QUANTITATIVE CONTENT ANALYSIS OF THE CHOSEN SERIES OF ENGLISH LANGUAGE INSTRUCTIONAL MATERIALS FROM THE POINT OF VIEW OF SPEAKING ACCURACY AND FLUENCY

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Abstract
The paper deals with the two series of instructional materials, New Headway and Cutting/New Cutting Edge, used at secondary schools which are deeply examined through a quantitative content analysis. The focus is placed on the representation of speaking tasks and also on the ratio between accuracy and fluency oriented speaking tasks as both are inevitable parts of building up a language base as well as language competences. ESL teachers might find the results of the research useful when choosing materials suitable for teaching speaking. All speaking tasks have been thoroughly counted and sorted into categories and subcategories on the basis of their objectives.

Keywords
speaking, English language, language systems, language skills, accuracy, fluency, tasks, quantity

Introduction
The importance of being communicatively capable has been stressed more and more in the last few years. We can hear about this 21st century necessity at schools, where teachers emphasize the need to dedicate sufficient time to studying; at homes, where parents recommend their children to learn foreign languages because of final leaving school exams and future job opportunities; in neighbourhoods, where neighbours and acquaintances speak about their own experience with either no, poor or sufficient level of a foreign language/s; at job interviews, where potential employers try to estimate whether job applicants are able to communicate fluently or not; or abroad on holidays, where the need to survive makes people realize that the importance of communicative competence is justified. English, a language we focus on, appears on television, in advertisements, in songs, shopping centres’ leaflets/fliers and shop windows. Moreover, widespread social networking sites are mostly in English, too. People are also exposed to various languages including English in e-shops. We all are surrounded by the English language whether we want or not in numerous areas of our lives. It is impossible to stop the phenomenon called “Englishness”.

Certain steps must be taken into consideration in order to become a successful speaker in a target language. No one can become communicatively competent from one week to another or from one month to another. It requires a great deal of time and plenty of constant and
methodical practice as acquiring the language is a long-term process. All learners should keep this fact in their minds. Time and graduality are the keys to success. A variety of factors influence learners’ development of competences, e.g. materials they work with. The previously mentioned graduality can be studied in course books and workbooks pupils and students use. What does graduality, when related to coursebooks and workbooks mean? Graduality is reflected in the level of difficulty, in types of exercises, in a variety of task types and in the quantity of practice of individual language systems and skills.

We will touch on theory only peripherally as theory is not the objective of this paper. The paper’s goal is to present results of our study which might be very beneficial to teachers when teaching speaking and choosing appropriate instructional materials. Language as such is represented by systems (grammar, vocabulary, functions and pronunciation) and skills (listening, reading, speaking and writing). To put it very simply, skills are what a person can do with the language while systems are the language itself, knowledge. Both systems and skills go hand in hand and cannot be learned and practiced separately. Lower levels of coursebooks and workbooks should contain more exercises whose objective is to practise systems because learners have to build up a language base. These systems are its supporting foundations. If they are not practised enough, the base might collapse. Exercises or tasks focusing on systems are accuracy-oriented while those focused on skills are called fluency-oriented.

**Teaching speaking**
Speaking as one of four language skills has been emphasized a lot lately as Slovakia is a part of the European Union and its educational system follows the Common European Framework of Reference for Languages (CEFR). Despite different reasons people learn English for; there is something language learners have in common. It is the need to get the message through. Some people want to get information; some want to ask for help, for advice for opinion; some of them wish to persuade or influence others; some talk to express their feelings and attitudes and some speak because they are expected to give answers or provide solutions. All of them want to communicate something.

Speaking does not exist in isolation. It is never practiced separately. Productive (speaking and writing) and receptive (listening and reading) skills go hand in hand. Productive skills are dependent on the receptive ones. For example, if one does not understand what the speaker is saying s/he can hardly respond. As Harmer says “...one skill cannot be performed without another” (Harmer, 1991: 52). Speaking occurs in every lesson because it represents an inseparable part of a learning process. Even if students practice systems, they practice speaking as well. However, speaking is not the main objective. Then, there are such speaking activities which are supposed to motivate learners, activate their background knowledge or engage them with a topic. They are of a minor importance again because they serve as a lead-in activity in the development of other
skills – writing, listening and reading. The most considerable representation of speaking activities occurs in a form of follow-up activities. They follow right after reading or listening. More time can be spent on them and so speaking with its subskills are developed in the figurative sense of a word. The following lines deal with speaking sub-skills. Authors (Brown, 2001: 277; Ur, 1991: 129-130) state these speaking sub-skills as the objectives of teaching speaking.

- producing short and long turns
- taking turns in conversations
- opening and closing conversations
- initiating and responding to talk
- developing and maintaining a talk
- using conversation in various situations and social settings
- altering between formal and informal style
- using a variety of language functions
- showing interest in the speaker speaking
- using verbal and non-verbal strategies to avoid communication breakdown

People realize that they speak more than write in real life or in practice. This knowledge makes them eager to learn to speak. The lines below provide an overview of speaking activities which are divided into two main groups/categories.

**Accuracy - oriented speaking activities/tasks**

If a learner is to communicate effectively s/he must master language systems. Accuracy speaking activities are focused on these systems and that is why they are also referred to as system-oriented activities. They provide a safe environment to practice new language. Learners use and practice new grammatical structures, vocabulary and pronunciation in a controlled way. It means that the language they use is limited and restricted by the teacher’s instructions and guidance. During controlled practice learners check whether they understood the form, meaning and use of the new language. The amount of activities varies and depends on the level. Beginners need plenty of controlled practice, the most, in comparison with other levels. While accuracy activities help students develop and reinforce their vocabulary and grammatical structures, fluency activities on the other hand, develop and improve fluency.

Examples of accuracy speaking activities according to CEFR (2002: 58)

- reading a written text aloud;
- acting out a rehearsed role;
- singing;

In the following lines we show more examples of the accuracy-oriented speaking activities:

Grammar practice carried out by speaking: substitution drills, yes/no questions, specific questions for a variety of tenses, grammar quiz done orally, students say comparative sentences on the basis of pictures, split sentences – students are given a half of a sentence and should find the second half by reading it out to classmates, miming an action – to practice
present continuous tense, creating stories using a variety of tenses, find someone who, information gap, games sentence auction or noughts and crosses – students play in teams select squares and form a sentence with a word from the square, if the sentence is grammatically right, either a cross or a nought is drawn into the square depending on a player. Teachers have many activities at their disposal. But they must meet learners’ needs and interests (Gondova, 2010: 73; Scrivener, 1998: 120-125).

Vocabulary practice carried out by speaking: matching pictures to words, using prefixes and suffixes to build new words from given words or provide explanations, filling in crosswords, explaining words to other students, forming own sentences with new words, telling a short story using new words, creating a dialogue with new phrases. A well-known game Simon says can be also used to practice newly learned phrases – students give instructions not the teacher. There are a huge variety of speaking activities to choose from. However, the choice should depend on the level of learners (Gondova, 2010: 87; Scrivener, 1998: 87).

Pronunciation practice: repetition drills, songs, reading out loud, shadow reading- reading along with a CD, counting syllables, syllables snap – students turn cards with words and count syllables- as soon as any of the words have the same number of syllables the first student who calls snap and slaps the cards takes all face up cards and earns points- if s/he takes 3 cards then s/he earns 3 points, other possible games are word stress pelmanism, minimal pairs, sounds same or different – is a variation of minimal pairs – it can be done in a snap way, silently mouthing, and many others (Ibid.).

Even if the objective of accuracy speaking activities is not speaking but the systems and speaking serves only as a means of achieving the objectives, we may state that they provide space for the simplest form of speaking.

**Fluency – oriented speaking activities/tasks**

Fluency-oriented activities are also known as skill-oriented because their objective is to practice skills. Learners use all the language they have. They are allowed to use any language in contrast with accuracy-oriented activities in which learners are told which vocabulary or grammar to use and are even given a sample to follow. Moreover, the teacher can not predict learners’ outcomes while in accuracy activities s/he knows what kind of language to expect (Gondova, 2011: 56). It is claimed that fluency goes hand in hand with confidence. Scrivener (2005: 148) argues that teachers should create and use such speaking activities in which learners “feel less worried about speaking, less under pressure, less nervous about trying things out” so they feel comfortable, inspired and encouraged to use the language they have. Among some examples there are: unrehearsed role-plays, simulations, group planning tasks, problem solving tasks, discussions, debates, speeches, presentations or project work.

Ur (1991: 122-123) explains whether topic-based or task-based activities make speaking more successful. Topic-based activities are those in which students are asked to talk about a topic, best controversial, where the
discussion process itself is the objective. On the other hand, task-based activities require students to achieve a goal. The goal is achieved by means of discussion. Students produce notes, lists or spoken summary. Ur argues that task-based activities make speaking more successful because the result can be achieved only by interaction of participants. As he concludes “there is more talk, even more participation, more motivation and enjoyment” (ibid.: 124). However, researchers’ opinions diverge on this issue due to learners’ preferences. “Speaking activities are frequently based on some kind of input whether read or heard and can be used at various stages of the lesson in connection with the development of other language skills. They are used as a lead – in activity or as a follow-up activity” (Strakova, 2005: 51). These speaking activities occur at pre-writing/reading/listening stage. The objective is not only speaking as such, but also motivating students, engaging them with the topic, activating their background knowledge and personalizing the topic. Speaking activities found in after-reading or listening stage are focused on fluency. Students concentrate on expressing the meaning, not the form. They express opinions, attitudes and generate ideas. Among some examples of fluency speaking activities there are lead-in speaking activities: using pictures or the title of the text to predict what the text is going to be about, expressing opinions on the topic, students say what they would like to learn from the text – they dictate questions and the teacher writes them on the board; and follow – up activities: retelling the story, after-listening/reading discussion, problem-solving, group planning, role play, finishing the story or creating alternative endings (Gondova, 2010: 14-15; Pokrivcakova, 2012: 85, 105).

**Research aims and research questions**

The aim of our study is to find out which series of instructional materials, New Headway and Cutting/New Cutting Edge, contains more exercises and tasks focused on speaking and what the ratio between accuracy and fluency oriented speaking tasks in each series is like. The research questions are:

1. What is the representation of speaking activities in New Headway and Cutting/New Cutting Edge book series like?
2. Is the progress from accuracy to fluency more noticeable as the level of proficiency rises?
3. Which book series contains more accuracy and which more fluency oriented speaking tasks?

**Sample**

The study examines 4 levels of the New Headway book series (i.e. Beginner, Elementary, Pre-Intermediate, Intermediate) and the same levels of Cutting/New Cutting Edge book series. Both series include a students’ book, a workbook and photocopiable materials which are a part of the teacher’s book. All together, 8 student’s books, 8 workbooks and 8 photocopiable sets of materials are analyzed on the basis of accuracy and fluency oriented speaking tasks. The sample consists of 2334 speaking
tasks. 1106 tasks are from New Headway materials, the remaining 1228 are from Cutting and New Cutting Edge materials. Oxford University Press describes the latest, the 4th edition of New Headway books, as a source full of interesting, fresh, authentic and communicative activities. The course books are suitable for secondary schools and language schools. Pearson Longman states that the speaking tasks included in Cutting and New Cutting materials provide opportunities for realistic and extended communication and so learners are more likely to absorb the language that they are learning. It adds that the photocopiable materials increase opportunities for speaking through variety of activities. The objective was to find out which set of instructional materials represents a better option for teachers when taking the ratio of AC to FL oriented speaking activities into account.

**Data collection and its processing**
A variety of methods can be used when conducting a textbook research. We have applied a quantitative content analysis, which Anderson and Arsenault (in Cohen et al., 2007: 476) understand as follows “it involves counting concepts, words or occurrences in documents and reporting them in tabular form”. According to Pingel (in Horvathova, 2014: 68-69) “they enable breadth at the expense of depth telling us a great deal about where the emphasis lies...” A quantitative content analysis is used to answer all research questions. All tasks in both sets of instructional materials have been closely examined and counted. AC and FL speaking activities have been counted, too. We have also totalled subcategories occurring within accuracy speaking activities such as grammar; vocabulary; intonation, pronunciation and stress. Subcategories of fluency speaking activities such as lead-in and follow-up tasks have been examined and totalled in the same way. An objective has been a deciding criterion. When examining speaking tasks, the following question has served as the mentioned criterion: What is the objective, what does the task want learners to practise and achieve?

**Research results of the quantitative content analysis**
The following lines present the analysis of collected data. It is organized on the basis of research questions. The results are presented in graphs containing numbers and percentage. 2 graphs (1,6) show what the ratio between accuracy and fluency-oriented speaking tasks within four levels of teaching instructional materials is like. The comparison of NH and CE/NCE from the point of AC and FL is clearly displayed in the very last graph (11). 8 graphs (2-5, 7-10) show the exact representation of speaking activities/tasks focused on grammar, vocabulary, pronunciation and functions. They also show how many tasks have been classified as lead-in and follow-up.
From the graph it is evident that accuracy (AC) oriented speaking tasks have decreasing occurrence as a level of language proficiency rises. On the other hand, increasing tendency is visible in fluency (FL) oriented speaking tasks.

In the graphs below, occurrence of accuracy and fluency oriented speaking tasks is displayed for each level. The graphs also show how many tasks belong to each subcategory. Categories are AC and FL. Subcategories have been created on the basis of objectives of the tasks. Among the objectives of accuracy tasks there are: grammar; vocabulary; pronunciation, intonation and stress; and functions. Fluency speaking tasks have been grouped into lead – in and follow – up subcategories. Those tasks whose objective is to arise interest, activate schemata/background knowledge, and prepare students for listening, reading or writing tasks have been put into the lead – in subcategory. Tasks whose objective is to practice speaking for fluency after reading, listening or writing tasks have been classified as follow – up tasks.
From the graph it is evident that accuracy oriented speaking activities strongly dominate. The total representation of these tasks is two hundred and seventy-three (92.23%) out of two hundred and ninety-six speaking tasks. Speaking tasks to develop fluency are present, but in an evidently lower number. Speaking tasks focused on grammatical system show the highest occurrence in comparison with tasks focused on lexical, phonological and functional systems.

Graph 3 Speaking tasks in the NH Elementary materials

Two hundred and fifty-nine tasks have been analyzed and divided into categories according to their main objective and subcategories according to their partial objective. All together, there are 201 (77.61%) accuracy and 58 (22.39%) fluency oriented tasks. Out of 201, 98 tasks are focused on grammar, 38 tasks on vocabulary, 32 tasks on pronunciation, intonation and stress and 33 tasks on functions. Number 23 reflects the total amount of lead - in tasks and number 35 the total amount of follow - up tasks. Compared to New Headway Beginner materials, the number of fluency speaking tasks increased by 14.62 %. A decrease in accuracy speaking tasks is visible, too. It is reflected in 14.62 %.

Graph 4 Speaking tasks in the NH Pre-Intermediate materials
Two hundred and sixty-seven tasks have been analyzed and put into categories and subcategories according to their objective. There are 159 (59.55%) accuracy oriented and 108 (40.45%) fluency oriented speaking tasks. From that number, the objective of 75 tasks is grammar, the objective of 27 tasks is vocabulary, the objective of 34 tasks is pronunciation, intonation and stress, the objective of 23 tasks is functions. Representation of lead – in tasks is reflected in number 53 and follow up tasks in number 55. It is evident that larger emphasis is still placed on accuracy. Compared to New Headway Elementary materials, the number of fluency speaking tasks increased while the number of accuracy speaking tasks decreased. Both significantly.

**Graph 5 Speaking tasks in the NH Intermediate materials**

Two hundred and eighty-four speaking tasks have been analyzed and grouped into categories according to their objective. There are 159 (55.99%) accuracy and 125 (44.01%) fluency oriented speaking tasks. There is an equal number (60) of grammar and lead-in speaking tasks. Follow – up tasks occupy a leading position from the point of view of comparing the total number for all the subcategories. Compared to New Headway Pre-Intermediate materials, the number of fluency oriented speaking tasks increased by only 3.56 %. Decrease in accuracy oriented speaking tasks has been noticed, too. It is reflected in 3.56 %. Both the increase and decrease are not very significant. However, when comparing New Headway Beginner and NH Intermediate, both the increase and decrease are remarkable. The difference in increase and decrease of accuracy and fluency oriented speaking tasks is represented by 36.24%.
Graph 6 Ratio between accuracy and fluency oriented speaking tasks in CE/NCE

The ratio between accuracy and fluency speaking tasks gives us an idea of which tasks have a greater representation throughout the book series. Tasks focused on accuracy strongly dominate mainly in Starter and Elementary materials. Overall, a decreasing occurrence of these tasks has been noticed as a level of language proficiency rises. At the same time, increasing tendency in fluency oriented speaking tasks has become evident.

The graphs below show frequencies of accuracy and fluency oriented speaking tasks for each level. They also show how many tasks belong to each subcategory.

Graph 7 Speaking tasks in the CE Starter materials

Accuracy oriented speaking tasks strongly dominate over fluency oriented speaking tasks. All together, two hundred and fifty-six tasks have been analyzed, out of which two hundred and forty-one are focused on systems and only fifteen on speaking skill. Tasks whose objective is to practise grammar occur most frequently throughout the materials. There are eighty-
three of such tasks. Tasks aimed at practising pronunciation, intonation and stress take the second position. Then there are tasks to practise vocabulary with number sixty-eight and tasks to practise functions—thirty-six. When comparing lead–in and follow–up tasks, the analyzed materials contain almost three times more lead–in than follow up tasks.

**Graph 8 Speaking tasks in the NCE Elementary materials**

Three hundred and eighty-nine speaking tasks have been analyzed according to the objective. Out of this number, three hundred and nine tasks (79.43%) are focused on accuracy and the remaining eighty (20.57%) are focused on fluency. Speaking tasks whose objective is to practise grammar have the highest representation within the Elementary materials. The number of fluency oriented speaking tasks is considerably lower in the majority of modules/units. From the graph it is evident that a lot of time is spent on pronunciation, stress and intonation. These tasks are in second place in quantity in comparison with other categories such as vocabulary, functions, lead-in and follow-up tasks. The progress from accuracy to fluency is apparent between Starter and Elementary materials and it is reflected in a 14.71% increase in FL speaking tasks.

**Graph 9 Speaking tasks in the NCE Pre-Intermediate materials**
Two hundred and seventy-eight speaking tasks have been classified to categories according to the objective. One hundred and seventy-three (62.23%) AC tasks are present in Pre-Intermediate materials. The number of FL tasks is considerably lower. One hundred and five (37.77%) FL tasks have been divided into two subcategories. Forty–seven lead–in and fifty-eight follow–up tasks have been found in the materials. From the graph it is evident that tasks whose objective is grammar hold a leading position. They are followed by tasks focused on pronunciation, intonation and stress. The third position in the highest number of tasks belongs to follow–up tasks with fifty-eight tasks. The increase in FL and decrease in AC speaking tasks have been noticed after the comparison with Elementary materials. 17.2% represents the progress.

**Graph 10: Speaking tasks in the NCE Intermediate materials**

Three hundred and five speaking tasks have been analyzed and grouped according to their focus. From the table it is obvious that more accuracy than fluency speaking tasks are present in NCE Intermediate materials. Displayed in a ratio, there are 185 (60.66 %) AC to 120 (39.34 %) FL tasks. The highest number of tasks belongs to a group of so called follow–up tasks. However, in the final counting, AC speaking tasks are in the lead. In comparison with Pre-Intermediate level materials, the number of FL tasks is higher, but the increase is almost insignificant. The progress from accuracy to fluency speaking tasks is more visible when Intermediate and Elementary levels are compared. The number of FL tasks increases by 18.77 %. The most noticeable progress appears between Intermediate and Starter levels. There are by 33.48 % more FL oriented speaking tasks than in Starter materials.
Graph 11 Ratio between accuracy and fluency oriented speaking tasks in NH and CE/NCE

![Graph showing the ratio between accuracy and fluency oriented speaking tasks in NH and CE/NCE](image)

The graph above shows which series of textbooks analyzed in our research contains more accuracy and fluency oriented speaking tasks. The difference is not striking due to the fact that the number of FL speaking tasks within NH rises by 36.24% and in NCE by 33.48%.

**Research Findings and their Interpretation**

The results of the research show which series of instructional materials provide more space for practicing speaking and what is the exact representation of AC and FL speaking tasks for each language level. The following lines present the answers to our research questions.

**Research question 1:**
What is the representation of speaking activities in New Headway and Cutting/New Cutting Edge book series like?

**Answer 1:**
Altogether, 2334 speaking tasks have been found. Out of that number, 1106 tasks are from New Headway materials (student’s books, workbooks and photocopiable activities from teacher’s resource book). The remaining 1228 tasks are from Cutting/ New Cutting Edge materials.

**Research question 2:**
Is the progress from accuracy to fluency more noticeable as the level of proficiency rises?

**Answer 2:**
The research has shown that NH contains more accuracy than fluency oriented speaking tasks in every level. The ratio of AC and FL in Beginner is 92.23% to 7.77%. In Elementary, it is 77.61% to 22.39%. Pre-
Intermediate level is characterized by 59.55% to 40.45% ration. In Intermediate, the ratio is 55.99% to 44.01%.

As for CE/NCE materials, the higher the level of proficiency, less accuracy and more fluency oriented speaking tasks. The overall progress within all levels is expressed in 33.48%. The second highest provable progress is visible within Elementary and Pre-Intermediate levels in 17.17%.

**Research question 3:** Which book series contains more accuracy and which more fluency oriented speaking tasks?

**Answer 3:**
The research has shown that CE/NCE teaching instructional materials contain more both accuracy and fluency oriented speaking tasks. To put the claim into numbers, there are 908 accuracy tasks and 320 fluency tasks. NH materials, on the other hand, contain 792 tasks focused on accuracy and 314 tasks focused on fluency.

Findings from the research suggest that NH Beginner, Elementary, Pre-Intermediate and Intermediate materials contain a higher number of accuracy oriented speaking tasks than fluency ones. It has shown that the number of AC speaking tasks decreases as a level of language proficiency increases. However, in none of the levels the number of AC and FL speaking tasks is equal. In spite of the fact, that FL tasks considerably raise, by 36.24 % within the analyzed materials, the number of FL tasks has not exceeded the number of AC tasks in any of the levels. It follows that learners are provided sufficient space to practice new structures in a safe environment of a classroom before they use the language in real life.

Besides the ratio between AC and FL speaking tasks, the research also reflects the ratio between the individual systems. Most time is spent on grammar and least on practising functions. The number of speaking tasks focused on vocabulary is rather low in comparison with those focused on grammar.

It would be untrue to claim that Cutting/New Cutting Edge materials provide a balanced representation of AC and FL speaking tasks. An uneven ratio in all levels proves the statement. In Starter it is 94.14% to 5.86%, in Elementary 79.43% to 20.57%, in Pre-Intermediate 62.23% to 37.77% and in Intermediate 60.66% to 39.34%. The results promote the claim that the progress from AC to FL speaking tasks is more noticeable as a level of proficiency rises. The amount of tasks focused on AC decreases by every level and the opposite phenomenon has been recorded in FL tasks. In other words, the higher the level of proficiency the higher the number of tasks whose objective is to practice FL.

**Conclusion**
Two sets of teaching materials used in Slovak secondary schools were chosen for the research, New Headway and Cutting/New Cutting Edge. The analysis of eight student’s books, eight workbooks and eight sets of
complementary photocopiable materials brought interesting results. The processing of the collected information brought knowledge about the increase in FL and decrease in AC speaking tasks in NH and CE/NCE. The same phenomenon was recorded in both sets of materials. The research shows that as a level of proficiency rises, the number of AC oriented speaking tasks decreases and oppositely, the number of FL oriented speaking tasks increases. By means of quantitative content analysis we also found out that the progress from AC to FL is more noticeable in NH than CE/NCE. However, the difference is not striking. Newer editions of teaching and learning materials are naturally expected to be better developed in both quantity and quality. The aspect of quantity was confirmed, but one has to bear in mind that NH materials were published in years 2009-2012, while CE/NCE materials in years 2002-2005. Moreover, the editions we worked with were the third and the fourth for NH, but the second for CE/NCE. The quantitative shift from accuracy to fluency between NH and CE/NCE is expressed by 2.76%.

From the point of view of quantity, CE/NCE series contains a higher amount of speaking tasks. There are 122 more activities/tasks focused on speaking. Therefore, we may state that it is advisable to use CE/NCE series for weaker students who need more practice when encountering new grammar or vocabulary. On the other hand, brighter students or so called “language type learners” need fewer AC oriented speaking tasks to build their language base than weaker students. However, the decision which set of instructional materials to choose is on every individual teacher as teachers know their learners’ needs, strengths and weaknesses the best. We do not dare to say which set of teaching/learning materials is better because there is another very essential aspect to look at before drawing clear conclusions and that is quality of the counted tasks. For the future research, it would be needed to carry out a qualitative content analysis of the two series with focus on speaking activities. The further research should find out what types of speaking activities both series offer, where on the continuum they are placed and whether they meet criteria of successful speaking activities. Variety in task types should be examined, too.

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