and exercises on pronouns and verb 'be'	x	x	Grammar practice on Pronouns and verb 'be' The grammar activity allows students to 'discover' the grammatical rule of different types of pronouns. According to Fenner' (2000; p. 138), this type of activity is in a way giving the students choices to use discovery approaches to acquire new language.

Tasks No	Task Prompt	Reinders	Nunan	Comments
9	Read and study the expressions in the box below. Discuss them with your teacher. <i>[a list of expressions for introducing one's self and others]</i>	x	x	It's an introduction to some new expressions related to "introducing others".
10	Listen to your teacher. Check the right expression. <i>[listening activity with too obvious answer]</i>	x	x	
11	Match the questions/ expressions below with the right answers/ responses provided in the box. <i>[matching]</i>	x	x	Tasks 9 - 11 get the students familiar with some expressions related to "introducing other" activities.
C 1	In pairs, answer the following questions with your own information. Ask your partner the same questions.	x	x	Practice with open-ended question. Students can use personal information in the practice. Some sample questions, however, are not commonly, or appropriately, asked or constructed as they inquire too personal information, such as one's age and address.
2	Ask five of your classmates the following questions. Write their answers on the table.	x	x	Opportunity to practice asking and giving information with persons of their choices. The task has the potential to make students practise with the languages on their own terms, but the restricted types of information that students need to get in this task limit the students' freedom.
3	Complete the table below to describe your family.	x	x	Again, there is a chance to make students practise with the languages on their own terms, but the restricted types of information that students need to get in this task limit the students' freedom.

Tasks No	Task Prompt	Reinders	Nunan	Comments
4	Stick a picture of anyone on the space provided below. Describe him or her to the class. You may use the following guide.	x	x	<i>The provision of choice for students is limited to the freedom to choose the person they want to describe. However, the students do not have the freedom to choose the kinds of information they can ask or give to others.</i>
5	Work in groups of three. Make introduction dialogs based on the following situations. [Role-play prompts]	x	x	<i>This task gives an opportunity for students to practice in small group allowing collaboration among the group members. Also, students have some freedoms to choose from different phrases</i>
6	Complete the following student ID cards with the personal identities of three of your friends. Ask them for the information.	x	x	<i>Freedom to choose interlocutors, but questions are limited.</i>
D 1	Read and study the dialogs carefully. Change the identities with your own information.	x	x	<i>It allows students to supply their personal informations to the dialog, but they can only be very small details, such as names, ages, and home addresses.</i>
2	Read and study the dialog below. Identify the expressions of introducing others.	x	x	<i>The task allows guided discovery where students find the rules from the examples provided. It gives freedom for students to choose how they would complete the task at hand.</i>
3	Read and study the dialog below. Answer the questions that follow.	x	x	<i>5 Items of reading comprehension questions. 1 question is about general idea, the rests are restatement type of question in which students are directed to identify the function of certain sentences. The dialogue is about meeting a new friend with some sentences for introducing oneself to other. However, some sentences are deemed irrelevant for a turn-taking for making new friend, such as asking for age and home address.</i>
4	Listen to your teacher telling you a story. Complete the chart below based on the story.	x	x	<i>[a link to audio file is provided using QR code, but cannot be accessed]</i>
E 1	Work in pairs. Pretend that you are the following person. Introduce yourself to your partner. Take turns.	x	x	<i>Role play in pairs using prepared role play card.</i>

Tasks No	Task Prompt	Reinders	Nunan	Comments
2	Work in groups of three. Introduce your first friend to your second friend. Take turns. The picture below may guide you.	x	x	Role play to practice learned expressions
3	Introduce yourself to the class. Use correct pronunciation. You may follow the below guide.	x	x	<i>A sample text is provided, and there is a little opportunity for students to use their own words.</i>
4	Describe your father, your mother, and your brother(s) or sister(s) in front of the class. First, write it below.	4	2	<i>There is an opportunity for students to be creative with their ideas and words. This practice task gives students an opportunity to practice the language on their own terms</i>
Rev. 1	10 multiple-choice questions reviewing grammar focus, expressions of introduction and spelling. Complete the following crossword puzzle.	x	x	<i>Mainly vocabulary test. The review can be used by students to monitor their progress.</i>
2	Another 10 multiple-choice questions reviewing the unit	x	x	
Assmt. 1	Learning Journal <i>Five questions to self-assess mastery of the unit.</i>	H	1	<i>Students are made to explicitly attend to what they learn from the unit and what they found difficult about the unit. The self-evaluation prompts are very general and are not linked to the learning objectives provided on the first page of the unit. The self-evaluation is not oriented toward evaluating what learners can and cannot do by the end of the chapter referring to the learning objectives stated in the beginning of the chapter. The check-list type journal also asks students to assess their attitude towards the materials and the learning experience. This self-evaluation task is given in the end of every unit of the textbook.</i>

Appendix 4: LB1. Ch7

Tasks No	Task Prompt	Reinders	Nunan	Comments
0	<i>Lists of the unit's Learning Materials and Learning Objectives are provided</i>	B	1	<i>Explicit information is provided regarding the learning materials (contents) and objectives of the unit on the first page of each unit. The level of awareness is superficial (Nunan, 1996). It does not encourage to identify the learning strategies implicit in the tasks. Students can read the lists but there is no instruction for students to do anything regarding the information provided. Learning goals and materials are prescribed for students who do not have a say in modifying them.</i>
LGS	1 Study the following dialog. Practice it with your partner.	X	x	<i>Sample dialogues are used to introduce the topic of the chapter.</i>
	2 Answer the following questions based on your situation.	X	x	<i>The task tries to engage students by making use of their experiences, feelings, and ideas to start a discussion.</i>
A	1 Listen to your teacher as he/ she reads the following text.	X	x	<i>A link to an audio file is provided but cannot be accessed. A listening activity to model the pronunciation.</i>
	2 Now, it is your turn to read aloud the text above.	X	x	<i>Reading aloud activity as modeled by the teacher</i>
	3 Read and study the text below.	X	x	<i>There is no clear instruction as to what aspects of the text the student need to attend to. No guiding questions nor follow-up activity to deconstruct the text.</i>
B	1 Listen to and repeat after your teacher.	X	x	<i>Listening and pronunciation drills</i>
	2 Listen to your teacher. Number the words based on what you hear.	X	x	<i>Listening for specific information</i>
	3 Listen to your teacher. Check the correct picture.	X	x	<i>Listening for specific information</i>

Tasks No	Task Prompt	Reinders	Nunan	Comments
4	Listen to your teacher. Label the pictures based on the stories and the dialogs that you hear.	X	x	Tasks 1 - 4 focus on listening skills. Links to audio file are provided in the forms of QR codes, but none works at the time of analysis.
5	Work individually. Find eight words related to the school facilities. Then write the words on the space provided.	X	x	A vocabulary building activity
6	Arrange the jumbled letters into good words based on the pictures.	X	x	A vocabulary building activity
7	Match the school facilities in the box below with the correct descriptions that follow.	X	x	A vocabulary building activity
8	Read and study the following text. Answer the questions that follow.	X	x	a reading comprehension activity with 4 questions of the "stated specific information" type
C 1	Choose one of your friends. Describe him/her in a descriptive text. The questions may help you.	X	x	The students get the chance to choose whom they would like to describe, and how they want to do it. The list of questions are provided to help students identify and outline the text they are about to write.
2	Complete the following letter describing your best friend. When finished, mail it to your pen pal.	X	x	
3	Study the following map. Write a text describing the school based on the map.	X	x	Practice making sentences based on a map.
4	Draw a map of your own school.	X	x	Drawing activity. It may aim at giving students chance to use the newly learned vocabularies when labelling the map.
D 1	Listen to the description. Check the right words.	X	x	Listening activity. Listening for specific information.

Tasks No	Task Prompt	Reinders	Nunan	Comments
2	Listen to the description. Complete the following table based on the description.	X	x	<i>Listening comprehension activity: Listening for specific information.</i>
3	Read and study the following descriptive text. Answer the questions that follow.	X	x	<i>Reading comprehension exercise: reading for specific information. The text shows explicitly the outline or text structure of a descriptive text. Students are expected to notice the structure.</i>
4	Read and study the text below. Choose the correct answers to the questions.	X	x	<i>Reading comprehension exercise: reading for specific information.</i>
E 1	Work in groups of four. Rewrite and complete the description based on the picture.	X	x	<i>Completing a passage with to be, pronouns and adjectives.</i>
2	Write texts describing four of your classmates. Stick their photographs on the space provided. Follow the example.	X	x	<i>The task involves students to choose the persons they want to describe (Nunan's level 2). A sample of description is provided, but students have the freedom to supply the descriptions with any information they want. The acts of choosing the task, here are choosing the subjects to be described and the way(s) they can describe them, encourage the development of attitude of self-direction and autonomy (Nunan, 1996).</i>
3	Write a short descriptive text about the classroom in the picture below. Exchange your text with your partner. Discuss it with him/ her.	X	x	<i>The task does not provide two or more parallel tasks from which students can choose one to do. But the task gives the students some degree of freedom to choose how they use the language to describe the picture. In addition, exchanging the works with a peer encourage peer feedback and self-evaluation towards own work.</i>
4	Now, write a descriptive text about your own classroom.	X	x	<i>The task gives some spaces for students to experiment with the language and take risks. Reinders differentiates teacher-led practices from self-directed ones. This task can fit in Nunan's level 2 by involving students to choose the content of the task, but it is still very much directed by the teacher.</i>

Tasks No	Task Prompt	Reinders	Nunan	Comments
5	Write a descriptive text based on the school map you made in the Part C, Task 4. Read it aloud to a friend.	D	2	<i>A choice is given regarding the content domain of the task.</i>
Rev.	1 Name the facilities that your school has. Write them in the following table.	X	x	<i>Vocabulary exercise (?)</i>
	2 Arrange these jumbled words into good sentences.	X	x	<i>Grammar exercise</i>
Assm t.	1 10 multiple-choice questions	X	x	<i>Vocabulary, grammar, and reading comprehension items</i>
	2 Learning Journal	H	1	<i>Students are made to explicitly attend to what they learn from the unit and what they found difficult about the unit. The self-evaluation prompts are very general and are not linked to the learning objectives provided on the first page of the unit. The self-evaluation is not oriented toward evaluating what learners can and cannot do by the end of the chapter referring to the learning objectives stated in the beginning of the chapter. The check-list type journal also asks students to assess their attitude towards the materials and the learning experience. This self-evaluation task is given in the end of every unit of the textbook.</i>
	3 Mini Dictionary	X	x	

Appendix 5: LB2. Ch2

Tasks No	Task Prompt	Reinders	Nunan	Comments
0	<i>Lists of Learning Objectives and Learning Materials of the unit are presented on the first page of each unit.</i>	B	1	<i>Explicit information is provided regarding the learning materials (contents) and objectives of the unit on the first page of each unit. Students can read the lists but there is no instruction for students to do anything regarding the information provided. Learning goals and materials are prescribed for students who do not have a say in modifying them.</i>
A	1 Look at the following pictures. What do you think they are saying to each other?	X	x	<i>Introducing the topic and relating it to students' knowledge and experiences.</i>
	2 Listen and complete the dialog using the expressions in the box.	X	x	<i>A listening activity to introduce some expressions and vocabularies for greeting and introducing others, i.e. the topic of the chapter. (BKoF in Genre-Based approach)</i>
	3 Fill in the blanks with your own data.	X	x	<i>Small exercise to introduce English expressions for introducing oneself.</i>
B	1 Listen to the dialogs below on how to introduce yourself.	X	x	<i>A listening activity to introduce some expressions and vocabularies for greeting and introducing oneself, i.e. the topic of the chapter. (BKoF in Genre-Based approach)</i>
	2 Practice the dialogs above with your friends. Pay attention to your intonation and stressing. Then, answer the following questions based on the dialogs.	X	x	<i>Pronunciation practice through memorized dialogues</i>
	3 Listen to and repeat after the teacher as she says the letter of the alphabet.	X	x	<i>Pronunciation drill led by teacher</i>
	4 On the first day of school, the teacher greets the students. Listen carefully.	X	x	<i>provision of example of the language to be learned</i>

Tasks No	Task Prompt	Reinders	Nunan	Comments
5	Read the conversation and practice it with your friend.	X	x	Pronunciation drill with partner
6	Spell your name. See the following example.	X	x	Spelling practice
C 1	Discuss the answers to the following questions with your friends.	X	x	
2	When we introduce ourself* to other people, we usually mention our name and address. Discuss what other information we can give when we introduce ourselves. Do it with your friends and teacher.	D	2	<i>In this task, students are invited to contribute ideas or involved in providing content for discussion (Nunan, 1996). As opposed to the teacher-supplemented resources, this student-selected resources can serve as authentic materials and are relevant to the students knowledge and experiences. In Reinders' framework this is part of the selecting resources for learning as the students produce and share the language to learn.</i>
3	Discus with your friends and teacher about what other expressions you can use to introduce yourself.	D	2	<i>In this task, students are involved in providing content for discussion (Nunan, 1996).</i>
4	Go around the class. Introduce yourself to your classmates. Follow the example below.	X	x	<i>Acting out scripted dialogue.</i>
5	Read the following identity cards. Role-play some introduction scenarios in which one of you pretend to be the person in the identity cards below.	X	x	There is some degree of freedom in that students can modify the conversation based on the information provided, but most of the contents of information are provided by the textbook.
D 1	Complete the following short conversations.	X	v	Gap-filling exercise to practice expressions for introduction.
2	Put the sentences below in the correct order to make a dialog. Then, practice it with a friend.	X	x	An exercise to familiarise with expressions and vocabularies for introduction.

Tasks No	Task Prompt	Reinders	Nunan	Comments
3	Read the text below.	X	x	
4	Complete the family tree below based on the text above.	X	x	<i>Reading comprehension question in a form of a family tree.</i>
5	Go to the library or browse the Internet to find 10 other expressions of introducing yourself. Then, compare them with your friends find.*	D	2	Students contribute new language they found from sources outside the classroom to be discussed in the class (Nunan, 1996). However, the task does not state if the students will use the materials they brought to review and adapt the goals, content, and learning tasks. Thus, it does not qualify for Nunan's level 3 (intervention). It does, however, show that students are given chances to produce and share authentic materials they found outside the classroom (Reinders' selecting resources, 2010).
E 1	Now, listen to the dialogs below on how to introduce others. Then, practice them with your friend.	X	x	<i>Listen and practice</i>
2	Answer the following questions based on on the dialogs above.	X	x	Reading and listening comprehension
3	Practice the following dialog with your friends.	X	x	<i>practice a scripted conversation</i>
4	Discuss the expressions used in the dialogs above with your friends.	X	x	<i>Identifying expressions for introduction from a sample dialogue.</i>
5	Complete the following short conversations with suitable words.	X	x	Using supplied phrases and expressions to complete a conversation

Tasks No	Task Prompt	Reinders	Nunan	Comments
F	1 The preceding dialogs use some pronouns. What is a pronoun? Study the following explanation carefully.	X	x	<i>Grammar explanation</i>
	2 Change the italicized words with the correct pronouns. See the examples.	X	x	Grammar practice
	3 Make complete sentences using the following words. See the example.	X	x	Grammar practice
	4 Fill in the blanks with the correct possessive pronouns.	X	x	<i>Grammar practice</i>
	5 Choose the correct pronoun in parenthesis to complete the sentences.	X	x	<i>Grammar practice</i>
	6 Choose the appropriate pronouns from the box to fill in the blanks and make the story easier to read.	X	x	<i>Grammar practice</i>
G	1 Read the dialogs below. Then, identify which dialog introduces self and which one introduces other people.	X	x	Identifying expressions for introduction from sample dialogues.
	2 Complete the dialogs below with am, is, or are.	X	x	Grammar practice on the aux. verb "be"
	3 Replace the underlined words with the words in the box. Also revise the pronouns to match the new words.	X	x	<i>Grammar practice on pronoun. Guided practice</i>
	4 Now it is your turn to tell about one of your friends. Write a paragraph about them. Read it aloud in front of the class.	D	2	This individual construction task is not preceded by joint construction task(s) that can give students more preparation with teacher and peers. Students are involved in providing languages to be discussed by being given the freedom to choose the person they want to describe and the kinds of information they want to share (Nunan's level 2).

Tasks No	Task Prompt	Reinders	Nunan	Comments
5	Read the self introduction from public figures below.	X	x	Reading activity
6	Read the data below. Let's pretend that they are your friends. Introduce them to your other friends. Follow the example below.	X	x	Role-play activity using provided cue cards
H 1	Learning Journal How much did you learn from this unit? Check your understanding by putting a check in the column below based on your accomplishment. <i>[students check on 8 can-do statements]</i>	H	1	The learning journal allows students to monitor their progress in can-do statements.
2	Summary <i>[a summary of the materials of the unit]</i>	X	x	The summary can help learners review and assess their progress.
3	Evaluation Unit 2 <i>[10 Multiple-choice questions and a task to act out (in a group of three) one of three different scenarios]</i>	D	2	Students can choose from three parallel tasks. Nunan believes this type of task can develop students' attitude of self-directed learning and autonomy.

Appendix 6: LB2. Ch7

Tasks No	Task Prompt	Reinders	Nunan	Comments
0	<i>Lists of Learning Objectives and Learning Materials of the unit are presented on the first page of each unit.</i>	B	1	<i>Explicit information is provided regarding the learning materials (contents) and objectives of the unit on the first page of each unit. Students can read the lists but there is no instruction for students to do anything regarding the information provided. Learning goals and materials are prescribed for students who do not have a say in modifying them.</i>
A	1 Read the descriptions of the following objects. Then, match them with the correct pictures.	X	x	Introduction to the topic and vocabularies of the chapter
2	Ask about the function of the following things to your friends. See the example.	X	x	<i>Introducing new language structure through sample conversation</i>
B	1 Look at the pictures below. Then answer the questions orally.	X	x	<i>introducing vocabularies to describe something (mainly adjectives)</i>
2	Now, observe your class. What things do you have? Fill in the following table. See the example.	X	x	<i>vocabulary building activities</i>
3	Listen as your teacher reads the following dialog. Then, work in pairs to perform the dialog in front of the class. Do it confidently. Mind your pronunciation and stressing.	X	x	<i>Listening and practicing a scripted dialogue</i>
4	Play a guessing game with your friends. Think of a certain animal and then ask your friends to guess it. See the following example.	X	x	<i>practicing how to describe something</i>

Tasks No	Task Prompt	Reinders	Nunan	Comments
5	Work in pairs. Read the following text, and make a conversation based on the text. See the example.	X	x	<i>Writing a conversation based on a provided text.</i>
C 1	Listen carefully as your teacher reads some short descriptive texts.	X	x	Listening activity
2	Read the following descriptive text carefully. Observe the text structure while reading.	X	x	<i>Studying descriptive text structure</i>
3	From the text above, you will learn that a descriptive text has the following text structure.	X	x	<i>Studying descriptive text structure</i>
4	Now, read again the texts "My New School", "Michael Douglas", and "Tiger". Can you identify their text structure? Discuss the following questions with your friends and teacher.	X	x	<i>Applying the new knowledge of text structure to study some text samples</i>
5	Now, read the text below, and discuss the answers of the questions with your friends.	X	x	Reading a descriptive text for its structure and details
6	Look into the dictionary and find the meaning of these words.	X	x	<i>Vocabulary building</i>
7	Make your own sentences using the words above. Compare them with your friends's* sentences. Discuss with your teacher whether your sentences are correct or not.	X	x	Practicing using new vocabularies to compose sentences
8	From what you have learned above (the text example and its structure), discuss the definition of a descriptive text with your friends. If you have difficulties, you may ask your teacher to help you.	X	2	Discussion to formulate a definition. Students have the opportunity to offer their definition of a descriptive text.

Tasks No	Task Prompt	Reinders	Nunan	Comments
D	1 Read the following descriptive text carefully.	X	x	Reading for analysing the text structure
2	Based on the text above, identify its text structure. Fill in the table below.	X	x	<i>Identifying text structure</i>
3	The following words are from the preceding text. Explain the meaning of each word. You may consult your dictionary.	X	x	<i>vocabulary building activities</i>
4	Write your own sentences using the words in activity C above. Compare them with your friends'.	X	x	Sentence composition exercise
5	Rearrange the jumbled paragraphs below into a good and meaningful text.	X	x	<i>Paragraph building</i>
6	Rewrite the text above in the correct order. Analyze the generic structure of the text above.	X	x	Studying descriptive text structure
7	Read the texts below. Which one is a descriptive text? State your reason?	X	x	<i>Identifying text structure</i>
8	Work in groups. Go to the library or browse the Internet to find detailed information about descriptive texts. Discuss what you have found with the class.	D	2	<i>Students are involved in providing the materials for class discussion.</i>
9	With the same group, browse the Internet again and find 10 examples of a descriptive text. Then, analyze their text structure. Do the texts give clear identifications and detailed descriptions of the objects being discussed? Discuss them with your group. Write the result of your research in the table below.	D	2	<i>Students are involved in providing the materials for class discussion. This task also encourages discovery learning.</i>

Tasks No	Task Prompt	Reinders	Nunan	Comments
E 1	From the texts we have previously studied, we know that descriptive texts use adjectives, simple present tense, and WH-questions as their language features. You have learned about adjectives, simple present tense, and WH-questions in the previous units. Read and study them once more.	X	x	<i>Studying the grammatical features of a descriptive text</i>
2	Descriptive texts also use singular and plural. What are they? Read the explanation below carefully.	X	x	<i>Studying the grammatical features of a descriptive text</i>
3	Choose the correct form of the noun in each sentence.	X	x	<i>Grammar exercise</i>
4	Change the following sentences from singular to plural or from plural to singular.	X	x	<i>Grammar exercise</i>
5	What is the correct plural form of the words below.	X	x	<i>Grammar exercise</i>
6	Read the text below and then list the singular and plural nouns.	X	x	<i>Studying the grammatical features of a descriptive text</i>
7	Read the following text carefully. Then, identify the language features used in the text. Fill in the table on the next page.	X	x	<i>Studying the grammatical features of a descriptive text</i>
F 1	Write sentences identifying and describing things, animals, persons, and places using the pictures and words provided. Number 1 is the example. <u>After you have finished writing your sentences, compare them with your friends' sentences.</u>	G	1	Sentence composition exercise. The last part of the instruction requires students to do peer-evaluation and provide peer-feedback.

Tasks No	Task Prompt	Reinders	Nunan	Comments
2	Write a description of the last place you visited on holiday. <u>Remember to check your description before you hand it in: spelling, grammar, vocabulary, punctuation, structure, etc.</u>	D	2	<i>Students are involved in providing the materials for class discussion. Also, there is a self-monitoring component of the task. As the task mainly concerns with students produce the language, in this study, this task is categorised as providing opportunity for 'selecting resources' in Reinders' framework.</i>
3	Now, work in groups. Take some photos to promote a beautiful place where you live. Make a brochure about the place. First collect as much information as possible from several sources. See the example below.	D	2	<i>Students are involved in providing the materials for class discussion.</i>
4	Display the brochure in the classroom wall. Let other students from other classes read it and ask about it to you. You will be the tourism ambassador of your place.	X	x	Presentation exercise
G 1	Learning Journal How much did you learn from this unit? Check your understanding by putting a check in the column below based on your accomplishment. <i>[students check on 8 can-do statements]</i>	H	1	The learning journal allows students to monitor their progress in can-do statements.
2	Summary <i>[a summary of the materials of the unit]</i>	X	x	The summary can help learners review and monitor their progress.
3	Evaluation <i>10 Multiple-choice questions</i> <i>a writing task: descriptive text, exercising the main target skill of the unit.</i>	D	2	Students can choose from three parallel tasks. Nunan believes this type of task can develop students' attitude of self-directed learning and autonomy.

Appendix 7: IB1. Ch1

Tasks No	Task Prompt	Reinders	Nunan	Comments
0	Materials to be covered in the unit are listed on the first page, in terms of Grammar, Vocabulary, Speaking, Writing.	B	1	<i>Explicit information is provided regarding the learning materials (contents) and objectives of the unit on the first page of each unit. Students can read the lists but there is no instruction for students to do anything regarding the information provided. Learning goals and materials are prescribed for students who do not have a say in modifying them.</i>
Voc.	1 Match the photos to these words. Then listen, check and repeat.	X	x	Introducing the topic of the chapter through a vocabulary building activity
	2 Match the definitions to seven objects from Exercise 1.	X	x	<i>vocabulary building activity</i>
	3 Listen and spot the missing letter.	X	x	<i>Listening activity: spelling</i>
	4 Think of three words with missing letters. In pairs, ask and answer.	X	x	<i>Here the students are involved in providing the words to be used in the spelling game.</i>
Read	1 Look at the photos. Who has got these things: Lisa (L) or Emilio (E)?	X	x	<i>Pre-reading activity</i>
	2 Read and check your answers to Exercise 1.	X	x	<i>Reading comprehension: looking for stated details</i>
	3 Read the text. How many objects do Lisa and Emilio mention?	X	x	<i>Listening and reading a text</i>
	4 Read the text again. Answer the questions.	X	x	<i>Reading comprehension: looking for stated details</i>

Tasks No		Task Prompt	Reinders	Nunan	Comments
	5	What about you? In pairs, ask and answer.	X	x	<i>Substitution exercise</i>
Gram	1	Study the grammar tables. Complete the rules.	X	x	<i>Grammar lesson</i>
	2	Choose the correct options.	X	x	<i>Grammar practice</i>
	3	Find the subject+verb. Write the full form in your notebook.	X	x	<i>Grammar practice</i>
	4	Complete the text with the full form of have got.	X	x	<i>Grammar practice</i>
Pron.	5a	Look at the verbs. Find the short forms and listen.	X	x	<i>Grammar practice</i>
	5b	Listen again and repeat.	X	x	<i>Pronunciation practice</i>
	6	What about you? In pairs, ask and answer about these objects.	X	x	<i>Substitution grammar exercise</i>
Voc.	1	Match the adjectives (1-7) to the opposite adjectives (a-g). Then listen, check and repeat.	X	x	<i>Grammar practice</i>
	2	Choose the correct options. Then listen, check and repeat.	X	x	<i>Listening activity</i>
	3	Listen and guess the adjective. More than one answer may be possible.	X	x	<i>Listening activity</i>
	4	Complete the sentences with adjectives from Exercise 1.	X	x	<i>Grammar and vocabulary exercise</i>

Tasks No	Task Prompt	Reinders	Nunan	Comments
5	Choose one thing from each group. Use an adjective and write a sentence in your notebook.	X	x	It seems that the task gives choices for students to select or modify the learning materials, but in fact this is a mere sentence composition exercise by combining provided words.
6	Look at the objects in Exercise 2. In pairs, ask and answer.	X	x	<i>Grammar practice</i>
Speak 1	Look at the photo and answer the questions.	X	x	<i>Speaking practice: eliciting students' speaking through pictures</i>
2	Listen and read the conversation. Answer the questions.	X	x	Reading and listening comprehension: focusing on preposition of places
3	Act out the conversation in groups of three.	X	x	<i>Speaking practice. Not an authentic speaking practice because the students are only asked to read the conversation script and repeat how the sentences are pronounced in the recording (previous task).</i>
4	Look back at the conversation. Who says what?	X	x	Reading comprehension
5	Read the phrases for talking about position.	X	x	Studying expressions for talking about position
6	Match the pictures to these words.	X	x	<i>studying prepositions of place</i>
7	Listen to the conversation. Act out the conversation in pairs.	X	x	<i>Listening and speaking activities.</i>
8	Work in pairs. Replace the words in purple in Exercise 7. Use these words and/ or your own ideas. Act out the conversation.	X	x	<i>Students have the chance to supply the speaking activity with their own ideas, being involved in providing the content for class discussion. However, it seems that the task only requires students to substitute some words in the model text with their words.</i>
Gram 1	Study the grammar table and learn.	X	x	Studying grammar
2	Make sentences. Change the underlined words.	X	x	Substitution grammar exercise: using pronouns

Tasks No	Task Prompt	Reinders	Nunan	Comments
3	Copy the sentences. Put the apostrophe in the correct place.	X	x	<i>Grammar practice: using correct punctuation (apostrophe)</i>
4	What about you? In pairs, ask and answer questions about five objects in the classroom.	X	x	The sample indicates very limited structures are used in this exercise. Students are expected to be able to substitute the nouns in the conversation.
Read	1 Look quickly at the text and the photos. Answer the questions.	X	x	Pre-reading activity
2	Read and check your answers to Exercise 1.	X	x	Reading comprehension
3	Read the interview again. Are the sentences true (T) or false (F)?	X	x	Reading Comprehension: T/F questions
List	1 Listen to three interviews. Match the speaker to the interview.	X	x	Listening activity
2	Listen again. Answer the questions.	X	x	Listening comprehension
Writ	1 Read the Writing File. <i>A writing file is a note on writing mechanics.</i>	X	x	studying a grammar point: punctuation
2	Read the profile. Match the words in blue to the rules in the Writing File.	X	x	Grammar activity: checking for accuracy. This task gives students opportunity to practice self-checking a text using learned rules.
3	Rewrite the sentences. Use capital letters, full stops and apostrophes.	X	x	Grammar exercise: punctuation
4	Read the profile again. Answer the questions.	X	x	Reading comprehension
5	Answer the questions.	X	x	Answering questions about one's personal information.

Tasks No	Task Prompt	Reinders	Nunan	Comments
6	Write a description about you and your favourite things. Use 'My favourite things' and your answers from Exercise 5	G	2	Students are given chance to write about themselves. The writing task is not completely a writing task because students only need to arrange the information they provide in the previous task. There is a box containing some notes that can be referred by the students to self-assess their writing. It encourages students to do self-checking/ monitoring their writing accuracy. In a way, the structure of the tasks neatly scaffold students by gradually increasing the difficulty and reducing the supports. Grammar practice: making sentences using has/ have got
Ref 1	Grammar Review [4 grammar review exercises]	X	x	
2	Vocabulary review [2 vocabulary review exercises]	X	x	vocabulary building
3	Speaking Review	X	x	speaking review by completing a conversation scenario and checking the answers based on an audio record
4	Dictation	X	x	listen and write
5	Reading [two reading comprehension tasks]	X	x	Reading comprehension tasks
6	"My Art File" - In pairs, find about another famous 20th century painting. Think about: - Design a poster about your painting. Use your notes from Exercise 3 (the above exercise) to help you. Then present your poster to your class.	D	2	Students are given chance to contribute to their own learning by providing the contents for a classroom presentation.
Asses s. 0	A reference to go to 'My assessment profile' on Workbook page 128	H	1	A reference for students to use the supplementary workbook to access 'My assessment' profile in which students can self-assess what they have learned from the chapter.

Appendix 8: IB1. Ch.2

Tasks No	Task Prompt	Reinders	Nunan	Comments
0	Materials to be covered in the unit are listed on the first page, in terms of Grammar, Vocabulary, Speaking, Writing.	B	1	<i>Explicit information is provided regarding the learning materials (contents) and objectives of the unit on the first page of each unit. Students can read the lists but there is no instruction for students to do anything regarding the information provided. Learning goals and materials are prescribed for students who do not have a say in modifying them.</i>
Voc.	Match the places in the picture to these words. Then listen, check and repeat.	X	x	Vocabulary building. Introducing the topic of the chapter. BKoF
2	Where can you find these things? Match the things to the places in Exercise 1.	X	x	<i>Vocabulary building. Making associations between words.</i>
3	Read the clues and find the places in the picture.	X	x	<i>Vocabulary building. Prepositions of place</i>
4	In pairs, make a list of other places in a town.	X	x	<i>Vocabulary building, brainstorming for names of places in a town</i>
Read	Look at the text. What do you think it is about	X	x	<i>Pre-reading activity. Guessing the topic of different texts.</i>
2	Read the text and check your answer to Exercise 1.	X	x	<i>Reading comprehension. Understanding the topic (general idea) of texts.</i>
3	Read the text again. Are the sentences true (T) or false (F)?	X	x	<i>Reading comprehension. T/F questions about the texts</i>
4	What about you? Invent your Cybertown. In pairs, ask and answer. 1. What's the name of the town?	X	x	Students are asked to ask prepared questions. The questions require short answers.

Tasks No	Task Prompt	Reinders	Nunan	Comments
	2. Where is it? 3. What places has it got? Where are they?			
Gram	1 Study the grammar tables. Complete the rules with <i>there is, there are, there isn't and there aren't</i> .	X	x	<i>Grammar practice: sentence completion or gap filling grammar exercise.</i>
	2 Choose <i>There is</i> or <i>There are</i> to complete the sentences.	X	x	<i>Grammar practice: supplementing target structure to incomplete sentences.</i>
	3 Complete the conversation. Then listen and check.	X	x	<i>Grammar practice</i>
	4 Make questions and answers.	X	x	<i>Grammar practice using provided vocabularies</i>
	5 Look at the information about Sandra's backpack. Find and correct five mistakes in the text	X	x	<i>Grammar practice</i>
	6 What about you? Imagine you have got a new backpack. What have you got in it? Write six sentences. <i>In my backpack, there's...</i>	D	2	In the section labeled "What about you?", the students are invited to provide ideas and contents for their own learning by using the target structure in a context relevant to their lives.
Voc.	1 Match the pictures to these words. Then listen, check and repeat.	X	x	Vocabulary building: action verbs
	2 Match the verbs (1-6) to the phrases (a-h)	X	x	Vocabulary building: collocation words
	3 Make complete sentences with the information in Exercise 2.	X	x	<i>Writing simple sentences by combining the phrases from previous exercise.</i>
	4 Pronunciation: a. Listen and find the silent letter in each word. B. Listen again and repeat.	X	x	<i>Pronunciation: silent letter</i>

Tasks No		Task Prompt	Reinders	Nunan	Comments
Speak	1	Look at the photos. Are these things in the photo?	X	x	vocabulary building
	2	Listen and read the conversation. Are the sentences true (T) or false (F)?	X	x	<i>Listening comprehension</i>
	3	Act out the conversation in groups of four.	X	x	Speaking activity
	4	Look back at the conversation. Complete the instructions.	X	x	<i>Studying the phrases for giving orders and warnings from a conversation script.</i>
	5	Read the phrases for giving orders and warnings.	X	x	<i>Studying the phrases for giving orders and warnings.</i>
	6	Listen to the conversation. Act out the conversation in pairs.	X	x	Speaking activity.
	7	Work in pairs. Replace the words in purple in Exercise 6 with these words. Act out the conversations.	X	x	<i>Speaking activity</i>
	8	Act out the conversation again with your own words and ideas.	X	x	
Gram	1	Study the grammar table. Choose the correct rule, 1 or 2.	X	x	Grammar focus: verb form after can/ can't
	2	Look at the table. Then read the sentences and say Jon, Dan or Matt.	X	x	<i>Reading comprehension: reading a table</i>
	3	Complete the sentences for Anna and Meg.	X	x	<i>Grammar practice: using can/ can't in sentences.</i>
	4	Make questions with can.	X	x	<i>Grammar practice: using can in interrogative sentences.</i>

Tasks No	Task Prompt	Reinders	Nunan	Comments
Read	1 Look at the photos. What animals can you see?	X	x	Pre-reading activity
	2 Read the text and check your answer to Exercise 1.	X	x	Reading comprehension.
	3 Read the text. Answer the questions.	X	x	<i>Reading comprehension</i>
	4 Read the text again. Choose Richmond Park (RP) or Roof Garden (RG).	X	x	Reading comprehension
List	1 Listen to the audition. Say Latika, Kate, or Latika and Kate.	X	x	Listening comprehension
Writ	1 Read the writing file	X	x	Studying how to use linking words
	2 Read Emma's description of her home town. Find examples of <i>and</i> , <i>or</i> and <i>but</i> .	X	x	Identifying conjunctions in a text
	3 Choose the correct options	X	x	Grammar practice: conjunction (Coordinate Conjunctions)
	4 Read Emma's description again. What has she got in her home town?	X	x	Reading comprehension
	5 Imagine a town or think about your home town. What is in your home town? Make notes. Use the list from exercise 4.	X	x	Students list things they found in their home town.
	6 Write a description of your town. Use "My town" and your notes from Exercise 5.	G	1	Students can use their ideas as the sources of their own learning. The writing is, however, quite simple as expected for a beginner level writing exercise. A note box is provided containing some points students need to check when writing. This encourages self-monitoring.

Tasks No	Task Prompt	Reinders	Nunan	Comments
Ref	1	Choose the correct options	X	Grammar exercise: review of the grammar focus of the chapter
	2	Look at the list. Make sentences.	X	Grammar exercise
	3	Complete the text with can or can't and the verbs.	X	Grammar exercise
	4	Make questions and answers.	X	Making questions and answers using provided words
	5	Look at the pictures and complete the places.	X	Vocabulary exercise
	6	Complete the sentences with these verbs.	X	vocabulary exercise
	7	Complete the sentences with these words. Then listen and check.	X	Listening exercise
	8	Listen and write in your notebook.	X	Listening and dictation
Read	1	Read Fazila's profile. Answer the questions.	X	Reading Comprehension: stated details
	2	Read about Fazila. Are the sentences true (T) or false (F)?	X	Reading Comprehension
CD		Class Discussion: - Can you skateboard? - Do you think Skateistan is a good idea? Why/ Why not? - Would you like a skateboarding school in your town? - What special schools are there in your country?	X	Extending discussions to students' lives outside the classroom

Tasks No		Task Prompt	Reinders	Nunan	Comments
Asses s.	0	A reference to go to 'My assessment profile' on Workbook page 128	H	1	A reference for students to use the supplementary workbook to access 'My assessment' profile in which students can self-assess what they have learned from the chapter.

Appendix 9: IB2. Ch.1

Tasks No	Task Prompt	Reinders	Nunan	Comments
0	Materials to be covered in the unit are listed on the first page, in terms of Vocabulary, Grammar, Writing.	B	1	Explicit information is provided regarding the learning materials (contents) and objectives of the unit on the first page of each unit. Students can read the lists but there is no instruction for students to do anything regarding the information provided. Learning goals and materials are prescribed for students who do not have a say in modifying them.
Bef Read	Pre-reading activity Look at the photos. Discuss the questions.	X	x	Introducing the topic of the text by discussing the photos related to the text. Questions are designed to establish relevance between the following text and students' experiences.
Read	Read the text quickly. Are these sentences true or false?	X	x	Reading comprehension
	Read the reading tip. Read the text again. Then choose the best answer.	E	1	The reading tip teaches students strategies to approach reading. This can build knowledge that enables students to do self-monitoring.
Und. Ideas	Answer these questions. Look at the text, and use your own words and ideas.	D	2	Extending the discussion by asking about inferred information. The questions invites students to express their ideas for further discussion. In this sense, students contribute learning resource to the class.
Voc.	Match the highlighted words in the text with these definitions.	X	x	Vocabulary building activity
	Do you know these words?	X	x	Vocabulary building activity
Act.	Sue Povey is talking about her family's daily activities. Match her sentences to the time of day.	X	x	Matching

Tasks No	Task Prompt	Reinders	Nunan	Comments
	2 Complete these sentences with the words from the box.	X	x	Vocabulary building activity
Extd	1 Match the verbs with the nouns to make phrases	X	x	Collocations with make, have and do
	2 What do you think the expressions in bold mean? Circle the correct option.	X	x	Studying useful expressions related to family and friends.
	3 Complete these sentences with the words from the box.	X	x	Studying expressions with 'look'
	4 Can you find some more expressions using the verb look?	X	x	Vocabulary building activity
Explr	1 Read the text and find examples of the present simple affirmative.	X	x	Grammar practice
	2 Complete the table. How do we form the third person singular of the present simple?	X	x	A grammar explanation of how to use present simple sentences
Explt	1 Complete the sentences with the present simple affirmative of the verbs in the box. Then write which member of the Simpson family says it.	X	x	Reading comprehension and grammar practice activities combined
	2 Listen and repeat.	X	x	Studying different pronunciation of 's'
	3 Listen and write the words in the correct group.	X	x	Grouping words based on the pronunciation of the letter 's'
	4 Complete the text. Use the present simple affirmative.	X	x	Grammar exercise
	5 Write five sentences about your or your family. Use the verbs in the box.	X	x	Grammar exercise: writing simple present sentences

Tasks No		Task Prompt	Reinders	Nunan	Comments
Voc.	1	Put the words in the box into the two groups below, A and B. Which word goes in both groups?	X	x	Grouping words based on gender.
	2	Listen, repeat and check your answers.	X	x	Checking answers to previous exercise by listening to a record
	3	Listen to the pronunciation of the underlined vowels.	X	x	Focus on pronunciation
	4	Which other words in exercise 1 have the sound //? Listen and check your answers.	X	x	Listening for certain sound
	5	Read the Look out! Box. Then complete the puzzles.	X	x	A 'Look out!' box contains explanations about grammar feature. In this task, the box explain the ending -s in possessive.
	6	Work in pairs. Write more puzzles for each other.	D	2	Student have the opportunity to personalize the contents.
List	1	Listen and complete Laura's network of people she meets regularly. Use the names in the box.	X	x	Listening activity: listening for specific information
Spk	1	Draw a network of the people you meet regularly.	D	2	This task allows students to personalize the content
	2	Work in pairs. Give your partner the names of six people from your network. Ask and answer about the people on your lists.	D	2	This task allows students to personalize the content
Explr	1	Read the text about two brothers. Find five examples of the present simple negative.	X	x	Reading and Grammar practice: identifying present simple negative sentences
	1	Read the 'Learn this!' box and complete the sentences in the table below.	X	x	Explicit explanation about how to construct a present simple negative sentence accompanied by a short grammar practice.
Explt	1	Make the sentences negative	X	x	Grammar practice: substitution

Tasks No	Task Prompt	Reinders	Nunan	Comments
2	Listen to Mark and Sally. Is the information in the table true (T) or false (F)?	X	x	Listening comprehension activity: identifying negative sentences
3	Write sentences about Mark and Sally. Use the information in the table and the present simple, affirmative or negative.	X	x	Grammar practice: composing present simple sentences
4	Write true sentences about yourself with the present simple affirmative or negative. Use the phrases below and your own ideas.	D	2	This task allows students to personalize the content
Read	Read the letter. Answer the questions below.	X	x	Reading comprehension
Prep	1 Read the letter. In which paragraph (A-C) does Robbie: I. say	X	x	Studying the structure of a letter
2	2 Read the 'Writing tip' and find words and phrases for beginning and ending letters in Robbie's letter.	X	x	The Writing tip box teaches expressions and phrases to end and begin letters.
3	3 Read the 'Look out!' box. Find the linking words in Robbie's letter.	X	x	The box contains explanation of how to use linking words: and, then, so, or.
4	4 Circle the correct linking words in the sentences below.	X	x	Grammar practice on linking words
Write	Imagine you have a penfriend in Britain. Write a short letter to him or her. Use the writing plan to help you.	G	1	The task includes an outline of a letter that students can follow, along with a self-check box that students can use to self-monitor their writing.
Rev	1 Complete the dialogue with the words from the box. Then listen and check your answers.	X	x	Grammar and listening practice
2	2 Read the dialogue again. These sentences are incorrect. Write two correct sentences, one negative and one affirmative.	X	x	Grammar practice

Tasks No		Task Prompt	Reinders	Nunan	Comments
	3	Circle the correct words in these sentences.	X	x	Grammar practice
Dict.	1	What's the difference between theses words and phrases? Use your dictionary and write example sentences to show the difference.	D	2	Students are directed to use an external resource, i.e. a dictionary, and use their ideas to write sentences that can show the different meanings between two related words.
	2	Look up the phrasal verbs in the box and complete the sentences.	X	x	Grammar practice
0		Read the statements. Think about your progress and tick one of the boxes.	H	1	In the end of the chapter, the textbook provides a 'I can' statements self-check that can be used by students to monitor their progress in regards to the learning objectives of the chapter.

Appendix 10: IB2. Ch.3

Tasks No	Task Prompt	Reinders	Nunan	Comments
0	Materials to be covered in the unit are listed on the first page, in terms of Vocabulary, Grammar, Writing.	B	1	Explicit information is provided regarding the learning materials (contents) and objectives of the unit on the first page of each unit. Students can read the lists but there is no instruction for students to do anything regarding the information provided. Learning goals and materials are prescribed for students who do not have a say in modifying them.
Bef Read	Imagine that you don't have to go to school, and you study at home instead. What are the advantages and disadvantages of studying at home? Use the phrases in the box and your own ideas.	D	2	Vocabulary building: studying phrases, collocation. Students are encouraged to contribute ideas and use them as learning resources.
Read	1 Read the 'Reading tip'. Then look through the text quickly and find the answers to these questions.	E	1	Reading skill: scanning for specific information The reading tip, if utilised optimally, can help students monitor their reading
	2 Read the text again. Then choose the best answers.	X	x	Reading comprehension: stated details
Und Ideas	1 Answer the questions. Look at the text, and use your own words and ideas.	X	x	Extending the discussion by asking about inferred information.
Voc	1 Match the highlighted words in the text with these definitions.	X	x	Vocabulary building activity
	2 Do you know these words?	X	x	Vocabulary building activity
Act	1 Complete these sentences with the words from the box.	X	x	Vocabulary building activity

Tasks No		Task Prompt	Reinders	Nunan	Comments
Ext	1	These are some of the places you can find in a school. Complete the sentences, using the nouns.	X	x	Vocabulary building activity
	2	Does your school have all these places? what other places are there in your school?	D	2	Students have the opportunity to personalize the contents.
	3	Match these sentences with the pictures.	X	x	studying expressions with 'take'
	4	These verbs are use for different kinds of talking. Match them with the definitions.	X	x	vocabulary building
Gram Explr	1	Read the text. Which country is this classroom in?	X	x	Reading skill: scanning for specific information
	2	Complete the table with the highlighted words form the text.	X	x	Studying the use of there is/ are
Explt	1	Look at the photo in Explore exercise 1 again. Complete the sentences with the correct form of there is/ there are.	X	x	Grammar practice
	2	Write sentences about your classroom. Use the words in the box and your own ideas.	X	x	Grammar practice
	3	Look at the picture of a bedroom and complete the questions with is there a / an or are there any ...?	X	x	Grammar practice
	4	Ask and answer the questions in exercise 3. Use the prepositions from the box.	X	x	Studying prepositions of place
Skills Voc.	1	Match the textbooks with ten of the school subjects from the box	X	x	Vocabulary building
	2	Listen, repeat and check your answers.	X	x	Listening for specific information

Tasks No	Task Prompt	Reinders	Nunan	Comments
3	Which of the subjects from exercise 1 do you study? Do you study any others that are not in the list?	X	x	
List	1 Read the 'Listening tip'. Then listen and complete the timetable for Mondays with school subjects from Vocabulary exercise 1.	E	1	The tip gives students strategies for doing the listening activity
Spk	1 Work in pairs. Which subjects do you like? Ask and answer questions, using the phrases in the box to help you.	X	x	Speaking practice: using provided patterns to express like/ dislike
2	Write your perfect timetable for one day. Copy the timetable in Listen and complete it with your favourite subjects.	D	2	Students have the opportunity to personalize the contents.
3	Work in pairs. Ask and answer questions about your partner's timetable. Can you copy it correctly?	D	2	Students have the opportunity to personalize the contents. It's an information gap speaking activity.
Gram Explr	1 Read the text. What do students ate Summerhill School have to do?	X	x	Reading comprehension
2	Study the information in the 'Learn this!' box. Complete the examples, using the highlighted words from the text in exercise 1.	X	x	Grammar practice: using 'have to'
Explt	1 Complete the sentences with the correct form of <i>have to</i> , affirmative or negative.	X	x	Grammar practice
2	Listen, repeat and check your answers. How are the words 'have to' (or has to) pronounced? Try to copy what you hear.	X	x	Listening practice
3	Look at the chart. Are these things compulsory or not compulsory at your school? Choose yes or no. Then write sentences with have to or don't have to.	X	x	Grammar practice

Tasks No	Task Prompt	Reinders	Nunan	Comments
4	Read and complete one student's description of an ideal school. Use have to and don't have to.	X	x	grammar practice
5	Think about your ideal school. Write a short description, using have to and don't have to.	D	2	Students have the opportunity to personalize the contents.
Writ 1	Read the four parts of a note to a new student at a secondary school. Number them in the correct order.	X	x	Reading comprehension
2	Answer the questions about Cheney Secondary School.	X	x	Reading comprehension
Prep 1	Read the Writing tip below. Write examples for each of the rules in the Writing tip.	X	x	Studying punctuation
2	Rewrite the sentences, using the correct capital letters.	X	x	Grammar practice: punctuation
Writ 1	Prepare a note for a new student to your school. Write down information about your school.	D	2	Students have the opportunity to personalize the contents.
2	Write the note, using the information in exercise 1.	G	2	The task includes a self-check box that students can use to assess their writing.
Rev 1	Complete the dialogue with the words from the box. Then listen and check your answers.	X	x	Grammar practice: there is/ are
2	Read the dialogue again. Are these sentences true or false? Correct the false ones.	X	x	Reading comprehension
3	Complete these questions.	X	x	Grammar practice

Tasks No		Task Prompt	Reinders	Nunan	Comments
	4	Rewrite these sentences, using negative form of the verb.	X	x	Grammar practice: negation
Dict	1	Match the definitions with words and phrases about education.	X	x	vocabulary building
	2	Look up the verbs and find the noun form. Complete the sentences.	X	x	vocabulary building: word formation
	3	These adjectives are about size. Put them in the correct column.	X	x	Studying different words that means big and small
I Can	1	Read the statements. Think about your progress and tick one of the boxes.	G	1	In the end of the chapter, the textbook provides a 'I can' statements self-check that can be used by students to assess their progress in regards to the learning objectives of the chapter.