



CHAPTER FOUR

RESULTS

The results of the questionnaires obtained from the recruited teachers are reported in section 4.1. The interview results gathered from the teachers are reported in section 4.2 and those from the textbook writers in section 4.3. Finally, a brief summary is given in section 4.4.

4.1 Questionnaires for Teachers

The questionnaires gathered from the ninety teachers are unfolded in three facets. First, section 4.1.1 examines the data collected from Part One of the questionnaire about the teachers' evaluation on the features of three in-use textbook sets. Second, section 4.1.2 discusses the thirty-eight teachers³⁹, evaluation on the NICT textbooks. Third, section 4.1.3 reports the data obtained from Part Two of the questionnaire (i.e., the recruited teachers' perceptions about the functions of the textbooks in use in the open editorial system).

4.1.1 Teachers' Evaluation of the Features of the Textbooks in Use

The twenty-five items listed in Part One of the questionnaire were analyzed from the following perspectives—syllabus organization, content arrangement, activity design for language skills, presentation of language components, and other related resources. For more detailed results of frequency/percentage count, One-Way ANOVA, LSD post-hoc comparisons, please see Appendices H, I, and J.

With respect to the syllabus organization (Items 1-5), Textbooks A and B

³⁹ The thirty-eight teachers were the ones who had used the NICT version before and selected from the ninety recruited teachers. Their opinions about the three sets of versions in use were compared with their opinions about the NICT versions.

significantly outsourced Textbook C in meeting with the curriculum guidelines (Item 1: $M_{(A-C)} = .50, p = .01; M_{(B-C)} = .40, p = .03$) and fitting with the limited class period (Item 4: $M_{(A-C)} = .57, p = .01; M_{(B-C)} = .53, p = .01$). As for following the Communicative Approach (Item 2), Textbook A was given significantly higher score than Textbook C ($M_{(A-C)} = .50, p = .02$). No significant differences were found among the three versions in spiral organization (Item 3: $F_3 = 1.98, p = .14$) and good linkage (Item 5: $F_5 = .62, p = .54$), as shown in Table 4-1:

Table 4-1: Evaluation of the Syllabus Organization of the Textbooks in Use

Item	Textbook A		Textbook B		Textbook C	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
1. Meet with the curriculum guidelines	3.40*	.62	3.30*	.60	2.90	.80
2. Meet with the Communicative Approach	3.13*	.82	2.97	.89	2.63	.72
3. Adopt a spiral organization	3.00	.91	2.80	1.13	2.53	.63
4. Fit with the limited class periods	2.80*	.85	2.77*	.68	2.23	.73
5. Have good linkage	2.73	.74	2.53	.82	2.57	.68
Average	3.01	.82	2.87	.87	2.57	.74

Note. The set of the scores with significant differences are boldfaced. The one with an asterisk is significantly high at the .05 level.

With regard to the content arrangement (Items 6-10), Textbook A significantly outperformed the other two sets in that it was written in correct and fluent language (Item 6: $M_{(A-B)} = .53, p = .01; M_{(A-C)} = .73, p = .00$). Both Textbooks A and B significantly outvalued Textbook C in containing topic and text variety (Item 9: $M_{(A-C)} = .50, p = .01; M_{(B-C)} = .57, p = .00$, and Item 10: $M_{(A-C)} = .67, p = .00; M_{(B-C)} = .63, p = .00$). However, no significant differences were found among the three versions in attaining students' proficiency levels and needs (Item 7: $F_7 = 1.28, p = .28$) and in motivating students' interests (Item 8: $F_8 = 1.76, p = .18$), as can be seen in Table 4-2:

Table 4-2: Evaluation of the Content Arrangement of the Textbooks in Use

Item	Textbook A		Textbook B		Textbook C	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
6. Have correct and fluent language	<u>3.17*</u>	.79	2.63*	.76	2.43	.63
7. Attain students' proficiency levels and needs	2.57	.57	2.53	.86	2.30	.65
8. Help motivate students' interests	2.63	.67	2.70	.75	2.37	.76
9. Show topic variety	3.17*	.59	3.23*	.68	2.67	.80
10. Show text variety	3.17*	.75	3.13*	.63	2.50	.82
Average	2.94	.73	2.85	.78	2.45	.74

Note. The set of the scores with significant differences are boldfaced. The one with an asterisk is significantly high at the .05 level. The one underlined is significantly the highest score.

As for the activity design for language skills (Items 11-15), Textbook A significantly outperformed the other two sets in providing various trainings for reading skills (Item 13: $M_{(A-B)} = .40, p = .05; M_{(A-C)} = .47, p = .02$). However, the three sets of textbooks did not differ significantly in providing activities for listening (Item 11: $F_{11} = 1.51, p = .23$), oral (Item 12: $F_{12} = 1.56, p = .22$), writing (Item 14: $F_{14} = .55, p = .58$), and integrated skills (Item $F_{15} = 1.14, p = .32$), as in Table 4-3:

Table 4-3: Evaluation of the Activity Design for Language Skills of the Textbooks in Use

Item	Textbook A		Textbook B		Textbook C	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
11. Provide plentiful exercises for listening skills	2.47	.78	2.70	.70	2.40	.62
12. Provide interactive practices for oral skills	2.53	.68	2.63	.89	2.27	.91
13. Provide various trainings for reading skills	<u>3.10*</u>	.76	2.70	.79	2.63	.76
14. Provide basic trainings for writing skills	3.03	.89	2.80	.85	2.87	.94
15. Provide diverse integrated activities	2.73	.87	2.67	.61	2.47	.63
Average	2.77	.83	2.70	.77	2.53	.80

Note. The set of the scores with significant differences are boldfaced. The one with an asterisk is significantly high at the .05 level. The one underlined is significantly the highest score.

In presenting language components (Items 21-25), Textbook A was significantly given the highest scores among the three sets for the meaningful vocabulary (Item 17) and grammar (Item 19) instruction, and its systematical presentation of sentence structures (Item 20). As for Item 18 concerning the introduction of phrases, Textbook

A outsourced Textbook C ($M_{(A-C)} = .43, p = .03$), but it was not different from Textbook B significantly. As for Item 16, the amount of vocabulary selected, no significant differences were found among the three versions, as shown below:

Table 4-4: Evaluation of the Presentation of Language Components of the Textbooks in Use

Item	Textbook A		Textbook B		Textbook C	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
16. Select adequate amount of vocabulary	2.93	.69	2.73	.87	2.60	.77
17. Introduce the vocabulary meaningfully	<u>3.23*</u>	.63	2.77*	.82	2.70	.70
18. Select important phrases to be introduced	3.03*	.72	2.83	.79	2.60	.72
19. Present grammar points in real contexts	<u>3.00*</u>	.69	2.60*	.72	2.47	.82
20. Present sentence structures systematically	<u>2.83*</u>	.79	2.37*	.93	2.30	.75
Average	3.01	.71	2.66	.83	2.53	.76

Note. The set of the scores with significant differences are boldfaced. The one with an asterisk is significantly high at the .05 level. The one underlined is significantly the highest score.

For the evaluation on the related resources of the textbooks, all three versions contained no similar features; however, Textbook C outsourced the other two in providing more practical exercises in their workbooks (Item 23: $M_C = 2.80$) and Textbook B in giving multiple assessments (Item 24: $M_B = 3.07$), as can be seen in Table 4-5:

Table 4-5: Evaluation of Related Resources of the Textbooks in Use

Item	Textbook A		Textbook B		Textbook C	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
21. Provide ample suggestions in TM	3.03	.81	2.80	1.00	3.00	.79
22. Provide sufficient supplements in TM	3.27	.83	2.90	.92	3.10	.88
23. Provide practical exercises in Ss' workbook	2.63	.85	2.60	.77	2.80	.66
24. Provide multiple ways for assessment	3.03	.81	3.07	.98	2.90	.84
25. Provide supplementary materials	2.73	.98	2.50	1.14	2.37	.89
Average	2.94	.88	2.77	.98	2.83	.85

Note. "Ss" stands for "students," and "TM" stands for "teachers' manual."

The open-ended question (Item 26) elicited some reflections on the features of textbooks in use. As can be seen in Table 4-6, most of comments on Textbook A showed the appreciation of content arrangement ($f = 9$), especially the fun topics it offered. However, drawbacks were mostly related to the teaching resources ($f = 9$), especially the layout and teachers' manual.

Table 4-6: Other Reflections on the Features of Textbook A

Aspects	Features ($n = 12$)	f (%)	Drawbacks ($n = 14$)	f (%)
Syllabus Organization	1. Balanced instruction of language skills	4 (33%)	1. Needs for better linkage (e.g., huge gap between Volumes IV and V)	2 (14%)
	2. Spiral organization	2 (17%)		
Content Arrangement	1. Fun topics	5 (42%)	1. Lack of fun topics	2 (14%)
	2. Well-organized texts as good writing models	2 (17%)	2. Loosely-organized texts	1 (7%)
	3. Texts with moderate difficulty levels	1 (8%)	3. Lack of topic variety	1 (7%)
	4. Multiple topics	1 (8%)	4. Out-dated topics	1 (7%)
Activity Design for Language Skills	Practical activities (e.g., "Language Use")	1 (8%)	1. Deficiency of exercises for reading skills (e.g., pre- and post-reading questions)	1 (7%)
			2. Needs for more "motivating" activities	1 (7%)
			3. Lack of class period	1 (7%)
Presentation of Language Components	1. Moderate and clear grammar presentation	3 (25%)	Inappropriate order of sentence patterns	1 (7%)
	2. Appropriate example sentences for vocabulary instruction	2 (17%)		
Related Resources	Handy assessment kit	1 (8%)	1. Needs for more lively layout or pictures	3 (21%)
			2. Lack of supplementary teaching resources in TM	3 (21%)
			3. Lack of other resources (e.g., references book, CD Rom, multi-media, etc.)	2 (14%)
			4. Short of sales service	1 (7%)
No Further Comments		18 (60%)		16 (53%)

Note. "TM" stands for "teachers' manual," and " f (%)" stands for "frequency count (percentage)."

As for other reflections on the features of Textbook B (see Table 4-7), most comments showed the subjects' appreciation for content arrangement ($f = 9$), especially the bountiful topics it offered. However, such feature was also regarded by

some subjects as a drawback ($f = 7$), given too much literary works and lack of text types like science topics or news report. Another important feature for Textbook B was about the good service ($f = 2$) and sufficient resources ($f = 2$) offered by the publisher.

Table 4-7: Other Reflections on the Features of Textbook B

Aspects	Features ($n = 15$)	f (%)	Drawbacks ($n = 17$)	f (%)
Syllabus Organization	Complete organization	1(3%)	1. Needs for better linkage materials for 1st graders	1(3%)
			2. Lack of sufficient class period	1(3%)
Content Arrangement	1. Bountiful topics	5(17%)	1. Needs for more topics related to daily life (e.g., news or essays)	3(10%)
	2. Topics which help motivate students' interests (e.g., topics related to students' daily life, interesting topics)	3(10%)	2. Lack of topic variety (e.g., especially lack of scientific texts)	3(10%)
	3. Topic unity/integration	1(3%)	3. Too much stories in Volumes V and VI	1(3%)
Activity Design for Language Skills	1. Good design of "writing corner"	1(3%)	1. Inauthentic conversation	2(7%)
	2. Lively conversation	1(3%)	2. Dull conversation	1(3%)
Presentation of Language Components	1. Grammar introduction in real contexts 2. Practical design (e.g., collocation section)	2(7%) 1(3%)	3. Mistakes often found in the writing activities	1(3%)
			1. Lack of spiral organization	2(7%)
			2. Inappropriate selection of the grammar points	1(3%)
Related Resources	1. Good service 2. Sufficient resources in TM 3. Beautiful layout	2(7%) 2(7%) 1(3%)	3. Unbalanced of patterns instruction	1(3%)
			1. Lack of outside reading	1(3%)
			2. Needs for more proofreading	1(3%)
			3. Needs for more authentic pictures	1(3%)
			4. Lack of creativity in the design of the workbooks	1(3%)
No Further Comments		15(50%)	5. Lack of other resources (e.g., references book, CD Rom, multi-media, etc.)	1(3%)
			13(43%)	

Note. "TM" stands for "teachers' manual," and " f (%)" stands for "frequency count (percentage)."

Concerning other reflections on the features of Textbook C (see Table 4-8), most subjects showed their appreciation for related resources ($f = 5$), especially the information provided in the teachers' manuals and additional exercises in supplementary materials. However, drawbacks were related to the content

arrangement ($f = 14$), where the texts were lack of well-organized discourse ($f = 8$) and the style was too informative ($f = 5$). Another drawback was about the overload of the example sentences in vocabulary instruction ($f = 4$), yet it was appreciated by one respondent ($f = 1$).

Table 4-8: Other Reflections on the Features of Textbook C

Aspects	Features ($n = 14$)	f (%)	Drawbacks ($n = 16$)	f (%)
Syllabus Organization			Needs for smoother linkage (e.g., difficult patterns shown in Volume I)	2(7%)
Content Arrangement	1. Moderate difficulty level (esp. for intermediate-level students) 2. Topic variety 3. Fluent language	2(7%) 2(7%) 1(3%)	1. Awkward language and discourse of the texts 2. Lack of other general topics (i.e., too much science topics, or informative texts) 3. Lack of inspirable topics 4. Too much portion 5. Lack of interesting topics (esp. in Volumes III & IV)	8(27%) 3(10%) 1(3%) 1(3%) 1(3%)
Activity Design for Language Skills	Practical and well-organized writing activities	2(7%)	Lack of oral and listening practices	1(3%)
Presentation of Language Components	Sufficient vocabulary instruction	1(3%)	1. Too much portion of difficult example sentences 2. Rough design of the patterns' title/instruction 3. Too many mistakes	4(13%) 2(7%) 2(7%)
Related Resources	1. Bountiful resources (e.g., TM, supplementary workbooks) 2. Clear layout	4(13%) 1(3%)	Difficult items in students' workbooks	1(3%)
No Further Comments		16(53%)		14(47%)

Note. "TM" stands for "teachers' manual," and " f (%)" stands for "frequency count (percentage)."

To sum up, each of the recruited in-use-textbook sets had its own features and shortcomings. Textbook A was significantly valued for its correct and fluent language (Item 6), sufficient reading activities (Item 13), meaningful introduction of vocabulary (Item 17), and contextual and systematical grammar instruction (Items 19 and 20). However, the supply of related resources could be improved. Textbook B was

considered to provide various topics which help motivate students' interests (Items 8 and 9), activities for oral and listening skills (Items 11 and 12), and bountiful assessment kits (Item 24). Textbook C, regardless of the shortcomings in the content arrangement, was mostly featured by the supplementary materials provided for teachers and students (Items 21, 22, and 23).

4.1.2 Teachers' Evaluation of the Features of the NICT Textbooks

Among the recruited teachers, only thirty-eight teachers used the NICT textbooks before. Their evaluation on the NICT version is shown in the following tables. The score distribution can be found in Table G-4 of Appendix G.

As can be seen in Table 4-9, the teachers thought syllabus organization of the NICT version indeed met with the curriculum guidelines of that time (Item 1: $M = 3.16$). Moreover, a spiral organization was adopted (Item 3: $M = 2.68$), though the opinions were diverse ($SD = 1.09$). However, the least appreciation was found in responding to Item 2, meeting with the Communicate Approach ($M = 2.26$, $SD = .86$).

Table 4-9: Evaluation of the Syllabus Organization of the NICT Textbooks

Item	<i>M</i>	<i>SD</i>
1. Meet with the curriculum guidelines	3.16	.95
2. Meet with the Communicative Approach	<u>2.26</u>	.86
3. Adopt a spiral organization	<u>2.68</u>	1.09
4. Fit with the limited class periods	2.66	.91
5. Have good linkage	2.63	.88
Average	2.68	.97

Note. The highest score is boldfaced, while the lower scores are underlined.

In terms of the content arrangement (see Table 4-10), the teachers highly appreciated the correct and fluent language (Item 6: $M = 2.53$). However, the NICT version was not helpful in motivating students' interests since Item 8 gained the

lowest mean score ($M = 2.08$).

Table 4-10: Evaluation of the Content Arrangement of the NICT Version

Item	<i>M</i>	<i>SD</i>
6. Have correct and fluent language use	2.53	.95
7. Fit with students' proficiency levels and needs	2.11	.86
8. Help motivate student's interests	<u>2.08</u>	1.09
9. Show topic variety	2.26	.91
10. Show text variety	2.47	.88
Average	2.29	.99

Note. The highest score is boldfaced, while the lower score is underlined.

As for the activity design for language skills (see Table 4-11), the score for each item was averagely low ($M < 2$). It was also found that the teachers put slightly higher value on reading ($M = 1.92$) and writing ($M = 1.79$) activities than listening ($M = 1.42$) and oral ($M = 1.45$) practices.

Table 4-11: Evaluation of the Activity Design for Language Skills of the NICT Version

Item	<i>M</i>	<i>SD</i>
11. Provide plentiful exercises for listening skills	<u>1.42</u>	1.06
12. Provide interactive practices for oral skills	<u>1.45</u>	.92
13. Provide various trainings for reading skills	1.92	1.00
14. Provide basic trainings for writing skills	1.79	.91
15. Provide diverse integrated activities	1.84	.95
Average	1.68	.98

Note. The highest score is boldfaced, while the lower scores are underlined.

Concerning the presentation of language components, the teachers showed averagely high value on all aspects ($M > 2.5$), especially in teaching vocabulary ($M = 3.00$, $SD = .96$) and phrases ($M = 2.95$, $SD = .90$). However, the presentation of grammar points in real contexts (Item 19: $M = 2.55$, $SD = .92$) did not gain a satisfactory score.

Table 4-12: Evaluation of the Presentation of Language Components of the NICT Version

Item	<i>M</i>	<i>SD</i>
16. Select adequate amount of vocabulary	2.89	1.03
17. Introduce the vocabulary meaningfully	3.00	.96
18. Select important phrases to be introduced	2.95	.90
19. Present grammar points in real contexts	<u>2.55</u>	.92
20. Present sentence structures systematically	2.61	1.03
Average	2.80	.98

Note. The highest two scores are boldfaced, while the lowest score is underlined.

In response to the items about related resources of the NICT version, the teachers presented extremely low scores ($M < 2$). As can be seen in Table 4-13, the NICT textbooks were not satisfying especially in providing assessment kits ($M = .68$) and supplementary materials ($M = .95$).

Table 4-13: Evaluation of Related Resources of the NICT Version

Item	<i>M</i>	<i>SD</i>
21. Provide ample suggestions in teachers' manual	1.66	.91
22. Provide sufficient supplements in teachers' manual	1.66	.99
23. Provide practical exercises in students' workbook	1.63	1.15
24. Provide multiple ways for assessment	<u>.68</u>	.74
25. Provide supplementary materials	<u>.95</u>	.90
Average	1.32	1.03

Note. The lowest two scores are underlined.

In summary, the NICT textbooks, though consisting of the shortcomings of offering sufficient language activities and supplementary resources, featured its spiral organization of language components, including the systematical presentation of vocabulary, phrases, and grammar points.

4.1.3 Functions of the Textbook in the Open Editorial System

Part Two of the questionnaire aimed to generate teachers' opinions about the functions of the textbooks in use in the open editorial system. The first sub-question

was designed to understand the achievements of the in-use textbooks, the second one attempted to know the suggestion for improvement, and the last one tried to elicit teachers' perceptions about the future market for textbooks. The results are as follows.

In the first sub-question, most recruited teachers agreed on the achievements of the in-use textbooks (see Table 4-14). Those teachers who used Textbook A achieved one-hundred-percent agreement, whereas some users of Textbooks B and C did not show a total agreement.

Table 4-14: Achievements of Textbook Functions in the Open Editorial System

Achievements of Textbook Functions	Textbook A		Textbook B		Textbook C	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Yes	30	100	26	87	27	90
No	0	0	4	13	2	7
No comments	0	0	0	0	1	3
Total	30	100	30	100	30	100

In response to specific aspects of the achievements of textbook functions, the teachers showed different perceptions from version to version. As shown in Table 4-15, over half of Textbook A teacher users agreed on several functions Textbook A achieved, such as elevating teacher's power (63.33%), elaborating teaching techniques (66.67%), and offering multiple learning (63.33%). However, the teacher users of Textbooks B and C reached over 50% agreement only on the function of offering multiple learning ways (60% for Textbook B and 70% for Textbook C).

Table 4-15: Specific Aspects of Achievements of Textbook Functions

Specific Aspects of the Achievements	Textbook A			Textbook B			Textbook C		
	<i>f</i>	%	Ranking	<i>f</i>	%	Ranking	<i>f</i>	%	Ranking
1. Empower teachers	19	63.33	2	11	36.67	2	11	36.67	3
2. Elaborate teaching techniques	20	66.67	1	9	30.00	3	12	40.00	2
3. Control well in teaching process	9	30.00	5	6	20.00	6	3	10.00	9
4. Offer multiple ways of learning	19	63.33	2	18	60.00	1	21	70.00	1
5. Activate Ss' performances	0	00.00	11	5	16.67	8	3	10.00	9
6. Motivate Ss' learning	7	23.33	7	4	13.33	10	2	6.67	11
7. Increase Ss' language abilities	8	26.67	6	4	13.33	10	4	13.33	7
8. Increase Ss' listening abilities	7	23.33	7	6	20.00	6	8	26.67	5
9. Increase Ss' speaking abilities	6	20.00	9	8	26.67	4	4	13.33	7
10. Increase Ss' reading abilities	13	43.33	4	7	23.33	5	6	20.00	6
11. Increase Ss' writing abilities	6	20.00	9	5	16.67	8	10	33.33	4
12. Others	0	00.00	11	1	3.33	12	2	6.67	11

Note. "Ss" stands for the word "students" and *f* = frequency count; % = percentage; *n* = 30. The top three highly-ranked items are boldfaced.

With regard to the needs for the future textbook compilation, all recruited teachers thought the in-use-textbooks needed improvement (see Table 4-16):

Table 4-16: Needs for Future Textbook Compilation

Needs for the Future Textbook Compilation	Textbook A		Textbook B		Textbook C	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Yes	30	100	30	100	30	100
No needs for improvement	0	0	0	0	0	0
No comments	0	0	0	0	0	0
Total	30	100	30	100	30	100

All teacher users made specific suggestions to the textbooks they used. As shown in Table 4-17, the teachers of Textbook A suggested that the content should be more interesting (63.33%), and practicability of teachers' manual (TM) (60%) as well as vocabulary-related activities (60%) should be improved. Over half of the Textbook B teachers regarded the improvement of the TM practicability (60%) as the top priority, followed by the enhancement of practical activities (53.33%). Suggestions given by

the Textbook C users were different from those given by Textbooks A and B. The first two needs to be handled are the content interest (46.67%) and the readability of the texts (46.67%). More explanation is detailed in sections 4.2.1 and 5.3.1.

Table 4-17: Specific Needs for Future Textbook Compilation

Needs	Textbook A			Textbook B			Textbook C		
	<i>f</i>	%	Ranking	<i>f</i>	%	Ranking	<i>f</i>	%	Ranking
1. Increase the practicability of TM	18	60.00	2	18	60.00	1	8	26.67	10
2. Enhance syllabus organization	7	23.33	11	5	16.67	13	10	33.33	7
3. Enhance the practicability of teaching activities	16	53.33	4	16	53.33	2	9	30.00	8
4. Increase the content interest	19	63.33	1	13	43.33	4	14	46.67	1
5. Increase the difficulty levels	5	16.67	14	6	20.00	10	5	16.67	14
6. Increase the readability of the texts	11	36.67	9	10	33.33	6	14	46.67	1
7. Advance the topic variety	16	53.33	4	10	33.33	6	12	40.00	4
8. Increase the text variety	12	40.00	8	11	36.67	5	11	36.67	6
9. Enhance activity integration	14	46.67	6	14	46.67	3	13	43.33	3
10. Improve introduction about vocabulary knowledge	18	60.00	2	7	23.33	9	12	40.00	4
11. Improve grammar practices/activities	8	26.67	10	10	33.33	6	9	30.00	8
12. Improve listening practices/activities	3	10.00	15	3	10.00	15	5	16.67	14
13. Improve speaking practices/activities	6	20.00	13	6	20.00	10	7	23.33	13
14. Improve reading practices/activities	7	23.33	11	4	13.33	14	8	26.67	10
15. Improve writing practices/activities	13	43.33	7	6	20.00	10	8	26.67	10
16. Others	1	3.33	16	1	3.33	16	0	00.00	16

Note. "TM" stands for the word "teachers' manual," and *f* = frequency count; % = percentage; *n* = 30. The top four highly-ranked items are shadowed.

With regard to the perceptions about the market for future textbook compilation, textbook users had diverse preferences (see Table 4-18). About 46.67 % of the Textbook A respondents preferred the market with multiple versions but without a standard version, while 56.67% of the Textbook B users preferred multiple versions with a standard version rejoining the market. However, 43.33% of the Textbook C users favored the market with only one standard version.

Table 4-18: Perceptions about the Market for Future Textbook Compilation

Future Market for Textbook Compilation	Textbook A			Textbook B			Textbook C		
	<i>f</i>	%	Ranking	<i>f</i>	%	Ranking	<i>f</i>	%	Ranking
One standard version	4	13.33	3	5	16.67	3	13	43.33	1
Multiple versions without a standard version	14	46.67	1	8	26.67	2	7	23.33	3
Multiple versions with a standard version	12	40.00	2	17	56.67	1	10	33.33	2

Note. *f* = frequency count; % = percentage; *n* = 30. The top one on the ranking is boldfaced

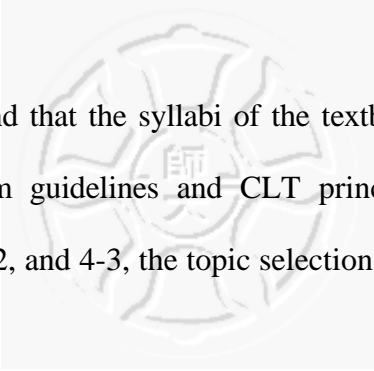
To sum up, most of the recruited teachers reported that the functions achieved by the in-use textbooks were limited, even though they offered multiple ways of learning were offered to students. Besides, there was still room for improvement for each textbook set, though the teachers' attitudes toward the market for future textbook compilation differed from version to version,

4.2 Interview with Teachers

A further interview was conducted to get more supporting evidence for teachers' evaluation on the in-use textbooks and the NICT textbooks. A total of nine teachers were interviewed (i.e., three recruited teachers of Textbook A users (A1, A2, and A3), three of Textbook B users (B1, B2, and B3), and three of Textbook C users (C1, C2, and C3)). Their reflections on the in-use textbooks and the NICT textbooks are reported in sections 4.2.1 and 4.2.2 respectively. Their opinions about textbook functions are shown in section 4.2.3.

4.2.1 Teachers' Perceptions about the Textbooks in Use

The interview data are summarized into five main categories, corresponding to the categories given in the questionnaire, i.e., syllabus organization, content arrangement, activity design for language skills, presentation of language components, and related resources of the textbooks.



First of all, it was found that the syllabi of the textbooks in use were structured according to the curriculum guidelines and CLT principles. As the interviewees revealed in Excerpts 4-1, 4-2, and 4-3, the topic selection and activity design were the key factors.

[Excerpt 4-1]

...**designed on the CLT principles**, with the topics aiming to develop learners' ability of using the target language in the real world....such as traveling English and language learning strategies. (from A2)

[Excerpt 4-2]

...**meets with the CLT principles** because **the activities to develop students' four language skills are well designed**. For example, through the **Q&A parts** in the activities, teachers can have an active communication with students, and students can share their viewpoints in English.... (from A3)

[Excerpt 4-3]

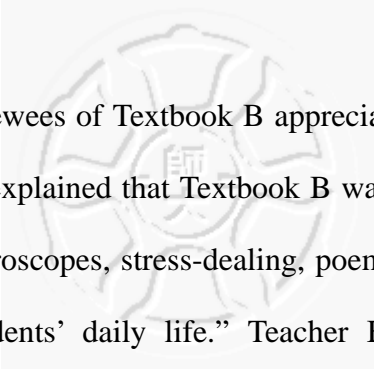
...**fit with the CLT principles**. ...the other one (pattern practice) is for **communicative practices**....Besides, in the beginning of the lesson are **some pictures for students to discuss**...(from C3)

Some teachers, however, were discontent with the syllabus construction in that the linkage between volumes was not well-controlled. As reflected by one teacher user of Textbook B, "Volume I is too difficult for the first-year senior high student, even more difficult than the other versions" (B1). An example of this can also be seen in the following excerpt.

[Excerpt 4-4]

I think grammar points in Textbook C **were not well-organized**, because sometimes easier patterns which appeared in the early volumes would be reintroduced in the later volumes, while some more difficult ones were not put in the formal instruction. (from C3)

Second, with regard to the content arrangement, the interviewees held diverse



positions. All of the interviewees of Textbook B appreciated the design of topics and texts. Teachers B1 and B2 explained that Textbook B was full of “various topics and texts,” such as festivals, horoscopes, stress-dealing, poems, short stories, letters, etc., which “are related to students’ daily life.” Teacher B3 added that Textbook B contained a lot of literary works, which triggered literary majors’⁴⁰ interests. In particular, the introduction of poetry was treasured (see Excerpt 4-5).

[Excerpt 4-5]

The **introduction of the poetry is quite complete**, and most of the literary works are well-selected, not too informative. And **the lengths of the articles are appropriate**, not too long. **The ending of the short stories are really touching.** (from B1)

Concerning the content arrangement of Textbook A, two voices contrasted with each other. Two interviewees approved of the topic variety and moderate layout⁴¹ of Textbook A, while the other one said that the topics were hardly related to students’ life (see Excerpt 4-6):

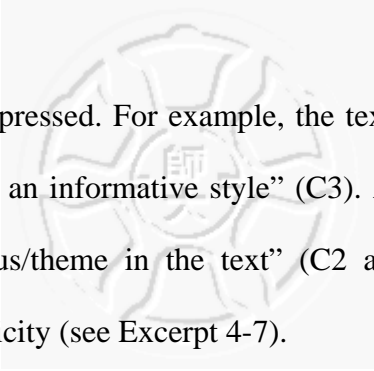
[Excerpt 4-6]

...For example, **those topics dealing with “somebody,”** like Helen Keller’s story—*Three Days to See*, are too far away from students’ life, since **students cannot easily feel touched by those stories.** The stories that can really move students are those about ordinary people whom students can easily identify themselves with. (from A1)

As for Textbook C, one teacher reflected that the text difficulty “fits well with the students’ proficiency level, and there are a lot of topics involved” (C2). However,

⁴⁰ In Taiwan, there are basically three academic fields (literary, science, and medical) for senior high school students to choose. Students of the literary field are required to study literature, history, geography, etc., while those of the science field have to study chemistry, physics, etc. The other group, belonging to the medical field, needs to study biology, and other scientific subjects.

⁴¹ According to one of the users (A2) from Textbook A, the margin and space between lines were large enough for students to take notes, which was considered important for them to choose textbooks.



some dissatisfaction was expressed. For example, the text was of little variety, since “the texts are always put in an informative style” (C3). Another shortcoming lied in “the lack of the main focus/theme in the text” (C2 and C3), resulting from the sacrifice for the text authenticity (see Excerpt 4-7).

[Excerpt 4-7]

...in pursue of the authenticity, they usually **sacrifice the main focus/theme of the article**...for example, the unit “*Help! Help! I’m Extinct*” in Book I...after reading it, the students still couldn’t get the main idea, which is about cloning, until I rearranged the text... (from C3)

Another demerit was the poor instruction of the poetry. As C1 and C2 specified in Excerpts 4-8 and 4-9, the poems themselves and the way they were introduced could hardly arouse students’ learning interests.

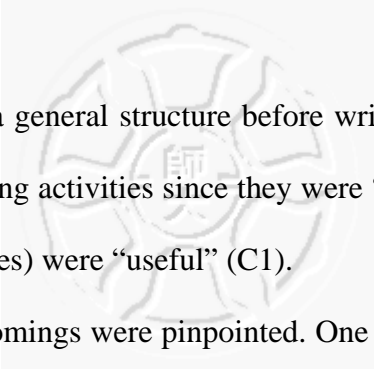
[Excerpt 4-8]

...**the selection of the materials does not fit well with students’ needs and interests**...the **underlying meanings are too difficult for students** to understand...Or in the unit introducing the poems of “*Shakespeare*,” the text “interprets” the meaning of the poems rather than “introduce” the related information about the poet. **It would be very boring if the meaning has been directly pointed out in the text**...(from C1)

[Excerpt 4-9]

...actually, **Wordsworth’s poems are classic**, but the textbook didn’t choose the right one, so **students can hardly relate their own experiences to the poem**....(from C2)

As for the activity design for language skills, it was found that the three in-use textbooks were all appreciated. Textbook A was generally valued for the creativity of the overall design, especially “the writing activities in Books V and VI” (A2) and “the Q&A part” (A3). Textbook B was prized for its practicality of listening and writing activities, with the former “interesting and workable in the limited class period” (B1)



and the latter “introducing a general structure before writing” (B2). Textbook C was also appreciated for its writing activities since they were “practical” and some models (e.g. expository and narratives) were “useful” (C1).

However, some shortcomings were pinpointed. One teacher users of Textbook A revealed that “the activity design is conventional and weak and no step-by-step practices are provided” (from A1). The other two also have the same responses that the speaking activities “are lack of the basic mechanical practices” and thus “cannot help improve learners’ speaking abilities” (C2). Another weakness was that “the portion of the listening practices is not enough to elevate learners’ listening skill, though the design is good” (A3). Such kind of deficiency was also found in the writing activities of Textbooks B and C. Teacher B1 revealed that the writing activities, which were put in the end of the unit, were “not integrated into the topic of the unit,” so that they “usually omitted that part if the class time is not allowed.” Teacher C2 even added that some of the writing activities were more like a “grammar practice.” The same problem was also found in the conversation part of Textbook C, which “is put in the end of the book and is easily omitted” (C1 and C2). Moreover, the listening materials of Textbook C used to be “passage listening,” rather than a conversation listening.

With regard to the presentation of language components, most interviewees were found to be content with the overall presentation of vocabulary and phrases in the in-use textbooks. Some teachers especially praise Textbook B for its design of the “collocation” section, which helped enhance students’ ability of using vocabulary (B2 and A1), and Textbook A for its “appropriate example sentences” (A1 and A2). However, the example sentences Textbooks B and C provided were not satisfactory, because some of them were reported to be “inappropriate” (Excerpt 4-10), “not interesting enough” (Excerpt 4-11), or sometimes too “difficult” (Excerpt 4-12). See the following excerpts for more examples.

[Excerpt 4-10]

The example sentences in Textbook B are **not well designed**. For example, it would introduce a verb as a transitive verb but provide the usage of intransitive verb in the example sentence...Besides, the example sentences are **weird**...I remember the word “uproot” is introduced as the meaning of “to remove some bad habits,” but it is **presented with a totally different meaning in the example sentence**...something like uh...”the pig’s action of searching for some food”... (from A1)

[Excerpt 4-11]

The **example sentences** for vocabulary instruction are a little bit **boring**...I hope they can provide more something more interesting or something related to current events or students’ daily life...(from C2)

[Excerpt 4-12]

I don’t think the difficulty level of Textbook C can fit well with students’ proficiency level...because (first) **the vocabulary is introduced in difficult example sentences**...so students (especially lower level students) would feel more frustrated to learn those vocabulary...(from C3)

As for grammar instruction, discontentment was mostly found among the interviewees of Textbook A. All of them revealed that grammar points were “not sequentially instructed”—from easy to difficult ones (A1), and that few mechanical practices were offered (A2 and A3)⁴². On the contrary, the introduction of grammar points in both Textbooks B and C was generally considered to be presented “step-by-step” (or from mechanical to communicative) (B2 and C1). Only some flaws were mentioned. For example, the interviewee B2 thought the practices given in Textbook B were a little bit “monotonous,” and thus suggested more interactive activities should be involved. Teacher C2 reported that the sentence patterns given in Textbook C sometimes were too difficult for students, especially part B (see Excerpt 4-13).

⁴² According to Teachers A2 and A3, students in their schools were at lower to average level (based on the Basic Competence Test before they entered senior high school) and thus were in need of bountiful mechanical drills in pattern practice.

[Excerpt 4-13]

Usually, there are two sentence patterns in each unit, and two parts of practice (A and B) for each sentence pattern...this kind of design is good...**But there is a huge gap of difficulty level between Parts A and B...**Most of the practices in part B is sentence reconstruction. When the key words are not provided enough, students would find it more difficult and then give it up easily...(from C2)

The fifth category is about related resources, such as teachers' manual (TM), students' workbook, assessment kits, and other supplementary materials. Most teachers were satisfied with the quality and quantity of the teaching resources provided. For example, "there are a lot of information about cultures in teachers' manual" (C1) and "it [TM] is quite handy, convenient, and time-saving for teachers" (C2). Other supplementary materials such as "multi-media CD ROM" and "Magic Book" (of Textbook C in particular) also gained a lot of appreciation.

However, some dissatisfaction was expressed. First of all, in response to the TM, one of the teacher users of Textbook A stated that "the teaching guidelines for the language components (e.g., grammar points) are not clearly presented" (A1). Some teachers complained that some of the websites listed in the TM are not available (A2, B1, and C2), and that not many articles for outside reading were included in the TM (B1 and C2). Second, teachers of Textbooks A and B, though with the compliments on the creativity of the textbook writers, criticized the practicality of the items in the workbooks (of Textbooks A and B). The main reason was that the workbooks "do not provide what to be tested in JCEE" (B2). More concerns are reported in Excerpt 4-14.

[Excerpt 4-14]

I seldom ask students to do workbooks **because there are few practices to exercise their grammatical knowledge.** ... I think **the main purpose of doing workbooks is to enhance their grammatical knowledge and their writing/translation ability....** Besides, **the design of the textbook itself is interesting and communicative enough,** so, there is no need to put extra

fancy activities in the workbooks. ...(from A2)

Other reflections were related to the layout of the textbooks. Teacher A2 complimented on the spacious margins of Textbook A where students could take notes. Teacher B2 suggested the design or selection of pictures in Textbook B should be improved, since not all of the pictures carried the meaning of the stories (see Excerpt 4-15).

[Excerpt 4-15]

The design of the **pictures** should be enhanced. For example, in Book 3 Lesson 10 “*Helen Keller*”... in the very beginning, Helen Keller showed a strong animosity toward her teacher...but **the picture didn’t authentically present** that kind of feeling...If the picture is not well designed, the meaning of the story would be difficult to predict/convey.... (from B2)

In summary, the interviewees’ opinions are diverse. Yet, it can be concluded that most of the textbook users concerned more about the “practicality” of the materials from the perspective of overall design and pedagogical realization. Most important of all, it was found that learners were always the teacher users’ central concern when they were asked to evaluate the textbooks.

4.2.2 Teachers’ Perceptions about the NICT Textbooks

Among the interviewees, only four teachers (A2, B2, B3, C3) used the NICT textbooks before, so they were further interviewed. Their perceptions about the NICT textbooks are categorized into five categories as well—syllabus organization, content arrangement, activity design for language skills, presentation of language components, and related resources of the textbooks.

Firstly, regarding the syllabus organization, the NICT version was valued highly in its systematic arrangement of grammar points. Take the opinions of Teacher A2 for

example (see Excerpt 4-16).

[Excerpt 4-16]

The main reason **I gave NICT a higher score** (than the other textbook in use) in this item (systematic and repeated practices) is that **the sentence patterns are introduced in a systematical way... from easy ones to difficult ones...**and the same pattern would be repeated in a later volumes but in an advanced way...(from A2)

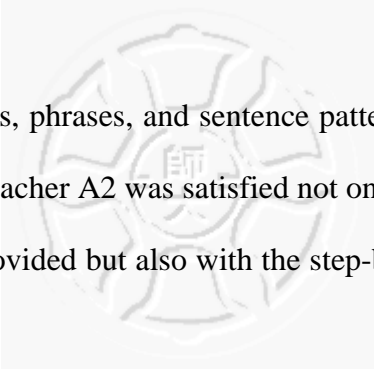
Secondly, in response to the content arrangement, the recruited teachers thought the NICT version used to contain monotonous topics which might be too out-dated to motivate students nowadays (e.g., A2 and B2). However, some confirmed that the articles it selected were more classical than those of the textbooks in use (B2 and C3). Another compliment was that the contents of the NICT version were adapted from numerous sources written in fluent language with fewer mistakes (B2 and C3). Teacher C3 explained why the NICT version gained the appreciation, as shown in Excerpt 4-17:

[Excerpt 4-17]

I like **the style and the way the NICT version presents its texts/articles**. For example, there is a lesson “*Spring River*,” which is about the environmental protection...that is, **the NICT used a touching story and smooth words to convey a serious topic like environmental issue...** (from C3)

Thirdly, concerning the activity design for language skills, the four interviewees all agreed that the NICT version lacked of specific activities for reading (i.e., scanning and skimming) and listening practices. Some interviewees revealed that the quality and quantity of “the oral activities are not good enough to elevate students’ abilities” (A3 and C3).

Fourthly, referring to the language components presented in the NICT version, the interviewees generally showed their appreciation for the arrangement of vocabulary, phrases, and grammar. As Teacher B3 and C3 specified, the NICT version



introduced vocabulary words, phrases, and sentence patterns in a systematic way and with example sentences.” Teacher A2 was satisfied not only with the sufficient portion for vocabulary the NICT provided but also with the step-by-step practices of sentence patterns (see Excerpt 4-18).

[Excerpt 4-18]

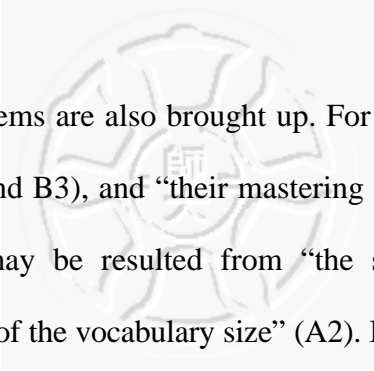
...I found the NICT version is **good in this part (pattern practices)** because there are three-phrase practices for each pattern, **from the most controlled one to the most open-ended one**...students can practice it orally or do it as a paper-and-pencil practice....Such kind of **repeated practice** can help students master those sentence patterns... (from A2)

Finally, the related resources (including the teachers’ manuals and students’ workbooks) provided by the NICT textbook writers were found not sufficient. Thus, the teachers “used to spend time finding more supplementary materials by themselves” (A2, B3, and C3).

Although the NICT textbooks are not employed on the market now, yet most of the interviewees still gave high praise on its moderate arrangement of content, correct and fluent language, and especially on the well-organized presentation of language components.

4.2.3 Teachers’ Perceptions about Textbook Functions

In response to the functions that the in-use textbooks provided, most of the interviewees agreed that students’ listening and oral abilities increased (e.g., A2, B1, and C2). Additionally, due to the competitive organism on the open editorial market, “the quality of the textbooks has been greatly elevated, such as the layout and supplementary materials” (A3). “The service offered by the publishers has been improved a great deal as well, which can help promote teachers’ professional knowledge (A2).



Yet, some of the problems are also brought up. For example, “students’ reading and writing abilities” (C2 and B3), and “their mastering of grammatical knowledge,” have decreased (A2). It may be resulted from “the simplifying of the learning materials, like the shrinking of the vocabulary size” (A2). Besides, some supplementary materials, though provided with bountiful information, were not as practical as they expected (C1 and C2).

As to the solution to the aforementioned problems, some interviewees (e.g., B2 and C3) preferred to have a standard version back to the market, which might be able to serve as an ideal and model textbook. Others (e.g., A3 and C2) recommended the publishers communicate with the school teachers more often, and let the school teachers share their own experiences and supplementary materials on line. After all, the functions of the textbooks can be fully developed only when they attain the needs of students and teachers.

4.3 Interview with Writers

A total of four writers from Textbook A⁴³ were interviewed, including one editor (E1) and three teacher writers (W1, W2, and W3). Their perceptions about the features of their own textbooks are reported in section 4.3.1. The compiling process and principles are presented in sections 4.3.2 and 4.3.3, respectively.

4.3.1 Writers’ Perceptions about the Features of their Textbooks

Since only four writers of Textbook A (i.e., one chief editor and three teacher writers) were interviewed, the data obtained will merely represent the writers’ perceptions about Textbook A. To discuss the gap between writers’ and teacher users’

⁴³ Considering the commercial secret would be revealed, the publishers and the writers of Textbooks B and C refused the interview. Therefore, only Textbook A publishers and writers accepted the interview and consented to report their opinions with the pseudo-name in this study.

views later, the following transcripts are summarized.

First of all, responding to the features of syllabus organization, the chief editor (E1) stressed on the importance of Communicative Language Teaching (CLT) and curriculum guidelines published by the MOE. Writers W1, W2, and W3 also confirmed that Textbook A was compiled according to the CLT principles and curriculum guidelines, as can be seen in Excerpts 4-19 and 4-20:

[Excerpt 4-19]

The **main guideline** for us to follow is **CLT**, and **the activity design** is absolutely needed. Through those activities, students would have the chance to produce what they have learned. Under the CLT principles, we would **put equal value on the training of each language skill**, and then **integrate** them...(from E1)

[Excerpt 4-20]

In order to elevate students' language skills, our textbook would **design a lot of expansion activities** for reading, grammar points, writing, listening, and conversation for each unit...(from W1)

Second, the arrangement of the content was reported to feature students' interests and needs, learners' ability, and variety of texts/topics. Considering the features of topic variety of Textbook A, the chief editor (E1) emphasized on the wide range of topic/text types from literary works (e.g., poetry and short stories) to science field, from classical articles (e.g., "*I Have a Dream*") to informative texts, and from international cultures to local customs. To motivate learners' interests and improve their reading ability, the editor expected each reading text to contain "moral meanings," "fun effects," "comprehensible words," and "fluent language." Following the editor's ideas, the writers tried their best to select the reading materials which could meet students' multiple needs (see Excerpt 4-21).

[Excerpt 4-21]

The selection of the articles would target at the **“multicultural” and “diverse”** texts, with various topics discussed...such as local customs, foreign cultures, sports, music, etc. So **each article would be worth reading and full of interesting elements...**(from W2)

Third, the activity design for language skills was reported to be one of the most precious parts of Textbook A. Following the CLT principles, (refer back to Excerpt 4-2), the editor and writers put a lot of emphasis on the design of language activities. To achieve the goal, the activities designed in Textbook A were featured to be “interactive,” “fun,” “related to students’ daily life,” and “practical” for the classroom use (W1 and W2). Most importantly, as W3 revealed in Excerpt 4-22, the activities were closely integrated with the topic of the unit.

[Excerpt 4-22]

One of the most **precious and unique features** in our textbook, I think, is the section of **“language use,” which provides the chance for students to “use the target language.”** That part is closely **integrated into the topic of that unit and related to students’ daily language.** For example...if there is a short story and its topic is about “forgiveness,” then in “language use,” we would design a context of “forgiveness” for the learners to exercise the language of “apologizing”...(from W3)

Fourth, the presentation of language components was regarded as another precious part of Textbook A, especially their communicative exercises for grammar points. The editor intended to “present the grammar points in the meaningful contexts” (E1). Therefore, in addition to the basic mechanical drills, they would provide two or three advanced communicative practices for one sentence pattern. Those practices “were designed in a meaningful context” (W1 and W3), usually in a conversation. Moreover, the context or conversation fitted well with the topic of the unit and promoted the interaction, as specified by W2 in Excerpt 4-23:

[Excerpt 4-23]

With the guidelines of the CLT, the design of the pattern practices should achieve **the “interaction” within the situational context and topic of that unit...** then the whole unit would be **“an integrated unity,”** rather than just pieces being put together.....(from W2)

Last, related resources for Textbook A were designed to support teachers with bountiful information, such as websites and extra classroom activities. The editor featured the teachers’ manual (TM) as a teaching aid, which could compensate for the lack of experiences. For example, knowing that poetry teaching has been considered a difficult task for most teachers, the writers thus “provided as much information as possible in the TM, ranging from poets’ background to practical activities” (E1). Another distinguishing feature was found in the workbooks, since the writers tended to “create interesting and communicative exercises like open-ended questions or crosswords” (W1 and W3).

In summary, it can be inferred that the writers from Textbook A placed the highest value on the design of language activities and the contextualized introduction of grammar points. Besides, the creativity employed in designing workbooks was also highlighted. After all, these were the ways they realized the ultimate goal of Communicative Language Teaching.

4.3.2 Writing Process

According to the framework for materials writing modified from Jolly and Bolitho (1998), it was found that the procedures of the compilation of Textbook A included seven steps and certain ongoing procedures (i.e., from (a) to (e)), as shown in Figure 4-1⁴⁴.

⁴⁴ The procedures shown in Figure 4-1 are the ones that were directly mentioned by the writers in the interview. Those parts that were inconsistent with Jolly and Bolitho’s (1998) findings might not be the ones skipped by the writers. The teachers simply did not directly pinpoint the points in the interview.

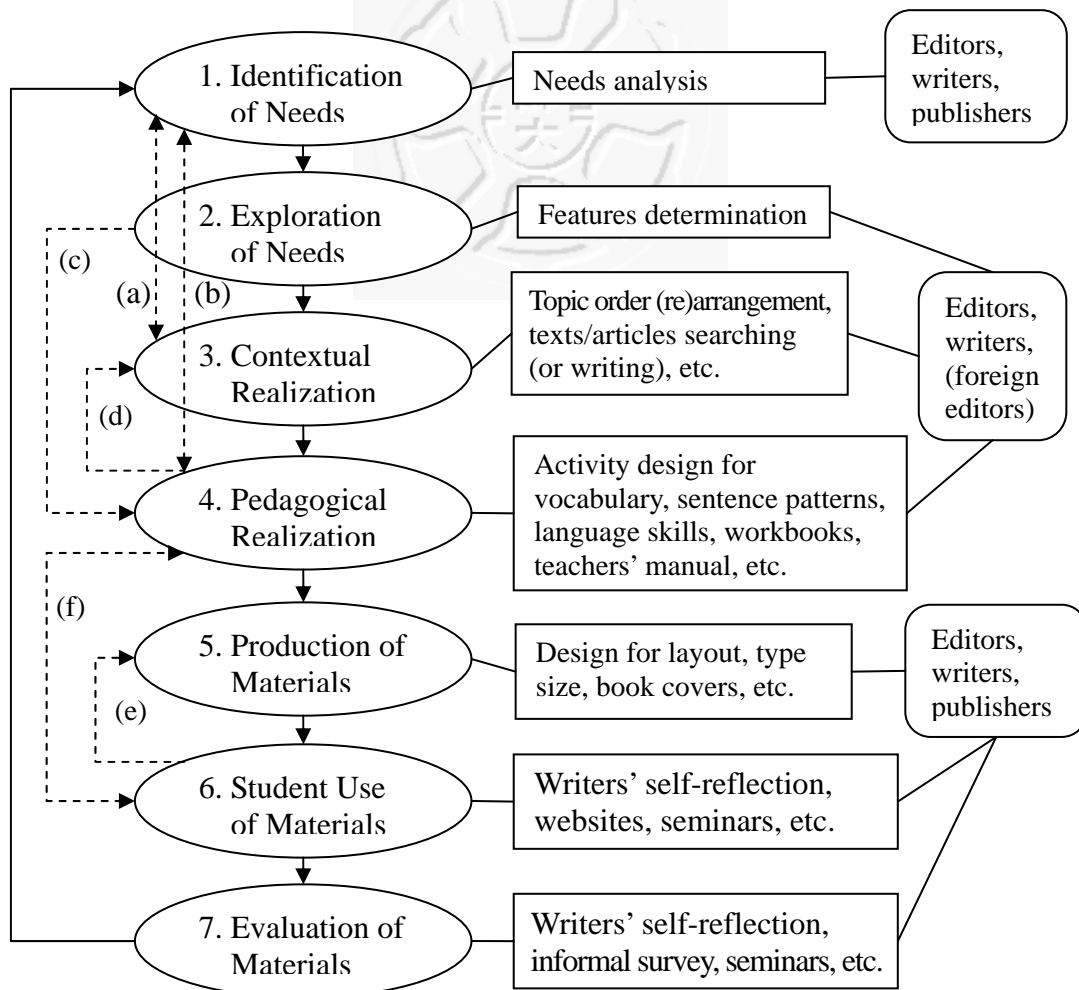


Figure 4-1: The Compiling Process of Textbook A

The first step for them was to identify the need for materials with the purpose to fulfill teachers or learners' needs or to solve their problems. This step was performed "through a needs survey before the editorial system was open to the market" (E1). They distributed a questionnaire to college students who had studied the NICT textbooks before. Their findings are as follows:

[Excerpt 4-24]

...It was found that **the text type students liked most was stories**, while **they hated difficult and abstruse articles**. As for the **poems**...the students had two extremely **opposite voices**...like or dislike them....We also interviewed the school teachers. They revealed that **the poetry and the topic about the architecture** (e.g., "How the Tides Helped to Erect the Kwan-tu

Bridge”) were **the most difficult ones to teach**. (from E1)

Besides, since the writers are all experienced teachers in senior high, their opinions served as “an important basis in identifying the needs for materials” (W2). Through the survey, they found most teachers had difficulties carrying out the classroom activities and presenting the grammar points in a meaningful and communicative way. Hence, “based on [their] teaching experiences and the editors⁴⁵, professional guides” (W2), the compilation of Textbook A was moved on to the next stage.

The second step was to explore the needs by specifying the area of needs/problems in the aspect of language, meanings, functions, skills, etc. To meet the needs and solve the problems that teachers had revealed, the writers set up the main features for their textbooks at the very beginning of the compilation (see Excerpt 4-25 and Chapter 5 for more details).

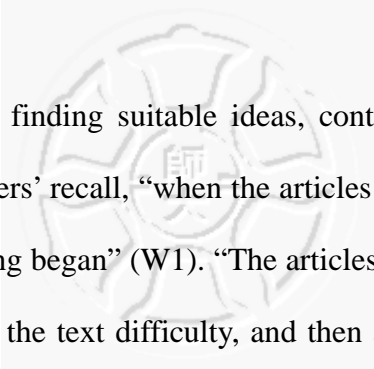
[Excerpt 4-25]

...**Based on the needs analysis**...we tried to **avoid presenting those (abstruse) topics in a rigid form**...and **provide as much supplementary materials in teachers’ manual** as we can. Thus, we hope they could feel less challenging when tackling with those tough topics...(from E1)

Thus, “the editors determined the features of topic/text types to be ‘interesting and multicultural’ and then assigned writers to find more articles than really needed” (W1 and W2). The publisher also participated in this step to “help demand the copyright of the article” (E1). Realizing that teachers had difficulties introducing literary works, the editors nominated an experienced teacher to “be in charge of the selection of literary works and further design” (W3). When the pool of the works was in right size, the writers moved on to the next stage—screening and modifying the articles.

The third step for the textbook compilation team was to contextually realize the

⁴⁵ There are two editors for Textbook A, but only one of them were interviewed in the present study.



proposed new materials by finding suitable ideas, contexts or texts with which to work. According to the writers' recall, "when the articles were enough, the process of texts screening and modifying began" (W1). "The articles were generally sorted to the suitable volume in terms of the text difficulty, and then arranged into a proper order according to text variety and learners' levels" (W1). If the selected text could not be realized in an ideal context, the writers would ask their foreign editor or foreign teachers to adapt it or write another one. As the editor had revealed in Excerpt 4-26, the advantage of having a foreign editor write articles was to fully contextualize the writers' ideals.

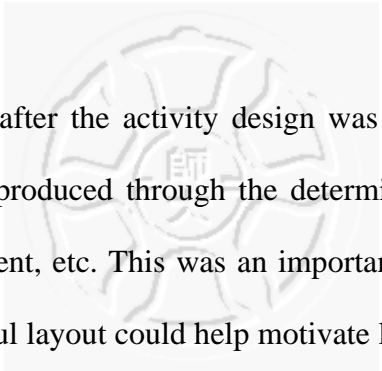
[Excerpt 4-26]

If we cannot find the articles we want, we would ask for the foreign editor's help...I remember once we wanted to collect the text about advertisement, but we cannot find a suitable one. So we just went to our foreign editor and asked [him/her] to realize our ideas. ... (from E1)

At the fourth stage, the texts were pedagogically realized through the appropriate design of language exercises and activities as well as the instructions for reference. Thus, each writer was assigned a unit to work on the design of follow-up activities, ranging from the vocabulary presentation and grammar instruction to the expansion activities and even the design of the workbook and teachers' manual. More detailed procedures can be found in the following excerpt.

[Excerpt 4-27]

...First, we had to **check the vocabulary and sentence patterns students had learned in their junior high**, and then **select the new words and patterns** for them to learn in senior high. Then, we had to check with each other to make sure that there was **no repetition** and that **the sentence patterns were systematically introduced**. In the same phase, the expansion **activities were designed**...This way, the whole unit can be complete and more like a unity...(from W3)



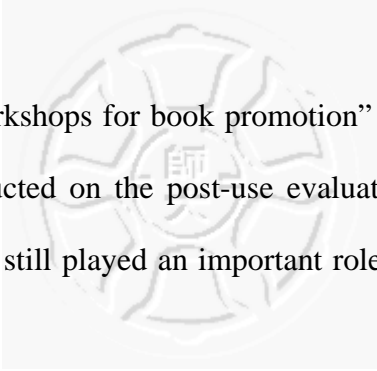
The fifth step set out after the activity design was finished. In this phase, the textbooks were physically produced through the determination of layout, type size, tape length, CD-ROM content, etc. This was an important step since the editors and writers considered a beautiful layout could help motivate learners and related teaching aids could benefit teachers' teaching efficiency (see Excerpt 4-28). Therefore, the art designers from the publisher “needed a lot of patience throughout the discussion over several meetings” (E1).

[Excerpt 4-28]

I think **the layout of the textbook is very important and professional**. We put a lot of emphasis on that phase, **such as selecting a suitable picture**...the picture must be **authentic**...and we tried hard to make a perfect **match between the colors and the type size** of the vocabulary... and we even spent a lot of time picking the color of the cover for each volume...we don't want our textbook to be like a reference book...(from E1)

In the sixth step of the textbook compilation, the publisher would have their sales conduct their regular survey to see how teachers and students feel about their textbooks. “The seminars held by the publishers would also serve a good access” not only to teacher users' opinions but also for conveying of the writers' ideas (E1). Though there was no formal pilot study of teachers'/students' use, yet the writers still “could get some feedback from [their] colleagues and students after the first two volumes were published” (W1 and W3). Another access to the reflection on the published materials for them was “through the publisher's official website” (W2). On the website, teachers and writers were asked to exchange their opinions and “solve the problems more efficiently” (W2).

The last phase in the textbook compilation was conducted through the evaluation of the materials. To examine if the needs and the objectives were attained, “the publisher collected the voices from teachers of different schools at the end of the



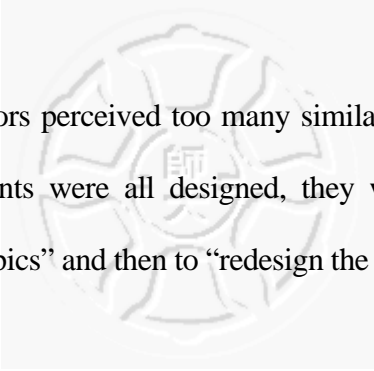
semester or through the workshops for book promotion” (E1 and W2). Though there was no formal study conducted on the post-use evaluation, teacher users’ opinions expressed at the workshops still played an important role in the further adaptation of the textbooks.

Based on the analysis above, the compiling process of Textbook A was found to follow the specific procedures proposed by Jolly and Bolitho (1998). As shown in Figure 4-1, the process went through seven steps and then circulated again for the future adaptation. However, it was not always a linear process. It is considerably “dynamic.” The supporting evidence was found from Procedures (a) to (f) in Figure 4-1 and in the following analyses.

Procedures (a) and (b) appeared when the writers of Textbook A set out the textbook compilation. On analyzing the needs for the forthcoming textbooks, the writers considered further for the “contextual” (Step 3) and “pedagogical” (Step 4) realization. As the writers (W1 and W2) said, “the needs analysis used to be completed by sharing our teaching experiences and by reflecting on the diverse student backgrounds.”

As for Procedure (c), the writers thought further about pedagogical realization (Step 4) when determining the features of Textbook A. Since one of the most important features for their textbook was reported to be “communicative,” the editors and writers intended to realize their ideals of CLT and curriculum guidelines through the activity design. “Though some of the teachers do not like to conduct classroom activities, [the writers] insisted on designing communicative and interactive activities” (E1 and W2).

Concerning Procedure (d), the writers occasionally suspended at Step 4 and then returned to Step 3 when they felt that the selected text/topic was not suitable as what they had thought or when they found it difficult to manipulate the activity design (see



Excerpt 4-29). Or if the editors perceived too many similar topics were placed together after the language components were all designed, they would go back to Step 3 to “rearrange the order of the topics” and then to “redesign the language components (W1).

[Excerpt 4-29]

It happened before...once, we all thought one article was very good and decided to put in our textbook. But when the teacher who was in charge of that article started designing the follow-up activities, **he/she found it was not as good as before (it was not worth reading again and again)**...Then, **we just stopped compiling**, and read that article again, all together. And we agreed with him/her...so we just replaced it with another one and rearranged the order of the topics. It was a drastic change, since we got to start all over again...(from W1)

As for Procedures (e) and (f), the writers used to bounce back and forth among Steps 4, 5, and 6 by gathering teachers’ opinions from the sample materials (see Excerpt 4-30) or by reflecting to their own teaching experiences (see Excerpt 4-31).

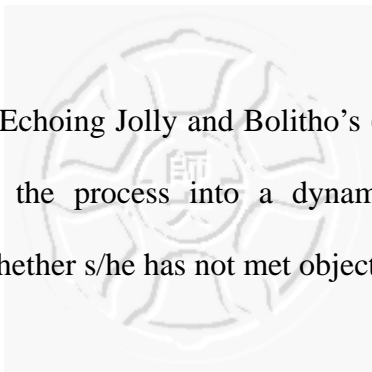
[Excerpt 4-30]

We used to be involved in the layout design...like this picture (pointing to one of the picture in one unit)...we changed it again and again until we were satisfied...**after the sample book was printed out, and the seminar was held**, we still insisted on changing some of the typesetting...pictures....even the book cover...(from E1)

[Excerpt 4-31]

...before the materials were published...or when I just finished some design of the activities... I would **secretly do the experiment on my students**...to see how they react on the activities I designed... and then I would **modify it based on their reactions**...(from W3)

To sum up, it was found that the textbook writers kept doing self-reflection and self-evaluation on their materials during the whole compiling process. Even if the specific procedures were there to be followed, the writers, with their optimal goal to attain the needs of students, school teachers, and their own, tended to do the



self-regulation all the time. Echoing Jolly and Bolitho’s (1998) findings, it is “the act of evaluation” that “turns the process into a dynamic one since it forces the teacher/writer to examine whether s/he has not met objectives” (p.96).

4.3.3 Writing Principles

The results collected from the interview with the textbook writers (E1, W1, W2, and W3) showed that there were specific principles to be followed during the compilation of Textbook A. Compared with the eleven principles generated from Bell and Gower’s (1998) case study on the writing for a global coursebook (see Table 3-6 for explanations), some of the principles found in the present study accorded with Bell and Gower’s (1998), while some were unique only for local situations.

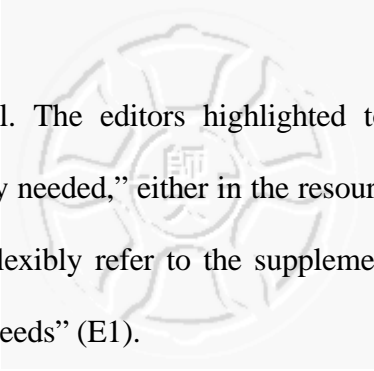
The ones in complete accordance with Bell and Gower’s (1998) principles were Principles 1, 2, 3, 5, 6, 7, 8, 9, 10, and 11, which were employed in different steps of the compiling process. More interpretations are shown below:

Table 4-19: Principles Employed in the Compiling Process of Textbook A

Process involved	Principles employed
Syllabus organization	10 (learner development); 8 (integrated skills)
Content arrangement	3 (engaging content); 4* (natural language)
Presentation of language components	2 (from text to language); 6 (emphasis on review); 7 (personalized practice); others (systematical organization); 5* (analytical approaches)
Activity design for language skills	1 (flexibility); 7 (personalized practice); 8 (integrated skills); 9 (balance of approaches); others (contextual and communicative exercise; practical for classroom use)
Related resources	1 (flexibility); 11 (professional respect)

Note. The principles with the numbers are the ones that can be found in Bell and Gower (1998), while term “others” indicates the ones generated by the writers of Textbook A. The one with an asterisk represents “partly use” of the principle.

Principle 1—flexibility—was applied to the design of related resources and



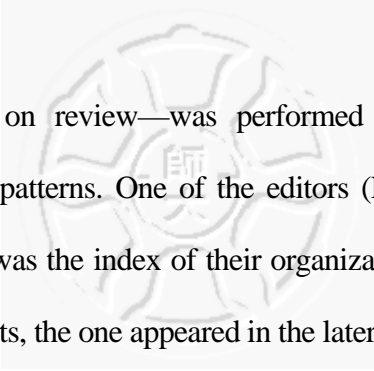
expansion activities as well. The editors highlighted to “provide more classroom activities than what are really needed,” either in the resource books or in the textbooks. This way, teachers “could flexibly refer to the supplementary materials or additional activities according to their needs” (E1).

Principle 2—from text to language—was employed in the design of vocabulary teaching and grammar instruction. The writers extracted the new vocabulary and grammar points to be learned from the chosen texts, and then rearranged them in “the spiral and sequential organization” (E1 and W1).

Principle 3—engaging content—was used in the topic arrangement and texts/articles selection. When searching the articles, the writers tried to include a variety of topics, especially those could motivate students. They also worked hard on striking a balance between serious and fun issues, international and local cultures, and between literature and non-literature works (see Excerpt 4-24).

Principle 4—natural language—was partially modified and implemented in the phase of content arrangement, where native speakers were invited to edit or to compose certain texts yet with simplified authentic language. The principle was modified out of writers’ consideration that “the completely natural or authentic language may confuse learners and then end up with nothing conveyed” (E1). Thus, considering learners’ cultural and learning background, the writers claimed that the language employed in the textbook should be “the comprehensible input” (E1); otherwise, the learning would be meaningless.

Principle 5—analytic approaches—was partially employed in the design of language components, especially the grammar instruction. The writers held the ideal that “grammar points should be introduced in meaningful contexts or with the help of communicative activities” (E1). Thus, analytic approaches to grammar introduction were still in use, but not the main focus.



Principle 6—emphasis on review—was performed on the arrangement of the grammar points or sentence patterns. One of the editors (E1) stated that “the difficulty level of the grammar points was the index of their organization.” If the same pattern was selected from the different texts, the one appeared in the later unit would serve as a review.

Principle 7—personalized practice—was utilized to design the language components and the expansion activities for language skills. Since the aim of the activities was to help “motivate” students (W3), the activity design should be connected with students’ life.

Principle 8—integrated skills—used to be employed in their syllabus organization and activity design, where the balance arrangement and integration of the unit were emphasized.

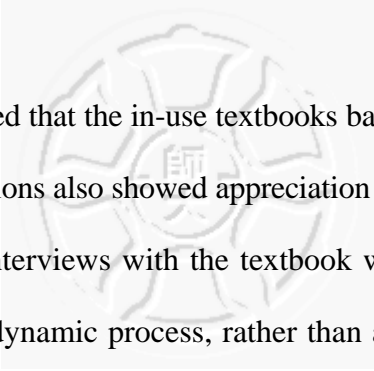
Principle 9—balance of approaches—was also the main technique used in activity design, where the writers tended to “include both mechanical drills and communicative practices” (W1 and W3).

Principle 10—learner development—was considered in the very beginning of the writers’ syllabus organization when they conducted the needs analysis (E1 and W1).

Considering the local situations and the textbook features, others principles were employed. For example, the grammar introduction followed the principle of systematical organization and contextualized arrangement. The language activities of Textbook A were designed in meaningful contexts and to the most use in real classrooms. More discussion will be presented in Chapter Five.

4.4 Summary of Chapter Four

The analysis of the aforementioned results mainly indicated that the in-use textbooks have earned more appreciation from the textbook users than the NICT textbooks. On the other hand, the questionnaire and interview results obtained from the



recruited teachers also showed that the in-use textbooks bared the distinctive features of their own. Teachers' perceptions also showed appreciation for the old NICT textbooks.

The results from the interviews with the textbook writers implied that textbook writing had undergone the dynamic process, rather than a simply linear one, where a plenty of difficulties and compromises were confronted. During the process, several principles were established and further modified because of the local situation. More discussions and interpretations will be presented in Chapter Five.