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THE PRESENT PROGRESSIVE IN FINNISH COMPREHENSIVE SCHOOL EFL TEXTBOOKS AND WORKBOOKS

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ABSTRACT

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Tässä tutkielmassa perusopetuksen ala-asteen englannin oppikirjoja käsitellään oleellisena kielisyötteen lähteenä opiskelijoille. Laadukkaan kielisyötteen merkitystä on korostettu kielenomaksumisen tutkimuksessa riippumatta teoreettisesta lähestymistavasta. On kuitenkin todettu, että pelkkä runsas kielisyöte ei riitä onnistuneeseen kielenomaksumiseen, tarvitaan myös kielen rakenteen huomioimista. Tämän on todettu olevan oleellista etenkin vaikeasti omaksuttavien kielellisten piirteiden, kuten verbien taivutusmuotojen, sekä oppijan äidinkielestä poikkeavien piirteiden osalta.

Tutkielmassa vertailtiin kolmen ala-asteen englannin oppikirjasarjan: *All Stars* (Otava), *High five!* (Otava) ja *Go for it!* (Sanoma Pro) 4. ja 5. luokkatason teksti- ja tehtäväkirjoja. Analyysi rajattiin niihin kirjojen osiin, jotka käsittelevät verbin kestomuotoa, koska englannin kestomuoto on paitsi verbin taivutusmuoto, myös suomalaisen oppijan äidinkielestä poikkeava piirre. Tutkielmassa tarkasteltiin, miten kielenomaksumisen viimeaikaiset tutkimustulokset ja suositukset on huomioitu kestomuodon käsittelyssä teksti- ja tehtäväkirjoissa: miten rakenne, L1- ja L2- kielen väliset erot ja interaktiivisuus on huomioitu, sekä miten kuvitusta ja sanaston tarjoamaa tukea on hyödynnetty. Vaikka englanninkirjoja on tutkittu paljon, verbin kestomuodon käsittelyä suomalaisissa englannin oppikirjoissa ei ole tutkittu aiemmin. Myös kirjojen vastaanottoa tarkasteltiin teettämällä pieni testi ja mielipidekysely ryhmälle ala-asteen 4. ja 5. luokan oppilaita.

Sekä kvalitatiivisia että kvantitatiivisia menetelmiä hyödynnettiin tulosten luotettavuuden ja objektiivisuuden parantamiseksi. Tehtäväkirjaosiot ja tekstikirjaosiot analysoitiin erikseen, hyödyntäen aiemmissa tutkimuksissa hyväksi havaittuja menetelmiä ja erittelytapoja. Myös oppilaiden testitulokset ja mielipiteet eriteltiin ja analysoitiin kvantitatiivisesti ja kvalitatiivisesti.

Tutkimuksen tulokset osoittivat, että sekä 4. ja 5. luokan oppikirjojen että oppikirjasarjojen välillä on eroja englannin kestomuodon käsittelyssä. Eroja löytyi niin kielisyötteen määrässä kuin interaktiivisuuden huomioimisessa ja kuvituksen hyödyntämisessä. Yhdessäkään kirjassa ei selvennetä L1- ja L2-kielen välisiä eroja ja myös sanastollista tukea on hyödynnetty erittäin vähän. Parhaiten kielenomaksumisen tutkimuksen suositukset oli tämän analyysin perusteella huomioitu *Go for it! 5* tekstikirjassa sekä *All Stars 4* tehtäväkirjassa. *High five!* sisälsi muita selvästi niukemmin kestomuotoon liittyvää kielisyötettä. Kestomuodon ja yleispreesensin välisen eron ja merkityssisällön selventämiseksi entisestään kaikki analysoidut kirjaosiot hyötyisivät tarkennuksista ja lisäyksistä, varsinkin kun testatuilla 4. ja 5. luokan oppilailla oli vaikeuksia sekä kestomuodon että yleispreesensin käytössä ja kun he pitivät oppikirjoja merkittävinä oppimista auttavina tekijöinä opettajan ohella. Toisaalta havaittu oppilaiden positiivinen asennoituminen omiin kykyihin ja oppimiseen auttaa heitä kehittymään opinnoissaan.

Keywords: English present progressive, English language teaching, Second language acquisition, EFL textbooks and workbooks

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1. Introduction

The importance of abundant high-quality input to second language acquisition (SLA) is widely accepted among SLA linguists (e.g. Mitchell et al. 2019; Slabakova 2016). However, it has also been shown that abundant high-quality input is not enough for successful second language acquisition, but a focus on form is also needed (e.g. Long 1991; van Lier 2001; Skehan 2007). Accordingly, it has been shown how beneficial it is to prompt the L2 learners' awareness of such linguistic features which are difficult for them to acquire, one example of which is functional morphology (VanPatten 2009: 37–45). Further examples are situations in which the learners' L1 clearly diverges from the L2 language (Cummins 2007: 233). As for ways in which to focus on form in the language classroom, it has been shown that imagery and various classroom activities that encourage interaction and language output promote SLA (e.g. van Lier 2001; Jardine 2005; Spada 2007).

At the same time, it is also commonly accepted that expressing temporality is central to effective communication (e.g. Mitchell et al. 2019: 243–259; Young 2000: ix), and functional morphology is one means of expressing temporality (Bardovi-Harling 2000: 1–3). Thus, functional morphology is essential for second language acquisition (e.g. Mitchell et al. 2019: 7), and it is central for the communicative intelligibility of utterances (e.g. Slabakova 2016: 391).

The purpose of this study is to examine the quality and quantity of input that Finnish 4th and 5th grade EFL students are offered through an analysis of three Finnish 4th and 5th grade comprehensive school EFL book series. The books are treated as an essential source of input for EFL students (cf. Römer 2005: 171), as the books are used not only in school but also at home. During the analysis, it is of interest to investigate how the views of various SLA approaches on the quality of input and on recommended means to focus on form are observed in the design of the analysed books.

To narrow the analysis down to feasible proportions, the 4th and 5th grade EFL books were approached from the perspective of how the present progressive is presented in them. Here, the present progressive serves not only as an example of functional morphology, which calls for a focus on form (e.g. VanPatten 2009: 37–45; Slabakova 2016: 413), but also as an example of a notable difference between the learners' L1 Finnish and L2 English, which also requires particular attention in the classroom (e.g. Cummins 2007: 233). To examine how the books promote a focus on form, it was investigated how didactic tools that have been shown to promote SLA, namely imagery and interactive activities are made use of in the analysed books.

In addition, to gather information of the reception of the books, a group of approximately 80 students from the 4th and 5th grades of comprehensive school (aged 10 to 12 years) were interviewed and tested on inflectional verb forms. Thus, both a product-oriented approach and a reception-oriented approach (cf. Lies 2000: 628) were adopted in the textbook and workbook analyses of this study.

Textbooks and workbooks of Finnish EFL students have been studied before (e.g. Ax 2015; Holopainen 2018; Inha 2018; Jaakkonen 2018; Järvinen 2017; Kataja 2008; Laitinen 2014; Lindström 2015; Myyry 2016; Nordberg 2010; Ojama 2014; Pursiainen 2009; Pystynen 2018; Saarikivi 2012; Seppänen-Lammassaari 2016; Siitarinen 2017; Stenberg 2019; Vepsä 2019; Ylisirniö 2012). In addition, Römer (2005) has studied English progressives, how they have been presented in German EFL books, and how the use of progressives in corpora of spoken British English differs from their use in the German EFL material. However, the treatment of the present progressive in Finnish comprehensive school EFL textbooks and workbooks has not been studied earlier.

This study is located in the fields of applied linguistics, more precisely second language acquisition and language teaching, drawing on corpus linguistics, multilingualism and cross-linguistic analysis. The field of language teaching is central, as the analysed material comprises Finnish EFL textbooks and workbooks designed for EFL teaching in the language classrooms, as well as survey data and test results of Finnish 4th and 5th grade EFL students. Furthermore, the field of second language acquisition research is essential to this study because it forms the basis for the analyses, as the aim of this study is to investigate how the views of various SLA approaches are observed in the design of the analysed books. Because the situation of L1–L2 divergence as regards the present progressive is also examined in this study, studies dealing with cross-linguistic analysis are reviewed, and some elements from them are applied in the comparison between English and Finnish verb forms. Studies on multilingualism relate to this study as far as their effect on the language classroom is concerned, and finally, this study relates to corpus linguistics as regards the methods used in the textbook analysis.

This study aims at answering the following research questions, the most extensive of which is divided into separate sub-questions:

1) How is the present progressive presented in the analysed 4th and 5th grade textbooks and workbooks?

   a) How is the difference between L2 English and L1 Finnish clarified in the analysed workbooks?

   b) How is the learner's awareness raised to the characteristics of the present progressive?

c) How much lexical support is provided to clarify the semantic meaning of the progressive and its difference from the present simple?

d) How much repetition is provided?

e) How much visual support is provided?

f) How is interaction encouraged in the exercises?

g) How evenly distributed are subject-verb agreement forms in the present progressive tokens of the analysed textbook sections?

2) What kinds of differences in input quality and quantity can be found between the analysed EFL textbook and workbook sections?

3) What is the tested 4th and 5th grade students' opinion on verb inflectional forms and on the importance of the EFL books to their studies?

4) How well do the tested 4th and 5th grade students perform in a test on the present progressive and present simple?

The first and second research question are approached with a qualitative analysis of both the textbooks and workbooks, and partly also with a quantitative analysis of a sample of textbook chapters, whereas answers to the third and fourth research question are sought by way of a survey and a test for a group of 4th and 5th grade students, which are analysed both qualitatively and quantitatively.

This thesis is divided into 7 sections. Section 2 provides a thorough theoretical background for the analyses of this study. It is followed by section 3 with an introduction of the material used in this study, and by section 4 with the methods applied for the analyses. The results of the analyses are provided in section 5, followed by discussion of the findings in section 6. Finally, section 7 sums up the main implications of this study and provides suggestions for further research.

2. Theoretical background

In line with the current situation in the field of language teaching, which has been portrayed as postmethod (e.g. Slabakova 2016: 406; Pennycook 2000: 278), the theoretical framework of this study is not clear-cut. Various SLA approaches provide important theoretical background for this study, as different approaches complement each other (e.g. Mitchell et al. 2019: 373). Thus, to simplify and conclude in very few words, generative and cognitive approaches provide information about what is difficult to learn and why, whereas the functionalist approaches and cognitive researchers provide information about how learners proceed in their learning process, and the psycholinguistic interactionist approaches as well as sociocultural approaches provide information

about how to enhance language acquisition in the classroom (Mitchell et al. 2019:117, 400, 157, 196, 157–158, 195–198, 233–235, 401, 277, 319–320). All of these approaches have been consulted in this study.

In the following, a definition for the concept of linguistic input will first be presented in section 2.2, followed by the views of different approaches to SLA on the importance of high-quality input. In section 2.3, the views of various SLA researchers on the effects of L1–L2 divergence on language acquisition will be presented, as well as their views on the use of L1 in the language classroom. Then, as an example of L1–L2 divergence, English and Finnish verb forms are presented in section 2.4, summarising the linguistic properties of the English present progressive, Finnish present tense and Finnish MA-infinitive inessive, followed by a quick comparison between these verb forms to elucidate the learning challenges they pose to Finnish EFL students. In section 2.5, to provide further basis for the qualitative analysis of this study, a closer look is taken at some didactic tools that have been suggested in SLA literature as tools to aid the learner. Finally, previous studies on Finnish EFL textbooks and activity books, as well as previous studies on tense-aspect morphology in a situation of L1–L2 divergence are briefly reviewed in section 2.6.

2.1. Input quality

In this study, 4th and 5th grade English textbooks and workbooks are treated as a significant source of linguistic input for Finnish comprehensive school EFL students. Linguistic input is defined in SLA simply as the second language data that learners are exposed to (e.g. Slabakova 2016: 20). This input can be oral or written (e.g. Slabakova 99–102; van Lier 2001: 253–266; Krashen 2009: 57). High-quality input is described as comprehensible (e.g. Krashen 2009: 57), in that we can understand it by linking the linguistic form with an extralinguistic situation (Slabakova 2016: 6). Slabakova (2016:98) formulates that it is diverse, wide-ranging and rich in registers. She adds that "it also has to be socially and communicatively important for the individual". On the other hand, it presents the grammatical features of the language "in ample unambiguous context", including all members of an inflectional paradigm (Slabakova 2016: 98, 101–102, 158, 330, 415; VanPatten et al. 2012: 113–114). Van Patten et al. (2012: 113–114) specifically refer to textbooks as a source of input for instructed learners. In some sources, instruction is seen as a component of input (Mitchell et al. 2019: 61; Bardovi-Harling 2000: 405). Furthermore, some researchers stress that input processing is crucial for input intake, and input processing is sometimes, but not always treated separately from input (Alanen 2000: 109).

The importance of high-quality input on second language acquisition has been emphasised by all of the major SLA approaches during the past few decades – regardless of the theoretical

framework (e.g. Mitchell et al. 2019). However, the role which input is given varies according to the researchers' background. Arguments in support of high-quality input will be dealt with in more detail in the following, bearing in mind their relevance to the work at hand.

According to Stephen Krashen's Input Hypothesis, abundant comprehensible input is all that is required for second language acquisition (Krashen 1985: 2–3; 2009: 57–65). The input should be adjusted to the learner's level of proficiency, but it should also include a sufficient amount of new material in order to promote acquisition (Krashen 1985: 2). Comprehension is aided by context, providing extra-linguistic information (e.g. pictures and objects), by the learners' knowledge of the world and by their previous linguistic knowledge (Krashen 1985: 2). Krashen underlines the importance of reading, especially on the development of writing skills (Krashen 1985: 18–19), and contends that students who participate in classes that include in-school reading outperform students who belong to the control group (Krashen 2009: 58). The Input Hypothesis predicts that interaction with native speakers is not necessary for acquisition, although Krashen (1985: 33) notes that two-way interaction can be an excellent source of comprehensible input.

In his Interaction Hypothesis developed in the 1980s, Michael Long proposes that L2 learners' interaction with native speakers, which is rich in meaning-negotiations, makes the L2 input comprehensible to learners (Mitchell et al. 2019: 58–59). Long thus stresses the importance of interaction as a source of input. In the 1990s Long developed his Interaction Hypothesis to include a focus on form (Long 1991: 39–52) (see 2.4.2 for further elaboration).

Both the Input Hypothesis and the Interaction Hypothesis, together with the functionalist view on language, had an impact on the development of the communicative language teaching method (CLT) (Spada 2007: 274–275). CLT concentrates solely on target language communication without focus on form (Järvinen 2015: 101–104; Slabakova 2016: 405–406). High-quality input promoting the development of the learners' communicative competence, as well as encouraging the learners to use context, world knowledge and argument structure templates to decipher the target language message are emphasised (Järvinen 2015: 101–104; Slabakova 2016: 405–406). More recently a further developed method called Task-Based Language Teaching emerged (Järvinen 2015: 105–106; Skehan 2007: 289–301). This method is based on the communicative approach, but the tasks are defined as larger and more independent entities (Järvinen 2015: 105–106). The goal of both the communicative approach and the task-based approach is an as authentic use of language as possible. To achieve this, for example authentic speech samples have been used in the task-based approach (Järvinen 2015: 105).

Target language input is central in Content and language integrated learning (CLIL), in which subject matter is taught in a language other than the learners' L1 (Van de Craen 2001: 210).

The idea behind CLIL is similar to the earlier Canadian language immersion programs, but Van de Craen (2001: 209) stresses that the results are not directly transferable to the European CLIL applications.

In a study focusing on verbal inflections of L2 learners of Spanish whose L1 is English, VanPatten et al. (2012: 113–114) emphasise the importance of abundant and varied input that contains all members of an inflectional paradigm. Upon inspection of typical Spanish textbooks, VanPatten et al. (2012: 113) noted the excessive use of 3rd person singular verb forms compared to other subject-verb agreement forms.

Cognitive approaches that are grouped under the umbrella term "emergentist" presuppose that general cognitive mechanisms are sufficient for successful SLA, and that formal elements of a language such as grammatical rules "emerge" from language use and experience (Mitchell et al. 2019: 129). According to emergentists, SLA process is influenced by input-related factors and learner-related mechanisms. Input drives the acquisition of both L1 and L2, and important input qualities that affect the acquisition of target features are frequency (not just number but also range and semantic scope of target features), perceptual salience (how prominent or easy the feature is to detect) and redundancy (how relevant the feature is for understanding) (Mitchell et al. 2019: 129–133). The Competition Model presupposes that different cues in the input compete with each other for the learner's attention and for expressing same meanings, emphasizing the importance of "validity, detectability and reliability of cues" (Mitchell et al. 2019: 133; McWhinney 2012: 211–227). The importance of linguistic features' frequency, salience and reliability of cues in the L2 input for SLA are also highlighted within the associative learning approach, based on evidence from general cognitive psychology (Mitchell et al. 2019: 134–135), as well as within the connectionist approach (Mitchell et al. 2019: 136) and the constructionist framework (Mitchell et al. 2019: 140–143). Constructionists further argue that prototypical examples of a linguistic construction in the input provide learners "an entry point for learning it" (Mitchell et al. 2019: 141).

Approaching the SLA field from a theoretical angle combining sociocultural and cognitive views in his ecological approach, Leo van Lier (2001: 253–266) addresses the importance of reading as part of quality input, together with interaction and communication. However, van Lier (quoted in Alanen 2000: 109) does not use the term *input* because he wants to underline the learner's active role in processing the input as well as the social aspect to achieve input intake. Hence, van Lier adopts Gibson's concept *affordance* (Alanen 2000: 109–110). For example literacy and written language provide children with completely new kinds of affordances in their environment (Alanen 2000: 112).

As can be seen from the above, the role which high-quality input possesses within the different approaches to SLA varies from the sole source of language acquisition (Krashen 2009) to a vessel for subject matter learning (Van de Craen 2001) to essential content with the help of which attention can be drawn on grammatical features (e.g. Long 1991; van Lier 2001) to the source of grammatical features in native-like occurrence (Slabakova 2016; VanPatten et al. 2012: 113–114). Nonetheless, and even if different approaches have differing views as to which elements are essential in high-quality input, all of these approaches share the view that high-quality input is of central importance to SLA.

2.2. L1–L2 divergence and the use of L1 in L2 classrooms

The discussion around the use of L1 in the L2 classroom has developed from a strict monolingual principle towards a justified use of L1 to aid the learning process (Spada 2007: 280–281; Gallagher and Colohan 2017; Corcoll 2012). One particular situation is when the learner's L1 differs greatly from the L2 target language in some grammatical feature. In this study, the present progressive aspect is used as an example of L1–L2 divergence for Finnish EFL students, and it is examined how this linguistic feature is presented in Finnish EFL textbooks and workbooks. From this perspective, the SLA researchers' views on both the L1–L2 divergence and the role of L1 in the language classroom are relevant. Below, SLA researchers' views on using L1 in the language classroom are reviewed in section 2.2.1, and their views on the importance of L1–L2 divergence to L2 acquisition are examined in section 2.2.2.

2.2.1 Using L1 in the L2 classroom

As regards the role of L1 in the language classroom, Spada (2007: 280–291) notes that "the monolingual principle" has prevailed ever since the late 19th century. The rejection of the L1 was particularly strong in the audiolingual method, in which, based on the Contrastive Analysis hypothesis, L1 was seen as a negative influence interfering with the L2 learning process (Spada 2007: 280). In the Contrastive Analysis, in accordance with a behaviourist view of learning, differences between languages were thought to directly affect the L2 learning process, to predict ease or difficulty of acquisition, and to explain errors that the learners make (Mitchell et al. 2019: 40–42). However, in the 1970s this was proven not to be the case, as research in tune with the Error Analysis could show that errors in the L2 learners' interlanguage were not directly caused by L1–L2 divergence, and that Contrastive Analysis could not explain the ease or difficulty of acquisition (Mitchell et al. 2019: 43–48). It has later been shown that the learners' L1, as well as L1–L2

divergence, does affect L2 acquisition, but in a much more intricate and indirect manner (Mitchell et al. 2019: 60–61), as can also be seen from below (2.2.2).

Spada (2007: 280) continues that the arguments for the principal use of L2 in the classroom are clear: the learners should be exposed to as much L2 input as possible, as both the quantity and quality of target language input have been shown to be central for L2 learning. However, recent research results support an informed use of the L1 in the L2 classroom (Spada 2007: 280). First of all, neurolinguistic, psycholinguistic and linguistic studies have shown that first and subsequent languages are not compartmentalised in the brain. Instead, knowledge of different languages is interwoven in the mind (Spada 2007: 280). Research has also shown that there is "significant transfer of conceptual knowledge and skills across languages" (Spada 2007: 280). Furthermore, from a sociocultural perspective, L1 can be seen as providing support to L2 learners in their meaning-negotiation through scaffolding (see 2.4.3 for further elaboration) (Spada 2007: 280).

Similarly to Spada, Gallagher and Colohan (2017: 485–487) contend that the long prevailed monolingual principle in language teaching has been challenged. They draw on examples from studies where it has been shown how beneficial the cross-linguistic transfer of skills and abilities from one language (L1) to the other (L2) can be. Although languages may differ in their phonology, morphology, syntax and lexis, the learners can make use of their "cognitive base", their prior knowledge of language use and practices, and they can apply this "cross-linguistic proficiency" to other, even linguistically distant languages (Gallagher and Colohan 2017: 487). Cummins (2007: 233) concludes that "learning efficiencies can be achieved if teachers explicitly draw students' attention to similarities and differences between their languages". At the same time, Gallagher and Colohan (2017:487), in line with Spada, emphasise that it is important to continue the predominant use of the L2 in language classrooms to ensure maximum input, communicative interaction and practice. New approaches to the use of L1 in class underline a targeted, focused and systematic use of L1 for teaching purposes, which is often called "translanguaging" (Gallagher and Colohan 2017: 487; Van de Craen and Surmont 2017: 26–27).

Gonzales Davies (2012: 86–96) has studied the informed and inventive use of translation in the L2 classroom to enhance language learning, as well as to promote the development of intercultural competence in the spirit of the *Common European Framework of Reference for Languages (2001) (CEFRL).* Gonzales Davies (2012: 86–87) lists the same arguments for the use of L1 in the L2 classroom as Spada above. Gonzales Davies (2012: 86–87) defines translation as a dynamic process of communication, and proposes that an informed use of translation can in some instances, although by far not all the time, be "the most appropriate learning strategy", at the same time differentiating this approach clearly from the old Grammar-Translation method.

Similarly, Corcoll (2012: 97–109) has studied ways in which the development of plurilingual competence can be promoted in Primary Education. CEFRL has defined intercultural and plurilingual competence together with communicative competence as abilities that should be developed in the language classroom (Corcoll 2012: 97). Corcoll (2012: 99–107) uses varied exercises combining music, group activities, pair work and play to teach body parts to 7 to 8 year-old learners in their L2 English, applying trilingual (Catalan, Spanish, English) activities during the L2 English class. Corcoll (2012: 107) concludes that the plurilingual activities did not "change the role of English as *the* language being taught". At the same time, allowing the languages to "interrelate and interact" helped the learners to draw on their L1 language, and to advance their knowledge of it, promoting metalinguistic discussions and raising language awareness (Corcoll 2012: 107–108). Leonardi (2012: 111) further comments that using the L1 in a contrastive way in a language classroom, where the students share the same L1, is likely to help the L2 learners to understand their L2 problems better and to avoid negative L1 interference.

Ritchie and Bhatia (2008: 46–50) review recent psycholinguistic studies on bilingualism and note that "code-switching" (mixing languages within a single sentence), which they define as an essential element in bilingual linguistic competence, can also be used in language classrooms "to overcome social asymmetry and accommodate the child's more dominant language", which offers the child such learning strategies as, for example, paraphrasing, summarizing, reinforcement, and explanation.

To conclude, recent research results from different theoretical perspectives seem to support an informed use of L1 in the L2 classroom, although the importance of the principal use of the target language is, at the same time, emphasised.

2.2.2 L1–L2 divergence

Developmental psychologist Lev Vygotsky notes that the learning process of the learner's L2 differs from that of L1 because the learner already possesses the linguistic system of his/her L1 (Vygotsky 1962: 109–110). Vygotsky (1962: 110) notes that the L1 influences the learning of the L2 because "the child can transfer to the new language the system of meanings he already possesses in his own". Correspondingly, the learning process of the L2 affects the learner's L1, for example making him/her more aware of linguistic processes and of the L1 as one system among many (Vygotsky 1962: 110).

In line with Vygotsky, Leo van Lier (2001: 261–262) also notes that the L2 learner has already established fluency in his/her native language, progressing from the emergence of single words through the growth of vocabulary to the emergence of morphosyntax. Van Lier (2001: 262)

points out that the L2 learners apply all of these developmental phases simultaneously in their L2 learning process, which may be one source of difficulty for L2 learning not present in the L1.

Studies conducted within the cognitive framework have revealed that L1–L2 divergence is one of the factors affecting morpheme acquisition orders, together with input-related and other learner-centred factors (Mitchell et al. 2019: 128–146). It seems that learners whose L1 lacks certain types of morphemes that come up in their L2 acquire these L2 morphemes later than learners whose L1 incorporates similar morphemes (Mitchell et al. 2019: 132). Researchers investigating linguistic cues and their strength in the input in line with the Competition Model (see above under 2.1) propose that L1 cue strengths create expectations that have an impact on the L2 learning process (McWhinney 2012: 211–227). Within the framework of associative learning, L1 influence on processing the input is explained by overshadowing which can lead to attention blocking (i.e. learned selective attention) (N.C. Ellis 2006: 176–179). For example, a lexical cue such as a temporal adverbial can overshadow a morphological cue such as past tense marking in L2 English. In a situation of L1–L2 divergence, linguistic cues that the learner is used to in his/her L1 may cause attention blocking during input processing in the L2 learning process (N.C. Ellis 2006: 176–179).

Research within the functionalist framework has shown that the semantic content of verbs and other constructs in the context of an expression influence the acquisition of tense-aspect morphology (Mitchell et al. 2019: 259–261). At the same time, it has been shown that learners whose L1 lacks the concept of grammatical aspect or does not encode it in the verb morphology may face difficulties in its acquisition (Römer 2005: 2; 172–173). Bardovi-Harling and Comajoan (2008: 390–392) note that a further dimension of differences between languages in the encoding of tempo-aspectual meanings are the functions each verb form carries. Hence, also differences between the learners' L1 and L2 in the number of functions a specific form carries may cause difficulties in acquisition (Bardovi-Harling and Comajoan 2008: 391).

From a generative minimalist perspective and representing the Feature Reassembly Hypothesis, Donna Lardiere (2009a: 175) states that when L2 diverges from the learner's L1, the L2 learner has to succeed in what she calls reconfiguring or reassembling the functional features to accomplish L2 acquisition. Formal or functional features (e.g. [±past] or [±plural]) can be "bundled together onto functional categories in different, language-specific ways" (Lardiere 2009a: 174). The setting of a formal feature (e.g. [+past]) determines what kind of morpholexical item (e.g. verb with bound suffix -ed) is produced in an utterance that represents input for the learner. The L2 learner is faced with the task to pair meanings with forms based on this input. This is further complicated with the fact that the L2 learner "brings to the SLA task an already-fully-assembled set

of (L1) grammatical categories" (Lardiere 2009a: 175). With "feature reassembly" Lardiere (2009a: 173–227) means that while learning a particular grammatical feature in the L2, and the conditions for its use, the learner must "reassemble" the knowledge that he or she has of the L1 language. The learners will initially look for correspondences in the L2 to those in their L1. Thus, Lardiere (2009a; 2009b) underlines the role of prior language knowledge that affects the learner's L2 learning process, causing difficulties in situations of L1–L2 divergence, but, as Slabakova (2016: 202) notes, helping in situations of L1–L2 convergence. Despite the difficulties, Lardiere (2009a: 214–115) contends that "any feature contrast that is detectable is, in principle, ultimately acquirable". At the same time, she stresses that other independent reasons may affect the success of the acquisition process (Lardiere 2009a: 214).

Also from a generative perspective, Slabakova (2016: 202) formulates that "a functional meaning may be represented on one lexical category in the native language and on another lexical category in the second language, or not at all overtly represented" which complicates the L2 acquisition process. Thus, all languages can express every meaning, but the way in which they encode each meaning may differ from using dedicated morphemes to "allowing the discourse context to fill in the relevant information" (Slabakova 2016: 413–414). Slabakova (2016: 413–414) further discusses the notion of acquisition difficulty and contends that in a situation where L2 differs from L1 in some particular grammatical feature, i.e., there are different mappings between units of meaning and units of morphosyntactic structure, the difficulties in acquisition, "the problematic L1–L2 mappings" can be divided into two classes:

1) those that represent a mismatch at the syntax-semantics interface, in other words, a form-meaning mismatch, and
2) those that represent form-form mismatches within a single module (morphology, syntax, etc.). (Slabakova 2016: 414).

As an example of form-meaning mismatch, Slabakova (2026: 16) mentions the differences in aspectual meanings between English past progressive and simple past tense vs. Spanish imperfect and preterit. Where English past progressive indicates ongoing event in the past, Spanish imperfect can be used to indicate ongoing or habitual events (Slabakova 2016: 16). At the same time, while English simple past can have both a one-time finished event and a habitual interpretation, the Spanish preterit only has a one-time finished event interpretation (Slabakova 2016: 16). Thus, the same semantic meanings (ongoing, habitual, and one-time finished event) are "distributed over different pieces of functional morphology" (Slabakova 2016: 16). According to Slabakova (2016: 414) in case of form-meaning mismatches the input can be perceived as opaque, and the learner may make false interpretations of optionality, whereas form-form mismatches represent true

optionality, redundancy and complex paradigms (a choice of many forms mapped to the same grammatical meaning). On top of these problems, Slabakova (2016:414) notes that the conditions for use of certain L2 forms may pose a further difficulty for L2 learners.

In sum, researchers from different SLA approaches have reached the conclusion that L1 has a significant effect on L2 acquisition, its role ranging from the base on which the learner begins to build his/her knowledge of the new language to having an effect on input processing or the patterns of encoding meaning. The different kinds of difficulties in L2 acquisition that the researchers propose as being caused by L1–L2 divergence seem to emphasise the importance of observing L1–L2 divergence in the language classroom, and to raise the learners' awareness of such differences in an informed manner to aid the learning process.

2.3. English and Finnish verb forms as an example of L1–L2 divergence

In this section, the linguistic properties of the English present progressive will be focused on in section 2.4.1, with some reference to the semantic contrast between the present progressive and the present simple. To clarify the reasons behind the challenges in the acquisition of the English present progressive and present simple for Finnish EFL students, the corresponding Finnish verb forms are also briefly presented in sections 2.4.2 and 2.4.3, and finally, a comparison is made between the English and Finnish verb forms in section 2.4.4. Only the present tense forms are focused on, as these are the forms that are focused on in the Finnish 4th grade EFL textbooks and workbooks which are analysed in this study.

2.3.1 English present progressive

The present progressive is part of the English aspect system, which indicates how the internal temporal structure of the situation/verb action is viewed (Huddleston and Pullum 2002: 117; Quirk et al. 1985: 188). Quirk et al. (1985: 188–189) differentiate two aspect constructions in the English language: the perfective and the progressive. According to Quirk et al. (1985: 188–189) and Biber et al. (1999: 460), these two aspects can, roughly speaking, be semantically differentiated in the way they view the situation described by a verb: whether it is viewed as complete (perfective/perfect) or as incomplete or in progress (progressive). However, because the same form does not always convey the same meaning and because the same meaning can be expressed by different formal means, Huddleston and Pullum (2002: 162–163) prefer to use meaning categories of aspectuality instead of categories of syntactic form. Huddleston and Pullum (2002: 117; 124) differentiate between the meaning categories of perfective and imperfective aspectuality, classifying progressive aspectuality as a special case of imperfective aspectuality. Huddleston and Pullum

(2002: 117) emphasise that the difference between the progressive (e.g. the present progressive) and the non-progressive (e.g. the present simple) lies within how the speaker views the situation. In the following, only the present progressive is focused on, as it is relevant to the study at hand.

The English present progressive is formed by combining the verb *be* with the present participle form (characterised by an *-ing* ending) of the expressive verb (Quirk et al. 1985: 96–97). Semantically, the present progressive indicates that an event or an activity is in progress at a given time or about to take place in the near future (Quirk et al. 1985: 197; Biber et al. 1999: 470). Huddleston and Pullum (2002: 117) note that in the progressive, the speaker "takes an internal view" looking at a dynamic situation as "something ongoing, in progress". In contrast, the present simple is typically used to denote states of unlimited duration, repeated habitual actions, or instantaneous single actions (Quirk et al. 1985: 179–181). According to Quirk et al. (1985: 197), the difference between present simple and present progressive – the semantic contrast – can be exemplified as follows:

Joan *sings* well.
Joan *is singing* well.

The first sentence refers to the singer's relatively permanent competence as a singer (repeated habitual action), the second sentence refers to her performance on a particular occasion or season (ongoing action) (Quirk et al. 1985: 197).

Huddleston and Pullum (2002: 162–171) and Biber et al. (1999:474) note that duration or process are typical features of verbs that take the present progressive. As to duration, Huddleston and Pullum (2002: 165–166) note that punctual situations, i.e. achievement type situations normally resist conversion to the progressive because of the lack of duration. Similarly, Biber et al. (1999: 474) note that if a dynamic verb refers to an instantaneous action that has little or no duration (e.g. *shut, smash, swallow, throw*), or report an end-point of some process (e.g. *attain, dissolve, find, invent, rule*), this verb rarely occurs with the progressive, and non-progressive verb forms are used instead (Biber et al. 1999: 474).

However, the use of the progressive is possible if the action can be interpreted as involving a sequence of instantaneous actions (e.g. *kick, nod, fire, jump, tap*), creating an extendable achievement (Huddleston and Pullum 2002: 165–166; Quirk et al. 1985: 208). Similarly, the progressive can be used to imply extended time (e.g. The train *is arriving*/He *was dying*), implying that the achievement was not finished yet at the time of utterance, but would be in the near future (Huddleston and Pullum 2002: 166). Quirk et al. (1985: 209) refer to this type of verbs (e.g. *arrive, die, stop, take off*) as verbs describing transitional events and acts, and, similarly to Huddleston and Pullum, Quirk et al. (1985: 209) note that when such verbs take the progressive they refer to a

period leading up to the anticipated change of state. In contrast, stereotypical activity verbs (e.g. *bring, drive, move, play, walk*) that commonly take the progressive describe an action that can be prolonged over a period of time (Biber et al. 1999: 474).

As to dynamicity, Huddleston and Pullum (2002: 167) note that progressive aspectuality is "inconsistent with a purely static situation", hence, it always conveys some measure of dynamicity. Likewise, Quirk et al. (1985: 198) comment that stative verbs that describe states where no progress is made (e.g. *own*) do not take the progressive. Thus, static situations can only be converted to progressives if, for example, the situation reflects agentive activity (e.g. He *is being* tactful) (Huddleston and Pullum 2002: 167). Similarly, waxing and waning situations allow progressives for serial states (e.g. He *is making* more and more mistakes), and states (e.g. He *is looking* more like his father every day) (Huddleston and Pullum 2002: 167). As to the semantic meaning, Huddleston and Pullum (2002: 168) note that an interpretation of limited duration can arise "when dynamicity is imposed on a situation which is basically a state" (e.g. He *is being* tactful), whereas extended duration results from imposing duration "on a situation which is basically punctual" (e.g. The train *is arriving*).

Biber et al. report that there are both dynamic and stative verbs among the most common verbs in the progressive (1999: 472). Likewise, the verbs that very rarely take the progressive also include both dynamic and stative verbs (Biber et al. 1999: 472). Biber et al. (1999: 473) claim that these two groups of verbs differ from each other in two characteristics. First of all, the verbs that commonly take progressive aspect typically have a human subject as agent that actively controls the action or state that the verb expresses, whereas some verbs that are rarely found in the progressive take a human subject as experiencer, and other verbs in this group do not take human subject at all. Similarly to Huddleston and Pullum, Biber et al. (1999: 473) further note that the second distinguishing characteristic of verbs that commonly occur with the progressive is that the action, state or situation described by the verbs can be prolonged. The following examples taken from Biber et al. (1999: 473) present a human subject as an active agent:

> He'*s staring* at me now.
> I *was looking* at that one just now.

It is noteworthy that it is possible to "stop staring/looking/watching/listening". In contrast, the next examples include a human subject as experiencer:

> I *saw* him the other day.
> Yeah, I *heard* about that. (Biber et al. 1999: 473)

Additionally, the verbs *hope*, *wonder* and *think* do occur in the progressive, whereas verbs like *appreciate*, *desire, know, like* and *want* do not (Biber et al. 1999: 473). However, these verbs not only differ from each other with respect to the active vs. merely experiencing agent, but they also differ in the type of process they describe. The verbs in the first group refer to processes of limited duration, whereas the verbs in the second group denote mental states and not processes (Biber et al. 1999: 474).

Furthermore, such verbs as *stay*, *wait*, *sit*, *stand, lie* and *live* – verbs that frequently take the progressive – often describe situations of limited or short duration (Biber et al. 1999: 474). However, the verbs *live, stand, sit* and *lie* (the stance verbs) also occur with the non-progressive present simple, implying a permanent state of affairs (Quirk et al. 1985: 198–199; 205–206). This semantic contrast is illustrated below with examples taken from Biber et al. (1999) and Quirk et al. (1985):

> Sandy'*s staying* with her for a few days.
> I *was standing* there the other night. (Biber et al. 1999: 474).
> The statue *stands* in the city square. [permanent position]
> We *are living* in the country. [temporary residence]
> We *live* in the country. [permanent residence] (Quirk et al. 1985: 199; 206).

Likewise, a progressive combined with habitual meaning implies a limited period of time, as exemplified in the following:

> The professor *types* his own letters. [The habit is permanent]
> The professor *is typing* his own letters while his secretary is ill. [The habit is temporary]
> At that time she *was having* regular singing lessons. (Quirk et al. 1985: 199)

To conclude, the present progressive is typically used to describe a process or some durative action, but it can also refer to an action or state of limited or temporary duration, to repetitive momentary action, or to a period leading up to a change of state.

2.3.2 Finnish present tense

In the Finnish language, the present tense denotes a situation which is simultaneous with the moment of speaking (VISK §1527; Savolainen 2001). This is the primary meaning of present tense (VISK §1527; Savolainen 2001) and it is valid if the context does not prove otherwise (VISK § 1527; White 2006: 198). Hence, the context, the verb type and various time adverbials have a decisive role in the interpretation of the actual time reference, as well as the progressive or perfective meaning of the sentence (VISK § 1527, § 1528). As a result, present tense is used in Finnish to denote ongoing action, but it is also used when some always or often occurring, generic

or habitual situation is referred to (Savolainen 2001; VISK § 1527). Furthermore, the Finnish present tense can be used in reference to future action (Savolainen 2001; White 2006: 185).

As for subject-verb agreement, Finnish belongs to highly inflected languages, which is also reflected in the Finnish verbal inflection system with distinct inflectional forms for each person and number, both in present and past tense (VISK § 107; § 112).

In the following, the Finnish examples are taken from *Iso suomen kielioppi* (VISK) or *A Grammar Book of Finnish* by Leila White (2006). The examples from *Iso suomen kielioppi* (VISK) are translated by the author, but the examples from *A Grammar Book of Finnish* are translated by Leila White herself. The source is mentioned in parenthesis:

> Arto *juoksee* juuri toiseen puhelimeen (VISK § 1527).
> Arto is running to the other telephone.
>
> Mitä Ari ja Leena *tekevät*? What are Ari and Leena doing? (White 2006: 198).
>
> Ari *tekee* parhaillaan ruokaa keittiössä ja Leena *katselee* olohuoneessa televisiota.
> Ari is cooking in the kitchen, and Leena is watching TV in the living room (White 2006: 198).

In the examples above, the action described in the sentences with the Finnish present tense is simultaneous with the moment of speaking, and also progressive. However, the Finnish present tense can also express progressive action that has begun well before the moment of speaking and continues indeterminately after the moment of speaking, as indicated in the examples below:

> Heillä *ei ole* harrastuksia, koska he *rakentavat* taloa (VISK § 1528).
> They don't have any hobbies because they are building a house.
>
> Hän *opiskelee* tietojenkäsittelyä Tampereen yliopistossa kolmatta vuotta (VISK § 1528).
> He/she has been studying information processing for three years at the University of Tampere.

It can be concluded that the Finnish present tense is flexibly used and it is the least restricted of Finnish tense forms (VISK § 1527). The present tense answers the question *what?* (White 2006: 245), and it corresponds to both the English present simple and present progressive (White 2006: 185).

2.3.3 Finnish MA-infinitive inessive

Unlike English with its one infinitive form, the Finnish language comprises three morphologically different infinitives: the A-infinitive, E-infinitive and MA-infinitive, which, in turn, may take different case inflections (VISK § 492). Only the combination of *be* + MA infinitive in the inessive

case will be dealt with here, as this construct does, in some cases, correspond to the English present progressive (White, 2006: 245).

In the inessive case, MA infinitives act in sentences as adverbials and in specific constructs called verb unions (VISK § 494). The verb *be* and a MA-infinitive inessive form a verb union that expresses ongoing action. The action is typically durative but temporary (VISK § 1519). Due to the inessive case, a locative meaning is commonly included in the expression (VISK § 1519). Thus, the MA infinitive inessive answers the question *where?* (White 2006: 245). In the following, the examples from *Iso suomen kielioppi* (VISK) are translated by the author, but the examples from *A Grammar Book of Finnish* by Leila White (2006) are translated by Leila White herself. In both cases, the source is mentioned in parenthesis:

> Missä hän on? Hän *on syömässä*.
> Where is he/she now? He/She's having a meal. (White 2006: 245)
>
> Missä olitte eilen? *Olimme* diskossa *tanssimassa*.
> Where were you yesterday? We were in a disco dancing (White 2006: 245).

In the first example, the Finnish answer includes unstated information about the location; in the second example, the location is explicitly stated. This kind of additional locative information about the typical place for the described action is often included in the Finnish sentences with the MA-infinitive inessive, even if not explicitly stated (VISK § 1519).

In addition, the verb union of *be* + MA-infinitive inessive is often used to describe a situation that is going on simultaneously with another situation described in a subordinate clause (VISK § 1519):

> Hän *oli* juuri *pelaamassa* koripalloa, kun kaksi nuorukaista yritti ryöstää hänet (VISK § 1519).
> He was playing basketball, when two youngsters tried to rob him.

Furthermore, the verb union of *be* + MA-infinitive inessive often includes an implication of purpose: someone or something is in a certain location for a particular purpose (VISK § 1519), as exemplified below:

> Vaatteeni *ovat* narulla *kuivumassa* (VISK § 1519).
> My clothes have been hung on the washing line to dry.

In these instances the location is clearly stated (in the above example the washing line), and the verb union *be* + MA-infinitive inessive expresses the purpose for which the subject of the sentence is in that location. In some instances the verb *be* can be replaced by another verb (VISK § 1519).

Special modifications of the above mentioned implication of purpose are cases in which the subject needs consciously to strive for the implied purpose:

Haluatko *olla* mukana *kehittämässä* Helsinkiä (VISK § 1519)?
Do you want to take part in the development of Helsinki?

The verb union *be* + MA-infinitive inessive cannot normally be used with stative verbs (VISK § 1519). However, the verb union of *be* with itself in MA-infinitive inessive: *olla olemassa* (*be being*) is acceptable as a fixed expression (VISK § 1519).

To conclude, the verb *be* and MA-infinitive inessive form a verb union that expresses progressive action (VISK § 1519). However, due to the inessive case, MA-infinitive inessive answers the question *where?* (White 2006: 245). Thus, the use of MA-infinitive inessive is restricted, and the expressions commonly include locative information (VISK § 1519).

2.3.4 Comparison between the described English and Finnish constructions

Languages differ in the way that the same meaning content is encoded in linguistic form, which poses challenges to L2 learners (Slabakova 2016: 290; Lardiere 2009a,b). In the following, the English present progressive and present simple are compared with the above introduced Finnish verb forms in order to clarify the proposed L1–L2 divergence for Finnish EFL learners. In addition, earlier research results and theoretical arguments are consulted to elucidate the learning challenges caused by this L1–L2 divergence.

At first glance, the English present simple and the Finnish present tense seem to have much in common. Both verb forms are used in reference to some always or often occurring, generic or habitual situation (Savolainen 2001; VISK § 1527; Quirk et al. 1985: 179–180). In addition, both verb forms can be used in reference to future action (Savolainen 2001; White 2006: 185; Quirk et al. 1985: 182). However, unlike the English present simple, the Finnish present tense is frequently used in situations of ongoing action (see 2.3.2).

As a result, the Finnish present tense is generally applicable as a translation equivalent to the English present progressive – with or without added time adverbials or other additional features to indicate ongoing action (see 2.3.2). Equally, the Finnish present tense is applicable as a translation equivalent to the English present simple, with possible additional features to indicate perfective/non-progressive action.

However, to further complicate the situation, the Finnish MA-infinitive inessive seems sometimes to offer a good counterpart to the English present progressive (see 2.3.3). They even seem temptingly similar: both constructions include a verb union between the finite verb *be* and a non-finite verb form. But due to the above mentioned restrictions to the use of MA-infinitive inessive (see 2.3.3), and particularly bearing in mind the locative meaning component of this construction (White 2006: 245; VISK § 1519), which is generally not included in the English

present progressive (Quirk et al. 1985: 188–189; 197–213), it can be concluded that the Finnish MA-infinitive inessive does not provide a general translation equivalent to the English present progressive.

In the terminology used within the minimalist approach of the generative framework by Lardiere (2009a, 2009b), the Finnish EFL students seem to face a situation in which feature reassembly is required to successfully acquire the English present simple and present progressive. In the study of Hwang and Lardiere (2013: 67–79) on L1 English learners studying Korean plural marking, the results confirmed that the learners seemed initially to assume that the Korean plural marker is equivalent to the English plural marker, although the use of the Korean plural marker is much more restricted. Similarly, Finnish EFL learners may initially assume that the English present simple is equivalent to the Finnish present tense, due to the partial similarities in their semantic meanings and their structural resemblance. Consequently, and similarly to English learners of Korean plural (Hwang and Lardiere 2013: 67), negative evidence will be required in the input. Finnish EFL learners need to learn that unlike the Finnish present tense, the English present simple cannot be used to denote ongoing action, and the English present progressive is to be used instead.

Similarly, the situation between English and Finnish verb forms seems to correspond to what Slabakova (2016: 413–414) calls a problematic L1–L2 mapping. The Finnish EFL students whose L1 is Finnish seem to face a situation where there is a mismatch at the syntax-semantics interface, that is, a form-meaning mismatch (i.e. which meanings are mapped into which forms) between their L1 Finnish and L2 English. Proceeding from their already existing knowledge of the Finnish system, the Finnish students seem to be at risk of equating the English present simple with the seemingly similar but more widely and freely used Finnish present tense: similarity in form, similarities but also differences in meaning. At the same time, there seems to be a risk of equating the Finnish MA-infinitive inessive with the English present progressive, again, similarities in form, similarities but also differences in meaning.

Moreover, the fact that the Finnish present tense is, in most cases, the best equivalent to the English present progressive, but the Finnish MA-infinitive inessive is a good alternative in some situations seems to present a potentially problematic form-form mismatch for Finnish EFL students.

A potential further challenge for Finnish EFL students is posed by the impoverished verbal inflections of English, as English is lacking many person-number verb endings, whereas Finnish has a full inflectional system for person-number agreement (see 2.3.2). The exceptional English verb *be* can further complicate the situation. However, in this case, the learners need only to adjust their grammar that already includes a system of person-number inflections, whereas in the case of the English present progressive, they need to restructure their grammars to include this distinct verb

form that does not exist in their L1 language (cf. Slabakova 2016: 290), which may, according to studies conducted within the cognitive approaches to SLA, cause delays in its acquisition (Mitchell et al. 2019: 132).

From the perspective of the cognitive approaches and the Unified Competition Model, Finnish as the learners' L1 may affect the learners' cue expectations (McWhinney 2012: 211–227) in a way which makes them look for lexical and context-related cues instead of morphological cues for the expression of the present progressive aspect, as lexical and context-related cues are important in Finnish in expressions of ongoing action (VISK § 1527, § 1528). Similarly, these expectations that are based on the learners' L1 may cause overshadowing and lead to attention blocking (N.C. Ellis 2006: 176–179), giving rise to difficulties for the Finnish L2 English learners to attend to the verbal morphology of the present progressive.

To conclude, the confusingly mismatching/partially matching pairs of verb forms in the English versus the Finnish language seem to pose a learning challenge to the Finnish EFL students. The ways in which this L1–L2 divergence is observed in Finnish EFL workbooks and textbooks will be looked into in this study.

2.4. Tools to aid the learner: imagery, focus on form and interaction

In the following, three didactic tools are presented that have been suggested by SLA researchers as tools to aid the learner in the language classroom, as well as some theoretical background and arguments in support of these tools. The use of these didactic tools in Finnish EFL textbooks and workbooks will be looked into in the analysis of this study.

The paradigmatic shifts in the field of SLA research in the past decades from cognitive turn to social and emotional turn, together with shifts in the promoted didactic methods from structural to communicative and finally to awareness-raising and focus on form have kept the scientific field in motion with opposing and partly overlapping approaches that have inevitably influenced the language teaching programmes all over the world (e.g. Mitchell et al. 2019; van Lier 2001; Slabakova 2016; Long 1991). In addition, the developments in the field of pedagogy, greatly influenced by the works of Vygotsky and Piaget, have also had a powerful impact on the second language classroom (e.g. Jardine 2005; Pass 2011; Alanen 2000). Despite the opposing views of the various theoretical approaches that have often been emphasised in literature, it seems that the benefits of imagery, focus on form and interaction are largely agreed upon, from different points of view and with more or less divergent arguments.

2.4.1. Imagery

The usefulness of pictures in language acquisition has long been acknowledged (e.g. Järvinen 2015: 96; Schnotz 2002: 101–120; Carney and Levin 2002: 5–26). The reasons behind this perceived usefulness lie in the ways in which information is processed and stored in our minds – something that has been intensively studied during the past decades in the fields of cognitive psychology, cognitive linguistics and neurosciences (Schwarz and Chur 1996; Schnotz 2002: 101–120). However, for the purposes of this study, only some results from empirical research relevant to learning environments are shortly reviewed in the following.

According to Schnotz (2002: 102) visuo-spatial text adjuncts (e.g. static and animated pictures, geographic maps, graphs and knowledge maps) have supportive effects on communication, thinking and learning. Pictures have also been shown to function efficiently as primers to fasten retrieval of lexical information from the long-term memory (Schwarz and Chur 1996: 76–80). Furthermore, memory studies have shown that formulating text based on pictures as well as expressing text as pictures efficiently promotes learning (Järvinen 2015: 96–97). Carney and Levin (2002: 6–10) conclude that pictures help students to process text information, including perceiving, understanding and remembering, i.e. pictures help students to learn from texts. First of all, pictures direct the reader's attention, making the text more concentrated. Second, pictures are concise and rich in information; they make the text more concrete, coherent, comprehensible and codable. They also help relate unfamiliar text to a reader's prior knowledge. (Carney and Levin 2002: 9–10).

Margherita Ippolito (2012: 54) contends that the visual code reduces the cognitive load of the readers or viewers and helps them "to construct a mental map of spatial relations". In her view, this may facilitate the acquisition of a foreign language. Ippolito (2012: 51–61) has studied comic strips as didactic tools for primary school students. She states (2012: 54) that comic strips are a highly communicative means to convey messages, combining nonverbal and verbal elements. Ippolito (2012: 54–55) continues by explaining how images make the comprehension process of a verbal code easier. Without the pictures, expressing the same information content would require a complex verbal description that would burden the language learner (Ippolito 2012: 55). Furthermore, Ippolito (2012: 55) claims that pictures facilitate the acquisition of vocabulary, as learners associate new words to their visual images.

Approaching from his semiotic and ecological perspective, van Lier (2001: 259–260) notes that our interaction happens in context and it does not rely solely on linguistic signs, but is rich in all kinds of semiotic signs, including visual images. Van Lier (2001: 259–263) stresses that this should be made use of in language-learning situations. Similarly, Jardine (2005: 74–77) emphasises the multiple ways of knowing that Piaget describes based on his studies in child psychology. In

consequence, learning environments should represent a fullness that can sustain the different ways of knowing. Jardine (2005: 74–77) thus proposes that Piaget's descriptions of different ways of knowing should not be taken as tightly linked with developmental stages of children, but rather as elements of human knowledge inherent to all humans. According to this view, imagery is an important element in the classroom, and gives room, for example, for ways of understanding that are deeply analogical and metaphorical in nature (Jardine 2005: 89–97).

As can be concluded from the above, human perception, thinking and reasoning are complex processes in which different elements seem to be in co-operation. Thus, as research results in psychology and cognitive linguistics seem to suggest, language classrooms would benefit from a fullness of different elements, including imagery. Bearing this in mind, the use of illustrations is one of the elements that are looked into in the qualitative analysis of textbooks and workbooks of the study at hand.

2.4.2. Focus on form

Although the importance of quality input has not been questioned in the SLA field, there has been debate on whether positive L2 input alone is sufficient for successful second language acquisition and the development of accurate language use (Long 1991, Spada 2007; Bardovi-Harling 2000: 404–406; Slabakova 2016, Lardiere 2009a, Hwang and Lardiere 2013, Corcoll 2012: 97–109, Gallagher and Colohan 2017: 485–486). At the same time, the earlier structural methods that concentrated mainly on isolated grammar drilling have been widely criticised (e.g. van Lier 2001, Long 1991). Today, there is a wide consensus in the field of SLA research on the importance of focus on form, in a sense of drawing the learners' attention to linguistic form in an otherwise meaning and communication-centred learning environment. However, different terminology and even different definitions to same terminology are used (e.g. Ellis 2016), and there are differing views as to how linguistic form ought to be focused on in the language classroom (e.g. van Lier 2001, Ellis 2008). In the following, focus on form as a didactic tool in language classrooms is looked into in more detail.

From an interactionist perspective, Michael Long (1991: 41–46) defines focus on form as a combination of communicative use of L2 in the classroom and an occasional attention to linguistic elements "as they arise incidentally in lessons whose overriding focus is on meaning, or communication". Long (1991: 45) contends that, based on SLA research findings, instruction does seem to have positive effects on the rate of learning and on the acquisition processes, and it seems to raise the ultimate level of attainment, compared with classroom practices without any attention to language as object, i.e. focus on form.

Traditionally, the communicative language teaching method (CLT) has, indeed, concentrated solely on target language communication without focus on form (Järvinen 2015: 101–104; Slabakova 2016: 405–406). However, Spada (2007: 276) contends that the purely communicative practical applications of CLT differ from the original theoretical intentions, which emphasised the importance of including communication in the language classroom, but did not intend to exclude form altogether. Consequently, Spada (2007: 272–288), referring to research results as well as practical experiences, underlines the need to reach a balance between meaning-focused and language-focused instruction within CLT, and to allow a focus on form, lexis and socio-pragmatic features within the approach (Spada 2007: 272–288). The need to occasionally focus on form has also been noted within the Content-Language Integrated Learning (CLIL) approach (e.g. Gallagher and Colohan 2017: 485–486). Similarly, Skehan (2007: 289–290) stresses that language instruction through tasks is linked to an "underlying account stressing a Focus-on-Form".

At the same time, Long (1991: 44) makes a clear distinction between *focus on form* and what he calls *focus on form**s*** that was typical of the earlier structural syllabi and their variants that treat language as an object and concentrate on one isolated linguistic item at a time. In addition, Long (1991: 44) stresses that numerous studies of interlanguage (IL) development "reveal complex, gradual and inter-related developmental paths for grammatical subsystems". Hence, we ought to pay attention to the "learnability" of linguistic items, and try to find out, which linguistic structures need focusing on and/or negative evidence (error correction) and which structures are learnable without such focus (Long 1991: 45–48).

Similarly, but from a minimalist generative perspective, Slabakova (2016: 407) contends that the type of grammar instruction used in focus on form is effective because it is not isolated, but used in context, conjoined with the communicative situation or meaning content at hand. Furthermore, in sync with Long, Slabakova (2016: 409) emphasises that it is important to be aware of which linguistic structures are hard and which are easy to acquire. In addition, the L1-L2 pairs of the students should be appreciated. As examples of linguistic structures which are difficult to acquire, Slabakova (2016: 413) names functional morphology. Furthermore, Slabakova (2016: 391) argues that "most grammatical meanings are captured in functional morphology", which places the information-packed morphemes at the heart of language acquisition. So much so that, as Slabakova (2016: 402) contends, "in order to acquire syntax and meaning in a second language, the learner cannot bypass the bottleneck of the functional morphology".

As to awareness-raising, Slabakova (2016: 410–411) argues that explicit instruction on ungrammaticality and raising the students' awareness of some otherwise elusive grammatical

feature is sometimes beneficial for acquisition. In addition to awareness-raising, Slabakova (2016: 408) highlights the importance of practicing. In line with cognitive approaches (e.g. Hulstijn 2007: 783–795), Slabakova (2016: 408) describes language as a cognitive skill, and practicing as a means to improve the automaticity of language processing. Slabakova (2016: 408) contends that practicing, for example, functional morphology leads to a change from declarative (instructed, explicit) knowledge to procedural (unconscious, implicit) knowledge, resulting in a free access to this knowledge in the mental lexicon and in an effective integration of it in production. However, this is only possible if functional morphology is practiced in context: in meaningful sentences where "the syntactic effects and the semantic import of the morphology are absolutely transparent and unambiguous" (Slabakova 2016: 410–411).

The view of instructing on ungrammaticality is shared by VanPatten (2009: 37–45) from a cognitive perspective. In a method that he calls Processing Instruction, the learners are provided with structured input that focuses on identified processing problems (VanPatten 2009: 42). VanPatten (2009: 37–45) uses the term input processing and defines it as "any overt attempt to draw learners' attention to formal properties of language and comes in many varieties – and …. may come in positive or negative forms" (VanPatten 2009: 37). Even VanPatten (2009:37) stresses that it is best to draw the learner's attention to formal properties of language while he or she is simultaneously concentrating on meaning. VanPatten (2009: 39) contends that his method is based on principles that guide learners' actions as they encounter linguistic input. He claims that during form-meaning mapping, the learners' initial mappings are lexical in nature, and this phase can go on for some time. Thus, if a grammatical item such as a tense-aspect marker appears in the input in the presence of a lexical item, such as an adverbial of time, the grammatical item is communicatively redundant, and it remains unprocessed (VanPatten 2009: 39).

In VanPatten's Processing Instruction method, the learners are first given exercises that direct their attention on meaning, but, at the same time, force them to process the input correctly (VanPatten 2009: 41). The input has been structured so as to include the linguistic feature that is identified as problematic. Problematic features are such that:

> a) appear to be slow to be acquired in production, b) differ from the learners' L1 features, and c) are likely to be 'ignored' by learners when they normally hear or read the languages because the features are communicatively redundant (i.e. there are other clues in the input which communicate the same meaning, e.g. intonation, syntax, lexical items) (Slabakova 2016: 409).

For example, in order to process tense-aspect markers properly, the learners must first learn the meaning of some adverbial expressions. After that, they are given structured input of sentences with tense markers. The learners are then asked to match the sentences with one of the offered adverbs,

only one of which is correct. They are told whether their answers are correct or not. Thus, with appropriate instruction, the learners are forced to correct processing (VanPatten 2009: 43). These referential activities are followed by affective activities that do not have right or wrong answers, but reinforce correct processing. VanPatten (2009: 42) underlines that "all activities involve a simultaneous focus on meaning and how that meaning is encoded formally". Because processing instruction aims at tackling a particular processing problem and forces learners to parse the sentences in ways that help them make correct form-meaning/function mappings, VanPatten (2009: 43) claims that this method goes beyond approaches that only emphasise raising the learners' awareness.

From a sociocultural perspective, van Lier (2001: 257) notes that, according to research results, focus on language form is beneficial or in many cases necessary. Furthermore, van Lier (2001: 257–265) discusses how this is best done, and takes up the concept awareness-raising as an alternative to explicit grammar teaching. Similarly to Long (1991) and Slabakova (2016) above, van Lier (2001: 259) stresses the importance of focusing on form in a meaningful context. Van Lier (2001: 259) talks about engaging the learners in "meaningful social activity", during which focus is shifted on a particular formal item. Van Lier (2001: 259) contends that in this way, the problems of inert, isolated metalinguistic knowledge can be avoided and "formal knowledge remains connected and can bear fruit in terms of further learning". Grammar is not to be seen as "an end in itself, but a means to an end" (van Lier 2001: 264).

As to explicit/conscious and implicit/unconscious knowledge, or superficial vs. deep knowledge, van Lier (2001: 256) suggests that these terms, as well as other similar dichotomies, are not clear-cut, but instead the extremes of a continuum. Van Lier (2001: 256) underlines the importance of moving language knowledge/awareness towards the deep and not the explicit end. He concludes that "deeply connected and richly interconnected language knowledge, whether implicit or explicit, is crucial to lasting and continually evolving language development" (van Lier 2001: 257).

From a cognitive perspective, Rod Ellis (2008: 437–455) defines in his review-article what he calls Form-Focused Instruction (FFI) as "any pedagogical effort used to draw the learner's attention to language form". Ellis (2008: 437–439) makes a distinction between implicit FFI and explicit FFI. In explicit FFI, learners are encouraged to develop metalinguistic awareness (ability to reflect on the use of language) of the linguistic rule that is being focused on (Ellis 2008: 438). Ellis (2008: 438) continues that this process can be either inductive or deductive. In contrast, implicit instruction aims at enabling the inductive inference of rules without awareness of what is being learned (Ellis 2008: 438). Ellis (2008: 440) claims that the interface between explicit and implicit

knowledge is weak, and explicit knowledge only indirectly facilitates the development of implicit knowledge by inducing attention to form. Ellis (2008: 440) contends that the goal of explicit FFI is implicit knowledge, with explicit knowledge as the starting point. He adds that information might be stored as explicit knowledge until the learner is developmentally ready to incorporate it in his/her interlanguage system, and that the effects of instruction may not be immediately visible in the learner's production (Ellis 2008: 440).

Furthermore, Ellis (2008: 441) reviews the results of previous SLA research critically and contends that implicit knowledge can only be assessed by written composition or oral narrative, i.e. some kind of freely constructed response. Based on the review, Ellis (2008: 445) notes that prolonged explicit instruction (involving metalinguistic knowledge) and practice seem to effectively enhance implicit knowledge. In addition, explicit feedback consisting of explicit rejection, explicit correction, metalinguistic information or some combination of these is, based on several research results, shown to be more effective than implicit feedback (recasts or requests for clarification) (Ellis 2008: 449). Ellis (2008: 452) concludes that explicit FFI has been shown to assist acquisition of L2. Classroom practices that have been proven especially effective include instructional strategies that provide learners with metalinguistic information and invite them "to discover grammatical rules for themselves", as well as strategies that encourage self-repair of errors and their reflection (Ellis 2008: 452). As a possible explanation as to why this kind of metalinguistic activity is effective, Ellis (2008: 452) suggests that it induces not only awareness at the level of noticing, but also awareness at the level of understanding, which fosters deeper learning.

Approaching SLA from the sociocultural angle and the perspective of Lev Vygotsky's theory of human consciousness, James Lantolf (2011: 25–38) proposes a practice named concept-based instruction (CBI), with "systematic, explicit knowledge of the relevant features of the L2" as a unit of instruction. According to Lantolf (2011: 38), L2 CBI usually follows the instructional phases formulated by Piotr Gal'perin, which begin with a systematic verbal explanation of the concept in the target language and comparison with the L1 if feasible, followed by materialisation of the concept, communicative activities, verbalisation, and finally internalisation.

To conclude, various ways of raising awareness of and focusing on linguistic form during otherwise meaning-centred activities have been shown to be beneficial for second language acquisition. In this study, the textbooks and workbooks are analysed qualitatively and quantitatively to find out, what kinds of strategies are used to focus on form.

2.4.3. Interaction

Language is a vehicle for communication and language is used in context. Hence, communication and interaction are seen by many SLA researchers as integral elements in the second language classroom, and important tools to aid the learner (e.g. van Lier 2001, 2008; Swain and Suzuki 2008; Lantolf 2011, Ellis 2008, Long 1991; Slabakova 2016). Interaction is usually understood as communication between teacher and students, or students with their peers (van Lier 2001). However, some researchers have highlighted the meaning of bodily interaction, and our interaction with all environmental elements in our linguistic processes and in our linguistic development (van Lier 2001; 2008; Johnson 2005; Jardine 2005). In the following, interaction as a didactic tool and arguments promoting its use in the language classroom are examined in more detail.

In their review article on the importance of interaction, output and communication to language learning, Swain and Suzuki (2008: 558) note that based on the results of many SLA studies, interaction has been shown to promote L2 acquisition. As most effective communicative tools to promote L2 learning Swain and Suzuki (2008: 568) mention explicit feedback containing metalinguistic explanations, and learner output. The active participation of the learner by reformulating his/her original output after having received corrective feedback has been shown to be an important element in L2 learning processes (Swain and Suzuki 2008: 568). In addition, creating communicative situations where the learners are pushed to "stretch their limited linguistic capacities to their fullest" in producing output has been shown to be important in L2 learning (Swain and Suzuki 2008: 568). Furthermore, scaffolding and languaging during pair work or group work have been shown to be important tools that affect the learning processes positively (Swain and Suzuki 2008: 566–568).

Scaffolding is defined as the tutoring of a less knowledgeable learner by a more knowledgeable person (adult, teacher or a peer) in a way that makes possible the completion of such a task that the less knowledgeable learner would not manage on his/her own (Swain and Suzuki 2008: 564). This is connected with Lev Vygotsky's zone of proximal development (ZPD), which describes "the distance between the child's independent problem-solving abilities and potential problem-solving abilities with the guidance of people or tools" (Swain and Suzuki 2008: 564). Swain and Suzuki (2008: 564) conclude that scaffolding needs to be located within the learner's ZPD for it to facilitate L2 learning.

In addition to scaffolding, L2 learners who engage in communicative interaction also take part in what Swain and Suzuki (2008: 565) call "languaging". Swain and Suzuki (2008: 565) define languaging as the use of language as a means to mediate – for example, to explain, reflect on or describe – in cognitively demanding or complex activities, such as, for example, solving problems

about language. In essence, languaging is using language to learn about a language. According to Swain and Suzuki (2008: 565), it has been shown that languaging is a source of L2 learning. They suggest that teachers give their students opportunities to write together and encourage the learners to use languaging as a means to negotiate during the task (Swain and Suzuki 2008: 568).

Lantolf (2011: 24), grounding his sociocultural approach to SLA (SCT–L2) on Lev Vygotsky's psychological theory of human consciousness, emphasises the importance of mediation (by other or self) in the development and use of language. In this system, self-regulation "grows out of other-regulation", in the zone of proximal development (ZPD) (Lantolf 2011: 32). Furthermore, Lantolf (2011: 29–30) stresses that instruction by teachers is a form of mediation. In other words, as "mediation is realized through social, largely communicative interaction" (Lantolf 2011: 37), communication is at the core of SCT–L2.

Lantolf (2011: 29) also brings up the importance of play as a socialisation activity for children. According to Lantolf (2011: 29) Vygotsky claims that play allows children to "behave beyond their chronological age", and that play contains "all developmental tendencies in a condensed form", which, in turn, makes play itself an important source of development, as it creates a ZPD for the child. Accordingly, an optimal type of play as a classroom activity would include adults or older peers that provide models for imitation and sources of mediation for less knowledgeable children, thus promoting development (Lantolf 2011: 29). Lantolf (2011: 29) further stresses that in the ZPD, "mediators do things *with* rather than *for* children". Hence, collaborative activities within the ZPD are recommended (Lantolf 2011: 30). Furthermore, research results have indicated that ZPD can function within a group in ways in which other students benefit from observing teacher-student interaction (Lantolf 2011: 32). Also, as can be seen from above (see 2.4.2), communicative activities are included in the concept-based instruction (CBI) process proposed by the sociocultural approach to SLA (Lantolf 2011: 38).

As to the importance of interaction with the environment, Jardine (2005 1–80) highlights the ramifications of the different ways of knowing that Jean Piaget describes. Consequently, classrooms should not be designed along a line of development, but rather be presented with a fullness that allows for different ways of understanding and knowing (Jardine 2005: 76–77).

One of our ways of knowing is sensori-motor knowledge that is stored in our bodies (Jardine 2005: 79). As adults, sensori-motor knowledge is manifested in the way we know how to play an instrument, to play sports, to move around in a familiar physical environment, even in the way we know how to write (Jardine 2005: 78–79). Correspondingly, according to Jardine (2005: 80), Piaget claims that young children understand the world based on physicality, using their senses and body actively to create a prehensive comprehension of their environment. This kind of

knowledge is not stored in abstract definitions, but in images and memories, and thus, different kinds of physical and visual ways of action should be applied in the classroom instead of activities based solely on language (Jardine 2005: 80). Similarly, Piaget explains the importance of allowing younger children to participate bodily to create understanding and knowing and to pay attention, and describes this "act of doing" as "a deeply epistemological activity" (quoted in Jardine 2005: 81). Jardine also proposes moving from concrete objects towards an abstract rule as an instructional tool (2005: 83).

Similarly, in his ecological-semiotic perspective, Leo van Lier (2008: 603) expands the view of learning from "a primarily cognitive process to a whole-body process involving perception and action in complex integrative ways". Furthermore, van Lier (2001: 259–261; 2008: 598–605) claims that when learners interact with each other, this interaction is not solely based on language, and it does not take place in isolation from the environment. Instead, interaction takes place in the context of all available semiotic signs and signals in the environment (van Lier 2001: 259 – 260). Hence, "language is supported by many other semiotic events" (van Lier 2001: 260) or higher meaning-making resources, which van Lier (2008: 599) classifies as including the body, cultural-historical artefacts and the physical surroundings. Van Lier (2008: 602) emphasises that, to achieve lasting, generative and creative improvement of abilities, the learner needs to engage his/her mind, body and emotions. In addition, van Lier (2008: 602) stresses that social interaction and exploration of the environment are required.

Consequently, van Lier (2001: 263–264) strongly promotes interaction, which he sees as "a major source of learning opportunities". Van Lier (2001: 263) recommends activities where learners work side-by-side to encourage "triadic interaction". According to van Lier (2001: 263), such group work expands interaction into including "not only information exchange, but also joint description, project planning, discovery, conversation, guided participation, evaluation, and so on". Van Lier (2001: 263; 2008: 602) also recommends that the classroom-context is designed in a way that invites to activities and provides "multiple opportunities to connect language to other meaning-making systems". In other words, the learning environment should be multisensory and multimodal. Van Lier (2001: 265) concludes that this kind of activities will motivate the learners, and engaging in such activities will connect "the physical and the mental, the perceptual and the cognitive, the personal and the interpersonal."

Even the cognitive linguists Lakoff and Johnson emphasise our interaction with the environment as an integral element in the development of our understanding and knowing (Johnson 2005: 15–33). With this as their starting point, and discarding the dualistic view of separate mind and body, Johnson and Lakoff developed the concept of image schema in the late 1980s to help

explain how our bodily experiences shape our meaning and thought (Johnson 2005: 15). They use the word "embodied" to underline the central role of our bodily interactions with our environment in shaping our understanding and knowing (Johnson 2005: 15–16). Because of how we are built and how we move, we have certain kinds of recurring sensory-motor experiences, experiences of perception, object manipulation and bodily movement. For example, we learn the elements of the CONTAINER schema through our interaction with different types of containers (Johnson 2005: 21). This image schema can be activated, for example, as we encounter a container or hear the word "in". The activated image schema will help us understand the situation (Johnson 2005: 22). Furthermore, image schemas help us process and manage abstract concepts. According to Johnson (2005: 24), we apply "body-based image-schematic logic" to abstract reasoning.

This section reviewed views and arguments of researchers who represent different approaches to SLA, but agree on the importance of interaction – communicative as well as bodily interaction – for learning. It can be concluded that various communicative forms of interaction, between learners and teacher, as well as between learners have been shown to have positive effects on language learning. In addition, bodily activities and an interaction with a learning environment that invites the use of all our senses have been shown to enhance learning processes. Thus, these aspects will be taken into consideration in the qualitative analysis of the workbooks.

2.5. Previous studies

In the following, previous studies on Finnish EFL books are first shortly reviewed in section 2.5.1. In section 2.5.2, the importance of tense and aspect in second language acquisition and the scope of tense-aspect studies in the field of SLA research is briefly presented, as well as some previous studies on the acquisition of tense-aspect morphology in situations of L1-L2 divergence.

2.5.1 Previous studies on textbooks and workbooks

The previous studies on Finnish EFL textbooks and workbooks have mostly concentrated on some aspect of vocabulary (e.g. Ax 2015; Myyry 2016; Seppänen-Lammassaari 2016; Ylisirniö 2012), on methodology (e.g. Inha 2018; Vepsä 2019), textual contents (e.g. Kataja 2008; Ojama 2014), cultural information and/or varieties of English (e.g. Järvinen 2017; Lindström 2015; Pystynen 2018; Siitarinen 2017). One topical theme of recent years seems to have been gender representation (e.g. Holopainen 2018; Jaakkonen 2018; Saarikivi 2012). Other themes include modality (Nordberg 2010), requests (Pursiainen 2009) and geographical settings (Stenberg 2019) in upper secondary school textbooks. The most interesting Finnish Master's Thesis with regard to the current study is Laitinen's (2014) study on the functions of pictorial illustrations in Finnish EFL textbooks.

2.5.2 Previous studies on tense-aspect morphology combined with L1-L2 divergence

As Slabakova (2016: 413) notes, the difficulty of functional morphology "has spawned entire bodies of literature" within the SLA field. Similarly, as Bardovi-Harling (2000: 1) notes, tense-aspect morphology "occupies a central place in the curricula of many language programs". However, verbal morphology should not be isolated from communication and other means to express time, and instruction should take place in meaningful context (e.g. Slabakova 2016: 407; Bardovi-Harling 2000: 1). Bardovi-Harling (2000:1) further emphasises that the acquisition of tense-aspect systems would deserve more attention.

For this reason, instead of an emphasis solely on morphology, researchers from a functionalist perspective have studied how learners express temporality, i.e. how they talk about time (Bardovi-Harling 2000). According to Bardovi-Harling (2000: 45–48), this line of research has shown that as means to express time, learners proceed from an initial pragmatic stage through a lexical stage and finally to a morphological stage in their linguistic development. Thus, learners first rely on pragmatic means (scaffolding by interlocutors, inference from the context, contrasting and chronological order) to express time and then proceed towards lexical means (temporal and locative adverbials, connectives, calendric references and verb lexis) (Bardovi-Harling 2000: 21–45). As soon as examples of tense-aspect morphology appear in their interlanguage, learners are considered to have entered the morphological stage in expressing time (Bardovi-Harling 2000: 45–46). However, as Bardovi-Harling (2000: 21–48; 111–113) notes, the acquisition of morphology is gradual, and elements typical of the previous stages, such as the use of base form verbs, often linger in the interlanguage of learners who have already begun to use verbal morphology. In addition, Bardovi-Harling (2000: 111–113) notes that form often precedes function, that is, learners may produce verb inflections which at first do not seem to contrast in meaning or function with other verb forms which the learner uses at the same time.

Slabakova (2003: 42–75) reports similar differences in the expression of ongoing action between Bulgarian and English as have been listed here between Finnish and English, resulting in mismatches at the syntax-semantics interface. Slabakova (2003: 42–75) notes that initial L1 transfer and subsequent morphological acquisition were attested in her study, as implicated by better initial accuracy in the English present simple than in progressive forms.

In her corpus-driven study on the use of the progressive forms, Römer (2005: 237–273) found differences between the spoken British English (from BNC_spoken and BoE_brspok) and what she calls "school English" of two German EFL book series. In her study, Römer included the textbooks and their accompanying grammars from grades 5 to 10, aimed at students aged 10 to 16 years (Römer 2005: 174). Differences were found in several co-selection patterns, for example in

the distribution of personal pronouns in subject position, in the use of contracted verb forms, in the frequency of negation both on average and for specific verbs, and with adverbial specification (Römer 2005: 244–256). In addition, there were differences in the distribution of time references of progressives and in the central functions of progressives. Two function features proved to be central in the corpus data of BNC_spoken and BoE_brspok, namely continuousness and repeatedness. The analysis of possible feature combinations showed that the central function of progressives in these corpora are a) the expression of continuous and non-repeated actions or events and b) the expression of continuous and repeated actions or events (Römer 2005: 260). Of these function features, the analysed German EFL texts heavily underlined continuousness, and ignored repeatedness as well as non-continuous function features, which were found in roughly 18 per cent of BNC and BoE tokens (Römer 2005: 261). Additionally, Römer (2005: 266–268) specifies 7 other function features, which are less frequent, namely general validity, politeness/softening, emphasis/attitude, shock/disbelief, gradual change/development, old and new habits and framing. These additional less frequent functions were either very rare or nearly non-existent in the analysed EFL texts, with the exception of framing, which was overly emphasised (Römer 2005: 266–268).

Römer (2005: 172–173) notes that in numerous studies, the progressive has been found to be problematic to L2 learners of English, particularly if the learner's L1 does not include an equivalent grammatical construction, as is the case, for example, with German, the Scandinavian languages and Polish. Römer (2005: 173) states that the learners might find the progressive less difficult if it were presented "in the same way as it is used by native speakers, i.e. in its most typical contexts and functions". Based on her research results, Römer (2005: 287–291) makes corpus-informed suggestions of didactic improvements to teaching progressives, to make "school English" more compatible with real-life language use.

3. Material

In the following, the materials used in the analyses of this study are presented. In section 3.1, the book series selected for analyses are introduced, and in section 3.2 the student groups participating in the test and survey of this study are presented. Finally, section 3.3 introduces the miniature corpora and AntConc concordancer which are used in the analysis of textbook sections.

3.1 4th and 5th grade textbooks and workbooks of three Finnish book series

Three Finnish EFL book series were chosen for the analyses of this study. The criteria for choosing the books were their prominence and topicality. The 4th and 5th grade books of the oldest book

series of the three, *All Stars* (Otava), were published in 2009, 2010 and 2011. The other two book series were (at the time of selection) the newest books of the two biggest publishing houses of course book material in Finland, namely *High Five* !(Otava) and *Go for it!* (Sanoma pro). The 4th and 5th grade books of *High five!* were published in 2016 and 2018, respectively, and the corresponding books of *Go for it!* were all published in 2018. Only the books themselves were examined in this study, and not the supplementary digital materials or materials provided for the teachers.

According to the information provided on the websites of the publishing houses, all of these book series are compiled observing the goals and guidelines of the National Curriculum for Comprehensive Schools of the Finnish National Board of Education (Opetushallitus 2014).

3.2 Finnish 4th and 5th grade EFL students from two different schools

Approximately 80 students from the 4th and 5th grades of comprehensive school from two different schools in Southern Finland were chosen to participate in this study. Head of local education and culture department issued a research permit for conducting this study, and the principals and teachers of the two schools offered their assistance in choosing the groups to be tested. Due to illnesses and other non-attendances, the total number of students who finally finished the test and questionnaire in late May 2019 was 73, including 39 students from the 4th grade, aged 10 to 11 years, and 34 students from the 5th grade, aged 11 to 12 years. All of the tested students study English as their A1 language, having begun their English studies on the 3rd grade, at the age of 9 to 10 years. On the 4th grade, the students have two 45-minute lessons and on the 5th grade three 45-minute lessons per week in the two schools that were chosen for this study. The teachers of the tested students are non-native.

According to the background information that the teachers provided of the students, one of the 39 students from the 4th grade receives intensified support and 38 students are general support students. Three of the 39 students have Finnish as their second language, and 36 have Finnish as their L1. Of the 34 students from the 5th grade, one receives intensified support, another receives special support, and 32 are general support students. One of the 5th grade students has Russian and one has English as L1, the other 32 students have Finnish as their L1. All groups that participated in this study use *Go for it!* as their EFL book series.

I met the groups of students personally during their regular English lessons in May 2019 to conduct the testing. The answer forms were numbered from 1 to 20. The students were first handed the test, and after they had finished the exercises this answer form was replaced by a questionnaire form with the same number. Thus, an individual student's answers to the test and questionnaire

could later be identified for the sake of data processing, even though the students answered both the test and the questionnaire anonymously.

Before data processing, the data were numbered separately for each of the two schools and for each of the two groups within the schools. The schools were named School A and School B, and the answer forms of each student were numbered, for example A.4.1 (the first student of the 4th grade group in school A), or B.5.16 (the sixteenth student of the 5th grade group in school B). The analysis of the results was based purely on the numbers that the students were given. To emphasise anonymity of the answers, the answer forms were only numbered from 1 to 20 during testing, and the students or teachers were not told if their school is school A or B.

3.3 Miniature corpora and AntConc concordancer

In order to analyse the distribution of present progressive verb forms and their typical collocates in the texts in which the present progressive is presented, as well as to examine the distribution of subject-verb agreement forms of the copula verb *be* in these texts, a sample of the relevant chapters and supplementary materials from each of the textbooks was scanned into miniature corpora, separately for each analysed textbook. The text recognition function of the scanner Brother DCP-9020CDW Printer was used, and the harvested text material was saved in .txt format. The correspondence of all scanned texts with the original texts was checked before analysis. Although the resulting miniature corpora were very small in size (see below), they were examined with corpus analysis tools with the help of AntConc concordancer because, as Römer (2005: 175) states: "when it comes to counting, sorting, and calculating, the computer is much faster and much more reliable and infallible than any human brain". The size of the miniature corpora of each analysed textbook is presented in the following:

	All Stars 4	*All Stars 5*	*Go for it! 4*	*Go for it! 5*	*High five! 4*	*High five! 5*
Number of words	608	1000	436	1018	543	615

The AntConc concordancer used in this study is a freeware corpus analysis toolkit that can be downloaded from the Internet: https://www.laurenceanthony.net/software/antconc/. AntConc is a relatively simple toolkit, and it does not, for example, include grammatical tags, but it is easy to use and well suited for the simple text analysis tasks of this study.

4. Methods

In the following, methods used in the analyses of this study are introduced. In section 4.1, the method used in the analysis of workbooks is presented, followed by section 4.2 introducing the

method used in the analysis of textbooks. Finally, the test and questionnaire for 4th and 5th grade students are presented in sections 4.3 and 4.4, respectively, followed by the questionnaire for the teachers in section 4.5.

4.1. Analysis of 4th and 5th grade workbooks of three Finnish book series

To begin with, a qualitative comparative analysis was conducted on the workbook sections and separate grammar sections introducing the present progressive in the Finnish book series *All Stars* (Otava), *High Five* (Otava) and *Go for it!* (Sanoma pro). It was of interest what kinds of exercises are used, whether pictures and/or adverbials of time are used to aid the learner, and whether interaction between learners is promoted. It was also of interest, whether the difference between the learners' L1 Finnish and L2 English is clarified, and how this is done.

To conduct the analysis, the approach developed by Rod Ellis (2002: 155–179) in his study on EFL grammar practise books was consulted and mostly followed, but also supplemented. Ellis (2002: 156–159) identifies three sets of methodological options in grammar practise materials: explicit description of grammar, data and operations (Figure 1). In this study, it was examined whether the sections introducing the present progressive include separate grammar sections, whether the exercises contain explicit grammar instructions, and whether exercises promoting discovery of grammar rules by the learners (inductive learning) are used. The results of this analysis are provided in section 5.1.2.

As regards data analysis, Ellis (2002: 159) restricts his analysis on texts which are independent of exercises, whereas in this study, the data used in the exercises is specifically targeted. It was examined whether the sentences used in the exercises are a) discrete, that is, individual sentences without any connection with each other and without any common source, or b) continuous, that is, connected with each other by way of referring to a common source or creating a story, or c) whether the exercise is based on a continuous text. Then, it was analysed whether this text material is authentic or compiled (contrived in the terminology of Ellis 2002: 158). It was further investigated whether the analysed workbook sections include lexical support in the form of time adverbials, and whether the difference between the learners' L1 Finnish and L2 English is clarified. The results of this data analysis are presented in section 5.1.2.

Furthermore, the activities (operations in the terminology of Ellis 2002: 158) promoted in the exercises focusing on the present progressive were studied, following, but also supplementing the division by Ellis (2002: 158). Thus, it was examined, whether production-type exercises promote oral or written production, whether their source is written, visual or an audio source, and whether they promote free or controlled production. Then, it was inspected whether reception-type

exercises have an audio or written source, that is, whether the learner can control the pace of answering or whether answering is automatic. Even judgment-type exercises (Ellis 2002: 158–159) were included in the analysis of this study, but no judgment-type exercises were found in any of the analysed workbook sections (cf. 5.1.3).

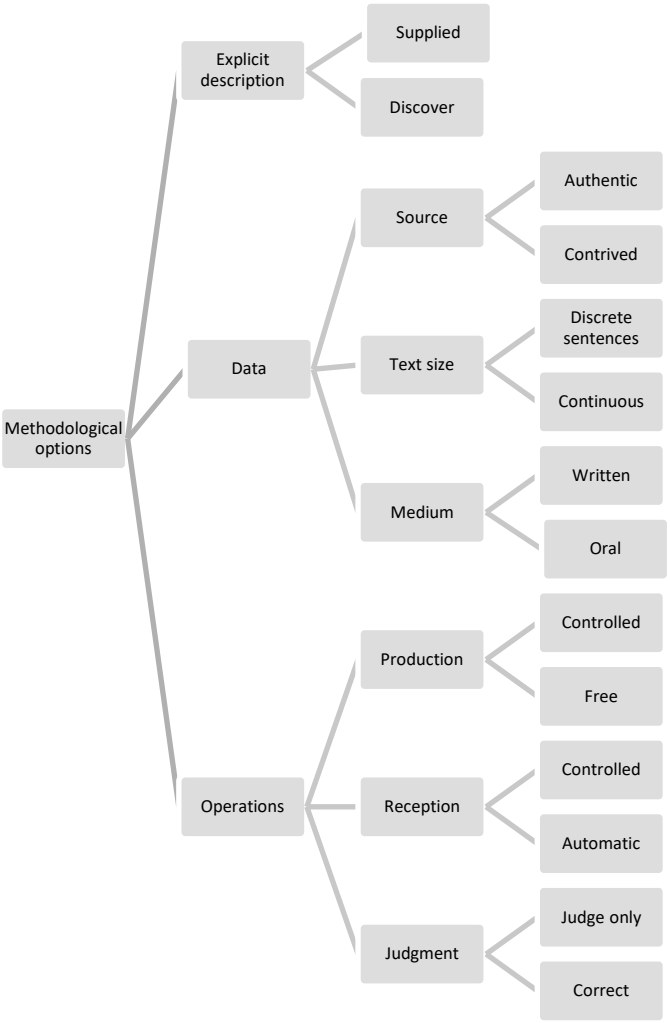

Figure 1. Methodological options employed in grammar practice books, adopted from Ellis (2002: 158).

Bearing in mind the SLA research results on the importance of interaction and communication to language acquisition (cf. section 2.4.3), an additional step was added to the analysis of activities. It was examined, whether the exercises focusing on the present progressive promote individual work, pair work or group activities. Similarly, the use of illustrations in the exercises was investigated (cf. section 2.4.1).

The analysis of the workbook sections aimed at answering the first and second research question and the following sub-questions: 1) How is the present progressive presented in the analysed 4th and 5th grade textbooks and workbooks? a) How is the difference between L2 English and L1 Finnish

clarified in the analysed workbooks? b) How is the learner's awareness raised to the characteristics of the present progressive? c) How much lexical support is provided to clarify the semantic meaning of the progressive and its difference from the present simple? d) How much repetition is provided? e) How much visual support is provided? f) How is interaction encouraged in the exercises? 2) What kind of differences in input quality and quantity can be found between the analysed EFL textbook and workbook sections?

4.2 Analysis of 4th and 5th grade textbooks of three Finnish book series

During the qualitative and quantitative analysis of the textbooks, the 4th and 5th grade textbooks of the Finnish book series *All Stars* (Otava), *High Five!* (Otava) and *Go for it!* (Sanoma pro) were first reviewed generally. After this, the miniature corpora of the textbook sections introducing the present progressive (cf. 3.3) were examined with the help of the AntConc concordancer, and the results were processed both quantitatively and qualitatively. To conduct the analysis, the approach used by Ute Römer (2005) in her study on progressive forms in German EFL books was consulted. However, due to the very small size of the examined corpora in the present study, relatively simple queries and subsequent manual work enabled a thorough analysis of the material. Queries were made on all present progressive verb forms, and separately on positive and negative declarative sentences with the present progressive, as well as on interrogatives with the present progressive.

The harvested tokens were examined to find out the frequencies and collocates of the present progressive. First, the frequency of positive and negative sentences as well as of interrogatives was analysed. Then, the tokens were further examined to find out adverbial collocates of the present progressive. After this, the proportion of contracted verb forms of the copula verb *be* was analysed, and finally, the distribution of subject-verb agreement forms of the copula verb *be* was investigated.

The analysis of the textbook sections aimed at answering the first research question and the following sub-questions: 1) How is the present progressive presented in the analysed 4th and 5th grade textbooks and workbooks? c) How much lexical support is provided to clarify the semantic meaning of the progressive and its difference from the present simple? d) How much repetition is provided? e) How much visual support is provided? g) How evenly distributed are subject-verb agreement forms in the present progressive tokens of the analysed textbook sections? 2) What kind of differences in input quality and quantity can be found between the analysed EFL textbook and workbook sections?

4.3 Test for a group of 4th and 5th grade students

To test how well the approximately 80 Finnish 4th and 5th grade comprehensive school students that participated in this study have acquired the present progressive and the present simple, a test with 2 exercises was compiled. The exercises were similar to those found in the analysed workbooks (Appendix 1). The first exercise targeted the present progressive. It comprised 9 small pictures of activities (source: www.papunet.net), and the students were asked to write at least six sentences based on what is happening in the pictures. The instructions were written in Finnish, hence, the Finnish present tense was used, but the time adverbial *right now* (*juuri nyt*) was added to lead the students to using the present progressive.

The second exercise targeted the present simple, and the students were asked to fill in the gaps of seven sentences with personal pronouns and verbs. The already provided parts of the sentences indicated that the described situation was a state or some habitual activity (Appendix 1). A glossary with the required verbs in Finnish and English was provided for both exercises so that a potential lack of vocabulary would not pose a problem to the tested students.

To get as reliable results as possible, and to avoid targeted practicing in advance, the students, their teachers or their principals were not given any detailed information on the contents of the test prior to the testing. They were only told that the exercises will be familiar to the students based on the 4th and 5th grade curriculum.

The results were analysed both quantitatively and qualitatively. The students' answers were checked, and the number of correct answers versus the highest possible score (1 point for each correct sentence) was evaluated separately for the first and second exercise. After this, a qualitative analysis was made to find out what kind of constructions the students had used instead of the correct one.

The test aimed at answering research question four: How well do the tested 4th and 5th grade students perform in a test on the present progressive and present simple?

4.4. Survey on the attitudes of a group of 4th and 5th grade students

To study approximately 80 Finnish 4th and 5th grade comprehensive school students' attitudes towards verb inflectional forms and factors which aid them in their studies of English, a short questionnaire was compiled (see Appendix 2). The questionnaire was compiled in a way which allowed numerical processing of the data. In the same way as with Likert scale statements, interval scale of measurement was used, which allows the calculation of mean, median and mode (Ranta et al. 1989: 29–37). However, questions instead of statements were chosen because the survey was

aimed at young students who are familiar with answering questions in school. For the same reason, a numerical scale from 1 to 10 was chosen, as a scale from 4 to 10 has become familiar to the students in test evaluations and yearly evaluations in school. Also, an adequately broad scale allowed the students to express their views more freely, which was thought to be easier for them than a more limited scale. The students were asked to choose the number that best corresponds to their own view on a scale from 1 to 10, when the numbers 1 and 10 refer to opposing adjectives or adverbs of quantity (see 5.3.2).

The preference for a wider scale was also the outcome of a pilot survey with some students that did not participate in the actual survey. The pilot survey was conducted to test the questionnaire and to find possible flaws in it. Based on the pilot survey and the comments of the students that participated in it, some changes were made to the questionnaire so that it would suit this study better. The changes included widening the scale to 10, formulating some of the questions more clearly as questions, and adding some sub-questions to question 4.

The goal of the questions was twofold. First, to gather information on the students' attitudes towards verb inflectional forms and, more particularly, towards the English present progressive. The second goal was to gather information on the students' opinions of the importance of EFL textbooks and workbooks, as well as on the importance of other factors that aid them in their studies of English. To make answering the questions as easy as possible, they were formulated in Finnish (Appendix 2).

The questionnaire was handed to the students in the classrooms on paper. However, prior to handing the questionnaire to the students, an example question was written on the board or presented orally ("In your opinion, are summer holidays: too short (1)……too long (10)?") and it was demonstrated how to answer this question to make sure that the students were able to use the scale correctly in their answers.

The results of the survey were analysed quantitatively with the help of the programme Microsoft Excel. A data matrix was compiled and to better perceive the general features of the data, some statistics were calculated. These included measures that describe the central tendency of the distribution, namely mean (the central value of the distribution), median (the middle value that divides the data into two equally large halves) and mode (the value that has the greatest frequency) (Ranta et al. 1989: 28–35). To illustrate how much the individual values deviate from the central values, standard deviation (s) was calculated (Ranta et al. 1989: 35–39). To show the distribution of values more precisely for questions 4a and 4b, a frequency distribution chart was compiled. A qualitative comparison was made between individual students' answers to the questionnaire and

their results in the test in case of strikingly deviant values. In addition, a qualitative analysis was made of answers to question 4g.

The survey aimed at answering the third research question: What is the tested 4th and 5th grade students' opinion on verb inflectional forms and on the importance of the EFL books to their studies?

4.5 Questionnaire for the 4th and 5th grade students' teachers

To gather background information of the 4th and 5th grade groups that participated in this study, a questionnaire was compiled for their teachers. The teachers were asked about the students' need for intensified support and their native language. In addition, the teachers were asked about the importance of textbooks and workbooks in their teaching, and about other materials that they use in teaching. They were asked to compare the book series *Go for it!*, which is now being used in both schools from which the tested students come from, with previous book series that they have used. They were further asked how the English present progressive and present simple are introduced in these books and what, if anything, they would wish to change. Finally, they were asked how they find the present progressive and present simple as subjects to teach and what they focus on when teaching them. The questions were formulated in Finnish (Appendix 3).

5. Analyses

In sections 5.1 and 5.2., the results of the qualitative and quantitative analyses of the workbooks and textbooks of the Finnish book series *All Stars* (Otava), *High Five!* (Otava) and *Go for it!* (Sanoma pro) are presented. After that, the 4th and 5th grade students' answers to the questionnaire and their test results are reviewed in section 5.3.

5.1. Analysis of 4th and 5th grade workbooks of three Finnish EFL book series

In the following, the results of the qualitative comparative analysis of 4th and 5th grade workbooks of three Finnish EFL book series are presented. First, the illustrations of the textbooks and workbooks are reviewed in section 5.1.1, second, the data in the exercises of the workbooks are analysed in section 5.1.2, and finally in section 5.1.3, the exercises are examined based on the various activities they promote.

5.1.1. Illustrations in the 4th and 5th grade textbooks and workbooks

In this section, the results are presented of the analysis on the use of illustrations as a means to promote learning in the 4th and 5th grade textbooks and workbooks. The analysed sections in each textbook include the chapters in which the present progressive is focused on. In the workbooks, all exercises focusing on the present progressive were reviewed.

The present progressive is introduced in chapter 14 of *All Stars 4 Reader* (Benmergui et al. 2009: 40–41). The text describes the characters' activities as they are doing chores at home. Furthermore, the same linguistic theme is repeated in chapter 15, in which the characters are actively engaged in their hobbies (Benmergui et al. 2009: 44–45). Both chapters are richly illustrated, with the familiar characters performing all of the activities described in the texts. Thus, the visual message is clearly linked to the verbal message in the text (i.e. the images are representational in the terminology used by Carney and Levin 2002:7–8), and supports the learning of the present progressive.

In addition, pictures are abundantly used in the exercises of *All Stars 4 Activity Book*. Visual support is used in 14 out of 21 exercises in which the present progressive is the only or one of the themes focused on (Table 1, Figure 2). Pictures are used in varied ways to aid the learner in the following exercises of chapter 14: 1 (English text, pictures), 2a–c (audio + pictures, pictures + pair work), 4 (a song + pictures), 5b (pictures + pair work), 7a-b (a dialogue + pictures), 8 (a rhyme + pictures), 9a–b (audio + pictures, pictures + pair work), 10a (pictures) (Benmergui et al. 2010: 133–139). In fact, exercises 1 and 2 are based on an illustrated glossary, with whole phrases in the present progressive underneath action pictures. In the exercises for chapter 15, pictures are used in 3 of the 4 exercises that emphasise the present progressive: exercises 6, 7 and10 (writing sentences based on pictures) (Benmergui et al. 2010: 142–146).

In *All Stars 5 Reader* the present progressive is brought up again in chapter 4 (Benmergui et al. 2011a: 14–15). The characters are at the circus, and they are explaining what is happening on stage. The activities described in the text are illustrated in the large picture on page 15. Again, the visual message is clearly linked to the verbal message in the text, and supports the learning of the present progressive. In contrast, few present progressive forms are used in the recap chapter 5, and the rich illustrations of this chapter are therefore not used in support of learning this verb form (Benmergui et al. 2011a: 16–21). In *All Stars 5 Activity Book* pictures are used to aid the learner in 4 of the 9 exercises of chapter 4 which focus on the present progressive: 1 (audio + picture), 2 (audio + picture), 3 (picture + pair work) and 16 (writing sentences based on a picture) (Benmergui et al. 2011b: 42–50). Exercise 1 of the recap chapter 5 and exercise 2 in the "Mini

Grammar" are also based on a picture (answering questions based on a picture) (Benmergui et al. 2011b: 52, 211; Table 1, Figure 1).

Table 1. The use of visual support in the exercises focusing on the present progressive.

	All Stars 4	**All Stars 5**	**Go for it! 4**	**Go for it! 5**	**High five 4**	**High five 5**
Exercises with visual support	14 (67%)	6 (43%)	1 (7%)	2 (8%)	4 (50%)	0
Total number of exercises	21	14	14	24	8	3

The present progressive is introduced in chapter 13 of *Go for it! 4 Textbook* (Kanervo et al. 2018a: 105–107). The text describes the characters' trip to San Francisco. The same linguistic theme is repeated in the "Here's how!" section, which includes a comic strip (Kanervo et al. 2018a: 108–109). Both the chapter and the "Here's how!" section are richly illustrated, with the familiar characters performing some of the activities described in the texts. Thus, the visual message is linked to the verbal message, and supports the learning of the present progressive.

In *Go for it! 4 Workbook*, pictures are used to aid the learner only in one of the examined exercises*,* namely in exercise 20 (writing sentences based on a picture) (Kanervo et al. 2018 b: 172; Table 1). In addition, individual pictures are used here and there for decorative purposes. Furthermore, pictures are used in a confusing manner in exercise 8, where pictures of activities are used in connection with verbs in their base form (Kanervo et al. 2018 b: 167).

The present progressive is brought up again in chapter 2 of *Go for it! 5 Textbook,* in which, the characters are travelling to Scotland, and their activities on board the ship are explained in the text. All of these activities are illustrated in the large picture on pages 16–17, which is thus clearly linked to the text and provides support for the learner. The same theme is repeated in the "Here's how!" sections on pages 18 and 24, with comic strips providing ample repetition and visual support. The same theme continues in chapter 3, with the focus on questions (Kanervo et al. 2018c: 15–22). Apart from the comic strip on page 24, chapter 3 offers less visual support, as the verbal message with present progressive forms is not clearly linked with the visual message.

Go for it! 5 Textbook contains several illustrated glossaries that precede the actual chapters and introduce central words of the chapter at hand. There is one such illustrated glossary on page 14, preceding chapter 2 where the present progressive is focused on. The pictures in this particular glossary show people doing different kinds of activities, but the words underneath the pictures are verbs in their base form, not in the present progressive. This illustrated glossary is dealt with also in *Go for it! 5 Workbook*, with 4 exercises based on it. In these 4 exercises, verbs in their base form, in

the imperative and in the present simple are used, and the semantic contrast between them is not clarified. On page 20, and again on page 45, a new set of pictures of activities is presented, and the verbs in their base form are targeted (Kanervo et al. 2018d: 20–21; 45). There seems to be a contradiction between the visual and verbal messages here, which may confuse the learner, especially as the theme of this chapter is said to be the present progressive.

In *Go for it! 5 Workbook*, pictures are used to aid the learner only in 2 exercises focusing on the present progressive, namely in exercises 15 (acting and guessing) and 18 (correcting sentences based on a picture) (Table 1, Figure 2). In addition, individual pictures are used here and there for decorative purposes.

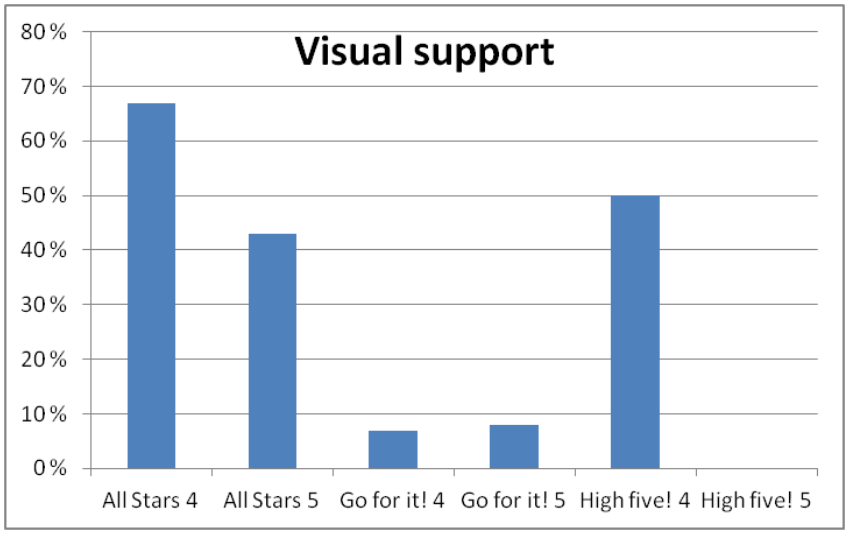

Figure 2. Proportion of exercises with visual support of all exercises focusing on the present progressive.

The present progressive is introduced in chapter 13 of *High five! 4 Texts* (Kalaja et al. 2016a: 70–71). The text describes the characters' trip to Molly's granddad's farm. Furthermore, some repetition of the same linguistic theme is offered in chapter 16 in which the characters are travelling in Wales (Kalaja et al. 2016a: 86–87). Both chapters are richly illustrated, but the verbal message in the text with present progressive forms is not directly linked with the visual message. Thus, the pictures are mainly used decoratively.

In *High five! 4 Activities,* pictures are used to aid the learner in exercises 7 (textbook picture, writing sentences) and 15a–b (writing sentences based on a picture) of chapter 13, as well as in exercise 4b from "Review Unit 4" (writing sentences based on a picture) (Kalaja et al. 2016b: 151–194; Table 1). In addition, individual pictures are used here and there for decorative purposes.

The present progressive is brought up again in chapter 1 of *High five! 5 Texts*, together with the present simple and some other themes (Kalaja et al. 2018a: 3; 10–11). The characters are

travelling to Colorado. Although the present progressive is listed as one of the themes of this chapter, only one present progressive verb form can be found in the text. Thus, the large picture on pages 10–11 is not used to support the learning of the present progressive. Chapter 4 is meant as repetition for chapters 1–3. Even this chapter only includes 2 present progressive verb forms. The comic strip itself offers good pictorial support for the learner (Kalaja et al. 2018a 26–27). In *High five! 5 Activities,* pictures are not used to aid the learner in the three exercises of chapter 4 in which the present progressive is focused on (Kalaja et al. 2018b: 11–22; Table 1). However, individual pictures are used here and there for decorative purposes.

In sum, all of the analysed textbooks are richly illustrated, and apart from *High five! 4* and *5* (cf. above), the illustrations also seem to provide support for the learner in the task of learning the present progressive. Comic strips are used in the recap material of *Go for it! 4* and *5* as well as of *High five! 5* and *All Stars 5*. Contrary to the textbooks, the examined sections of the workbooks of the three book series show notable variation in the use of illustrations (Table 1; Figure 2). Of all analysed workbook sections, *All Stars 4* and *5* as well as *High five! 4* stand out as the most richly illustrated. Moreover, in *All Stars 4* and *5* pictures are used varyingly, combining them with different kinds of exercises (cf. above). In addition, action pictures are without exception combined with present progressive verb forms in *All Stars 4* and *5* and *High five! 4*, clarifying the use of this verb form. However, in *Go for it! 4* and *5*, action pictures are used in connection with verbs in their base form (cf. above), which would seem to be contradictory and confusing to the learners. This impression is particularly emphasised, as pictures are otherwise so rarely used in the exercises focusing on the present progressive in these two books. The most poorly illustrated workbook in this comparison was *High five! 5*, in which no pictures were used to support the learner in the examined exercises (Table 1; Figure 2).

5.1.2 Data of the analysed 4th and 5th grade workbooks

In this section, the Finnish 4th and 5th grade workbooks are reviewed from the perspective of the kinds of data which are used in them. Again, the workbook sections focusing on the present progressive were used for the analysis. The use of separate grammar sections or other explicit grammar instructions was observed, as well as potential exercises promoting grammar discovery, i.e. inductive learning. Furthermore, it was established whether lexical support in the form of time adverbials or other adverbials is used in these workbook sections, and whether the difference between the L1 Finnish and the L2 English is clarified. Finally, it was examined whether the data source in these sections is authentic or compiled (contrived in the terminology of Ellis 2002), and whether discrete sentences or continuous text/sentences are used in the exercises. In the following,

the results of the analysis of the individual workbooks are first reported, followed by a comparison between the books, the results of which are also summarised in Tables 2 and 3.

In *All Stars 4,* no separate grammar section is provided. In *All Stars 4 Activity Book,* adverbials of time are used only in Finnish in the instructions to exercise 11 of chapter 14 (Benmergui et al. 2010: 138); in which the focus is on clarifying the difference between the English present simple and present progressive. In addition, there is an information box on page 136, explaining in Finnish that present progressive is to be used when explaining what is happening right now, with English examples (Benmergui et al. 2010: 136). As many as 10 exercises focusing on the present progressive precede this information box. Although these exercises or their instructions do not express the intention of promoting inductive learning, some of them (especially exercises on page 133) are well suited for activities which make the learners reflect on the meaning difference between different verb forms prior to explicit instruction on the theme. This might be fruitful and lead to inductive learning, but it is left to the teacher to use the exercises in this way.

It is noteworthy that only Finnish present tense is used in the instructions for the examined exercises in *All Stars 4 Activity Book* (Benmergui et al. 2010:133–139; 142–146). Overall, Finnish is only used in the instructions, and the focus is clearly on the English language and on pictures. In all 21 analysed exercises, only English is used in the exercises themselves. The difference between Finnish and English is not brought up (Table 2).

Only compiled text material is used in the examined sections of *All Stars 4 Activity Book*. However, over half (62%) of the sentences used in the exercises are continuous, i.e. they are linked together in meaning and/or are based on the same visual or text source. In addition, 19 per cent of the exercises are based on continuous text (Table 3, Figure 3).

Table 2. The use of explicit grammar sections vs. exercises promoting inductive learning, the use of lexical support, and clarification of the L1–L2 divergence in sections focusing on the present progressive in the analysed workbooks.

	All Stars 4	**All Stars 5**	**Go for it! 4**	**Go for it! 5**	**High five 4**	**High five 5**
Separate grammar section	no	yes	no	yes	yes	yes
Explicit grammar instructions in the exercises	yes	yes	no	yes	yes	yes
Exercises promoting inductive learning	no	no	no	no	no	no
Lexical support (e.g. adverbials of time)	yes	yes	no	yes	yes	yes
Clarification of L1–L2 divergence	no	no	no	no	no	no

All Stars 5 Reader contains a "Mini Grammar" towards the end of the book, where the English present simple is covered on page 86 and the present progressive on page 87, allowing for an easy comparison between the two verb forms (Benmergui et al. 2011a: 86–87). On page 87, the English present progressive is explained in Finnish as the verb form you should use in English when explaining what somebody is doing right now, whereas the explanation on page 86 says that you should use the present simple to tell what somebody usually does. In addition, it is further explained in Finnish that the English present simple should be used to tell what somebody does usually, sometimes, in winter, on Mondays, etc., and to express what you think, like, love or hate. On page 87, a mnemonic is suggested in which the English present progressive is equated with the Finnish MA-infinitive (Benmergui et al. 2011a: 87). However, the examples below this mnemonic, in which all personal pronouns as well as both negative and positive sentences are used, are all translated into Finnish with the Finnish present tense together with an adverbial of time: *juuri nyt* (*right now*). In the mnemonic, an adverb of time (now) is used also in English (Benmergui et al. 2011a: 87).

In *All Stars 5 Activity Book,* the present progressive is repeated with explicit explanation in the instructions to exercise 17 of chapter 4, in which an adverbial of time is used in Finnish: *juuri nyt* (*right now*) (Benmergui et al. 2011b:50). In addition, the exercises in *All Stars 5 Activity Book* "Mini Grammar" section towards the end of the workbook begin with an explanation in Finnish that you use the present progressive to tell what somebody is doing right now (Benmergui et al. 2011b: 210–211). Adverbials of time are not used elsewhere in the examined sections of this workbook. As many as 8 exercises to chapter 4 that focus on the present progressive precede the explicit explanation of the use of this verb form. The present progressive has already been introduced to the students for the first time the previous spring, but these exercises could be used to make the students reflect on the meaning difference between different verb forms prior to explicit repetition.

Similarly to *All Stars 4 Activity Book,* only Finnish present tense is used in the instructions to the analysed exercises in *All Stars 5 Activity Book* (Benmergui et al. 2011b:42–52; 210–211). Overall, Finnish is mostly used only in the instructions, and the focus is on the English language and on pictures. Finnish sentences or phrases are used in three (21%) of the examined 14 exercises. The difference between Finnish and English is not brought up (Table 2).

Mostly compiled material is used in *All Stars 5*, but the recap chapter 5 in *All Stars 5 Reader*, "The All Stars News" is made look like authentic material, and it does include an interview which seems authentic (Benmergui et al. 2011a: 16–21; Table 3). The use of discrete sentences and continuous texts was evenly distributed in the analysed exercises (with 29% each), whereas continuous sentences were slightly more abundantly used (43%).

As shown in Table 2, there is no separate grammar section in *Go for it! 4*, and adverbials of time are not used at all in the exercises focusing on the present progressive in *Go for it! 4 Workbook* (Kanervo et al. 2018b: 164–173; 196). The difference between the English present simple and present progressive is not clarified in any way. It is left to the activity of the teacher to use some of the exercises to promote inductive learning, or to clarify the semantic contrast between the present simple and the present progressive.

The difference between the English present progressive and the Finnish constructions is not explained in *Go for it! 4 Workbook* (Kanervo et al. 2018b: 164–173; 196). The Finnish present tense is mainly used in the instructions for the exercises. Only in exercise 16 the MA-infinitive is used instead. Furthermore, the Finnish MA-infinitive is predominantly used in the translated sentences as an equivalent to the English present progressive, even though the Finnish present tense would in most cases be more suitable (cf. 2.3.4). In most sentences, the MA-infinitive changes the sentence meaning towards an answer to a *where* question instead of the presumably targeted answer to a *what* question. In some sentences (e.g. on pages 171 and 196), the MA-infinitive is so poorly suited that the resulting Finnish sentences sound unidiomatic (e.g. "Olenko juoksemassa liian kovaa?"). However, the Finnish present tense is sometimes used, and the difference is not explained. Overall, Finnish is used relatively often in the exercises, as Finnish sentences or phrases are used in 8 (57%) of the 14 exercises.

Only compiled material is used in *Go for it! 4* and *5*. In addition, discrete sentences were used in over half of the analysed exercises in both *Go for it! 4* and *5* (Table 3, Figure 2).

Table 3. The use of authentic vs. compiled material in the examined sections of the textbooks and workbooks, as well as the use of discrete sentences vs. continuous text/sentences in the analysed exercises.

	All Stars 4	**All Stars 5**	**Go for it! 4**	**Go for it! 5**	**High five 4**	**High five 5**
Authentic material	no	(yes)	no	no	(yes)	(yes)
Compiled material	yes	yes	yes	yes	yes	yes
Discrete sentences	4 (19%)	4 (29%)	8 (57%)	13 (52%)	2 (25%)	2 (67%)
Continuous text	4 (19%)	4 (29%)	2 (14%)	6 (24%)	1 (13%)	1 (33%)
Continuous sentences	13 (62%)	6 (43%)	4 (29%)	6 (24%)	5 (63%)	0
Total number of exercises	21	14	14	25	8	3

In "Go for Grammar" towards the end of *Go for it! 5 Workbook,* the English present simple is clarified explicitly on page 206 and the present progressive on page 207, allowing for an easy comparison between the two (Kanervo et al. 2018d: 206–207). Both verb forms are first explained in Finnish, followed by examples only in English. The explanation clarifies that the present progressive is used when describing what is being done or happening right now. Correspondingly, it

is explained that the present simple is used when expressing what is usually done or what usually happens. In the examples, all personal pronouns, both positive and negative example sentences as well as questions are used (Kanervo et al. 2018d: 206–207).

In *Go for it! 5 Workbook*, an explanation of the meaning difference between the English present simple and present progressive comes first on page 28 in connection with a small exercise, and even here only in the form of time adverbials written in Finnish. The Finnish name for the present progressive: *kestomuoto* is also used in the instructions to this exercise (Kanervo et al. 2018d: 20–28). The Finnish adverb of time *parhaillaan* (*right now*) is also used in the instructions to three further exercises (exercises 14, 17 and 18 of chapter 2) eliciting the use of the present progressive. None of the analysed exercises promote inductive learning as such, although 4 exercises for chapter 2 in which the present progressive comes up precede any explanation of this verb form. Similarly to the other examined workbooks, it seems that it is left up to the teacher to use these exercises to reflect on the meaning difference between different verb forms prior to explicit repetition of the theme.

The difference between the English present progressive and the Finnish constructions is not explained in *Go for it! 5 Workbook* (Kanervo et al. 2018d: 20–46; 207; Table 2). The Finnish present tense is used in all of the instructions for the exercises. In the exercises themselves, the Finnish MA-infinitive or the Finnish present tense is used as an equivalent to the English present progressive in translation sentences. The difference between these two Finnish constructions is not explained (see above under *Go for it! 4)*. Overall, Finnish is used relatively often in the exercises, as Finnish sentences or phrases are used in 13 (52%) of the 25 exercises.

The *High five! 4 Texts* contains a separate grammar section called “Fingertips” towards the end of the book. The English present simple is covered on pages 110–111 and the present progressive on page 112 , allowing for a relatively easy comparison between the two verb forms (Kalaja et al. 2016a: 110–112). On page 110 the reader is told in Finnish to use the English present simple when telling what somebody does usually or repeatedly, whereas on page 112, the reader is told to use the English present progressive when telling what somebody is doing right now. It is also explained how this construction is formed. Below this, examples are presented of both positive and negative sentences, as well as of questions. Finnish translations are provided for all example sentences. In these translations, the Finnish MA-infinitive inessive is invariably used, even though it is not the best suited Finnish equivalent (see 2.3.5 above) for all of the example sentences (Kalaja et al. 2016a: 112). However, the Finnish headline for this page is written in present tense (“Minä teen, minä en tee…”), providing the actual linguistic theme, present progressive, only in parenthesis

(Kalaja et al. 2016a: 112). Moreover, the exact same headline is used on page 110, providing the linguistic theme, present simple, only in parenthesis (Kalaja et al. 2016a: 110).

In addition to the separate grammar section in *High five! 4 Texts, High five! 4 Activities* includes a "Fingertips" information box in which the present progressive is explained in Finnish, with example sentences in English (Kalaja et al. 2016b: 157). In fact, the section covering chapter 13 in the workbook begins on page 151 with an explanation in Finnish that the learner is going to learn how to tell what someone is doing right now. If this goes unnoticed, there are two exercises that precede the information box. Thus, the teacher might activate the students to reflecting on the meaning difference between different verb forms prior to explicit explanations, i.e. promote inductive learning.

Adverbials of time are used in the Finnish explanations in the "Fingertips" section in *High five! 4 Texts* (Kalaja et al. 2016a: 112), as well as in the "Fingertips" information box in *High five! 4 Activities* (Kalaja et al. 2016b: 157). The difference between the English present progressive and the Finnish constructions is not explained in *High five! 4*. The Finnish present tense is used in most of the instructions for the exercises. However, in the instructions to two exercises, the Finnish MA-infinitive inessive is used instead. The difference between the Finnish present tense and the MA-infinitive inessive is not explained (see above under *Go for it! 4)*. Overall, Finnish is only used in the instructions, and the focus is clearly on the English language and on pictures. In all 8 analysed exercises, only English is used in the exercises themselves.

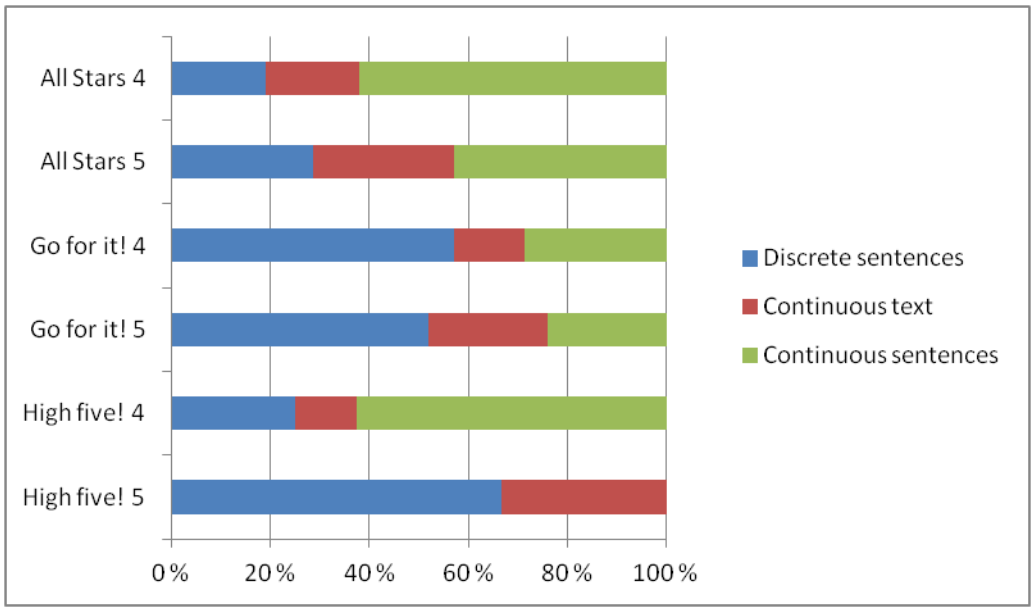

Figure 3. The proportion of discrete sentences, continuous text and continuous sentences in the analysed exercises.

Mostly compiled material is used in *High five! 4*, but the extra material to the recap chapter 16 in *High five! 4 Texts* is made look like authentic material (Kalaja et al. 2016a: 88–89). In addition, and similarly to *All Stars 4*, over half (63%) of the sentences used in the examined exercises of *High five! 4 Activities* were continuous (Table 3, Figure 2).

Similarly to *High five! 4 Texts*, *High five! 5 Texts* also has a separate grammar section named "Fingertips" towards the end of the book. In fact, pages 117–119 in *High five! 5 Texts* are identical to pages 110–112 in *High five! 4 Texts* (see above). In *High five! 5 Activities* there is a "Fingertips" information box which explicitly clarifies the difference between the present simple and the present progressive (Kalaja et al. 2018b: 17). One exercise precedes this information box with which the teacher might activate the students to reflecting on the meaning difference between different verb forms before they are explicitly repeated.

Adverbials of time are used in the Finnish explanations in the "Fingertips" section in the textbook (Kalaja et al. 2018a: 119), as well as in the "Fingertips" information box in the workbook (Kalaja et al. 2018b: 17). The difference between the English present progressive and the Finnish constructions is not explained in *High five! 5*. The Finnish present tense is used in all of the instructions for the exercises. In the exercises themselves, Finnish MA-infinitive inessive is used in exercise 15 of chapter 1 (Kalaja et al. 2018b: 18). The difference between the Finnish present tense and the MA-infinitive inessive is not explained (see above under *Go for it! 4)*. Overall, Finnish is used relatively little in the exercises, as Finnish sentences or phrases are used in 1 (33%) of the 3 exercises that focus on the present progressive.

Mostly compiled material is used in *High five! 5*, but the extra material to chapter 1 in *High five! 5 Texts* is made look like authentic material (Kalaja et al. 2018a: 12–13). Discrete sentences are used in two of the three analysed exercises of *High five! 5 Activities*, and one is based on continuous text (Table 3, Figure 2).

To conclude, *Go for it! 4* deviates from all other examined workbooks, as it does not have any explicit instruction on the semantic contrast between the English present simple and present progressive. All of the other reviewed workbooks provide some exercises prior to explicit grammatical instructions, even though the number of such exercises varies from one (*High five! 5*) to 10 (*All Stars 4*). However, no exercises in any of the analysed books are expressly intended for promoting inductive learning, but the teachers have an opportunity to use some of them in such a way. Differences were also found in the use of separate grammar sections. As can be seen in Table 2, separate grammar sections are introduced first in the 5th grade books of the book series *All Stars* and *Go for it!,* whereas *High five! 4* already has a separate grammar section. This grammar section is identical in *High five! 4* and *5*.

The difference between the English present progressive and the Finnish constructions is not explained in any of the examined textbooks or workbooks. In *Go for it!,* the Finnish MA-infinitive inessive is abundantly used in the translations and even in some instructions for the exercises as an equivalent to the English present progressive. In *High five!,* the Finnish MA-infinitive inessive is used in some instructions for the exercises (*High five! 4*), and in one exercise (*High five!* 5), whereas it is not used at all in *All Stars 4*, and only used in the mnemonic in *All Stars 5* "Mini Grammar". The rich use of pictures in *All Stars 4* and *High five! 4* seems to be connected with a lesser use of Finnish text. Especially in the analysed sections of *All Stars 4 Activity Book* and *High five! 4 Activities*, Finnish is only used a little and only in the instructions for the exercises. In contrast, very few pictures are used in the examined exercises in the workbooks of *Go for it!*, whereas Finnish phrases and sentences are used relatively frequently, i.e. in over half of the analysed exercises in both *Go for it!4* and *5*.

Adverbials of time are only used rarely in all reviewed textbook and workbook sections. Both Finnish and English adverbials of time are, however, used in the examined sections of *All Stars 4* and *5*, albeit rarely, whereas only Finnish adverbials of time are used in *Go for it! 5*, as well as in *High five! 4* and *5*, and no adverbials of time are used in *Go for it! 4*.

Compiled material was mostly or exclusively used in the reviewed sections, but some additional material in *All Stars 5*, *High five! 4* and *5* was at least made look like authentic. Discrete sentences were used in over half of the analysed exercises of *Go for it! 4* and *5* as well as *High five! 5*. In contrast, the proportion of continuous sentences in the examined exercises of *All Stars 4* and *High five! 4* was 62 and 63 per cent, respectively, and continuous text was also used as source material for some exercises of these books (Table 3, Figure 2).

5.1.3 Activities in the exercises of 4th and 5th grade EFL workbooks

In this section, results are presented of the analysis of Finnish 4th and 5th grade EFL workbooks on activities that are promoted in the exercises focusing on the present progressive. First, the total number of exercises focusing on the present progressive was observed. After this, the exercises were categorised based on the type of activity they promote. The activities were divided into oral or written production, controlled or free production, audio or written reception, controlled or automatic reception, judgment as well as individual work, pair work or group work (cf. 4.1). As regards the source, it was noted whether the exercise was based on visual, written or audio source. The results of the analysis of all workbooks are presented in Table 4 below, and parts of it are visualised in Figures 4 and 5. The results of the individual books are presented in the following, except for

judgment exercises, as no judgment exercises could be found among the analysed exercises of any of the workbooks (Table 4).

The analysis showed that *All Stars 4 Activity Book* includes 15 exercises (some with several parts, all of which are counted separately) of chapter 14 in which the theme is the present progressive, and two exercises in which present progressive is one of the themes (Benmergui et al. 2010:133–139). In addition, 3 exercises of the recap chapter 15 emphasise the present progressive, and one exercise includes present progressive and some other themes from chapter 15 (Benmergui et al. 2010: 142–146). The total number of exercises focusing on the present progressive in *All Stars 4* (21) is the second highest of all examined workbooks (Table 4). Pair work is promoted in the following exercises: 2c, 5b, 6c, 9b (asking + answering), 3 (acting + guessing), 7a–b (dialogue, dialogue + acting). In addition, collective action is promoted in exercises 4 (playing and singing) and 8 (a rhyme + acting). With these figures, *All Stars 4* has the highest proportion of exercises promoting interaction when both pair and group work are considered (Table 4, Figure 5).

Table 4. Analysis of methods used in the exercises focusing on the present progressive. All percentages are calculated from the total number of exercises.

	All Stars 4	**All Stars 5**	**Go for it! 4**	**Go for it! 5**	**High five! 4**	**High five! 5**
Oral production, total	10 (48%)	3 (21%)	5 (36%)	8 (32%)	2 (25%)	1 (33%)
audio source	3 (14%%)	1 (7%)	0 (0%)	0 (0%)	1 (13%)	1 (33%)
written source	3 (14%%)	1 (7%)	5 (36%)	7 (28%)	1 (13%)	0 (0%)
visual source	4 (19%%)	1 (7%)	0 (0%)	1 (4%)	0 (0%)	0 (0%)
Written production, total	7 (33%)	8 (57%)	7 (50%)	13 (52%)	6 (75%)	2 (67%)
written source	3 (14%)	6 (43%)	6 (43%)	12 (48%)	2 (25%)	2 (67%)
visual source	4 (19%)	2 (14%)	1 (7%)	1 (4%)	4 (50%)	0 (0%)
Controlled production	16 (76%)	11 (79%)	11 (79%)	18 (72%)	5 (63%)	3 (100%)
Free production	1 (5%)	1 (7%)	1 (7%)	3 (12%)	3 (38%)	0 (0%)
Reception, total	4 (19%)	3 (21%)	2 (14%)	4 (16%)	0 (0%)	0 (0%)
audio source	3 (14%)	2 (14%)	1 (7%)	1 (4%)		
written source	1 (5%)	1 (7%)	1 (7%)	3 (12%)		
Controlled reception	1 (5%)	1 (7%)	1 (7%)	3 (12%)		
Automatic reception	3 (14%)	2 (14%)	1 (7%)	1 (4%)		
Judgment	0	0	0	0	0	0
Individual work	12 (57%)	12 (86%)	9 (64%)	17 (68%)	6 (75%)	3 (100%)
Pair work	7 (33%)	2 (14%)	5 (36%)	7 (28%)	1 (13%)	0 (0%)
Group work	2 (10%)	0 (0%)	0 (0%)	1 (4%)	1 (13%)	0 (0%)
Total number of exercises	21	14	14	25	8	3

In comparison with all other examined workbooks, *All Stars 4 Activity Book* has the highest proportion (48%) of exercises that promote oral production (Table 4, Figure 4). In addition, this book has the most evenly distributed array of sources for the written production exercises, as

well as of exercise types in general (Table 4). However, all reviewed workbooks rely heavily on controlled production exercises, and *All Stars 4* makes no exception, with only one exercise (5%) promoting free production (Table 4). In addition, only a minority (19%) of the analysed exercises were reception exercises, and the great majority (81%) were production exercises (Table 4).

All Stars 5 Activity Book includes 3 exercises of chapter 4 in which the theme is the present progressive, and 6 exercises where present progressive and another theme from the chapter is focused on. In addition, one exercise of the recap chapter 5 focuses on the present progressive, although there is actually a very contradictory use of adverbials of time in the captions of the text which the exercise is based on (Benmergui et al. 2011a: 16) as opposed to the instructions to the exercise (Benmergui et al. 2011b: 52): the text is aimed at eliciting the use of the present simple and in the exercise, the present progressive is used. Furthermore, the Mini Grammar includes 4 exercises (one of them with three parts that are counted separately) that focus on the present progressive (Benmergui et al. 2011b: 210–211). The total number of exercises focusing on the present progressive in *All Stars 5* (14) is notably lower than in the 4th grade book of the same series, and average compared with all examined workbooks (Table 4). As can be seen in Table 4 and Figure 5, pair work is promoted in only two of the 14 analysed exercises in *All Stars 5 Activity Book*, namely in exercise 3 of chapter 4 and exercise 1 of chapter 5 (pictures + dialogue).

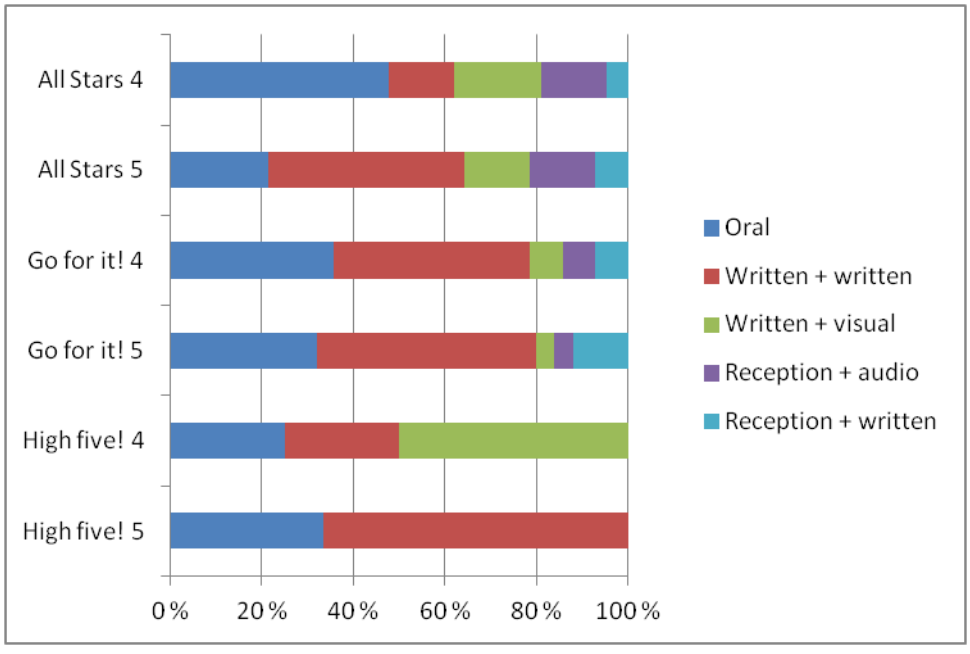

Figure 4. Proportion of exercises promoting oral and written production, as well as reception in the examined workbook sections. Proportion of written, visual and audio sources for written production and reception exercises is presented separately.

As to the distribution of oral and written production exercises vs. reception exercises, over half of the examined exercises in *All Stars 5* are written production exercises, but some exercises of all other types except judgment exercises can be found as well (Table 4, Figure 4). As all reviewed workbooks, also *All Stars 5* relies heavily on controlled production exercises, with only one exercise (7%) promoting free production (Table 4). The proportion of production exercises was 79 per cent, whereas 21 per cent of the analysed exercises were reception exercises.

Go for it! 4 Workbook includes 7 exercises (some with several parts, all of which are counted separately) of chapter 13 that focus on the present progressive (Kanervo et al. 2018 b: 164–173). In addition, 6 exercises (some with several parts, all of which are counted separately) include the present progressive as well as other themes from chapter 13. Furthermore, the "Here's more" section towards the end of the book includes one exercise on the present progressive (Kanervo et al. 2018 b: 196). The total number of exercises focusing on the present progressive in *Go for it! 4* (14) is significantly lower than in the 5th grade book of the same series, and average compared with the other workbooks (Table 4). Pair work is promoted in the following exercises: 12c, 13a–c (reading aloud in pairs), 15 (acting + guessing). Group work is not promoted in the analysed exercises (Table 4, Figure 5). Thus, *Go for it! 4* has an even higher proportion of exercises promoting pair work than *All Stars 4.*

Similarly to *All Stars 5*, half of the examined exercises in *Go for it! 4* are written production exercises, and mostly with written source. However, *Go for it! 4* has the second highest proportion (36%) of oral production exercises (Table 4, Figure 4). As all reviewed workbooks, also *Go for it! 4* relies heavily on controlled production exercises, with only one exercise (7%) promoting free production (Table 4). In addition, only a small minority (14%) of the analysed exercises were reception exercises, and the great majority (86%) were production exercises (Table 4).

Go for it! 5 Workbook includes 15 exercises (some with several parts, all of which are counted separately) for chapters 2 and 3 that focus on the present progressive, as well as 6 exercises with the present progressive and another theme (Kanervo et al. 2018d: 24–37). In addition, the "Here's more" section includes 4 exercises (one with two parts, both of which are counted separately) on the present progressive (Kanervo et al. 2018d: 45–46). The total number of exercises focusing on the present progressive in *Go for it! 5* (25) is the highest of all examined workbooks, and notably higher than in the 4th grade book of the same series (Table 4). Pair work is promoted in the following exercises: 12a–c (reading aloud in pairs) and 14 (making sentences and translating), 16b (formulating negative sentences) of chapter 2, and exercises 12 (reading aloud in pairs), and 21 (acting + guessing) of chapter 3. In addition, group activities are promoted in exercise 15 (acting +

guessing) of chapter 2 (Table 4). With these figures, *Go for it! 5* has the third highest percentage (28%) of exercises promoting pair work, and even one group activity exercise can be found (Table 4, Figure 5). It is also to be noted that these exercises are varied.

As for oral and written production exercises, over half of the analysed exercises (52%) in *Go for it! 5* are written production exercises, and mostly with written source. However, *Go for it! 5* has the third highest proportion (32%) of oral production exercises (Table 4, Figure 4). As all reviewed workbooks, also *Go for it! 5* relies heavily on controlled production exercises, but it does also have three exercises (12%) promoting free production (Table 4). The proportion of production exercises is 84 per cent, whereas 16 per cent of the exercises are reception exercises.

High five! 4 Activities includes 5 exercises (some with two parts, which are counted separately) for chapter 13 that focus on the present progressive In addition, 2 exercises include present progressive forms and other themes from the chapter (Kalaja et al. 2016b: 151–164). The recap chapter 16 has no exercises on the present progressive (Kalaja et al. 2016b: 190–192). However, one exercise in the "Review Unit 4" section focuses on the present progressive (Kalaja et al. 2016b: 194). The total number of exercises focusing on the present progressive in *High five! 4* (8) is the second lowest of all examined workbooks, but still higher than in the 5th grade book of the same series. As can be seen in Table 4, pair work is only promoted in one of the analysed exercises in *High five! 4 Activities*, exercise 14b (translating sentences into Finnish in pairs). However, group activities are also promoted in one exercise, 13a (song + motions) (Table 4, Figure 5).

As regards oral and written production exercises, half of the analysed exercises in *High five! 4* are written production exercises with visual source, which is the highest proportion of all reviewed workbooks. Other examined exercises in *High five! 4* are evenly distributed between oral production exercises (25%) and written with written source (25%) (Figure 4). *High five! 4* deviates from all of the other workbooks in the relatively high proportion of free production exercises (38%). These are all exercises in which the students are asked to write sentences based on a picture or pictures. However, even *High five! 4* relies strongly on controlled exercises, which comprise clearly more than half (63%) of all analysed exercises (Table 4). In addition, no reception exercises were included in the examined exercises.

High five! 5 Activities includes 3 exercises for chapter 1 that focus on the present progressive and the present simple, both in the same rather short exercises. The recap chapter 4 has no exercises on the present progressive (Kalaja et al. 2018b: 11–22; 50–51). The total number of exercises focusing on the present progressive in *High five! 5* (3) is strikingly low, and clearly lowest of all reviewed workbooks. As can be seen in Table 4 and Figure 5, pair work or group activities are not promoted in the exercises focusing on the present progressive in *High five! 5 Activities.*

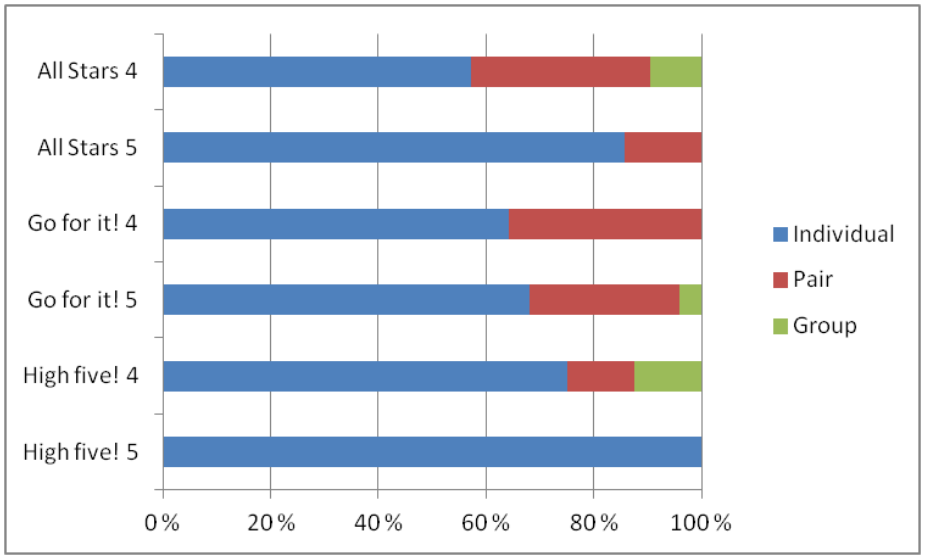

Figure 5. Proportion of individual, pair work and group activity exercises of all analysed exercises.

The total number of analysed exercises in *High five! 5* is so low that the calculated percentages in Table 4, and any comparisons with the proportions in the other books (cf. Figures 4 and 5) need to be treated with caution. It can be said that two of the three exercises represent written production with written source, and the remaining one is an oral production exercise. All of these are controlled production exercises, and no reception exercises are included.

To conclude, differences were found between the examined workbooks both in the number of exercises focusing on the present progressive and in the methods used in the analysed exercises. Interestingly, the book series *All Stars* and *Go for it!* seem to mirror each other in the number of exercises on the present progressive: both have nearly twice as many exercises in one of the examined books, but in *All Stars* it is the 4th grade book in which more emphasis is laid on the present progressive, and in *Go for it!* it is the 5th grade book. Then again, especially the 5th grade book but even the 4th grade book of *High five!* clearly deviate from the other analysed workbooks with their low number of exercises on the present progressive.

As for the enhancement of pair work or collective action, one book series, *High five!*, stands out as divergent from the others (Table 4, Figure 5), as pair work and collective action are only promoted in one exercise, respectively, of *High five! 4*, and not promoted at all in the analysed exercises of *High five! 5.* In contrast, both pair work and collective action are promoted in *All Stars 4*, and to some extent promoted in the examined exercises of *Go for it! 5*. Pair work is promoted also in *Go for it! 4*, and in two of the analysed exercises of *All Stars 5* (Table 4, Figure 5).

All of the book series seem to rely heavily on controlled production exercises, although *High five! 4* deviates from the other books with its higher proportion (38%) of free production exercises. Likewise, oral production is promoted in all of the workbooks, although *All Stars 4*

stands out as emphasising oral production the most with its high proportion (48%) of oral production exercises. Different sources for the written production exercises are also most evenly used in *All Stars 4* (Figure 4). In contrast, *High five! 4* differs from the other books with its high proportion (50%) of written production exercises with visual source, whereas four of the other workbooks rely quite heavily on written production, written source exercises with the respective proportions of *All Stars 5* (43%), *Go for it! 4* (43%), *Go for it!* 5 (48%) and *High five! 5* (67%). Only a minor proportion of the analysed exercises in *All Stars 4* and *5* as well as *Go for it! 4* and *5* were reception exercises, whereas no reception exercises were included in the examined exercises of *High five! 4* and *5* (Table 4).

5.2 Analysis of 4th and 5th grade EFL textbooks of three Finnish book series

In this section, results of a corpus analysis of 4th and 5th grade EFL textbooks of three Finnish book series are presented. The results are processed both quantitatively and qualitatively. In section 5.2.1, the textbooks are first reviewed generally, observing the storyline and the kinds of characters used in the books, as well as identifying the chapters focusing on the present progressive. Section 5.2.2 covers corpus analysis results of the frequency and collocations of present progressive verb forms in the analysed textbook sections. Finally, section 5.2.3 presents the distribution of subject-verb agreement forms of the copula verb *be* in the examined textbook sections.

5.2.1 Preliminary analysis of textbook chapters

In all of the compared textbooks, the English present progressive is introduced towards the end of the 4th year of comprehensive school, and repeated in the beginning of the 5th year. Likewise, the present simple is focused on a few chapters earlier than the present progressive in all of the reviewed 4th grade textbooks, and repeated in the same chapter in the 5th grade book (*High five! 5*), one chapter earlier than the present progressive (*All Stars 5*), or after the present progressive (*Go for it! 5*). (Benmergui et al. 2009 and 2011a; Kanervo et al. 2018a and 2018c; Kalaja et al. 2016a and 2018a).

In *All Stars 4 Reader*, present progressive is introduced in chapter 14, and the only other theme in this chapter is doing chores. The same linguistic theme is repeated in chapter15 with the characters actively involved in their hobbies (Benmergui et al. 2009: 40–41; 44–45). In *Go for it! 4*, the present progressive is introduced in chapter 13, with weather expressions as an additional theme. Furthermore, the same linguistic theme is repeated in the "Here's how!" section on the next two pages (Kanervo et al. 2018a: 105–107; 108–109). In *High five! 4* the introduction of the present progressive in chapter 13 is combined with two additional themes, namely farm animals and

adjectives. In chapter 16, all of the themes of textbook unit 4 are repeated (Kalaja et al. 2016a: 70 – 72; 86–87).

The present progressive is not used at all in *All Stars 4 Reader* prior to chapter 13 which precedes the chapter in which the present progressive is focused on. In this chapter, the phrase "What's he/she wearing" is introduced (Benmergui et al. 2009). In contrast, some present progressive forms are used in the earlier chapters and their supplementary material in *High five! 4 Texts* and *Go for it! 4 Textbook*, prior to the actual introduction of this verb form (Kanervo et al. 2018a; Kalaja et al. 2016a).

The present progressive is repeated together with the introduction of adverbials of manner in chapter 4 of *All Stars 5 Reader* in which the characters are at the circus (Benmergui et al. 2011a: 14–15). In chapter 5 and its supplementary material, the themes of unit 1 are repeated (Benmergui et al. 2011a: 16–21). In *Go for it! 5 Textbook*, positive and negative sentences in the present progressive come up in chapter 2 in which the characters are travelling to Scotland. The theme is repeated in the "Here's how!" section on the following pages (Kanervo et al. 2018c:14–19). In chapter 3 and its supplementary material, present progressive questions are introduced, together with musical instruments (Kanervo et al. 2018c: 20–24). The present progressive is brought up again in chapter 1 of *High five! 5 Texts* in which the characters are travelling to Colorado, together with the present simple and some other themes (Kalaja et al. 2018a: 10–11). In Chapter 4, all themes from chapters 1–3 are repeated (Kalaja et al. 2018a: 26–27).

The main characters in *All Stars 4 Reader* include a group of young British people called the Champs, their furry friend Snoffle, which represents an unidentifiable animal species, and Aunt Rosie, Colin's colourful aunt. The story evolves from the beginning of the book, and peaks at the end as the Champs take part in a talent show for which they have been preparing and practising. The book is richly illustrated with colourful and very lively drawings. *All Stars 5 Reader* includes a few shorter stories in which the familiar characters first meet some new friends from the circus, after which some of them travel and inform the others. All stories are connected by way of "All Stars News" stories, which are made look authentic, with real photos instead of drawings. However, familiar drawings of the characters are also used in the text chapters.

The main characters in *Go for it 4 Textbook* include a colourful British family called the Nutties and their four cats. The story begins when the Nutties arrive in New York for a year in the United States, and the book ends at the end of that year when the Nutties begin their trip back home in a submarine. The story is very well developed and the drawings combine goofy pictures of the main characters and drawings of authentic scenery. The supplementary material contains several comic strips with the book's characters, which are compact and insightful, and photos of local

sights. The story in *Go for it! 5* begins when the Nutties are nearly back home, but not quite. They travel to Scotland where they lose their cats. It turns out later that the four cats have ended up travelling with the Nutties' new friends the Spice Kids, one to New Zealand, one to Australia, one to Canada, and one to Ireland. This makes up an exciting and very colourful story during which the family are being reunited with their cats, one by one. In this book, familiar drawings of the characters are combined with real photos, and several comic strips with the characters are again used.

The main characters in *High five! 4 Texts* are a group of young people living in the United Kingdom. One of them, Tom, is originally from the USA. The book also features two narrator characters, a cat and a mouse that travel and tell about their trips. The children end up finding a magical book, and strange things happen, but the storyline is not as coherent as in the other two book series. In *High five! 5*, Tom moves back to the USA with his mom, and travels around there, and the other characters travel a bit, too. Again, the storyline is not as imaginative or cohesive as in the other two book series. Drawings are combined with real photos, and comic strips with the cat and mouse characters are used, but the comic strips are rather clumsy and not as compact and insightful as in *Go for it!*.

5.2.2 Frequency and collocations of present progressive verb forms

In the following, the frequencies of different present progressive forms and their collocations in the analysed sections of the 4th and 5th grade textbooks are presented. Only the chapters specifically targeting the present progressive and the additional material attached to them were observed, based on the information provided by the textbook writers.

The miniature corpora of the six EFL textbooks (see 3.3) were first searched for all possible present progressive forms. Only tokens with actual present progressive verb forms used in their lexical meaning were observed, and *be going to* forms were left unanalysed (one token in *High five! 4* and *5* as well as in *Go for it! 5*). After this, the corpora were searched separately for positive declarative sentences, negative declarative sentences and questions. Questions turned out to be the trickiest to elicit separately, and a rather long search string was required (see below). In addition, positive declarative sentences with, for example, an adverbial between the auxiliary verb and the present participle form (e.g."You are now standing…") were harvested from the "all possible tokens" search, and not from the search for positive sentences. The following search strings were used in the AntConc concordancer:

for all possible tokens: "* * * *ing"
for positive sentences: "am *ing|are *ing|is *ing|I'm *ing|*'re *ing|*'s *ing"
for negative sentences: "*'t *ing|not *ing"
for questions: "what * *ing|what are * *ing|what is * *ing|what am I *ing|what are * * *ing|what is * * *ing|are * *ing|is * *ing|am * *ing|are * * *ing|is * * *ing|what's *ing|what's * *ing"

As shown in Table 5 and Figure 6, *Go for it! 5* stands out as the textbook with most varied and abundant use of the present progressive. The absolute frequency of present progressive forms is the greatest in *Go for it! 5*, but because the word count was so much lower in the *Go for it! 4* corpora, *Go for it! 4* has the greater frequency of present progressive forms per 100 words (Table 5). In contrast, *High five! 5* differs from all other textbook sections with its extremely low number of present progressive verb forms: only three positive declarative sentences with the present progressive were found in the examined sections of *High five! 5* (Table 5; Figure 6).

Table 5. Absolute frequency and frequency per 100 words of present progressive verb forms in the analysed textbook sections, separately for positive sentences, negative sentences and questions. Proportion of all progressive verb forms in parentheses.

	All Stars 4	**All Stars 5**	**Go for it! 4**	**Go for it! 5**	**High five 4**	**High five 5**
Positive sentences absolute freq.	14 (58%)	19 (95%)	35 (83%)	57 (68%)	17 (81%)	3 (100%)
Positive sentences freq. per 100 words	2.30	1.90	8.03	5.60	3.13	0.48
Negative sentences absolute freq.	0	0	0	10 (12%)	0	0
Negative sentences freq. per 100 words	0	0	0	0.98	0	0
Questions absolute freq.	10 (42%)	1 (5%)	7 (17%)	17 (20%)	4 (19%)	0
Questions freq. per 100 words	1.64	0.10	1.61	1.67	0.74	0
Total number of pres. prog.	24	20	42	84	21	3
Total freq. per 100 words	3.95	2	9.63	8.25	3.87	0.48

Positive declarative sentences take up the greatest proportion of all present progressive tokens in all of the textbook sections under comparison, although the proportion varies from 100 per cent (*High five! 5*) to 58 per cent (*All Stars 4*) (Table 5; Figure 6).

Surprisingly, only the examined sections of *Go for it! 5* include present progressive sentences with negation, and no negative present progressive sentences were found in the other analysed textbook sections (Table 5; Figure 6).

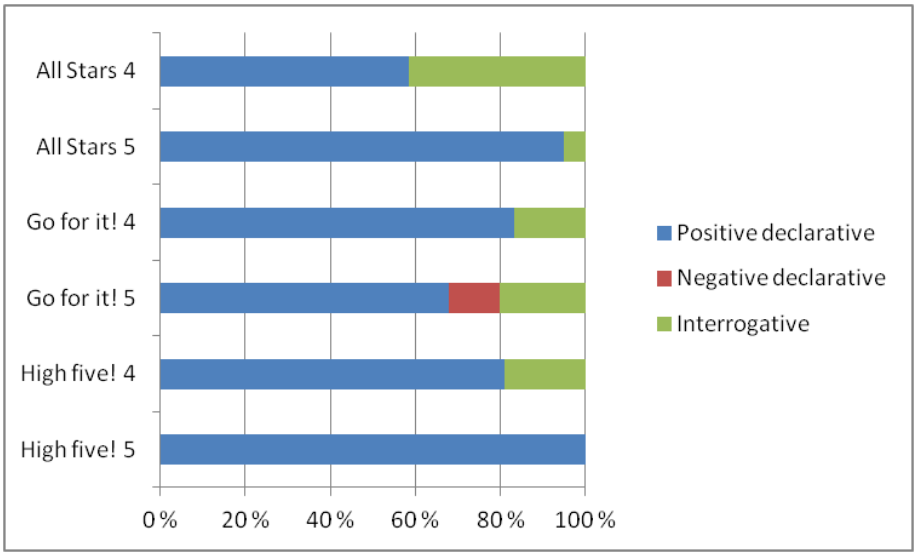

Figure 6. Proportion of positive and negative declarative sentences as well as questions among the analysed present progressive tokens.

As shown in Table 6, over half of all present progressive tokens in *All Stars 4, Go for it! 4* and *5* include contracted forms of the copula verb *be*. In contrast, the proportion of contracted forms is fairly low in *High five! 4* and *5* (Table 6).

Table 6. Number and proportion (in parenthesis) of contracted forms of the copula verb *be* in the analysed textbook sections. The proportions are calculated from the total number of present progressive forms.

	All Stars 4	**All Stars 5**	**Go for it! 4**	**Go for it! 5**	**High five 4**	**High five 5**
Positive sentences contracted copula verb forms	13 (54%)	9 (45%)	23 (55%)	35 (42%)	3 (14%)	1 (25%)
Negative sentences contracted copula verb forms	0	0	0	10 (12%)	0	0
Questions contracted copula verb forms	2 (8%)	0	0	2 (2%)	0	0
Total number of contracted copula verb forms	15 (63%)	9 (45%)	23 (55%)	47 (56%)	3 (14%)	1 (25%)
Total freq. per 100 words	2.47	0.9	5.28	4.62	0.55	0.16
Total number of pres. prog.	24	20	42	84	21	3

As for adverbial specification of present progressive forms, adverbials of time are only rarely used in all of the analysed textbook sections. They were not used at all in *All Stars 4* and *High five! 5*, and only used once in *Go for it! 4* (1 x now) and *High five! 4* (1 x as usual). In *All Stars 5*, adverbials of time were used four times (3 x now, 1 x one day), and in *Go for it! 5* eight times (6 x when, 1 x today, 1 x right now), although six of these tokens were repetitive and originate from a song.

However, adverbials of place are more frequently used than time adverbials in all of the examined textbook sections. Examples of these, as well as their total frequency are listed in Table 7. As shown in Table 7, two of the three present progressive tokens in *High five! 5* are specified by an adverbial of place. Adverbials of place were abundantly used also in *Go for it! 4* and *5* (Table 7).

In all of the present progressive tokens of *All Stars 4, Go for it! 4* and *High five! 5*, present progressive was used in the most typical contexts (cf. 2.3.1) with present time reference, dynamic action verbs and a situation of ongoing activity. In the terminology of Römer (cf. 2.5.2) the only function that was represented was continuous and non-repeated. The most typical contexts were prominent in the other textbook sections as well, but some other functions were also introduced. In *All Stars 5*, for example, "we are planting" and "we are rehearsing" are expressing continuous + repeated function, as well as "is working hard as usual" in *High five! 4,* and "when we are sharing our stories and laugh" (and two other lines in the same song) in *Go for it! 5*. However, these tokens can be regarded as exceptional, with most of the tokens representing continuous + non-repeated function. In addition, one token expressing a state of limited duration (cf. 2.3.1) was found in *High five! 4*: "Are you being silly?"

Table 7. Types and proportion of place adverbial specification in the present progressive tokens of the analysed textbook sections.

	All Stars 4	**All Stars 5**	**Go for it! 4**	**Go for it! 5**	**High five 4**	**High five 5**
Types of place adverbials	out, on the bus, to my riding lessons	in the air	this way, on Golden Gate bridge, to San Francisco, to Alcatraz, on a cable car, on the Rock, here in the rain, inside, in the garden	by the pier, to Edinburgh, anywhere, on her phone, under the sea, to the moon, to the stars, to Scotland, away, to Glasgow, outside, back there, on the couch, in Glasgow	from the farmyard, this way, to the field, up to that peak	to a town, out
Proportion of specified tokens	3 (13%)	1(5%)	11 (26%)	20 (24%)	4 (19%)	2(67%)
Total number of pres. prog. tokens	24	20	42	84	21	3

To conclude, the use of present progressive verb forms was clearly most varied and abundant in the analysed sections of *Go for it! 5*, and least abundant in *High five! 5*. Negative declarative sentences with the present progressive were only found in *Go for it! 5*, and the frequency of questions per 100 words varied from 0 (*High five! 5*) to 1.67 (*Go for it! 5*). Contracted copula verb forms were most frequent in *All Stars 4*, *Go for it! 4* and *5*, and least frequent in *High five! 4* and *5*. Adverbial

specification with adverbials of time was rare in all of the analysed tokens, but more frequent with adverbials of place. Most typical contexts of the present progressive were predominant in all of the examined sections, i.e. the continuous and non-repeated function was mostly represented, but repeatedness was expressed in individual tokens of *All Stars 5, High five! 4* and *Go for it! 5*, and one token in *High five! 4* expressed a state of limited duration with an active human agent.

5.2.3 Distribution of subject-verb agreement forms

In the following, the distribution of different subject-verb agreement forms of the copula verb *be* in the analysed sections of the 4th and 5th grade textbooks are presented. Only the chapters specifically targeting the present progressive and the additional material attached to them were reviewed, based on the information provided by the textbook writers.

As shown in Table 8, the proportion of 3rd person singular verb forms of the copula verb *be* is 55 per cent of all present progressive tokens in the examined textbook sections of *All Stars 5*. In *All Stars 4*, only singular verb forms were found, whereas the only singular subject in the present progressive tokens of *High five! 5* was *everybody* (Table 8). In the other book series, subject-verb agreement forms were more evenly distributed, although 2nd person plural was also lacking in *High five! 4* and *All Stars 5*, and rare in the other analysed present progressive tokens (Table 8).

Table 8. Absolute frequency and proportion (in parenthesis) of subject-verb agreement forms of the verb *be* in the present progressive tokens of the examined textbook sections.

	All Stars 4	**All Stars 5**	**Go for it! 4**	**Go for it! 5**	**High five 4**	**High five 5**
1st person singular	9 (38%)	1(5%)	11 (26%)	19 (23%)	3 (14%)	
2nd person singular	6 25%)	1 (5%)	5 (12%)	12 (14%)	4 (19%)	
3rd person singular	9 (38%)	11 (55%)	13 (31%)	25 (30%)	6 (29%)	1 (33%)
she	6	6	2	8		
he	3	3	3	8	6	
it	0	2	8	7		
other (e.g. everybody)			0	2		1
1st person plural	0 (0%)	3 (15%)	5 (12%)	14 (17%)	3 (14%)	1 (33%)
2nd person plural	0 (0%)	0 (0%)	1 (2%)	2 (2%)	0 (0%)	
3rd person plural	0 (0%)	4 (20%)	7 (17%)	12 (14%)	5 (24%)	1 (33%)
Total number of pres. prog. forms	24	20	42	84	21	3

As for the use of the pronouns *he*, *she* and *it*, they were most evenly distributed in the analysed tokens of *Go for it! 5*, whereas they were not used at all in *High five! 5*, and only *he* was used in *High five! 4* (Table 8).

5.3 Finnish 4th and 5th grade students' attitudes and their proficiency in verb inflectional forms

In the following, the results of a test with two exercises on English inflectional verb forms which 73 Finnish 4th and 5th grade comprehensive school EFL students completed are first presented. After that, the results of a survey on the attitudes of the same students are presented. Finally, the background information that the teachers of these groups of students provided is dealt with.

5.3.1 The students' test results

Due to illnesses and other non-attendances, the total number of students who finally finished the exercises was 73, including 39 students from the 4th grade and 34 students from the 5th grade. All groups that participated in this study use *Go for it!* as their EFL book series. According to the reports of the groups' teachers, the 4th grade group of School A had not been taught the present progressive yet at the time of testing, whereas the 4th grade group of School B had recently been taught it. Both 5th grade groups that participated in this study had last been working on the present progressive early in the autumn term, and the test was conducted in late May. As the teacher from school A reported, what comes to verb forms, the big theme for the spring term had been the simple past. The principals, the teachers or the students did not know in advance what the test would include. Thus, the students did not practise for the test in any way.

The students were given a test with two exercises. The first exercise targeted the present progressive and the students were asked to formulate at least 6 sentences based on what is happening in the adjacent pictures of activities (Appendix 1). The instructions were in Finnish, and thus the Finnish present tense was used, but the time adverbial *right now* (*juuri nyt*) was provided to lead the students to using the present progressive. The second exercise targeted the simple present, and the students were asked to fill in the gaps of seven sentences with personal pronouns and verbs. The already provided parts of the sentences indicated that the described situation was a state or some habitual activity (Appendix 1). In the following, the results of the two exercises are dealt with, one student group at a time. The results of the first exercise are shown in Table 9, and the results of the second exercise as concerns the use of 3rd person -s are shown in Table 10.

School A 4th grade

The tested 4th grade group from school A comprised 20 students, but only 19 finished both the exercises and questionnaire as one student had to leave early due to illness. As these 4th grade students had not been taught the present progressive yet at the time of testing, their answers to the first exercise were left unanalysed. One of the students was, nevertheless, able to use the present

progressive correctly in one of the sentences in exercise 1, and another student used the -ing form without the auxiliary *be*.

As to exercise 2, errors in the use of pronouns affected the overall results. Nevertheless, all of the students were able to use the base form correctly for 1st and 2nd person singular as well as 1st, 2nd and 3rd person plural. However, as shown in Table 10, only one student (5%) was able to use the 3rd person -s correctly in all three sentences where it was required. Two students (10%) were able to use it in two out of three sentences, and two more students (10%) were able to use it once.

Table 9. Test results of the tested 5th grade students from school A as well as 4th and 5th grade students from school B in the first exercise that targeted the present progressive.

	6/6 correct	6/6 -ing without be	4-5/6 correct	4-5/6 -ing without be	1-3/6 correct	1-3/6 -ing without be	0/6 correct
School A 5th grade	5 (28%)			1 (6%)	2 (11%)	1 (6%)	9 (50%)
School B 4th grade	2 (10%)	1 (5%)	2 (10%)		3 (15%)	4 (20%)	8 (40%)
School B 5th grade	2 (13%)		1 (6%)	1 (6%)	2 (13%)	2 (13%)	8 (50%)

Table 10. Test results of 4th and 5th grade students from schools A and B on the use of 3rd person -s.

	3/3 correct 3rd person -s	2/3 correct 3rd person –s	1/3 correct 3rd person -s	0/3 correct 3rd person -s
School A 4th grade	1 (5%)	2 (10%)	2 (10%)	15 (75%)
School A 5th grade	2 (11%)	1 (6%)	1 (6%)	14 (78%)
School B 4th grade	2 (10%)	2 (10%)	1 (5%)	15 (75%)
School B 5th grade	2 (13%)	1 (6%)	1 (6%)	12 (75%)

School A 5th grade

The tested 5th grade group from school A comprised 18 students. As shown in Table 9, five of these students (28%) were able to use the present progressive correctly. In addition, two students (11%) were able to use the present progressive in some of the sentences. Two students (11%) used the -ing form without the auxiliary verb *be* in most or some of the sentences. Students who failed to use the present progressive seemed to use the base form as the default choice. Three students (17%) combined the auxiliary verb *be* with a base form verb in some of the sentences.

In the second exercise, all of the 5th grade students of school A were able to use personal pronouns correctly, and also the base form correctly for 1st and 2nd person singular as well as 1st, 2nd and 3rd person plural. However, as shown in Table 10, only two students (11%) were able to use the 3rd person -s correctly in all three sentences where it was required. In addition, one student (6%)

was able to use it in two out of three sentences, and yet another student (6%) was able to use it once.

When both exercises are observed, 8 students (44%) used the base form in both exercises, whereas one student (6%) was able to use both the present progressive and the present simple correctly in all sentences and another (6%) only made one mistake in exercise 2. Of the remaining students, three (17%) were able to use the present progressive correctly, but failed to use the 3rd person -s when required, whereas one (6%) was able to use the present simple correctly, but used present simple instead of present progressive in 3 out of 6 sentences in exercise 1. An additional three students (17%) made attempts at using the present progressive in some of the sentences in exercise 1, but they failed to use the 3rd person -s when required in exercise 2.

School B 4th grade

The tested 4th grade group from school B comprised 20 students. As shown in Table 9, two of these students (10%) were able to use the present progressive correctly in all sentences. In addition, two students (10%) were able to use the present progressive in most and three students (15%) in some of the sentences. One of these students used the -ing form as a gerund in two sentences such as "I like swimming". The same student was able to use the past progressive, the auxiliary *will*, and the -s form correctly, even though the past tense forms or the future tense use of *will* are not taught yet on the 4th grade. Five students (25%) used the -ing form without the auxiliary verb *be* in all or some of the sentences.

Two students (10%) used simple present correctly instead of the present progressive, with correct use of the s-form. However, the base form seemed to be the default choice for students who failed to use the progressive. Other errors included using both the simple present and the present progressive in same sentences (1 student), and combining the auxiliary verb *be* with base form verbs in all or some of the sentences (3 students).

In the second exercise, errors in the use of personal pronouns were observed. Even so, the students were mainly able to use the base form correctly for 1st and 2nd person singular as well as 1st, 2nd and 3rd person plural. As shown in Table 10, the 3rd person singular -s was correctly used by two students (10%) in all three sentences where it was required. In addition, two students (10%) were able to use it in two out of three sentences, and yet another student (5%) was able to use it once. However, occasional use of the present progressive could be observed in 5 (25%) of the answer forms, although simple present was otherwise correctly used in 2 of these answers. Other errors included using the -ing form without the auxiliary *be* (1 student) and adding the auxiliary *be* to base form verbs (2 students).

When both exercises are observed, 6 students (30%) used the base form in both exercises. Two students (10%) used the present progressive correctly in all sentences and the present simple in most sentences, whereas two students (10%) used the present simple correctly in all sentences, but used present simple instead of present progressive in some sentences in exercise 1. Seven students (35%) made attempts at using the present progressive in some of the sentences in exercise 1, but failed to use the 3rd person -s when required in exercise 2. Two of these students used the -ing form or the auxiliary be excessively in exercise 2. Two students (10%) used the auxiliary *be* with base form verbs in all or some of the sentences.

School B 5th grade

The tested 5th grade group from school B comprised 16 students. As can be seen in Table 9, two of these students (13%) were able to use the present progressive correctly in all sentences. In addition, one student (6%) was able to use the present progressive in most sentences and two students (13%) were able to use it in some of the sentences. Three students (19%) used the -ing form without the auxiliary verb *be* in all or some of the sentences. The base form was the default choice for the 8 students (50%) who failed to use the progressive altogether. However, two students (13%) used the simple past (-ed form) in two sentences, using a weak inflection for both strong and weak verbs. Furthermore, one student used the simple present instead of the present progressive in three of the sentences, with correct -s forms, and the present progressive in three sentences.

In the second exercise, four (25%) of the 5th grade students of school B made errors in the use of personal pronouns. Nevertheless, all of the students were able to use the base form correctly for 1st and 2nd person singular as well as 1st, 2nd and 3rd person plural. However, as shown in Table 9, only two students (13%) were able to use the 3rd person -s correctly in all three sentences where it was required. In addition, one student (6%) was able to use it in two out of three sentences, and yet another student (6%) used it once.

When both exercises are observed, 7 students (44%) used the base form in both exercises, whereas one student (6%) was able to use both the present progressive and the present simple correctly and another (6%) only made one mistake in exercise 2. One student (6%) was able to use the present simple correctly, but used present simple instead of present progressive in 3 out of 6 sentences in exercise 1. Four students (25%) made attempts at using the present progressive in some of the sentences in exercise 1, but failed to use the 3rd person -s when required. One of these students used the -ed form in two sentences in exercise 1. One student (6%) used the base form in all but two sentences, in which he or she used the -ed form instead.

To conclude, as many as 5 students from the 5th grade (28%) from School A and 2 students (13%) from School B were able to use the present progressive correctly in all of the 6 sentences of exercise 1, even though they had last practiced it early in the autumn term and the test was conducted in late May. In addition, 4 students (22%) from the 5th grade in School A and 6 students (38%) from School B made attempts at using the present progressive in most or some of the sentences, although they had not yet acquired it so well as to use it in all of the sentences. Nevertheless, half of the students (50%) in both these 5th grade groups failed to use the present progressive altogether. In the 4th grade group from School B that had recently been taught the present progressive for the first time, only two of the students (10%) were able to use it correctly in all 6 sentences. However, as many as 10 students (50%) of this group made attempts at using the present progressive in most or some of the sentences, although they had not yet acquired it so well as to use it in all of the sentences. Nevertheless, 8 students (40%) failed to use the present progressive altogether.

As for the present simple, 75 per cent of students in all tested groups failed to use the 3rd person -s altogether. All in all 9.6 per cent of all tested students used the 3rd person -s correctly in all required situations, and 11 per cent in most or some of the required situations. The base form seemed to be the default form for students who failed to use the present progressive and/or the present simple, but different forms of interlanguage were present as well, particularly in the 4th grade group of School B. Only two students, one from each 5th grade group, succeeded in using both the present progressive and present simple correctly, and two more students only made one error in exercise 2.

5.3.2. Survey on the students' attitudes

Due to illnesses and other non-attendances, the total number of students who finally finished the questionnaire was 73, including 39 students from the 4th grade and 34 students from the 5th grade. The students were given a questionnaire with questions in Finnish (see Appendix 2). To answer the questions, the students were to choose the most suitable number on a scale from 1 to 10, i.e. a number that best corresponds to their own opinion. Below is an English translation of the questions:

1) How did you find the exercises? Did you find them: easy (1) ……hard (10)?
2) Do you find the difference between the English present progressive and present simple clear (1)…….unclear (10)?
3) In your opinion, is the present progressive easy (1)…..hard (10) to learn?
4) How much have the following factors helped you while studying English?
    a) The teacher: a little (1) ……a lot (10)
    b) The textbook and workbook: a little (1) ……a lot (10)

c) Digital programmes: a little (1) ……a lot (10)
d) Digital games: a little (1) ……a lot (10)
e) TV and videos: a little (1) ……a lot (10)
f) Music: a little (1) ……a lot (10)
g) Something else, what? a little (1) ……a lot (10)

The students' answers to questions 1 through 3 showed that they have a positive attitude towards their own skills. Even if their test results were not very good as can be seen in section 5.3.1, most students evaluated the exercises as relatively easy, as can be seen in Table 11, with question 1 mean ranging from 2.56 (5th grade of school B) to 4.68 (4th grade of school A) on a scale from 1 to 10, 1 representing easy and 10 hard. In fact, the 4th grade students from school A had not been taught the present progressive yet at the time of testing, which may be the reason why they seem to have evaluated the exercises as harder than the three other groups (Table 11), and which is why they were advised not to answer questions 2 and 3 of the questionnaire. As regards variation between the individual students' answers, there seems to be more variation between the answers to question 1 as to questions 2 and 3, as shown in the values of standard deviation (s) in Table 11. The fact that median deviates from mean shows that the distribution of values within this data is somewhat skewed and does not follow normal distribution. This may be due to the relatively small sample size within each group. The most frequent value, mode, in question 1 emphasises the above mentioned difference between the 4th grade group from school A and the other three groups (Table 11).

Table 11 Results of the survey: questions 1 to 3. The mean of the individual students' views within each group, standard deviation (s) (how much variation there is from the mean), median (the middle value of all the individual values), as well as mode (the most frequent value).

	Question 1			Question 2			Question 3		
	Mean / s	Median	Mode	Mean / s	Median	Mode	Mean / s	Median	Mode
School A 4th grade	4.68 /2.36	5	5	-	-	-	-	-	-
School A 5th grade	2.94 /1.83	2.5	2	3.33 /1.61	3	2	3.06/1.56	3	3
School B 4th grade	3.2 /2.07	2.5	2	4.15 /1.93	3.5	3	3.25 /1.55	3	2
School B 5th grade	2.56 /1.79	2	1	3.31 /1.58	2.5	2	3.69 /2.12	3	2

As shown in Table 11, the students from all three groups that answered question 2 seem to find the difference between the English present progressive and present simple relatively clear, with the value 1 representing clear and 10 unclear. Likewise, they seem to find the present progressive relatively easy to learn (question 3), with 1 representing easy and 10 representing hard (Table 11). Interestingly, answers to question 3 are very similar in all of the three groups, which is also reflected in the values of mean, median and mode (Table 11).

Table 12 Results of the survey: questions 4a and 4b. The mean of the individual students' views within each group, standard deviation (s), median, as well as mode.

	Question 4a			Question 4b		
	Mean / s	Median	Mode	Mean / s	Median	Mode
School A 4th grade	7.63/2.36	8	8	6.95/2.84	8	9
School A 5th grade	9.06/1.39	10	10	7.67/1.64	7.5	9
School B 4th grade	6.55/3.56	8	10	6.7/2.54	7	8
School B 5th grade	7.88/1.96	8	8	8.06/1.48	8	10

As shown in the figures of question 4a in Table 12 and in Figure 7, the 5th grade students of school A have a particularly strong view that their teacher helps them a lot in their studies of English. This is reflected in the fact that more than half of the students chose number 10 as corresponding best with their opinion, and only one student chose a number lower than 7, with 1 representing "a little" and 10 representing "a lot" (Figure 7). Thus, number 10 is both the most frequent value (mode) and the middle value (median) in the answers of this group to question 4a. In such strongly skewed data set, the values of mean and median differ relatively clearly from each other, as is to be expected.

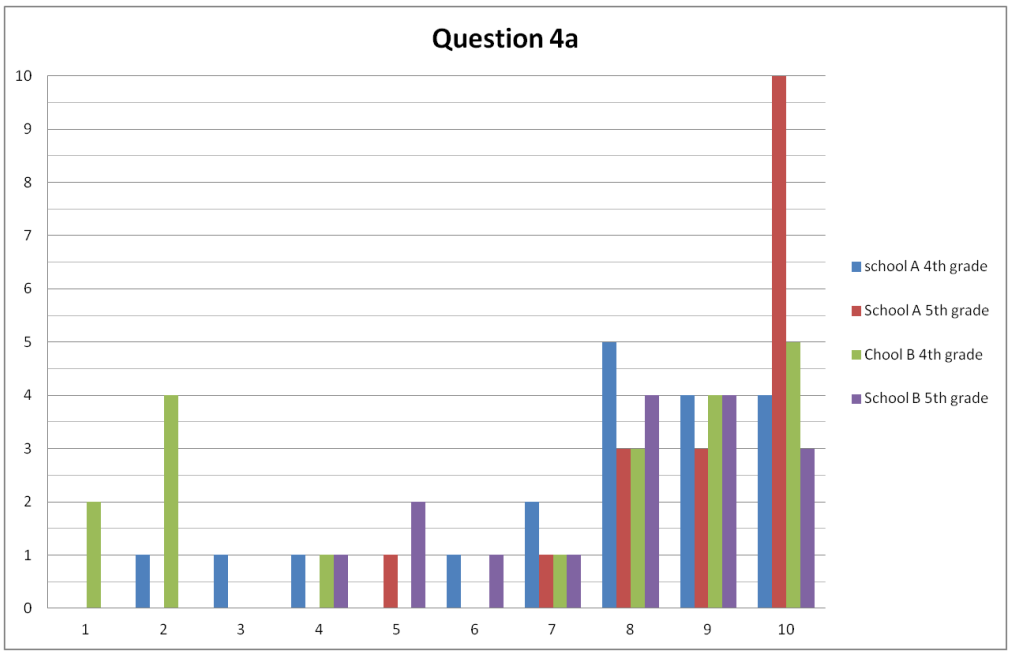

Figure 7. Frequency distribution chart of the values that the students chose in question 4a.

In contrast, the 4th grade students of school B show considerable variation in their answers to question 4a, as shown in Figure 7 and Table 12. Most students find that the teacher helps them a lot in their studies, but some find that she only helps a little (Table 12, Figure 7). Although number 10 is the most frequent value (mode) in the answers of this group as well, six students have, at the

same time, chosen number 2 or 1. Furthermore, only two students have chosen a number between 7 and 4. In consequence, the frequency distribution is skewed towards both ends of the scale, with most weight on the greater numbers (Figure 7). As a result, the value of standard deviation is relatively high, and the values of mean, median and mode differ relatively clearly from one another.

As shown in Figure 7, the 4th grade group of school A and the 5th grade group of school B have answered question 4a very similarly. In both groups, a definite majority of the students find that the teacher has helped them a lot (numbers from 8 to 10), although a couple of students seem to find that the teacher helps a little (numbers 2 to 5). The similarities between these two groups in question 4a are also reflected in the figures in Table 12.

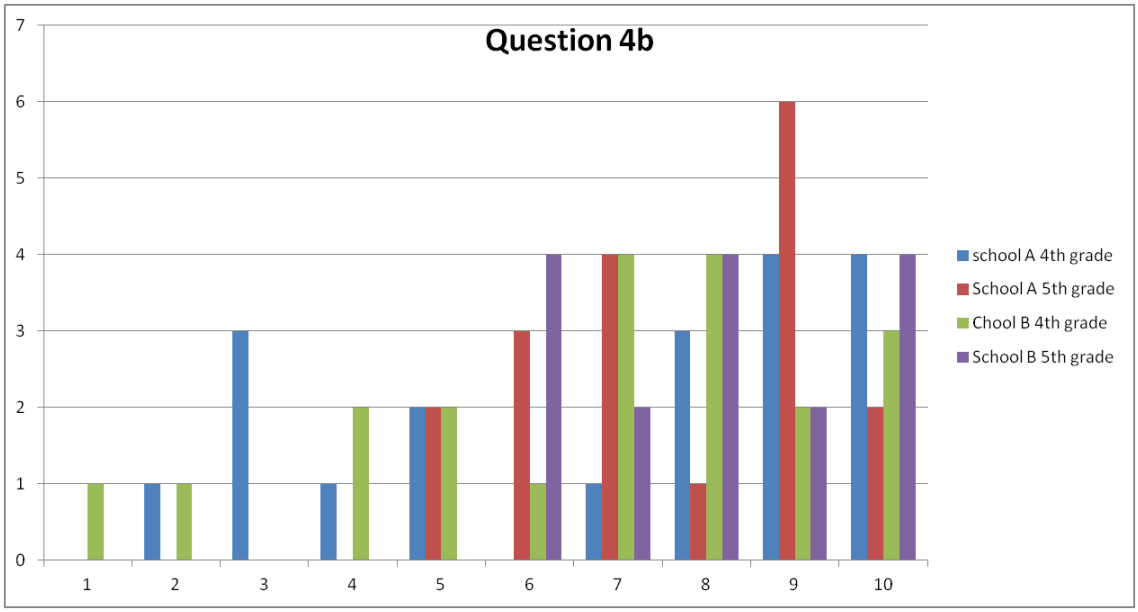

Figure 8. Frequency distribution chart of the values that the students chose in question 4b.

As can be seen from the answers to question 4b, all four student groups seem to find the textbooks and workbooks helpful in their studies (Figure 8, Table 12). Most of the students have chosen a number at or higher than 7, when 1 represents “a little” and 10 represents “a lot” (Figure 8). This is also reflected in the figures in Table 12, with high values for mode (even 10 in the 5th grade group of school B), and relatively high values for median and mean, although there is some variation towards the smaller numbers (Table 12, Figure 8). On average, both groups of school B find the textbooks and workbooks even more helpful than the teacher, whereas the opposite is true for both groups from school A (Table 12).

Some students in all four groups chose low numbers in both question 4a and 4b (Figures 7 and 8). To find out how these students performed in the test, with the hypothesis that these would

be well performing students who do not need much support in their studies, a comparison was made with these students' test results. It turned out that only very few of these students performed well in the exercises (one student in the 5th grade group of school B, one in the 4th grade group of school A), and most of them got poor or average results in the test.

As regards questions 4d and 4e (Tables 13 and 14), most of the students seem to have found digital games, TV and videos helpful to their studies of English, although there is considerable variation within the groups in the answers to these questions. A couple of students even find digital games, TV and videos clearly more helpful to their studies than the teacher or the books (data matrices). In contrast, more than half of the students in all four groups have chosen a number lower than 6 in question 4c, when asked about the helpfulness of digital programmes, which can be seen in the values of mean, median and mode (Table 13). However, some students in all four groups have found that digital programmes have helped them a lot (data matrices). Likewise, the figures of question 4f on the helpfulness of music are only slightly higher than the figures of question 4c, and show considerable variation. It can be concluded that the students are different and the factors that they find helpful vary, but all of them have found some of the factors in questions 4c to 4f very helpful.

Table 13. Results of the survey: questions 4c and 4d. The mean of the individual students' views within each group, standard deviation (s), median, as well as mode..

	Question 4c			Question 4d		
	Mean / s	Median	Mode	Mean / s	Median	Mode
School A 4th grade	5.00/3.21	5	1	6.32/2.43	6	9
School A 5th grade	4.41/2.79	4	2	6.89/2.17	7	9
School B 4th grade	3.65/2.23	3.5	5	5.8/3.14	6.5	10
School B 5th grade	3.79/2.75	3.5	1	6.31/2.89	7	8

Table 14. Results of the survey: questions 4e and 4f. The mean of the individual students' views within each group, standard deviation (s), median, as well as mode.

	Question 4e			Question 4f		
	Mean / s	Median	Mode	Mean / s	Median	Mode
School A 4th grade	5.89/2.81	6	6	5.68/2.60	6	7
School A 5th grade	6.83/2.64	7	8	5.67/3.03	6.5	7
School B 4th grade	5.6/3.44	5.5	10	5.15/3.27	4.5	1
School B 5th grade	7.44/2.53	8.5	9	5.44/2.63	5.5	8

Question 4g was different from the other questions and allowed the students to mention some other factor that has helped them in their studies of English. The answers to this question varied, and some students in all four groups left this question unanswered or/and added an explanation that there are no other factors or none comes to mind. The most common factor that

was mentioned in the answers to this question was family or some family members: parents, mother, sister, brother or cousins. Other factors that were mentioned included:

> listening, videogames in English, friends abroad, games, repetition, reading, friends, notes, travelling abroad, speaking English, books in English (especially Harry Potter), school, practicing, writing English, homework.

5.3.3 Questionnaire for the teachers

The teachers of the tested 4th and 5th grade groups were given a questionnaire with questions concerning the students' language background and need of support, as well as questions concerning the EFL books and verb inflectional forms (see 4.5).

Both teachers state that the textbooks and workbooks form the basis for their teaching, in concord with the National Curriculum for Comprehensive Schools (Opetushallitus 2014). One of the teachers comments that she taught previously in another school without EFL books, which was very laborious and particularly tiring. However, both teachers also use a wide array of other materials, such as games, plays, music, drama, books and magazines, cards, as well as digital material from the Internet. One of the teachers mentions that she covers some of the themes that come up in the textbooks more broadly by integrating elements from other school subjects, such as geography, biology, history and literature in her teaching.

Both teachers find the book series *Go for it!* good. Only one of them comments on the previous books and states that they have been similarly good. One of the teachers states that learning results have been very good with this book series. She praises the 5th grade books particularly for the sections on geography and culture, and reports that the books are motivating for the students. Both teachers comment that they also use the digital material provided by the publisher, and that it is very good.

As to how the present progressive and present simple are introduced in the books, and how well the difference between them is brought up, one of the teachers states that the books bring the subject up ok, and that the theme can then be covered more broadly with real life examples and situations. The other teacher comments that the difference has not been clarified particularly well in the books, and understanding the difference is central to learning how to use these verb forms correctly. She continues that the students do learn the verb forms themselves quite well, but when they need to choose which verb form to use in a particular situation they seldom get it right. She claims that the students tend to use the verb form they know the best.

The same teacher explains that she teaches both verb forms at the same time to underline the difference between them, with examples of the use of both of them. But she concludes that these verb forms should be practiced on several occasions during several years for the students to learn

them properly. The other teacher finds these verb forms relatively straightforward to teach, and states that the students seemed to learn them and how to use them well when they were taught in the autumn term of the 5th grade. But she continues that after that, the simple past has been the verb form that has been focused on, and the students may have forgotten what they have learned about the present progressive. She concludes that in classroom situations the students often hear the present progressive, and that particularly such students who also use English outside of school are already very skilled in using the present progressive in their speech.

6. Discussion

6.1 Observations based on the analysis of workbooks

In the following, the results of the analysis of workbook sections are discussed. First, the use of L1 in the reviewed workbook sections is discussed, as well as the ways in which the differences between the learners' L1 and L2 are observed. Second, the ways in which the learners' awareness is raised to notice form are discussed in section 6.1.2, followed by observations on the use of illustrations, multimodality and interaction in 6.1.3. Finally, in section 6.1.4, observations are made as regards input quality and quantity in the examined workbook sections.

6.1.1 The use of L1 and the L1–L2 divergence in the analysed workbook sections

One of the goals of this study was to find out how the difference between the students' L2 English and L1 Finnish is clarified in the analysed 4th and 5th grade EFL books. In this section, the strategies used to clarify the L1–L2 difference as well as the use of L1 in the EFL workbook sections under comparison are discussed and compared with the views of SLA researchers representing different approaches to SLA.

All of the examined textbooks and workbooks failed to raise the learners' awareness of the differences and similarities between the Finnish constructions and the English present progressive and present simple. This was surprising in view of the long existed knowledge that children learn by constructing new knowledge on top of the already existing one (e.g. Jardine 2005: 3; Opetushallitus 2004: 17), and when learning a new language, learners build on their already existing knowledge of their L1 (e.g. Vygotsky 1962: 110; Lardiere 2009a, 2009b; Slabakova 2016: 202; Van de Craen and Surmont 2017: 27). It has been shown in research within different approaches to SLA that L1–L2 divergence in some grammatical feature can cause difficulties for the learner in the acquisition of this feature (e.g. McWhinney 2012: 211–227; N.C. Ellis 2006: 176–179; Römer 2005: 172–173;

Hwang and Lardiere 2013: 67–79; Slabakova 2003: 42–75). On the other hand, it has been shown how efficient it can be if teachers draw the students' attention to differences between their L1 and L2 languages (e.g. Cummins 2007: 233; Corcoll 2012: 99–107; Leonardi 2012: 111). In addition, the goals of the National Curriculum (Opetushallitus 2014: 219) specifically state as goal 3 (T3) of EFL teaching: "to guide the student to noticing phenomena which unite and differentiate languages, as well as to support the development of the student's linguistic curiosity and reasoning skills" (translation by the author). Based on the results of this study, it seems that the compared EFL books have failed to reach this goal.

In fact, instead of embracing the differences between the learners' L1 and L2 in the expression of progressive action, and raising the learners' awareness of these differences between the two languages as would be recommended based on SLA research results (cf. above and in 2.2), especially *Go for it!4* and *5* and the *High five! Fingertips* sections seem to stretch the limits of the Finnish MA-infinitive inessive in order to provide a seemingly simple Finnish equivalent for the English present progressive. This would seem to suggest that the writers of these book series indeed equate the Finnish MA infinitive inessive with the English present progressive, although this is grammatically incorrect and misleading to the students (cf. White 2006: 245; VISK § 1519, and 2.3.4 above). However, the use of the MA infinitive inessive is inconsistent in the analysed exercises of *Go for it! 4* and *5*, and Finnish present tense is sometimes used, which would seem to be a source of further confusion for the students.

Furthermore, differences were found between the workbooks in the use of Finnish in the exercises themselves. In all of the examined workbooks, instructions to the exercises were provided in Finnish. In some of the analysed exercises of *Go for it! 4* and *5*, students were asked to answer the questions in Finnish, based on English texts in the textbooks or an audio tape in English. It can be argued that this is a positive way of making the learners process the languages actively while translating, in accordance with the notions of Gonzales Davies (2012: 86–96) and Leonardi (2012:111). If Finnish is the L1 of all students in the class, this would seem justified, but at the same time, it may cause difficulties for those students whose L1 is not Finnish. However, in *Go for it! 4* and *5*, Finnish is used in over half of the exercises themselves, and mostly in discrete translation sentences, which seems to contradict with the notions of Gallagher and Colohan (2017: 487) and Spada (2007: 280) on the importance of the principal use of L2 in the language classroom. In comparison, only English was used in the analysed exercises of *All Stars 4* and *High five! 4*.

At the same time, the use of discrete translation sentences is reminiscent of the old grammar-translation method (Järvinen 2015: 93–94) and out of tune with the notions of Gonzales Davies (2012: 86–96) and Leonardi (2012:111), who recommend an informed use of translation to

make learners actively process the languages and reflect on the differences between languages in expressing meaning. With discrete translation sentences/phrases using the Finnish MA infinitive inessive, the learners may be at risk of mechanically linking the English present progressive with this Finnish construction which they rarely encounter in real-life language use in contexts in which the English present progressive would be used (cf. White 2006: 185; 197–199; 244–245), failing to truly acquire the semantic and pragmatic meaning of the present progressive and the semantic contrast between the English present simple and progressive forms.

As an answer to research question 1 a) it can be concluded that the differences between the learners' L1 and L2 in expressing ongoing action were not clarified in any way in any of the analysed workbook sections. It seems it would benefit all of these workbook sections to embrace and clarify the differences and similarities between the learners' L1 and L2, in order to help the learners in their learning process, and to help develop their linguistic awareness and knowledge. Similarly, some adjustments to the exercises might be fruitful to promote an informed, reasoned use of the L1, and to ensure the principal use of the L2.

6.1.2 Focus on form in the analysed workbook sections

One of the major goals of the workbook analysis of this study was to find out, how the present progressive is presented in the workbooks and how the learners' awareness is raised to the characteristics of the present progressive. One of the minor goals was to observe the amount of repetition the workbook sections offered, as well as to assess how much lexical support is provided to clarify the meaning of the progressive and its difference from the present simple. These questions are addressed in the following section, in which the strategies used to focus on form in the EFL workbook sections under comparison are discussed and compared with the views of SLA researchers representing different approaches to SLA.

Separate grammar sections were found in *All Stars 5*, *Go for it! 5*, as well as *High five! 4* and *5*. The contents of these grammar sections were very similar, with explicit instructions on when to use the present simple or present progressive, respectively, and sample sentences in English. In addition, explicit grammar instructions were found in the form of information boxes or instructions to exercises in the examined workbook sections of 5 out of 6 analysed books. Here, *Go for it! 4* deviates from all other books with no explicit grammatical instruction on the use of the present progressive. It is possible that the writers of this workbook have intended to provide the learners an opportunity to infer the rules for the usage of this verb form from the context, although this is not expressed in any way in the instructions to the exercises. Even the context provides little support for inductive learning, save for the questionable use of the Finnish MA infinitive inessive (cf. 6.1.1).

Likewise, the exercises preceding explicit instructions in the other books provide the teachers an opportunity to use these exercises to promote inductive learning, although the teachers' own initiative is required here. Inductive learning (inference of rules from the context) is thought to be particularly effective in promoting implicit (unconscious, procedural) knowledge, which is also the goal of explicit instruction (e.g. Ellis 2008: 440). It seems that inductive learning, i.e. discovery of grammar rules could be more clearly promoted in all of the reviewed workbook sections.

Researchers representing different approaches to SLA (e.g. Long 1991; Spada 2007; Slabakova 2016; van Lier 2001; Ellis 2008; Lantolf 2011) agree on the need to focus on form in the language classroom, but they all emphasise the importance of context, either communicative or other meaning content, and speak against grammar drilling in isolation. Hence, grammar instruction ought to remain connected to context and meaning (Slabakova 2016: 407; Long 1991: 41–46; VanPatten 2009: 43). Separate grammar sections can be used in this way, especially as all of the examined grammar sections clarify the context in which the present progressive is to be used, and provide lexical support in the form of time adverbials. Moments of paying attention to form during otherwise meaning-focused activities in the classroom are recommended in SLA literature (cf. above). Again, it is up to the teacher how these sections are used.

As to the exercises themselves, over half of the analysed exercises in *Go for it! 4* and *5* as well as *High five 5* are compiled of discrete sentences, that is, sentences which are not connected to one another or any common source. In contrast, over half of the examined exercises in *All Stars 4* and *High five! 4* include continuous sentences. The proportion of continuous text as a source for the exercises varies, but is not particularly high in any of the reviewed sections. The high proportion of discrete sentences in *Go for it! 4* and *5* as well as *High five 5*, together with the low number of exercises promoting effective, communicative interaction in pairs or groups (cf. 6.1.3) in most analysed workbook sections seems to indicate that the recommendations of focusing on form in connection of meaningful content and/or communicative action (cf. above) are not fully observed.

In addition, the great majority of exercises in all of the workbook sections were controlled production exercises, with only occasional free production exercises (cf. 5.1.3). According to Ellis (2008: 441) implicit knowledge can only be assessed by written composition or oral narrative, i.e. some kind of freely constructed response. Thus, exercises and particularly assessments should always include free production exercises as well. Furthermore, the majority of the analysed exercises were production exercises, with only some reception exercises in *All Stars 4* and *5* as well as *Go for it! 4* and *5*, and no reception exercises in *High five! 4* and *5*, and no judgment exercises in any of the examined workbook sections. In addition, the types of reception exercises found in these workbook sections seemed not to be designed for focusing on form, but rather for testing the

learners' understanding. As Ellis (2002: 173–176) notes, there is a clear tradition in EFL grammar books of two predominant methodological features: explicit grammar description together with controlled production exercises. At the same time, Ellis (2002: 176) suggests that evidence from SLA theory and research is observed in materials planning, and that grammar discovery exercises, structured input and reception-based input-processing tasks are added to EFL teaching materials. This would also seem to apply to all workbook sections analysed in this study.

There was notable variation between the compared workbooks in the total number of exercises that focus on the present progressive (cf. 5.1.2), with the highest numbers of 25 and 21 in *Go for it! 5* and *All Stars 4,* respectively, and the lowest number of 3 in *High five! 5*. Considering the notions of Slabakova (2016: 408) on the importance of practicing and of Hulstijn (2007: 783–795). on the importance of frequency in the input to language acquisition, the extremely low number of exercises in *High five! 5*, which is one of the newer book series, seems surprising. At the same time, the three book series seem to have adopted divergent approaches to the timing of emphasis on the present progressive. In *All Stars* and *High five!*, there are clearly more exercises on the present progressive in the 4th grade book compared to the 5th grade book, whereas the opposite is true for *Go for it!*. Whichever the order of emphasis, according to SLA research results (cf. 2.1 and 2.4.2) the amount of input and repetition are of great importance.

How is the present progressive presented, then, in the analysed workbooks? In all separate grammar sections (*All Stars 5, Go for it! 5, High five! 4* and *5*) and in the explicit explanations in the exercise sections (*All Stars 4* and *5*, as well as *High five! 4* and *5*) the English present progressive is explained as the verb form to be used when explaining what is happening/what somebody is doing right now, and the present simple is explained as the verb form to be used when explaining what somebody usually does or what usually happens (only *All Stars 5* grammar section elaborates the use of the present simple in somewhat more detail). The rather simplified explanation of the functions of the present progressive (cf. 2.3.1) in the examined Finnish EFL books is consistent with Römer's (2005: 283–285) findings in the German EFL books. At the same time, Römer (2005: 285) comments that at the beginner level, teaching the most central functions of the present progressive is sufficient, and it must be concluded that Finnish learners on the 4th and 5th grades of comprehensive school can be considered to still be at the beginner level. However, Römer (2005: 283–285) suggests that the focus in teaching progressives should be on the functions that are most commonly used in real English discourse, and in addition to the already emphasised continuous and non-repeated function, also the continuous and repeated function should be covered, even if the wide range of other functions which Römer (2005: 268–273) identified in her study are left to more advanced students. This is consistent with the notions of Hulstijn (2007: 793) that

explicit rules must be as short and simple as possible so that learners can handle them, and with the constructionists views according to which prototypical examples of a linguistic construction in the input provide learners "an entry point for learning it" (Mitchell et al. 2019: 141)

Contrary to the findings of Römer (2005: 192–195) in her analysis of German EFL books, the use of time adverbials was rare in the examined Finnish EFL workbooks and separate grammar sections. Although Römer's findings are not fully comparable with the findings of this study, as all progressives were included in her study and only the present progressive forms in this study, the extremely low frequency of time adverbials in the Finnish material was striking. In *All Stars 4* and *5*, both Finnish and English adverbials of time were found, albeit rarely, but in the other books, only Finnish adverbials of time or no time adverbials (*Go for it! 4*) were found. In her study on German EFL books and corpora of spoken British English, Römer (2005: 253–256) found that over 20 per cent of progressive tokens had time adverbial specification. It seems that the semantic contrast between the present progressive and present simple has been well clarified already in the first volume of the German secondary school books (during the 5th school year), with the help of time adverbials and emphasizing the context in which each verb type is used (Römer 2005: 230–242). In view of research results within different approaches to SLA (e.g. VanPatten 2009: 39–43; Bardovi-Harling 2000 21–48; Hulstijn 2007: 790; van Lier 2001: 262), the importance of lexical support to the acquisition of the present progressive seems to have been underrated in all of the Finnish EFL books under comparison in this study.

In sum, it seems that, to supplement the explicit grammar instructions already provided (apart from *Go for it! 4*), all of the examined workbook sections would benefit from some exercises expressly promoting inductive learning, as well as from some reception-based input-processing exercises. In addition, some adjustments could be in order to the analysed exercises in *Go for it! 4* and *5* as well as *High five! 5* to ensure practising the present progressive in meaningful context, emphasizing the semantic import of this verb form and the contrast to the present simple. The need for such adjustments is also supported by the test results of the student groups in this study (cf. 6.2.1 and 5.3.1). In view of SLA research results, the low number of exercises focusing on the present progressive in *High five! 5* would seem to call for reconsidering. Furthermore, it would seem that more attention ought to be paid in all of the examined Finnish EFL book series to using lexical support in the material introducing the present progressive. It can be concluded that the learners' awareness is raised to notice the present progressive form in all of the compared EFL books, but differences were found and all analysed sections would benefit from some adjustments as proposed above, to better observe the recommendations of SLA researchers.

6.1.3 Illustrations, multimodality and interaction

One of the goals of this study was to look into the use of visual support in the EFL books under comparison. Another goal was to find out how interaction is encouraged in the exercises that focus on the present progressive. The results of the analysis on the use of illustrations in the compared EFL textbook and workbook sections, as well as on the use of multimodality and interaction in the workbook sections are discussed in the following.

All of the three book series make use of the powerful tool of imagery in the 4th and 5th grade textbooks. In all analysed textbooks except *High five! 4* and *5 Texts*, pictures are effectively harnessed to illustrate the linguistic theme of the chapter: the present progressive. This kind of use of representational illustrations is in accord with the notions of Carney and Levin (2002: 20) that verbal and pictorial information should be coherent and have semantic overlap in instructional material. Furthermore, the rich use of visual support is in tune with the views of van Lier (2001: 259–263) and Jardine (2005: 74–77, 80) on the importance of providing all kinds of semiotic signs in the learning environment to support the learning process, and also in line with the goals of the National Curriculum (Opetushallitus 2014). In addition, images make the comprehension process of a verbal code easier, which may facilitate the acquisition of a foreign language (Ippolito 2012: 54–55).

In *Go for it! 4* and *5*, even comic strips are used in the recap material, with ample repetition of the present progressive. This is in line with the notions of Ippolito (2012: 54–59), who claims that comic strips are a highly communicative and thus effective means to convey messages, and that the multimodality of comic strips provides the learners with different kinds of tools to negotiate meaning. A comic strip is also used in *High five! 5* and *All Stars 5* recap material, but in these cases, few present progressive forms were found in the text.

At the same time, the analysis of workbooks showed notable differences in the use of visual support in the analysed exercises, which is in tune with the results of Laitinen (2016) in his study on the functions of pictorial illustrations in Finnish EFL books. In *High five! 5 Activities*, pictures are not used at all in the examined exercises, and in *Go for it 4* and *5* they are only used very little. In addition, pictures of activity are used in the *Go for it!* books with base form verbs, which would seem to be contradictory and not helpful for the learners in the acquisition of the present progressive. According Carney and Levin (2002: 9), conflicting pictures may even hinder learning. In contrast, sentences with the present progressive are combined with pictures of activity in *All Stars 4*, that is, the pictures are representational, which has been shown to be helpful to the learners (e.g. Carney and Levin 2002: 8). As Ippolito (2012: 55) notes, pictures facilitate the acquisition of vocabulary, as learners associate new words to their visual images. It can be argued

that the same logic also works for pictures of activity and present progressive verb forms, even more so as the visual code is said to reduce the cognitive load of the viewers and help them in constructing "a mental map of spatial relations" (Ippolito 2012:54). Furthermore, pictures have been shown to function efficiently as primers to fasten retrieval of lexical information from the long-term memory (Schwarz and Chur 1996: 76–80).

In all examined workbooks except *High five! 5*, pictures are used in the exercises as a source for writing or correcting sentences, which has been proven to efficiently promote learning (Järvinen 2015: 96–97). In fact, this is the only way in which pictures are used in the analysed exercises of *High five! 4* and *Go for it! 4*. In contrast, pictures are used in many different ways in *All Stars 4*, also as a source for pair work in which the learners get to practice the use of the present progressive orally. This would seem to be in tune with Jardine's (2005: 80) notions that the ways of knowledge of younger children are not stored in abstract definitions, but in images and memories, which is why different kinds of physical and visual ways of action are important.

As the pair work exercises in *All Stars 4* seem, at the same time, to promote interaction and even to provide opportunities for scaffolding and languaging between peers, it can be concluded that this kind of communicative interactive activity is seen by many SLA researchers (e.g. van Lier 2001, 2008; Swain and Suzuki 2008; Lantolf 2011; Ellis 2008; Long 1991; Slabakova 2016) as an integral element in the second language classroom. In comparison, the pair work exercises in *Go for it! 4* mostly include reading aloud in pairs, which seems not as efficient a way to promote interaction as the learners are not required to actively process and produce language. Thus, even if the proportion of pair work exercises is slightly higher in *Go for it! 4*, it can be argued that the pair work exercise types in *All Stars 4* are more interactive. The proportion of pair work is the third highest in *Go for it! 5*, and even though over half of these exercises promote reading aloud in pairs, there are other, more interactive types of exercises as well. The number of pair work exercises in the analysed sections of the other books is low or even non-existent (*High five! 5*).

The proportion of group activities in the examined exercises is even lower, and no group activities are promoted in *All Stars 5, Go for it! 4*, and *High five! 5*. In addition, the group activities are mostly of a type which is not very effective in promoting interaction (song + acting), apart from one acting + guessing exercise in *Go for it! 5*. However, even the song + acting exercises bring positive variation to the classroom activities, and provide important activation of the learners' senses, cf. Jardine (2005: 79–80) on the importance of sensori-motor knowledge and Johnson (2005: 15–33) on the importance of bodily experience to learning. Similarly, the few pair work exercises promoting acting or pantomime in *All Stars 4, Go for it 4* and *5* can be seen as very positive and in tune with the notions above.

However, bearing in mind the results on the importance of language output and communicative interaction to language acquisition in recent SLA research (e.g. Swain and Suzuki 2009: 558–568; Lantolf 2011:32; van Lier 2001: 263–264), and the recommendations of the National Curriculum (Opetushallitus 2014), it seems that most of the reviewed workbooks fall short of the expectations in this respect. Surprisingly, the analysed sections of the oldest book, *All Stars 4*, seem to succeed better than the others in promoting interaction.

The goals of the National Curriculum (Opetushallitus 2014) also emphasise multimodality in learning environments. One way of enhancing multimodality in workbooks is the use of different sources for the exercises, and not relying solely on written sources. The importance of visual sources was already covered above, but also the proportion of audio sources is relevant. The analysed oral production exercises also include exercises in which the learner is asked to repeat what he or she hears from the tape. This, together with reception exercises with an audio source activate the learner in different ways than written or visual sources, by promoting the learners' listening and understanding skills, which is of utmost importance (e.g. Hulstijn 2007: 790–791). Again, *All Stars 4* stands out as the book with the most even distribution of different sources for oral and written production as well as reception exercises, whereas *All Stars 5, Go for it! 4* and *5* as well as *High five! 5* rely more heavily on written sources.

It can be concluded that, based on the results of this study, illustrations are used in abundance in all of the examined textbook sections and in some of the analysed workbook sections. However, they are most consistently used to support the learning of the present progressive in both the textbook and workbook sections of *All Stars 4*. In *Go for it!* the textbook illustrations, together with high-quality comic strips seem well suited to support the learning of the present progressive. In contrast, particularly in *High five! 4* and *5 Texts*, adjustments could be made to the illustrations to make them better support the learning of the present progressive. The same applies to the workbook sections of *Go for it! 4* and *5*, in which the use of pictures in general and particularly the use of activity pictures might benefit from re-evaluation to ensure their use in support of the learning of verb forms. It seems justified to conclude that all other workbook sections than *All Stars 4* could greatly benefit from a more abundant and varied use of illustrations, as well as from a more varied use of different sources for the exercises. The same seems to apply to all books as regards promoting interaction. Compared to the emphasis that has been laid on the importance of interaction to language acquisition in recent SLA research within different approaches to SLA, it is somewhat surprising how little attention has been paid to promoting effective, communicative interaction especially in the examined sections of the more recent workbooks under analysis in this study.

6.1.4 Observations on input quality and quantity in the analysed workbook sections

Above, the results of the qualitative analysis of the workbook sections are discussed from different perspectives in accordance with the goals of this study. However, one of the major goals of this study was to sum up what kinds of differences in input quality and quantity can be found between the analysed EFL textbook and workbook sections. For that reason, the implications the results suggest for input quality and quantity are summarised in the following.

As defined under 2.1 above, linguistic input is the second language data the learners are exposed to (e.g. Slabakova 2016: 20). Based on the results of this study, notable differences were found between the workbook sections in the number of exercises focusing on the present progressive. Thus, *All Stars 4 Activities* and *Go for it! 5 Workbook* provide the largest amount of input on the English present progressive, and *High five! 4* and *5 Activities* provide clearly the smallest amount of input on the present progressive (see 5.1). At the same time, it must be observed that in *Go for it! 4* and *5*, Finnish is used in over half of the exercises themselves, and only English is used in the analysed exercises of *All Stars 4* and *High five! 4*. Based on these two results, it can be concluded that the largest amount of English language input on the present progressive was found in *All Stars 4 Activities*. According to cognitive approaches to SLA (e.g. Hulstijn 2007: 783–795; Mitchell et al. 2019: 129–133), input drives the acquisition of L2, and a central element in the input is frequency of the targeted feature. Similarly, Slabakova (2016: 101–103) contends that learners must encounter a particular grammatical construction often enough to learn it. Bearing this in mind, it seems that especially *High five! 4* and *5 Activities* would benefit from increasing the frequency of the present progressive in the provided input.

However, in view of the notions of van Lier (as referred to by Alanen 2000: 109) on the importance of the learners active role in processing the input as well as of the social aspect to achieve input intake, the number of exercises promoting interaction must also be observed. This is in tune also with the principles of the Interaction Hypothesis on the importance of interaction as a source of input (Mitchell et al. 2019: 58–59). According to the results of this study, the workbook in which communicative interaction is promoted the most in the analysed exercises was, again, *All Stars 4 Activities,* although all examined workbook sections would benefit from a more abundant use of efficiently interactive pair and group work exercises (see 6.1.3).

As for the different sources of input in these workbook sections, audio source was used most abundantly in the analysed exercises of *All Stars 4 Activities*, and even there in only 29 per cent of all examined exercises, followed by *All Stars 5* with a proportion of 21 per cent. In contrast, the analysed exercises of *Go for it! 4* and *5* relied heavily on written sources, and visual sources were used in half of the examined exercises of *High five! 4* (Table 4). In view of the notions of

Hulstijn (2007: 783–795) on the importance of practicing all aspects of language skills: speaking, listening, reading and writing, the provided input in the analysed exercises may not be ideally balanced.

One of the most important elements of high-quality input is that it is comprehensible (e.g. Krashen 2009: 57; Slabakova 2016: 6). As regards functional morphology, Slabakova (2016: 410–411) notes how important it is that "the syntactic effects and the semantic import of the morphology are absolutely transparent and unambiguous" in the input. Considering the notions of VanPatten (2009: 39–43), Bardovi-Harling (2000 21–48), Hulstijn (2007: 790 and van Lier (2001: 262) on the importance of lexis, it seems that the use of lexical support in the form of adverbials of time, which would also have helped make the semantic import of the present progressive form transparent (cf. Slabakova 2016: 410–411), could have been much more abundant in the analysed workbooks. Particularly as adverbial specification of progressives with time adverbials is used relatively frequently in authentic speech samples in corpora of spoken British English (Römer 2005:75–79).

According to Krashen (1985:2), comprehension is aided by context and extra-linguistic information (e.g. pictures and objects). In this respect, differences were found between the workbook sections under comparison, and visual support was most abundantly used in the analysed exercises in *All Stars 4 Activity Book,* in a way which would seem to help link the linguistic form with an extralinguistic situation (cf. Slabakova 2016: 6), and make the input comprehensible. In contrast, pictures of activity were used in the *Go for it!* books with base form verbs, which would seem to be confusing for the learners and not in line with the notions of Slabakova (2016: 410–411) and Carney and Levin (2002: 9) above.

As noted above (cf. 6.1.2), Römer (2005: 282–285) contends that both of the most frequent functions of the progressive: the continuous non-repeated and the continuous and repeated should be covered already at the beginners level to provide the learners with communicatively relevant input. In the workbooks analysed in this study, only the continuous non-repeated function of the present progressive was introduced, and thus, the recommendations of Römer (2005: 282–285) seem relevant also in this context.

In conclusion, the amount of English language input, i.e. the amount of repetition in the examined workbook sections was the largest in *All Stars 4*. In contrast, the amount of input was clearly the smallest in *High five! 4* and *5*, and it seems that these books would benefit from an increase in input on the present progressive. Similarly, all of the workbook sections would seem to benefit from a more abundant use of efficiently interactive pair and group work exercises, as well as from a more balanced choice of input sources. Furthermore, a richer use of lexical and visual

support in the examined workbook sections would help ensure that the provided input is comprehensible.

6.2 Observations on input quality and quantity in the analysed textbook sections

One of the major goals of this study was to summarise what kinds of differences in input quality and quantity can be found between the analysed textbook sections. At the same time, the analysis of textbook sections set out to investigate how the present progressive is presented in them, how much repetition, lexical and visual support is provided, and how evenly distributed subject-verb agreement forms are in the progressive tokens. In the following, all of these questions are addressed as observations are made of input quality and quantity in the examined textbook sections, including a comparison with the results of previous studies as well as with SLA literature.

Contrary to the findings of Römer (2005), in her study on German EFL books, the present simple was focused on first and the present progressive second in all of the compared Finnish EFL books. This is in accordance with the recommendations of Römer (2005: 230–232) based on the predominance of the present simple compared with the less frequent present progressive in the corpus material, as well as on the less complex structure of the present simple. It has also been stated that the present simple is more difficult to learn due to its high information load (Slabakova 2016: 391; McDonald 2008: 980– 984), and thus, appears later in learner interlanguage as has been shown in morpheme order studies (Dulay and Burt 1974: 37–53; Bailey et al. 1974: 235–243), which is why it may be advantageous to pay attention to it already at an early stage, as is done in the Finnish EFL books.

The observed variation between the compared textbook sections in the frequency of present progressive forms was substantial, ranging from 0.48 (*High five! 5*) to 9.63 (*Go for it! 4*) present progressive forms per 100 words (see Table 5 above). This is particularly surprising bearing in mind the notions of SLA researchers from different backgrounds on the importance of frequency of the targeted linguistic features in the input. According to Ellis (2002: 166), acquisition originates in the input, and learners are to be exposed to input which is rich in "specific grammatical structures". Slabakova (2016: 415) stresses the importance of practicing inflectional morphology in "ample unambiguous context". Hulstijn (2007: 785–790) also notes the importance of frequency in the input, as do other cognitively oriented researchers (e.g. Mitchell et al. 2019: 133–134). Thus, it would seem that particularly *High five! 5* and *4* would benefit from increasing the frequency of progressive forms in the analysed chapters.

However, according to Ellis (2002: 167–168), claims have been made for using authentic material in EFL books, but he also notes the lack of research results confirming that such material

enhances acquisition. In case of the present progressive, using authentic material might pose a problem. Although the use of progressives has been shown to have increased in recent decades (Römer 2005: 21–22), the frequency of progressive forms has been low in authentic corpus material compared with non-progressive forms, ranging between 3.3 to 10 per cent, depending on the register and on whether all progressive forms are included or not (Römer 2005: 32). As it happens, the frequency of progressive forms in *High five! 5* is 3.7 per cent of all finite verb forms, which would seem to correspond to the frequencies found in authentic corpus material, as reported by Römer (2005: 32). However, it can be argued that if authentic material were used to teach the present progressive, the frequency of progressive forms in the input would not be sufficient for effective acquisition (cf. above). In fact, Ellis (2002: 167–168; 170–171) claims that strong arguments can be found in both SLA research and language pedagogy for simplified and structured texts to aid comprehension and acquisition. In the examined textbook sections, mainly compiled material was used, and most of the additional material in *All Stars 5, High five! 4* and *5* which was made look like authentic seemed compiled as well.

On the other hand, Römer (2005: 276–291) speaks for "teaching the typical", i.e. for consulting authentic language use in various corpora in the process of materials planning. By this Römer (2005: 279–291; 60) refers to the types of contexts and collocations used to teach the present progressive and to the weighting of different progressive forms in the materials according to their occurrence in actual language use. In this respect, deviations from Römer's findings were found in this study, although it must be observed that Römer included all progressives in her study and only the present progressive forms were included in this study. As to the frequency of negated progressives, only *Go for it! 5* tokens included present progressive sentences with negation. However, the proportion of negated sentences of all present progressive tokens in *Go for it! 5* (12%) seems even greater than the proportion of negated progressives in the BNC_spoken and BoE_brspok corpora, which are, according to Römer (2005: 250 –252) 8.59 per cent and 7.98 per cent, respectively. In contrast, the proportion of negated progressives in the German EFL corpora was significantly lower (Römer 2005: 250). Bearing in mind the small size of the analysed corpora and the focus only on present progressive forms in this study, the results must be treated with caution, but, at the same time, as no progressives with negation were found in the examined textbook sections of *All Stars 4* and *5, Go for it! 4*, *High five! 4* and *5* this would seem to suggest that these books deviate from actual language use, and could benefit from some adjustments.

The results of this study on the proportion of questions of all present progressive tokens also show notable variation across the miniature corpora. The proportion of questions in *Go for it! 4* and *5* as well as *High five! 4* seem in line with the results of Römer (2005: 252–253) on the German

EFL material, with approximately 20 per cent of interrogatives. However, as Römer (2005: 252) notes, progressives occur much more frequently in interrogative contexts in German EFL books than they do in real speech (with little over 10 per cent in the corpora of spoken British English). As to *All Stars 4* with its 42 per cent of interrogatives, as well as *All Stars 5* and *High five! 5* with 5 per cent and 0 per cent, respectively, they seem to deviate clearly from Römer's results of both the spoken corpora and the German EFL material. At the same time, the use of questions was varied in *Go for it! 4* and *5* and *High five! 4*, whereas it was one-sided in *All Stars 4* (cf.5.2.2).

As regards contracted copula verb forms, their proportion is clearly lower in *High five! 4* and *5* than in Römer's (2005: 244–246) results. According to Römer (2005: 245) the proportion of contracted copula verb forms in BNC_spoken and BoE_brspok is 53.93 per cent and 52.96 per cent, respectively. Thus, the proportion of contracted forms seems to be similar to spoken British English in *Go for it! 4* and *5*, clearly higher in *All Stars 4*, and somewhat lower in *All Stars 5*, again bearing in mind caution due to the small sample size and exclusive focus on the present progressive in this study.

Contrary to the findings of Römer (2005: 253 –256) in her analysis of the BNC_spoken, BoE_brspok, and German EFL coursebook corpora, adverbial specification of progressives with adverbials of time was very rare in the analysed Finnish textbook sections. Here, the Finnish material seems to deviate clearly from the corpora of spoken British English, as well as from the German EFL material. Hence, some adjustments to the Finnish material might be in order to add lexical support, particularly in view of the notions of SLA researchers on the importance of comprehensible input (e.g. Krashen 2009: 57; Slabakova 2016: 6), the transparency and clearness of the semantic import of morphology (Slabakova 2016: 410–411), and on the importance of lexis (e.g. VanPatten 2009: 39–43, Bardovi-Harling 2000 21–48, Hulstijn 2007: 790 and van Lier 2001: 262).

In contrast, adverbials of place are relatively frequently used in the examined tokens of Finnish EFL textbooks, whereas they are much more infrequent in the corpora of spoken British English than adverbials of time (Römer 2005: 253–256). However, the observed shares of adverbial specification with adverbials of place in the Finnish EFL material are, nevertheless, similar to the shares found in Römer's (2005: 254) analysis, except for *Go for it! 4* and 5 in which place adverbials are clearly more frequent. However, Römer (2005: 254) considers it "better to provide a few instances too many" rather than too few.

As for subject-verb agreement forms, high-quality input should include all members of an inflectional paradigm (Slabakova 2016: 415; VanPatten et al. 2012: 113 – 114). In this study, only the copula verb forms of present progressive tokens were analysed in this regard. The results show,

again, notable variation across the miniature corpora. Subject-verb agreement forms were most evenly distributed in the examined textbook sections of *Go for it! 5* and *4*, with all members of the inflectional paradigm present. Even personal pronouns were most evenly used in the analysed tokens of these two books. At the same time, it must be noted that these two miniature corpora also include the greatest number of present progressive tokens, which may affect the results. In contrast, and similarly to the findings of VanPatten et al. (2012: 112–113) in their examination of Spanish textbooks, 3rd person singular forms were emphasised the most in *All Stars 5*, with a proportion of 55 per cent. However, the other analysed textbook sections did not show such strong preference for 3rd person singular forms.

It can be argued that in *Go for it! 4* and *High five! 4*, the additional themes in chapters introducing the present progressive (weather terms vs. farm animals and adjectives) are at risk of competing for the learners' attention instead of supporting the acquisition of the present progressive. In *All Stars 4*, the only additional theme: doing chores seems to support the acquisition of the present progressive by way of providing action verbs well suited for practising the central functions of the present progressive (cf. Biber et al. 1999: 474; Römer 2005: 86–93). VanPatten (quoted in Ellis 2002: 170), underlines the importance of teaching only one thing at a time and keeping meaning in focus. Thus, it would seem that in most of the examined textbook sections some adjustments to the additional themes in chapters focusing on the present progressive would be profitable, to emphasise meaning, transparency and clearness of the semantic import of morphology (cf. above), and to take lexical support into consideration.

Furthermore, *All Stars 4* textbook seems to have been compiled with the sequence of introducing new linguistic themes in mind, as the present progressive is not used at all prior to chapter 13. Here is a difference to the other two 4th grade textbooks. In *Go for it! 4* and *High five! 4*, some present progressive verb forms are used already early on in the text chapters and their additional material, well before this linguistic feature is brought to the attention of the learners. This would seem to be in conflict with the above mentioned notions of SLA researchers, and be at risk of confusing the learners.

In accordance with the findings of Römer (2005: 283–285) in her study on German EFL books, and similarly to the above mentioned findings of the workbook analysis, the focus in the reviewed textbook sections was clearly on one of the central functions of the present progressive: on expressing continuous non-repeated action (Römer 2005: 201–203), i.e. dynamic situations with something ongoing or in progress (Huddleston and Pullum 2002: 117). However, Römer (2005: 283–285) recommends that also the continuous and repeated function be covered. In fact, it was, if only rarely, covered in some of the tokens of *All Stars 5*, *High five! 4* and *Go for it! 5*

textbooks. However, as can be seen in section 6.1.2, this function is not brought up in the corresponding workbook or grammar sections.

In this study, the storyline and characters of the examined books were also briefly reviewed. Slabakova (2016: 98) notes that high-quality input should be socially and communicatively important for the individual. Other studies have revealed the importance of stories and the feelings they evoke to brain activation and, thus, to learning (Lähdekorpi 2019: B3). According to the feedback from one of the teachers interviewed for this study, students have been motivated to study English with *Go for it! 4* and *5*, which has, in her opinion, affected their learning achievements positively. Based on the intuitive first impressions after a brief overall review of the textbooks conducted during this study, it seems believable that the imaginative storyline and colourful characters of *Go for it 4* and *5 Textbooks*, with an abundant use of insightful illustrations and comic strips are appealing to the learners. *All Stars 4* and *5* seem to follow close behind, but *High five! 4* and *5 Texts* seem more ordinary and less coherent in their storyline than the other two book series, and even the characters seem rather ordinary. However, a deeper analysis of the textual contents of these textbooks would be required to give more than very preliminary and subjective comments on their quality. Nevertheless, the importance of context and of a good, socially and communicatively relevant story in EFL textbooks should not be underestimated.

In sum, *Go for it! 5 and 4 Textbook* provide the largest amount of input on the English present progressive, i.e. repetition, and *High five! 4* and *5 Texts* provide clearly the smallest amount of input on the present progressive (see 5.2.2). Furthermore, the analysed sections of *Go for it! 5* provide most varied use of the present progressive, with both positive and negative sentences as well as questions, and a balanced use of contracted copula verb forms. Even various subject-verb agreement forms of the copula verb *be* were most evenly distributed in *Go for it! 5*. However, the other examined textbook sections would seem to benefit from adjustments as regards quantity and variability of input, as would all textbook sections as regards lexical support and adverbial specification.

6.3 The students' proficiency in verb inflectional forms and their attitudes

In the following, the 4th and 5th grade students' test results are first discussed in section 6.3.1, followed by a discussion on their answers to the questionnaire in section 6.3.2.

6.3.1 Reflections on the students' test results

One of the goals of this study was to investigate how well a group of Finnish 4th and 5th grade comprehensive school students perform in a test on the present progressive and present simple. In

this section, the students' test results are discussed, and compared with results of previous studies as well as with SLA literature. It must be emphasised that the results of the modest test with two exercises are to be treated with caution, and that only tentative conclusions can be made based on them.

According to the definition of Bardovi-Harling (2000: 45–48), all students in this study who at least made attempts at using the present progressive can be considered to have entered the morphological stage in their linguistic development of temporal expression. However, as Bardovi-Harling (2000: 21–48; 111–113) notes, the acquisition of verbal morphology is gradual, and elements of the previous stages, such as the use of base form verbs, often linger in the interlanguage of learners who have already begun to use verbal morphology. Indeed, the use of base form verbs seems to be typical in sentences in which the students failed to use the present progressive. At the same time, students who failed to use the present progressive altogether: 40 per cent of the 4th grade students and 50 per cent of the 5th grade students seem not to have reached the morphological stage yet in their interlanguage.

Furthermore, as regards exercise 1, different forms of interlanguage could be observed in the answers of the 4th grade students of school B: using the -ing form without the auxiliary *be* or combining the auxiliary *be* with base form verbs. In addition, this group's answers to exercise 2 showed occasional use of the present progressive, the -ing form or the auxiliary *be* with base form verbs. Thus, it seems that the recently taught present progressive had brought about an overuse of the present progressive itself, of the -ing form and of the auxiliary *be*. This would seem to be in accordance with Bardovi-Harling's (2000: 111–113) notions about form preceding function (see 2.5.2). Thus, these students seem to make attempts at using verb inflections, the meaning and correct use of which they have not yet fully acquired. Furthermore, Slabakova (2016: 180) similarly notes that learners may initially overuse a morpheme which they have recently learned, revealing an inability to contrast the overly used form with other tense-aspect forms. The difference to the 4th grade group from school A that had not been taught the present progressive was clear. Furthermore, there was a clear difference also to the tested 5th grade students. Of all the tested 5th grade students, only two students from school A and one student from school B used the present progressive in only one of the seven sentences in exercise 2.

The notions of form preceding function and an overuse of recently learned morphemes seems also to suit the two students from the 5th grade (school B) who used the -ed form instead of the present progressive in two sentences in exercise 1. As one of the interviewed teachers stated, the 5th grade students had been concentrating on the simple past during the spring term (see 5.3.3), which may have lead these two students to overusing the -ed form. These students also show a

preference for weak inflection, even using incorrect forms such as *sleeped* and *singed*, which seems to be in concord with the results of the morpheme order studies of the 1970's according to which past regular precedes past irregular in the development of L2 learner language (Dulay and Burt 1974: 37–53).

Overall, the students were somewhat better in the use of the present progressive than with the 3rd person -s, although they had notable difficulties in the use of both these verb forms. Only 10 per cent of all tested students were able to use the 3rd person -s correctly in all 3 sentences where it was required, whereas 22 per cent used the present progressive correctly in all 6 sentences (only 3 groups included). The difficulty and inconsistency in using the 3rd person -s is, again, consistent with the morpheme order studies of the 1970s, which showed that L2 learners from different L1 backgrounds produced 3rd person -s with less accuracy than earlier acquired morphemes, such as the progressive -ing (Dulay and Burt 1974: 49; Bailey et al. 1974: 236–241). Similarly, McDonald (2008: 980–984) reports that the last acquired syntactic device, agreement (indicated by the 3rd person singular morpheme -s), has higher working memory and phonological demands than earlier acquired devices.

As many as 75 per cent of all tested students failed to use the 3rd person -s when required, which would seem to suggest that the rich inflectional paradigm in subject-verb agreement in the tested students' L1 has not alleviated the developmental challenges of the English 3rd person -s for them. Even two of the 5th grade students who used the present progressive correctly failed to use the 3rd person -s. This result is in contrast with the findings of Slabakova (2003: 42–75) in her study on Bulgarian students learning English, as the students in her study were initially more accurate with the English present simple than the present progressive, due to L1 transfer and a lack of progressive verb forms in the students' L1. Moreover, none of the students in Slabakova's test omitted inflectional morphology altogether, although 11 of 32 students in the low intermediate group did produce non-targetlike morphology and showed error rates up to 87 per cent of obligatory contexts (Slabakova 2003: 56). However, as over 40 per cent of the 5th grade students and 30 per cent of the 4th grade students in the present study only used base form verbs in both exercises, this would seem to suggest that these students are in an early developmental stage which Klein (1995: 37–42) from a functionalist perspective names Basic Variety, which is characterised by the use of non-finite verb forms. In the terminology of the Minimalist program within UG (Slabakova 2003: 58), these students can be considered to be in a developmental stage in which they have not yet engaged the functional categories AspP and TP in their interlanguage grammars.

As to using the present simple instead of the present progressive in exercise 1, as was expected based on the students' L1 (see 2.4.5) and on previous studies in a situation of L1–L2

divergence (e.g. Hwang and Lardiere 2013), only two 5th grade students used the present simple correctly in 3 out of 6 sentences and one 4th grade student in 5 out of 6 sentences in exercise 1. Thus, none of the students used the present simple instead of the present progressive in all sentences of exercise 1. However, due to the early developmental stage of many of the tested students (cf. above), it is not possible to draw conclusions on whether one of the tested verb forms would be easier/more preferable for them than the other, or whether they actually aimed at using the present simple when they used the base form.

According to Slabakova (2016: 180–182), only learners who succeed in using both the present progressive and the present simple correctly and demonstrate that they know the meaning difference between them can be thought to have acquired these tense-aspect forms. Such learners have succeeded in correct form-meaning mapping and they are able to contrast the present progressive with the present simple (Slabakova 2016: 181). According to this definition, and based on the modest exercises of this test, only two of the tested students, one in each of the 5th grade groups, seem to have fully acquired the present progressive and the present simple. A few more students only made one mistake in one or other of the exercises.

Based on the results of this study, it can be concluded that the tested Finnish students seemed to have notable difficulties with both the present progressive and the present simple. As the -ing form usually is among the early acquired morphemes (Bailey et al. 1974: 236–241; Dulay and Burt 1974: 49; Mitchell et al. 2019: 48–52), the results of this study seem to suggest that the students' L1 Finnish, which has no present progressive verb form, may have had some effect on their difficulty in acquiring the English present progressive, which would be in accordance with the comments of Römer (2005) and findings of Slabakova (2003: 42–75) on the effects of L1, and in tune with expectations based on the findings in situations of L1–l2 divergence of Lardiere (2009a,b) and Wang and Lardiere (2013), as well as N.C. Ellis (2006) and MacWhinney (2012). However, the results also suggest that the effect of these students' L1 was not great enough to change the typical order of morpheme acquisition reported in the morpheme order studies (Dulay and Burt 1974; Bailey et al. 1974), as the students in this study seemed to have even greater difficulties with the 3rd person -s than with the present progressive. All in all, the results seem to suggest that, with only very few exceptions, the students have not yet succeeded in acquiring the semantic contrast between the present progressive and the simple present.

6.3.2 Reflections on the students' answers to the questionnaire

Finally, this study aimed at investigating what the tested students' opinion is on verb inflectional forms and on the importance of EFL books to their studies. As regards the students' opinions on

verb inflectional forms, their answers to questions 1 to 3 reveal that they have very positive attitudes towards their own skills and their abilities to tackle the exercises. This seems to suggest that the teachers of these groups have succeeded in observing the goals of the National Curriculum (Opetushallitus 2014: 17) in which encouraging guidance as well as positive feedback are emphasised to support the students' self-image, self-esteem and their trust in their own possibilities and competence. Positive experiences and joy in learning promote learning (Opetushallitus 2014: 17). However, the students' positive opinions on the ease of the exercises, the clearness of the difference between the present progressive and the present simple as well as the ease of learning the present progressive are not reflected in the test results. Still, the students' positive attitudes and the trust in their own skills support the students and encourage them to using the language, which is vital for the development of their language skills (e.g. Mitchell et al. 2019: 19–21) and will help even those students who are in the developmental stage of basic variety to develop further.

Overall, the students find the teacher and the EFL books very helpful in their studies, even though there is some variation towards the smaller numbers in the answers to these questions. Across all groups, the teacher and the books reached the best scores of all factors that help the students in their studies. This seems to reflect the answers of the teachers in the background questionnaire, as both teachers report that the EFL books form the basis for their teaching. In addition, both teachers seem to have observed the recommendations of the National Curriculum (Opetushallitus 2014), and use a wide array of other elements in their teaching as well, encouraging the students to using all their senses and not just language in their learning.

On average, there was more variation in the answers of the student groups to questions 4c to 4f. This seems to suggest that as regards these factors (digital programmes, digital games, TV and videos, music), there is more variation between the students as to which factors help them the most in their studies and which ones are of less importance. The common denominator for all these factors is that they make the students use the language in one way or another. In fact, the same element emerged as a common trait in the answers to question 4g. Apart from the frequently mentioned family members, all the other factors that the students mentioned included using the language in some form or another. In fact, even family members may help by way of making the students use the language. This is in tune with the views of most SLA researchers: learning a language requires using it, be it speaking, reading or listening and understanding the target language (e.g. Mitchell et al. 2019: 19–21; van Lier 2001; Spada 2007; Ellis 2008; Krashen 2009; Long 1991).

7. Conclusions

The primary aim of this study was to analyse the quality and quantity of input in three Finnish EFL book series, and the ways in which the recommendations of various SLA approaches are observed in the examined sections of the books. For feasibility, only the sections focusing on the present progressive in the 4th and 5th grade textbooks and workbooks of *All Stars, Go for it!* and *High five!* were analysed in this study, and thus, it must be stressed that the analysis does not provide a complete picture of the books. In fact, the results might be different if some other theme and other sections of the books were chosen for the analysis. However, the present progressive represents inflectional morphology, which has been shown to be one of the features requiring a focus on form in second language classrooms, and thus, a relevant target for an analysis. In addition, the present progressive also represents a situation of L1–L2 divergence for Finnish learners, which adds to the relevance of this analysis.

Despite the restricted scope of this study, the analysis of the chosen textbook and workbook sections was thorough and combined qualitative and quantitative methods to increase reliability and objectivity of the results. The results of this study show notable variation across the book series in the treatment of the present progressive. The results would seem to suggest that of all examined textbooks, *Go for it! 5* succeeds the best in observing the recommendations of SLA researchers as regards input quality and quantity, and the same applies to *All Stars 4* as regards the analysed workbook sections, whereas *High five!* could clearly benefit from an increase in input quantity and variability. However, conclusions based on the results of this study can only be treated as tentative for reasons mentioned above. Nevertheless, the results would seem to suggest that all of the examined book sections could benefit from some adjustments. Interaction could be more efficiently and abundantly promoted in all of the analysed workbook sections. To better emphasise the semantic contrast between the present simple and the present progressive, lexical support in the form of time adverbials and context dependent expressions could be used much more abundantly in all of the books. Similarly, it would seem to be beneficial to avoid using the base form in connection with pictures of activities, as in the illustrated glossaries of *Go for it!*. Instead, the powerful tool of activity pictures should be applied to help the learners acquire the present progressive, as is done systematically in *All Stars 4*. It would also be fruitful to clarify the differences between the students' L1 and L2 in expressing time, as the books do not currently offer the teachers support in this task. Likewise, it could be advantageous to re-evaluate the use of L1 in the workbooks to ensure an informed and profitable use of L1 and a predominant use of L2.

The second aim of this study was to gather information of the reception of EFL books by way of interviewing and testing 4th and 5th grade comprehensive school students. As regards the students' proficiency in the tested verb inflectional forms, the test results seem to suggest that both the present progressive and the present simple are difficult for the tested 4th and 5th grade students, as only a few of them have acquired these two verb forms after three years (the 5th graders) of studies in English. Furthermore, many of the tested students were still in the developmental stage of basic variety in their production of English. More practice and use of the language in ways which would underline the semantic contrast between the present simple and the present progressive, and help link the linguistic form with an extralinguistic situation seems to be required. To this end, the adjustments suggested to the analysed EFL book sections would seem to be relevant, particularly as the survey results show that both the teachers and the students rely on the EFL books and value them highly. However, the positive attitude of the tested students as regards their own skills and abilities was noteworthy, and likely to support them in their further studies.

The results of the modest test on verb inflectional forms conducted in this study can only be treated as tentative and preliminary. Further studies with carefully planned and more substantial test material, and possibly a longitudinal or repeated cross-sectional approach would be required to truly evaluate the students' acquisition of verb inflectional forms and the factors affecting it. Control groups and groups with some treatment in line with the recommendations of SLA researchers could be added, e.g. reception-type input-processing exercises, and actively engaging interactive exercises to promote scaffolding and languaging, with an informed use of L1 and clarification of L1–L2 divergence. Such an approach was beyond the scope of this study.

Even the textual aspects of EFL textbooks would deserve further research, as the preliminary intuitive impressions of these three textbooks would suggest clear differences between them both structurally, visually and as a reading experience. Previous research on the stimulating effects of stories on brain activities and the effects they have on motivation and learning, as well as results on the importance of textual strategies add to the relevance of such an approach. Similarly, the use of illustrations in the analysed textbooks and workbooks would merit deeper analysis, as visuo-spatial adjuncts have been shown to effectively enhance thinking and learning.

An analysis of the digital material provided by the publishers was beyond the scope of this study. As such materials are increasingly important for teachers in their daily work, and as they include interactive multi-modal contents which printed books are unable to offer, they would definitely merit further investigation in the form of qualitative comparative analysis, which would be a natural continuation to this study. Likewise, the situation in the language classroom would

deserve attention, possibly through a qualitative approach by way of a discourse analysis for a deeper study on how this material is used.

Since only the sections focusing on the present progressive were analysed in this study, it is not possible to make general comparisons between the examined textbooks and workbooks, or to draw general conclusions of the observed differences. However, notable differences were found in the treatment of the present progressive in the analysed sections. Thus, the implications of this analysis for EFL teachers are to raise awareness of the differences and of the need to apply healthy criticism and to supplement and deviate when necessary to cover for the shortages of the provided material. Although all of the analysed books are of high quality, and there is much to be said about the importance of using tangible, real printed instructional material in this otherwise highly digitalised world, there is no such thing as a perfect EFL book for all possible situations and purposes.

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Appendix 1

Tehtävä 1. Mitä kuvissa tehdään juuri nyt? Kirjoita ainakin kuusi lausetta englanniksi.

Sanastoa:
istua = sit
nukkua = sleep
ratsastaa = ride
pelata jalkapalloa = play football
uida = swim
laulaa = sing
kuunnella musiikkia = listen to music
katsella TV:tä = watch TV
juosta = run
syödä = eat
lukea = read
juoda = drink

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

_____

Tehtävä 2. Kirjoita englanniksi.

1. _____ pizza and ice cream.
   Hän (poika) pitää
2. _____ to school every day.
   Kävelen
3. _____ basketball on Wednesdays.
   Hän (tyttö) pelaa
4. _____ in a big house.
   Te asutte
5. _____ a dog.
   Meillä on
6. _____always_____ in the house.
   Se nukkuu
7. _____ their dog every week.
   He pesevät

Sanastoa:

pitää = like

kävellä = walk

pelata = play

asua = live

olla, omistaa = have

nukkua = sleep

pestä = wash

Appendix 2

Kysely oppilaille

Ympyröi viivalta se numero, jota pidät sopivimpana.

1. Mitä pidit tehtävistä? Olivatko ne mielestäsi:

1_____2_____3_____4_____5_____6_____7_____8_____9_____10
helppoja vaikeita

2. Onko verbin kestomuodon (ing-muoto) ja preesensmuodon ero englannissa sinulle:

1_____2_____3_____4_____5_____6_____7_____8_____9_____10
erittäin selvä epäselvä

3. Onko verbin kestomuodon käyttö ollut opeteltavana asiana mielestäsi:

1_____2_____3_____4_____5_____6_____7_____8_____9_____10
helppo vaikea

4. Miten paljon seuraavat asiat ovat auttaneet sinua englannin opinnoissasi:

opettaja 1_____2_____3_____4_____5_____6_____7_____8_____9_____10
vähän paljon

oppikirjat 1_____2_____3_____4_____5_____6_____7_____8_____9_____10
vähän paljon

digitaaliset apuohjelmat
(esim. Quizlet ym.)
1_____2_____3_____4_____5_____6_____7_____8_____9_____10
vähän paljon

muut digitaaliset pelit
1_____2_____3_____4_____5_____6_____7_____8_____9_____10
vähän paljon

TV ja videot 1_____2_____3_____4_____5_____6_____7_____8_____9_____10
vähän paljon

musiikki 1_____2_____3_____4_____5_____6_____7_____8_____9_____10
vähän paljon

muu, mikä? 1_____2_____3_____4_____5_____6_____7_____8_____9_____10
vähän paljon

_____

Appendix 3

Taustatietokysely opettajille

1. Montako erityisen tuen oppilasta testiryhmässä on vai ovatko kaikki yleisen tuen oppilaita?

a) 4. lk

ryhmä_____

b) 5. lk

ryhmä_____

2. Ovatko kaikki oppilaat äidinkieleltään suomenkielisiä? Kyllä____ Ei____

Jos ei, kerro

tarkemmin:_____

_____

3. Miten suuri merkitys oppikirjoilla on opetuksessasi ja miten ne vaikuttavat oppituntien suunnitteluun?

_____

_____

_____

_____

4. Onko oppikirjojen merkityksessä eroja 4. ja 5. vuosiluokkien välillä?

_____

_____

5. Mitä muita materiaaleja käytät opetuksessa oppikirjojen (tekstikirja + tehtäväkirja) lisäksi?

_____

_____

_____

6. Millaisia Go for it! -kirjat mielestäsi ovat verrattuna aiemmin käyttämiisi oppikirjasarjoihin?

_____

_____

Appendix 3

7. Miten selkeästi kestopreesens ja yleispreesens sekä niiden välinen ero on mielestäsi tuotu esille näissä oppikirjoissa? Mitä muuttaisit jos voisit?

8. Millaisia yleispreesens ja kestopreesens ovat kokemuksesi mukaan opetettavina asioina? Millaisiin asioihin kiinnität erityisesti huomiota niitä opettaessasi?

9. Mitä mieltä itse olet kestopreesensin käytöstä?