

Language Areas in Unit 6 of Voices – Level A2 by Chia Suan Chong and Lewis Lansford: An Investigation into Teachers’ Perspectives

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ABSTRACT

This study investigates the perceptions of six teachers at Tay Do University regarding the teaching of vocabulary, grammar, and pronunciation in Unit 6 of the Voices textbook. A qualitative approach was adopted, employing semi-structured interviews to explore teachers’ experiences, challenges, and teaching strategies. Data were collected through recorded interviews, transcribed verbatim, and analyzed using thematic analysis to identify recurring themes. The findings reveal insights into how teachers approach language instruction, highlighting key difficulties and successful strategies in addressing vocabulary, grammar, and pronunciation. The study emphasizes the importance of teacher perspectives in curriculum development and provides recommendations for improving language teaching practices.

1. Introduction

In today’s globalized world, mastering a new language is crucial for effective communication and cross-cultural understanding. Language learning goes beyond cognitive processes; it is a personal and social experience shaped by individual motivations, challenges, and interactions. The ability to communicate across cultures not only broadens personal and professional opportunities but also fosters deeper connections and mutual understanding in our interconnected society.

A critical component of successful language acquisition is the selection of an appropriate curriculum. According to Miekley (2005), a well-designed curriculum is a systematic, focused, and planned study program that provides standardized content knowledge. In this context, textbooks play a key role, offering structured and accessible content to learners (Ahour & Ahmadi, 2012). Therefore, evaluating the curriculum is essential in higher education to ensure that it meets learners’ needs and promotes effective language acquisition.

Many textbooks claim to adopt a communicative approach to language teaching, yet they often fail to explicitly explain how they achieve this goal. A vital aspect of communicative language teaching is incorporating the culture of the target language. However, cultural interpretations vary based on the perspectives of different stakeholders—publishers, teachers, students, and authors—each of whom brings unique experiences and ideologies to their understanding of culture and language. These interpretations influence language use and the way culture is represented in educational materials, which aligns with the concept of language ideology.

The Voices – Level A2 textbook, authored by Chia Suang Chon and Lewis Lansford, was introduced at Tay Do University (TDU) in 2023 for non-English majors, aiming to inspire students and teachers in English language learning. While the textbook adopts

a communicative approach, no formal research has yet evaluated its effectiveness in meeting course objectives. Therefore, this study aims to assess the curriculum's strengths and weaknesses and to explore how it aligns with the needs of A2-level students at TDU. This paper presents the findings of this evaluation, providing insights into the experiences of six teachers who implemented the textbook and offering practical recommendations for improving its use in the classroom.

2. Literature Review

2.1 Cultural awareness

Understanding culture is also very important, as it helps students stay engaged and relevant in discussions about cultural topics. Activities related to culture, like travel lessons, let students practice their language skills while learning meaningful content, preparing them for conversations that involve cultural understanding. Kramsch (1993) emphasizes that language serves not just as a means of communication but also as a representation of the world, underscoring the importance of cultural awareness for understanding language in its social context. Wang Baker (2009) further explains that cultural awareness enhances students' ability to communicate effectively and appropriately in diverse contexts. Additionally, Fantini (2010) underscores the foundational nature of cultural awareness in his research on intercultural competence, suggesting that it is not merely an add-on in language teaching but a fundamental component that shapes how learners understand and engage with the language.

Additionally, cultural and linguistic considerations are essential in language education, especially in teaching English as a Foreign Language (EFL). Scholars emphasize that understanding cultural nuances enhances communication and comprehension. Kramsch (1993) argues that language is closely tied to culture, necessitating that effective instruction includes cultural context. Similarly, Byram (1997) asserts that language education should prioritize both linguistic skills and cultural awareness, enabling meaningful engagement in diverse settings. Integrating cultural content into language instruction has been shown to boost student motivation and engagement. Lantolf and Thorne (2006) claim that incorporating cultural elements fosters a more immersive learning experience, which is particularly relevant in EFL contexts. Linguistic factors also play a critical role; Swain (2000) notes that understanding sociolinguistic aspects is vital for navigating various communicative contexts. Vygotsky's (1978) sociocultural theory further emphasizes the role of social interactions in language development, suggesting that learners construct meaning through collaborative experiences. In Vietnam, cultural dynamics significantly influence students' learning styles and communication patterns. Pham (2018) points out that the collectivist mindset of Vietnamese learners affects their approach to group work. Understanding these cultural factors allows teachers to tailor their strategies to better meet student needs.

2.2 Integrated skills in theoretical framework

Integrating multiple language skills such as listening, speaking, reading, and writing. Which is very important in language education because it helps students use language in real-life situations. Pinter (2006) points out that this combined approach shows how language is used outside the classroom, which can motivate students and help them understand and use the language better. Teaching methods like Task-Based Language Teaching (TBLT) and Communicative Language Teaching (CLT) support this integration. Richards (2006) says that this method helps students develop important communication skills for interacting in different situations. Harmer (2007) also states that this kind of teaching prepares students for real conversations, making them more skilled at communicating. CLT emphasizes authentic communication and meaningful interaction in the classroom,

encouraging students to engage in activities that reflect real-world language use. By focusing on fluency and accuracy across various contexts, CLT promotes student engagement and fosters critical thinking and problem-solving skills (Chowdhury & Le Ha, 2008). Similarly, Task- TBL immerses students in real-world tasks that require the use of English, allowing them to actively participate and collaborate while improving their communication skills through specific projects like presentations and debates (Shehadeh & Coombe, 2010). Additionally, learner-centered approaches prioritize individual needs and interests, promoting autonomy and self-directed learning. These approaches encourage students to take charge of their language development, enhancing critical thinking and creativity through inquiry-based learning (Jaiswal, 2019). Together, these pedagogical strategies are particularly relevant in higher education, as they address the specific challenges faced by Vietnamese students. Huang (2021) argues that combining CLT, TBL, and learner-centered methods creates dynamic learning environments that facilitate active language use and equip students with practical skills for academic and professional success. Akbar and Taqi (2020) suggest that when applying these methodologies for non-English majors, teachers should consider cultural and linguistic factors and use appropriate materials to enhance understanding and motivation. By integrating cultural references and authentic resources, teachers can foster a communicative classroom that supports effective English language learning. However, many language programs still focus more on listening and speaking than on reading and writing, which can create an imbalance and limit overall communication skills (Nunan, 2004).

Analyzing Unit 6 of 'Voices-A2' by Chia Suang Chon and Lewis Landsford from teachers' viewpoints gives us insight into how well this integrated skills approach works within the Basic English Curriculum. It shows how well the unit helps develop all four language skills while including cultural elements. In the end, using an integrated approach in language teaching is essential for giving students the skills they need for real-life communication, improving their learning experiences, and ensuring that materials like 'Voices-A2' meet the diverse needs of all language learners.

2.3 Vocabulary Acquisition

Vocabulary acquisition is a crucial element in language learning, as it directly impacts learners' communicative competence. Research by Nation (2001) emphasizes that a robust vocabulary curriculum should encompass both receptive and productive vocabulary, allowing learners to recognize and use words in context. This is essential for promoting deeper understanding and retention. In "VOICES Level A2", thematic units provide contextualized vocabulary learning, which aligns with Nation's assertion that context facilitates the meaningful association of words.

Additionally, Schmitt (2000) admitted the multi-dimensional nature of vocabulary learning, advocating for strategies that enhance learners' understanding of word meanings, forms, and usages. This approach is reflected in "VOICES Level A2", where activities encourage learners to engage with vocabulary through various modalities, such as reading, speaking, and listening. Read (2000) supports this view, stating that active engagement in vocabulary practice leads to improved retention and application.

Moreover, the importance of collocations and phrases in vocabulary acquisition is introduced by Lewis (1993), who argues that learners benefit from exposure to words in natural contexts. Unit 6 incorporates exercises that emphasize common collocations, thereby facilitating learners' ability to use vocabulary more fluently and naturally.

2.4 Grammar Instruction

Similarly, the role of grammar in language acquisition cannot be overstated, as it provides the structural foundation necessary for effective communication. Ellis (2006) advocates for a balanced grammar instruction approach that combines explicit teaching with opportunities for implicit learning through meaningful engagement. This dual approach is evident in “VOICES Level A2”, which offers clear grammatical explanations alongside communicative activities that promote practice in authentic contexts.

Celce-Murcia (1991) further emphasizes that grammar enables learners to convey meaning accurately. The textbook’s focus on essential grammatical structures, such as modal verbs for expressing ability, reflects this principle. Additionally, Thornbury (1999) posits that grammar should be taught in context, allowing learners to see its practical application. Unit 6- in the VOICES effectively integrates grammar within communicative tasks, thus supporting learners in applying grammatical knowledge in real-life situations.

Furthermore, the role of error correction in grammar instruction is reviewed by Truscott (1996), who argues that addressing errors can enhance learners’ grammatical accuracy. Unit 6 includes feedback mechanisms within its exercises, enabling learners to recognize and correct their mistakes, thereby reinforcing their grammatical understanding.

2.5 Pronunciation

Pronunciation is a vital aspect of language learning, as it significantly influences learners’ intelligibility and confidence in communication. According to Derwing and Munro (2005), effective pronunciation instruction should encompass both segmental features (individual sounds) and suprasegmental features (intonation and stress). Unit 6 addresses this comprehensive approach by incorporating pronunciation exercises that focus on both aspects, enhancing learners’ overall communicative effectiveness.

Pennington and Richards (1986) emphasize that exposure to authentic language is crucial for developing pronunciation skills. Unit 6 provides various listening tasks featuring native speakers, which helps learners internalize correct pronunciation patterns. This aligns with Baker’s (2011) findings that such exposure significantly improves pronunciation outcomes. Moreover, the importance of learner autonomy in pronunciation practice is researched by Goh (2007), who asserts that learners should be encouraged to take responsibility for their pronunciation development. The activities in Unit 6 promote self-assessment and peer feedback, fostering an environment where learners can actively engage in their pronunciation improvement.

The literature on vocabulary, grammar, and pronunciation underscores the intricate interplay of these components in language learning. The evaluation of “Unit 6- in the VOICES” indicates that the textbook effectively addresses these critical areas through a contextualized and integrated pedagogical approach. By aligning with contemporary theories and practices in language acquisition, Unit 6 not only facilitates the development of vocabulary, grammar, and pronunciation but also empowers learners to engage meaningfully with the language. This literature review establishes a foundation for a deeper exploration of how Unit 6 supports language learners on their educational journeys.

2.6 Integration of Authentic Materials

The integration of authentic materials in language education is essential for enhancing learners' engagement and practical language use. Scholars emphasize that using real-world resources, such as newspapers, videos, and podcasts, helps bridge the gap between classroom learning and everyday communication. According to Gilmore (2007), authentic materials provide exposure to natural language use, allowing students to encounter varied contexts and styles. Similarly, Peachey (2010) argues that these materials not

only increase motivation but also foster critical thinking skills, as students learn to analyze and interpret content relevant to their lives. Furthermore, Tang (2004) explored that authentic materials can improve listening and reading skills by presenting language in a context that learners may encounter outside of school. Overall, integrating authentic materials into the curriculum creates a richer learning experience, enabling students to develop the language skills needed for real-world situations.

2.7 Collaborative and Interactive Learning

Collaborative and interactive learning strategies play a pivotal role in enhancing language acquisition and student engagement. Research indicates that these approaches allow learners to work together, fostering a sense of community and shared responsibility in the learning process. According to Dörnyei (2007), collaboration enhances motivation and encourages students to take an active role in their education. Additionally, Johnson and Johnson (1999) assert that cooperative learning not only helps improve language skills but also promotes critical thinking, as students discuss and negotiate meaning with their peers. Moreover, Garrison and Vaughan (2008) emphasize that interactive learning environments facilitate deeper understanding, as students engage in meaningful dialogue and feedback. By integrating collaborative and interactive techniques in language instruction, teachers can create dynamic classrooms that support both language development and interpersonal skills, preparing students for effective communication in real-world contexts.

2.8 Using Task-Based and Communicative Approaches

The use of Task-Based and Communicative Approaches in language education significantly enhances learners' ability to use language effectively in real-life situations. These methodologies prioritize meaningful communication and practical usage over rote memorization. According to Ellis (2003), Task-Based Language Teaching (TBLT) encourages students to engage in authentic tasks, improving their fluency and confidence. Nunan (2004) adds that Communicative Language Teaching (CLT) focuses on interaction as the primary means of language learning, fostering engagement and collaboration. Harmer (2007) emphasizes that combining these approaches not only enhances language skills but also develops critical thinking and problem-solving abilities through peer interaction. CLT, as noted by Canale and Swain (1980), views interaction as both a method and a goal of language learning. Textbooks designed with this approach emphasize real-life communication and practical language use, helping students develop key skills like fluency, spontaneity, and adaptability (Richards, 2006). The discussed textbook aligns with these principles by incorporating interactive activities such as role-playing and group discussions, allowing students to practice language in real contexts. It also includes task-based activities like describing a favorite city or planning a trip, reflecting TBLT's focus on real-world tasks (Ellis, 2003). This integration of CLT principles supports Savignon's (2002) findings, which show that such methods effectively enhance both language skills and social communication, preparing students for real conversations.

2.9 Thematic Analysis in Language Research

Braun and Clarke (2006) established thematic analysis as a foundational qualitative research method, emphasizing its utility in providing rich, detailed accounts of data. They noted that thematic analysis allows researchers to examine the data from various perspectives, thus facilitating an in-depth understanding of participants' experiences and the contexts in which they occur. This flexibility is particularly beneficial in language studies, where the nuances of language instruction can significantly impact learning outcomes. Thematic analysis has emerged as a prominent qualitative research method, enabling researchers to systematically identify, analyze, and report patterns within qualitative data. It has been increasingly utilized in educational research

to explore the insights of teachers regarding textbook content, particularly in language areas. In examining Unit 6 of the 'Voices-A2' textbook, Bui (2022) have implied the significance of teachers' perspectives in assessing how well the material aligns with the Basic English Curriculum. Brown notes that teachers can provide valuable feedback on the practical application of language concepts, which helps identify strengths and weaknesses in instructional materials. Furthermore, Garcia (2021) points out that thematic analysis allows for the extraction of common themes from teachers' experiences, revealing how effectively the textbook supports language acquisition in diverse classroom settings. This approach not only enriches our understanding of the curriculum's implementation but also emphasizes the necessity of incorporating teachers' voices in the ongoing development of teaching resources, as suggested by Thompson (2020), who advocates for a more collaborative framework in curriculum design.

2.10 Foundational Frameworks

Recent research on foreign language textbooks has questioned the motivation of authors in presenting culture. The focus on communicative competence has replaced grammar-translation in second language education textbooks have shifted focus. According to Hymes (1971), Edward McDonald (2011) defines a communicative approach to language teaching as encompassing both internal aspects (pronunciation, vocabulary, grammar) and social contexts (p.41). Effective communication requires grammatical competence, but the communicative approach emphasizes culturally appropriate language in various social situations. Savignon (2017) emphasizes that speakers must understand both grammatical structures and social norms of usage and appropriacy (p.2). The communicative approach empowers foreign language learners beyond the traditional focus on accuracy and grammatical/lexical control. The communicative approach prioritizes context over correctness. Bialystok and Hakuta (1994) argue that learning additional languages requires more than just grammar-translation to communicate effectively. Language forms are linked to effective expression of meanings and intentions (p. 162). Culturally specific pragmatics are called "appropriacy" in different contexts. To achieve communicative competence, learners must go beyond grammar-translation methods and understand appropriate speech in contexts using their L2 language.

The exploration of language learning experiences through personal narratives has garnered significant attention in the field of second language acquisition (SLA). Researchers have increasingly recognized that language learning is not solely about grammatical rules and vocabulary; it is profoundly influenced by individual experiences, motivations, and social contexts. This literature review synthesizes key scholarly contributions that inform our understanding of language learning narratives.

The evaluation of language learning textbooks, particularly "VOICES Level A2", necessitates a comprehensive exploration of their effectiveness in teaching vocabulary, grammar, and pronunciation. This literature review synthesizes various scholarly perspectives on these three critical components of language acquisition, focusing on their interconnections and pedagogical implications.

Braun and Clarke (2006) were instrumental in defining thematic analysis as a coherent method for qualitative research. They outlined a six-phase framework that includes familiarization with the data, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. Their work emphasized that thematic analysis is not tied to a specific theoretical framework, making it a versatile tool across disciplines. They noted that this method allows researchers to examine data from various perspectives, thereby facilitating an in-depth understanding of participants' experiences and the

contexts in which they occur. This flexibility is especially beneficial in language studies, where the nuances of instruction can significantly impact learning outcomes.

2.11 Challenges and Opportunities for EFL teachers in Effective Pedagogical Approaches

TESOL education employs various pedagogical approaches to promote English language proficiency, particularly in higher education (Liu, 2013). This discussion focuses on three popular methodologies: communicative language teaching, task-based learning, and learner-centred approaches, exploring their effectiveness in enhancing English proficiency in EFL contexts.

EFL teachers face several challenges that impact their effectiveness in the classroom. One major obstacle is the diverse levels of English proficiency among students. Harmer (2007) notes that this variation complicates lesson planning, requiring instructors to engage both advanced and beginner learners simultaneously. This often necessitates differentiated instruction strategies, which can be time-consuming for teachers. Another challenge is integrating technology into EFL teaching. Warschauer and Healey (1998) suggested that while technology can enhance language learning, it demands that teachers possess technological proficiency. Many teachers may feel unprepared, leading to frustration. However, this challenge also offers an opportunity for growth, as teachers who develop digital skills can create more engaging learning environments (Baker, 2015). Cultural differences present both challenges and opportunities. Byram (2008) suggests that navigating various cultural norms can lead to misunderstandings, but it also enriches language learning by providing authentic contexts. By fostering cultural awareness, teachers can create inclusive classrooms that value diverse perspectives and promote intercultural competence (Lantolf, 2000). Professional development is essential for addressing these challenges. Richards (2011) argues that ongoing training is crucial for maintaining teaching effectiveness. However, access to quality professional development can be inconsistent, especially in resource-limited regions. This gap underscores the need for educational institutions to invest in comprehensive training programs that equip instructors with the skills needed for evolving EFL demands.

In summary, EFL teachers encounter challenges such as diverse student proficiency levels, technological integration, and cultural differences. Yet, these challenges also present opportunities for professional growth and improved teaching practices. By embracing these complexities, EFL teachers can foster more effective and inclusive language learning environments.

3. Methodology

3.1 Research Aims

The primary aims of this study are to:

- Investigate how Unit 6 of the VOICES – Level A2 textbook integrates cultural contexts to enhance students' understanding of diverse perspectives.
- Explore how Unit 6 supports the simultaneous development of speaking, listening, reading, and writing skills.
- Examine teachers' perceptions of their roles in teaching vocabulary, grammar, and pronunciation using the textbook.
- Identify the challenges teachers face with the VOICES – Level A2 textbook and their impact on teaching practices.

3.2 Research Questions

To achieve the research aims, the following research questions guided the inquiry:

1. How effectively does Unit 6 of the VOICES – Level A2 textbook integrate cultural contexts to enhance students' understanding of diverse cultural perspectives?
2. To what extent does Unit 6 facilitate the simultaneous development of speaking, listening, reading, and writing skills among learners?
3. How do teachers perceive their role in delivering vocabulary, grammar, and pronunciation instruction using the VOICES – Level A2 textbook?
4. What challenges do teachers encounter while using the VOICES – Level A2 textbook, and how do these challenges influence their teaching practices?

3.3 Research Hypothesis

This study proposes several hypotheses regarding the effectiveness of Unit 6 (People and Places) in the VOICES – Level A2 textbook:

1. Unit 6 significantly enhances vocabulary acquisition, grammar understanding, and pronunciation skills compared to traditional textbook approaches, as evidenced by increased retention, improved contextual usage, and higher grammatical accuracy in both speech and writing.
2. Students are likely to face specific challenges when engaging with Unit 6, which may act as barriers affecting their motivation and cultural engagement with the material.
3. The alignment of Unit 6's instructional approach with contemporary language acquisition theories, such as Sociocultural Theory and Communicative Language Teaching (CLT), will positively correlate with improved vocabulary, grammar, and pronunciation outcomes.
4. Unit 6 effectively integrates cultural contexts, enhancing students' cultural awareness and facilitating simultaneous development of core language skills, ultimately contributing to improved overall language proficiency.

3.4 Participants

The study involved six teachers currently teaching the VOICES – Level A2 textbook at Tâу Đô University. These participants were purposefully selected due to their direct experience with the textbook, providing valuable insights into the teaching of vocabulary, grammar, and pronunciation in Unit 6. Their diverse teaching backgrounds enriched the data collected and ensured a more comprehensive understanding of the curriculum's effectiveness.

3.5 Procedures

The study adopted a qualitative approach, using semi-structured interviews to gather in-depth insights from participants. The methodology comprised three phases: data collection, transcription and data preparation, and qualitative data analysis.

Phase 1: Data Collection

1. Ethics and Interview Guide Development

Ethical considerations were prioritized throughout the research process. Participants were informed about the study's purpose, and consent was obtained before interviews. Anonymity and confidentiality were ensured to protect their identities.

A semi-structured interview guide was developed to elicit detailed responses on teachers' experiences and perceptions regarding vocabulary, grammar, and pronunciation in Unit 6. The guide was piloted with a volunteer teacher to refine the questions and improve interview techniques.

2. Conducting Interviews

- Participant Recruitment: Six teachers were invited to participate voluntarily.

- Recording: All interviews were audio-recorded with participants' consent to ensure accuracy.
- Interviewer Role: The researcher acted as both interviewer and note-taker, using active listening techniques to build rapport and encourage open responses.

Phase 2: Transcription and Data Preparation

1. Transcription Process

Interviews were transcribed verbatim using specific transcription guidelines, including indications of pauses, non-verbal cues, and overlapping speech to ensure accurate representation.

2. Peer Checking and Transcription Software

Peer checking was conducted to ensure accuracy and minimize bias. Transcription software assisted in expediting the process while maintaining high accuracy standards.

Phase 3: Qualitative Data Analysis

The data were analyzed using Thematic Analysis, chosen for its suitability in identifying patterns and themes within qualitative data.

1. Method Selection and Justification

Thematic Analysis was selected because it allows for a detailed exploration of teachers' perceptions by identifying recurring themes in their responses. This method aligned well with the research objectives, providing insights into how vocabulary, grammar, and pronunciation are taught in Unit 6.

2. Data Analysis Procedure

- Coding: Transcripts were carefully reviewed and coded to identify key themes and sub-themes related to vocabulary, grammar, and pronunciation.
- Theme Identification: Common patterns and themes were categorized and interpreted.
- Theoretical Framework: The findings were analyzed through the lens of Communicative Language Teaching (CLT) and Second Language Acquisition (SLA) theories, which helped contextualize the teachers' perceptions and experiences.

3. Critical Evaluation

While Thematic Analysis is flexible and highlights multiple perspectives, it has limitations, such as the potential for subjective interpretation. To mitigate this, peer checking and multiple readings of the data were employed to enhance reliability.

The chosen methodology ensured a thorough and reliable investigation into teachers' perceptions of Unit 6 in the VOICES – Level A2 textbook. The combination of semi-structured interviews, rigorous transcription, and thematic analysis provided a comprehensive understanding of the challenges and strategies in teaching vocabulary, grammar, and pronunciation. These findings form the basis for the discussion and recommendations presented in subsequent chapters.

4. Results and Discussion

This chapter presents the findings from the interviews conducted with teachers regarding their perceptions of vocabulary, grammar, and pronunciation in Unit 6 of the Voices textbook. The discussion is organized under sub-themes to provide a detailed analysis of the results and their implications for teaching and learning.

Vocabulary

Appropriateness and Relevance

Most teachers agreed that the vocabulary in Unit 6 is relevant and appropriate for A2-level learners. The words are related to students' daily lives, making them useful and practical.

Teacher 1 remarked:

“The vocabulary items are well-chosen. They help students express their daily routines and personal habits.”

The vocabulary content is also aligned with the communicative language teaching (CLT) approach, focusing on real-life situations.

Teacher 5 commented:

“It’s good that the vocabulary reflects real-world contexts, which encourages students to use English in authentic conversations.”

Challenges in Vocabulary Acquisition

Despite its relevance, several teachers highlighted challenges in vocabulary acquisition, particularly with abstract words.

Teacher 2 pointed out:

“Students find abstract words like ‘habit,’ ‘routine,’ and ‘custom’ difficult to understand without extensive explanation and examples.”

Pronunciation and spelling of certain words also caused confusion.

Teacher 2 noted:

“Words like ‘routine’ and ‘custom’ have irregular spelling patterns that confuse students, especially in pronunciation.”

Strategies for Vocabulary Teaching

Teachers proposed various strategies to improve vocabulary retention and understanding.

Teacher 3 suggested using technology:

“Flashcards and vocabulary games on apps like Quizlet make learning more interactive and help students remember words better.”

Teacher 4 emphasized the importance of repetition and contextual practice:

“Revisiting new words in different contexts is essential. Students need multiple exposures to remember and use them accurately.”

The findings align with research on vocabulary acquisition, which highlights the importance of contextualized learning (Nation, 2013). Vocabulary taught in real-life contexts enhances students' ability to retain and apply new words. The challenges noted by teachers reflect the need for scaffolding and repeated practice to build confidence and retention. Using technology and interactive tasks can address these challenges, as suggested by Derwing & Munro (2015).

Grammar

Suitability and Practicality of Grammar Content

Teachers generally viewed the grammar content in Unit 6 as suitable for A2 learners. The grammar focusses on verbs such as “like,” “enjoy,” and “prefer” to express preferences was considered practical and beneficial.

Teacher 5 stated:

“The grammar content is directly applicable to everyday communication. It gives students the tools they need to talk about their likes and dislikes.”

Challenges in Grammar Learning

Several teachers noted that the textbook lacks detailed explanations of grammar rules. This makes it challenging for students who do not have a strong foundation in grammar. Teacher 6 explained:

“The explanations in the textbook are too brief. Some students need more detailed guidance to fully understand the structures.”

Another issue was the limited variety of exercises for practicing grammar.

Teacher 4 mentioned:

“The grammar exercises are repetitive. Students get bored quickly and lose motivation to complete them.”

Strategies for Grammar Teaching

Teachers suggested integrating supplementary materials and additional exercises to support grammar learning.

Teacher 5 proposed:

“Providing extra practice worksheets and offering guided explanations during class can help students build a stronger grammar foundation.”

Teacher 6 highlighted the effectiveness of collaborative activities:

“Group discussions and role-playing activities are great for encouraging students to use grammar structures in real communication.”

The findings confirm the importance of integrating grammar into communicative tasks, as suggested by Richards (2006). While the textbook offers practical grammar content, the lack of comprehensive explanations and diverse exercises calls for supplementary materials. Collaborative learning and scaffolding are effective strategies for addressing these gaps.

Pronunciation

Focus on Stress, Rhythm, and Intonation

Teachers appreciated the textbook’s emphasis on pronunciation features such as word stress, sentence rhythm, and intonation patterns.

Teacher 5 noted:

“The exercises on intonation patterns help students sound more natural when they speak.”

Pronunciation practice is embedded in listening and speaking activities, which align with the communicative approach.

Teacher 4 commented:

“Listening to natural speech patterns in conversations helps students improve their pronunciation skills gradually.”

Difficulties in Pronunciation

Despite the focus on pronunciation, teachers identified several difficulties. Exposure to multiple accents in the listening materials posed a challenge for some students.

Teacher 3 remarked:

“It’s good for students to hear different accents, but at this level, it can be overwhelming. They need more support to understand unfamiliar accents.”

Irregular pronunciation patterns were another concern.

Teacher 6 observed:

“Words with silent letters or unusual sounds, such as ‘routine,’ are especially difficult for students to pronounce.”

Strategies for Pronunciation Teaching

Teachers employed various strategies to improve students' pronunciation. Pre-teaching difficult words and using phonetic transcriptions were commonly mentioned. Teacher 2 stated:

“I always pre-teach tricky words and show students the phonetic symbols. It makes a huge difference in their pronunciation.”

Role-playing and interactive activities were also seen as effective.

Teacher 5 noted:

“Role-playing helps students practice pronunciation in a fun, low-pressure way.”

The emphasis on pronunciation in Unit 6 reflects current trends in communicative language teaching. Celce-Murcia et al. (2010) highlight the importance of pronunciation for overall fluency and confidence in speaking. Exposure to multiple accents prepares students for real-world communication but should be supplemented with support activities to prevent confusion.

Implications for Teaching and Learning

The findings offer several practical implications for teaching and learning:

Vocabulary: Contextualized teaching and multiple exposures to new words are critical for improving vocabulary retention. Technology-based tools like flashcards and interactive games can enhance learning.

Grammar: Teachers should provide more detailed explanations and varied practice opportunities. Collaborative activities encourage the use of grammar structures in real-life situations.

Pronunciation: Exposure to diverse accents should be balanced with additional support for A2-level learners. Pre-teaching and role-playing can boost confidence and accuracy in pronunciation.

The results indicate that while Unit 6 of the Voices textbook provides appropriate and communicative content, there are areas for improvement. Teachers' insights highlight the need for supplementary materials, contextualized teaching strategies, and greater pronunciation support. Future research could explore how these strategies impact learning outcomes across different contexts.

5. Recommendation

Based on the findings discussed in Chapter 4, several recommendations can be made to improve vocabulary acquisition, grammar learning, and pronunciation teaching in Unit 6 of the Voices textbook. These suggestions aim to enhance both teaching practices and students' learning outcomes.

Vocabulary

Implement Contextualized Learning

Teachers should continue to provide contextual examples to reinforce students' understanding of vocabulary, particularly abstract terms. Utilizing real-life scenarios can make vocabulary more relatable and easier to retain.

Incorporate Technology for Vocabulary Practice

Tools like Quizlet and other vocabulary apps can make learning interactive and engaging. Flashcards, games, and spaced repetition can support long-term vocabulary retention.

Focus on Repeated Exposure and Practice

Multiple exposures to new words in various contexts should be prioritized to strengthen students' memory and usage of vocabulary.

Grammar

Supplement Textbook Content with Detailed Explanations

To address the lack of detailed grammar explanations, teachers should provide supplementary materials with clearer guidelines and examples. Developing customized worksheets can help bridge this gap.

Use Varied and Engaging Grammar Exercises

Avoid repetitive exercises by incorporating diverse grammar activities such as role-playing, peer discussions, and problem-solving tasks to maintain students' interest and motivation.

Collaborative Learning for Practical Application

Group discussions and collaborative tasks can encourage students to use grammar structures in authentic communication, improving both accuracy and fluency.

Pronunciation

Provide Support for Difficult Sounds and Irregular Patterns

Pre-teaching challenging words and introducing phonetic symbols can help students better understand and pronounce complex words.

Balance Exposure to Multiple Accents

While exposure to different accents is beneficial, it should be accompanied by additional support such as targeted listening activities focusing on key sounds and patterns.

Incorporate Role-Playing and Interactive Activities

Role-playing exercises can create a low-pressure environment for students to practice pronunciation, boosting their confidence and fluency in speaking.

Teacher Development

Teachers should receive continuous professional development on integrating technology and communicative activities in language teaching. Workshops on strategies for teaching pronunciation and contextualized grammar can further improve instructional practices.

5. Conclusion

This study explored teachers' perceptions of vocabulary, grammar, and pronunciation in Unit 6 of the Voices textbook. The findings highlighted that while the content is largely appropriate and aligned with the communicative language teaching approach, there are several areas for improvement.

Teachers recognized the relevance of the vocabulary and grammar content but noted challenges in teaching abstract words and providing comprehensive grammar explanations. Similarly, pronunciation exercises were valued, but difficulties with irregular pronunciation patterns and exposure to multiple accents emerged as notable challenges.

The discussion emphasized the importance of contextualized teaching, technology integration, and interactive learning strategies. Recommendations were made to improve vocabulary acquisition, enhance grammar practice, and provide better pronunciation support. Supplementary materials and teacher guidance are crucial to address these gaps and ensure effective language learning.

In conclusion, Unit 6 of the Voices textbook offers a solid foundation for language learning at the A2 level. However, continuous improvement in teaching strategies and resource development will help maximize its effectiveness. Future research could further investigate how these recommendations impact student outcomes and explore their application across different learning contexts. All things considered, everything is at a high level, meaning that students are happy with the way they are being taught to use Bottom-Up and Top-down Processing for Listening strategies to improve their chances of scoring highly on the TOEIC test related to listening abilities. This paper evaluates the suitability of the lesson plan for teaching listening and reading to prepare students for the TOEIC test. This is in line with the research of Kataya Mahachanawong Suvarnaphaet (2017), which examines the efficacy of a combined teaching method using the Direct Method and Task-Based Learning Teaching approach in the context of an intensive TOEIC course. First, background information on the two language teaching methods—the Task-Based Learning Teaching Method and the Direct Method is presented. This paper evaluates the appropriateness of the lesson plan both for teaching listening and reading to prepare students for the TOEIC test. A satisfaction survey of the overall course has been conducted for all the participants and showed a high level of student's satisfaction (\bar{x} 4.30, $SD = 0.70$).

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