



## Grammar Teaching Materials in Finnish EFL Textbooks

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This research is a comprehensive analysis of grammar teaching in English as a Foreign Language (EFL) textbooks in Finland. It begins with a broad overview of both international and localized contexts, setting the stage for a thorough examination of these educational resources. The debate surrounding the merit of textbook use unfolds, laying the foundation for the subsequent evaluation of EFL textbooks. Data was collected from nine different textbook series to identify and classify the methods of grammar teaching employed therein. These textbooks are designed for various English proficiency levels for primary and upper secondary education levels within Finland.

During the data analysis phase, a unique framework for grammar teaching was developed, enabling effective analysis of the data. The results reveal that the Grammar Translation Method predominates in the surveyed textbooks compared to other techniques. Importantly, less than half of the textbooks successfully balance speaking competence practice with written exercises, indicating a potential area for improvement.

Particularly at lower levels, the findings show a dominance of a directly given rule approach in presenting grammar rules. This suggests a lower level of student involvement in their own discovery of grammar. Subsequently, discussions uncover commonly used methods and approaches in the textbooks and assess their alignment or conflict with the goals of the Finnish national curriculum. The systematic learning and revision of grammar, from lower grades in primary school to high school, helps students consolidate and improve their English language competence. However, the potential overuse of grammar translation might impede authentic communication opportunities and demotivate learners from expressing their original ideas, causing the goals of the Finnish national curriculum more challenging to achieve in terms of communication. In conclusion, the implications of the research are discussed, potential avenues for further research are suggested, and relevant ethical considerations are highlighted.

**Keywords:** English as a foreign language, EFL material development, grammar teaching

### References

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