



CULTURE-LANGUAGES-MEDIA

Degree Project with Specialization in English Studies and Education

15 Credits, Second Cycle

The magic of CLT

A study on adapting teaching material to promote
Communicative Language Teaching.

Magin med CLT

En studie om anpassning av ett läromedel för att främja kommunikativ
språkundervisning.

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Abstract

Communicative Language Teaching (CLT) is a widely recognized approach for acquiring and developing language. CLT emphasizes using the target language in a meaningful and interactive way to enhance the learning process through various principles. In this study the writers will be looking closely on three of those principles: (1) Task-Based Instruction, (2) Rich Input, and (3) Cooperative and Collaborative Learning. These principles will be used to explore to what extent *Magic! 4* (a teaching material used in Swedish primary schools) promotes CLT. Based on the findings, the study provides techniques and strategies for adapting group/pair tasks in *Magic! 4* to meet the selected CLT principles. The data collected and analyzed through both quantitative and qualitative methods, indicate that the principle least met in *Magic! 4* is *cooperative and collaborative learning*. Meanwhile, *task-based instruction* is met to some extent, but *rich input* is the most frequently incorporated principle. When adapting the group/pair tasks in *Magic! 4* to promote *cooperative and collaborative learning*, tasks should involve problem-solving activities that require students to collaborate and engage in meaningful interactions through open ended communication with their peers. Additionally, to enhance *task-based instruction*, tasks should be provided with a relevant context that encourages students to engage in more authentic and natural conversations, shifting the focus from form (grammar) to meaning (communication). Furthermore, for tasks to meet the criterion *rich input*, they must incorporate comprehensible input and be contextually relevant to students' real-life experiences.

Key words: Communicative Language Teaching, tasked-based instruction, rich input, cooperative and collaborative learning, adaptation.

Individual contributions

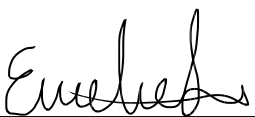
We hereby certify that all parts of this essay reflect the equal participation of both signatories below:

The parts we refer to are as follows:

- Planning
- Research question selection.
- Article searches and decisions pertaining to the outline of the study.
- Presentation of findings, discussion, and conclusion.

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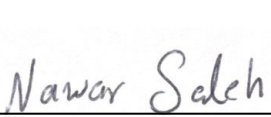


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1. Introduction

For English teachers, there is a wide range of options when it comes to choosing teaching materials. The choice of materials needs to be carefully evaluated by the teacher, as well as how the materials is being used. How the teacher evaluates and adapts the materials is dependent on what teaching methods or approaches the teacher wishes to utilize. Today, many teachers all over the world consider teaching books as the first main tool of language teaching, however, to promote active language learning, teachers need to not solely rely on the teaching materials (Khansir & Mahammadifard, 2015). There is also a big responsibility on the teacher to choose the right one that can provide the right features and strategies to support active communicative learning (Khansir & Mahammadifard, 2015). Moreover, in the process of learning English, communication plays a key role in developing students' language skills, as "Through the teaching, pupils shall be given the opportunity to develop an all-round communicative ability" (Curriculum, 2022, p. 43), highlighting the importance of teaching that enhances the students' communicative abilities.

Thus, it is often necessary to supplement and adapt the existing teaching materials to support students in fostering communicative language learning through interaction with others in various situations. The Swedish curriculum (2022) also stresses the need to choose teaching methods that encourage students to develop their multilingual abilities: "The teaching shall give pupils the opportunity to develop multilingualism and confidence in their ability to use the language in different situations and for a variety of purposes" (Curriculum, 2022, p.67). Additionally, the Swedish curriculum (2022) underscores the teacher's responsibility to select the teaching materials and methods, so the students get the support in their language and communication development by using various educational materials that promotes the educations objectivates. This suggests the importance of the teacher's flexibility in using methods, materials, and approaches based on their educational aims, in order to meet both students' language learning and communicative needs and competences.

One such language teaching approach is CLT (Communicative Language Teaching). According to Brown (2007), CLT is a language teaching approach that prioritize real-life communication as the primary method for language learning, focusing on meaningful interaction as the main tool and the key to enhancing language skills. CLT emphasizes that

one of the reasons languages exist is to facilitate real-life interaction. In addition, Vygotsky's (1978) sociocultural theory supports and emphasizes the importance of meaningful communication, considering social interaction as the key to development of cognitive abilities and learning (Säljö, 2014). According to Brandl (2021), CLT helps learners develop their communicative competence, which refers to their ability to use the target language in a social context by engaging their cognitive abilities such as senses, knowledge, and thoughts. In essence, communicative competence is the desired outcome of implementing CLT in the classroom. However, while Lundahl (2023) emphasizes the importance of implementing CLT, he also points out that having a heavy focus on communication could possibly neglect the linguistic structural aspects, such as grammar.

This brings up questions about how teaching materials which are sometimes used as a central tool for language learning, resonates with communicative language teaching and whether the modification that is needed provides the balance between both linguistic accuracy and communicative proficiency in the English classroom. Additionally, Andrew J West (2016) shows in his research that complementing already existing material such as a textbook with CLT activities has a positive effect on skill development as well as the students' confidence and motivation. The material alone often is not sufficient to improve communicative abilities, hence modifications or other adaptations are needed, such as more authentic interactions in a real-world context (Cang Trung Nguyen and Diem Thi Kieu Le, 2020).

Building on this, this study aims to evaluate teaching materials and suggest adaptations for teachers that wishes to utilize Communicative Language Teaching. The materials being evaluated in this study is the *Magic! 4* workbook, which is a teaching material created for students in year four in Sweden. Therefore, the focus will be on grade 4 through this paper. *Magic! 4-6* is commonly used in middle school all around Sweden, for both grade 4, 5 and 6. Both writers of this study have encountered the material at schools and during their time at Malmö university. The books were written 2008, the materials were then revised in 2022, therefore adhering with the Curriculum (2022). To narrow the research, the writers of this study have chosen to focus on the materials for the fourth grade, *Magic! 4*. The textbook provides the learner with texts, audio, and vocabulary lists, whereas the workbook contains different activities and tasks. Therefore, the focus will solely be on the workbook, due to the textbook not providing any tasks or activities. To narrow the research even further, aiming to

merely analyze relevant data, this study will be analyzing the tasks and activities that are designed and referred to as pair-or group work.

2. Aims and research questions

This study is directed towards teachers wishing to implement Communicative Language Teaching while using commonly used teaching materials in a Swedish context. To demonstrate this the *Magic! 4* workbook will be evaluated by employing an interpretive content analysis method. The writers will determine how the group and pair tasks meet the requirements of the CLT approach, more specifically meeting three out of Brandl's (2021) CLT principles: (1) Task-Based Instruction, (2) Rich Input, and (3) Cooperative and Collaborative Learning. Identifying which tasks meet the pre-selected CLT principles and which tasks need adaptation to better promote CLT, the writers provide suggestions for how to adapt *Magic! 4*. Hence, these are the questions that this research is based on:

- To what extent does the pair and group tasks in the *Magic! 4* workbook meet the criteria for the selected CLT principles?
- If a teacher wishes to utilize the CLT approach, how can the teaching material *Magic! 4* workbook be adapted to promote Communicative Language Teaching?

3. Background

This section will outline the background for this study, beginning with an overview of previous research that emphasizes the adaptation of teaching materials. It will also introduce the theoretical background by presenting the chosen CLT principles and examining how CLT is reflected in the Swedish curriculum (2022). Lastly, it will address Vygotsky's sociocultural theory in language learning and its connection to CLT.

3.1 Previous research

Previous research on applying CLT to textbooks and textbook adaptation will be presented in this section.

3.1.1 Adapting textbooks to CLT principles

A study by Cang Trung Nguyen and Diem Thi Kieu Le (2020) had a similar approach to this study, since the authors evaluated teaching materials to investigate to what extent the materials Vietnam (English 6) were enhancing students' communicative skills, the paper also provided the reader with suggestions on how to adapt the materials to better encourage students' communicative abilities. In their research the authors concluded that teaching materials "do not always provide adequate source of activities and tasks for learners to practice to develop their communicative competence." (Cang Trung Nguyen and Diem Thi Kieu Le, 2020, p. 698). Cang Trung Nguyen and Diem Thi Kieu Le (2020) argues that texts, tasks and activities appearing in teaching materials are not sufficient to advance students' communicative abilities. Thus, teachers should adapt the materials to suit their target group and supplement the textbook with additional resources. In addition, Nguyen and Le (2020) claim that although many tasks begin with phrases like "in pairs" or "in groups," they are not particularly engaging for students. Most tasks are not relevant to the students' lives or connected to real-world contexts. As a result, there is a lack of creativity, authenticity, and variety in the textbook. Teachers also need to incorporate more opportunities for creative, authentic, varied, and flexible interactions to better adhere to the CLT principles. This is also shown by research made by Ahmd O.Alhrabi (2020). Alhrabi (2020) discuss the barriers and challenges of implementing CLT in teaching materials in Saudi Arabia. The study revealed

that some tasks and activities were contextual and meaningful meanwhile others lacked authenticity and relied on fictional scenarios. The materials also lacked other essential CLT components. Alharbi (2020) concludes that adapting the textbook and integrating CLT-based activities, supported by teachers, is the main factor for effective communicative and meaningful teaching.

Other studies have come to similar conclusions, for example Srabosti Saha and Farjana Afrin (2020) who examined English textbooks in Bangladesh to assess how well they adhered to CLT principles when teaching English as a foreign language. It is concluded in study that the books needed to be modified in order to not restrict the use of CLT. There are several studies that have found that using CLT together with the teaching materials available has a positive effect when teaching English. Among them Andrew J. West (2016) who found in his study that complementing the textbooks using CLT-activities had a remarkably positive effect on the students' learning outcome, as well as their perception and understanding of the activities.

3.1.2 Adapting teaching materials

Even though a vast majority of teachers and researchers seem to believe that adapting teaching materials is necessary, the terminology varies in literature. Charles Ko (2014), examines how Communicative language learning is adopted in textbooks, by comparing textbooks from Hongkong and Malaysia. Ko (2014) claims that many textbooks written today are meant to incorporate Communicative language teaching in their materials, but still falls short and does not truly meet the principles for CLT. Ko (2014) seeks to highlight issues regarding how textbooks are designed and discusses how to incorporate CLT when creating new textbooks. Ko (2014) writes about using pre-communicative activities as a form of adaptation of the textbook. These activities would work as an implementation of CLT and give the students a better understanding of the material (Charles Ko, 2014).

Another study on adapting materials done by Enisa Mede and Şenel Yalçın (2019) examines how different teachers adapt the textbooks being used in the classroom. The authors focus on both newly trained teachers and experienced teachers. Mede and Yalçın (2019) found that teachers believe that adaptation has a positive effect on students and that adapting the material is necessary to ensure a more efficient learning environment. Even though different teachers use different adaptation strategies and techniques, most teachers adapt the textbook somehow to meet the students' needs. Stefan Rathert and Neşe Cabaroğlu (2022) also

acknowledge the need to adapt English textbooks. In their study Rathert and Cabaroğlu (2022) discuss how to use known theories when adapting teaching materials in English can be both complex and challenging because of the lack of research on the subject. The study aims to remedy the gap by theorizing textbook adaptation. Rathert and Cabaroğlu (2022) write about four different adaptation techniques: omission, addition, substitution, and modification. These terms are the results of collecting and reviewing past terminology in previous literature.

3.2 Theoretical background

This section is going to provide an insight about the theories and principles that have been used in this research.

3.2.1 CLT as a product of the development of varied approaches

Historically, there were always different methods to teach English, but CLT emerged as an effective teaching approach due to its emphasizing interaction and meaningful communication in language learning (Brown, 2007).

For the middle of the 19th century and first of the 20th century, The *Grammar-Translation method* was a widely used method to teach a foreign language focusing on translation exercises and grammar rules. *Grammar and translation* were prioritized to learn in school (Brandl, 2021). For the students to develop their oral skills, they were expected to work independently and try to travel around the world to improve their speaking and listening skills. After a while, another method became more common in classrooms the *Direct Method* (late 19th century). Brandl (2021) also stated that since traveling was not accessible for everyone, the *Direct method* focused on using only English in the classroom, aiming to develop students' oral proficiency without the need for traveling abroad. However, not all teachers were capable of using fluent English. Another method, the *Audiolingual Method* (1950s-1960s), emphasized the repetition of dialogues and memorization to help students develop their English skills. However, it was criticized for providing students with limited opportunities to be creative and use the language in meaningful contexts (Brandl, 2021).

Brandl (2021) pointed out that as the methods of learning English continued to evolve, in the 1960s, Chomsky emphasized the importance of creativity and two-way communication in learning a language, rather than relying only on memorization and repetition. Nevertheless, Chomsky (1965) argued that acquiring and developing a language is not something everyone is equally capable of, as we are born with a specific inherent ability to learn and use it. This shift in perspective helped pave the way for Hymes (1970) to introduce the concept of communicative competence, which became a foundation for CLT. Hymes argued that the target language learning requires active participants in the center of the learning process. He pointed out that any learner can develop their language skills through frequent meaningful communication in the classroom, which are central keys to CLT that till our day it is used effectively in the education settings (Brandl, 2021).

3.2.2 Definitions of the three selected CLT principles

This section presents and defines the selected principles: *task-based instruction*, *rich input*, and *cooperative and collaborative learning*. The principles will be broken down into smaller and more specific criteria. These criteria will later be used to collect and analyze data to evaluate how much adaptation is needed for the pair and group tasks.

The first principle being addressed in this section is *task-based instruction*. The meaning of the word "task" can be quite wide in everyday use. A task can refer to the countless things that we do daily, whether big or small, on purpose or unconscious (Brandl, 2021). However, in the context of school in general, and English language learning through CLT specifically, a task is considered an activity that promotes communication and provides a meaningful context to engage students in communicative foreign language acquisition rather than individual structural exercises, such as "fill in the blank" or "circle the answer" (Nguyen & Le, 2020). Brandl (2021), Nguyen, and Le (2020) emphasize the importance of tasks being contextually relevant to students and engaging them in active language use, because using the language is the driving force behind its development in a communicative setting.

Furthermore, a task must be appropriately leveled for students to be effective. An effective task creates an information gap, which refers to the difference between what students already know and what they can learn from their peers. For example, a task in which students describe their favorite holidays promotes authentic conversation, as students exchange information about countries, traditions, and activities that may be unfamiliar to their partners.

This type of interaction is considered essential for language development, reflecting closely the selected CLT principles (Alharabi, 2020).

To maximize the language learning by this principle of CLT, Brandl (2021) defines *taskbased instruction* (TBI) as a supplement of the CLT. By it, he means that a task (1) has to require working in groups or pairs in order to reach a specific goal with the help of the English language. (2) A task needs to focus on the meaning of the connection and not the accuracy of the used language, because accuracy is enhanced through interaction and not when it is passed passively from a teacher to a student. (3) A task needs to present a problem and invite the students to solve it in a collaborative setting. (4) To assess a task in TBI is to concentrate on completion and working hard on the task rather than focusing on whether the results are totally correct or not; in other words, also focusing on meaning (authenticity) and not form (accuracy). In addition, Brown 2007 has also similar requirements to this principle of CLT. He also promotes the student- central approach where the most important key is to have the student present their ideas and express themselves in a relevant task. Moreover, the compilation of tasks is more important than the accuracy of the results.

Tasks can create a highly structured learning process that facilitates language acquisition in a communicative way, engaging students in both linguistic structures and purposeful communication (Brandl, 2021). Additionally, tasks play a crucial role in developing students' accuracy and fluency. According to Likitrattanaporn (2017), most communicative tasks focus on meaning rather than form, which means they emphasize using language meaningfully rather than simply practicing linguistic structures. However, communicative tasks also support integrating both meaning and form, leading to improvements in both fluency and accuracy. This promotes the CLT approach, which prioritizes meaning over form while still acknowledging the importance of structural accuracy. In conclusion, to see if a task meets this principle of CLT it needs to contain; (1) interactivity, (2) information gap, (3) open ended communication, (4) relevant context, and (5) focusing on meaning and rather form.

The second principle being unfolded is *rich input*, which is one of the key components of language learning and developing in CLT. Brown (2007) presents some elements that define *rich input* when learning a language using CLT. As he stated, *rich input* is the diverse, meaningful, and comprehensive language acquisition that engages students in relevant tasks and topics. It is not about repeating vocabulary or a sentence until you know it, but about using the language naturally when interacting in a language that is slightly above the

students' current linguistic level. Brandl (2021) used *Krashen's mood of input hypothesis* to argue that the comprehensible input is when the received input is slightly higher than the student's proficiency level, leaving room for the student to find new ways to express themselves and use new words in order to improve their language, understand others and make themselves understood. However, input that is far too difficult for students will not develop their language, but confuse and disconnect them (Khansir & Mahammadifard, 2015).

Moreover, it is important that the comprehensible input is authentic and connected to real life. Most textbooks use fictional input to engage the students more effectively in the language learning whereas comprehensible input is based on real-life language use. In turn, students need to be exposed to context and conversations with others in relevant context using multiple skills, rather than simply repeating words from a book or mimicking the teacher (Brandl 2021). In conclusion, to see if an input is rich and in line with CLT it needs to contain (1) Integration of different skills, (2) real-life language exposure, (3) comprehensible input, (4) interaction with others, and (5) relevant context.

Lastly, the third principle explored is *cooperative and collaborative learning*. In the learning context, *cooperative and collaborative learning* generally refers to classroom settings where students engage in tasks together. In English language learning and CLT, cooperative learning is a structured method where students work in pairs or groups to complete tasks that promote language development. These tasks follow guidelines set by either the teaching materials or the teacher. Meanwhile, collaborative learning is more flexible, focusing on authentic language use in everyday contexts over grammatical precision, providing a supportive foundation for students to work together toward shared goals and overcome challenges. Both cooperation and collaboration are essential in CLT because they emphasize that language learning is a social and natural process to achieve a shared goal. Moreover, it should begin with cooperative activities to provide structured interaction before transitioning into more open ended collaborative interaction (Brandl, 2021). However, a task that simply starts with "in groups" or "in pairs" is not always considered as well-structured for group work or does not always promote effective cooperation (Khansir & Mahammadifard, 2015).

If students can break a task into smaller parts and complete their sections individually without discussion or problem-solving, then the task does not encourage true collaboration or cooperation.

Another key aspect of cooperative and collaborative learning is that it supports and encourages students to create their own scenarios, fostering meaningful discussions and negotiation with peers. It provides students with opportunities to express their ideas, share them with others, and reflect on their peers' opinions as well as their own. For instance, if students are simply reading dialogues in pairs, such as one student asking, "What do you do in your free time?" and another responding directly from the book, "I play football," followed by silence, this does not represent genuine collaborative interaction (Ko, 2014). Nguyen and Le (2020) similarly argue that cooperative and collaborative learning within CLT must involve meaningful peer-to-peer interaction, problem-solving through student-led discussions, and activities involving information gaps. In conclusion, to see if a task is cooperative, collaborative, and consistent with this selected principle of CLT it needs to include (1) fluency focused communication, (2) information gap, (3) open ended communication, (4) comprehensible input, and (5) idea sharing and negotiation of meaning.

3.2.3 Fostering of CLT in the Swedish curriculum

In the Swedish compulsory school curriculum for the grades 1-9 (Skolverket, 2022), principles of CLT are indirectly presented through a big emphasis on enhancing students' communicative competence, particularly for grades 4-6. The Swedish curriculum (2022) highlights the importance of engaging students in simple dialogues and conversations closely connected to their personal interests and experiences. It also prioritizes fluency, meaningful interactions, and relevant conversations over grammatical correctness and accuracy, meeting the principles of CLT. In addition, the Swedish curriculum (2022) promotes authentic communication related to the real-life personal references which is a big core in CLT. These curricular elements support applying CLT methods strongly with this age group, giving students the chances to develop communicative skills effectively within authentic, realistic, relevant, and meaningful contexts.

3.2.4 Vygotsky's sociocultural theory in language learning

Lev Vygotsky's (1962) sociocultural theory emphasizes that social communication and interaction with others are crucial for cognitive development, which includes understanding,

thinking, and learning. He believed that children first use language in social contexts to learn from others, and over time, this interaction supports their cognitive growth, with language eventually becoming a primary tool for internal thoughts (Säljö, 2014). This importance of language and social interaction is also reflected in the CLT approach. CLT views social interaction as a central element in language development and learning (Brown, 2007). While Vygotsky's theory primarily addresses cognitive development, and CLT focuses more on language learning, both recognize that cognitive development plays an essential role in acquiring language. In CLT, learners must be able to receive, process, and produce language, which relies on their cognitive abilities (Brandl, 2021). Therefore, both sociocultural theory and CLT underscore the value of meaningful social interaction and communicative competence to support learning, particularly in the context of Grade 4 students developing their language skills.

Moreover, sociocultural theory includes several key ideas, one of them is the Zone of Proximal Development (ZPD) which is particularly relevant to CLT. ZPD refers to the gap between what a learner can achieve independently and what they can accomplish with guidance, assistance, or collaboration. This support can come from a teacher or a peer with a slightly higher skill level, helping to make the input more comprehensible for the learner (Brandl, 2021). Within this framework, students enhance their language proficiency by interacting with teachers or peers who provide guidance just beyond their current level. This form of support, known as scaffolding, plays a central role in CLT. It may take the form of a peer or teacher helping the student accomplish a task, develop a skill, or solve a problem through real-life, meaningful communication (Likitrattanaporn, 2017).

In this study, sociocultural theory and especially the concept of ZPD, supports the adaptation of specific criteria from the selected CLT principles when analyzing tasks in the *Magic! 4* workbook. For example, tasks that include information gaps, comprehensible input, ideasharing, and negotiation of meaning are enhanced by structured peer interaction and teacher or peer-provided guidance. Such an approach creates multiple scaffolding opportunities, helping grade 4 students to further develop their cognitive abilities and improve their language skills within authentic and meaningful contexts. Thus, sociocultural theory provides a solid theoretical basis, clearly justifying this project's emphasis on social interaction as a crucial strategy for facilitating young learners' communicative development within the CLT framework.

4. Method

The method used in this study is content analysis, with closed questions to organize and categorize whether the activities and tasks in *Magic! 4* workbook meet the selected CLT principles or not (research question 1) which is presented in the results section. The results of the content analysis will then be used to analyze what type of complementary activities or modifications might be needed to better promote communicative language teaching (research question 2). This requires interpretation and is therefore presented in the discussion section of this study.

4.2 Content analysis

There are various approaches on how to conduct a content analysis. This study will be implementing a methodology promoted by Klaus Krippendorff (2018). Krippendorff describes how there are several components to the design of a content analysis: unitizing, sampling, recording/coding, reducing, inferring and narrating. These components will be utilized throughout this study. First component is deciding what texts or units of texts are being coded and analyzed (unitizing). The texts being analyzed in this study will be further presented in the method section. The second part of content analysis design is sampling, which refers to limiting or narrowing the search. Krippendorff (2018) lists different approaches when creating a sampling plan, in this study the writers will be adopting the sampling plan referred to by Krippendorff as “relevance sampling”. The selection of data will therefore be narrowed to the relevance for the research questions in this study. After the data selection, the data is going to be analyzed using a coding scheme built on closed questions referring to the selected CLT principles (recording/coding). After the coding the data is condensed into summaries and sometimes statistics (reducing). Thereafter the writers interpret the data (inferring) and lastly present the results of the findings (narrating) which in this study, means “making recommendations for actions” (Krippendorff, 2018, p. 90).

Krippendorff (2018) addresses different definitions of the content in content analysis:

In the content analysis literature, scholars have provided essentially three kinds of definitions of this search method:

1. Definitions that take content to be contained in a text.
2. Definitions that take content to be a property of the source of a text.
3. Definitions that take content to emerge in the process of a researcher analyzing a text relative to a particular context. (p. 25)

The definition of the content in this analysis will likely lean towards Krippendorff's third definition. There will most likely emerge content in the process of adapting *Magic! 4* to meet the CLT principles. The content emerged will then be used for necessary adaptations.

4.2.1 Interpretive content analysis

This study will be using an interpretive content analysis approach (Drisko & Maschi, 2016), using both qualitative and quantitative techniques. Initially using a qualitative method to analyze how the different pair and group tasks in *Magic! 4* meet the pre-selected CLT principles. Thereafter quantifying how many of the tasks meet the CLT requirements, to highlight and summarize patterns within the analysis (Drisko & Maschi, 2016). This type of approach is according to Drisko and Maschi, a widely used research technique, where the coding is qualitative, to allow for a deeper analysis, and the summarization of the findings are quantitative to help summarizing the collected data. Drisko & Maschi (2016) explain how “content analysis requires knowledge and skills derived from both qualitative and quantitative research.” (p. 13). This approach is also supported by Marilyn Domas White and Emily E. Marsh (2006) who describes content analysis as being a very versatile research method where both methods can be utilized within one study.

4.3 Teaching materials selected

As earlier mentioned, Krippendorff (2018) lists components needed when conducting a content analysis. This section will be looking further into the selection process when unitizing and sampling data.

In the process of selecting which teaching materials to use in this analysis, three options were considered. *Champ 4* (Wahlgren, Sandström & Bermheden, 2015), *Skills* (Miller, Ungh Wolf & Olsson, 2018) and *Magic! 4* (Hedencrona, Smed-Gerdin & Watcyn-Jones, 2022). All of these teaching materials are divided into two different books: a textbook and a workbook.

These two books are intended for combined use, unlike the teaching materials evaluated in previous research (presented in the literature review) which typically integrates both text and tasks in a single book. When selecting which book better suited this study the writers read the descriptions of each material on the publishing company's websites. The primary concern was on whether the book intended for some kind of interaction and communication between students, this was somewhat promoted in all of the three materials. However, communication and interaction were considerably more emphasized in *Magic! 4* than the two other books and described by the publishing company "Studentlitteratur" as promoting interactivity, fostering communication and exchange between peers, which is compatible with this project, hence *Magic! 4* was selected for this study.

When analyzing the workbook to collect the necessary data, it became clear that there are recurring tasks that are constructed in the same way. The tasks are not named in the workbook, for the sake of clarifying the process the writers of this study have chosen to name these recurring tasks. The first recurring task "Reading the dialogue" involves reading a dialogue written in the workbook, which consists of a few sentences. This dialogue is followed by a set of similar words that can be used to replace certain words in the sentences. For example, if the dialogue is about jobs and careers, and one sentence reads, "My dad is a doctor", the task provides alternative job titles such as "engineer, teacher, dancer", and many more. After reading the dialogue, students are asked to replace specific words with the provided alternatives. The second recurring task is to "Tell a friend" what they have learnt about something they have read about in the textbook. For example, describing The United Kingdom in chapter 20 or describing Kylie's family in chapter 27. The third type of task is "Go around and ask" which typically starts with instructions like "Ask four (or another number of) classmates about their favorite color". A sample dialogue is also provided, demonstrating how the interaction should take place. For instance, one student asks, "What is your favorite color?" and the peer responds with, "My favorite color is...". The task also includes blank spaces where the student can write down the answers in the workbook. The fourth recurring task "Point at the..." involves observing a drawing or picture in the workbook. In pairs, students are required to read a sentence or word and then point at the drawing or picture that represents the given word or phrase. There are several other variations of pair/group tasks in the *Magic! 4* workbooks, but these are the ones most recurring.

4.4 Ethical considerations

The intention of this study is not to discredit or devalue the teaching materials used. The writers of this study acknowledge that teaching materials do not need to be in accordance with CLT to be a well thought out and effective teaching material. This study is mainly intended to be of use if a teacher aspires to employ CLT when using *Magic! 4*.

In this study the writers aim to minimize the potential biases and conduct transparent research by following the guidelines from Vetenskapsrådet (2017). To analyze the data a coding scheme was used to ensure consistency. White and Marsh (2006) describes content analysis as being a systematic approach. As earlier mentioned in this text, Krippendorff (2018) presents several components to be systematically followed when conducting a content analysis, which are implemented in this study.

To ensure compliance with copyright regulations the writers engaged in dialogue with the publishing company “Studentlitteratur” to obtain official approval on both describing the different tasks in the *Magic! 4* workbook, as well as copying some of the tasks into the study. Studentlitteratur confirmed that copying some tasks were approved but limited to using tasks without illustrations, alternatively using a filter to cover the illustration due to copyright restrictions.

4.5 Creating a coding scheme

When conducting a content analysis, the reliability and validity of the analysis is crucial. (White and Marsh, 2006). When deciding how to conduct the recording/coding the researcher needs to be well structured and explicit to a degree where the analysis is replicable. This gives the content analysis a higher degree of validity and reliability (Krippendorff, 2018). Hence this study will aspire to create a replicable model of how to analyze tasks and activities from a CLT perspective. To create identifiable categories the CLT principles are broken down in a comprehensive overview for the writers and others who would try to replicate the analysis. Later the categories will be used as identifiable criteria to evaluate however the different tasks and activities measure up to the CLT principles.

To ensure reliability of the coding scheme the writers conducted independent coding on the pair and group tasks in the first three chapters of the workbook. Thereafter the findings were compared, and the coding scheme refined to ensure consistency. When refining the coding scheme, the writers decided to change a criterion called “authenticity over accuracy” in the original coding scheme. When analyzing and defining whether the task met with the principle or not, this criterion was difficult to evaluate due to the different meanings it can carry. This realization led to changing and specifying the criteria “authenticity over accuracy” in the *cooperative and collaborative* principle to “fluency-focused communication”, and to be “focusing on meaning rather form” in the *tasked-based instruction*. Moreover, for the same reason, there was a criterion under the name “meaningful communication/context”, which has been changed to “idea sharing and negotiation of meaning” in the principle *cooperative and collaborative learning* and to “real-life language exposure” in the principle *rich input*. These modifications resulted in a more detailed and refined analysis.

The process of collecting data began with individual, independently conducted coding using the checklist that divided each principle into different criteria, marking the criteria that was met with (✓) and the criteria that was not met with (×). Then, the results were compared, revisions were made and apart from some modifications earlier mentioned, the results were largely similar. The most significant difference concerned whether the relevant context was truly relevant to the students because it can be a bit subjective and dependent on perspective. After discussions, the writers of this study concluded that almost every context in the book is relevant to the students, as it covers topics they can relate to, such as sports and activities like football and swimming, but also traveling, meeting new young people, family trees and other everyday real-life activities.

After the comparison, every page of the book was reviewed to identify any pair or group tasks and evaluate whether they met the requirements for the defined criteria and principles. If a task met the requirements for the majority of the criteria within a principle, it typically met with the principle. If a task met the requirements for all the selected principles, it met with CLT. To organize the data, a table that indicates whether each task met each principle was created (Appendix A). The table made it easier to determine how many tasks reflected the CLT principles. Finally, the results were summarized in a numerical representation showing how many tasks met with each principle and how many tasks met with CLT.

4.5.1 Justification for the selected CLT principles

When selecting the CLT principles for this study, the relevance of the principle was considered. The principles that were excluded were due to them not being relevant to the research aims. These excluded principles focused on external factors in language learning, such as students' confidence and learning by doing. None of these principles were deemed relevant when examining the *Magic! 4* workbook. Moreover, they have focused on points that are already mentioned in the criteria of the three chosen principles. In results, have been excluded to avoid repetition.

The first principle selected, *task-based instruction*, focuses on tasks, which are commonly found in the reading book or workbook. In addition to supporting language development, tasks can also enhance students' knowledge by connecting the text they read to broader, meaningful contexts. However, if the tasks are too difficult for the students, applying this principle or not, could lead to deficient student performance (Afrin & Saha, 2023). The second principle, *rich input*, emphasizes diverse and authentic content as essential for implementing CLT. This is evident in *Magic! 4* which follows different young people from varied cultural backgrounds, offering rich and engaging material. Furthermore, as humans, we naturally tend to work together rather than alone and cooperative learning fosters harmony which encourages equal participation, ensuring that when someone contributes less, others can support and balance the effort (Jensen, 2012). Therefore, the third principle *cooperative and collaborative* was selected.

4.5.2 CLT principles used in the coding scheme

The CLT principles chosen by the writers are: *task-based instruction*, *rich input* and *cooperative and collaborative learning*. In a way, all these selected principles are connected to each other. Based on the previous conclusions that are presented in the background section, this research evaluation and analysis is going to build on these criteria from the selected principles presented in the following table:

Table 1

Checklist for the CLT principles

Principal	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5
Task- based instruction	Interactivity	Information gap	Open ended communication	Relevant context	Focusing on meaning rather than form
Rich input	Integration of different skills	Real life language exposure	Interaction with others	Comprehensible input	Relevant context
Cooperative and collaborative	Fluency focused communication	Information gap	Open ended communication	Comprehensible input	Idea sharing and negotiation of meaning

4.5.3 Adaptations of pair or group tasks

After collecting data from *Magic! 4* workbook (Hedencrona, Smed-Gerdin & Watcyn-Jones, 2022) using the coding scheme, the data was interpreted, and adaptations were suggested. The adaptations suggested builds on Rathert and Cabaroğlu's (2022) adaptation techniques, omission, addition, substitution, and modification. Omission occurs when the teacher is removing content from the materials, the content might be irrelevant, too difficult, outdated etc. Addition refers to when the teacher is adding new content to the material, something might be lacking, or the teacher wants to delve deeper into the topic. Substitution is when the content is replaced, perhaps with something more relevant for the group or situation. Modification refers to the teacher changing or restructuring the content. Which kind of adaptation to use is up to the teacher to evaluate and design. This study will propose recommendations for adapting some tasks and activities in *Magic! 4*, using a selection of the adaptation techniques presented.

5. Results

In this section of the study the results of the data collected in the coding scheme will be presented in relation to the selected CLT principles and the first research question: To what extent does the pair and group tasks in *Magic! 4* workbook meet the criteria for the selected CLT principles?

5.1 Coding scheme results

In the data collection process the writers exclusively analyzed the tasks in *Magic! 4* workbook (Hedencrona, Smed-Gerdin & Watcyn-Jones, 2022) that were clearly mentioned as pair or group tasks, this ended up being 44 tasks in total. Using the checklist for CLT principles the writers identified which of these tasks met the requirements for CLT and which ones did not.

In an overall review the principle least met by the *Magic! 4* workbook were *cooperative and collaborative learning*, which only were fulfilled in about 7 % (3/44) of the tasks. Seemingly it is the toughest standard to meet, due to its complexity, as was earlier stated in this study. The other two principles were met in far more tasks, *task-based instruction* being met in about 25% (11/44) of the tasks and *rich input* 89% (39/44) of the tasks.

The data strongly suggests that most pair or group tasks in the materials did not meet fully CLT. Merely three out of 44 tasks filled the requirements for *task-based instruction*, *rich input*, and *cooperative and collaborative learning*. These three tasks are all similarly structured, which can explain the exact same results. Related to the *task-based instruction* all the three promotes interactivity, information gap and open ended communication. The context is relevant because the task relates to the students' own life or experiences. There is somewhat focus on the form as there are some suggested phrases for the students to choose from.

There were five out of the 44 tasks that did not meet any of the CLT principles from the checklist. These tasks are not as structurally similar and the kind of task is not recurring in the workbook. Most of them are tasks that do not require much from the students. The tasks are

to read a dialogue, reciting sentences the students wrote in a former task, fill-in-the-gap exercises, pointing at a picture of a clock and matching it with the correct time and practicing a list of words. Although all five tasks are interactive, none of them promote information gap, open ended communication, nor do they focus on meaning. Which shows that these tasks do not fill the requirements for *task-based instruction*. Neither do the tasks fill the requirement for *rich input* because of the lack of integration of different skills, real life language exposure or comprehensible input. The tasks also do not meet the criteria for any of the requirements for *cooperative and collaborative learning*.

5.2 Recurring tasks

As presented earlier in the method section there are four tasks that are recurring in the workbook. In the tables below an in-depth evaluation of these tasks will be displayed. One task from each type of recurring task will be presented.

5.2.1 Task 15.2 - Read the dialogue

Reading dialogues in pairs is a task that is repeated throughout the workbook. Students read a simple dialogue consisting of a few sentences and then replace certain words with others, depending on the theme of the task. In this case, the task involves choosing a food item with a sauce and a drink. The provided words include popular and familiar dishes such as pizza, fish, and hamburgers, as can be observed in the figure below.

Figure 1

Pair task in Magic! 4

2 Dialogue

Read this dialogue in pairs.

A: Next?	A: Anything to drink?
B: Can I have a <i>hot dog</i> , please?	B: Yes. A <i>Coke</i> , please.
A: Of course. With or without <i>mustard</i> ?	A: Here you are – a <i>hot dog</i> and a <i>Coke</i> .
B: Without <i>mustard</i> , please.	B: Thank you.

Now read it again.

Use the words below or make up your own.

TO EAT

a hot dog
fish and chips
a pizza
a meat pie
a hamburger

WITH OR WITHOUT

mustard
ketchup
salt
pepper
dressing

TO DRINK

a Coke
a Pepsi
an orange juice
some milk
a bottle of water

meat pie köttpij
hamburger hamburgare
dressing dressing
bottle flaska
water vatten

Note: Figure from *Magic! 4* workbook where the students are instructed to read a dialogue in pairs. (Hedencrona, Smed-Gerdin & Watcyn-Jones, 2022, p. 45)

This task does not meet *task-based instruction* because it fulfills only with two criteria, which is interactivity and relevant context. However, this task meets with the *rich input* principle in general but doesn't fulfill comprehensible input criterion. Lastly, when it comes to the *cooperative and collaborative* principle, the tasks fulfill only with the fluency focused communication, disregarding the informational gap, the open-ended communication, the comprehensible input, sharing ideas and negotiating them. This is demonstrated in the table below.

Table 3

Task 15.2

Principal	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5
Task-based instruction	Interactivity ✓	Information gap ✗	Open ended communication ✗	Relevant context ✓	Focusing on meaning rather than form ✗
Rich input	Integration of different skills ✓	Real life language exposure ✓	Interaction with others ✓	Comprehensible input ✗	Relevant context ✓
Cooperative and collaborative	Fluency focused communication ✓	Information gap ✗	Open ended communication ✗	Comprehensible input ✗	Idea sharing and negotiation of meaning ✗

5.2.2 Task 17.1 - Tell a friend what you have learnt about...

In this type of task, the students are asked to tell each other things that they have learnt from the text they have read in the textbook. This particular task is about what the students have learned about London from the textbook, as presented in the following figure.

Figure 2

Pair task in Magic! 4

- B** Tell a friend what you have learnt about London.

Note: Figure from *Magic! 4* workbook where the students are instructed to tell each other what they have learnt about London from reading the textbook. (Hedencrona, Smed-Gerdin & Watcyn-Jones, 2022, p. 53)

As presented in table 4 below, the task doesn't meet *task-based instruction*, because it merely fulfills with two criteria: interactivity and focusing on meaning rather than form. Neither does it meet with the *cooperative and collaborative* principle due to it only fulfilling one criterion, fluency focused communication. However, the task meets with the principle of *rich input* but falls short on meeting the criteria comprehensible input and relevant context.

Table 4

Task 17.1

Principle	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5
Task-based instruction	Interactivity ✓	Information gap X	Open ended communication X	Relevant context X	Focusing on meaning rather than form ✓
Rich input	Integration of different skills ✓	Real life language exposure ✓	Interaction with others ✓	Comprehensible input X	Relevant context X
Cooperative and collaborative	Fluency focused communication ✓	Information gap X	Open ended communication X	Comprehensible input X	Idea sharing and negotiation of meaning X

5.2.3 Task 21.3 - Point at the...

In this type of task, the students are provided with vocabulary lists which are used to name different things in an illustration. In pairs, one of the students points at something in the illustration and the other says the English and Swedish word for what is pointed at, as presented in the following figure. In task 21.3, the illustration is a house, and the vocabulary list is made up by items and places that can be found in a house.

Figure 3

Pair task in Magic! 4

- B** Do you know all the words in Swedish? Work with a partner. Take turns to point at the drawing and to say both the English and the Swedish words.

Note: Figure from *Magic! 4* workbook where the students are instructed to point at a drawing and say the word. (Hedencrona, Smed-Gerdin & Watcyn-Jones, 2022, p. 67)

This type of task does not meet *task-based instruction* because there is no informational gap, no open-ended communication, and no relevant context. However, it meets *rich input* because it integrates different skills, interaction with others and relevant context. When it comes to *cooperative and collaborative learning*, there is no meeting with any of the criteria within the principle, which is illustrated in the table below.

Table 5

Task 21.3

Principle	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5
Task-based instruction	Interactivity ✓	Information gap X	Open ended communication X	Relevant context ✓	Focusing on meaning rather than form X
Rich input	Integration of different skills ✓	Real life language exposure X	Interaction with others ✓	Comprehensible input X	Relevant context ✓
Cooperative and collaborative	Fluency focused communication X	Information gap X	Open ended communication X	Comprehensible input X	Idea sharing and negotiation of meaning X

5.2.4 Task 22.3 - Go around and ask...

“Go around and ask” is a task that has been used multiple times with different themes. The main idea is for the students for the students to ask pre-determined questions to each other, walking around in the classroom. This version focuses on birthdays. Students are instructed to look at the months of the year in the textbook and then go around asking five classmates about their birthdays. The task is accompanied by an example of a simple dialogue: “When is your birthday?”, “It is in January.” Additionally, there is an empty table with five sections where students can write down the names of their classmates and their birthdays.

Figure 4

Pair task in *Magic! 4*

3 The birthday game

A Look at page 54 in Textbook and say the names of the months.

B Now, go around the classroom and ask five people “When is your birthday?” Write down the answers. Ask and answer like this:

A: When is your birthday?

B: It’s in January.

Note: Picture from *Magic! 4* workbook where the students are instructed to go around the classroom and ask other students about their birthday. (Hedencrona, Smed-Gerdin & WatcynJones, 2022, p. 70)

This task does not meet *task-based instruction* because it lacks an information gap, open ended communication, and a focus on meaning rather than form. While the task meets the principle of *rich input*, it does not provide comprehensible input. Moreover, the task does not meet with the principle of *cooperation and collaboration* because, as mentioned earlier, it lacks key components such as an information gap, open ended communication, comprehensible input, idea sharing, and negotiation of meaning. This is presented in the following table.

Table 6

Task 22.3

Principle	Criteria 1	Criteria 2	Criteria 3	Criteria 4	Criteria 5
Task- based instruction	Interactivity ✓	Information gap ✗	Open ended communication ✗	Relevant context ✓	Focusing on meaning rather than form ✗
Rich input	Integration of different skills ✓	Real life language exposure ✓	Interaction with others ✓	Comprehensible input ✗	Relevant context ✓
Cooperative and collaborative	Fluency focused communication ✓	Information gap ✗	Open ended communication ✗	Comprehensible input ✗	Idea sharing and negotiation of meaning ✗

5.2.5 Summarized table for all recurring tasks in *Magic! 4 workbook*

The recurring tasks all show a similar pattern where *rich input* is the one principle met in all tasks. All tasks vary in the degree of how many criteria are met, but none of the tasks fully meets the requirement for the *task-based instruction* and *cooperative and collaborative* principles, which is demonstrated in the table below.

Table 7

All recurring tasks

Recurring task	Tasked-based instruction	Rich input	Cooperative and collaborative
Read the dialog	X	✓	X
Tell a friend what you have learnt about...	X	✓	X
Point at the...	X	✓	X
Go around and ask	X	✓	X

5.3 Tasks consistent with CLT

As previously mentioned, the *Magic! 4* workbook includes only three tasks that fully meet the three chosen principles of CLT. One example is Task 8.3, *Talk About Your Family*. This task consists of two parts. First, students listen to a text about Kate's family and then draw their own family tree. Afterward, they work in pairs to talk about each other's families and present their family trees. The task includes a sample family tree along with a short presentation as a model for the students.

This task fulfills the principles of *task-based instruction* in several ways. Students actively interact with their peers to learn about each other's families and then present their own. This interaction creates an information gap, as each student brings unique and new details about their family that their partner does not know. As a result, the conversation becomes engaging and communicative, rather than simply repeating memorized sentences or recalling

vocabulary, as is the case in some traditional exercises. Furthermore, the context of the task is highly relevant and personalized to the students, making it meaningful and engaging. Since they are discussing their own families, they are naturally motivated to participate.

Additionally, the task emphasizes speaking English with one another as the primary goal, rather than focusing strictly on linguistic accuracy or grammatical form.

The task also meets with the principle of *rich input*, as students interact and engage with others using multiple skills, such as listening and speaking. The topic of family is universal and commonly discussed in real-life situations, such as when meeting new people.

Additionally, this task supports comprehensible input because each family is unique, meaning that the information students receive from their peers is new and slightly challenging. Their partners may use different sentence structures, vocabulary, or job titles and city names that students are unfamiliar with. This exposure helps students expand their linguistic competences by introducing them to new language patterns in a natural and meaningful way.

Finally, as mentioned earlier, the primary goal of this task is fluency. The students focus on presenting their family clearly and naturally rather than with perfect grammatical accuracy. Moreover, meeting and learning about a peer's family naturally sparks curiosity, encouraging students to ask follow-up questions and engage in meaningful discussions. This process fosters idea sharing, negotiation of meaning, and deeper engagement, as students exchange thoughts, opinions, and personal experiences while using English as their primary tool of communication.

5.4 Adaptation

Based on the collected and analyzed data, it is evident that most of the pair/group tasks did not meet the selected CLT principles, as only 3 out of 44 tasks were consistent with the chosen principles. If the teacher wishes to teach CLT through these activities, adaptations must therefore be made. Throughout the process of collecting and analyzing data, the most absent principle was *cooperative and collaborative learning*, while the most absent criterion was comprehensible input within the principle of *rich input*. The data illustrates that to meet the criteria for the principles of CLT the workbook would benefit from complementary activities or modifications, which will be presented further in the discussion.

6. Discussion

The results presented in this content analysis, indicates that if a teacher wishes to utilize the CLT approach through the group and pair tasks in *Magic! 4*, there is an evident need for adaptations. In this part of the study, different adaptations will be suggested. Therefore, answering the second research question for this study: If a teacher wishes to utilize the CLT approach, how can the teaching material, *Magic! 4* workbook, be adapted to promote communicative language teaching.

As earlier mentioned, the adaptations suggested in this study will be based on Rathert and Cabaroğlu's (2022) adaptation techniques along with the selected principles for CLT. In this section the writers will be providing the reader with hands-on suggestions and ideas on how to adapt the pair and group tasks in *Magic! 4* to the chosen principles that the tasks did not fulfill within Communicative Language Teaching.

6.1 Task-based instruction adaptations

The tasks in *Magic! 4* Workbook (Hedencrona, Smed-Gerdin & Watcyn-Jones, 2022), do encourage the students to interact with each other using relevant context, however, most of the tasks need to be adapted to some degree to better meet the selected principles for CLT under the criteria; information-gap, open ended communication and focusing on meaning rather than form.

The information gap plays a major role in CLT because it is not only about speaking and listening with a peer, but also about learning from each other. It involves a student having information that their peer does not know, creating an opportunity for learning through communication. However, the way these tasks are structured is often too rigid and ineffective, limiting students' ability to start a conversation and ask each other different questions until they reach new information. In this section the writers of this study will be discussing one of the tasks from the workbook that did not meet the criteria for *task-based instruction* and how to make sure the tasks correspond more closely to the criteria.

6.1.1 Task 3.4 - What is your favorite color?

In this task the students are instructed to ask eight friends about their favorite color. There is a fixed sentence structure for the students to follow, they simply mimic the sentence structure, similar to task 15.2, which was earlier mentioned in the result section. This kind of task creates not only a limited exchange, but it also fails to provide any guidance for developing a more open-ended conversation (Alharabi, 2020). This format leaves no room for students to learn from each other dynamically, making it difficult to foster meaningful peer interaction in a communicative and effective way. Furthermore, Nguyen and Le (2020) stress that similar tasks in textbooks often lack authenticity and relevance, and that teachers who wish to supplement CLT need to adapt materials to create more communicative opportunities that reflect real-life use of language in a relevant context.

The adaptation that is needed to meet this task with *task-based instruction* is to modify the structure of the task, following the modification technique defined by Rathert & Cabaroğlu (2022). Instead of the question “What is your favorite color?” and limiting the dialogue, the teacher could create a more open-ended question, such as: “Tell me more about your favorite color, why do you like it?” or “When do you think you started liking it?” (Ko, 2014) and (Nguyen & Le, 2020). This approach solves a problem, gives a purpose to the dialogues, and presents new information that everyone in the conversation might not know. This kind of modification might leave the students excited to continue asking questions, shifting the focus toward meaningful communication rather than isolated form practice, which can be more effectively learned through authentic interaction (Alharabi, 2020). For example, a student might say, “I like red because Messi said in an interview that his favorite color is red,” prompting a natural response such as, “Oh, you like football? I do too! What is your favorite team?” In this way, the task becomes interactive, provides an information gap, fosters relevant context, encourages open-ended communication, and balances both meaning and form. It also prevents students from simply memorizing and repeating sentences without engagement, by providing opportunities to use the language in a more natural and personalized way. This is consistent with findings from West (2016), who observed improved motivation and confidence among students when CLT-based activities were used to supplement textbook tasks and make them more personalized.

6.2 Rich input adaptations

The principle met in most tasks was *rich input*. When falling short, it is mainly due to issues with comprehensible input. According to Vygotsky's (1962), ZPD emphasizes the importance of the input being a bit challenging and slightly beyond the students' competence. This to encourage the students in engaging with other peers to achieve a goal. Comprehensible input challenges students to expand their language abilities. By engaging with more complex dialogue, students are often motivated to learn new structures and vocabulary, allowing them to participate in deeper and more meaningful conversations (Brown, 2007).

However, there was no significant linguistic challenge in the tasks. It was noticed that the requirements for using English were very simple and did not push students beyond their current abilities. Brandl (2012) and Brown (2007) highlights the importance of input being slightly beyond the learner's level to promote growth. In the textbook, the texts connected to the tasks included only a few new words that students might not know. However, these words were not integrated into the tasks in a way that encouraged students to use them in a communicative context, limiting opportunities to apply new vocabulary naturally and construct their knowledge effectively in a social interaction. In this section the writers will discuss a task from the workbook that did not meet the *rich input* principle.

6.2.1 Task 8.4 - What have you got?

This task is divided into two parts. First the student individually crosses things they have got from a list of objects. For example, a backpack, a dog, or a football. After that the students are instructed to tell a friend what they have got. This task did not fill the requirements for *rich input*, due to not meeting the requirements for relevant context, real life language exposure nor comprehensible input. To create a relevant social context the teacher needs to create an authentic task, related to the real lives of the students such as situations that can happen to them in real life outside the classroom requiring them to use their linguistic abilities and knowledge to act efficiently (Ko, 2014). For example, the teacher could use the adaptation technique substitution to replace parts of the task (Rathert & Cabaroğlu, 2022). Students could be asked to bring their backpacks in the classroom and tell each other what they have in their backpacks and perhaps tell a short story about one specific item. This would give the students the opportunities of integrating in a context they can relate to, creating a real-life language exposure.

Another criterion for achieving *rich input* in this task is to ensure that the input is comprehensible. Depending on the linguistic level of the class, the teacher could prepare a list of additional words that may come up during the activity but are not suggested in the book and distribute it to the students in small groups. This could engage them in reading the list together and comparing whether they have those items or not. If a student does not understand a word, others in the group can help explain its meaning. This peer-supported interaction not only ensures that students grasp new vocabulary and use it correctly in context but also creates an opportunity for Vygotsky's concept of scaffolding, helping learners build a bridge between what they already know and what they are learning by collaborating with one another (Brandl, 2021). As a result, this approach enhances their learning process by fostering flexible responses and exposing them to more natural language use (Nguyen & Le, 2020).

6.3 Cooperative and collaborative adaptation

The Magic! 4 workbook includes many group and pair activities, but only three of them meet the principle of *cooperative and collaborative learning*. When evaluating the tasks, they fall short primarily in every criterion, fluency-focused communication, information gap, open ended communication and idea sharing and negotiation of meaning.

According to Vygotsky (1962), social interaction plays a crucial role in developing students' cognitive skills, which are also essential in CLT for learning and developing a new language in a meaningful, interactive context (Alharbi, 2020). To acquire and develop language skills, a student needs space to receive information, process it, and produce language in a social setting that emphasizes communication and interaction as key components of cooperative and collaborative tasks (Brandl, 2021). However, while the book presents many pair and group tasks, they often fail to provide the key advantages or meet the criteria for true *cooperative and collaborative learning*. One example is a recurring task that appears multiple times throughout the book with the same structure but different vocabulary. This task will be presented and discussed to demonstrate how it can be adapted to meet the necessary criteria, to eventually meet the principle of *cooperative and collaborative learning*.

6.3.1 Task 21.3 - Point at the drawing

This task consists of two parts and is accompanied by an illustration of a house from the inside. The first part is an individual activity in where the students' read words related to different sections of the house, such as the bathroom and kitchen. Then the correct word is placed in the appropriate location on the illustration. The second part requires students to work with a partner, pointing at the drawing and naming the sections in both Swedish and English.

One of the key criterion of CLT is fluency-focused communication. Although the task instructs students to work with a partner, it does not provide an opportunity for them to engage in meaningful dialogue, nor to practice conversations that are fluent and unpredictable. Communication is highly limited and repetitive, as students merely ask each other, "What is this in Swedish?" and "What is this in English?" This fails to meet the criteria for fluency-focused communication, as the interaction is restricted to simple vocabulary recall rather than authentic exchange (West, 2016). Furthermore, the vocabulary being recalled is not challenging, offering little opportunity for students to expand their communicative skills (Alharabi, 2020).

To address this issue, the teacher could apply the adaptation technique of modification through personalization (Rathert & Cabaroğlu, 2022). Instead of simply recalling words and pointing at sections of the house, students could describe the intended section using contextual clues, while their partner asks questions to guess what is being described. For example: "It is usually the biggest room in the house." "Oh, my parents' room is the biggest room in our house." "No, I mean the place where everyone sits together to watch TV." "Oh, the living room!". This adaptation provides scaffolding, enabling students to bridge their existing knowledge with new language through collaborative meaning-making (Brandl, 2021). It also transforms the activity from a simple, controlled task into a more communicative one, encouraging interaction, creativity, and open-ended dialogue. Such adaptations expand the conversation, make the task more engaging, and allow for negotiation of meaning. When the level of support is adjusted appropriately, learners are better equipped to develop both fluency and confidence (Mede & Yalçın, 2019). Thus, techniques like modification and addition are effective tools for these sorts of tasks to better promote the CLT principles.

The adaptation technique of addition can also be used in another way in this task (Rathert & Cabaroğlu, 2022). The teacher could add a third stage where students draw their own houses and present them to their peers. This encourages creativity and allows students to explain their design choices, discuss personal preferences, and engage in authentic conversation. This adaptation introduces an information gap, as students share details that their peers do not already know. When combined with open-ended communication, it forms the foundation for idea sharing and negotiation of meaning, which is an important criterion of the principle *cooperative and collaborative learning* (Nguyen & Le, 2020). Moreover, the original task lacks both an information gap and open-ended communication, which limits opportunities for interaction within the students' Zone of Proximal Development (ZPD). As Alharabi (2020) points out, tasks that remain within the students' comfort zones, using only simple and repetitive language, fail to promote cognitive and linguistic growth. However, by adding this third component, the task becomes more dynamic and communicative (West, 2016). Thus, students express ideas without relying on scripted prompts, offering information that is new and meaningful to their peers. This creates space for personalized, fluent communication in a relevant and engaging context.

7. Conclusion

It is unlikely that any material will meet the requirements for all different kinds of teaching approaches or strategies, not just CLT, therefore teachers should learn how to adapt material to suit their teaching agenda. Earlier research presented in this study shows that teachers are using different kinds of teaching materials and many of them do not adhere to the selected CLT principles. If the teacher wishes to ensure that the materials promote CLT, the materials often need to be adapted in some way. By conducting an interpretive content analysis of *Magic! 4* the writers endeavor to show how teachers could adapt *Magic! 4* to promote a CLT learning environment. The analysis of the selected data in the coding scheme suggests that *Magic! 4*, even though having a great number of pair and group tasks available in the workbook, primarily does not meet with the selected principles of CLT and are (if the teacher wishes to practice CLT) in need of adaptations. The result of this study shows that many of the tasks in *Magic! 4* are deficient in meeting the requirements for both *cooperative and collaborative* and *task-based instruction* principles, but also the criteria *comprehensible input* within the principle *rich input*. Suggestions for adaptations are offered to meet the different criteria and principles.

However, the extent of this study is fairly limited since it is solely analyzing one workbook from the *Magic!* series and exclusively focusing on the pair and group tasks in the workbook. The choice of principles are of course a reflection on what writers found relevant for this study and therefore influenced by the writers' own perceptions.

Furthermore, the teachers' role in adapting CLT should be recognized. Most of the techniques and strategies require effort and careful planning by the teacher, who must have a thorough understanding of CLT and its significance in learning and developing a new language. This can be somewhat challenging and limiting for the teacher for various reasons. Designing tasks that effectively meet the principles can be time- and energy-consuming, especially since most tasks are based on the principle of *cooperative and collaborative learning*, which is a challenging standard to meet. Additionally, some groups may rely on scaffolding more than others, making it difficult to monitor progress, particularly depending on the class size, group dynamics, and students' performance levels. As a result, assessing and evaluating individual students can be challenging as well. Moreover, some students may be shy and struggle to perform well when collaborating with someone new. Therefore, the teacher must observe the

dynamics within the groups, ensuring that students feel comfortable and integrated with their peers. Hence, to be able to succeed, the teacher should use CLT as an overall approach that is not only applied on a few tasks, but on the teaching as a whole.

In future research it could be beneficial to further test this method on other teaching materials such as the other two books considered for this study. The books could be evaluated using the same method and coding scheme to see if similar results appeared and if the same techniques could be applied. This could help determine whether the method is replicable and reliable across different contexts. Such a study might also contribute to future development of teaching materials.

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Appendix A - Coding scheme

	Tasked based instruction	Rich input	Cooperative and collaborative
1.2	yes	no	no
1.4	yes	yes	no
2.2	no	yes	no
2.5	no	no	no
3.2	no	no	no
3.4	no	yes	no
3.6	no	yes	no
4.2	yes	yes	yes
5.2	no	yes	no
6.1	yes	yes	yes
7.2	no	yes	no
7.3	no	no	no
8.3	yes	yes	yes
8.4	yes	no	no
10.1	no	yes	no
10.5	yes	yes	no
12.5	yes	yes	no
12.6	yes	yes	no
13.2	no	yes	no
14.2	yes	yes	no
15.2	no	yes	no
15.4	no	no	no
15.6	no	yes	no
16.1	yes	yes	no

16.3	no	no	no
17.1	no	yes	no
17.3	no	yes	no
18.3	no	yes	no
19.1	no	yes	no
19.4	no	yes	no
20.1	no	yes	no
20.2	no	yes	no
21.3	no	yes	no
22.3	no	yes	no
23.1	no	yes	no
23.2	no	yes	no
23.3	no	yes	no
25.1	no	yes	no
26.1	no	yes	no
26.2	no	yes	no
26.3	no	yes	no
27.1	no	yes	no
27.4	no	yes	no
28.2	no	yes	no
29.3	no	yes	no
29.5	no	yes	no